

## YEAR SEVEN ENGLISH – PROGRAM AND ASSESSMENT OVERVIEW

### Year 7 Syllabus

#### Description

The English curriculum is built around the three interrelated strands of language, literature and literacy. Teaching and learning programs should 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 teachers will revisit and strengthen these 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 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. 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**.

The range of literary texts for Year 7 comprises Australian literature, including text relating to Aboriginal and Torres Strait Islander Peoples, as well as contemporary world literature, including texts from and about Asia.

Literary texts that support and extend students in Years 7 and 8 as independent readers are drawn from a range of 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. Text structures are more complex including chapters, headings and subheadings, tables of contents, indexes and glossaries. Language features include successive complex sentences with embedded clauses, unfamiliar technical vocabulary, figurative and rhetorical language, and information supported by various types of graphics.

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	<b>Unit Outline</b>	<b>Assessment</b>
<b>Term One – Creation of narrative and Persuasive Texts</b>	<p><b>Unit One: Persuasive and Narrative Composition</b>            In this unit, students will explore how written language and stylistic features can be used for effect in a variety of text types. Students will explore how written language and stylistic features can be used for effect in persuasive and narrative texts.</p> <p><b><u>Literacy:</u></b></p> <ul style="list-style-type: none"> <li>○ Create texts that adapt stylistic features and structural organisation for effect.</li> <li>○ Select and sequence appropriate content and multimodal elements to promote a point of view or enable a new way of seeing</li> <li>○ Compare the text structures and language features of multimodal texts, explaining how they combine to influence audiences</li> <li>○ Use a range of software, including word processing programs, to confidently create, edit and publish written and multimodal texts</li> </ul> <p><b><u>Literature:</u></b></p> <ul style="list-style-type: none"> <li>○ Reflect on ideas and opinions about characters and issues represented in texts.</li> <li>○ Compare the way that language and images are used to create character, and to influence emotions and opinions.</li> </ul> <p><b><u>Language:</u></b></p> <ul style="list-style-type: none"> <li>○ Understand and explain how the text structures and language features of texts become more complex in persuasive texts.</li> <li>○ Explore how language is powerful in the creation and expression of personal and social identities.</li> <li>○ Analyse how language enables people to express attitudes, feelings and opinions and to construct meaningful personal stories.</li> <li>○ Understand the use of punctuation to support meaning in complex sentences.</li> <li>○ Understand the use of modal verbs, adjectives, verbs, adverbs and nouns.</li> <li>○ Understand how to use spelling rules and word origins and generalisations to learn new words and how to spell them.</li> </ul>	<p><b><u>Assessment One: Persuasive and Narrative Blog</u></b>            Students will be tasked with responding to an unseen stimulus in both a narrative response and a persuasive paragraph response.</p> <p><b>Weighting: 20%</b>  <b>Due Date: Week 9</b></p> <p><b><u>Assessment Two: Language Conventions Test</u></b>            In-class language conventions test based on literacy content throughout Term One. Focus to be on selling, vocabulary, language conventions and reading.</p> <p><b>Weighting 7.5%</b>  <b>Due Date: Week 11</b></p>

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	Unit Outline	Assessment
<b>Term Two – Novel Study</b>	<p><b>Unit Two: Exploring social, cultural and historical perspectives through varying texts</b>            In this unit, students will explore viewpoints of historical events and issues as depicted in the fictional text Hana’s Suitcase.</p> <p><i>Weeks 1-2 will strictly focus on NAPLAN preparation.</i></p> <p><b>Literacy:</b></p> <ul style="list-style-type: none"> <li>○ Use comprehension strategies to interpret, analyse and synthesise information and ideas.</li> <li>○ Analyse the ways that text structures and language features shape meaning and vary according to audience and purpose.</li> <li>○ Use prior knowledge and text processing strategies to interpret a range of types of texts.</li> </ul> <p><b>Literature:</b></p> <ul style="list-style-type: none"> <li>○ Reflect on ideas and opinions about characters, setting and events in literary texts, identifying areas of agreement and difference with others and justifying a point of view.</li> <li>○ Identify and explore ideas and viewpoints about events, issues and characters represented in texts drawn from different historical, social and cultural contexts.</li> <li>○ Recognise and analyse the ways that characterisation, events and settings are combined in narratives, and discuss the purposes and appeal of different approaches.</li> <li>○ Compare the ways that language and images are used to create character, and to influence emotions and opinions in different types of texts.</li> </ul> <p><b>Language:</b></p> <ul style="list-style-type: none"> <li>○ 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.</li> </ul>	<p><b>Assessment Three: Essay Composition</b>            Students will be tasked with writing an essay that explores how narrative conventions have been employed to position the reader to think about one theme, one character and one setting in the novel. Students must also consider how the text has been constructed to position the reader to respond.</p> <p><b>Weighting: 15%</b>  <b>Due Date: Week 9</b></p> <p><b>Assessment Four: Language Conventions Test</b>            In-class language conventions test based on literacy content throughout Term Two. Focus to be on spelling, vocabulary, language conventions and reading.</p> <p><b>Weighting 7.5%</b>  <b>Due Date: Week 10</b></p>

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	<b>Unit Outline</b>	<b>Assessment</b>
<b>Term Three – Film study and visual language</b>	<p><b>Unit Three: Exploring and creating imaginative texts</b>            In this unit, students will be introduced to pictures and visual language. Students will explore how visual language is used for effect in fictional texts (films) by viewing and responding to a series of scene from popular films.</p> <p><b><u>Literacy:</u></b></p> <ul style="list-style-type: none"> <li>○ Use comprehension strategies to interpret, analyse and synthesise ideas.</li> <li>○ Compare the text structures and language features of multimodal texts, explaining how they combine to influence audiences.</li> </ul> <p><b><u>Literature:</u></b></p> <ul style="list-style-type: none"> <li>○ Understand, interpret and discuss how language is compressed to produce a dramatic film.</li> <li>○ Compare the ways that language and images are used to create character, and to influence emotions and opinions.</li> </ul> <p><b><u>Language:</u></b></p> <ul style="list-style-type: none"> <li>○ Analyse how point of view is generated in visual texts by means of choices, for example gaze, angle and social distance.</li> <li>○ Analyse and discuss the creative choices made within a film text, expressing these ideas in structured paragraphs with examples.</li> <li>○ Identify the impact of images, sound and dialogue in shaping personal responses to key ideas in film texts.</li> <li>○</li> </ul>	<p><b><u>Assessment Five: Film Analysis</u></b>            Students will view the film <u>City of Ember</u>, and then choose a scene to analyse in terms of visual language and SWAT codes. The analysis will be written under clear headings provided by the teacher, and completed in-class with one page of notes. There will also be a focus on how SWAT codes are employed to position a viewer’s response.</p> <p><b>Weighting: 15%</b>  <b>Due Date: Week 9</b></p> <p><b><u>Assessment Six: Language Conventions Test</u></b>            In-class language conventions test based on literacy content throughout Term Three. Focus to be on selling, vocabulary, language conventions and reading.</p> <p><b>Weighting 7.5%</b>  <b>Due Date: Week 10</b></p>

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	Unit Outline	Assessment
Term Four – Poetry analysis and creation	<p><b>Unit Four: Creating Poetry</b>            In this unit, students will identify, use and play with particular poetic and literary techniques to express ideas and convey them to an audience. Students will explore themes of loss, powerlessness, culture and tradition through a variety of poems with an Indigenous and Asian influence.</p> <p><b><u>Literacy:</u></b></p> <ul style="list-style-type: none"> <li>○ Analyse and explain the ways text structures and language features shape meaning and vary according to audience and purpose.</li> <li>○ Compare the text structures and how they combine to influence audiences.</li> <li>○ Identify and discuss main ideas, concepts and points of view in spoken texts to evaluate qualities, for example, the strength of an argument or the lyrical power of a poetic rendition.</li> <li>○ Use a range of software, including word processing programs, to confidently create, edit and publish written and multimodal texts.</li> <li>○ Analyse and discuss how language features are used to evoke effects.</li> </ul> <p><b><u>Literature:</u></b></p> <ul style="list-style-type: none"> <li>○ Understand, interpret and discuss how language is compressed to produce a dramatic effect and to create layers of meaning in poetry, for example haiku, ballads, free verse and sonnets.</li> <li>○ Create literary texts that adapt stylistic features encountered in other texts, for example, narrative viewpoint, structure of stanzas, contrast and juxtaposition.</li> <li>○ Identify and explore ideas and viewpoints about events, issues and people from different contexts.</li> </ul> <p><b><u>Language:</u></b></p> <ul style="list-style-type: none"> <li>○ Understand the way the language evolves to reflect a changing world.</li> <li>○ Understand a range of poetic language features and structures.</li> <li>○ Interpret a range of poetry to discover meaning.</li> <li>○ Identify themes and issues through language.</li> </ul>	<p><b><u>Assessment Seven: Film Analysis</u></b>            Students will compose three poems of different forms (free verse, ballad, limerick) to create a poetry booklet, that utilises at least four different poetic devices in each poem. Students will present one poem and an analysis in a multi-modal presentation.</p> <p><b>Weighting: 20%</b>  <b>Due Date: Week 6</b></p> <p><b><u>Assessment Eight: Language Conventions Test</u></b>            In-class language conventions test based on literacy content throughout Term Four. Focus to be on spelling, vocabulary, language conventions and reading.</p> <p><b>Weighting 7.5%</b>  <b>Due Date: Week 7</b></p>

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Term	Assessment	Due Date	Weighting		
			Creating	Responding	Language Conventions
1	<b>Narrative and Persuasive Response to Stimulus</b> <i>In class:</i> Written response to an unseen stimulus in both a narrative and persuasive format.	Week 9	10%	10%	
	<b>Language Conventions Test</b> <i>In class:</i> Test of students' spelling, grammar and language conventions from Term One. Includes an extended writing section.	Week 11			7.5%
2	<b>Hanna's Suitcase Essay</b> <i>Take home:</i> Essay (600-700 words) discussing the way characters, setting and theme evoke a certain response from the reader.	Week 9		15%	
	<b>Language Conventions Test</b> <i>In class:</i> Test of students' spelling, grammar and language conventions from Term Two. Includes an extended writing section.	Week 10			7.5%
3	<b>City of Ember Essay</b> <i>Take home:</i> Essay (600-700 words) discussing the way characters, setting and theme are established through SWAT codes to evoke a certain response from the reader.	Week 9		15%	
	<b>Language Conventions Test</b> <i>In class:</i> Test of students' spelling, grammar and language conventions from Term Three. Includes an extended writing section.	Week 10			7.5%
4	<b>Poetry Booklet and Multimodal Presentation</b> <i>Take home:</i> Poetry booklet and analysis presented in a multimodal format.	Week 6	20%		
	<b>Language Conventions Test</b> <i>In class:</i> Test of students' spelling, grammar and language conventions from Term Four. Includes an extended writing section.	Week 7			7.5%
<b>Total</b>			<b>30%</b>	<b>40%</b>	<b>30%</b>