

## Year 7 English 2021: Scope and Sequence

<b>Term 1</b>	
<b>Weeks 1 through to 8</b>	<b>Weeks 9 through to 11</b>
<b>Unit title:</b> Novel Study	<b>Unit title:</b> Film Study
<b>Unit outline:</b> 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 demonstrate deep knowledge and understanding of their prescribed novel.	<b>Unit outline:</b> 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.
<b>Outcomes:</b> EN4-1, EN4-8	<b>Outcomes:</b> EN4-2, EN4-7
<b>Assessment outline:</b> <i>Formal</i> Students apply their developing writing skills to produce a PEEL style response in class. They will be required to analyse one to two key extracts from their novel in detail. They are permitted to bring their novel on the day of the assessment. <i>EAL/D</i> students will also be permitted to bring a paperback dictionary to the assessment. <i>High Performing</i> students may also be required to write an introduction and conclusion as part of their response.	<b>Assessment outline:</b> <i>Informal</i> Students submit a reflection on how their knowledge of film has developed, considering their prior knowledge at the beginning of the unit and their deepened knowledge at the end of the unit. They consider how their personal taste in film may have also developed because of this learning experience. Students will be provided with different word lengths and scaffolds based on their learning needs. This will be a hand-in task. They are expected to prepare this work at home.
<b>Due date:</b> Week 8, Term 1 <b>Modes:</b> Reading & Writing	<b>Due date:</b> Week 4, Term 2 <b>Modes:</b> Reflecting & Writing

## Year 7 English 2021: Scope and Sequence

Term 2	
Weeks 1 through to 4	Weeks 4 through to 10
<p><b>Film Study</b> finishes...</p>	<p><b>Unit title:</b> Shakespeare’s famous speeches – rhetoric and literacy</p>
	<p><b>Unit outline:</b> Students build on their contextual knowledge about Shakespeare’s life and times. They study a prescribed 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.</p>
	<p><b>Outcomes:</b> EN4-3, EN4-6</p>
	<p><b>Assessment outline:</b> <i>Formal</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 assessment. <i>Learning &amp; Support</i> students will be provided with a transcript of the performance and will not be required to write the short answer section of the assessment. <i>High Performing</i> students may receive more challenging questions that ask for a demonstration of deeper understanding of how literacy and rhetoric shape meaning in the speech.</p>
	<p><b>Due date:</b> Week 9, Term 2 <b>Modes:</b> Listening &amp; Viewing</p>

## Year 7 English 2021: Scope and Sequence

<b>Term 3</b>	
<b>Weeks 1 through to 8</b>	<b>Weeks 9 and 10</b>
<b>Unit title:</b> Speak Out!	<b>Unit title:</b> Poetry Study
<b>Unit outline:</b> 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. They work in groups to share ideas and compose their own pitch. This group becomes their panel for the delivery of the pitch.	<b>Unit outline:</b> 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.
<b>Outcomes:</b> EN4-4, EN4-5	<b>Outcomes:</b> EN4-9
<p><b>Assessment outline:</b> <i>Formal</i></p> <p>Students deliver a multimodal presentation for assessment. They prepare for this during class and at home. They must submit a transcript of their presentation on the first day of the assessment period.</p> <p><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.</p> <p><i>High Performing</i> students may like to produce an advertising campaign and present their work to a panel beyond the class for feedback.</p>	<p><b>Assessment outline:</b> <i>Informal</i></p> <p>Students produce a collage or multimodal text that reflects one representation using one of the poems studied in class. This is a hand in task and it is expected that students will develop this work at home.</p> <p><i>EAL/D</i> students are encouraged to deliver a short speech in order to further develop their English speaking skills after the assessment.</p> <p><i>High Performing</i> students may like to construct an interactive representation and use some class time to instruct students on how to interact with their original work.</p>
<b>Due date:</b> Weeks 7 & 8, Term 3 <b>Modes:</b> Speaking & Representing	<b>Due date:</b> Week 3, Term 4 <b>Modes:</b> Representing

## Year 7 English 2021: Scope and Sequence

Term 4	
Weeks 1 through to 4	Weeks 4 through to 10
Poetry Study continues...	<b>Unit title:</b> Picture Books
	<b>Unit outline:</b> 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.
	<b>Learning Modes: Collaboration, Discussion, Guided &amp; Explicit Learning and Demonstration</b> 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. <a href="https://education.nsw.gov.au/teaching-and-learning/school-learning-environments-and-change/future-focused-learning-and-teaching/learning-modes">https://education.nsw.gov.au/teaching-and-learning/school-learning-environments-and-change/future-focused-learning-and-teaching/learning-modes</a>
	<b>Outcomes:</b> EN4-2, EN4-9
	<b>Assessment outline:</b> <i>Informal</i> 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.
	<b>Due date:</b> Week 9, Term 4