

## Stories of Life - Curriculum ideas and links for teachers

Why not incorporate your students writing *Stories of Life* into Unit Plans for English?

- A unit on short stories using an anthology or your chosen collection to deconstruct structures, ideas and themes. Each group could study a story and report back to the class (you can also differentiate here - match the story to the group). Then write their own story for *Stories of Life*
- For older students short stories by famous authors are an approachable way to look at structure, themes, and ideas and critical theory before writing their own *Stories of Life*
- You could use *Stories of Life* to invite particular groups of students to share their talents, or as a feature in a 'Creative Writing' club in a multi-grade context
- At Senior levels *Stories of Life* could be a process documented for a 'Research Project'

**You can also link in to General Capabilities (see below) if you want to use *Stories for Life* as a focus within Personal Development lessons.**

### ENGLISH:

**See curriculum links below for years 7,8,9,10**

You could use the following Content Descriptions (Year 7-10) within a Unit on Short Stories as a formative journey toward your students writing their own Stories for life:

#### Year 7

Looking at the structure of Short Stories before students write their own short story (Lang)

- Use a short story collection to look at different points of view (ACELT 1619)
  - Compare how language and images are used to create characters and influence emotions (ACELT 1621)
  - Discuss aspects of texts, for example their aesthetic and social value, using relevant and appropriate metalanguage (ACELT1803)
  - Analyse and explain the ways text structures and language features shape meaning and vary according to audience and purpose (ACELY1721 )

#### **Creating their *Story of Life*:**

- Create literary texts that adapt stylistic features encountered in other texts, for example, narrative viewpoint, structure of stanzas, contrast and juxtaposition (ACELT1625)
- Experiment with text structures and language features and their effects in creating literary texts, for example, using rhythm, sound effects, monologue, layout, navigation and colour (ACELT1805)

#### Year 8:

- Recognise that vocabulary choices contribute to the specificity, abstraction and style of texts (ACELA1547)

- Identify and evaluate devices that create tone, for example humour, wordplay, innuendo and parody in poetry, humorous prose, drama or visual texts (ACELT1630)
- Interpret and analyse language choices, including sentence patterns, dialogue, imagery and other language features, in short stories, literary essays and plays (ACELT1767)

### **Creating their Story of Life:**

- Create literary texts that draw upon text structures and language features of other texts for particular purposes and effects (ACELT 1632)
- Understand how rhetorical devices are used to persuade and how different layers of meaning are developed through the use of metaphor, irony and parody (ACELA1542)
- Understand the use of punctuation conventions, including colons, semicolons, dashes and brackets in formal and informal texts (ACELA1544)

### **Year 9:**

#### **Analysing and appreciating Short Stories**

##### **Language:**

- Investigate how evaluation can be expressed directly and indirectly using devices, for example allusion, evocative vocabulary and metaphor (ACELA1552)
- Understand that authors innovate with text structures and language for specific purposes and effects (ACELA1553)
- Explain how authors creatively use the structures of sentences and clauses for particular effects (ACELA1557)
- Identify how vocabulary choices contribute to specificity, abstraction and stylistic effectiveness (ACELA1561)
- Understand how spelling is used creatively in texts for particular effects, for example characterisation and humour and to represent accents and styles of speech (ACELA1562)

##### **Literature:**

- Analyse texts from familiar and unfamiliar contexts, and discuss and evaluate their content and the appeal of an individual author's literary style (ACELT1636)
- Create literary texts, including hybrid texts, that innovate on aspects of other texts, for example by using parody, allusion and appropriation (ACELT1773)
- Interpret, analyse and evaluate how different perspectives of issue, event, situation, individuals or groups are constructed to serve specific purposes in texts (ACELY1742)

##### **Literacy:**

- Interpret, analyse and evaluate how different perspectives of issue, event, situation, individuals or groups are constructed to serve specific purposes in texts (ACELY1742)
- Use comprehension strategies to interpret and analyse texts, comparing and evaluating representations of an event, issue, situation or character in different texts (ACELY1744)

## **Creating their Story of Life:**

- Explore and reflect on personal understanding of the world and significant human experience gained from interpreting various representations of life matters in texts (ACELT1635)
- Experiment with the ways that language features, image and sound can be adapted in literary texts, for example the effects of stereotypical characters and settings, the playfulness of humour and pun and the use of hyperlink (ACELT1638)
- Review and edit students' own and others' texts to improve clarity and control over content, organisation, paragraphing, sentence structure, vocabulary and audio/visual features (ACELY1747)

## **Year 10:**

**At this level students could analyse short story texts, identify connections, and provide a rationale or commentary for their own writing.**

### **Language:**

- Compare the purposes, text structures and language features of traditional and contemporary texts in different media (ACELA1566)
- Analyse and evaluate the effectiveness of a wide range of sentence and clause structures as authors design and craft texts (ACELA1569)
- Analyse how higher order concepts are developed in complex texts through language features including nominalisation, clause combinations, technicality and abstraction (ACELA1570)

### **Literature:**

- Compare and evaluate a range of representations of individuals and groups in different historical, social and cultural contexts (ACELT1639)
- Analyse and explain how text structures, language features and visual features of texts and the context in which texts are experienced may influence audience response (ACELT1641)
- Evaluate the social, moral and ethical positions represented in texts (ACELT1812)
- Identify, explain and discuss how narrative viewpoint, structure, characterisation and devices including analogy and satire shape different interpretations and responses to a text (ACELT1642)
- Analyse and evaluate text structures and language features of literary texts and make relevant thematic and intertextual connections with other texts (ACELT1774)
- Create imaginative texts that make relevant thematic and intertextual connections with other texts (ACELT1644)

### **Literacy:**

- Use comprehension strategies to compare and contrast information within and between texts, identifying and analysing embedded perspectives, and evaluating supporting evidence (ACELY1754)

## Creating their *Story of Life*:

- Understand how paragraphs and images can be arranged for different purposes, audiences, perspectives and stylistic effects (ACELA1567)
- Refine vocabulary choices to discriminate between shades of meaning, with deliberate attention to the effect on audiences (ACELA1571)
- Create literary texts that reflect an emerging sense of personal style and evaluate the effectiveness of these texts (ACELT1814)
- Create literary texts with a sustained 'voice', selecting and adapting appropriate text structures, literary devices, language, auditory and visual structures and features for a specific purpose and intended audience (ACELT1815)
- Review, edit and refine students' own and others' texts for control of content, organisation, sentence structure, vocabulary, and/or visual features to achieve particular purposes and effects (ACELY1757)

The process above can also be used at **Senior Curriculum level**. Victorian Short Stories (many by famous authors), as well as contemporary stories provide excellent material for thematic and stylistic study. Historical and social contexts and critical theory can also be incorporated. Students can then write their own *Story of Life* as part of an assignment portfolio that includes analysis and comparison of short stories as well as an opportunity for creative expression.

## Links to General Capabilities

**Literacy: (See continuum for relevant levels)**

[http://docs.acara.edu.au/resources/General\\_capabilities\\_-\\_LIT\\_-\\_learning\\_continuum.pdf](http://docs.acara.edu.au/resources/General_capabilities_-_LIT_-_learning_continuum.pdf)

- Use of vocabulary to express concepts and construct shades of meaning
- Compose complex texts in an innovative way
- Use of spelling knowledge
- Interpret and analyse learning area texts
- Compose texts - create texts, for example to comment on a recent event, story or shared experience
- Use knowledge of text structures
- Use knowledge of text cohesion

**Critical and creative thinking: (See continuum for relevant levels)**

[http://docs.acara.edu.au/resources/General\\_capabilities\\_-\\_CCT\\_-\\_learning\\_continuum.pdf](http://docs.acara.edu.au/resources/General_capabilities_-_CCT_-_learning_continuum.pdf)

- Imagine possibilities and connect ideas
- Reflect on [writing] processes
- Transfer knowledge into new contexts

**Personal and social capability: (See continuum for relevant levels)**

[http://docs.acara.edu.au/resources/General\\_capabilities\\_-\\_PSC\\_-\\_learning\\_continuum.pdf](http://docs.acara.edu.au/resources/General_capabilities_-_PSC_-_learning_continuum.pdf)

- Express emotions appropriately
- Work independently and show initiative
- Appreciate diverse perspectives
- Make decisions

**General Capabilities regarding Ethical understanding and Intercultural Understanding may also apply depending upon context of study and writing.**

**References:**

Australian Curriculum and Assessment Reporting Authority. (2018). Foundation to Year 10 Curriculum. Retrieved from <https://www.australiancurriculum.edu.au/f-10-curriculum/english/>