Year 7 plan — Australian Curriculum: English

Implementation year: School name:

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| Identify curriculum | Year level description  (highlighted aspects indicate differences from the previous year level) | In Years 7 and 8, 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. 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 Foundation to Year 10 comprises Australian literature, including the oral narrative traditions of Aboriginal and Torres Strait Islander peoples, as well as the contemporary literature of these two cultural groups, and classic and 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 realistic, fantasy, speculative fiction 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. 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 presented in visual form.  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. | | | |
| Achievement standard | Receptive modes (listening, reading and viewing)  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. 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, analysing supporting evidence and implied meaning. They select specific details from texts to develop their own response, recognising that texts reflect different viewpoints. They listen for and explain different perspectives in texts.  Productive modes (speaking, 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. They 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. | | | |
| Source: Australian Curriculum, Assessment and Reporting Authority (ACARA), *Australian Curriculum v3.0: English for Foundation–10*, <www.australiancurriculum.edu.au/English/Curriculum/F-10>. | | | |
| Teaching and learning | Term overview | Term 1 | Term 2 | Term 3 | Term 4 |
| Exemplar unit: Can you persuade me?  Students investigate how persuasive text structures, language features and appropriate vocabulary shape meaning and influence others to understand a particular point of view.  Students compare a range of persuasive texts and explain how they are effective in influencing audiences.  Students create and deliver a multimodal persuasive presentation. | Checking and substantiating information sources  Students examine how informative and procedural texts use graphics for an identified purpose.  Students listen to and follow procedural instructions.  Students investigate and critically evaluate a range of information sources on a chosen topic and create an informative report. | Looking at Australian literature  Students investigate the perspectives in a range of Australian literature, including Aboriginal peoples’ and Torres Strait Islander peoples’ oral narrative traditions and contemporary literature, early adolescent novels, short stories, plays and film.  Students make inferences and synthesise ideas and viewpoints to draw reasoned conclusions and discuss how literature represents Australia, Australians and our place in the world.  Students create a literary analysis. | Transforming texts  Students develop an understanding of how protest poetry, songs and multimodal texts represent historical, cultural and social perspectives over time.  Students use the ideas and perspectives in a text to create a transformation to a different text type. |
| Aboriginal and Torres Strait Islander perspectives | English provides opportunities for students to strengthen their appreciation and understanding of Aboriginal peoples and Torres Strait Islander peoples and their living cultures. Specific content and skills within relevant sections of the curriculum can be drawn upon to encourage engagement with:   * Aboriginal and Torres Strait Islander storytelling traditions and contemporary literature * Social, historical and cultural contexts associated with different uses of language and textual features in Australian Indigenous societies * The diversity of Indigenous experiences and their representation in literature and other texts.   English articulates aspects of the languages, literatures and literacies of Aboriginal peoples and Torres Strait Islander peoples. It provides opportunities for students to develop an awareness, appreciation of, and respect for the literature of Aboriginal peoples and Torres Strait Islander peoples, including storytelling traditions (oral narrative) as well as contemporary literature. Through respectful engagement with Australian Indigenous peoples, and their knowledge and stories, students develop critical understandings of the social, historical and cultural contexts associated with different uses of language and textual features. | | | |

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| Teaching and learning | General capabilities and cross‑curriculum priorities | Opportunities to engage with:  Description: gc_literacyDescription: gc_ictDescription: gc_criticalDescription: gc_ethicalDescription: gc_personal_socialDescription: gc_intercultural  Description: cc_asia | | Opportunities to engage with:  Description: gc_literacyDescription: gc_ictDescription: gc_criticalDescription: gc_personal_socialDescription: gc_intercultural | | Opportunities to engage with:  Description: gc_literacyDescription: gc_ictDescription: gc_criticalDescription: gc_ethicalDescription: gc_personal_socialDescription: gc_intercultural  Description: cc_asia | | Opportunities to engage with:  Description: gc_literacyDescription: gc_ictDescription: gc_criticalDescription: gc_ethicalDescription: gc_personal_socialDescription: gc_intercultural  Description: cc_asia | | |
| Key to general capabilities and cross-curriculum priorities | Description: gc_literacy Literacy  Description: gc_numeracy Numeracy  Description: gc_ict ICT capability  Description: gc_critical Critical and creative thinking  Description: gc_ethical Ethical behaviour  Description: gc_personal_social Personal and social capability  Description: gc_intercultural Intercultural understanding   Aboriginal and Torres Strait Islander histories and cultures  Description: cc_asia Asia and Australia’s engagement with Asia  Description: cc_sust Sustainability | | | | | | | | |
| Develop assessment | Assessment  For advice and guidelines on assessment, see [www.qsa.qld.edu.au](http://www.qsa.qld.edu.au) | A folio is a targeted selection of evidence of student learning and includes a range of responses to a variety of assessment techniques. A folio is used to make an overall on-balance judgment about student achievement and progress at appropriate points and informs the reporting process. | | | | | | | | |
| Term 1 | | Term 2 | | Term 3 | | Term 4 | | |
| Week | Assessment instrument | Week | Assessment instrument | Week | Assessment instrument | Week | Assessment instrument | |
| 4 | Informative: Discussion (Spoken/signed)  Participate in a discussion to analyse the effectiveness of a range of persuasive texts. | 4 | Informative: Procedural transformation (Written)  Listen to and create a written response to a set of spoken/signed procedural instructions. | 6–7 | Informative: Discussion (Spoken/signed)  Participate in discussion with a partner to analyse the perspectives in a range of Australian literature. | 5 | | Informative: Discussion (Spoken/signed)  Participate in a discussion with the teacher to analyse and discuss the transformation of a text. |
| 6–7 | Persuasive: Presentation (Multimodal)  Create and deliver a multimodal persuasive presentation on a chosen topic. | 5–7 | Informative: Report (Multimodal)  Create a multimodal informative report and present it to a community group. | 8–9 | Informative: Literary analysis (Written)  Create a literary analysis discussing the perspectives in an Australian literary text and identifying how these represent Australia. | 6–7 | | Imaginative: Literary transformation (Written)  Create an imaginative transformation of a literary text drawing on its ideas and perspectives. |
|  | The assessment package *Can you persuade me?* in the QSA Assessment Bank could be used as assessment in this unit. |  | **NAPLAN** |  |  |  | |  |
| Make judgments and use feedback | Moderation | Teachers meet to discuss success criteria for persuasive presentations to ensure consistency of judgments. | | Teachers co-mark multimodal reports to ensure consistency of teacher judgments. | | Teachers identify A–E samples before marking literary analyses, and moderate to ensure consistency of judgments.  Teachers co-mark tasks to ensure consistency of judgments. | | Curriculum leaders randomly sample folios to check for consistency of teacher judgments. | | |

Year 7 English: review for balance and coverage of content descriptions

| Language | 1 | 2 | 3 | 4 |
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| Language variation and change | | | | |
| Understand the way language evolves to reflect a changing world, particularly in response to the use of new technology for presenting texts and communicating [(ACELA1528)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1528) | ✓ |  | ✓ |  |
| Language for interaction | | | | |
| Understand how accents, styles of speech and idioms express and create personal and social identities [(ACELA1529)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1529) |  |  | ✓ | ✓ |
| 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 [(ACELA1782)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1782) | ✓ | ✓ | ✓ |  |
| Text structure and organisation | | | | |
| Understand and explain how the text structures and language features of texts become more complex in informative and persuasive texts and identify underlying structures such as taxonomies, cause and effect, and extended metaphors [(ACELA1531)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1531) | ✓ | ✓ |  |  |
| 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 [(ACELA1763)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1763) | ✓ | ✓ |  |  |
| Understand the use of punctuation to support meaning in complex sentences with prepositional phrases and embedded clauses [(ACELA1532)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1532) |  |  |  | ✓ |
| Expressing and developing ideas | | | | |
| Recognise and understand that subordinate clauses embedded within noun groups/phrases are a common feature of written sentence and increase the density of information [(ACELA1534)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1534) |  |  |  | ✓ |
| Understand how modality is achieved through discriminating choices in modal verbs, adverbs, adjectives and nouns [(ACELA1536)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1536) | ✓ |  |  | ✓ |
| Analyse how point of view is generated in visual texts by means of choices, for example gaze, angle and social distance [(ACELA1764)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1764) | ✓ |  |  |  |
| Investigate vocabulary typical of extended and more academic texts and the role of abstract nouns, classification, description and generalisation in building specialised knowledge through language [(ACELA1537)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1537) |  | ✓ |  |  |
| Expressing and developing ideas | | | | |
| 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 [(ACELA1539)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1539) |  | ✓ | ✓ | ✓ |

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| Literature | 1 | 2 | 3 | 4 |
| Literature and context | | | | |
| Identify and explore ideas and viewpoints about events, issues and characters represented in texts drawn from different historical, social and cultural contexts [(ACELT1619)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELT1619) | ✓ | ✓ | ✓ | ✓ |
| Responding to literature | | | | |
| 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 [(ACELT1620)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELT1620) |  |  | ✓ |  |
| Compare the ways that language and images are used to create character, and to influence emotions and opinions in different types of texts [(ACELT1621)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELT1621) |  |  | ✓ |  |
| Discuss aspects of texts, for example their aesthetic and social value, using relevant and appropriate metalanguage [(ACELT1803)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELT1803) | ✓ |  | ✓ | ✓ |
| Examining literature | | | | |
| Recognise and analyse the ways that characterisation, events and settings are combined in narratives, and discuss the purposes and appeal of different approaches [(ACELT1622)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELT1622) |  |  | ✓ | ✓ |
| Understand, interpret and discuss how language is compressed to produce a dramatic effect in film or drama, and to create layers of meaning in poetry, for example haiku, tankas, couplets, free verse and verse novels [(ACELT1623)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELT1623) |  |  |  | ✓ |
| Creating literature | | | | |
| Create literary texts that adapt stylistic features encountered in other texts, for example, narrative viewpoint, structure of stanzas, contrast and juxtaposition [(ACELT1625)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELT1625) |  |  | ✓ | ✓ |
| Experiment with text structures and language features and their effects in creating literary texts, for example, using rhythm, sound effects, monologue, layout, navigation and colour [(ACELT1805)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELT1805) |  |  |  | ✓ |

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| Literacy | 1 | 2 | 3 | 4 |
| Texts in context | | | | |
| Analyse and explain the effect of technological innovations on texts, particularly media texts [(ACELY1765)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1765) |  | ✓ | ✓ | ✓ |
| Interacting with others | | | | |
| 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 [(ACELY1719)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1719) | ✓ |  |  | ✓ |
| 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 [(ACELY1804)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1804) | ✓ |  |  |  |
| 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 [(ACELY1720)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1720) | ✓ | ✓ |  |  |
| Interpreting, analysing, evaluating | | | | |
| Analyse and explain the ways text structures and language features shape meaning and vary according to audience and purpose [(ACELY1721)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1721) | ✓ | ✓ | ✓ |  |
| Use prior knowledge and text processing strategies to interpret a range of types of texts [(ACELY1722)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1722) |  | ✓ | ✓ | ✓ |
| Use comprehension strategies to interpret, analyse and synthesise ideas and information, critiquing ideas and issues from a variety of textual sources [(ACELY1723)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1723) | ✓ | ✓ | ✓ | ✓ |
| Compare the text structures and language features of multimodal texts, explaining how they combine to influence audiences [(ACELY1724)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1724) | ✓ | ✓ |  | ✓ |
| Creating texts | | | | |
| 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 [(ACELY1725)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1725) | ✓ |  |  | ✓ |
| Edit for meaning by removing repetition, refining ideas, reordering sentences and adding or substituting words for impact [(ACELY1726)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1726) |  | ✓ | ✓ |  |
| Consolidate a personal handwriting style that is legible, fluent and automatic and supports writing for extended periods [(ACELY1727)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1727) |  | ✓ | ✓ | ✓ |
| Use a range of software, including word processing programs, to confidently create, edit and publish written and multimodal texts [(ACELY1728)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1728) |  | ✓ |  |  |

Source: Australian Curriculum, Assessment and Reporting Authority (ACARA), *Australian Curriculum v3.0: English for Foundation–10*, <www.australiancurriculum.edu.au/English/Curriculum/F-10>.