



# • Semester 1, 2018 - Year 7 English Outline

Engaged, Manners, Understanding, Strive

## Overview

The English curriculum is built around the three interrelated strands of Language, Literature and Literacy. The 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) & Western Australian Curriculum (SCSA)

## Year 7 English Achievement Standards ◆

### Receptive modes

#### *Listening, Reading and Viewing*

#### **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

#### *Speaking, Writing and Creating*

#### **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 Grade = 40% for Classwork Activities + 60% for Unit Assessments.**

## Semester 1 Outline Year 7 English – Term 1

## Wagin District High School

T1 Weeks Allocated	Topic/Tasks/Concepts to cover	Resources	RV	WC	LS
1	Course introduction and Common Assessment Tasks (CAT)	<i>Words Their Way (WTW)</i> Spelling LitPro Test NAPLAN style tests			
Ongoing	Grammar, Language, Spelling & Vocabulary	NAPLAN planner <i>Oxford Vocabulary Builder</i> <i>WTW, Successful Spelling 7</i>			
Ongoing	Contribution to class discussions				
2-6	<p><b><i>Breaking Up, for the Best</i></b> Type: Narrative Form: Comic Strip (audio file) Topic: Personal Relationships</p> <p><b><u>Reading Comprehension</u></b></p> <ul style="list-style-type: none"> <li>• Words, imagery and language patterns</li> <li>• Layers of meaning</li> <li>• Structures and language features of Narratives</li> <li>• Understanding, predicting, confirming and monitoring meaning</li> <li>• Interpreting and analysing ideas</li> <li>• Evaluating the quality of texts, including techniques and strategies authors use to engage readers</li> </ul> <p><b><u>Writing</u></b></p> <p><b><i>Purpose, text type/form, audience:</i></b></p> <ul style="list-style-type: none"> <li>• To engage the reader, by presenting a universal human 'crisis'</li> <li>• In a condensed story form (comic strip)</li> <li>• For a sympathetic audience</li> </ul> <p><b><i>Text structure:</i></b></p> <ul style="list-style-type: none"> <li>• Backstory/precipitating events</li> <li>• Series of speech events leading to decision/problem, in chronological sequence (Complication)</li> <li>• Text ends with the possibility of a sequel (Resolution/Coda)</li> </ul>	<p>www.wordflyers.com.au</p> <p>NAPLAN planner combined with <i>www.studyladder.com.au</i> for (Ongoing Reading, Writing, Conventions NAPLAN practice)</p> <p>Various sample texts, plus audio or video</p> <p><i>SmartStudy 7</i></p> <p><b><u>Extension:</u></b> <i>Oxford Vocabulary Builder</i> <i>Unit 7.2.1: Ally's big break (Imaginative/Narrative/ Short story [realistic fiction])</i></p>			

T1 Weeks Allocated	Topic/Tasks/Concepts to cover	Resources	RV	WC	LS
	<p><b>Language features:</b></p> <ul style="list-style-type: none"> <li>• Visual and verbal representations of characters, setting and plot</li> <li>• Spoken, colloquial language</li> <li>• Depictions of body language and gestures</li> <li>• Speech or thought bubbles</li> <li>• Frames in sequence</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• Evaluative language (expressing positive and negative judgements; showing thoughts and feelings about things, events or people)</li> </ul> <p><b>Punctuation</b></p> <ul style="list-style-type: none"> <li>• Using exclamation marks in direct speech and to express emotion</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>• Sensing verbs</li> <li>• Subjects and predicates in simple sentences</li> </ul>				
7-11	<p><b>Persuading for Positive Change – NAPLAN Style Persuasive Writing</b></p> <p>Students will watch and analyse a number of clips that showcase the introduction of the AFL Women’s competition and the impact it has had in Australian society. Students will dig deeper into the concept of rhetorical devices and how they work to influence an audience.</p> <p>They will then put it all together to write <b>a persuasive speech</b> to convince their audience of the value of change in society, using AFLW as their key example. These lessons are designed to provide practise for NAPLAN. It focuses on persuasive devices and vocabulary and explores the use of rhetorical devices to persuade an audience.</p> <p><b><i>Animals aren't entertainers!</i></b>  Type: Discussion Form: Facebook thread  Topic: Is it cruel to use animals for entertainment?</p>	<p>AFLW videos  www.coolaustralia.org</p> <p><a href="http://education.abc.net.au/home#!/digibook/1392049/the-power-of-speech">http://education.abc.net.au/home#!/digibook/1392049/the-power-of-speech</a></p> <p>www.wordflyers.com.au</p>			

T1 Weeks Allocated	Topic/Tasks/Concepts to cover	Resources	RV	WC	LS
	<p><b>Reading Comprehension</b></p> <ul style="list-style-type: none"> <li>Structures and language features of persuasive texts</li> <li>Predicting and confirming meaning</li> <li>Monitoring meaning</li> <li>Interpreting and analysing ideas</li> <li>Evaluating the quality of texts</li> </ul> <p><b>Writing</b></p> <p><b>Purpose, text type/form, audience:</b></p> <ul style="list-style-type: none"> <li>To examine the pros and cons of using animals for human amusement/entertainment</li> <li>In the form of a Facebook thread</li> <li>For people interested in animal welfare</li> </ul> <p><b>Text structure:</b></p> <ul style="list-style-type: none"> <li>Introduction and brief outline of the issue/topic in the initial post (Issue Statement stage)</li> <li>Series of comments and expressions of supporting and opposing opinion from readers (Arguments stage)</li> <li>Final comment by the initial poster, acknowledging the responses given (Conclusion stage)</li> </ul> <p><b>Language features:</b></p> <ul style="list-style-type: none"> <li>General nouns</li> <li>A range of verbs, including relating verbs and action verbs</li> <li>Adverbs to show how, where and why things occur</li> </ul> <p><b>Spelling</b> Syllabification</p> <p><b>Punctuation</b> Using commas to separate clauses in complex sentences</p> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>Relating verbs</li> <li>Verb groups</li> </ul> <p><b>Present a speech on the same or similar topic.</b></p>	<p>NAPLAN planner combined with <i>www.studyladder.com.au</i> for (Ongoing Reading, Writing, Conventions NAPLAN practice)</p> <p>Various sample texts, plus audio or video</p> <p><b>Extension:</b> <i>Oxford Vocabulary Builder</i></p> <p>Unit 7.1.2: Wind energy – what's your take? (Persuasive/Discussion/Talkback radio [transcript])</p> <p><i>SmartStudy 7</i> Unit 10 Opinion piece</p>			

## Semester 1 Outline Year 7 English – Term 2

## Wagin District High School

T2 Weeks Allocated	Topic/Tasks/Concepts to cover	Resources	RV	WC	LS
1-2	<p><b><i>The Ultimate Chocolate Cupcake</i></b>                      Type: Procedure Form: Recipe                      Topic: Cooking with a difference</p> <p><b>Reading Comprehension</b></p> <ul style="list-style-type: none"> <li>Structures and language features of Procedures</li> <li>Understanding, predicting, confirming and monitoring meaning</li> <li>Interpreting and analysing ideas</li> <li>Evaluating the quality of texts, including techniques that writers use to inform and entertain readers</li> </ul> <p><b>Writing</b></p> <p><b>Purpose, text type/form, audience:</b></p> <ul style="list-style-type: none"> <li>To provide instructions on how to make a classic party food item</li> <li>In the form of a recipe</li> <li>For a teenage or young adult audience</li> </ul> <p><b>Text structure:</b></p> <ul style="list-style-type: none"> <li>Humorous introduction to the text, including the stated goal of the text (Goal Statement stage)</li> <li>Lists of ingredients required and directions for cooking chocolate cupcakes (Steps stage)</li> <li>Humorous additions/asides to readers throughout the text</li> </ul> <p><b>Language features:</b></p> <ul style="list-style-type: none"> <li>Precise terms related to cooking in general and cupcakes in particular</li> <li>Sentences in imperative mood</li> <li>Action verbs</li> <li>Adverbs and adverbial phrases of time, place, manner and degree</li> <li>Temporal text connectives</li> </ul> <p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>Homographs</li> </ul> <p><b>Punctuation</b></p> <ul style="list-style-type: none"> <li>Using capital letters and full stops to start and end sentences</li> </ul>	<p><a href="http://www.wordflyers.com.au">www.wordflyers.com.au</a>  <a href="http://www.studyladder.com.au">www.studyladder.com.au</a></p> <p>NAPLAN planner</p> <p>Various sample texts, plus audio or video</p> <p><i>Combined with SmartStudy7 Unit 7 Procedure</i></p>			

T2 Weeks Allocated	Topic/Tasks/Concepts to cover	Resources	RV	WC	LS
	<b>Grammar</b> Adverbs <ul style="list-style-type: none"> <li>• Compound sentences</li> </ul>				
3	NAPLAN testing				
4-6	<p><b><i>Training diary of an elite athlete</i></b>            Type: Recount: Form: Diary Entries            Topic: Training regimes (Indigenous rugby player)</p> <p><b><u>Reading Comprehension</u></b></p> <ul style="list-style-type: none"> <li>• Structures and language features of Recounts</li> <li>• Understanding, predicting, confirming and monitoring meaning</li> <li>• Interpreting and analysing ideas</li> <li>• Evaluating the quality of texts, including variations in text structures and layout to suit particular purposes</li> </ul> <p><b><u>Writing</u></b>  <b><i>Purpose, text type/form, audience:</i></b></p> <ul style="list-style-type: none"> <li>• To recreate the training schedule of an elite athlete</li> <li>• In a personal diary format</li> <li>• For a general audience interested in sport and/or training</li> </ul> <p><b><i>Text structure:</i></b></p> <ul style="list-style-type: none"> <li>• Introduction to the diary entries, including the reasons behind this endeavour (Orientation stage)</li> <li>• Sequential listing of day-by-day events and personal reflections on these events in a week-long training schedule (Series of Events and Personal Comments stages)</li> </ul> <p><b><i>Language features:</i></b></p> <ul style="list-style-type: none"> <li>• Common and proper nouns</li> <li>• Pronouns</li> <li>• Evaluative language (especially adjectives)</li> <li>• Action and relating verbs</li> <li>• Past tense</li> <li>• Time conjunctions and text connectives</li> <li>• Adverbial phrases</li> </ul>	<p>www.wordflyers.com.au</p> <p><a href="http://www.studyladder.com.au">www.studyladder.com.au</a></p> <p>NAPLAN planner</p> <p>Various sample texts, plus audio or video</p> <p>Combined with <i>SmartStudy7 Unit 5 Journal</i></p>			

T2 Weeks Allocated	Topic/Tasks/Concepts to cover	Resources	RV	WC	LS
	<p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>• Spelling rules (adding suffixes to base words)</li> </ul> <p><b>Punctuation</b></p> <ul style="list-style-type: none"> <li>• Using apostrophes to indicate contractions</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>• Sensing verbs</li> <li>• Relating verbs</li> <li>• Compound sentences</li> </ul>				

T2 Weeks Allocated	Topic/Tasks/Concepts to cover	Resources	RV	WC	LS
6-9	<p><b><i>Novel &amp; TV miniseries study Conspiracy365: January</i></b></p> <p>Language and structural features of fiction</p> <p><u>Reading &amp; viewing:</u> Pre-reading and viewing Due Week 7 (Friday)</p> <p>The structure of plot, including exposition, rising action, climax, falling action and conclusion</p> <ul style="list-style-type: none"> <li>• Creating characters</li> <li>• Creating settings</li> <li>• Themes in novels</li> </ul> <p>Genre adaptation: Novel to TV miniseries</p> <ul style="list-style-type: none"> <li>• Film scripts</li> <li>• Film techniques</li> <li>• Visual language</li> <li>• Mise-en-scene (put in the scene or frame): props, setting, lighting, costumes, make-up, etc.</li> </ul> <p><u>Writing &amp; creating &amp; speaking:</u></p> <ol style="list-style-type: none"> <li>1. Discussion questions</li> <li>2. Compare and contrast table on novel vs film Due: Week 8 (Friday)</li> <li>3. Sample script for a scene</li> <li>4. Mise-en-scene presentation Due: Week 9 (Wednesday)</li> </ol>	<p><a href="http://www.wordflyers.com.au">www.wordflyers.com.au</a> <a href="http://www.studyladder.com.au">www.studyladder.com.au</a></p> <p>NAPLAN planner</p> <p>Various example texts, plus audio or video</p> <p><i>Conspiracy 356: January</i> by Gabrielle Lord (Novel &amp; TV miniseries)</p> <p>Combined with <i>SmartStudy7 Unit 5 Journal</i></p>			