

Year 7 English 2022: Scope and Sequence

Term 1	
Weeks 1 through to 8	Weeks 9 through to 11
Unit title: Fantasy Film Study	Unit title: Novel Study
<p>Unit outline: Students become familiar with the technical components of film making and representation: lighting, camera techniques, costume and sound. They reflect on the way a director brings together these components to create layers of meaning for an audience.</p> <p>Students will focus on literacy through their study of language in this unit and will develop and expand their use of vocabulary.</p>	<p>Unit outline: Students deepen their knowledge of the components of a novel: form & features, characterisation, structure. They begin to experiment with a structured analytic approach to writing by trialling PEEL in order to structure their written responses and engage analytically with texts. This will assist students to demonstrate deep knowledge and understanding of their prescribed novel.</p>
Outcomes: EN4-2, EN4-7	Outcomes: EN4-1, EN4-8
<p>Assessment outline: <i>Formal</i></p> <p>Students create an imaginative piece of writing that responds to a stimulus, in the format of the NAPLAN Writing Assessment. This task will integrate their understanding of the conventions of the fantasy genre, with their ability to express themselves creatively. The assessment task will include a focus on vocabulary and spelling.</p> <p><i>EAL/D</i> students will be provided with a scaffold to structure their responses.</p> <p><i>High Performing</i> students will have an increased word limit.</p> <p>This will be a hand-in task. Students are expected to prepare this work at home.</p>	<p>Assessment outline: <i>Formal</i></p> <p>Students apply their developing writing skills to produce a PEEL style analytical response. They will be required to analyse one to two key extracts from their novel in detail. The task will be completed at home.</p> <p><i>EAL/D</i> students will be provided with a scaffold to assist them to structure their response.</p> <p><i>High Performing</i> students will have an increased word limit, and will be expected to analyse at least two key scenes from their text..</p>
<p>Due date: Week 8, Term 1</p> <p>Modes: Representing & Writing</p>	<p>Due date: Week 4, Term 2</p> <p>Modes: Reading & Writing</p>

Note: Texts are typically chosen from the NESA Suggested Text List, but may be selected by the classroom teacher, in consultation with the Head Teacher

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Term 2	
Weeks 1 through to 4	Weeks 5 through to 10
Novel Study finishes...	Unit title: Speak Out!
	Unit outline: Students build their capacity to think imaginatively, critically and strategically to raise awareness about the importance of sustainability; they will exercise a call to action! Students deepen their persuasive skills by examining predominantly nonfiction and media texts. They draw on cultural, historical and social knowledge and research in order to advocate for sustainability. They develop a multimodal presentation and follow a writing scaffold to pitch an action strategy, campaign or product that speaks to sustainability.
	Outcomes: EN4-4, EN4-5
	Assessment outline: <i>Formal</i> Students deliver a multimodal presentation for assessment, which presents a persuasive argument on an issue of sustainability. They prepare for this during class and at home. They must submit a multimodal file and transcript of their presentation on the first day of the assessment period. <i>EAL/D</i> students may create and present a product in the spirit in their own cultural context with a reduced time and content limit. <i>High Performing</i> students may like to produce an advertising campaign and present their work to a panel beyond the class for feedback.
	Due date: Weeks 7 & 8, Term 3 Modes: Speaking & Representing

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Term 3	
Weeks 1 through to 8	Weeks 9 and 10
Unit title: Poetry Study	Unit title: Picture Books
Unit outline: Students revise and deepen their knowledge of the components of poetry: figurative language, sound devices and structure. Students reflect on how different language choices can alter meaning, specifically by examining representations of the ocean. They study a prescribed list of poems about the ocean, and additional poems as selected by the class teacher where appropriate, in order to examine varied representations of the ocean.	Unit outline: Students create a picture book using visuals to enhance the meaning of their written narrative. They consider the audience for their text and make appropriate language choices to suit the purpose and context of their composition. In preparation for this project, students read and deconstruct a variety of picture books and are directed in how to consider the complexity of a multimodal text.
Outcomes: EN4-9	Outcomes: EN4-2, EN4-9
<p>Assessment outline: <i>Formal</i></p> <p>Students will complete an extended response exam in class which assesses their knowledge of poetic forms and features. Students will write an analytical essay using PEEL format which responds to an unseen poem, demonstrating their knowledge and ability to analyse poetic form and techniques.</p> <p><i>EAL/D</i> students will be provided with a glossary of key terms and techniques.</p> <p><i>High Performing</i> Students will respond to two poems, one unseen and one studied in class, and their responses will make comparisons between the two poems.</p>	<p>Assessment outline: <i>Informal</i></p> <p>This is a process and project-based learning experience where the students work in pairs to produce a picture book (digital or hard copy) for a particular audience, context and purpose. They should demonstrate a strong correlation between the text and the images they create.</p> <p>Learning Modes: Collaboration, Discussion, Guided & Explicit Learning and Demonstration</p> <p>Future-focused learning environments inspire students to be leaders of their own learning. Students collaborate and use critical and creative thinking to solve complex problems and become mindful global citizens.</p> <p>https://education.nsw.gov.au/teaching-and-learning/school-learning-environments-and-change/future-focused-learning-and-teaching/learning-modes</p>
Due date: Week 3, Term 4 Modes: Representing	Due date: Week 9, Term 4

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Term 4	
Weeks 1 through to 4	Weeks 5 through to 10
Picture books finishes...	Unit title: Shakespeare's famous speeches – rhetoric and literacy
	Unit outline: Students build on their contextual knowledge about Shakespeare's life and times. They will develop their understanding of Shakespearean language and language techniques in literature through an analysis of a list of famous speeches from Shakespeare's body of work. They examine how rhetoric is crafted and literacy is used to persuade, assert and/or promote ideas in these speeches.
	Outcomes: EN4-3, EN4-6
	Assessment outline: <i>Informal (set by class teacher)</i> Students listen to and view a contemporary performance of one Shakespearean speech. They respond to a variety of short answer questions and write one PEEL paragraph in response to this performance. This is an in-class task. <i>Learning & Support</i> students will be provided with a transcript of the performance and will compose a PEEL paragraph in response to this performance. <i>High Performing</i> students will receive a more conceptual task, which requires a demonstration of a deeper understanding of how literacy and rhetoric shape meaning in the speech.
	Due date: Week 9, Term 4 Modes: Listening & Viewing

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