

Year 7 Plan — Australian Curriculum: English

Implementation year: 2012

School name: Ignatius Park College

Identify curriculum	Year level description	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>			
	Achievement standard	<p>By the end of Year 7 students listen to, read and view a range of spoken, written and multimodal texts, analysing and comparing text structures and language features and vocabulary choices, to show how these shape meaning and influence readers. They identify and explore representations of events, characters and settings in literary texts, and express their own responses to these representations. They interpret and explain key ideas and issues. They make inferences, drawing on textual evidence, increasing their awareness of purpose, audience and context, and their knowledge of a growing range of literary techniques. They synthesise information, ideas and viewpoints from a variety of texts to draw reasoned conclusions. They use their increasing vocabulary, and accumulated knowledge of text structures and language features, to support their interpretation and evaluation.</p> <p>Students create well-constructed spoken, written and multimodal texts to inform, entertain, persuade and narrate in which meaning is supported by planned structures and organisation. They interact with others in groups to exchange, debate and substantiate ideas and opinions. As individuals and in groups, they make oral presentations to share and promote points of view, supporting these presentations with selected evidence. They select appropriate vocabulary to show shades of meaning, feeling and opinion, to express ideas clearly and to engage and elicit a response from the audience. In expressing or challenging a point of view, they draw appropriately on personal knowledge, textual analysis, and other relevant texts they have experienced. They effectively use a variety of clause and sentence structures, paragraphing and punctuation to sustain meaning and to support the structural coherence of the text.</p>			
	Course organisation	<p>All students at Ignatius Park College study English. In the junior school, the majority of students undertake a mainstream English course, while a smaller number, usually those with significant identified learning needs, are in a smaller class. Students have eight 50-minute lessons over a two-week cycle. At Senior level, students will have the option of two strands of English: English Communication and English.</p>			
Teaching and learning	Term overview	Term 1 The History of Language In this introductory unit, students will use a study of the history of the English language to facilitate an investigation into their own history. Students will create either an autobiographical extract or biography which will explore this idea further. Students will also investigate particular elements of English, for example, prefixes, words with French or Arabic origins, suffixes or neologisms.	Term 2 Survival Students will examine a range of texts which explore the theme of survival. This may include surviving challenging physical situations as well as emotional ones, such as an illness or family issue. Students will use the understanding they have developed in order to participate in an informative speech which tells the audience how to survive a specific experience.	Term 3 Legends Throughout this unit, students will engage with a range of texts which feature legendary characters and their actions. Students will define the term 'legend' and discuss the broad scope of this definition. Students will construct their own legend as well as create a persuasive speech in order to demonstrate their understanding of the topic.	Term 4 Looking into the Past Developing students' awareness of issues in Australia's past will be a focus of this unit. They will enhance their ability to interrogate texts and critique their effectiveness. Students will be exposed to texts from a range of perspectives and be asked to evaluate a specific text in the form of an analytical essay.
	General capabilities and cross-curriculum priorities	Opportunities to engage with: 	Opportunities to engage with: 	Opportunities to engage with: 	Opportunities to engage with: 

									
	Key to general capabilities and cross-curriculum priorities	 Literacy	 Numeracy	 ICT competence	 Critical and creative thinking	 Ethical behaviour	 Personal and social competence	 Intercultural understanding	
		 Aboriginal and Torres Strait Islander histories and cultures		 Asia and Australia's engagement with Asia		 Sustainability			
	Assessment	Term 1		Term 2		Term 3		Term 4	
		Week	Assessment instrument	Week	Assessment instrument	Week	Assessment instrument	Week	Assessment instrument
		8	Reflective Written Task: Biography (Supervised)	7	Expository Spoken: Informative Speech	8	Creative Spoken Task: Legend Scene Presentation	6	Expository Written Task: Analytical Paragraph/s
Make judgments and use feedback	Moderation	<i>Teachers will ensure consistency in student achievement through the following procedures:</i>		<i>Teachers will ensure consistency in student achievement through the following procedures:</i>		<i>Teachers will ensure consistency in student achievement through the following procedures:</i>		<i>Teachers will ensure consistency in student achievement through the following procedures:</i>	
		<ol style="list-style-type: none"> <i>Team:</i> Cluster meetings to discuss expectations, plan unit of work and formulate assessment tasks. <i>Teacher:</i> Monitoring student achievement levels through cross marking and professional dialogue. <i>Faculty Leader:</i> Reviewing student achievement through analysis and tracking of results and feedback. <i>Faculty Leader:</i> Complete cohort cross-marking which includes random sample of five tasks per class. Cluster meeting to discuss results and reflect on these. <i>Teacher:</i> Reflection on the progress of the assessment conducted in the unit and consideration of any adaptations that may need to be made. 		<ol style="list-style-type: none"> <i>Team:</i> Cluster meetings to discuss expectations, plan unit of work and formulate assessment tasks. <i>Teacher:</i> Monitoring student achievement levels through cross marking and professional dialogue. <i>Faculty Leader:</i> Reviewing student achievement through analysis and tracking of results and feedback. <i>Team:</i> Reflection on the progress of the assessment conducted in the unit and consideration of any adaptations that may need to be made. 		<ol style="list-style-type: none"> <i>Team:</i> Cluster meetings to discuss expectations, plan unit of work and formulate assessment tasks. <i>Teacher:</i> Monitoring student achievement levels through cross marking and professional dialogue. <i>Faculty Leader:</i> Reviewing student achievement through analysis and tracking of results and feedback. <i>Team:</i> Reflection on the progress of the assessment conducted in the unit and consideration of any adaptations that may need to be made. 		<ol style="list-style-type: none"> <i>Team:</i> Cluster meetings to discuss expectations, plan unit of work and formulate assessment tasks. <i>Teacher:</i> Monitoring student achievement levels through cross marking and professional dialogue. <i>Faculty Leader:</i> Reviewing student achievement through analysis and tracking of results and feedback. <i>Team:</i> Reflection on the progress of the assessment conducted in the unit and consideration of any adaptations that may need to be made. 	

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

Language	1	2	3	4
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				
Language for Interaction				
Understand how accents, styles of speech and idioms express and create personal and social identities				
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				
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				
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				
Understand the use of punctuation to support meaning in complex sentences with prepositional phrases and embedded clauses				
Expressing and Developing Ideas				
Recognise and understand that embedded clauses are a common feature of sentence structures and contribute additional information to a sentence				
Understand how modality is achieved through discriminating choices in modal verbs, adverbs, adjectives and nouns (ACELA1536)				
Analyse how point of view is generated in visual texts by means of choices, for example gaze, angle and social distance				
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				
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				

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				
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				
Compare the ways that language and images are used to create character, and to influence emotions and opinions in different types of texts				
Discuss aspects of texts, for example their aesthetic and social value, using relevant and appropriate metalanguage				
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				
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				
Creating Literature				
Create literary texts that adapt stylistic features encountered in other texts, for example, narrative viewpoint, structure of stanzas, contrast and juxtaposition				
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				

Literacy	1	2	3	4
Texts in Context				
Analyse and explain the effect of technological innovations on texts, particularly media texts				
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				
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				
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				
Interpreting, analysing, evaluating				
Analyse and explain the ways text structures and language features shape meaning and vary according to audience and purpose				
Use prior knowledge and text processing strategies to interpret a range of types of texts				
Use comprehension strategies to interpret, analyse and synthesise ideas and information, critiquing ideas and issues from a variety of textual sources				
Compare the text structures and language features of multimodal texts, explaining how they combine to influence audiences				
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				
Edit for meaning by removing repetition, refining ideas, reordering sentences and adding or substituting words for impact				
Consolidate a personal handwriting style that is legible, fluent and automatic and supports writing for extended periods				
Use a range of software, including word processing programs, to confidently create, edit and publish written and multimodal texts				

