Year 7 English Curriculum and assessment plan

Example

Level description	Context and cohort considerations (if applicable)
The English curriculum is built around the 3 three interrelated strands of Language, Literature and Literacy. Together, the 3 three strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English is recursive and cumulative, building on concepts, skills and processes developed in earlier years. In Year 7, students interact with others for a variety of purposes. Students engage with a variety of texts for enjoyment. They listen to, read, view, analyse, interpret, create and perform a range of spoken, written and multimodal texts. Texts may include various types of media, online and digital texts, novels, non-fiction, film, poetry and dramatic performances. The features of these texts may be used by students as models for creating their own work. The range of literary texts for Foundation to Year 10 comprises the oral narrative traditions and literature of First Nations Australians, and classic and contemporary literature from wide-ranging Australian and world authors, including texts from and about Asia. Literary texts that support and extend students in Year 7 as independent readers may be drawn from a range of realistic, fantasy, speculative fiction and historical genres. They may involve some challenging sequences of events and/or less predictable characters. These texts may explore themes of interpersonal relationships and ethical dilemmas in real-world and fictional settings, and represent a variety of perspectives. Informative texts may present technical information and content from credible sources about specialised topics. Text structures may be more complex, including chapters, headings and subheadings, tables of contents, indexes and glossaries. Language features may include successive complex sentences with embedded clauses, unfamiliar technical vocabulary, figurative and rhetorical language, and/or information supported by various types of images and graphics. Year 7 students create a range of texts whose purposes may be aesthetic, imaginative, reflective, informative, persuasive and/or analytical; for example, narratives, performances, reports, reviews and arguments for different audiences.	In Year 7, students continue to develop their interacting, speaking, reading and writing skills, building on what has been taught in Prep–Year 6. The units in this curriculum and assessment plan are designed to engage Year 7 learners and are written within the context of the level description. Units are designed to respond to the demands of the complexity and length of texts, the time required to create texts, to reflect the learning experiences that will be relevant for national testing (such as the NAPLAN writing test for Year 7 students), and intra- and inter-school activities. Texts selected for the units are based on negotiation with class teachers and data in response to students' interests. To support the teaching and learning experiences of the units, regular library visits are encouraged as a way of increasing student enjoyment of reading and English. Students adhere to the school's academic integrity policy for assessment tasks.

Unit 1 — The lost things	Unit 2 — Flying free	Unit 3 — Lost in a good book	Unit 4 — To read or not to read?
Duration: 7 weeks[1]	Duration: 9 weeks	Duration: 14 weeks	Duration: 7 weeks
Today, students are bombarded with the new and shiny. However, what about the things of the past? What has been lost and should those things return? In this unit, students explore items and entities forgotten by the contemporary world — from languages to traditions — and persuade others of the need for their return. In this unit, students read and view a range of informative texts (and relevant imaginative texts) by a range of authors exploring objects and other entities that have disappeared from society. Through the reading and viewing of these texts, students develop interest in and a deep knowledge of, a 'lost object' that they believe should be reintroduced to society. In preparation for their own persuasive speech, students listen to, view and read (written transcripts) a range of persuasive speeches. They analyse how speakers and writers engage audiences through experimenting with combinations of text structure, language features, features of voice and gesture. These persuasive speech examples may be used as models for students' own speeches. Students plan, create, edit, rehearse and deliver a speech, persuading the audience to bring something lost back to society.	In this unit, students are inspired to unlock their own creativity and allow their ideas to fly free as they read, listen to and view a range of texts describing inventions (both historical and contemporary). To do this, students engage with a variety of short fiction and informative texts about inventions created for flight, analysing the aesthetic qualities of these texts and how language features, technical vocabulary, images and graphics position audiences to view such inventions. Based on their developing knowledge, students think creatively as they conceptualise their own design of a flying object by adapting, combining or elaborating on new and known ideas. They represent this design visually and in written language. Students engage with multimodal texts, considering the layout and structure of these texts and analyse how techniques in visual/multimodal texts can be used to engage an audience. Throughout the unit, students engage in short writing activities, experimenting with descriptive and emotive vocabulary to describe their invented flying object. They also experiment with aspects of still images to create an original concept drawing/illustration to support the written description of their flying object. Students plan, write, edit, create and publish a descriptive written response and concept drawing of a flying object.	**Part A** Good novels inspire and challenge young readers' ways of thinking and provide transformative experiences, taking students on a journey through the lives of complex characters. In this unit, students explore novels and begin using the process of analysing (with a focus on consolidating the step of identify)[2]. As part of the unit, students read a full-length class novel. Through interaction, students identify and explain how characters, setting and events in the novel engage audiences, reflecting on areas of agreement and difference with others' opinions. Building on interaction skills and drawing on relevant background knowledge, students discuss how the author uses aspects of the novel to influence emotions and opinions. During these discussions, students identify areas of agreement and difference with others' opinions, justifying their responses. As preparation for Part B, the first part of the unit culminates in a small group, interactive discussion (e.g. fishbowl-style) for an audience of their teacher and peers. Prompts (e.g. focus questions or statements) are used to structure the interaction and students identify, discuss, express and expand ideas using evidence (including quotations) from the novel. **Part B** Using what they have learnt in Part A, students begin to learn how to write an extended, close analysis of literature, with the focus in this unit on writing separate, cohesive and coherent paragraphs. In doing this, students consolidate the first steps in the process of analysing as they identify and explain aspects from a scene in a novel, and how these influence readers. Students read and engage with analytical paragraphs that can be used as models for their own writing. After modelling and guided practice (including in how to unpack questions/tasks), students write their own paragraphs to identify and explain key aspects (setting, events, characters) of selected scenes from the novel and how related text structure and language features influence emotions and opinions of the reader, e.g. how dialogue can affect readers' sense of a character's relatability and/or ethics. In writing paragraphs, students adopt language features and text structures to organise, develop and link ideas as well as write complex and compound-complex sentences. Students build a bank of evaluative vocabulary to express emotional responses to literature, make judgements about characters and appreciate the aesthetic qualities of novels. Students plan, write and edit a two-paragraph response to a task or question provided.	One of the fastest growing online trends supporting teenagers' reading engagement involves teenagers creating online book reviews as short multimodal videos. In this unit, students present a novel that they have read and enjoyed to an online audience of middle years readers. Students read and analyse a novel of their choosing from any genre they enjoy. Through consideration of the various aspects of the novel, students form an opinion about characters, settings and events (building on their knowledge from Unit 3). To help expand their ideas, students research others' opinions about their chosen novel and identify areas of agreement and difference with their own opinions. Additionally, students consider how the author uses literary devices and/or language features to create characters and influence emotions and opinions of themselves – the reader. As they prepare for their own multimodal response, students view a range of short personal reflection videos (by a range of content creators from around the world) that discuss various aspects of texts including the aesthetic and social value of their selected literary text. Students view, analyse and practise using text structures, language features, figurative language, visual features and features of voice used for an online audience of middle year readers. The video examples analysed act as models for students as they plan, create, edit, rehearse and deliver their own video.

[1] Unit durations indicated mean that units presented may be shorter than one term or extend over more than one term.

[2] For more information on the process of analysing view: https://www.qcaa.qld.edu.au/downloads/aciq/general-resources/teaching/ac_7-10_cog_verbs_poster_analyse.pdf

	Unit 1 — The lost things		Unit 2 — Flying free		Unit 3 — Lost in a good book		Unit 4 — To read or not to read?	
Assessment	**Assessment 1 — Persuasive spoken response**	**Term/week**	**Assessment 2 — Descriptive written response with image**	**Term/week**	**Assessment 3 — Interactive spoken discussion**	**Term/week**	**Assessment 5 — Reflective spoken response with multimodal elements**	**Term/week**
	Description: Students create and deliver a speech, persuading listeners to bring something lost back to society, e.g. a word no longer used, or a cultural tradition no longer practiced. **Technique:** Extended response **Mode:** Spoken/signed **Conditions:** • 2–3 minutes	Week 6 of the unit	**Description:** Students create an excerpt for a contemporary children's book that describes an imagined flying object. The book is for children aged 8–12 and will include an original concept drawing/illustration of the imagined object created by the students. Students annotate/label a copy of their drawing to indicate how techniques such as vectors, angle and social distance have been used. **Technique:** Extended response **Mode:** Written with supporting image **Conditions:** • 400–500 words	Week 8 of the unit	**Description:** Students interact with others through a small-group discussion (e.g. fishbowl discussion) about the characters, events and setting in a scene from a class novel. Prompts provided by the teacher will be used to structure the discussion. **Technique:** Extended response **Mode:** Spoken/signed **Conditions:** • approximately 2 minutes	Weeks5–6 of the unit	**Description:** Students create a short personal reflection video about a novel of their choice that would be suitable for middle school readers. The audience is other teenagers. An alternative to a video presentation includes storyboards and live presentation. **Technique:** Short response **Mode:** Spoken/signed with multimodal elements **Conditions:** • 1–2 minutes	Week 6
					Assessment 4 — Analytical written paragraphs **Description:** Students write two paragraphs in response to teacher-set tasks and/or questions based on the novel read. The task or question will require students to identify how **two** key aspects of the scene (e.g. characters, setting and/or events) influence a reader's emotions or opinions (e.g. shape meaning). Students write one paragraph on each aspect of the novel selected. **Technique:** Examination **Mode:** Written **Conditions:** • up to 70 minutes plus 10 minutes planning time — to be completed over 2–3 lessons • under supervised conditions • extended response 400–600 words	Week 12 of the unit		

	Unit 1 — The lost things	Unit 2 — Flying free	Unit 3 — Lost in a good book	Unit 4 — To read or not to read?
Achievement standard	By the end of Year 7, students interact with others, and listen to and create spoken and/or multimodal texts including literary texts. With different purposes and for audiences, they discuss, express and expand ideas with evidence. They adopt text structures to organise, develop and link ideas. They adopt language features including literary devices, and/or multimodal features and features of voice. They read, view and comprehend texts created to inform, influence and/or engage audiences. They identify how ideas are portrayed and how texts are influenced by contexts. They identify the aesthetic qualities of texts. They identify how text structures, language features including literary devices and visual features shape meaning. They create written and/or multimodal texts, including literary texts, for different purposes and audiences, expressing and expanding on ideas with evidence. They adopt text structures to organise, develop and link ideas. They adopt language features including literary devices, and/or multimodal features.	By the end of Year 7, students interact with others, and listen to and create spoken and/or multimodal texts including literary texts. With different purposes and for audiences, they discuss, express and expand ideas with evidence. They adopt text structures to organise, develop and link ideas. They adopt language features including literary devices, and/or multimodal features and features of voice. They read, view and comprehend texts created to inform, influence and/or engage audiences. They identify how ideas are portrayed and how texts are influenced by contexts. They identify the aesthetic qualities of texts. They identify how text structures, language features including literary devices and visual features shape meaning. They create written and/or multimodal texts, including literary texts, for different purposes and audiences, expressing and expanding on ideas with evidence. They adopt text structures to organise, develop and link ideas. They adopt language features including literary devices, and/or multimodal features.	By the end of Year 7, students interact with others, and listen to and create spoken and/or multimodal texts including literary texts. With different purposes and for audiences, they discuss, express and expand ideas with evidence. They adopt text structures to organise, develop and link ideas. They adopt language features including literary devices, and/or multimodal features and features of voice. They read, view and comprehend texts created to inform, influence and/or engage audiences. They identify how ideas are portrayed and how texts are influenced by contexts. They identify the aesthetic qualities of texts. They identify how text structures, language features including literary devices and visual features shape meaning. They create written and/or multimodal texts, including literary texts, for different purposes and audiences, expressing and expanding on ideas with evidence. They adopt text structures to organise, develop and link ideas. They adopt language features including literary devices, and/or multimodal features.	By the end of Year 7, students interact with others, and listen to and create spoken and/or multimodal texts including literary texts. With different purposes and for audiences, they discuss, express and expand ideas with evidence. They adopt text structures to organise, develop and link ideas. They adopt language features including literary devices, and/or multimodal features and features of voice. They read, view and comprehend texts created to inform, influence and/or engage audiences. They identify how ideas are portrayed and how texts are influenced by contexts. They identify the aesthetic qualities of texts. They identify how text structures, language features including literary devices and visual features shape meaning. They create written and/or multimodal texts, including literary texts, for different purposes and audiences, expressing and expanding on ideas with evidence. They adopt text structures to organise, develop and link ideas. They adopt language features including literary devices, and/or multimodal features.
Moderation	**Calibration:** Refer to QCAA moderation advice on the QCAA website under the Assessment tab in the learning area.	**Expert:** Refer to QCAA moderation advice on the QCAA website under the Assessment tab in the learning area.	**Part A — Calibration:** Refer to QCAA moderation advice on the QCAA website under the Assessment tab in the learning area. **Part B — Conferencing:** Refer to QCAA moderation advice on the QCAA website under the Assessment tab in the learning area.	**Expert:** Refer to QCAA moderation advice on the QCAA website under the Assessment tab in the learning area.

Content descriptions (Language)	Units 1	2	3	4	Content descriptions (Literature)	Units 1	2	3	4	Content descriptions (Literacy)	Units 1	2	3	4
Language for interacting with others understand how language expresses and creates personal and social identities AC9E7LA01	☑	☑	☑	☑	**Literature and contexts** identify and explore ideas, points of view, characters, events and/or issues in literary texts, drawn from historical, social and/or cultural contexts, by First Nations Australian, and wide-ranging Australian and world authors AC9E7LE01	☐	☑	☑	☑	**Texts in context** explain the effect of current technology on reading, creating and responding to texts including media texts AC9E7LY01	☐	☑	☑	☑
recognise language used to evaluate texts including visual and multimodal texts, and how evaluations of a text can be substantiated by reference to the text and other sources AC9E7LA02	☑	☑	☑	☑	**Engaging with and responding to literature** form an opinion about characters, settings and events in texts, identifying areas of agreement and difference with others' opinions and justifying a response AC9E7LE02	☐	☑	☑	☑	**Interacting with others** use interaction skills when discussing and presenting ideas and information including evaluations of the features of spoken texts AC9E7LY02	☑	☐	☑	☑
Text structure and organisation identify and describe how texts are structured differently depending on their purpose and how language features vary in texts AC9E7LA03	☑	☑	☑	☑	explain the ways that literary devices and language features such as dialogue, and images are used to create character, and to influence emotions and opinions in different types of texts AC9E7LE03	☐	☑	☑	☑	**Analysing, interpreting and evaluating** analyse the ways in which language features shape meaning and vary according to audience and purpose AC9E7LY03	☐	☑	☑	☑
understand that the cohesion of texts relies on devices that signal structure and guide readers, such as overviews and initial and concluding paragraphs AC9E7LA04	☑	☑	☑	☑	discuss the aesthetic and social value of literary texts using relevant and appropriate metalanguage AC9E7LE04	☐	☑	☑	☑	explain the structure of ideas such as the use of taxonomies, cause and effect, extended metaphors and chronology AC9E7LY04	☐	☑	☑	☑
Language for expressing and developing ideas understand how complex and compound-complex sentences can be used to elaborate, extend and explain ideas AC9E7LA05	☐	☑	☑	☑	**Examining literature** Identify and explain the ways that characters, settings and events combine to create meaning in narratives AC9E7LE05	☐	☑	☑	☑	use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring, questioning and inferring to analyse and summarise information and ideas AC9E7LY05	☐	☑	☑	☑
understand how consistency of tense through verbs and verb groups achieves clarity in sentences AC9E7LA06	☐	☑	☑	☐	identify and explain how literary devices create layers of meaning in texts including poetry AC9E7LE06	☐	☑	☑	☑	**Creating texts** plan, create, edit and publish written and multimodal texts, selecting subject matter, and using text structures, language features, literary devices and visual features as appropriate to convey information, ideas and opinions in ways that may be imaginative, reflective, informative, persuasive and/or analytical AC9E7LY06	☐	☑	☑	☐
analyse how techniques such as vectors, angle and/or social distance in visual texts can be used to create a perspective AC9E7LA07	☑	☑	☑	☑	**Creating literature** create and edit literary texts that experiment with language features and literary devices encountered in texts AC9E7LE07	☐	☑	☐	☐	plan, create, rehearse and deliver presentations for purposes and audiences in ways that may be imaginative, reflective, informative, persuasive and/or analytical, by selecting text structures, language features, literary devices and visual features, and using features of voice including volume, tone, pitch and pace AC9E7LY07	☑	☐	☑	☑

Content descriptions	Units				Content descriptions	Units		Content descriptions	Units			
investigate the role of vocabulary in building specialist and technical knowledge, including terms that have both everyday and technical meanings AC9E7LA08	☑	☑	☑	☑				**Word knowledge** understand how to use spelling rules and word origins; for example, Greek and Latin roots, base words, suffixes, prefixes and spelling patterns to learn new words and how to spell them AC9E7LY08	☐	☑	☑	☑
understand the use of punctuation including colons and brackets to support meaning AC9E7LA09	☐	☑	☑	☑								

General capabilities	Units			
	1	2	3	4
Critical and creative thinking	☐	☑	☐	☐
Digital literacy	☐	☐	☐	☑
Ethical understanding	☐	☐	☐	☐
Intercultural understanding	☐	☐	☐	☐
Literacy	☑	☑	☑	☑
Numeracy	☐	☐	☐	☐
Personal and social capability	☐	☐	☑	☐

Cross-curriculum priorities	Units			
	1	2	3	4
Aboriginal and Torres Strait Islander histories and cultures	☑	☐	☐	☐
Asia and Australia's engagement with Asia	☐	☐	☐	☑
Sustainability	☐	☐	☐	☐