



Semester 1 & 2, 2017 - 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.

◆ **The Achievement Standards in these tables do not have equal weighting and should be viewed in a holistic manner.**

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.

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



Semester 1, 2017 - Year 7 English Outline

*** Semester Grade is based on 40% for Classwork Activities and 60% for Unit Assessments.**

WEEK	Topic & Activities *	Tasks *
Term 1, Weeks 1- 5	<p>Introduction, classroom rules and setup of files & journals.</p> <p>Weekly homework/study and spelling program. Each student will have their own textbook, in which the weekly spelling, grammar worksheet can be completed.</p> <p>Various reading, writing and spelling activities for standard assessment of knowledge, understanding and skills as well as interests.</p> <p><i>(Some lessons may be substituted by Year 7 swimming program during weeks 1-2.)</i></p> <p>Paragraphing:</p> <ul style="list-style-type: none"> • Topic Sentence <ul style="list-style-type: none"> ○ I remember... ○ In the Future... ○ Identify main idea • Developing sentences <ul style="list-style-type: none"> ○ Sentence building • Concluding and Transitional Sentences <p>NAPLAN style persuasive writing:</p> <ul style="list-style-type: none"> • City or Country? <p>Spelling Works!</p> <p>Unit 1: Focus on nouns, plurals, vocabulary</p> <ul style="list-style-type: none"> • Latin roots – unus, specio • Writing Style – personal letter • Revise proofreading <p>Unit 2: Focus on pronouns, plurals, vocabulary</p> <ul style="list-style-type: none"> • Latin roots – mitto, curro • Writing Style – personal letter • Suffixes <p>Functional texts</p> <ul style="list-style-type: none"> • Lists ... <ul style="list-style-type: none"> ○ Game rules 	<p>All year 7 students have their own write-in workbooks for Spelling & Vocabulary, Australian Curriculum English and Functional Texts, which encourages ownership and allows for maintaining a better record of work attempted.</p> <p>Assessment Tasks:</p> <p><u>Writing & creating:</u> Paragraphing: I remember... or In the Future.... Due Week 2 (Friday)</p> <p>City or Country? Due Week 3 (Thursday)</p> <p><u>Spelling:</u> Unit 1 Due Week 3 (Friday)</p> <p>Unit 2 Due Week 5 (Friday)</p> <p><u>Reading Lists:</u> Recalling and understanding information Due: Week 4 (Thursday)</p> <p><u>Writing & creating:</u> Design a boardgame. Due Week 5 (Tuesday)</p>
Term 1, Weeks 6	<p>Functional texts</p> <ul style="list-style-type: none"> • Forms ... <ul style="list-style-type: none"> ○ Change of Name or Address 	<p><u>Reading Forms:</u> Recalling and understanding information Due: Week 6 (Tuesday)</p> <p><u>Writing & creating:</u> Deposit & withdrawal forms. Due Week 6 (Wednesday)</p>

Please note: Due dates and content may be subject to change.

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WEEK	Topic & Activities *	Tasks *
Term 1, Weeks 6-10	<p>Spelling Works! Unit 3 : Focus on, adjectives plurals, antonyms</p> <ul style="list-style-type: none"> • Suffixes – al, ar • Writing Style – Historical recount • Revise word usage <p>Unit 4: Focus on, verbs, suffixes, vocabulary</p> <ul style="list-style-type: none"> • Suffixes – ar, er, or, ant • Writing Style – Historical recount • Revise word usage & proofreading <p>English Workbook 1, Unit 1: Spoken English</p> <ul style="list-style-type: none"> • Formal and informal spoken English • Interviews – partner for after Woolorama re-cap • Drama – Character readings of short plays (Week 10) 	<p><u>Spelling:</u> Unit 3 Due Week 6 (Friday)</p> <p>Unit 4 Due Week 8 (Friday)</p>
Term 2, Weeks 1 – 6	<p>Re-introduction, classroom rules and setup of files & journals.</p> <p>Unit 1: Everyday Texts</p> <ol style="list-style-type: none"> Conventions of everyday texts Fact & Opinion Participles & Gerunds Structural & language features of magazine covers Reading visual texts Language features of personal texts Punctuation and phrases 	<p><u>Note: NAPLAN Writing, Reading, Spelling & Grammar will take place in week 3.</u></p> <p>Everyday texts due: Section a)-c) Week 1 Section d) Week 2 Section e) Week 4 Section f)-g) Week 5</p>
Term 2, Weeks 7 - 9	<p>Unit 2: “What is Friendship?” Video & poetry</p> <ul style="list-style-type: none"> • Taku’s “What is Friendship” video & poetry • How to make friends <p>My two blankets picture book</p> <ul style="list-style-type: none"> • Multiculturalism • Words into images <p><u>Reading & viewing:</u> Worksheet on video & My two blankets picture book. Due Week 8 (Tuesday)</p> <p>Pirate Week activities, research and presentations</p>	<p>“What is Friendship?” Assessment Tasks: <u>Writing & creating:</u> Powerpoint presentation. Due: Week 9 (Tuesday)</p> <p><u>Speaking:</u> One minute talk about “What is Friendship” for you. Due Week 9 (Wednesday)</p> <p>Spelling Works! Unit 5: Due Week 2 Unit 6: Due Week 6 Unit 7: Due Week 9</p>

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Semester 2, 2017 - Year 7 English Outline

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WEEK	Topic & Activities *	Tasks *
Term 3, Weeks 1-5	<p>Unit 2: Telling tales: <i>The Lost Diamonds of Killiecrankie</i> by Gary Crew & Peter Gouldthorpe Novel study and imagery</p> <ul style="list-style-type: none"> • Non-fiction combined with fiction • Viewing of images and symbolism • Narrative Genre • Research questions. Due Week 4 (Friday) • Comprehension questions Due Week 4 (Wednesday) <p>Short story writing: Inspired by memories, artefacts and mementoes.</p> <ul style="list-style-type: none"> POV Structure Proofreading Editing 	<p>“Telling tales” assessment tasks:</p> <p><u>Reading & viewing:</u> Pre-reading Viewing of images Due Week 2 (Tuesday)</p> <p><u>Writing & creating:</u> Answers Short story. Due: Week 4 (Friday)</p> <p>Short Story Due: Week 6 (Friday)</p> <p>Spelling Works! Unit 8: Due Week 2 Unit 9: Due Week 4</p>
Term 3, Weeks 6-10	<p>Fiction – Unit 3 English Workbook 1</p> <p><i>Conspiracy 356: January</i> by Gabrielle Lord (Novel & TV miniseries)</p> <p>Language and structural features of fiction</p> <p>The structure of plot, including exposition, rising action, climax, falling action and conclusion</p> <p>Creating characters</p> <p>Creating settings</p> <p>Themes of novels</p> <p>The subject and predicate in sentences</p> <p>Genre adaptation: Novel to TV miniseries</p> <p>Film – Unit 5 English Workbook 1 p.101-108</p> <p>Film scripts</p> <p>Film techniques</p> <p>Visual language</p> <p>Mise-en-scene (put in the scene or frame): props, setting, lighting, costumes, make-up, etc.</p>	<p><u>Reading & viewing:</u> Pre-reading and viewing Due Week 8 (Friday)</p> <p><u>Writing & creating & speaking:</u> Discussion questions</p> <p>Compare and contrast table on novel vs film Due: Week 9 (Friday)</p> <p>Sample script for a scene</p> <p>Mise-en-scene presentation Due: Week 10 (Wednesday)</p> <p>Spelling Works! Unit 10: Due Week 6 Unit 11: Due Week 8 Unit 12: Due Week 10</p>

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