

## Year 7 – Australian Curriculum: English (2020)

Identify curriculum	Achievement standard	<p><b>Receptive modes (listening, reading and viewing)</b> 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 an 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.</p> <p><b>Productive modes (speaking, writing and creating)</b> 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 an understanding of grammar, use a variety of more specialised vocabulary and accurate spelling and punctuation.</p> <p>Source: Australian Curriculum, Assessment and Reporting Authority (ACARA), Australian Curriculum: English for Foundation-10, &lt;<a href="http://www.australiancurriculum.edu.au/English/Curriculum/F-10">www.australiancurriculum.edu.au/English/Curriculum/F-10</a>&gt;.</p>							
		Term overview	Term 1	Term 2	Term 3	Term 4			
Teaching and learning	Term overview	<p><b>1. A Midsummer Night's Dream</b></p> <ul style="list-style-type: none"> <li>- Letter Structure, features, content and style</li> <li>- Persuasive techniques</li> <li>- A Midsummer Night's Dream</li> <li>- Presentation Skills</li> </ul> <p><b>2. Poetry</b></p> <ul style="list-style-type: none"> <li>- Poetry Techniques</li> <li>- Poetry Forms</li> <li>- Image representation</li> <li>- Theme</li> </ul>	<p><b>3. Rabbit-Proof Fence</b></p> <ul style="list-style-type: none"> <li>- Aboriginal and Torres Strait Islander histories</li> <li>- Film Techniques</li> </ul> <p><b>4. Wide Reading</b></p> <ul style="list-style-type: none"> <li>- Ongoing free-choice reading</li> <li>- Free choice creative task</li> </ul>	<p><b>5. Graphic Novel</b></p> <ul style="list-style-type: none"> <li>- Oral presentation skills</li> <li>- Character</li> <li>- Monologue</li> </ul> <p><b>6. Zoo by Anthony Browne</b></p> <ul style="list-style-type: none"> <li>- Visual literacy</li> <li>- Ethics and morals</li> </ul>	<p><b>7. Narrative</b></p> <ul style="list-style-type: none"> <li>- Creative writing devices</li> <li>- Narrative structure</li> </ul> <p><b>8. Wide Reading</b></p> <ul style="list-style-type: none"> <li>- Ongoing free-choice reading</li> <li>- Free choice creative task</li> </ul>				
	Cross curriculum priorities								
	General capabilities								
	Key to general capabilities and cross-curriculum priorities	<p> Literacy    Numeracy    ICT capability    Critical and creative thinking    Ethical behaviour    Personal and social capability    Intercultural understanding</p> <p> Aboriginal and Torres Strait Islander histories and cultures    Asia and Australia's engagement with Asia    Sustainability</p>							
Develop assessment	Assessment	Term 1	Term 2	Term 3	Term 4				
		Week	Assessment instrument	Week	Assessment instrument	Week	Assessment instrument	Week	Assessment instrument
		6	Structured letter, in-class presentation and persuasive character letter and rationale	6	Study of Film Techniques	6	Character Monologue and Rationale	6	Short Story
10	Poetry Anthology	8	Wide Reading Free Choice	10	Visual Analysis	8	Wide Reading Free Choice		
Make judgments and use feedback	Moderation	Term 1	Term 2	Term 3	Term 4				
		Teachers moderate samples of letters to ensure consistency of judgments.  Teachers co-mark poetry anthologies to ensure consistency of judgments.	Teachers co-mark film study to ensure consistency of judgments.	Teachers moderate samples of monologues to ensure consistency of judgments.  Teachers co-mark visual analysis to ensure consistency of judgments.	Teachers moderate samples of short stories to ensure consistency of judgments.				

--	--	--	--	--	--