

## Year 7 English

### Term 1 - 10 weeks 4 days

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11 (Only 4 days)
Raise Your Voice! 2018										
6 x 60 min periods per cycle										
EN4-3B, EN4-4B, EN4-2A, EN4-7D, EN4-5C										
<p>This introductory unit provides students with the opportunity to explore the various modes of English. Students will examine a range of textual forms and investigate the various ways in which composers communicate their experiences, ideas, thoughts and opinions in and through texts. Using the techniques and skills identified during the study of texts, students will experiment with creating their own multi-modal compositions.</p> <p>Students will explore the concept of environmental sustainability. This concept will form the basis of an exploration into the techniques of persuasion and how these are used to express opinions and voice concerns about environmental issues. Students will learn about sustainability through a variety of texts and will respond to the issues presented by composing persuasive texts to voice their own opinions and ideas.</p> <p>Throughout the year, teachers explicitly embed lessons on grammar, punctuation and spelling within each unit, including NAPLAN focussed activities.</p> <p><b>English Textual Concepts:</b> Argument, Code and Convention</p> <p><b>LAC:</b> Literacy, Environmental Sustainability, Critical and Creative Thinking, Ethical Understanding, Numeracy, Aboriginal and Torres Strait Islander Histories and Cultures</p> <p><b>Types of text:</b> film (focus on sustainability), poetry, multimodal texts, novel extracts, memoir extracts</p> <p><b>Assessment task #1:</b> persuasive text</p>										

### Term 2 - 9 weeks 4 days

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10 (Only 4 days)
Telling Stories 2018									
6 x 60 min periods per cycle									
EN4-1A, EN4-4B, EN4-8D									
<p>In this unit, students will investigate the forms and features of texts and analyse how stories communicate ideas about diverse human experiences. Students will explore a selection of poetry and examples of traditional indigenous storytelling from Australia and around the world. Students will investigate digital storytelling in order to appreciate how meaning is constructed, and how experiences are shared, through various modes of storytelling. During a close study of a novel, students will examine the features of a narrative including; plot development, characterisation, theme, conflict and setting.</p> <p><b>English Textual Concepts:</b> Theme, Narrative</p> <p><b>LAC:</b> Difference and Diversity, Intercultural Understanding, Information and Communication Technology, Ethical Understanding, Civics and Citizenship</p> <p><b>Types of Text:</b> novel, poetry</p> <p><b>Assessment task #2:</b> creative writing</p>									

### Term 3 - 9 weeks 4 days

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10 (Only 4 days)
Heroes and Villains 2018									
8 x 60 min periods per cycle									
EN4-5C, EN4-6C, EN4-7D									
<p>In this unit, students are introduced to film and characterisation. Students will examine how meaning is conveyed through film techniques and gain an understanding of the elements of characterisation. The close study of a film will provide students with the opportunity to investigate how camera shots, camera angles, lighting, costuming, sound and mise en scene are used to represent heroes and villains.</p> <p>Students will explore the concepts of good and evil and investigate how these have been represented over time. They will also look at how heroes and villains have been represented in other cultures, with a particular focus on anime. Students can also explore how characters are positioned as either a hero or villain in graphic novels and comics.</p> <p><b>English Textual Concepts:</b> Connotation, Imagery and Symbolism, Character</p> <p><b>LAC:</b> Information and Communication Technology Capability, Intercultural Understanding, Critical and Creative Thinking, Literacy</p> <p><b>Types of texts:</b> multimodal texts, film, comic, graphic novel, fairy tales</p> <p><b>Assessment #3:</b> storyboard + written analysis</p>									

### Term 4 - 9 weeks 3 days

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10 (Only 3 days)
Total Drama 2018									
6 x 60 min periods per cycle									
EN4-2A, EN4-9E									
<p>Students are introduced to dramatic texts through a brief history of this form. Students will explore Shakespeare and his context through a brief study of his life and times, complemented by the study of one of his plays.</p> <p>As a class, students will read a play and analyse its forms and features. Students may study either an entire Shakespearean play, an abridged version of a Shakespearean play or an alternative play of the teacher's choosing.</p> <p>This will be followed by a PBL activity that provides students with the opportunity to collaborate on composing and performing their own monologue, in character.</p> <p><b>English Textual concepts:</b> Context, Literary Value</p> <p><b>LAC:</b> Literacy, Critical and Creative thinking, Personal and Social Capability, Information and Communication Technology Capability, Ethical Understanding, Intercultural Understanding</p> <p><b>Types of texts:</b> drama, poetry, persuasive texts (e.g.: promotional poster, social media)</p> <p><b>Assessment Task #4:</b> character monologue</p>									