

**Year Level Plan**      **Year 7**      **English**

In Years 7 and 8, students interact 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.

Students create a range of imaginative, informative and persuasive types of texts, for example narratives, procedures, performances, reports and discussions, and continue to create literary analyses and transformations of texts

Term 1	Term 2	Term 3	Term 4
Unit 1	Unit 2	Unit 3	Unit 4
<p><b>Let me persuade you: the influential world of advertising</b> <b>Viewing, interpreting and creating persuasive texts</b></p> <p>Students read and view a range of persuasive texts with a particular focus on print and digital advertisements. They develop their understanding of how these texts are created to influence a particular target audience for a particular purpose.</p> <p>They demonstrate their understanding of how the choice of language features, images and vocabulary affects meaning and reflects a particular perspective.</p> <p>Students create a print advertisement applying their knowledge of text structure, language and visual features to persuade a new target audience. They explain how their selection of combined features can influence this audience.</p>	<p><b>In their shoes: Understanding life through writing</b> <b>Reading and creating life writing: biographies</b></p> <p>Students read, view and interpret a range of different styles of life writing (including diaries, memoirs and biographies) understanding how these texts are influenced by context, purpose and audience. Students demonstrate their ability to identify text structures and language features.</p> <p>They demonstrate their knowledge of the text structure and language features of different styles of life writing in a reading comprehension.</p> <p>Students gather information to create a spoken biography about a person who has displayed courage.</p>	<p><b>Hero or Villain: The Daring of Ned Kelly</b> <b>Reading and interpreting literature about Australia and Australians</b></p> <p>Students listen to, read and view literature about Australia and Australians, including the close study of a literary text. Students demonstrate their understanding of the literary text by responding to comprehension questions. They also explore ideas and viewpoints about events, issues and characters represented in the text.</p> <p>Students examine the ways language is used by the author to create characters and to influence the emotions and opinions of readers. They create an imaginative recount to convey a particular point of view, adapting stylistic features such as narrative viewpoint, contrast and juxtaposition.</p> <p><i>Focus text: Black Snake: The Daring of Ned Kelly</i></p>	<p><b>Exploring poetry and song</b></p> <p>Students listen to, read and interpret a variety of poems and songs including those that put forward different perspectives on a number of issues. They analyse the text structures and language devices used in each poem to identify particular effects and meaning.</p> <p>Students recite an Australian poem that promotes a point of view. They present an analysis of the poem's language features to evaluate the effectiveness of the poem in making a comment on a social issue.</p>

**Assessment Tasks**

Summative	Summative	Formative	Summative	Formative	Summative	Summative	Summative
<p><b>Exam – Short Response</b></p> <p>Short response exam requiring students to demonstrate understanding of how the choice of language features, images and vocabulary affects meaning</p>	<p><b>Extended Response</b> <i>Persuasive - Advertisement</i></p> <p>Students create a print advertisement for a new target audience to buy a product and write two Lawyer paragraphs explaining how their choice of language and visual features have influence the audience</p>	<p><b>Naplan Practice Tests and Camp</b></p>	<p><b>Biography (multimodal)</b> <i>Assignment</i></p> <p>Students research an individual from the community or someone well known who has displayed courage. They create a biographical multimodal presentation to present to the class.</p>	<p><b>Short response (written)</b> <i>In class test</i></p> <p>Students read and comprehend a section of the novel in order to understand the language choices that the author has made to demonstrate a viewpoint.</p>	<p><b>Imaginative Recount (written)</b> <i>Assignment</i></p> <p>Students create a reconstructed alternative viewpoint of an event from a literary text in the form of an imaginative recount.</p>	<p><b>Short response exam (written)</b> <i>In class exam</i></p> <p>Students listen and analyse the text structures and language devices used in poems to identify particular effects and meaning.</p>	<p><b>Transformative poem performance (spoken)</b> <i>Assignment</i></p>