



## WAGIN DISTRICT HIGH SCHOOL SEMESTER OUTLINE

### Year 7 English Semester 1, 2019

#### **COURSE OUTLINE**

*The English curriculum is built around the three interrelated strands of **language, literature** and **literacy**. Together, the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating.*

*In Year 7 students communicate with peers, teachers, individuals, groups and community members in a range of face-to-face and online/virtual environments. 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. These include various types of media texts including newspapers, magazines and digital texts, early adolescent novels, non-fiction, poetry and dramatic performances. Students develop their understanding of how texts, including media texts, are influenced by context, purpose and audience.*

*Literary texts that support and extend students in Years 7 as independent readers are drawn from a range of realistic, fantasy, and historical genres and involve some challenging and unpredictable plot sequences and a range of non-stereotypical characters. These texts explore themes of interpersonal relationships and ethical dilemmas within real-world and fictional settings and represent a variety of perspectives.*

*Informative texts present technical and content information from various sources about specialised topics. Language features include successive complex sentences with embedded clauses, unfamiliar technical vocabulary, figurative and rhetorical language, and information supported by various types of graphics.*

*Students will create a range of imaginative, informative and persuasive types of texts, including: narratives, procedures, performances, reports and discussions, and are beginning to create literary analyses and transformations of texts.*

#### **YEAR 7 ACHIEVEMENT STANDARDS**

##### **Reading and Viewing**

*At Standard, students understand how text structures can influence the complexity of a text and are dependent on audience, purpose and context. They demonstrate understanding of how the choice of language features, images and vocabulary affects meaning. Students explain issues and ideas from a variety of sources, drawing on supporting evidence and implied meaning. They select specific details from texts to develop their own response, recognising that texts reflect different viewpoints.*

***Achievement of the Reading and Viewing Strand will be measured through:***

<i>Reading and Viewing Tasks</i>	<i>% of semester grade</i>
<i>Weekly Reading Assessments, based on the STARS reading program</i>	<i>10</i>
<i>Two end-of-term NAPLAN Style reading assessment</i>	<i>10</i>
<i>In-depth class reading tasks, including responding to the novella 'The cry of the Wolf', short stories and newspaper articles.</i>	<i>10</i>
<i>Literacy Pro testing</i>	<i>2.5</i>
<i>Viewing assessment on the short film 'Alike'</i>	<i>5</i>
<i>Viewing assessment on the features of Anime.</i>	<i>5</i>

## **Writing and Creating**

*Students understand how the selection of a variety of language features can influence an audience. They understand how to draw on personal knowledge, textual analysis and other sources to express or challenge a point of view. They create texts showing how language features and images from other texts can be combined for effect. Students create structured and coherent texts for a range of purposes and audiences. When creating and editing texts they demonstrate understanding of grammar, use a variety of more specialised vocabulary and accurate spelling and punctuation.*

***Achievement of the Writing and Creating Strand will be measured through:***

<i>Writing and Creating Tasks</i>	<i>% of Semester Grade</i>
<i>Fortnightly Spelling tests (Consisting of core words and differentiated words)</i>	<i>5</i>
<i>Bi-termly grammar and punctuation tests</i>	<i>2.5</i>
<i>Persuasive letters to the editor of a newspaper and the Minister for Police</i>	<i>10</i>
<i>Persuasive Essay writing</i>	<i>5</i>
<i>Narrative writing, including short stories, character creation and reflective writing.</i>	<i>10</i>
<i>Creation of their own Digital Story</i>	<i>5</i>

## **Speaking and Listening**

*Students listen for and explain different perspectives in texts. They understand how the selection of a variety of language features can influence an audience. Students understand how to draw on personal knowledge, textual analysis and other sources to express or challenge a point of view. They create texts showing how language features and images from other texts can be combined for effect. Students create structured and coherent texts for a range of purposes and audiences. They make presentations and contribute actively to class and group discussions, using language features to engage the audience.*

***Achievement of the Speaking Listening strand will be measured through:***

<i>Speaking and Listening Tasks</i>	<i>% of Semester grade</i>
<i>Persuasive Speaking</i>	<i>10</i>
<i>Participation in class and group discussions/ responding to others</i>	<i>10</i>

Wk	Language, Literacy and Literature	Curriculum Links	Assessments
1	<p><b>What does it mean to ‘persuade?’</b> Is there a difference between ‘persuade’ and ‘coerce?’</p> <p>What is the purpose of a persuasive text?</p> <p>How does persuasion make us say ‘yes?’ Are you a persuader?</p> <p>Who have you tried to persuade recently?</p> <ul style="list-style-type: none"> <li>Students will be given statements that require an affirmation or negative response (Eg. Recess should be longer). Students position themselves along a line labelled ‘yes’ or ‘no’.</li> </ul> <p>Read a dialogue between a mother and her son.</p> <p>In partners, prepare arguments ‘for’ or ‘against’ issues relating literary texts (For eg: Was Goldilocks an innocent child or a burglar?) Each pair to present their case.</p> <p><b>Thursday Reading Group Focus: Finding the main idea</b>  <b>Punctuation Focus: Full Stops and Question Marks</b>  <b>Grammar Focus: Adjectives</b></p>	<p>Understand how to use spelling rules and word origins, for example Greek and Latin roots, base words, suffixes, prefixes, spelling patterns and generalisations to learn new words and how to spell them</p> <p>Reflect on ideas and opinions about characters, settings and events in literary texts, identifying areas of agreement and difference with others and justifying a point of view</p>	<p><b>On-going fortnightly spelling tests</b></p> <p><b>Weekly reading tests</b></p>
2	<p><b>Using Modal Language to Persuade.</b></p> <ul style="list-style-type: none"> <li>Create a class room display of high and low modality words.</li> </ul> <p>What are the devices used by those whose purpose is to persuade? Draw a diagram</p> <ul style="list-style-type: none"> <li>Creating and evaluating persuasive everyday texts</li> <li>Reconstruct persuasive texts that have been cut into individual paragraphs.</li> <li>Label an enlarged effective persuasive text. Identify the purpose for each paragraph (what is the argument expressed in each paragraph?)</li> </ul> <p><b>Using connectives (signal words).</b> Students will create a diagram on the different connectives used to show the reader what will happen next. They will be encouraged to use the more sophisticated connectives (furthermore, consequently, resulting).</p> <ul style="list-style-type: none"> <li>They will be given a persuasive text with the connectives deleted, and will insert their own appropriate connectives.</li> </ul> <p><b>Reading Group Focus: Recalling Facts and Details</b>  <b>Punctuation Focus: Full Stops and Question Marks</b>  <b>Grammar Focus: Adjectives</b></p>	<p>Understand and explain how the text structures and language features of texts become more complex in informative and persuasive texts</p> <p>Understand how modality is achieved through discriminating choices in modal verbs, adverbs, adjectives and nouns</p> <p>Understand that the coherence of more complex texts relies on devices that signal text structure and guide readers, for example overviews, initial and concluding paragraphs and topic sentences, indexes or site maps or breadcrumb trails for online texts</p>	
3	<p><b>Writing to Persuade: ‘Letters to the editor’ – Ban Savage Dogs!</b></p> <ul style="list-style-type: none"> <li>Understanding the purpose of ‘letters to the editor’</li> <li>Discussing effective text structure and use of language/punctuation. What tense is the text written in?</li> <li>Using statistics to persuade</li> <li>Analysing the persuasive devices used.</li> <li>Going further and creating their own ‘letter to the editor.’</li> </ul>	<p>Plan, draft and publish imaginative, informative and persuasive texts, selecting aspects of subject matter and particular language..... to convey information and ideas</p>	<p><b>Create:</b>  <b>A ‘Letter to the Editor’</b></p>

	<b>Reading Group Focus: Understanding sequence</b> <b>Punctuation Focus: Apostrophes</b> <b>Grammar focus: conjunctions</b>		
4	<b>Persuasive Devices in Visual Texts</b> <ul style="list-style-type: none"> <li>- Understanding camera angles and POV</li> <li>- Interpreting persuasive advertising</li> <li>- Annotate a persuasive image</li> <li>- Watch and answer questions on how the short film 'Alike' has been constructed.</li> </ul> <a href="http://thekidshouldseethis.com/post/alike-an-animated-short-film">http://thekidshouldseethis.com/post/alike-an-animated-short-film</a> <b>Reading Group Focus: Recognising Cause and Effect</b> <b>Punctuation Focus: Apostrophes</b> <b>Grammar focus: Conjunctions</b>	<p>Analyse how POV is generated in visual texts by means of choices, for example gaze, angle and social distance.</p> <p>Discuss aspects of texts, for example their aesthetic and social value, using relevant and appropriate metalanguage</p>	<b>Analyse: Visual texts</b>
5	<b>Persuasive Literary Texts</b> <ul style="list-style-type: none"> <li>- Can imaginative texts also persuade?</li> <li>- Understanding persuasive poetry and responding to a persuasive poetic text</li> <li>- How does persuasion work in short stories? Read an excerpt from the novel 'Looking for Arkie.' What are some of the words to use when evaluating a persuasive text?</li> <li>- Analysing language choice in literary texts.</li> </ul> <b>Reading Group Focus: Comparing and Contrasting</b> <b>Punctuation Focus: Commas</b> <b>Grammar Focus: Pronouns</b>	<p>Analyse and explain the ways text structures and language features shape meaning and vary according to audience and purpose</p> <p>Use comprehension strategies to interpret, analyse and synthesise ideas and information, critiquing ideas and issues from a variety of textual sources</p>	
6	<b>Analysing Persuasive texts</b> A problem-solving approach is used to explore the features of persuasive writing. Analysing involves students breaking the text into parts to: <ul style="list-style-type: none"> <li>- Explore the organisation of the text form;</li> <li>- Focus on the language features used</li> <li>- Construct their own rules for writing the text form; and</li> <li>- Modify and extend their own rules.</li> </ul> Use samples from the same topic (I.e. We should plant more trees) and compare their effectiveness at getting their message across and engaging the audience. <b>Reading Group Focus: Making Predictions</b> <b>Punctuation Focus: Commas</b> <b>Grammar Focus: Pronouns</b>	<p>Understand how language is used to evaluate texts and how evaluations about a text can be substantiated by reference to the text and other sources.</p> <p>Use comprehension strategies to interpret, analyse and synthesise ideas and information, critiquing ideas and issues from a variety of textual sources</p> <p>Use prior knowledge and text processing strategies to interpret a range of types of texts</p>	
7/8	<b>Examining the Framework for a written persuasive text.</b> <ul style="list-style-type: none"> <li>- Look at the persuasive essay on: Are dogs better than Cats? What techniques have been used?</li> <li>- <b>Carefully look at the structure of an essay, and the structure of each paragraph. Follow the TREES model for paragraph writing (topic sentence, reason, elaboration, example, summarising sentence- available in the NAPLAN planner guide)</b></li> <li>- Planning and Drafting your own essay.</li> </ul> Students will be given time in class to write their essay.	<p>Understand and explain how the text structures and language features of texts become more complex in informative and persuasive texts</p> <p>Analyse and explain the ways text structures and language features shape meaning and vary according to audience and purpose</p> <p>Plan, draft and publish imaginative, informative and</p>	<b>Create: A persuasive in-class essay titled 'Which one of these is better?'</b>

	<b>Reading Group Focus: Finding word meaning in context</b> <b>Reading Group Focus: Drawing conclusions and making inferences</b> <b>Punctuation Focus: Exclamation Marks</b> <b>Punctuation Focus: Ellipses</b> <b>Grammar Focus: Verbs</b>	<i>persuasive texts</i>  <i>Edit for meaning by removing repetition, refining ideas, reordering sentences and adding or substituting words for impact</i>  <i>Consolidate a personal handwriting style that is legible, fluent and automatic and supports writing for extended periods</i>	
9/10	<b>Write a persuasive Speech</b> -Create a speech in which you persuade your audience to agree with your point of view. This speech will be delivered in person to your group or your class. Students will be encouraged to use a data-show presentation, or a series of photographs to help support their argument. - Students will learn how to control their voice, and how to use pause and body language.  <b>Reading Group Focus: Identifying author's purpose</b> <b>Reading Group Focus: Distinguishing between fact and opinion</b> <b>Punctuation Focus: Quotation Marks</b> <b>Grammar Focus: Prepositional phrases.</b>	<i>Identify and discuss main ideas, concepts and points of view in spoken texts to evaluate qualities, for example the strength of an argument</i>  <i>Use interaction skills when discussing and presenting ideas and information, selecting body language, voice qualities and other elements, (for example music and sound) to add interest and meaning</i>  <i>Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements to promote a point of view or enable a new way of seeing</i>	<b>Compose and Create: Write a persuasive speech</b>   <b>End-of-term Grammar and Punctuation test</b>   <b>End-of-term reading test</b>

*Dates and assessments may be subjected to change*

## TERM 2 NARRATIVE WORLDS

Wk	Language, Literacy and Literature	Curriculum Links	Assessments
1	<b>Understanding the what and how of story telling</b> <ul style="list-style-type: none"> <li>- Read 'the Bad Deeds Gang.' How has the story been written?</li> </ul> What is a narrative? What makes a good or bad narrative? <ul style="list-style-type: none"> <li>- Complete a table on the different types of narratives and their features.</li> <li>- What is the structure of a narrative? Look at the organisation of features including orientation, complication and resolution.</li> <li>- Focus on the need for cohesion in paragraphs, and that paragraphs re used to order and structure their structure their writing.</li> <li>- Enlarge a copy of the text 'Imagine'. Students to label the text structure</li> <li>- Use samples from seven steps 'before and after' activities.</li> </ul> <b>Punctuation Focus: Parenthesis and Dashes</b> <b>Reading Focus: Interpreting Figurative Language</b> <b>Grammar Focus: Prepositional Phrases</b>	Understand how to use spelling rules and word origins, for example Greek and Latin roots, base words, suffixes, prefixes, spelling patterns and generalisations to learn new words and how to spell them  Understand how accents, styles of speech and idioms express and create personal and social identities	<b>On-going fortnightly spelling tests</b>  <b>On-going reading assessments.</b>
2	<b>Revise the 7 steps for writing a narrative.</b>	Identify and explore ideas and viewpoints about events, issues	

	<ul style="list-style-type: none"> <li>- Narrative View point- how do writers use POV to position the reader? Read an excerpt from 'The Trash'. From third to first person- what are the advantages and disadvantages of using one perspective rather than another?</li> <li>- Students will plan and draft their own short story. They will write type their story up in-class.</li> <li>- Choosing language to create impact</li> </ul> <p><b>Punctuation Focus: Colons and Semicolons</b>  <b>Reading Focus: Summarising</b>  <b>Grammar Focus: Prepositional Phrases</b></p>	<p>and characters represented in texts drawn from different historical, social and cultural contexts</p> <p>Plan, draft and publish imaginative, informative and persuasive texts, selecting aspects of subject matter and particular language, visual, and audio features to convey information and ideas</p>	
3	<p><b>NAPLAN week</b></p> <ul style="list-style-type: none"> <li>- Characters create narrative worlds. Read an excerpt from 'Alice's Adventures in Wonderland.'</li> <li>- Understanding characters in fairy tales</li> </ul> <p><b>Reading Focus: Bringing it all together! End of '12 steps for reading success.'</b>  <b>Punctuation Focus: Parenthesis and dashes</b>  <b>Grammar Focus: Subject and Predicate</b></p>	<p>Identify and explore ideas and viewpoints about events, issues and characters represented in texts drawn from different historical, social and cultural contexts</p>	
4/5	<p><b>Begin reading the class novel 'The Cry of the Wolf.'</b>  Complete before, during, and after reading activities.</p> <p><b>Reading Focus: Paraphrasing and Making Connections</b>  <b>Punctuation Focus: Colons, Semi Colons, Parenthesis and Dashes</b>  <b>Grammar Focus: Adverbs and Adjectives</b></p>	<p>Reflect on ideas and opinions about characters, settings and events in literary texts, identifying areas of agreement and difference with others and justifying a point of view</p> <p>Compare the ways that language and images are used to create character, and to influence emotions and opinions in different types of texts</p> <p>Use comprehension strategies to interpret, analyse and synthesise ideas and information, critiquing ideas and issues from a variety of textual sources</p>	<p><b>Report:</b>  <b>Responding to the novella 'The cry of the wolf.'</b></p>
6	<p><b>Digital Story telling and using ICT</b></p> <ul style="list-style-type: none"> <li>- Students will create a competition entry for the National Institute of Fairy tales annual storytelling competition.</li> <li>- The story will need to include a voiced narration and a variety of media. Students can use a variety of software such as PowerPoint, video editing or digital story telling software to create their story.</li> </ul> <p><b>Reading Focus: Identifying arguments</b>  <b>Punctuation Focus: Colons, Semi Colons, Parenthesis and Dashes</b>  <b>Grammar Focus: Adverbs</b></p>	<p>Use a range of software, including word processing programs, to confidently create, edit and publish written and multimodal texts</p> <p>Compare the text structures and language features of multimodal texts, explaining how they combine to influence audiences</p> <p>Plan, draft and publish imaginative, informative and persuasive texts, selecting aspects of subject matter and particular language, visual, and audio features to convey information and ideas</p>	<p><b>(On-going Assessment)</b>  <b>Digital Story Telling task</b></p>
7	<p><b>Action and Reaction in characters</b></p> <ul style="list-style-type: none"> <li>- Analysing characters' actions and reaction. What are some of our favourite characters? Why do we like them? Complete a character profile that includes age, gender, character traits, like and dislikes. Write two</li> </ul>	<p>Compare the ways that language and images are used to create character, and to influence emotions and opinions in different types of texts</p>	

	<p>paragraphs in which the character is placed in a scene where they are forced to act, react or interact in an interesting way</p> <ul style="list-style-type: none"> <li>- Writing effective dialogue</li> </ul> <p><b>Reading Focus: Analysing and Evaluating texts</b>  <b>Punctuation Focus: Revision on quotation marks</b>  <b>Grammar Focus: Conjunctions and Interjections</b></p>	<p><i>Recognise and analyse the ways that characterisation, events and settings are combined in narratives, and discuss the purposes and appeal of different approaches</i></p>	<p><b>Create: A character profile on your favourite literary character.</b></p>
8	<p><b>Sizzling Starts and Settings</b></p> <ul style="list-style-type: none"> <li>- Create a 'bank' of settings that can be used in narratives. Record these on a chart to display in the classroom.</li> <li>- Look at the setting in narratives. How do writers create vivid and engaging settings? How do the events and characters also combine to engage the reader? Read the start of the novel 'Holes' and complete comprehension activities.</li> <li>- Use visual stimulus to create the start of two stories.</li> <li>- How do settings change between narrative genres?</li> </ul> <p><b>Reading Focus: Analysing and Evaluating texts.</b>  <b>Punctuation Focus: Revision on Quotation marks</b>  <b>Grammar Focus: Conjunctions and Interjections</b></p>	<p><i>Identify and explore ideas and viewpoints about events, issues and characters represented in texts drawn from different historical, social and cultural contexts</i></p> <p><i>Experiment with text structures and language features and their effects in creating literary texts</i></p>	
9	<p><b>Improving sentence structure and using vocabulary and figurative language to enhance meaning</b></p> <ul style="list-style-type: none"> <li>- BBC Skillswise: Sentence Structure</li> <li>- Connect: thinking about how language works.</li> <li>- Students create a 'Figures of Speech' chart with different categories. For eg: similes, metaphors and personification.</li> <li>- Teacher starter activity on <i>Figurative Language</i>.</li> </ul> <p><b>Reading Focus: Figurative Language</b>  <b>Punctuation Focus: Revision on Commas and Apostrophes</b>  <b>Grammar Focus: Articles</b></p>	<p><i>Create literary texts that adapt stylistic features encountered in other texts, for example, narrative viewpoint, structure of stanzas, contrast and juxtaposition</i></p> <p><i>Experiment with text structures and language features and their effects in creating literary texts</i></p>	<p><b>Create: Narrative Writing sample</b></p>
10	<p><b>Point of View</b></p> <p>Working in groups, create a story segment that explores the same event from a number of perspectives. The finished product should be presented in a format that will add interest for the reader. It may contain writing, visuals and sounds.</p> <p><b>Reading Focus: Figurative Language</b>  <b>Punctuation Focus: Revision of Commas and Apostrophes.</b>  <b>Grammar Focus: End of Unit test on Grammar</b></p>	<p><i>Experiment with text structures and language features and their effects in creating literary texts</i></p>	<p><b>End-of-term grammar test</b></p> <p><b>End of Term Reading test.</b></p>

*Dates and assessments may be subjected to change*