



ASPIRE - LEARN - ACHIEVE

Australian Curriculum: English — Year 7

Year level plan-2023

CURRICULUM	SEMESTER 1		SEMESTER 2	
	Term 1	Term 2	Term 3	Term 4
Unit Name	Literary memoir	Inform to persuade	Australian story	Lyric analysis
Unit Description	In this unit, students engage in a study of life writing by reading and analysing biographical narratives, including picture books. They identify the narrative structure of texts and the language features used to recreate a significant life event. Students read and analyse a range of narratives covering Aboriginal and Torres Strait Islander and Asian perspectives. Students will write a series of informative paragraphs to summarise, predict and report on characterisation.	Students understand how text structures and language features combine in media texts to influence audiences. Students analyse an advertisement and identify text and language features that persuade. Students will read and examine how language is used in a range of print and online informative texts. They will complete a comprehension task to demonstrate their understanding of texts read. Students will use the information learnt from informative texts to determine a personal opinion on an issue. They will create a multimodal text to persuade their audience to their way of thinking.	Students will listen to, read and view literature about Australia and Australians, including the close study of a literary text. They will explore ideas and viewpoints about events, issues and characters represented in the text. They will examine the ways language is used by the author to influence the emotions and opinions of readers. Students will write a new chapter or scene for a story read in class, maintaining characterisation and the mood of the original text. <i>This unit is supported by a Virtual Reality Module- English Writing: Narrative. Immersive Pedagogy supporting documentation is available as part of this module.</i>	Students read and interpret a variety of lyrics. They analyse the text structure and language devices used in each poem or song to create particular effects and meaning. They will complete a comprehension task to demonstrate their analysis and evaluation of lyrics. Students select and respond to a poem or song with a social message*. They record their written text to persuade an audience of the suitability of their selected text for broadcasting in the local community. (*Year 8 unit has an indigenous focus)

ASSESSMENT		SEMESTER 1		SEMESTER 2		
		Term 1	Term 2	Term 3	Term 4	
		Reporting on memoirs – AT1	Persuasive pitch and reflection – AT2	Narrative Intervention – AT3	Comprehension Task – AT4	Persuasive Response – AT5
Range and balance of summative assessment conventions	Technique	Extended response	Extended response	Extended response	Exam	Extended response
	Type of Text	Report- Informative	Persuasive response & reflection	Narrative – imaginative	Short answer	Persuasive text
	Mode	Written	Multimodal & written	Written	Written	Written & oral
	Conditions	<ul style="list-style-type: none"> 400-600 words Class and home time to complete final copy Teacher feedback on one draft 	<ul style="list-style-type: none"> 400-600 Words Class and home time to complete final copy Teacher written feedback on one draft Present as negotiated with the teacher (pre-record; small groups; to teacher) Reflection questions to be completed at the end of the assessment 	<ul style="list-style-type: none"> 400-600 words Class and home time to complete final copy Teacher feedback on one draft 	<ul style="list-style-type: none"> Exam session options: 1x 60 min or 2x 30 min Supervised In-class exam 50-200 words per item 	<ul style="list-style-type: none"> 400-600 words Class and home time to complete final copy Teacher feedback on one draft

Aspects of the Achievement Standard					
understand how text structures can influence the complexity of a text		✓		✓	
understand how text structures are dependent on audience, purpose and context		✓		✓	✓
demonstrate understanding of how the choice of language features, images and vocabulary affects meaning	✓	✓		✓	✓
explain issues and ideas from a variety of sources, analysing supporting evidence and implied meaning	✓		✓	✓	
select specific details from texts to develop their own response, recognising that texts reflect different viewpoints	✓		✓		✓
listen for and explain different perspectives in texts		✓		✓	✓
understand how the selection of a variety of language features can influence an audience	✓	✓	✓		✓
understand how to draw on personal knowledge, textual analysis and other sources to express or challenge a point of view		✓			✓
create texts showing how language features and images from other texts can be combined for effect		✓	✓		
create structured and coherent texts for a range of purposes and audiences	✓	✓	✓		✓
make presentations and contribute actively to class and group discussions, using language features to engage the audience		✓			✓
demonstrate understanding of grammar, use a variety of more specialised vocabulary and accurate spelling and punctuation	✓	✓			✓

Term 1 Term 2 Term 3 Term 4

✓ indicates opportunities that summative assessments provide for students to demonstrate evidence against aspects of the achievement standard