Overview

The English curriculum is built around the three interrelated strands of Language, Literature and Literacy. The 2014 Year 7 teaching and learning program will balance and integrate all three strands. Together the strands focus on developing students’ knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier years, and these will be revisited and strengthened as needed.

In Year 7, students communicate with peers, teachers, individuals, groups and community members in a range of face-to-face and online/virtual environments. They experience learning in both familiar and unfamiliar contexts that relate to the school curriculum, local community, regional and global contexts. Students engage with a variety of texts for enjoyment. They listen to, read, view, interpret, evaluate and perform a range of spoken, written and multimodal texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade.

Students create a range of imaginative, informative and persuasive types of texts, for example narratives, procedures, performances, reports and discussions, and are beginning to create literary analyses and transformations of texts. Source: Australian Curriculum, Assessment and Reporting Authority (ACARA)

Year 7 English Achievement Standards *

Receptive modes

Listen, Read and View

Achievement Standard
By the end of Year 7, students:

Understand how text structures can influence the complexity of a text and are dependent on audience, purpose and context.

Demonstrate understanding of how the choice of language features, images and vocabulary affects meaning.

Explain issues and ideas from a variety of sources, analysing supporting evidence and implied meaning.

Select specific details from texts to develop their own response, recognising that texts reflect different viewpoints.

Listen for and explain different perspectives in texts.

Productive modes

Speak, Write and Create

Achievement Standard
By the end of Year 7, students:

Understand how the selection of a variety of language features can influence an audience.

Understand how to draw on personal knowledge, textual analysis and other sources to express or challenge a point of view.

Create texts showing how language features and images from other texts can be combined for effect.

Create structured and coherent texts for a range of purposes and audiences.

Make presentations and contribute actively to class and group discussions, using language features to engage the audience.

When creating and editing texts they demonstrate understanding of grammar, use a variety of more specialised vocabulary, accurate spelling and punctuation.

* The Achievement Standards in these tables do not have equal weighting and should be viewed in a holistic manner.
Semester 1, 2014 Year 7 English Outline

Tasks
There will be 5 tasks per term (10% each) combined to give a final mark (100%) at the end of each semester.

Assessment Breakdown
These tasks may be broken down or combined to give a final A B C D or E grade.

Timeline Term 1  Can you Persuade Me?

<table>
<thead>
<tr>
<th>WEEK</th>
<th>Activity</th>
<th>Task due/ homework</th>
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<tbody>
<tr>
<td>1 - 5</td>
<td>Students will complete a package of work that will allow them to gain an understanding of poetic devices. Students will participate in persuasive group discussions and will read a range of texts that demonstrate persuasive devices. Students will demonstrate their understanding of persuasive devices by completing an in-class essay on an unseen topic.</td>
<td>On-going spelling and grammar revision due weekly.</td>
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<td>6</td>
<td>Students will choose an issue that interests them and research it to gain different perspectives. Students are required to write another persuasive essay to promote a point of view; however, this essay will require more factual evidence to support their argument. There will be time allowed in class to complete this task, however, it is expected that some work be completed at home. Activities in class will include: writing effective introductions, use of topic sentences, providing supporting details and the benefits of using extended metaphors and rhetorical devices.</td>
<td>Researched Persuasive Essay</td>
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<td>7 - 8</td>
<td>Students will engage in viewing and reading a variety of persuasive texts including: TV and magazine advertising, on-line blogs, editorials and pamphlets. They will compare texts on the same topic from different points of view and analyse how the texts use complex language and persuasive devices. Students will complete an in-class test to assess their knowledge of Persuasive texts.</td>
<td>In class comprehension test on Persuasive texts</td>
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<tr>
<td>9 - 10</td>
<td>Students create an individual multimodal persuasive speech, which includes • Use of elements of persuasive language and techniques • Reference to a range of sources to substantiate their argument • Discussion of their argument with a small group • Rehearsal with a peer and response to feedback • Presentation of the multimodal persuasive speech.</td>
<td>Multimodal presentation Grammar, Punctuation and Spelling test(s)</td>
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Timeline Term 2  Narratives

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<thead>
<tr>
<th>WEEK</th>
<th>Activity</th>
<th>Task due/ homework</th>
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<tr>
<td>1 - 2</td>
<td>NAPLAN preparation. Students will become familiar with the layout of the tests and complete practise samples in reading, writing and conventions.</td>
<td>On-going Grammar, Punctuation, Spelling</td>
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<tr>
<td>3 - 6</td>
<td>Students will examine the structure and features of narratives by reading a wide variety of short stories. These short stories will explore different viewpoints and ideas. They will share, reflect on and evaluate opinions and arguments about aspects of literary texts.</td>
<td>In-class Reading Comprehension test.</td>
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<tr>
<td>6</td>
<td>Exam week.</td>
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<td>7</td>
<td>Plan, write, edit own short story. Evaluate own and peers’ short stories.</td>
<td>Own Short Story with self &amp; peer reflections</td>
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<tr>
<td>8-10</td>
<td>Advertising – analyse a print advertisement. Create 2 advertisements of the same product for 2 different target audiences.</td>
<td>Advertisements</td>
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