

Level 9 plan — Victorian Curriculum: English

Implementation year: 2017

School name: Kyabram P-12 College

Prepared by: Lyn Eeles



Identify Curriculum	Curriculum Booklet Descriptor	<p>Year 9 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 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	<p>Reading and Viewing Level 9 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 9 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 9 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 9 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.</p>

Teaching and learning	Unit Overview	Unit 1 – Foundations of Reading and Writing Term 1	Unit 2 – Reading, Writing and Speaking Development Term 2	Unit 3 – Close study of text Term 3	Unit 4 – Using Language to Persuade Term 4
	<i>Teaching Hours:</i>	<p>To develop confident writers who can independently use strategies to write for different audiences and purposes in a range of forms (recount, narrative, persuasive)</p> <p>To embed Big Write and VCOP elements in the Kyabram Year 9 classroom</p> <ul style="list-style-type: none"> When creating and editing texts students demonstrate understanding of grammar, use a variety of more specialised vocabulary, accurate spelling and punctuation. 	<p>To develop confident writers who can independently use strategies to write for different audiences and purposes in a range of forms</p> <p>To continue to embed Big Write and VCOP elements in the Kyabram Year 9 classroom</p> <p>To develop proficient readers who can independently use and articulate strategies to interact with the text and enhance meaning.</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>Analysing text – <u>Trash</u></p> <ul style="list-style-type: none"> 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 	<p>To develop speakers who use a variety of language features to persuade an audience</p> <p>To develop writers who create and present structured and coherent texts to persuade an audience</p> <p>To continue to embed Big Write and VCOP elements in the Kyabram Year 9 classroom</p>

	<p>Immersion in texts</p> <p>To develop proficient readers who can independently use and articulate strategies to interact with the text and enhance meaning.</p> <ul style="list-style-type: none"> 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. <p>Victorian Curriculum Descriptors</p> <ul style="list-style-type: none"> Understand that authors innovate text structures and language for specific purposes and effects (VCELA429) Understand how spelling is used creatively in texts for particular effects (VCELA434) Understand how punctuation is used along with layout and font variations in constructing text for different purposes and audiences (VCELA445) Identify how vocabulary choices contribute specificity, abstraction and stylistic effectiveness (VCELA432) Apply an expanding vocabulary to read increasingly complex texts with fluency and comprehension (VCELY444) Interpret and analyse language choices, including sentence patterns, dialogue, imagery and other language features, in short stories, literary essays and plays (VCELT440) Experiment with the ways that language features, image and sound can be adapted in literary texts (VCELT447) 	<p>To build confident presenters and listeners for and in a range of audiences</p> <ul style="list-style-type: none"> Students present their interpretation of texts to a class audience, using comprehension strategies to interpret and analyse texts comparing and evaluating representations of an event, issue, situations or character in different texts Students analyse text structures and language features of literary texts and make relevant comparisons with other texts <p>Victorian Curriculum Descriptors</p> <ul style="list-style-type: none"> Understand how certain abstract nouns can be used to summarise preceding or subsequent stretches of text (VCELA446) Understand that Standard Australian English is a living language within which the creation and loss of word and the evolution of usage is ongoing (VCELA452) Compare and contrast the use of cohesive devices in texts, focusing on how they serve to signpost ideas, to make connections and to build semantic associations between ideas (VCELA430) Explain how authors creatively use the structure of sentences and clauses for particular effects (VCELA434) Investigate how evaluation can be expressed directly and indirectly using devices, including allusion, evocative vocabulary and metaphor (VCELA428) Review and edit students' own and others' texts to improve clarity and control over content, organisation, paragraphing, sentence structure, vocabulary and audio-visual features (VCELY450) Reflect on, discuss and explore notions of literary value and how and why such notions vary according to context (VCELT454) Create literary texts, including hybrid texts, that innovate on aspects of other texts, including through the use of parody, allusion 	<p>develop thinking, creating and evaluating.</p> <ul style="list-style-type: none"> 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. <p>To continue to embed Big Write and VCOP elements in the Kyabram Year 9 classroom</p> <p>Victorian Curriculum Descriptors</p> <ul style="list-style-type: none"> Analyse how the construction and interpretation of texts, including media texts, can be influenced by cultural perspectives and other texts (VCELY441) Use comprehension strategies to interpret and analyse texts, comparing and evaluating representations of an event, issue, situation or character in different texts (VCELY443) Analyse text structures and language features of literary texts, and make relevant comparisons with other texts (VCELT439) Interpret and compare how representation of people and culture in literary texts are drawn from different historical, social and cultural contexts (VCELT435) Present an argument about literary text based on initial impressions and subsequent analysis of the whole text (VCELT436) Explore and reflect on personal understanding of the world and significant human experience gained from interpreting various representations of life matters in texts (VCELT437) Analyse texts from familiar and unfamiliar contexts, and discuss and evaluate their content and the appeal of an individual author's literary style (VCELT438) 	<p>Victorian Curriculum Descriptors</p> <ul style="list-style-type: none"> Understand that roles and relationships are developed and challenged through language and interpersonal skills (VCELA453) Analyse and evaluate how authors combine language and visual choices to present information, opinions and perspectives in different texts (VCELY442) Create imaginative, informative and persuasive texts that present a point of view and advance or illustrate arguments, including texts that integrate visual, print and/or audio features (VCELY449) Listen to spoken texts constructed for different purposes and analyse how language features in these texts position listeners to respond in particular ways and consider the interaction skills used to present and discuss ideas, or to influence and engage audiences through persuasive language, varied voice tone, pitch and pace (VCELY455) Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements for aesthetic and playful purposes. (VCELY456)
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			<p>and appropriation (VCELT448)</p> <ul style="list-style-type: none"> Investigate how the use of a range of learning strategies can be monitored, evaluated and re-directed as necessary (VCCTM052) 	
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Develop assessment	Assessment				
		Unit 1	Unit 2	Unit 3	Unit 4
		Assessment	Assessment	Assessment	Assessment
		Recount (Cold Write)/Anthology (RLT) <ul style="list-style-type: none"> 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 convention required for effective communication. 	Narrative (Cold Write)/Anthology (RLT) <ul style="list-style-type: none"> 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 convention required for effective communication. 	Persuasive (Cold Write)/Anthology	Narrative (Cold Write)/Anthology (RLT) <ul style="list-style-type: none"> 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 convention required for effective communication.
		Reading Log/conferences	Mini text presentation	Text Response essay and associated tasks(RLT) <ul style="list-style-type: none"> Students are required to respond to their reading of the novel "Trash" in an essay format which discusses characters, themes and author's purpose. 	Persuasive written and oral presentation (RLT) <ul style="list-style-type: none"> Students are required to present the key features of a chosen location in a persuasive manner, orally and in a written statement of intention.
		Reading Log/conferences (RLT) <ul style="list-style-type: none"> Students are required to complete a reading journal, explaining the reading strategies they use and presenting an understanding of personal choice of text. 		Reading Log/conferences	
Judgments/ use feedback	Moderation	Cold Write Assessment Moderation	Cold Write Assessment Moderation	Cold Write Assessment Moderation	Cold Write Assessment Moderation

Level 9: review for balance and coverage of content descriptions.

Level 9 Knowledge and Understanding				
	1	2	3	4
Understand that authors innovate text structures and language for specific purposes and effects (VCELA429)	x			
Understand how spelling is used creatively in texts for particular effects (VCELA434)	X			
Understand how punctuation is used along with layout and font variations in constructing text for different purposes and audiences (VCELA445)	X			
Understand how certain abstract nouns can be used to summarise preceding or subsequent stretches of text (VCELA446)		X		
Understand that Standard Australian English is a living language within which the creation and loss of word and the evolution of usage is ongoing(VCELA452)		X		
Understand that roles and relationships are developed and challenged through language and interpersonal skills (VCELA453)				x
Level 9 Capabilities				
Meta-cognition				
	1	2	3	4
Investigate how the use of a range of learning strategies can be monitored, evaluated and re-directed as necessary (VCCCTM052)		x		

Level 9 Skills				
	1	2	3	4
Investigate how evaluation can be expressed directly and indirectly using devices, including allusion, evocative vocabulary and metaphor (VCELA428)		X		
Compare and contrast the use of cohesive devices in texts, focusing on how they serve to signpost ideas, to make connections and to build semantic associations between ideas (VCELA430)		X		
Analyse and explain the use of symbols, icons and myth in still and moving images and how these augment meaning (VCELA431)				
Identify how vocabulary choices contribute specificity, abstraction and stylistic effectiveness (VCELA432)	X			
Explain how authors creatively use the structure of sentences and clauses for particular effects (VCELA434)		X		
Analyse how the construction and interpretation of texts, including media texts, can be influenced by cultural perspectives and other texts (VCELY441)			X	
Analyse and evaluate how authors combine language and visual choices to present information, opinions and perspectives in different texts (VCELY442)				X
Use comprehension strategies to interpret and analyse texts, comparing and evaluating representations of an event, issue, situation or character in different texts (VCELY443)			x	
Apply an expanding vocabulary to read increasingly complex texts with fluency and comprehension (VCELY444)	x			
Interpret and compare how representation of people and culture in literary texts are drawn from different historical, social and cultural contexts (VCELT435)			X	
Present an argument about literary text based on initial impressions and subsequent analysis of the whole text (VCELT436)			x	
Explore and reflect on personal understanding of the world and significant human experience gained from interpreting various representations of life matters in texts (VCELT437)			x	
Analyse texts from familiar and unfamiliar contexts, and discuss and evaluate their content and the appeal of an individual author's literary style(VCELT438)			x	
Analyse text structures and language features of literary texts, and make relevant comparisons with other texts (VCELT439)			x	
Interpret and analyse language choices, including sentence patterns, dialogue, imagery and other language features, in short stories, literary essays and plays (VCELT440)	x			
Experiment with the ways that language features, image and sound can be adapted in literary texts (VCELT447)	x			

Create literary texts, including hybrid texts, that innovate on aspects of other texts, including through the use of parody, allusion and appropriation (VCELT448)		x		
Create imaginative, informative and persuasive texts that present a point of view and advance or illustrate arguments, including texts that integrate visual, print and/or audio features (VCELY449)				x
Review and edit students' own and others' texts to improve clarity and control over content, organisation, paragraphing, sentence structure, vocabulary and audio-visual features(VCELY450)		x		
Publish texts using a range of software, including word processing programs, imaginatively and creatively (VCELY451)				
Reflect on, discuss and explore notions of literary value and how and why such notions vary according to context (VCELT454)		x		
Listen to spoken texts constructed for different purposes and analyse how language features in these texts position listeners to respond in particular ways and consider the interaction skills used to present and discuss ideas, or to influence and engage audiences through persuasive language, varied voice tone, pitch and pace (VCELY455)				x
Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements for aesthetic and playful purposes. (VCELY456)				x