

Australian Curriculum: English — Year 7 Year level plan

CURRICULUM	SEMESTER 1		SEMESTER 2	
	Unit 1	Unit 2	Unit 3	Unit 4
Unit name	Persuading through motivational speaking	Reading and creating life writing: literary memoirs	Examining representations of Australia and Australians in literature	Exploring Australian Identity through poetry
Unit description	Students will analyse and evaluate how language is used to persuade in motivational speeches from different historical, social and cultural contexts. The text structures and language features, including persuasive devices, will be examined . Students will use persuasive and rhetorical devices to deliver a persuasive motivational speech to promote a point of view or enable a new way of seeing.	Students continue their study of life writing by reading, analysing and evaluating autobiographical narratives including pictures books. They identify the narrative structure of texts and the language features used to imaginatively recreate a significant life event. Students will discuss how language features and text structures can position an audience. Students create a literary memoir inspired by an abstract noun, adapting stylistic features of literary texts and incorporating relevant aspects of visual literacy, including images.	Students will analyse , discuss and evaluate the ways in which events, issues and characters have been represented in texts. They identify and use language choices which influence a reader to form opinions or judgments. Students deliver a persuasive speech justifying their point of view about Ned Kelly as a victim, villain or hero. They participate in class discussions where they respond to questions and justify their point of view.	Students read, discuss and interpret a variety of poems. They analyse the text structures and language devices used in the poem to create particular effects and meaning. Students evaluate how language devices create representations of Australian identity in poetry. Students select the poem which best represents aspects of Australian identity and write an analytical essay which discusses the poet's perspective on Australian identity.

ASSESSMENT		SEMESTER 1		SEMESTER 2		
		Summative assessment task 1	Summative assessment task 2	Summative assessment task 3	Summative assessment task 4	
Range and balance of summative assessment conventions	Technique	Persuasive Speech-Extended Response	Writing a memoir-Extended Response	Persuasive spoken – extended response	Analytical essay - Extended Response	
	Type of text	Persuasive	Literary memoir	Persuasive/Analytical	Analytical	
	Mode	Spoken	Written	Spoken	Spoken	
	Conditions	2-4 Minutes Drafted Palm cards allowed	Drafted Illustrated multimodal 400 – 600 words	Drafted 2-4 minutes Palm cards	Drafted 2-4 minutes Palm cards allowed Multimodal	
Aspects of the achievement standard						
Receptive modes (listening, reading and viewing)	Knowledge and understanding	understand how text structures can influence the complexity of a text and are dependent on audience, purpose and context				
		understanding of how the choice of language features, images and vocabulary affects meaning.				
	Skills	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.						
Productive modes (speaking, writing and creating)	Knowledge and understanding	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				
	Skills	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				
		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 when creating texts					

Shaded cells indicate opportunities that summative assessments provide for students to demonstrate evidence against all aspects of the achievement standard

