Level 7 plan — Victorian Curriculum: English

Implementation year: 2017   **School name: Kyabram P-12 College**   **Prepared by: Leonie Harding**

Identify Curriculum		
	Curriculum Booklet Descriptor	**Year 7 English** The English curriculum aims to ensure that students: • 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 • 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
	Achievement standard	**Reading and Viewing Level 7 Achievement Standard** • Students understand how text structures can influence the complexity of a text and are dependent on audience, purpose and context. • They demonstrate understanding of how the choice of language, images and vocabulary affects meaning. • They explain issues and ideas from a variety of sources, analysing supporting evidence and implied meaning. • They select specific details from texts to develop their own response, recognising that texts reflect different viewpoints. **Writing Level 7 Achievement Standard** • Students understand how the selection of a variety of language can influence an audience. • They understand how to draw on personal knowledge, textual analysis and other sources to express or challenge a point of view. • They create texts showing how language features, text structures, and images from other texts can be combined for effect. • They create structured and coherent texts for a range of purposes and audiences. • When creating and editing texts they demonstrate understanding of grammar, use a variety of more specialised vocabulary, use accurate spelling and punctuation. **Speaking and Listening Level 7 Achievement Standard** • Students listen for and explain different perspectives in texts. • They understand how the selection of a variety of language features can influence an audience. • They understand how to draw on personal knowledge, textual analysis and other sources to express or challenge a point of view. • They create texts showing how language features and images from other texts can be combined for effect. • They create texts structured and coherent texts for a range purposes and audiences. They make presentations and contribute actively to class and group discussions, using language features to engage the audience. Source: Victorian Curriculum	14 September 2015 http://victoriancurriculum.vcaa.vic.edu.au/Copyright
	Reporting Descriptor	Year 7 English students have learned to listen to, read, view, speak, write, create and reflect on increasingly complex and sophisticated spoken, written and multimodal texts across a range of contexts. They have learned to appreciate, enjoy and use the English language and develop a sense of its richness and power to evoke feelings, convey information, form ideas, facilitate interaction with others, entertain, persuade and argue. They have learned how English works in its spoken and written forms and developed an appreciation of literature and the development of English language.

Teaching and learning		Unit 1 – Immersion in texts	Unit 2 – Can you persuade me?	Unit 3 – Survival	Unit 4 – Text transformation
	Unit Overview				
	Teaching Hours:	To develop confident writers who can independently use strategies to write for different audiences and purposes in a range of forms (recount and narrative) To embed Big Write and VCOP elements in the Kyabram Year 7 classroom • When creating and editing texts they demonstrate understanding of grammar, use a variety of more specialised vocabulary, accurate spelling and punctuation. To develop proficient readers who can independently use and articulate strategies to	To develop confident writers who can independently use strategies to write for different audiences and purposes in a range of forms (persuasive) • Students investigate how persuasive text structures, language features and appropriate vocabulary shape meaning and influence others to understand a particular point of view. • Students compare a range of persuasive texts, including media texts and explain how they are effective in influencing audiences. They investigate how language	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. • Students undertake a detailed text study of an early adolescent novel, looking at various issues and using the text as a starting point to further develop thinking, creating and evaluating. (Hatchet) • Students read texts drawn from a range of realistic, fantasy, speculative fiction and historical genres to explore themes of interpersonal relationships and ethical dilemmas within real world and fictional	To develop writers who create texts showing how language features, text structures, and images from other texts can be combined for effect, and to develop writers who create structured and coherent texts for a range of purposes and audiences. • Students use the ideas and perspectives in a text to create a transformation to a different text type. To continue to embed Big Write and VCOP elements in the Kyabram Year 7 classroom

interact with the text and enhance meaning.

Students develop the skills to become analytical, independent readers. They engage with a variety of texts for enjoyment and develop their understanding of how texts are influenced by context, purpose and audience. They demonstrate understanding of how language features, images and vocabulary affect meaning.

Victorian Curriculum Descriptors

- Recognise and understand that subordinate clauses embedded within noun groups/phrases are a common feature of written sentence structures and increase the density of information (VCELA382)
- Recognise and analyse the ways that characterisation, events and settings are combined in narratives, and discuss the purposes and appeal of different approaches (VCELT374)
- Compare the ways that language and images are used to create character, and to influence emotions and opinions in different types of texts (VCELT372)
- Plan, draft and publish imaginative, informative and persuasive texts, selecting aspects of subject matter and particular language, visual, and audio features to convey information and ideas to a specific audience (VCELY387)
- Use comprehension strategies to interpret, analyse and synthesise ideas and information, critiquing ideas and issues from a variety of textual sources (VCELY378)
- Analyse and explain the ways text structures and language features shape meaning and vary according to audience and purpose (VCELY379)
- Consolidate a personal handwriting style that is legible, fluent and automatic and supports writing for extended periods (VCELY389)

and images are used to influence emotions and opinions in different types of texts.

To continue to embed Big Write and VCOP elements in the Kyabram Year 7 classroom

To develop proficient readers who can independently use and articulate strategies to interact with the text and enhance meaning.

Checking and substantiating information sources

- Students examine how informative and procedural texts use graphics for an identified purpose.
- Students listen to and follow procedural instructions.
- Students investigate and critically evaluate a range of information sources on a chosen topic and create an informative report.

Victorian Curriculum Descriptors

- Understand that the coherence of more complex texts relies on devices that signal text structure and guide readers, for example overviews, initial and concluding paragraphs and topic sentences, indexes or site maps or breadcrumb trails for online texts (VCELA380)
- Understand the use of punctuation to support meaning in complex sentences with prepositional phrases and embedded clauses (VCELA381)
- Understand how modality is achieved through discriminating choices in modal verbs, adverbs, adjectives and nouns (VCELA383)
- Analyse and explain the effect of technological innovations on texts, particularly media texts (VCELY376)
- Edit for meaning by removing repetition, refining ideas, reordering sentences and adding or substituting words for impact (VCELY388)
- Use prior knowledge and text processing strategies to interpret a range of types of texts (VCELY377)
- Examine how to select appropriate criteria and how criteria are used in clarifying and challenging arguments and ideas (VCCCTR039)
- Consider how to settle matters of fact and matters of value and the degree of confidence in the conclusion (VCCCTR038)

settings based on the theme of survival.

- Students begin to create literary analyses. They select specific details from texts to develop their own response.
- They contribute actively to class and group discussions.

To continue to embed Big Write and VCOP elements in the Kyabram Year 7 classroom

Victorian Curriculum Descriptors

- Understand and explain how the text structures and language features of texts become more complex in informative and persuasive texts and identify underlying structures such as taxonomies, cause and effect, and extended metaphors (VCELA369)
- Understand how language is used to evaluate texts and how evaluations about a text can be substantiated by reference to the text and other sources (VCELA368)
- Understand how to use spelling rules and word origins to learn new words and how to spell them (VCELA384)
- Investigate vocabulary typical of extended and more academic texts and the role of abstract nouns, classification, description and generalisation in building specialised knowledge through language (VCELA371)
- Create literary texts that adapt stylistic features encountered in other texts (VCELT386)
- Compare the ways that language and images are used to create character, and to influence emotions and opinions in different types of texts (VCELT372)
- Reflect on ideas and opinions about characters, settings and events in literary texts, identifying areas of agreement and difference with others and justifying a point of view (VCELT394)
- Use comprehension strategies to interpret, analyse and synthesise ideas and information, critiquing ideas and issues from a variety of textual sources (VCELY378)

Victorian Curriculum Descriptors

- Analyse how point of view is generated in visual texts by means of choices, including gaze, angle and social distance (VCELA370)
- Experiment with text structures and language features and their effects in creating literary texts (VCELT385)
- Identify and explore ideas and viewpoints about events, issues and characters represented in texts drawn from different historical, social and cultural contexts (VCELT393)
- Discuss aspects of texts, including their aesthetic and social value, using relevant and appropriate metalanguage (VCELT373)
- Identify and discuss main ideas, concepts and points of view in spoken texts to evaluate qualities, using interaction skills when sharing interpretations or presenting ideas and information (VCELY395)
- Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements to promote a point of view or enable a new way of seeing, using body language, voice qualities and other elements to add interest and meaning (VCELY396)
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	Assessment				
		Unit 1 – Immersion in Texts	**Unit 2 – Can you persuade me?**	**Unit 3 – Survival**	**Unit 4 – Transformation of text**
		Assessment	**Assessment**	**Assessment**	**Assessment**
Develop assessment		**Recount (Cold Write)/Anthology (RLT)** • Students are required to develop an anthology of writing, demonstrating a clear understanding of audience and purpose and display a developing knowledge of the language features and conventions required for effective written communication.	**Narrative (Cold Write)/Anthology (RLT)** • Students are required to develop an anthology of writing, demonstrating a clear understanding of audience and purpose and display a developing knowledge of the language features and conventions required for effective written communication.	Persuasive (Cold Write)/Anthology	Narrative (Cold Write)/Anthology
		Reading Log/conferences	NAPLAN testing	**Survival Journal (RLT)** • **Students are required to complete a Survival Challenge journal demonstrating ability to use a range of writing strategies.**	**Transformation of text (RLT)** • **Students are required to transform a familiar narrative into a news report.**
		The Showbag presentation • This task involves a spoken component.	**Reading Log/conferences (RLT)** • **Students are required to complete a reading journal across the course of Semester One and present their understanding of a reading choice to the class.**	**Text response task – Hatchet (RLT)** • **Students are required to respond to their reading of the text in a structured, written format** • **Task includes a spoken component**	Reading Log/conferences
Judgements/ feedback	**Moderation**	Cold Write Moderation against Assessment Criteria	Cold Write Moderation against Assessment Criteria	Cold Write Moderation against Assessment Criteria	Cold Write Moderation against Assessment Criteria

Level 7: review for balance and coverage of content descriptions.

Level 7 Knowledge and Understanding	1	2	3	4
Understand and explain how the text structures and language features of texts become more complex in informative and persuasive texts and identify underlying structures such as taxonomies, cause and effect and extended metaphors. (VCELA369)			X	
Understand that the coherence of more complex texts relies on devices that signal text structure and guide readers for example overviews, initial and concluding paragraphs and topic sentences, indexes or site maps for breadcrumb trails for online texts (VCELA380)		X		
Understand the use of punctuation to support meaning in complex sentences with prepositional phrases and embedded clauses. (VCELA381)		X		X
Understand the way language evolves to reflect a changing world particularly in response to the use of new technology for presenting texts and communicating (VCELA391)				X
Understand how modality is achieved through discriminating choices in modal verbs, adverbs, adjectives and nouns(VCELA383)		X		X
Understand how language is used to evaluate texts and how evaluations about a text can be substantiated by reference to the text and other sources (VCELA368)			X	
Understand how to use spelling rules and word origins to learn new words and how to spell them. (VCELA384)			X	X

Level 7 Skills	1	2	3	4
Analyse how point of view is generated in visual texts by means of choices, including gaze, angle and social distance (VCELA370)				X
Investigate vocabulary typical of extended and more academic texts and the role of abstract nouns, classification, description and generalisation in building specialised knowledge through language. (VCELA371)			X	
Recognise and understand that subordinate clauses embedded within noun groups/phrases are a common feature of written sentence structures and increase the density of information (VCELA382)	X			
Recognise and analyse the ways that characterisation, events and settings are combined in narratives, and discuss the purpose and appeal of different approaches (VCELT374)	X			
Experiment with text structures and language features and their effects in creating literary effects (VCELT385)				X
Create literary texts that adapt stylistic features encountered in other texts. (VCELT386)			X	
Identify and explore ideas and viewpoints about events, issues and characters represented in texts drawn from different historical, social and cultural contexts (VCELT393)				X

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	1	2	3	4
Understand how accents, styles of speech and idioms express and create personal and social identities (VCELA392)			X	
Understand, interpret and discuss how language is compressed to produce a dramatic effect in film or drama and to create layers of meaning in poetry(VCELT375)				X

Level 7 Capabilities Reasoning				
	1	2	3	4
Consider how to settle matters of fact and matters of value and the degree of confidence in the conclusion (VCCCTR038)		X		
Examine how to select appropriate criteria and how criteria are used in clarifying and challenging arguments and ideas (VCCCTR039)		X		

	1	2	3	4
Reflect on ideas and opinion about characters, settings and events in literary texts, identifying areas of agreement and difference with others and justifying a point of view. (VCELT394)			X	
Compare the ways that language and images are used to create character, and to influence emotions and opinions in different types of texts (VCELT372)			X	
Discuss aspects of texts, including their aesthetic and social value, using relevant and appropriate metalanguage (VCELT373)				X
Analyse and explain the effect of technological innovations on texts, particularly media texts (VCELY376)		X		
Plan, draft and publish imaginative, informative and persuasive texts, selecting aspects of subject matter and particular language, visual and audio features to convey information and ideas to a specific audience (VCELY387)	X			
Edit for meaning by removing repetition, refining ideas, reordering sentences and adding or substituting words for impact (VCELY388)		X		
Identify and discuss main ideas, concepts and points of view in spoken texts to evaluate qualities, using interaction skills when sharing interpretations or presenting ideas and information (VCELY395)				X
Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements to promote a point of view or enable a new way of seeing, using body language, voice qualities and other elements to add interest and meaning (VCELY396)				X
Use prior knowledge and text processing strategies to interpret a range of types of texts (VCELY377)		X		
Use comprehension strategies to interpret, analyse and synthesise ideas and information, critiquing ideas and issues from a variety of textual (VCELY378)	X			
Analyse and explain the ways text structures and language features shape meaning and vary according to audience and purpose (VCELY379)	X			
Consolidate a personal handwriting style that is legible, fluent and automatic and supports writing for extended periods (VCELY389)	X			
Use a range of software, including word processing programs, to create, edit and publish written and multimodal texts. (VCELY390)				X