Level 8 plan — Victorian Curriculum: English 2017

Implementation year: 2017   **School name: Kyabram P-12 College**   **Prepared by: Lyn Eeles**

Identify Curriculum	Curriculum Booklet Descriptor	**Year 8 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 8 Achievement Standard** • Students understand how the selection of text structures is influenced by the selection of language mode and how this varies for different purposes and audiences. • They explain how language features, images and vocabulary are used to represent different ideas and issues in texts. • They interpret texts, questioning the reliability of sources of ideas and information. • They select evidence from the text to show how events, situations and people can be represented from different viewpoints. **Writing Level 8 Achievement Standard** • Students understand how the selection of language features can be used for particular purposes and effects. • They explain the effectiveness of language choices they use to influence the audience. • Through combining ideas, images and language features from other texts students show how ideas can be expressed in new ways. • They create texts for different purposes selecting language to influence audience response. • When creating and editing texts for specific effects, they take into account intended purposes and the needs and interests of audiences. • They demonstrate understanding of grammar, select vocabulary for effect and use accurate spelling and punctuation. **Speaking and Listening Level 8 Achievement Standard** • Students listen for and identify different emphases in texts, using that understanding to elaborate upon discussions. • They understand how the selection of language features can be used for particular purposes and effects. • They explain the effectiveness of language choices they use to influence the audience. • Through combining ideas, images and language features from other texts students show how ideas can be expressed in new ways. • They create texts for different purposes selecting language to influence audience response. They make presentations and contribute actively to class and group discussions, using language patterns for effect.
		Source: Victorian Curriculum	14 September 2015 http://victoriancurriculum.vcaa.vic.edu.au/Copyright
	Reporting Descriptor	Year 8 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 Overview *Teaching Hours:*	**Unit 1 – Foundations of Reading and Writing** **Term 1**	**Unit 2 – Heroes Context (Reading, Writing, Speaking and Listening)** **Term 2**	**Unit 3 – Comparing Literary Texts** **Term 3**	**Unit 4 – Comparing Literary Texts** **Term 3**
		To develop confident writers who can independently use strategies to write for different audiences and purposes in a range of forms **Personal stories** • Students examine and analyse how individuals are represented in a range of media texts, including newspapers, magazines and digital	To develop proficient readers who can independently use and articulate strategies to interact with the text and enhance meaning. **The Hero in Literature** • Students investigate and interpret poems, short stories and information texts from a range of cultures that	To build confident presenters and listeners for and in a range of audiences • Students present their interpretation of 'heroes' to a class audience. • Students present their interpretation of poetry/text to a class audience. **Comparing literary texts** To develop readers who can explain issues	To develop confident speakers, readers and writers who can explain the effectiveness of language choices they use to influence an audience. **The evolution of language** • Students research how English language has evolved over time and the influences on its change or development

texts.

- Students examine and experiment with text structures, language features, and visual forms to create a personal narrative that represents their own identity.
- Students articulate their reasons for language choices in writing

To embed Big Write and VCOP elements in the Kyabram Year 8 classroom
- When creating and editing texts they demonstrate understanding of grammar, use a variety of more specialised vocabulary, accurate spelling and punctuation.

Immersion in texts

To develop proficient readers who can independently use and articulate strategies to 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
- Understand how **rhetorical devices** are used to persuade and how different layers of meaning are developed through the use of **metaphor, irony and parody** (VCELA397)
- Understand the use **of punctuation conventions**, **including colons, semicolons, dashes** and **brackets** in formal and informal texts (VCELA415)
- Understand how conventions of speech adopted by communities influence the identities of people in those communities (VCELA424)
- Analyse and examine how effective authors control and use a variety of **clause structures**, including clauses embedded within the structure of **a noun group/phrase** or clause (VCELA400)
- Recognise that vocabulary choices

reflect on and challenge the concept of a 'hero'.

- Students undertake a close study of an Australian text. Students explore themes of interpersonal relationships and ethical dilemmas represented in a novel, "Wheels". Students analyse the author's purpose and justify their point of view about how the author positions the reader in a structured text response.

- They compare how other text types represent similar themes and present their nomination of a hero.

To continue to embed Big Write and VCOP elements in the Kyabram Year 8 classroom

Victorian Curriculum Descriptors
- Understand how **cohesion** in texts is improved by strengthening the internal structure of paragraphs through the use of examples, quotations and substantiation of claims (VCELA399)
- Understand how **coherence** is created in complex texts through devices like **lexical cohesion, ellipsis, grammatical theme and text connectives** (VCELA414)
- Apply increasing knowledge of vocabulary, text structures and language features to understand the content of texts (VCELY411)
- Recognise, explain and analyse the ways literary texts draw on readers' knowledge of other texts and enable new understanding and appreciation of **aesthetic qualities** (VCELT407)
- Experiment with text structures and language features to refine and clarify ideas to improve the effectiveness of own texts (VCELY421)
- Share, reflect on, clarify and evaluate opinions and arguments about aspects of literary texts (VCELT425)
- Use a range of software, including word processing programs, to create, edit and publish texts imaginatively (VCELY422)

and ideas from a variety of text sources, provide supporting evidence and use specific details from texts to develop their own response.

To develop readers who can identify and analyse how the text structures, images, vocabulary and language features of a text such as poetry (spoken verse) are employed to influence the reader/audience.

- Students investigate and interpret poems, short films/documentaries and short stories from a range of cultures that reflect on and challenge the values of an individual or group and influence emotions and opinions.
- Students understand the function of rhetorical devices and the layers of meaning created through the use of metaphor, irony, parody.

To continue to embed Big Write and VCOP elements in the Kyabram Year 8 classroom

Victorian Curriculum Descriptors
- Understand and explain how combinations of words and images in texts are used to represent particular groups in society, and how texts position readers in relation to those groups (VCELT405)
- Analyse how the text structures and language features of persuasive texts, including media texts, vary according to **the medium and mode of communication** (VCELA398)
- Investigate how visual and **multimodal texts** allude to or draw on other texts or images to enhance and layer meaning (VCELA402)
- Use comprehension strategies to interpret and evaluate texts by reflecting on the validity of content and the credibility of sources, including finding evidence in the text for the author's point of view (VCELY412)
- Identify and evaluate devices that create tone in literary texts, including humour, wordplay, innuendo and parody (VCELT408)
- Experiment with particular language

- Students will explore the influence and impact that the English language has had on other languages or dialects and how English has been influenced in return
- Students research how the language of technology has evolved over time and how technology and social media have influenced language use and forms of communication for different groups.
- Students interpret and evaluate texts, questioning the reliability of sources of ideas and information

To continue to embed Big Write and VCOP elements in the Kyabram Year 8 classroom

Victorian Curriculum Descriptors
- Understand the effect of **nominalisation** in the writing of informative and persuasive texts (VCELA416)
- Understand how to apply learned knowledge consistently in order to spell accurately and to learn new words including nominalisations (VCELA417)
- Understand the influence and impact that the English language has had on other languages or dialects and how English has been influenced in return (VCELA423)
- Analyse and explain how language has evolved over time and how technology and the media have influenced language use and forms of communication (VCELY410)

		contribute to the **specificity**, **abstraction** and style of texts (VCELA401) • Analyse and evaluate the ways that text structures and language features vary according to the purpose of the text and the ways that referenced sources add authority to a text (VCELY413) • Explore the ways that ideas and viewpoints in literary texts drawn from different historical, social and cultural contexts may reflect or challenge the values of individuals and groups (VCELT403) • Explore the interconnectedness of Country and Place, People, Identity and Culture in texts including those by Aboriginal and Torres Strait Islander authors (VCELT404) • Recognise and explain differing viewpoints about the world, cultures, individual people and concerns represented in texts (VCELT406) • Interpret and analyse language choices, including sentence patterns, dialogue, imagery and other language features, in short stories, literary essays and plays (VCELT409) • Create literary texts that draw upon text structures and language features of other texts for particular purposes and effects (VCELT419)	• Examine how to select appropriate criteria and how criteria are used in clarifying and challenging arguments and ideas (VCCCTR039) •	features drawn from different types of texts, including combinations of **language and visual choices** to create new texts (VCELT418) • Create imaginative, informative and persuasive texts that raise issues, report events and advance opinions, using deliberate language and textual choices, and including digital elements as appropriate (VCELY420) • Interpret the stated and implied meanings in spoken texts, and use interaction skills including voice and language conventions to discuss evidence that supports or challenges different perspectives (VCELY426) • Plan, rehearse and deliver presentations, selecting and sequencing appropriate content, including multimodal elements, to reflect a diversity of viewpoints, using voice and language conventions to suit different situations, modulating voice and incorporating elements for specific effects (VCELY427) • Consider a range of strategies to represent and explain and justify thinking processes to others (VCCCTM040)	

	Assessment				
		Unit 1	**Unit 2**	**Unit 3**	**Unit 4**
Develop assessment		**Assessment**	**Assessment**	**Assessment**	**Assessment**
		Recount (Cold Write)	Narrative (Cold Write)	Persuasive (Cold Write)	Narrative (Cold Write)
		Reading Log/conferences	Heroes presentation oral	**Poetry Text Interpretation-written and spoken presentation (RLT)** • **Students are required to present a creative response to an issue in written and oral form**	Reading Log/conferences
		Personal Stories (RLT) • **Students are required to create a written personal story, with a reflective commentary, demonstrating application of writing strategies and awareness of purpose and audience**	**Text Response and text activities (RLT)** • **Students are required to respond to their understanding of the themes, issues and purpose of the author in the text "Wheels" through completion of an analytical essay and workbook activities.**		**Create a new word dictionary (RLT)** • **Students are required to compile a new word dictionary showing an understanding of how language has changed over time**
Judgments/use 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 8: review for balance and coverage of content descriptions.

Level 8 Knowledge and Understanding	1	2	3	4
Understand how rhetorical devices are used to persuade how different layers of meaning are developed through the use of metaphor, irony and parody(VCELA397)	x			
Understand how cohesion in texts is improved by strengthening the structure of paragraphs through the use of examples, quotations and substantiation of claims (VCELA399)		x		
Understand and explain how combinations of words and images in texts are used to represent particular groups in society and how texts positon readers in relation to these groups (VCELT405)			x	
Understand how coherence is created in complex texts through devices like lexical cohesion, ellipsis, grammatical theme and text connectives (VCELA414)		x		
Understand the use of punctuation conventions, including colons, semi-colons, dashes and brackets in formal and informal (VCELA415)	x			
Understand the effect of nominalisation in the writing of informative and persuasive texts (VCELA416)				x

Level 8 Skills	1	2	3	4
Analyse how the text structures and language features of persuasive texts, including media texts, vary according to the medium and mode of communication (VCELA398)			x	
Analyse and examine how effective authors control and use a variety of clause structures, including clauses embedded within the structure of a noun group/phrase or clause (VCELA400)	x			
Recognise that vocabulary choices contribute to the specificity, abstraction and style of texts (VCELA401)	x			
Investigate how visual and multimodal texts allude to or draw on other texts or images to enhance and layer meaning (VCELA402)			x	
Analyse and explain how language has evolved over time and how technology and the media have influenced language use and forms of communication (VCELY410)				x
Apply increasing knowledge of vocabulary, text structures and language features to understand the content of texts (VCELY411)		X		

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	1	2	3	4
Understand how to apply learned knowledge consistently in order to spell accurately and to learn new words including nominalisations (VCELA417)				x
Understand the influence and impact that the English language has had on other languages or dialects and how English has been influenced in return (VCELA423)				x
Understand how conventions of speech adopted by communities influence the identities of people in those communities (VCELA424)	x			

Year 8 Capabilities
Reasoning

	1	2	3	4
Examine how to select appropriate criteria an how criteria are used in clarifying and challenging arguments and ideas (VCCCTR039)		x		

Meta-cognition

	1	2	3	4
Consider a range of strategies to represent ideas and explain and justify thinking processes to others (VCCCTM040)			x	

	1	2	3	4
Use comprehension strategies to interpret and evaluate texts by reflecting on the validity of content and the credibility of sources, including finding evidence in the text for the author's point of view (VCELY412)			x	
Analyse and evaluate the ways that text structures and language features vary according to the purpose of the text and the ways that referenced sources add authority to a text (VCELY413)	x			
Explore the ways that ideas and viewpoints in literary texts drawn from different historical, social and cultural contexts may reflect or challenge the values of individuals and groups (VCELT403)	x			
Recognise, explain and analyse the ways literary texts draw on readers' knowledge of other texts and enable new understanding and appreciation of aesthetic qualities (VCELT407)		x		
Identify and evaluate devices that create tone in literary texts, including humour, wordplay, innuendo and parody (VCELT408)			x	
Experiment with particular language features drawn from different types of texts including combinations of language and visual choices to create new texts (VCELT418)			x	
Create literary texts that draw upon text structures and language features of other texts for particular purposes and effects (VCELT419)	x			
Create imaginative, informative and persuasive texts that raise issues, report events and advance opinions, using deliberate language and textual choices, and including digital elements as appropriate (VCELY420)			x	
Experiment with text structures and language features to refine and clarify ideas to improve the effectiveness of own texts (VCELY421)		X		
Use a range of software, including word processing programs, to create, edit and publish texts imaginatively		X		
Share, reflect on, clarify and evaluate opinions and arguments about aspects of literary texts (VCELT425)		x		
Interpret the stated and implied meanings in spoken texts, and use interaction skills including voice and language conventions to discuss evidence that supports or challenges different perspectives. (VCELY426)			x	
Plan, rehearse and deliver presentations, selecting and sequencing appropriate content, including multimodal elements, to reflect a diversity of viewpoints, using voice and language conventions to suit different situations, modulating voice and incorporating elements for specific effects(VCELY427)			x	