

TAX 101

ACT Senior Curriculum English

Tax 101 - Interactive: The Australian Taxation System

Essential English (A course)

Unit 1

Use strategies and skills for comprehending texts including:

- using structural and language features, for example, visual and aural cues to identify main ideas, supporting arguments and evidence **(EEA01)**

Consider the ways in which texts communicate ideas, attitudes and values including:

- how social, community and workplace texts are constructed for particular purposes, audiences and contexts **(EEA05)**
- the ways text structures and language features are used to influence audiences, for example, image selection in websites, emotive language in speeches or films, stereotypes in video games and vocabulary choices in advertisements **(EEA06)**

Using information for specific purposes and contexts by:

- locating and extracting information and ideas from texts, for example, skim reading for general sense and scanning for key information **(EEA08)**
- understanding how texts are structured to organise information, for example, hyperlinks, chapter headings and indexes **(EEA09)**

Create a range of texts:

- using appropriate language, content and mode for different purposes and audiences, for example, in everyday, social, community or workplace contexts **(EEA11)**

using text structures and language features to communicate ideas and information in a range of mediums and digital technologies, for example, explaining workplace procedures, using navigation bars to create a web page, and developing a character's back story **(EEA12)**

Essential English (M course)

Unit 1

Use strategies and skills for comprehending texts including:

- identifying main ideas **(EEM01)**

Consider the ways in which texts communicate ideas and attitudes and including:

- identifying social and workplace texts **(EEM03)**
- identifying a technique used to influence audiences, for example, image selection in websites, emotive language in speeches or films, stereotypes in video games and vocabulary choices in advertisements. **(EEM04)**

Using information for specific purposes and contexts by:

- Locating and extracting information and ideas from texts. **(EEM05)**
- Identifying features used to organise information, for example, hyperlinks, heading and content pages. **(EEM06)**

Create a range of texts:

- using appropriate language, content and mode for different purposes and audiences, for example, in everyday, social or workplace contexts **(EEM07)**

YOUR TAX

ACT Senior Curriculum English

Your Tax - Activity 2: Working and paying tax

Essential English (A course)	Unit 1 Use strategies and skills for comprehending texts including: <ul style="list-style-type: none">• using structural and language features, for example, visual and aural cues to identify main ideas, supporting arguments and evidence (EEA01) Consider the ways in which texts communicate ideas, attitudes and values including: <ul style="list-style-type: none">• how social, community and workplace texts are constructed for particular purposes, audiences and contexts (EEA05)• the ways text structures and language features are used to influence audiences, for example, image selection in websites, emotive language in speeches or films, stereotypes in video games and vocabulary choices in advertisements (EEA06) Using information for specific purposes and contexts by: <ul style="list-style-type: none">• locating and extracting information and ideas from texts, for example, skim reading for general sense and scanning for key information (EEA08)• understanding how texts are structured to organise information, for example, hyperlinks, chapter headings and indexes (EEA09) Create a range of texts: <ul style="list-style-type: none">• using appropriate language, content and mode for different purposes and audiences, for example, in everyday, social, community or workplace contexts (EEA11)• using text structures and language features to communicate ideas and information in a range of mediums and digital technologies, for example, explaining workplace procedures, using navigation bars to create a web page, and developing a character's back story (EEA12)
Essential English (M course)	Unit 1 Use strategies and skills for comprehending texts including: <ul style="list-style-type: none">• identifying main ideas (EEM01) Consider the ways in which texts communicate ideas and attitudes and including: <ul style="list-style-type: none">• identifying social and workplace texts (EEM03)• identifying a technique used to influence audiences, for example, image selection in websites, emotive language in speeches or films, stereotypes in video games and vocabulary choices in advertisements. (EEM04) Using information for specific purposes and contexts by: <ul style="list-style-type: none">• Locating and extracting information and ideas from texts. (EEM05)• Identifying features used to organise information, for example, hyperlinks, heading and content pages. (EEM06) Create a range of texts: <ul style="list-style-type: none">• using appropriate language, content and mode for different purposes and audiences, for example, in everyday, social or workplace contexts (EEM07)

Your Tax - Activity 6: Fixing a tax problem

<p>Essential English (A course)</p>	<p>Unit 1 Use strategies and skills for comprehending texts including:</p> <ul style="list-style-type: none"> • using structural and language features, for example, visual and aural cues to identify main ideas, supporting arguments and evidence (EEA01) <p>Consider the ways in which texts communicate ideas, attitudes and values including:</p> <ul style="list-style-type: none"> • how social, community and workplace texts are constructed for particular purposes, audiences and contexts (EEA05) • the ways text structures and language features are used to influence audiences, for example, image selection in websites, emotive language in speeches or films, stereotypes in video games and vocabulary choices in advertisements (EEA06) <p>Using information for specific purposes and contexts by:</p> <ul style="list-style-type: none"> • locating and extracting information and ideas from texts, for example, skim reading for general sense and scanning for key information (EEA08) • understanding how texts are structured to organise information, for example, hyperlinks, chapter headings and indexes (EEA09) <p>Create a range of texts:</p> <ul style="list-style-type: none"> • using appropriate language, content and mode for different purposes and audiences, for example, in everyday, social, community or workplace contexts (EEA11) • using text structures and language features to communicate ideas and information in a range of mediums and digital technologies, for example, explaining workplace procedures, using navigation bars to create a web page, and developing a character's back story (EEA12)
<p>Essential English (M course)</p>	<p>Unit 1 Use strategies and skills for comprehending texts including:</p> <ul style="list-style-type: none"> • identifying main ideas (EEM01) <p>Consider the ways in which texts communicate ideas and attitudes and including:</p> <ul style="list-style-type: none"> • identifying social and workplace texts (EEM03) • identifying a technique used to influence audiences, for example, image selection in websites, emotive language in speeches or films, stereotypes in video games and vocabulary choices in advertisements. (EEM04) <p>Using information for specific purposes and contexts by:</p> <ul style="list-style-type: none"> • Locating and extracting information and ideas from texts. (EEM05) • Identifying features used to organise information, for example, hyperlinks, heading and content pages. (EEM06) <p>Create a range of texts:</p> <ul style="list-style-type: none"> • using appropriate language, content and mode for different purposes and audiences, for example, in everyday, social or workplace contexts (EEM07)

Your Tax - Interactive: Tax and you

Essential English (A course)

Unit 2

Use strategies and skills for comprehending texts including:

- summarising ideas and information presented in texts **(EEA03)**
- Identifying similarities and differences between own response to texts and responses of others. **(EEA04)**

Using information for specific purposes and contexts by:

- locating and selecting information from a range of sources **(EEA08)**
- using different strategies for finding information such as taking notes to summarise and/or paraphrase information **(EEA10)**.

Create a range of texts:

- using persuasive, visual and literary techniques to engage audiences in a range of modes, mediums and contexts **(EEA11)**
- selecting text structures, language features and visual techniques to communicate and represent ideas and information **(EEA12)**
- using strategies for planning, drafting and proofreading, and appropriate referencing **(EEA14)**

Essential English (M course)

Unit 2

Use strategies and skills for comprehending texts including:

- identify ideas and information presented in texts **(EEM02)**
- identifying basic similarities and differences between own response to texts and responses of others. **(EEM03)**

Using information for specific purposes and contexts by:

- locating and selecting information from a range of sources **(EEM07)**
- using different strategies for finding information such as taking notes to summarise and/or paraphrase information. **(EEM08)**

Create a range of texts:

- using basic literary techniques to engage an audience **(EEM09)**
- using strategies for planning, drafting and proofreading, and appropriate referencing and assistive technologies **(EEM11)**

BUSINESS TAX

ACT Senior Curriculum
English

Business Tax - Activity 3: Running a business: Tax obligations

<p>Essential English (A course)</p>	<p>Unit 1 Consider the ways in which texts communicate ideas, attitudes and values including:</p> <ul style="list-style-type: none"> • how social, community and workplace texts are constructed for particular purposes, audiences and contexts (EEA05) <p>Create a range of texts:</p> <ul style="list-style-type: none"> • using appropriate language, content and mode for different purposes and audiences, for example, in everyday, social, community or workplace contexts (EEA11)
<p>Essential English (M course)</p>	<p>Unit 1: Consider the ways in which texts communicate ideas and attitudes and including:</p> <ul style="list-style-type: none"> • identifying social and workplace texts (EEM03) <p>Create a range of texts:</p> <ul style="list-style-type: none"> • using appropriate language, content and mode for different purposes and audiences, for example, in everyday, social or workplace contexts (EEM07)

Business Tax - Activity 6: How is business tax collected?

<p>Essential English (A course)</p>	<p>Unit 1 Using information for specific purposes and contexts by:</p> <ul style="list-style-type: none"> • locating and extracting information and ideas from texts, for example, skim reading for general sense and scanning for key information (EEA08) • using strategies and tools for collecting and processing information, for example graphic information and spreadsheets (EEA10) <p>Create a range of texts:</p> <ul style="list-style-type: none"> • using appropriate language, content and mode for different purposes and audiences, for example, in everyday, social, community or workplace contexts (EEA11)
<p>Essential English (M course)</p>	<p>Unit 1 Using information for specific purposes and contexts by:</p> <ul style="list-style-type: none"> • Locating and extracting information and ideas from texts. (EEM05) <p>Create a range of texts:</p> <ul style="list-style-type: none"> • using appropriate language, content and mode for different purposes and audiences, for example, in everyday, social or workplace contexts (EEM07)

Super - Activity 1: What is superannuation?

<p>Essential English (A course)</p>	<p>Unit 2 Use strategies and skills for comprehending texts including:</p> <ul style="list-style-type: none"> making inferences from content, text structures and language features (EEA02) summarising ideas and information presented in texts (EEA03) <p>Create a range of texts:</p> <ul style="list-style-type: none"> using persuasive, visual and literary techniques to engage audiences in a range of modes, mediums and contexts (EEA11) selecting text structures, language features and visual techniques to communicate and represent ideas and information (EEA12)
<p>Essential English (M course)</p>	<p>Unit 2 Use strategies and skills for comprehending texts including:</p> <ul style="list-style-type: none"> identify ideas and information presented in texts (EEM02) <p>Create a range of texts:</p> <ul style="list-style-type: none"> using basic literary techniques to engage an audience (EEM09)

Super - Activity 3: What do I need to do about super?

<p>Essential English (A course)</p>	<p>Unit 1 Create a range of texts:</p> <ul style="list-style-type: none"> using appropriate language, content and mode for different purposes and audiences, for example, in everyday, social, community or workplace contexts (EEA11) using text structures and language features to communicate ideas and information in a range of mediums and digital technologies, for example, explaining workplace procedures, using navigation bars to create a web page, and developing a character's back story (EEA12)
<p>Essential English (M course)</p>	<p>Unit 1 Create a range of texts:</p> <ul style="list-style-type: none"> using appropriate language, content and mode for different purposes and audiences, for example, in everyday, social or workplace contexts (EEM07)

Super - Activity 4: How do I choose a super fund?

<p>Essential English (A course)</p>	<p>Unit 1 Create a range of texts:</p> <ul style="list-style-type: none"> • using appropriate language, content and mode for different purposes and audiences, for example, in everyday, social, community or workplace contexts (EEA11) • using text structures and language features to communicate ideas and information in a range of mediums and digital technologies, for example, explaining workplace procedures, using navigation bars to create a web page, and developing a character's back story (EEA12)
<p>Essential English (M course)</p>	<p>Unit 1 Create a range of texts:</p> <ul style="list-style-type: none"> • using appropriate language, content and mode for different purposes and audiences, for example, in everyday, social or workplace contexts (EEM07)

Super - Activity 5: Super, the ATO and you

<p>Essential English (A course)</p>	<p>Unit 1 Using information for specific purposes and contexts by:</p> <ul style="list-style-type: none"> • locating and extracting information and ideas from texts, for example, skim reading for general sense and scanning for key information (EEA08) • using strategies and tools for collecting and processing information, for example graphic information and spreadsheets (EEA10) <p>Create a range of texts:</p> <ul style="list-style-type: none"> • using appropriate language, content and mode for different purposes and audiences, for example, in everyday, social, community or workplace contexts (EEA11) • using text structures and language features to communicate ideas and information in a range of mediums and digital technologies, for example, explaining workplace procedures, using navigation bars to create a web page, and developing a character's back story (EEA12)
<p>Essential English (M course)</p>	<p>Unit 1 Using information for specific purposes and contexts by:</p> <ul style="list-style-type: none"> • Locating and extracting information and ideas from texts. (EEM05) <p>Create a range of texts:</p> <ul style="list-style-type: none"> • using appropriate language, content and mode for different purposes and audiences, for example, in everyday, social or workplace contexts (EEM07)