



WAGIN DISTRICT HIGH SCHOOL

SEMESTER 2, Term 3 2025 OUTLINE

Year 7 English

COURSE OUTLINE

The English curriculum is built around the three strands of Language, Literature and Literacy. Together the strands focus on developing students' knowledge, understanding and skills in writing, reading, viewing, creating, and listening and speaking.

Students engage with a variety of texts for enjoyment. They interpret, create, evaluate, discuss and perform a wide range of literary 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, film and digital texts, fiction, non-fiction, poetry, dramatic performances and multimodal texts, with themes and issues involving levels of abstraction, higher order reasoning and intertextual references. Students develop a critical understanding of the contemporary media and the differences between media texts.

This year, students will create a range of imaginative, informative and persuasive types of texts including narratives, procedures, performances, reports, discussions, literary analyses, transformations of texts and reviews. In Term 3, students will explore *Fantastic Beasts: The Crimes of Grindelwald* by J.K. Rowling, focusing on its screenplay format, character development, and the themes of identity, power, and belonging. They will engage in both creative and analytical responses to deepen their understanding of the story. Students will also compare the book with its film adaptation, learning to analyse directorial choices and cinematic impact.

COURSE OUTCOMES

Receptive Modes (Reading, Viewing, Listening):

- Analyse and interpret the screenplay's structure, language, and character development
- Compare the book with its' film adaptation, evaluating differences in storytelling
- Identify and discuss central themes such as identity and manipulation.

Productive Modes (Speaking, Writing, Creating):

- Write imaginative texts from a character's perspective.
- Construct analytical responses comparing different mediums.
- Participate in discussions exploring character motives and theme development.

TASKS & ASSESSMENT

Achievement will be measured through:

Tasks	% of grade
Newspaper article writing task (End of Term 2)	15
Character analysis writing (End of Term 2)	15
Creative Writing – Letter from Credence to Grindelwald	20
Analytical Essay – Comparison of Screenplay and Film	20
Creative writing : Create a Fantastic Beast – plus brief narrative	30

TIME LINE

	WEEK	KEY CONCEPTS	ASSESSMENTS
Term 3	1-2	Focus: Introduction to the screenplay format, characters and setting <ul style="list-style-type: none"> • Introduce the concept of screenplays vs. novels • Explore setting: 1920s Paris and its magical underworld • Make predictions based on our knowledge of the previous screenplay • Introduce key characters: Newt, Tina, Credence, Grindelwald • Reading: Scenes 1–30 (with support) • Vocabulary: “obscure,” “blood pact,” “prophecy” • Introduce word webs : example “manipulation” • Start comprehension questions and character maps 	Start-of-term reading and grammar assessments
	3	Focus: Creative Writing Assessment – Letter from Credence <ul style="list-style-type: none"> • Read Scenes 31–45 • Analyse Credence’s motives, trauma, and identity conflict • Explore persuasive and emotive writing techniques • Complete planning for letter from Credence to Grindelwald (includes class modelling and some group/scaffolded planning) • Complete Assessment 1 : Creative writing (letter) 	Creative Writing – Letter from Credence to Grindelwald
	4-5	Focus: Exploring major themes + comprehension <ul style="list-style-type: none"> • Read Scenes 46–60 • Word Web activity: identity, control, loyalty • Comprehension questions and analysis based on all scenes so far • Partner/small group discussions: How are relationships shifting in the screenplay? <p>Making predictions: Have our earlier predictions of the story/character plots changed? How/why?</p> <ul style="list-style-type: none"> • Begin early discussion of Queenie and Grindelwald’s growing influence 	Comprehension Whole Class Discussions
	6	Focus: Character Analysis <ul style="list-style-type: none"> • Read Scenes 61–74 • Character study carousel: groups complete analysis charts for Newt, Dumbledore, Queenie, Credence, Grindelwald • Use evidence from the screenplay to support personality traits • Short writing task: “Which character do you trust the least, and why?” • Optional hot-seat activity: students roleplay and defend their character’s choices 	Comprehension Short writing task Character studies

	7	<p>Focus: Assessment 2 – Create a New Fantastic Beast + Story</p> <ul style="list-style-type: none"> • Students design an original magical creature • Fill out a 'Fantastic Beast' classification sheet (habitat, behaviour, magical traits) • Complete short story featuring the beast in action. Focus on imaginative description, tone, and conflict • Peer review of creature designs 	<p><i>Creative writing : Create a Fantastic Beast – plus brief narrative</i></p>
	8	<p>Focus: Comparative Skills</p> <ul style="list-style-type: none"> • Finish reading remaining scenes (75–95) • Revisit notes on screenplay techniques vs. how they might appear in film • Model comparison paragraph: book vs. film techniques • Scaffold response: Technique, Example, Explanation (TEE table) • Prepare to watch film next week with comparison focus in mind 	<p><i>Class discussions</i></p>
	9-10	<p>Focus: Assessment 3 – Film Viewing + Analytical Essay</p> <ul style="list-style-type: none"> • Watch <i>Fantastic Beasts: The Crimes of Grindelwald</i> in full • Take notes on character portrayal, visual effects, mood, and theme differences • Group discussions: Which moments were most effective and why? • Plan, draft, and write a comparative analytical essay on book vs. film • Final editing and submission of essay • End-of-term reflection: "What made this unit magical for you?" <p>End-of-term reading and grammar assessments will also be conducted in the final week.</p> <p>Note: Timeline and assessment items may be subject to change based on class progress.</p>	<p><i>Analytical essay</i></p> <p><i>Group/class discussions</i></p> <p><i>End-of-term reading and grammar assessments</i></p>