

Level 10 plan — Victorian Curriculum: English 2017

Implementation year: 2017

School name: Kyabram P-12 College

Prepared by: Lyn Eeles



Identify Curriculum	Curriculum Booklet Descriptor	<p>Year 10 English</p> <p>The English curriculum aims to ensure that students:</p> <ul style="list-style-type: none"> learn to listen to, read, view, speak, write, create and reflect on increasingly complex and sophisticated spoken, written and multimodal texts across a growing range of contexts with accuracy, fluency and purpose appreciate, enjoy and use the English language in all its variations and develop a sense of its richness and power to evoke feelings, convey information, form ideas, facilitate interaction with others, entertain, persuade and argue <p>understand how Standard Australian English works in its spoken and written forms and in combination with non-linguistic forms of communication to create meaning develop interest and skill in inquiring into the aesthetic aspects of texts, and develop an informed appreciation of literature</p>
	Achievement standard	<p>Reading and Viewing Level 10 Achievement Standard</p> <ul style="list-style-type: none"> Students analyse the ways that text structures can be manipulated for effect. They analyse and explain how images, vocabulary choices and language features distinguish the work of individual authors. They evaluate and integrate ideas and information from texts to form their own interpretations. They select evidence from the text to analyse and explain how language choices and conventions are used to influence an audience. <p>Writing Level 10 Achievement Standard</p> <ul style="list-style-type: none"> Students understand how to use a variety of language features to create different levels of meaning. They understand how interpretations can vary by comparing their responses to texts to the responses of others. In creating texts students demonstrate how manipulating language features and images can create innovative texts. They create texts that respond to issues interpreting and integrating ideas from other texts. They edit for effect, selecting vocabulary and grammar that contribute to the precision and persuasiveness of texts and using accurate spelling and punctuation. <p>Speaking and Listening Level 10 Achievement Standard</p> <ul style="list-style-type: none"> Students listen for ways texts position an audience. They understand how to use a variety of language features to create different levels of meaning. They understand how interpretations can vary by comparing their responses to texts to the responses of others. In creating texts, students demonstrate how manipulating language features and images can create innovative texts. They create texts that respond to issues, interpreting and integrating ideas from texts. <p>They make presentations and contribute actively to class and group discussions, comparing and evaluating responses to ideas and issues.</p> <p>Source: Victorian Curriculum 14 September 2015 http://victoriancurriculum.vcaa.vic.edu.au/Copyright</p>
	Reporting Descriptor	<p>Year 10 students evaluated how text structures can be used in innovative ways by different authors. They explained how the choice of language features, images and vocabulary contributed to the development of individual style. They created and developed their own style by experimenting with language features, stylistic devices, text structures and images. They made presentations and contributed actively to class and group discussions, building on others' ideas, solving problems, justifying opinions and developing and expanding arguments. They demonstrated understanding of grammar, varied vocabulary choices for impact, and accurately used spelling and punctuation when creating and editing texts.</p>

Teaching and learning	Unit Overview	Unit 1 – Compare and contrast text	Unit 2 – Creating and Presenting in Context	Unit 3 – Close study of text – The Classics	Unit 4 – Using Language to Persuade
	<i>Teaching Hours:</i>	<p>Term 1</p> <ul style="list-style-type: none"> Students compare and contrast the social, moral and ethical themes in a range of contemporary literature texts, including the close study of <u>Of Mice and Men</u>. Students evaluate how text structures, language and visual features can be used to influence audience response. Students compare and contrast the novel with the film version of <u>Of Mice</u> 	<p>Term 2</p> <p>Representations of the imaginative landscape</p> <ul style="list-style-type: none"> Students analyse and explain how language and images create representations of the imaginative landscape. Students show how the selection of language features can achieve stylistic effect. They develop their own style by experimenting with language features, stylistic devices, 	<p>Term 3</p> <p>To identify the focal themes of the unit (love and sacrifice, actions and consequences, fate and free will) within the play <u>Romeo and Juliet</u> and their enduring presence throughout literature and life</p> <p>To develop readers who can explain issues and ideas from a variety of text sources, provide supporting evidence and use specific details from texts to develop their own response.</p>	<p>Term 4</p> <p>To develop writers and presenters who create texts showing how language features, text structures, and images from other texts can be combined for effect.</p> <p>To develop writers who create and present structured and coherent texts to persuade an audience</p> <p>Skills and Understanding Victorian</p>

and Men

Skills and Understanding Victorian Curriculum Descriptors

- Understand that people's evaluations of texts are influenced by their **value systems**, the context and the purpose and mode of communication (VCELA457)
- Understand conventions for **citing others**, and how to reference these in different ways (VCELA471)
- Understand how to use knowledge of the spelling system to spell unusual and technical words accurately (VCELA475)
- Refine vocabulary choices to discriminate between shades of meaning, with deliberate attention to the effect on audiences (VCELA474)
- Review, edit and refine own and others' texts for control of content, organisation, sentence structure, vocabulary, and/or visual features to achieve particular purposes and effects (VCELY480)
- Reflect on, extend, endorse or refute others' interpretations of and responses to literature (VCELT484)
- Use comprehension strategies to compare and contrast information within and between texts, identifying and analysing embedded perspectives, and evaluating supporting evidence (VCELY469)
- Identify, explain and discuss how narrative viewpoint, structure, characterisation and devices including analogy and satire shape different interpretations and responses to a text (VCELT463)
- Choose a reading technique and reading path appropriate for the type of text, to retrieve and connect ideas within and between texts (VCELY468)

text structures and images.

Skills and Understanding Victorian Curriculum Descriptors

- Understand how paragraphs and images can be arranged for different purposes, audiences, perspectives and stylistic effects (VCELA470)
- Compare the purposes, text structures and language features of traditional and contemporary texts in different media (VCELA458)
- Evaluate the social, moral and ethical positions represented in texts (VCELT462)
- Compare and evaluate how 'voice' as a literary device can be used in a range of different types of texts such as poetry to evoke particular emotional responses (VCELT465)
- Analyse and evaluate how people, cultures, places, events, objects and concepts are represented in texts, including media texts, through language, structural and/or visual choices (VCELY466)
- Identify and analyse implicit or explicit values, beliefs and assumptions in texts and how these are influenced by purposes and likely audiences (VCELY467)
- Analyse and evaluate the effectiveness of a wide range of sentence and clause structures as authors design and craft texts (VCELA472)
- Create literary texts that reflect an emerging sense of personal style and evaluate the effectiveness of these texts (VCELT476)
- Create literary texts with a sustained 'voice', selecting and adapting appropriate text structures, literary devices, language, auditory and visual structures and features for a specific purpose and intended audience (VCELT477)
- Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements to influence a course of action, speaking clearly and using logic, imagery and rhetorical devices in order to engage audiences (VCELY486)
- Use a range of software, including word processing programs, confidently, flexibly and imaginatively to create, edit and publish texts, considering the identified purpose and the characteristics of the user (VCELY481)

The classics

- Students investigate classic world literature, including a play by Shakespeare, (Romeo and Juliet) to explore themes of human experience and cultural significance.
- Students examine the evolution of English language from classics to contemporary literature.
- Students reflect on the classic and contemporary relevance of the themes in world literature and discuss how language devices layer meaning and influence audiences.
- Students undertake a detailed text study of a play, looking at various issues and using the text as a starting point to further develop thinking, creating and evaluating.
- Students create literary analyses. They select specific details from texts to support an exploration and reflection on personal understanding of the world and significant human experience gained from various representations of life matters in texts
- They contribute actively to class and group discussions.

Skills and Understanding Victorian Curriculum Descriptors

- Understand that Standard Australian English in its spoken and written forms has a history of evolution and change and continues to evolve (VCELA482)
- Compare and evaluate a range of representations of individuals and groups in different historical, social and cultural contexts (VCELT460)
- Create imaginative texts that make relevant thematic and intertextual connections with other texts (VCELT478)
- Identify and explore the purposes and effects of different text structures and language features of spoken texts, and use this knowledge to create purposeful texts that inform, persuade and engage audiences, using organisation patterns, voice and language conventions to present a coherent point of view on a subject (VCELY485)
- Evaluate the impact on audiences of different choices in the representation of still and moving images (VCELA459)
- Analyse and evaluate text structures and language features of literary texts and make relevant thematic and intertextual connections with other texts (VCELT464)

Curriculum Descriptors

- Understand conventions for citing others, and how to reference these in different ways (VCELA471)
- Understand how language use can have inclusive and exclusive social effects, and can empower or disempower people (VCELA483)
- Analyse how higher order concepts are developed in complex texts through language features including nominalisation, clause combinations, technicality and abstraction (VCELA473)
- Analyse and explain how text structures, language features and visual features of texts and the context in which texts are experienced may influence audience response (VCELT461)
- Analyse and evaluate how people, cultures, places, events, objects and concepts are represented in texts, including media texts, through language, structural and/or visual choices (VCELY466)
- Create sustained texts, including texts that combine specific digital or media content, for imaginative, informative, or persuasive purposes that reflect upon challenging and complex issues (VCELY479)
- Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements to influence a course of action, speaking clearly and using logic, imagery and rhetorical devices in order to engage audiences (VCELY486)
- Examine a range of rhetorical devices and reasoning errors, including false dichotomies and begging the question (VCCCTR046)
- Investigate the nature and use of counter examples structured as arguments (VCCCTR048)
- Examine how to identify and analyse suppressed premises and assumptions (VCCCTR047)
- Investigate use of additional or refined criteria when application of original criteria does not produce a clear conclusion (VCCCTR050)

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Develop assessment	Assessment				
		Unit 1	Unit 2	Unit 3	Unit 4
		Assessment	Assessment	Assessment	Assessment
		Response to text (RLT) <ul style="list-style-type: none"> Students are required to identify, explain and discuss interpretations and responses to the text “Of Mice and Men” in a written analytical text response. 	Response to Context (written and oral) (RLT) <ul style="list-style-type: none"> Students are required to complete and anthology of writing in response to the context “The Imaginative Landscape”, demonstrating understanding of writing styles and writing strategies. Students are required to script and deliver an oral presentation to a classroom audience in response to the ideas generated in their study of “The Imaginative Landscape”. 	Response to Text (RLT) <ul style="list-style-type: none"> Students are required to present a detailed interpretation of the text, recognising the key characters, ideas and themes. 	Persuasive written and oral presentation (RLT) <ul style="list-style-type: none"> Students are required to present a persuasive speech in response to an issue.
		Comparison of texts – workbook activities	Writing anthology	Creative response to text activities	
		Discussion contributions		Oral response to text	
	Semester 1 Outcomes	Outcome 1: On completion of this unit, students will be able to read and view texts, analysing how texts construct meaning and convey ideas and values Outcome 2: On completion of this unit, student will be able to write for different purposes and audiences, using particular language features Outcome 3: On completion of this unit, students will be able to actively contribute to class and group discussions and justify opinions, developing and expanding their arguments.			
	Semester 2 Outcomes		Outcome 1: On completion of this unit, students will be able to analyse characters, themes and ideas in texts, forming their own interpretations and presenting in creative, oral or formal responses Outcome 2: On completion of this unit, students will be able to manipulate language for persuasive effect, and present an interpretation of an issue to an audience.		
Judgments and use feedback	Moderation				

Level 10: review for balance and coverage of content descriptions.

Level 10 Knowledge and Understanding				
	1	2	3	4
Understand that people's evaluations of texts are influenced by their value systems, the context and the purpose and mode of communication (VCELA457)	x			
Understand how paragraphs and images can be arranged for different purposes, audiences, perspectives and stylistic effects (VCELA470)		x		
Understand conventions for citing others, and how to reference these in different ways (VCELA471)	x			x
Understand how to use knowledge of the spelling system to spell unusual technical words accurately (VCELA475)	x			
Understand that Standard Australian English in its spoken and written forms has a history of evolution and change and continues to evolve (VCELA482)			x	
Understand how language use can have inclusive and exclusive social effects and can empower or disempower people (VCELA483)				x
Level 10 Capabilities				
Reasoning				
	1	2	3	4
Examine a range of rhetorical devices and reasoning errors, including false dichotomies and begging the question (VCCCTR046)				x
Investigate the nature and use of counter examples structured as arguments (VCCCTR048)				x
Examine how to identify and analyse suppressed premises and assumptions (VCCCTR047)				x
Investigate use of additional or refined criteria when application of original criteria does not produce a clear conclusion (VCCCTR050)				x

Level 10 Skills				
	1	2	3	4
Compare the purposes, text structures and language features of traditional and contemporary texts in different media (VCELA458)		x		
Evaluate the impact on audiences of different choices in the representation of still and moving images (VCELA459)			x	
Compare and evaluate a range of representations of individuals and groups in different historical, social and cultural contexts (VCELT460)			x	
Analyse and explain how text structures, language features and visual features of texts and the context in which texts are experienced may influence audience response (VCELT461)				x
Evaluate the social, moral and ethical positions represented in texts (VCELT462)		x		
Identify, explain and discuss how narrative viewpoint, structure, characterisation and devices including analogy and satire shape different interpretations and responses to a text (VCELT463)	x			
Compare and evaluate how 'voice' as a literary device can be used in a range of different types of texts such as poetry to evoke particular emotional responses (VCELT465)		x		
Analyse and evaluate how people, cultures, places, events, objects and concepts are represented in texts, including media texts, through language, structural and/or visual choices (VCELT466)		x		x
Analyse and evaluate text structures and language features of literary texts and make relevant thematic and intertextual connections with other texts (VCELT464)			x	
Identify and analyse implicit or explicit values, beliefs and assumptions in texts and how these are influenced by purposes and likely audiences (VCELY467)		x		
Choose a reading technique and reading path appropriate for the type of text, to retrieve and connect ideas within and between texts (VCELY468)	x			
Use comprehension strategies to compare and contrast information within and between texts, identifying and analysing embedded perspectives, and evaluating supporting evidence (VCELY469)	x			
Analyse and evaluate the effectiveness of a wide range of sentence and clause structures as authors design and craft texts (VCELA472)		x		
Analyse how higher order concepts are developed in complex texts through language features including nominalisation, clause combinations technicality and abstraction (VCELA473)				x
Refine vocabulary choices to discriminate between shades of meaning, with deliberate attention to the effect on audiences (VCELA474)	x			
Create literary texts that reflect an emerging sense of personal style and evaluate the effectiveness of these texts (VCELT476)		x		

Create literary texts with a sustained 'voice', selecting and adapting appropriate text structures, literary devices, language, auditory and visual structures and features for a specific purpose and intended audience (VCELT477)		x		
Create imaginative texts that make relevant thematic and intertextual connections with other texts (VCELT478)			x	
Create sustained texts, including texts that combine specific digital or media content, for imaginative, informative or persuasive purposes that reflect upon challenging and complex issues (VCELY479)				x
Review, edit and refine own and others' texts for control of content, organisation, sentence structure, vocabulary, and/or visual features to achieve particular purposes and effects (VCELT480)	x			
Use a range of software, including word processing programs, confidently, flexibly and imaginatively to create, edit and publish texts, considering the identified purpose and the characteristics of the user (VCELY481)		x		
Reflect on, extend, endorse or refute others' interpretations of and responses to literature (VCELT484)	x			
Identify and explore the purposes and effects of different text structures and language features of spoken texts, and use this knowledge to create purposeful texts that inform, persuade and engage audiences, using organisation patterns, voice and language conventions to present a coherent point of view on a subject (VCELY485)			x	
Plan, rehearse and deliver presentation, selecting and sequencing appropriate content and multimodal elements to influence a course of action, speaking clearly and using logic, imagery and rhetorical devices in order to engage audiences (VCELY486)		x		x