Year 7 unit overview — Australian Curriculum: English

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

| School name | Unit title | Duration of unit |
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| Our School | Can you persuade me? | 7 weeks |

| Unit outline |
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| Students investigate the power of persuasive features and devices to shape meaning and influence others to understand and accept a particular point of view.  Students develop an understanding of, and ability to use:   * persuasive language features to shape meaning * persuasive devices to influence an audience * supporting evidence from texts to promote a point of view.   Inquiry questions for the unit:   * What language features and text structures do writers use in creating persuasive texts? * What is an extended metaphor? * What are rhetorical devices? * What interaction skills contribute to an interesting and effective persuasive speech? |

| Identify curriculum | | | |
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| Content descriptions to be taught | | | General capabilities and cross‑curriculum priorities |
| Language | Literature | Literacy |
| 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 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)   Expressing and developing ideas   * 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) | 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   * Discuss aspects of [texts](http://acdcpuat.curriculum.edu.au/Glossary?a=E&t=texts), for example their [aesthetic](http://acdcpuat.curriculum.edu.au/Glossary?a=E&t=aesthetic) and social value, using relevant and appropriate [metalanguage](http://acdcpuat.curriculum.edu.au/Glossary?a=E&t=metalanguage) [(ACELT1803)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELT1803). | 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 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](http://acdcpuat.curriculum.edu.au/Glossary?a=E&t=persuasive+texts), selecting aspects of [subject](http://acdcpuat.curriculum.edu.au/Glossary?a=E&t=subject) matter and particular language, visual, and audio features to convey information and ideas [(ACELY1725)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1725) | Description: gc_literacy Literacy   * Engage with a range of print, visual, digital and multimodal persuasive texts, their features and language * Use these skills to research, plan, rehearse and present a persuasive speech   Description: gc_ict **ICT capability**   * Explore and research persuasive texts including media texts online, in print, and in electronic and digital formats * Incorporate ICTs to enhance or record a persuasive speech   Description: gc_critical Critical and creative thinking   * Research, interpret, analyse and synthesise ideas and information * Negotiate a persuasive speech to present to a chosen audience.   Description: gc_personal_social **Personal and social capability**   * Provide constructive feedback in pairs * Listen and respond to others’ work * Show respect during others’ persuasive presentations |
| 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. | | | |

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| Relevant prior curriculum | Curriculum working towards |
| The Queensland Essential Learnings by the end of Year 7  Students will have been provided with opportunities to:   * build on previous knowledge and understanding of advancing opinions, discussing, persuading others to a point of view, influencing transactions and establishing and maintaining relationships * identify and demonstrate the relationship between audience, subject matter, purpose and text type and state opinions supported by evidence * further develop interaction skills including facial expressions, gestures and body language to create effect in an argument that is structured to identify a position, supported by evidence. | Year 8 Australian Curriculum  In Year 8, there is no new content introduced that allows students to consolidate and build a deeper understanding of persuasive techniques, including rhetorical devicesand how they shape meaning and influence an audience. |
| Bridging content | |
| The focus is on explicit teaching of:   * the ways persuasive texts shape meaning and vary according to audience and purpose * comparing texts and interpreting and analysing a range of written, spoken and multimodal persuasive texts * figurative and rhetorical language and devices, using evidence from texts to support a persuasive speech. | |
| Links to other learning areas | |
| The skills, processes and knowledge of text structures and organisation developed in English will be explored across a range of learning areas but include the specific language and structure of the learning area. For example, a persuasive debate about the importance of conserving the remains of the past would use structure and language specific to History in the Australian Curriculum. | |

| Assessment | | Make judgments |
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| Describe the assessment | Assessment date | Teachers gather evidence to make judgments about the following characteristics of student work:  Receptive   * analysis of relevant ideas and evidence to develop a strong and coherent persuasive argument * explanation of how language features are used for purposes and effects   Productive   * selection, organisation and synthesis of relevant ideas and information for different purposes and audiences * use of text and language features to enhance the presentation and persuade the audience   For further advice and guidelines on constructing guides to making judgments refer to the Learning area standard descriptors: [www.qsa.qld.edu.au](http://www.qsa.qld.edu.au/) |
| Students are given opportunities to demonstrate their knowledge, skills and understanding through both formative and summative assessment. The assessment is collated in student folios and allows for ongoing feedback to students on their learning.  Year 7 teachers make decisions about the length of time required to complete the tasks and the conditions under which the assessment is to be conducted.  The teaching and learning experiences throughout the term provide opportunities for students to develop the understanding and skills required to complete these assessments. As students engage with these learning experiences the teacher can provide feedback on specific skills.  Students:   * negotiate the context and audience (peers, teachers or extended audience of year level assembly or wider school community) for a persuasive speech * use elements of persuasive language and techniques to plan a persuasive speech to promote a point of view * refer to a range of sources to substantiate their argument * discuss their argument with a small group * rehearse with a peer and respond to feedback to improve their persuasive speech and interactive skills * present an individual multimodal persuasive speech. |  |
| **Informative: Discussion (Spoken/signed)**  Students will participate in an analytical discussion of persuasive devices and their effects.  Suggested conditions:   * 3–4 minutes * open. | Week 4 |
| **Persuasive: Presentation (Multimodal)**  Students will present an individual multimodal persuasive speech.  Suggested conditions:   * 3–4 minutes * open. | Weeks 6–7 |

| Teaching and learning | Supportive learning environment | |
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| Teaching strategies and learning experiences | Adjustments for needs of learners | Resources |
| * Read, view and listen to a variety of persuasive speeches to compare and evaluate. * Explicitly teach complex persuasive techniques and devices including opinion versus fact, rhetorical devices and techniques, extended metaphors and emotive language. * Identify and discuss main ideas, concepts and points of view in persuasive speeches to evaluate the strength of an argument. * Model the development of increasing modality. * Identify use and effect of extended metaphors and rhetorical devices to persuade an audience. * Examine the way writers use a range of sources to substantiate an argument. * Compare two texts on the same topic from different points of view and analyse how the texts use complex language, persuasive devices and point of view. * Explicitly model use of topic sentences and initial and concluding paragraphs to structure a persuasive speech. * Provide support and feedback on how to research and identify taxonomies to: * classify to determine if a text is persuasive * distinguish specific examples of persuasive language * analyse persuasive devices and how they interact as part of a persuasive text to achieve its purpose. * Discuss interaction skills used when analysing and presenting ideas and information, e.g. body language, intonation, sound effects. * Students plan and draft a persuasive speech. * Students rehearse presentation and provide feedback to a peer on use of persuasive language and devices and interaction skills to persuade audiences. * Students deliver a persuasive presentation to a chosen audience — see short assessment tasks for Year 7 Literacy Indicators:   [www.qsa.qld.edu.au/downloads/early\_middle/yr7\_lit\_short\_ass\_items.pdf](http://www.qsa.qld.edu.au/downloads/early_middle/yr7_lit_short_ass_items.pdf) | Section 6 of the *Disability Standards for Education* (The Standards for Curriculum Development, Accreditation and Delivery) states that education providers, including class teachers, must take reasonable steps to ensure a course/program is designed to allow any student to participate and experience success in learning.  The *Disability Standards for Education 2005* (Cwlth) is available from: <www.ag.gov.au> select Human rights and anti-discrimination > Disability standards for education. | Students would benefit from  access to:   * computers and internet on an ongoing basis * a wide range of persuasive text types — written, spoken and multimodal — that relate to the school curriculum, local community, regional and global contexts. |

| Use feedback | |
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| Ways to monitor learning and assessment | Teachers meet to collaboratively plan the teaching, learning and assessment to meet the needs of all learners in each unit.  Teachers create opportunities for discussion about levels of achievement to develop shared understandings; co-mark or cross mark at key points to ensure consistency of judgments; and participate in moderating samples of student work at school or cluster level to reach consensus and consistency. |
| Feedback to students | Teachers strategically plan opportunities and ways to provide ongoing feedback (both written and informal) and encouragement to students on their strengths and areas for improvement.  Students reflect on and discuss with their teachers or peers what they can do well and what they need to improve.  Teachers reflect on and review learning opportunities to incorporate specific learning experiences and provide multiple opportunities for students to experience, practise and improve. |
| Reflection on the unit plan | Identify what worked well during and at the end of the unit, including:   * activities that worked well and why * activities that could be improved and how * assessment that worked well and why * assessment that could be improved and how * common student misconceptions that need, or needed, to be clarified. |