**Case study: Level 8 English  
teaching and learning unit**

Adapting a current teaching and   
learning unit to Victorian Curriculum   
F–10 Version 2.0   
English

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Adapted teaching and learning unit

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| The following teaching and learning unit is designed for Level 8 of the Victorian Curriculum F–10 English Version 2.0 (English Version 2.0). It has been adapted from a unit developed for the Victorian Curriculum F–10 English. The adaptation highlights key features of English Version 2.0 and shows how current units of work can be easily adapted to the revised curriculum. As a case study, it represents one teacher’s approach to updating a unit of work and its inclusion does not imply a recommendation by the VCAA.  The original teaching and learning unit can be found in the Appendix (page 18).  **Revisions to the curriculum**   * The content descriptions in English Version 2.0 are organised by strand only (Language; Literature; and Literacy). * The achievement standards are still organised by language mode (Speaking and Listening (S&L); Reading and Viewing (R&V); and Writing (W)).   The adapted teaching and learning unit in this case study showcases the ways in which content and skills can be explored across the language modes to offer depth and breadth, and opportunities for multiple exposures, in student learning.  Schools and teachers should design teaching and learning units so that content and skills identified in the content descriptions are explored through multiple language modes. Assessment should be designed to highlight students’ knowledge and skills in a specific language mode.  **Please note:** The structure and content of this teaching and learning unit are largely unchanged in the adapted version. Instead, the connections within the curriculum as a whole are explored and a cohesive set of content and skills are interwoven rather than prescribed and segmented, offering flexibility. Annotations in grey boxes highlight how this integrated approach has been used throughout the unit. |

1. Overview

Focus text

Title: *Between Us*

Author: Clare Atkins

Synopsis

Set between a detention centre for asylum seekers and a high school, *Between Us* explores the human face of immigration, the challenge of cultural difference and the complex relationships between parents and their children.

Level and duration of unit

Victorian Curriculum F–10 English Version 2.0, Level 8

7 weeks

1. Curriculum links

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| The curriculum should be considered holistically, and its components seen as connected. It is no longer conceptualised as segmented, bringing greater depth to classroom teaching and learning. The achievement standards and the content descriptions are sequenced across levels to highlight a progression of learning, enabling teachers to provide differentiation, support and extension. Content descriptions are no longer specifically selected to connect to one teaching and learning activity and are no longer linked with only one language mode.  In the adapted teaching and learning unit, the selected achievement standards provide an explicit focus for the unit. They map directly to the summative assessments, and the selected content descriptions are specific to the achievement standards, to highlight the content and skills that a student would need to develop in order to demonstrate their understanding. As indicated above, teaching and learning can be drawn from other parts of the curriculum – indeed, from the whole curriculum – as teachers and students explore classroom learning. Learning and formative assessment can move beyond the content descriptions and the achievement standards listed here.  The content descriptions and the achievement standards highlighted in the table below underpin the teaching and learning across 7 weeks, providing students with multiple exposures to content and skills. Students develop their understandings and capacities across all language modes, rather than exploring the identified skills through specified language modes. |

Achievement standards

|  |  |  |
| --- | --- | --- |
| **Level 7 (level prior to focus level)** | **Level 8 (focus level)** | **Level 9 (level after focus level)** |
| **Speaking and Listening (S&L)**  When interacting with others, students explore specialist and technical vocabulary and use language to express social identities.  They discuss and present ideas, including about texts. They explore the language of evaluation and substantiation.  **Reading and Viewing (R&V)**  When reading and viewing, students engage with a range of different types of texts for meaning.  They engage with vocabulary and grammatical knowledge, and the ways that different sentence structures extend and explain ideas, how accurate use of tense creates clarity and how punctuation supports meaning.  When demonstrating understanding of texts, students explain ways that characters, settings and events combine and create meaning in texts from different historical, cultural or social contexts. They develop opinions about texts through explorations of how literary devices and language features … create characters, settings and events. They explain and summarise ideas drawn from texts.  They describe how texts … are structured for different purposes. They explain how literary devices create meaning and aesthetic qualities. They explore how perspective is created through still images, moving images and sound.  **Writing (W)**  When creating written and spoken texts, students convey ideas and information to a specific audience. They select textual details from texts appropriate for purpose, and include appropriate multimodal or digital elements. They review and edit their own and others’ texts and reflect on these processes.  They use text structures that build sequence and cohesion in a text; grammar, including sentence structures, to achieve clarity; and punctuation to support meaning.  They use vocabulary that builds specialist and technical knowledge. They experiment with language features and literary devices they have encountered in texts.  They use spelling rules and knowledge of word origins to spell unfamiliar words. | **Speaking and Listening (S&L)**  When interacting with others, students explore academic vocabulary and use language to support relationships and roles.  They explore and challenge the various meanings in text through discussions with others. They explore rhetorical and literary devices when evaluating and substantiating.  **Reading and Viewing (R&V)**  When reading and viewing, students engage with a range of different types of texts for meaning.  They engage with vocabulary and grammatical knowledge, and the ways different clause structures add information, the effects of nominalisation and how punctuation supports meaning.  When demonstrating understanding of texts, students identify and explain intertextual references, issues and points of view from diverse historical, cultural and social contexts. They explore opinions about texts through explorations of how literary devices and language features … influence the reader’s response to represented values. They analyse and evaluate the ways ideas are organised in texts.  They explain how texts … are structured for different purposes. They explore how literary devices, including imagery, create meaning and aesthetic qualities.  **Writing (W)**  When creating written and spoken texts, students select and expand on ideas and experiment with language features and literary devices for purpose and effect … They review and edit their own and others’ texts and reflect on these processes.  They use evidence and substantiation to create cohesion; structure to create sequence; grammar to add information and expand ideas; and punctuation to support meaning.  They use vocabulary typical of academic texts, including nominalisation. They experiment with language features and literary devices for effect.  They use spelling rules and word origins to learn and accurately spell new words. | **Speaking and Listening (S&L)**  When interacting with others, students explore vocabulary of mood and style and use language to strengthen relationships and roles.  They discuss opinions on texts. They use evaluative and substantiative language to express individual views.  **Reading and Viewing (R&V)**  When reading and viewing, students engage with a range of different types of texts for meaning.  They engage with vocabulary and grammatical knowledge, including the ways that sentence structures are varied for creative effect and how punctuation supports citation and reference.  When demonstrating understanding of texts, students discuss their responses to texts from diverse historical, cultural and social contexts, and they compare initial and subsequent impressions. They explore different responses, including personal impressions. They analyse how language … represent values, beliefs and attitudes and are used to shape audiences’ preferences. They analyse the relationship between text structures, language features, literary devices and intertextual connections.  They explore how authors adapt and experiment with texts … according to purpose. They analyse how literary devices, including poetic features, create meaning and aesthetic qualities.  **Writing (W)**  When creating written and spoken texts, students … experiment with textual elements and include appropriate multimodal or digital elements. They review and edit their own and others’ texts for clarity and control and reflect on these processes.  They experiment with text structures for cohesion and sequence, vary grammar for creative effect and use punctuation to condense and link ideas.  They use vocabulary that contributes to style, mood and tone. They use language features and literary devices to create hybrid texts.  They explore standard and non-standard spelling for creative effect. |

Content descriptions

|  |  |  |
| --- | --- | --- |
| **Level 7 (level prior to focus level)** | **Level 8 (focus level)** | **Level 9 (level after focus level)** |
| **Language for interacting with others**  understand how language expresses and creates personal and social identities VC2E7LA01  understand the language of evaluation and substantiation VC2E7LA02 | **Language for interacting with others**  understand how language shapes relationships and roles VC2E8LA01  understand how language features such as simile and metaphor can add layers of meaning to the language of evaluation and substantiation VC2E8LA02 | **Language for interacting with others**  understand how language strengthens relationships and roles VC2E9LA01  understand how the language of evaluation and substantiation expresses individual views and values through language features such as allusion, evocative vocabulary and metaphor VC2E9LA02 |

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| **Text structure and organisation**  understand that the cohesion of texts relies on devices that signal, structure and sequence, such as overviews, examples, and beginnings and endings VC2E7LA04 | **Text structure and organisation**  understand how cohesion in texts is improved by strengthening internal structures and sequence, with evidence, quotations and substantiation of claims VC2E8LA04 | **Text structure and organisation**  understand how a range of cohesive devices, including nominalisation, condense information in texts and link, expand and sequence ideas VC2E9LA04 |
| **Language for expressing and developing ideas**  understand how complex and compound-complex sentences can be used to elaborate, extend and explain ideas VC2E7LA05  explore the role of vocabulary in building specialist and technical knowledge, including terms that have both everyday and technical meanings VC2E7LA08  understand the use of punctuation including colons and brackets to support meaning  VC2E7LA09 | **Language for expressing and developing ideas**  examine a variety of clause structures, including embedded clauses, that add information and expand ideas in sentences VC2E8LA05  examine the role and use of academic vocabulary VC2E8LA08  understand and use punctuation conventions, including semicolons and dashes, to extend ideas and support meaning  VC2E8LA09 | **Language for expressing and developing ideas**  explore how authors vary sentence structures for effect, such as using a sentence fragment, or intentionally using a dependent clause on its own VC2E9LA05  analyse how vocabulary choices contribute to style, mood and tone VC2E9LA08  understand and use punctuation conventions to condense information and for referencing and citing others for formal and informal purposes VC2E9LA09 |
| **Literature and contexts**  identify and explore ideas, points of view, characters, events and/or issues in literary texts, drawn from different historical, cultural and/or social contexts by Aboriginal and Torres Strait Islander authors and a wide range of Australian and world authors VC2E7LE01 | **Literature and contexts**  explain the ways that ideas, issues and points of view in literary texts drawn from diverse historical, cultural and social contexts by Aboriginal and Torres Strait Islander authors, and a wide range of Australian and world authors, may represent the values of individuals and groups VC2E8LE01 | **Literature and contexts**  analyse the representations of people and places in literary texts, drawn from diverse historical, cultural and social contexts, by Aboriginal and Torres Strait Islander authors and a wide range of Australian and world authors VC2E9LE01 |
| **Engaging with and responding to literature**  develop an opinion about characters, settings and events in literary texts, identifying areas of agreement and difference with others’ opinions and justifying a response VC2E7LE02  explore the ways that literary devices and language features, such as dialogue, and still and moving images are used to create character, and to influence emotions and opinions in a range of literary texts VC2E7LE03 | **Engaging with and responding to literature**  explore opinions about the language features, literary devices and text structures that contribute to the styles of literary texts VC2E8LE02  explain how language and still and moving images in a range of literary texts influence an audience’s response to and formation of social and/or ethical positions VC2E8LE03 | **Engaging with and responding to literature**  explore and develop responses, including personal responses, to literary texts, comparing initial and subsequent impressions VC2E9LE02  analyse how literary devices and language features, and still and moving images, shape an audience’s preference about the social, moral or ethical positions presented in literary texts VC2E9LE03 |
| **Examining literature**  identify and explain how literary devices create layers of meaning and aesthetic qualities in literary texts, including poetry VC2E7LE05 | **Examining literature**  explore how language features such as sentence patterns create tone and voice, and literary devices such as imagery create meaning and aesthetic qualities in literary texts VC2E8LE05 | **Examining literature**  analyse the ways that text structures, language features and literary devices in literary texts create aesthetic qualities VC2E9LE05 |
| **Creating literature**  create texts that experiment with literary language features and devices encountered in texts VC2E7LE06 | **Creating literature**  create texts that experiment with literary language features and literary devices for particular purposes and effects VC2E8LE06 | **Creating literature**  create texts, which may be hybrid, that experiment with literary text structures, language features and devices, and voice, for purposes and audiences VC2E9LE06 |
| **Interacting with others**  use interaction skills when discussing ideas and information, including evaluations of the features of texts VC2E7LY01 | **Interacting with others**  use interaction skills for identified purposes and contexts, including when supporting or challenging the stated or implied meanings of texts in discussion VC2E8LY01 | **Interacting with others**  use interaction skills to discuss opinions regarding texts that have different purposes and audiences, analysing how language features position an audience to respond in particular ways VC2E9LY01 |
| **Word knowledge**  understand how to use spelling rules, base words, suffixes, prefixes, spelling patterns and word origins (etymology), including Greek and Latin roots, to learn new words and how to spell them VC2E7LY03 | **Word knowledge**  explore and use learnt knowledge to spell technical and academic words consistently and accurately VC2E8LY03 | **Word knowledge**  use learnt knowledge to spell accurately and consistently, and understand that non-standard spelling is used in texts for particular effects, such as characterisation and humour, and to represent accents and distinctive speech VC2E9LY03 |
| **Text in context**  explain the effect of current technology on reading, creating and responding to texts, including media texts VC2E7LY04 | **Text in context**  describe how representations of people, places and events reflect the context of the text VC2E8LY04 | **Text in context**  analyse how representations of people, places, events and concepts reflect contexts VC2E9LY04 |
| **Analysing, interpreting and evaluating**  analyse the ways in which language features shape meaning and vary according to audience and purpose VC2E7LY05  explain the structure of ideas such as the use of taxonomies, cause and effect, extended metaphors and chronology VC2E7LY06  use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring, questioning and inferring to analyse and summarise information and ideas VC2E7LY07 | **Analysing, interpreting and evaluating**  analyse and evaluate the ways that language features represent perspectives on an issue, event, situation, individual or group, and the ways that quotations and sources are used and repurposed in a text VC2E8LY05  analyse how authors organise ideas to develop and shape meaning VC2E8LY06  use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring, questioning and inferring to interpret and evaluate ideas in texts VC2E8LY07 | **Analysing, interpreting and evaluating**  analyse and evaluate how language features are used to explicitly represent values, beliefs and attitudes VC2E9LY05  analyse the organisation of ideas in paragraphs and extended texts, and evaluate its impact on meaning VC2E9LY06  use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring, questioning and inferring to compare and contrast ideas and opinions in and between texts VC2E9LY07 |
| **Creating texts**  create different types of texts, written and spoken, selecting aspects of subject matter and particular language and print, multimodal and/or digital elements to convey information and ideas to a specific audience VC2E7LY08  review and edit their own texts and the texts of others by removing repetition, refining ideas, reordering sentences and adding or substituting words for impact and coherence, and reflect on these processes VC2E7LY09 | **Creating texts**  create different types of texts, written and spoken, that raise issues, report events and advance opinions, using deliberate language and textual choices, and print, multimodal and/or digital elements as appropriate VC2E8LY08  review and edit to refine and clarify ideas to improve the effectiveness and coherence of their own texts and the texts of others, and reflect on these processes VC2E8LY09 | **Creating texts**  create different types of texts, written and spoken, that present a point of view and advance, illustrate or expand ideas, including texts that integrate print, multimodal and/or digital elements in deliberate consideration of an audience VC2E9LY08  review and edit their own texts and the texts of others to improve clarity, coherence and control over content, organisation, paragraphing, sentence structure, vocabulary and multimodal elements, and reflect on these processes VC2E9LY09 |

1. Teaching, learning and assessment activities

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| How have the activities been adapted? The activities have been adapted to reflect the removal of the language modes as an organising structure for the content descriptions. Content and skills are now taught and learned through all the language modes. For example, the last assessment in Week 2, which once focused solely on Reading and Viewing, has been expanded to include Writing.  The big ideas and key vocabulary provide the basis for many of the activities in the teaching and learning unit.  Suggestions for acknowledging student achievement or for assessment are included in the final column in the teaching and learning plan and demonstrate an integrated approach to assessment. Assessing the achievements of students using the achievement standards can be ongoing across the unit and include assessment for learning (for example, formative or observational assessment) and assessment of learning (for example, summative assessment). |

Big ideas

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| The ‘Essential questions and understandings’ section provides contextualised questions specific to the teaching and learning unit. The curriculum foci in the curriculum table on pages 3–8  are articulated further, providing an example of how teachers can engage with and use content and skills across the curriculum. |

Essential questions and understandings

1. How has the author chosen to communicate their theme and messages?

* Share, clarify and evaluate ideas and opinions about a text through a book club conversation.
* Reflect on and explore ideas about characters, events and setting through creative responses in a Writer’s Notebook.

1. How has the author conveyed their perspectives?

* Analyse and explain the different viewpoints of groups and individuals in the text using textual evidence considering how these relate to the author’s message and purpose for writing.

1. How do open questions help develop my understanding of the texts?

* Discuss and respond to open questions, discussing evidence from the text that supports and/or challenges a response.

1. How can I structure my ideas to illustrate my interpretation of the text?

* Construct a text response essay using what/how/why/link. Use different strategies to incorporate textual evidence in writing including direct quotes, indirect quotes and embedded quotes.

Key vocabulary focus

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| In English Version 2.0, the explicit vocabulary focus moves across all the language modes rather than being connected only with Reading and Viewing (as constructed in the Victorian Curriculum F–10 English). The students explore this vocabulary to meaningfully engage with the selected text, to speak and write confidently about the text, and to apply this language beyond both the unit of work and the classroom. |

Essential vocabulary

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| migrant | identity | ignorance | justify | interpret |
| perspective | theme | empathetic | elaborate | respond |

Vocabulary planning tool

| **Word** | **Student-friendly description** | **Sentence** | **Synonyms or examples** | **Antonyms or non-examples** | **Idioms/other meanings/related words/origin** |
| --- | --- | --- | --- | --- | --- |
| alienate  (verb) | When you **alienate** a particular audience, you use language or ideas that are offensive to that group. | Using slang, jokes and swearing in your speech at assembly might **alienate** the parents in the audience – they might be offended. | offend, isolate, divide, antagonise, insult, exclude, irritate, repel | attract, please, reconcile, include | alien, alienation, alienating  From the Latin *alienatus,* which means ‘make estranged’; from the same root as ‘alias’, meaning ‘other’. |
| culture  (noun) | The ideas, customs and social behaviour of a particular group in society. | Elvis was a huge influence on Greaser **culture**. | customs, society, traditions, heritage | division, split, disunion | cultural, cultured, culturally |
| morals (noun) | principles of right and wrong; standards of behaviour | It’s against my morals to steal. | ideals, principles, standards, values | immoral, unethical, bad, dishonourable | moral, morality |

Suggested 7-week teaching and learning plan

| **Week** | **Suggested learning intention/success criteria** | **Suggested teaching and learning activities** | **Suggested achievement/assessment** |
| --- | --- | --- | --- |
| Week 1 | Setting the scene; prior knowledge; refreshing understandings and new vocabulary for this unit  **Learning intention**  We will understand key vocabulary related to *Between Us* by Clare Atkins.  **Success criteria**  I can describe what each word means using my own words.  I can create a non-linguistic representation of each word.  I can identify synonyms, antonyms and related words for each vocabulary term. | **Vocabulary**  Students complete vocabulary pre-assessment rating from 1 to 5, based on their understanding: alienate, culture and morals. Students create vocabulary charts in their English book.  **Refugees, migrants and asylum seekers**  What is the difference between refugees, migrants and asylum seekers? Students need to research and define these 3 key terms and unpack the differences on a worksheet. Class discussion – share back responses. Students complete 2 ‘[quick writes](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/548)’ in their [Writer’s Notebook](https://www.education.vic.gov.au/school/teachers/teachingresources/discipline/english/literacy/writing/Pages/approachesworkshop.aspx#link23), writing from the perspectives of a refugee and an immigrant, based on their research. | **Assessment for learning (formative)** Collect vocabulary pre-assessment as formative assessment (see ‘Vocabulary’ activity). (W)  **Assessment for learning (observational)**  Collaborative production of vocabulary charts for use in the classroom. (S&L, R&V, W)  Ongoing additions to the lists. (S&L, R&V, W)  Relevant use of the vocabulary in class discussions. (S&L)  **Assessment of learning (summative)**  The vocabulary built through the teaching and learning cycle is to be applied to the final written task (essay). Expectations of this transference of content can be set early in the unit. (W) |
| Week 2 | Social and historical context of the text; opening chapters, orientation of the story and characters  **Learning intention**  We will understand the social and historical context of *Between Us*.  **Success criteria**  I can consider my prior knowledge of detention centres in Australia.  I can examine the living conditions experienced by asylum seekers.  I can form an interpretation based on the information provided. | Go through the history of detention centres in Australia using the [Australian Human Rights Commission website](https://humanrights.gov.au/our-work/last-resort-summary-guide-facts-about-immigration-detention-australia). Emphasise the different types of people who are detained due to their arrival status and the social perceptions around detention centres. Read what children say about detention centres – what does this tell you about them and their experience?  Additional mentor text: Watch short film[*IRREGULARS – A refugee story with mannequins*](https://www.youtube.com/watch?v=WG-JtF8JeXg) on YouTube, and unpack the messages in this film – what does this tell you about refugees and their journey? Link this to the context of *Between Us*. Discuss text orientation, story and structure of multiple perspectives.  Music represents freedom in *Between Us*. Explain how music and sensorial connections (smells and sounds; nostalgia) have always played a pivotal role in our lives. Artists use music to share their thoughts, emotions and life experiences, and express themselves through their lyrics. As an audience, we are often able to make connections to specific artists and their music.  Have students identify a recent song that they were able to make a connection with or understood the lyrics and record this in their books.  \*Additional mentor text: *The Sun and Her Flowers* by Rupi Kaur, pages  119–142. Poems about immigrants/refugees. Short poems for students to analyse or to analyse as a class at the start of lessons – ‘think-write-share’, ‘turn-and-talk’. | **Assessment for learning (observational)**  Sharing of stories about meaningful music in their lives. (S&L)  **Assessment of learning (summative)**  Leading short presentation on their selected song, or creating a short recording of their connections with their selected song, or creating a montage of the connections they have made with their selected song and themselves. (S&L, W) |
| Week 3 | The key ideas of identity and loss  **Learning intention**  We will understand the key ideas of identity and loss in *Between Us*.  **Success criteria**  I can identify big ideas in a text.  I can explain how these big ideas are demonstrated through character, plot and events.  I can justify my thinking with textual evidence. | What is identity?  What factors play a role in shaping an individual's identity?  **Possible answers**   * location * socioeconomic status * cultural background * religion * gender * interests * family * friends   Carousel brainstorm of ‘identity’ in table groups – A3 paper. How is it shown in the text? Students to add evidence from the text.  Revisit the main characters, Jono and Ana. Based on what we know about them, ask students to identify the factors that have shaped their identity.  Repeat the same process for ‘loss’. | **Assessment for learning (observational)**  Display ‘identity’ and ‘loss’ posters in the classroom for students to refer to throughout the term. Students to add quotes to and plot events on the posters as you move through the text. (R&V, W)  Collect [writers’ notebooks](https://www.education.vic.gov.au/school/teachers/teachingresources/discipline/english/literacy/writing/Pages/approachesworkshop.aspx#link23) and/or workbook samples containing [‘quick writes](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/548)’ connecting to big ideas. (W)  Students in academic discussions around big ideas – ‘[ghost coach’](https://www.education.vic.gov.au/school/teachers/teachingresources/discipline/english/literacy/Pages/interactingwithothers.aspx) (see ‘Book discussions in practice’). (S&L)  **Assessment of learning (summative)**  All learning and in-class work to be used by students as they develop their text response essay. As above, in setting expectations about transferring learning into assessment (in vocabulary), teachers can continue to encourage students to build connections between learning and assessment. (W) |
| Week 4 | Finding other big ideas in the text  **Learning intention**  We will understand how plot and character are used to present a topic in texts.  **Success criteria**  I can identify big ideas in a text.  I can explain how these big ideas are demonstrated through character, plot and events.  I can justify my thinking with textual evidence. | Explain to the students that before they can identify a big idea, they need to completely understand what they’re reading. A good way to identify a ‘big idea’ in a text is to follow these steps after reading:  Step 1: Summarise the story (What happened? What is it about?)  Step 2: What characters did you meet?  Step 3: What feelings are you left with after the story?  Step 4: What ideas are you left with after the story? What ideas recur through the story?  Provide students with a scaffolded experience of this process by reading ‘[My Name](https://edtrust.org/wp-content/uploads/2014/09/My-Name-Task.pdf)’ as a class; students then follow the process after reading, using the steps on the board. After this work, the class can collaboratively write down the big ideas of the story ‘My Name’ (identity, belonging, individualism). | **Assessment for learning (observational)**  Classroom contributions (S&L)  Collaborative production of the big ideas from ‘My Name’ (W)  [Exit ticket](https://www.edutopia.org/practice/exit-tickets-checking-understanding): follow the same process for *Between Us* (page 137) (W)  **Assessment of learning (summative)**  All learning and in-class work to be used by students as they develop their text response essay. (W) |
| Week 5 | [Close reading](https://www.education.vic.gov.au/school/teachers/teachingresources/discipline/english/literacy/readingviewing/Pages/teachingpracclose.aspx)  **Learning intention**  We will understand how to use ‘close reading’ to infer the author’s message.  **Success criteria**  I can consider the close reading steps.  I can apply close reading strategies to identify the big idea.  I can infer the author’s message. | Explain the close reading steps to the class and then read page 127. Start reading from Ana’s perspective: ‘They don’t know what it’s like to be scared for their life. They’ll never understand what it’s like to be us.’ (Atkins, Clare 2018, *Between Us*, Black Inc., page 127)  Step 1: First impressions  Read the excerpt as a class. Students note down what they noticed and anything that stood out to them. Explicitly model this thought process with examples on the board.  *After reading this passage, I am thinking…*  Step 2: Digging deeper  Read the excerpt again. Students identify words, descriptive language and interesting vocabulary used throughout the excerpt.  Step 3: Considering importance  Read the excerpt for a third time. Students explain the importance of the passage by exploring the big ideas presented and what message the author is communicating through those big ideas. | **Assessment for learning (formative)**  Comprehension questions/quizzes/Kahoots (W)  Using one of the vocabulary words introduced at the beginning of the unit, explore in depth using [Semantic Gradient](https://www.readingrockets.org/classroom/classroom-strategies/semantic-gradients#:~:text=Semantic%20gradients%20are%20a%20way,distinguish%20between%20shades%20of%20meaning.)s. Give each pair of students a set of cards, each containing one word from a list of related words (for example, appeal; engage; control; exclude; alienate; influence; insult; repel). Students order the cards from most to least alienating. (R&V)  **Assessment for learning (observational)**  Students add new words and understandings to vocabulary charts.  (S&L, W)  **Assessment of learning (summative)**  Students write a paragraph explaining their interpretation of the author’s message, based on their work using the 3 steps of close reading. (W)  Questions to consider:   * What has the author done in this passage? * How have they done this? * Why have they done this? |
| Week 6 | Analysis of character and events  **Learning intention**  We will understand how to use inferences to develop an interpretation of a character.  **Success criteria**  I can identify details about a character through my inferences.  I can consider the different features that create a complex character.  I can develop my own interpretation of a character. | Identify key passages from the text that focus on central characters and/or significant events. Read them to or with the class while unpacking the representations of characters and events. Explicitly model a character mind map to the class on the character ‘Ana’. Unpack character traits, personality, motivation, perspective and relationships. Class discussion – how do we know this about Ana? What are some textual clues about Ana that help us infer this information? Write a paragraph explaining what you know about the character. Students follow the same process for a different character – Jono or Kenny.  [Philosophical Chairs](https://www.edutopia.org/article/framework-whole-class-discussions) is a whole-class critical-thinking/challenge ideas activity in which students explore and discuss characters, themes and ideas in *Between Us*. Provide broad prompts related to the text for students to respond to (agree/disagree) and form an interpretation. Students need to refer to examples from the text to support their thinking.  Prompt 1: Asylum seekers should be granted the same human rights as citizens of the host country.  Prompt 2: Trauma shapes an individual’s identity.  Prompt 3: The role of education is essential in promoting cultural understanding. | **Assessment for learning (observational)**  Students swap their mind maps with their peers. They provide feedback to one another and engage with discussions on different perspectives. (S&L)  Students conduct academic discussions – teachers create and [use academic conversation](https://www.education.vic.gov.au/school/teachers/teachingresources/discipline/english/literacy/speakinglistening/Pages/teachingpracdialogic.aspx) checklist to assess. (S&L)  Students in group discussions with prompting questions – ‘[ghost coach](https://www.education.vic.gov.au/school/teachers/teachingresources/discipline/english/literacy/Pages/interactingwithothers.aspx)’. (S&L) |
| Week 7 | Writing a text response essay  **Learning intention**  We will understand how to develop a contention in response to a prompt.  **Success criteria**  I can identify the features of a good contention.  I can consider the different perspectives for my chosen prompt.  I can construct a contention based on my chosen prompt. | Provide an example of a rubric to the class to examine and unpack. Students develop a list of success criteria to achieve ‘proficient’.  Explicitly model how to construct a contention/opinion in response to a prompt, following these steps:  Step 1: List/highlight the key terms.  Step 2: Develop a list of synonyms of these key terms.  Step 3: Rewrite the topic in your own words – what is it asking you to do?  Step 4: Explore key ideas within the topic (write yourself some guiding questions).  Step 5: Gather evidence (examples or quotes from the text).  Step 6: Develop your contention.  Students [co-construct](https://www.education.vic.gov.au/school/teachers/teachingresources/discipline/english/literacy/Pages/creating-text-paragraph-text-level.aspx#link6) an introduction, body and conclusion paragraph in response to an example prompt, following the [TEEL](https://www.education.vic.gov.au/school/teachers/teachingresources/discipline/english/literacy/Pages/creating-text-paragraph-text-level.aspx) structure for the body paragraph.  Students review worked examples through [bump-it-up wall](https://fuse.education.vic.gov.au/Resource/LandingPage?ObjectId=7bc2b22d-abaf-4cd6-a914-76e45ed41387) – level 1, level 2 and level 3. Students begin working at level 1 and ‘bump up’ their progress as they move through essay-writing. | **Assessment for learning (observational)**  Collect writing conference notes. (W)  Collaborative discussions unpacking exemplar essays. (S&L, R&V)  **Assessment of learning (summative)**  [Text response essay](https://www.education.vic.gov.au/school/teachers/teachingresources/discipline/english/literacy/Pages/english-putting-it-together.aspx) (W) |

1. Additional resources

[*Between Us* Teaching Notes](https://www.blackincbooks.com.au/sites/default/files/Between%20Us_Teaching%20Notes.pdf)

[Literacy Teaching Toolkit (English) Map – Levels 7 to 10](https://www.education.vic.gov.au/Documents/childhood/professionals/learning/literacy/Literacy_Teaching_Toolkit_map_English.pdf)

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*Ziba Came on a Boat* by Liz Lofthouse

Appendix: Original teaching and learning unit

| **Title/Focus** | **Year level** | **Duration** |
| --- | --- | --- |
| Text study: *Between Us* | 8 | 7 weeks |

Curriculum links

Language mode: Reading and Viewing

| **Strand** | **Sub-strand** | **Content description** |
| --- | --- | --- |
| Language | Text structure and organisation | * 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) |
| Expressing and developing ideas | * Recognise that vocabulary choices contribute to the specificity, abstraction and style of texts [(VCELA401)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA401) |
| Literature | Literature and context | * 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) |
| Responding to literature | * 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) |
| Literacy | Interpreting, analysing, evaluating | * 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) * 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) |

Language mode: Writing

| **Strand** | **Sub-strand** | **Content description** |
| --- | --- | --- |
| Literacy | Creating texts | 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)](https://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)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELY421) |

Big ideas

| **Essential understandings** | **Essential questions** |
| --- | --- |
| * Analyse and explain the different viewpoints of groups and individuals in the text using textual evidence, considering how these relate to the author’s message and purpose for writing. * Construct a text response essay using What/How/Why/Link. Using different strategies to incorporate textual evidence in writing, including direct quotes, indirect quotes and embedded quotes. (WHWL) * Reflect on and explore ideas about characters, setting or plot events through creative responses in the Writer’s Notebook. * Share, clarify and evaluate ideas and opinions about a text through a book club conversation. * Discuss and respond to thick questions, discussing evidence that supports or challenges a response. | * How has the author chosen to communicate their theme and messages? * How has the author conveyed their perspectives? * How do thick questions help deepen my understanding of the text? * How can I structure my ideas to illustrate my interpretation of the text? |

Essential vocabulary

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| migrant | identity | ignorance | justify | interpret |
| perspective | theme | empathetic | elaborate | respond |

Vocabulary planning tool

| **Word** | **Student-friendly description** | **Sentence** | **Synonyms or examples** | **Antonyms or non-examples** | **Idioms/other meanings/related words/origin** |
| --- | --- | --- | --- | --- | --- |
| alienate  (verb) | When you alienate a particular audience, you use language or ideas that are offensive to that group. | Using slang, jokes and swearing in your speech at assembly might alienate the parents in the audience – they might be offended. | offend, isolate, divide, antagonise, insult, exclude, irritate, repel | attract, please, reconcile, include | alien, alienation, alienating  From the Latin *alienatus,* which means ‘make estranged’; from the same root as ‘alias’, meaning ‘other’. |
| culture  (noun) | The ideas, customs and social behaviour of a particular group in society. | Elvis was a huge influence on Greaser culture. | customs, society, traditions, heritage | division, split, disunion | cultural, cultured, culturally |
| morals (noun) | standards of behaviour; principles of right and wrong | It’s against my morals to steal. | ideals, principles, standards, values | immoral, unethical, bad, dishonourable | moral, morality |

Assessment activities

| **Formative assessment** | **Summative assessment** |
| --- | --- |
| Chapter questions booklet (Reading and Viewing)  Reading goals (Reading and Viewing)  Reader’s notebook (Reading and Viewing)  Writer’s Notebook (Writing)  Chapter discussions (Speaking and Listening)  Book club discussions (Speaking and Listening) | Assessment 1 – Comprehension Questions & Quote Analysis (Reading and Viewing, Writing)  Assessment 2 – Quiz (Writing)  Assessment 3 – Timeline (Writing)  Assessment 4 – Text response essay (Writing)  Book club conversation (Speaking and Listening) |

Teaching and learning activities

| **Week** | **Suggested learning intention/success criteria** | **Suggested teaching and learning activities** |
| --- | --- | --- |
| Week 1 | Setting the scene; prior knowledge; refreshing understandings and new vocabulary for this unit  **Learning intention**  We will understand key vocabulary related to *Between Us* by Clare Atkins.  **Success criteria**  I can describe what each word means using my own words.  I can create a non-linguistic representation of each word.  I can identify synonyms, antonyms and related words for each vocabulary term. | **Reading and Viewing**  **Vocabulary**  Students complete vocabulary pre-assessment rating from 1 to 5, based on their understanding: alienate, culture and morals. Students create vocabulary charts in their English book.  **Refugees, migrants and asylum seekers**  What is the difference between refugees, migrants and asylum seekers? Students need to research and define these 3 key terms and unpack the differences on a worksheet. Class discussion – share back responses.  **Writing**  Students complete 2 ‘quick writes’ in their Writer’s Notebook – writing from the perspectives of a refugee and an immigrant, based on their research. |
| Week 2 | Social and historical context of the text; opening chapters, orientation of the story and characters  **Learning intention**  We will understand the social and historical context of *Between Us*.  **Success criteria**  I can consider my prior knowledge of detention centres in Australia.  I can examine the living conditions experienced by asylum seekers.  I can form an interpretation based on the information provided. | **Reading and Viewing**  Go through the history of detention centres in Australia using the [Australian Human Rights Commission](https://humanrights.gov.au/our-work/last-resort-summary-guide-facts-about-immigration-detention-australia) website. Emphasise the different types of people who are detained due to their arrival status and the social perceptions around detention centres. Read what children say about detention centres – what does this tell you about them and their experience?  Additional mentor text: Watch short film [*IRREGULARS – A refugee story with mannequins*](https://www.youtube.com/watch?v=WG-JtF8JeXg) on YouTube, and unpack the messages in this film – what does this tell you about refugees and their journey? Link this to the context of *Between Us*. Discuss text orientation, story and structure of multiple perspectives.  Music represents freedom in *Between Us*. Explain how music and sensorial connections (smells and sounds; nostalgia) have always played a pivotal role in our lives. Artists use music to share their thoughts, emotions and life experiences, and to express themselves through their lyrics. As an audience, we are often able to make connections to specific artists and their music.  Have students identify a recent song that they were able to make a connection with or understood the lyrics.  \*Additional mentor text – *The Sun and Her Flowers* by Rupi Kaur, pages 119–142. Poems about immigrants/refugees. Short poems for students to analyse or analyse as a class at the start of lessons – ‘think-write-share’, ‘turn-and-talk’. |
| Week 3 | The key ideas of identity and loss  **Learning intention**  We will understand the key ideas of identity and loss in *Between Us*.  **Success criteria**  I can identify big ideas in a text.  I can explain how these big ideas are demonstrated through character, plot and events.  I can justify my thinking with textual evidence. | **Reading and Viewing**  What is identity?  What factors play a role in shaping an individual's identity?  **Possible answers:**   * location * socioeconomic status * cultural background * religion * gender * interests * family * friends   Carousel brainstorm of ‘identity’ in table groups – A3 paper. How is it shown in the text? Students to add evidence from the text.  Revisit the main characters, Jono and Ana. Based on what we know about them, ask students to identify the factors that have shaped their identity.  Repeat the same process for ‘loss’. |
| Week 4 | Finding other big ideas in the text  **Learning intention**  We will understand how plot and character are used to present a topic in texts.  **Success criteria**  I can identify big ideas in a text.  I can explain how these big ideas are demonstrated through character, plot and events.  I can justify my thinking with textual evidence. | **Reading and Viewing**  Explain to the students that before they can identify a big idea, they need to completely understand what they’re reading. A good way to identify a ‘big idea’ in a text is to follow these steps after reading:  Step 1: Summarise the story (What happened? What is it about?)  Step 2: What characters did you meet?  Step 3: What feelings are you left with after the story?  Step 4: What ideas are you left with after the story? What ideas recur through the story?  Provide students with a scaffolded experience of this process by reading [‘[My Name](https://edtrust.org/wp-content/uploads/2014/09/My-Name-Task.pdf)’](https://edtrust.org/wp-content/uploads/2014/09/My-Name-Task.pdf) as a class; the students then follow the process after reading, using the steps on the board. After this work, the class can share the big ideas in the story ‘*My Name*’ (identity, belonging, individualism). |
| Week 5 | [Close reading](https://www.education.vic.gov.au/school/teachers/teachingresources/discipline/english/literacy/readingviewing/Pages/teachingpracclose.aspx)  **Learning intention**  We will understand how to use ‘close reading’ to infer the author’s message.  **Success criteria**  I can consider the close reading steps.  I can apply close reading strategies to identify the big idea.  I can infer the author’s message. | **Reading and Viewing**  Explain the close reading steps to the class and then read page 127. Start reading from Ana’s perspective: ‘They don’t know what it’s like to be scared for their life. They’ll never understand what it’s like to be us.’ (Atkins, Clare 2018, *Between Us*, Black Inc., page 127)  Step 1: First impressions  Read the excerpt as a class. Students note down what they noticed and anything that stood out to them. Explicitly model this thought process with examples on the board.  *After reading this passage, I am thinking …*  Step 2: Digging deeper  Read the excerpt again. Students identify words, descriptive language and interesting vocabulary used throughout the excerpt.  Step 3: Considering importance  Read the excerpt for a third time. Students explain the importance of the passage by exploring the big ideas presented and what message the author is communicating through those big ideas. |
| Week 6 | Analysis of character and events  **Learning intention**  We will understand how to use inferences to develop an interpretation of a character.  **Success criteria**  I can identify details about a character through my inferences.  I can consider the different features that create a complex character.  I can develop my own interpretation of a character. | **Reading and Viewing**  Identify key passages from the text that focus on central characters and/or significant events. Read them to or with class while unpacking the representations of characters and events. Explicitly model a character mind map to the class on the character ‘Ana’. Unpack character traits, personality, motivation, perspective and relationships. Class discussion – how do we know this about Ana? What are some textual clues about Ana that help us infer this information? Write a paragraph explaining what you know about the character. Students follow the same process for a different character – Jono or Kenny.  [Philosophical Chairs](https://www.edutopia.org/article/framework-whole-class-discussions) is a whole-class critical-thinking/challenge ideas activity in which students will explore and discuss characters, themes and ideas in *Between Us*. Provide broad prompts related to the text for students to respond (agree/disagree) to and form an interpretation. Students need to refer to examples from the text to support their thinking.  Prompt 1: Asylum seekers should be granted the same human rights as citizens of the host country.  Prompt 2: Trauma shapes an individual’s identity.  Prompt 3: The role of education is essential in promoting cultural understanding. |
| Week 7 | Writing a [text response essay](https://www.education.vic.gov.au/school/teachers/teachingresources/discipline/english/literacy/Pages/english-putting-it-together.aspx)  **Learning intention**  We will understand how to develop a contention in response to a prompt.  **Success criteria**  I can identify the features of a good contention.  I can consider the different perspectives for my chosen prompt.  I can construct a contention based on my chosen prompt. | **Writing**  Provide an example of a rubric to the class to examine and unpack. Students develop a list of success criteria to achieve ‘proficient’.  Explicitly model how to construct a contention/opinion in response to a prompt, following these steps:  Step 1: List/highlight the key terms.  Step 2: Develop a list of synonyms of these key terms.  Step 3: Rewrite the topic in your own words – what is it asking you to do?  Step 4: Explore key ideas within the topic (write yourself some guiding questions).  Step 5: Gather evidence (examples or quotes from the text).  Step 6: Develop your contention.  Students co-construct an introduction, body and conclusion paragraph in response to an example prompt, following the [TEEL](https://www.education.vic.gov.au/school/teachers/teachingresources/discipline/english/literacy/Pages/creating-text-paragraph-text-level.aspx) structure for the body paragraph.  Students review worked examples through ‘[Bump it up Wall’](https://fuse.education.vic.gov.au/Resource/LandingPage?ObjectId=7bc2b22d-abaf-4cd6-a914-76e45ed41387) – level 1, level 2 and level 3. Students begin working at level 1 and ‘bump up’ their progress as they move through essay-writing. |

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