

Year 7 English

Year Level Description

The English curriculum is built around the 3 interrelated strands of Language, Literature and Literacy. Together, the 3 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.

Achievement

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.

Assessment Criteria

An overall level of achievement in this subject is determined by the teacher's on-balance judgment of the evidence presented in students' summative assessment across the following:

- Listening, Speaking and Creating
- Reading and Viewing
- Writing and Creating

Delivery (mode, time requirements, lessons)

Students have access to direct instruction lessons each week and additional online learning activities. Lessons are delivered via our Canvas learning management system. Students are also expected to undertake independent study to complete tasks and assessment in accordance with the Interactive Work Rate Calendar in the QLearn course. Course materials can be accessed in the learning management system.

Student Requirements

Computer, access to internet, email, printer, scanner, headset with microphone, exercise book, stationery, video recording software, Jacaranda English 7 textbook and prescribed texts.

Units and Learning Experiences, Summative Assessment, Criteria Assessed		
Semester 1	Term 1	Unit 1: Light! Camera! Persuasion! Students examine the relationships between purpose, context and audience and how these relationships influence texts and their meaning. They investigate how text structures and language features are used to convey ideas and represent people and events in speeches. Students create spoken, written and multimodal texts appropriate for different audiences, purposes and contexts.
		Summative assessment: <ul style="list-style-type: none">• Part A – Comprehending a speech (written short response)• Part B - Persuasive Speech (Multimodal)
	Term 2	Unit 2: Biographies – constructing a life Students read and explore published biographies to understand the ways in which writers construct life stories and reflections to position the reader to think and feel about the significant events and experiences of their lives that have made them who they are. Students create a biographical text to inform others about a person of significance. Students demonstrate an understanding of genre, grammar, uses a variety of specialised vocabulary and accurate spelling and punctuation.
		Summative assessment: <ul style="list-style-type: none">• Assessment Task — Informative written response
Semester 2	Term 3	Unit 3: Representing Australians Students listen to, read and view literature about Australia and Australians, including a close study of a literary novel. They read recounts and examine structures and conventions of this reflective genre. They experiment with reflective writing and create an imaginative recount to convey a particular point of view about Australia or Australians, adapting stylistic features such as narrative viewpoint, contrast and juxtaposition to position reader to think and feel about their imaginative response.
		Summative assessment: <ul style="list-style-type: none">• Assessment Task — Imaginative multimodal response to a literary novel
	Term 4	Unit 4: Poetry & Song – the art of persuasion Students listen to, read and interpret a variety of poems and songs including those that put forward different perspectives on a number of issues. Students persuade an audience that a selected song provides an effective social commentary on an issue.
		Summative assessment: <ul style="list-style-type: none">• Assessment Task — Persuasive speech

Disclaimer All of the above information is accurate at the time of publication.