**Instruction:** List the title of the unit of work in the first column and then tick the check box of the content description/s addressed by it, which can be done electronically. Indicate within each marked cell the connection to the relevant sentence/s in the achievement standard, using the numbering scheme provided. Once completed, fill out the ‘Assessments’ table. If you need help completing the template view the curriculum mapping instructions document.

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Mode/Strand** | **Reading and Viewing / Language** | | | | | | | | | | | | **Reading and Viewing / Literacy** | | | | | | | |
|  | **Sub-strand** | **Language for interaction** | | **Text structure and organisation** | | | | **Expressing and developing ideas** | | | | | | **Texts in context** | | **Interpreting, analysing, evaluating** | | | | | |
|  | **Content Description** | 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)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA397) | | Analyse how the text structures and language features of persuasive texts, including media texts, vary according to the medium and mode of communication  [(VCELA398)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA398) | | 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)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA399) | | 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)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA400) | | Recognise that vocabulary choices contribute to the specificity, abstraction and style of texts [(VCELA401)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA401) | | Investigate how visual and multimodal texts allude to or draw on other texts or images to enhance and layer meaning  [(VCELA402)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA402) | | Analyse and explain how language has evolved over time and how technology and the media have influenced language use and forms of communication  [(VCELY410)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELY410) | | Apply increasing knowledge of vocabulary, text structures and language features to understand the content of texts [(VCELY411)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELY411) | | 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)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELY412) | | 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)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELY413) | |
|  |
| **Unit** | **Semester/ Year** | CD | Achievement standard # | CD | Achievement standard # | CD | Achievement  standard # | CD | Achievement standard # | CD | Achievement  standard # | CD | Achievement standard # | CD | Achievement standard # | CD | Achievement standard # | CD | Achievement standard # | CD | Achievement standard # |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Mode / Strand** | **Reading and Viewing / Literature** | | | | | | | | | | | | | |
| **Sub-strand** | **Literature and context** | | | | **Responding to literature** | | | | **Examining literature** | | | | | |
| **Content Description** | 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)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELT403) | | Explore the interconnectedness of Country and Place, People, Identity and Culture in texts including those by Aboriginal and Torres Strait Islander authors [(VCELT404)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELT404) | | 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)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELT405) | | Recognise and explain differing viewpoints about the world, cultures, individual people and concerns represented in texts [(VCELT406)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELT406) | | 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)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELT407) | | Identify and evaluate devices that create tone in literary texts, including humour, wordplay, innuendo and parody [(VCELT408)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELT408) | | Interpret and analyse language choices, including sentence patterns, dialogue, imagery and other language features, in short stories, literary essays and plays [(VCELT409)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELT409) | |
| **Unit** | **Semester/ Year** | CD | Achievement standard # | CD | Achievement  standard # | CD | Achievement standard # | CD | Achievement  standard # | CD | Achievement standard # | CD | Achievement standard # | CD | Achievement  standard # |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

|  |  |  |
| --- | --- | --- |
| **Reading and Viewing Level 7 Achievement Standard** | **Reading and Viewing Level 8 Achievement Standard -** Separated by line. Number in brackets, e.g. (3), can be used as an identifier in various parts of the template. | **Reading and Viewing Level 9 Achievement Standard** |
| By the end of Level 7   * 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. | By the end of Level 8   * 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. (1) * They explain how language features, images and vocabulary are used to represent different ideas and issues in texts. (2) * They interpret texts, questioning the reliability of sources of ideas and information. (3) * They select evidence from the text to show how events, situations and people can be represented from different viewpoints. (4) | By the end of Level 9   * 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. (4) |

*See next pages for Writing and Speaking and Listening Modes and Assessments section*

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Mode / Strand** | **Writing / Language** | | | | | | | | **Writing / Literature** | | | | **Writing / Literacy** | | | | | |
|  | **Sub-strand** | **Text structure and organisation** | | | | **Expressing and developing ideas** | | **Phonics and word knowledge** | | **Creating literature** | | | | **Creating texts** | | | | | |
|  | **Content Description** | Understand how coherence is created in complex texts through devices like lexical cohesion, ellipsis, grammatical theme and text connectives  [(VCELA414)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA414) | | Understand the use of punctuation conventions, including colons, semicolons, dashes and brackets in formal and informal texts  [(VCELA415)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA415) | | Understand the effect of nominalisation in the writing of informative and persuasive texts  [(VCELA416)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA416) | | Understand how to apply learned knowledge consistently in order to spell accurately and to learn new words including nominalisations  [(VCELA417)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA417) | | Experiment with particular language features drawn from different types of texts, including combinations of language and visual choices to create new texts [(VCELT418)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELT418) | | Create literary texts that draw upon text structures and language features of other texts for particular purposes and effects  [(VCELT419)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELT419) | | 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)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELY420) | | Experiment with text structures and language features to refine and clarify ideas to improve the effectiveness of own texts  [(VCELY421)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELY421) | | Use a range of software, including word processing programs, to create, edit and publish texts imaginatively  [(VCELY422)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELY422) | |
|  |
|
|
| **Unit** | **Semester/ Year** | CD | Achievement standard # | CD | Achievement standard # | CD | Achievement standard # | CD | Achievement standard # | CD | Achievement standard # | CD | Achievement standard # | CD | Achievement standard # | CD | Achievement standard # | CD | Achievement standard # |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

|  |  |  |
| --- | --- | --- |
| **Writing Level 7 Achievement Standard** | **Writing Level 8 Achievement Standard** | **Writing Level 9 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. | * Students understand how the selection of language features can be used for particular purposes and effects. (5) * They explain the effectiveness of language choices they use to influence the audience. (6) * Through combining ideas, images and language features from other texts students show how ideas can be expressed in new ways. (7) * They create texts for different purposes selecting language to influence audience response. (8) * When creating and editing texts for specific effects, they take into account intended purposes and the needs and interests of audiences. (9) * They demonstrate understanding of grammar, select vocabulary for effect and use accurate spelling and punctuation. (10) | * 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. |

*See next page for Speaking and Listening Mode and Assessments section*

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Mode / Strand** | **Speaking and Listening / Language** | | | | **Speaking and Listening / Literature** | | **Speaking and Listening / Literacy** | | | |
|  | **Sub-strand** | **Language variation and change** | | **Language for interaction** | | **Responding to literature** | | **Interacting with others** | | | |
|  | **Content Description** | 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)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA423) | | Understand how conventions of speech adopted by communities influence the identities of people in those communities [(VCELA424)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA424) | | Share, reflect on, clarify and evaluate opinions and arguments about aspects of literary texts [(VCELT425](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELT425) | | 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)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/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)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELY427) | |
|
|
| **Unit** | **Semester/ Year** | CD | Achievement  standard # | CD | Achievement  standard # | CD | Achievement  standard # | CD | Achievement  standard # | CD | Achievement  standard # |
|  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |

|  |  |  |
| --- | --- | --- |
| **Speaking and Listening Level 7 Achievement Standard** | **Speaking and Listening Level 8 Achievement Standard** | **Speaking and Listening Level 9 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. | * Students listen for and identify different emphases in texts, using that understanding to elaborate upon discussions. (11) * They understand how the selection of language features can be used for particular purposes and effects. (12) * They explain the effectiveness of language choices they use to influence the audience. (13) * Through combining ideas, images and language features from other texts students show how ideas can be expressed in new ways. (14) * They create texts for different purposes selecting language to influence audience response. (15) * They make presentations and contribute actively to class and group discussions, using language patterns for effect. (16) | * 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. * They make presentations and contribute actively to class and group discussions, comparing and evaluating responses to ideas and issues. |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Assessments** – across Reading and Viewing, Writing and Speaking and Listening | | |  |  | | |
| **Unit (Title)** | **Assessment** | **Achievement Standard/s** |  | **Unit (Title)** | **Assessment** | **Achievement Standard/s** |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |