**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.

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|  | **Mode/Strand** | **Reading and Viewing / Language** | **Reading and Viewing / Literature** | **Reading and Viewing / Literacy** |
|  | **Sub-strand** | **Language for interaction** | **Text structure and organisation** | **Expressing and developing ideas** | **Responding to literature** | **Examining literature** | **Tests in context** | **Interpreting, analysing, evaluating** |
|  | **Content Description** | 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)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA368) | 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)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA369) | Analyse how point of view is generated in visual texts by means of choices, including gaze, angle and social distance [(VCELA370)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA370) | 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)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA371) | Compare the ways that language and images are used to create character, and to influence emotions and opinions in different types of texts [(VCELT372)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELT372) | Discuss aspects of texts, including their aesthetic and social value, using relevant and appropriate metalanguage [(VCELT373)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELT373) | Recognise and analyse the ways that characterisation, events and settings are combined in narratives, and discuss the purposes and appeal of different approaches [(VCELT374)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELT374) | 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)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELT375) | Analyse and explain the effect of technological innovations on texts, particularly media texts[(VCELY376)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELY376) | Use prior knowledge and text processing strategies to interpret a range of types of texts [(VCELY377)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELY377) | Use comprehension strategies to interpret, analyse and synthesise ideas and information, critiquing ideas and issues from a variety of textual sources[(VCELY378)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELY378) | Analyse and explain the ways text structures and language features shape meaning and vary according to audience and purpose [(VCELY379)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELY379) |
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| **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 # | CD  | Achievement standard # | CD  | Achievement standard # |
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| **Reading and Viewing Level 6 Achievement Standard** | **Reading and Viewing Level 7 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 8 Achievement Standard** |
| By the end of Level 6* Students understand how to use knowledge of phonics when decoding familiar words and the technical or derived words in increasingly complex texts.
* They understand how the use of text structures can achieve particular effects and can analyse and explain how language features, images and vocabulary are used by different authors to represent ideas, characters and events.
* They compare and analyse information in different texts, explaining literal and implied meaning.
* They select and use evidence from a text to explain their response to it.
 | 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. (1)
* They demonstrate understanding of how the choice of language, images and vocabulary affects meaning. (2)
* They explain issues and ideas from a variety of sources, analysing supporting evidence and implied meaning. (3)
* They select specific details from texts to develop their own response, recognising that texts reflect different viewpoints. (4)
 | 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.
* 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.
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*See next pages for Writing and Speaking and Listening Modes and Assessments section*

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|  | **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 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)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA380) | Understand the use of punctuation to support meaning in complex sentences with prepositional phrases and embedded clauses [(VCELA381)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA381) | 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)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA382) | Understand how modality is achieved through discriminating choices in modal verbs, adverbs, adjectives and nouns [(VCELA383)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA383) | Understand how to use spelling rules and word origins to learn new words and how to spell them[(VCELA384)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA384) | Experiment with text structures and language features and their effects in creating literary texts [(VCELT385)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELT385) | Create literary texts that adapt stylistic features encountered in other texts [(VCELT386)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELT386) | 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)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELY387) | Edit for meaning by removing repetition, refining ideas, reordering sentences and adding or substituting words for impact [(VCELY388)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELY388) | Consolidate a personal handwriting style that is legible, fluent and automatic and supports writing for extended periods [(VCELY389)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELY389) | Use a range of software, including word processing programs, to create, edit and publish written and multimodal texts [(VCELY390)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELY390) |
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| **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 # | CD  | Achievement standard # |
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| **Writing Level 6 Achievement Standard** | **Writing Level 7 Achievement Standard** | **Writing Level 8 Achievement Standard** |
| * Students understand how language features and language patterns can be used for emphasis.
* They show how specific details can be used to support a point of view.
* They explain how their choices of language features and images are used.
* They use banks of known words and the less familiar words they encounter to create detailed texts elaborating upon key ideas for a range of purposes and audiences.
* They demonstrate understanding of grammar and make considered choices from an expanding vocabulary to enhance cohesion and structure in their writing.
* They also use accurate spelling and punctuation for clarity, provide feedback on the work of their peers and can make and explain editorial choices based on agreed criteria.
 | * Students understand how the selection of a variety of language can influence an audience. (5)
* They understand how to draw on personal knowledge, textual analysis and other sources to express or challenge a point of view. (6)
* They create texts showing how language features, text structures, and images from other texts can be combined for effect. (7)
* They create structured and coherent texts for a range of purposes and audiences. (8)
* When creating and editing texts they demonstrate understanding of grammar, use a variety of more specialised vocabulary, use accurate spelling and punctuation. (9)
 | * 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.
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*See next page for Listening Mode and Assessments section*

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|  | **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 way language evolves to reflect a changing world, particularly in response to the use of new technology for presenting texts and communicating  [(VCELA391)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA391) | Understand how accents, styles of speech and idioms express and create personal and social identities [(VCELA392)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA392) | Identify and explore ideas and viewpoints about events, issues and characters represented in texts drawn from different historical, social and cultural contexts  [(VCELT393)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELT393) | 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)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELT394) | 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)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/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)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELY396) |
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| **Unit** | **Semester/ Year** | CD | Achievementstandard # | CD | Achievementstandard # | CD | Achievementstandard # | CD | Achievementstandard # | CD | Achievementstandard # | CD | Achievementstandard # |
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| **Speaking and Listening Level 6 Achievement Standard** | **Speaking and Listening Level 7 Achievement Standard** | **Speaking and Listening Level 8 Achievement Standard** |
| * Students listen to discussions, clarifying content and challenging others’ ideas.
* They understand how language and language patterns can be used for emphasis.
* They show how specific details can be used to support a point of view.
* They explain how their choices of language features and images are used.
* They create detailed texts, elaborating on key ideas for a range of purposes and audiences.
* They make presentations and contribute actively to class and group discussions, using a variety of strategies for effect.
 | * Students listen for and explain different perspectives in texts. (10)
* They understand how the selection of a variety of language features can influence an audience. (11)
* They understand how to draw on personal knowledge, textual analysis and other sources to express or challenge a point of view. (12)
* They create texts showing how language features and images from other texts can be combined for effect. (13)
* They create texts structured and coherent texts for a range purposes and audiences. (14)
* They make presentations and contribute actively to class and group discussions, using language features to engage the audience. (15)
 | * 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.
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| **Assessments** – across Reading and Viewing, Writing and Speaking and Listening |  |  |
| **Unit (Title)** | **Assessment**  | **Achievement Standard/s** |  | **Unit (Title)** | **Assessment**  | **Achievement Standard/s** |
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