

# Year 7 English – Semester 2

Term 3 – Myths and Legends    Term 4 – Trash

Week	Unit	Learning Focus	Curriculum
All Semester 2	<p><b>Journal Writing</b></p> <p>Including talk homework and the completion of Big Write pieces every fortnight.</p>	<ul style="list-style-type: none"> <li>- Students will be able to write in a range of formats</li> <li>- Students will be bale to edit and review their own work and other students' work</li> </ul>	<p><b>Reading and Viewing</b></p> <ul style="list-style-type: none"> <li>- Understand and explain how the text structures and language features of texts become more complex in informative and persuasive texts and identify underlying structures such as taxonomies, cause and effect, and extended metaphors (VCELA369)</li> <li>- Analyse and explain the effect of technological innovations on texts, particularly media texts (VCELY376)</li> <li>- Use prior knowledge and text processing strategies to interpret a range of types of texts (VCELY377)</li> <li>- Analyse and explain the ways text structures and language features shape meaning and vary according to audience and purpose (VCELY379)</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>- Experiment with text structures and language features and their effects in creating literary texts (VCELT385)</li> <li>- Create literary texts that adapt stylistic features encountered in other texts (VCELT386)</li> <li>- Plan, draft and publish imaginative, informative and persuasive texts, selecting aspects of subject matter and particular language, visual, and audio features to convey information and ideas to a specific audience (VCELY387)</li> <li>- Edit for meaning by removing repetition, refining ideas, reordering sentences and adding or substituting words for impact (VCELY388)</li> <li>- Consolidate a personal handwriting style that is legible, fluent and automatic and supports writing for extended periods (VCELY389)</li> <li>- Identify and explore ideas and viewpoints about events, issues and characters represented in texts drawn from different historical, social and cultural contexts (VCELT393)</li> </ul> <p><b>Speaking and Listening</b></p> <ul style="list-style-type: none"> <li>- Reflect on ideas and opinions about characters, settings and events in literary texts, identifying areas of agreement and difference with others and justifying a point of view (VCELT394)</li> <li>- Identify and discuss main ideas, concepts and points of view in spoken texts to evaluate qualities, using interaction skills when sharing interpretations or</li> </ul>

All Semester 2	Language Skills	<ul style="list-style-type: none"> <li>- Students will understand the purpose of prepositions and conjunctions.</li> <li>- Students will develop their writing skills through the use of colons and semicolons, brackets and dashes, prepositional phrases and clauses.</li> </ul>	<p>presenting ideas and information (VCELY395)</p> <p><b>Reading and viewing</b></p> <ul style="list-style-type: none"> <li>- Investigate vocabulary typical of extended and more academic texts and the role of abstract nouns, classification, description and generalisation in building specialised knowledge through language (VCELA371)</li> <li>- Use prior knowledge and text processing strategies to interpret a range of types of texts (VCELY377)</li> <li>- Analyse and explain the ways text structures and language features shape meaning and vary according to audience and purpose (VCELY379)</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>- Understand the use of punctuation to support meaning in complex sentences with prepositional phrases and embedded clauses (VCELA381)</li> <li>- Recognise and understand that subordinate clauses embedded within noun groups/phrases are a common feature of written sentence structures and increase the density of information (VCELA382)</li> <li>- Understand how to use spelling rules and word origins to learn new words and how to spell them (VCELA384)</li> <li>- Experiment with text structures and language features and their effects in creating literary texts (VCELT385)</li> </ul>
<b>TERM 3</b>			
1	<p><b>Myths and Legends</b></p> <p>Investigations of a range of myths, legends and fables.</p>	<ul style="list-style-type: none"> <li>- Students will understand the purpose of a myth, legend, fable and fairy tale</li> <li>- Differentiate between different text types</li> </ul>	<p><b>Reading and viewing</b></p> <ul style="list-style-type: none"> <li>- Understand how language is used to evaluate texts and how evaluations about a text can be substantiated by reference to the text and other sources (VCELA368)</li> <li>- Recognise and analyse the ways that characterisation, events and settings are combined in narratives, and discuss the purposes and appeal of different approaches (VCELT374)</li> <li>- Use prior knowledge and text processing strategies to interpret a range of types of texts (VCELY377)</li> <li>- Analyse and explain the ways text structures and language features shape meaning and vary according to audience and purpose (VCELY379)</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>- Understand that the coherence of more complex texts relies on devices that signal text structure and guide readers, for example overviews, initial and concluding paragraphs and topic sentences, indexes or site maps or breadcrumb trails for online texts (VCELA380)</li> </ul> <p><b>Speaking and Listening</b></p> <ul style="list-style-type: none"> <li>- Understand the way language evolves to reflect a changing world, particularly in response to the use of</li> </ul>
2	<p><b>Myths and Legends</b></p> <p>Investigations of a range of myths, legends and fables.</p>	<ul style="list-style-type: none"> <li>- Students can compare tradition to modern day myths and legends</li> <li>- Assessment of learning</li> </ul>	
3	<p><b>Myths and Legends</b></p> <p>Investigations of a range of myths, legends and fables.</p>	<ul style="list-style-type: none"> <li>- Students will discover traditional Australian mythology</li> <li>- Students will demonstrate an understanding of Greek Mythology</li> <li>- Students will understand the structure of a Greek myth</li> </ul>	
4	<p><b>Myths and Legends</b></p> <p>Investigations of a range of myths, legends and fables.</p>	<ul style="list-style-type: none"> <li>- Students will demonstrate an understanding of Greek Mythology</li> <li>- Students will understand the structure of a Greek myth</li> <li>- Students will</li> </ul>	

			<p>new technology for presenting texts and communicating (VCELA391)</p> <ul style="list-style-type: none"> <li>- Understand the way language evolves to reflect a changing world, particularly in response to the use of new technology for presenting texts and communicating (VCELA391)</li> </ul>
5	<p><b>Myths and Legends</b></p> <p>Film analysis</p>	<ul style="list-style-type: none"> <li>- Students will take notes while viewing a film</li> <li>- Students will make connections from the film to the wider context being studied</li> <li>- Students will respond analytically to a film</li> </ul>	<p><b>Reading and Viewing</b></p> <ul style="list-style-type: none"> <li>- Understand how language is used to evaluate texts and how evaluations about a text can be substantiated by reference to the text and other sources (VCELA368)</li> <li>- Recognise and analyse the ways that characterisation, events and settings are combined in narratives, and discuss the purposes and appeal of different approaches (VCELT374)</li> <li>- Understand, interpret and discuss how language is compressed to produce a dramatic effect in film or drama, and to create layers of meaning in poetry (VCELT375)</li> <li>- Use prior knowledge and text processing strategies to interpret a range of types of texts (VCELY377)</li> <li>- Analyse and explain the ways text structures and language features shape meaning and vary according to audience and purpose (VCELY379)</li> </ul>
6	<p><b>Myths and Legends</b></p> <p>Film analysis</p>	<ul style="list-style-type: none"> <li>- Students will take notes while viewing a film</li> <li>- Students will make connections from the film to the wider context being studied</li> <li>- Students will respond analytically to a film</li> </ul>	
7	<p><b>Myths and Legends</b></p> <p>Creative writing. Creation of own myth, legend or fable.</p>	<ul style="list-style-type: none"> <li>- Students will understand the structure of their selected form of writing</li> <li>- Students will be able to use elements similar to those and myths and legends studied</li> <li>- Students will be able to create a purpose for their writing</li> </ul>	<p><b>Writing</b></p> <ul style="list-style-type: none"> <li>- Understand that the coherence of more complex texts relies on devices that signal text structure and guide readers, for example overviews, initial and concluding paragraphs and topic sentences, indexes or site maps or breadcrumb trails for online texts (VCELA380)</li> <li>- Experiment with text structures and language features and their effects in creating literary texts (VCELT385)</li> <li>- Create literary texts that adapt stylistic features encountered in other texts (VCELT386)</li> <li>- Use a range of software, including word processing programs, to create, edit and publish written and multimodal texts (VCELY390)</li> </ul>
8	<p><b>Myths and Legends</b></p> <p>Creative writing. Creation of own myth, legend or fable.</p>	<ul style="list-style-type: none"> <li>- Students will be able to create a 'sizzling start' for their creative writing piece</li> <li>- Students will develop characters for creative writing</li> </ul>	
9	<p><b>Myths and Legends</b></p> <p>Creative writing. Creation of own myth, legend or fable.</p>	<ul style="list-style-type: none"> <li>- Students will be able to edit and review their own writing</li> <li>- Students will</li> </ul>	<p><b>Speaking and Listening</b></p> <ul style="list-style-type: none"> <li>- Understand the way language evolves to reflect a changing world, particularly in response to the use of new technology for presenting texts and communicating (VCELA391)</li> <li>- Understand the way language evolves to reflect a changing world, particularly in response to the use of</li> </ul>

10	<p><b>Myths and Legends</b></p> <p>Creative writing. Creation of own myth, legend or fable.</p>	<ul style="list-style-type: none"> <li>- Students will orally present their ideas</li> <li>- Assessment of learning</li> </ul>	<p>new technology for presenting texts and communicating (VCELA391)</p> <ul style="list-style-type: none"> <li>- Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements to promote a point of view or enable a new way of seeing, using body language, voice qualities and other elements to add interest and meaning (VCELY396)</li> </ul>
<b>TERM 4</b>			
1	<p><b>Trash</b></p> <p>Novel Study</p>	<ul style="list-style-type: none"> <li>- Students will understand the context of the novel</li> <li>- Students will effectively annotate while reading</li> </ul>	<p><b>Reading and Viewing</b></p> <ul style="list-style-type: none"> <li>- Analyse how point of view is generated in visual texts by means of choices, including gaze, angle and social distance (VCELA370)</li> <li>- Investigate vocabulary typical of extended and more academic texts and the role of abstract nouns, classification, description and generalisation in building specialised knowledge through language (VCELA371)</li> <li>- Understand how language is used to evaluate texts and how evaluations about a text can be substantiated by reference to the text and other sources (VCELA368)</li> <li>- Recognise and analyse the ways that characterisation, events and settings are combined in narratives, and discuss the purposes and appeal of different approaches (VCELT374)</li> <li>- Compare the ways that language and images are used to create character, and to influence emotions and opinions in different types of texts (VCELT372)</li> <li>- Use prior knowledge and text processing strategies to interpret a range of types of texts (VCELY377)</li> <li>- Discuss aspects of texts, including their aesthetic and social value, using relevant and appropriate metalanguage (VCELT373)</li> <li>- Analyse and explain the effect of technological innovations on texts, particularly media texts (VCELY376)</li> <li>- Use comprehension strategies to interpret, analyse and synthesise ideas and information, critiquing ideas and issues from a variety of textual sources (VCELY378)</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>- Experiment with text structures and language features and their effects in creating literary texts (VCELT385)</li> <li>- Consolidate a personal handwriting style that is legible, fluent and automatic and supports writing for extended periods (VCELY389)</li> </ul> <p><b>Speaking and Listening</b></p> <ul style="list-style-type: none"> <li>- Identify and explore ideas and viewpoints about events, issues and characters represented in texts</li> </ul>
2	<p><b>Trash</b></p> <p>Novel Study</p>	<ul style="list-style-type: none"> <li>- Students will understand the context of the novel</li> <li>- Students will gain an understanding of characters and explain their motifs</li> </ul>	
3	<p><b>Trash</b></p> <p>Novel Study</p>	<ul style="list-style-type: none"> <li>- Students will gain an understanding of characters and explain their motifs</li> <li>- Students will demonstrate an understanding on the themes and issues in the text</li> </ul>	
4	<p><b>Trash</b></p> <p>Novel Study</p>	<ul style="list-style-type: none"> <li>- Students will demonstrate an understanding on the themes and issues in the text</li> <li>- Students will be able to present opinion about characters and issues within the text</li> </ul>	
5	<p><b>Trash</b></p> <p>Novel Study</p>	<ul style="list-style-type: none"> <li>- Students will demonstrate an understanding on the themes and issues in the text</li> </ul>	
6	<p><b>Trash</b></p> <p>Novel Study</p>	<ul style="list-style-type: none"> <li>- Students will demonstrate an understanding on the themes and issues in the text</li> </ul>	

			<p>drawn from different historical, social and cultural contexts (VCELT393)</p> <ul style="list-style-type: none"> <li>- Reflect on ideas and opinions about characters, settings and events in literary texts, identifying areas of agreement and difference with others and justifying a point of view (VCELT394)</li> <li>- Identify and discuss main ideas, concepts and points of view in spoken texts to evaluate qualities, using interaction skills when sharing interpretations or presenting ideas and information (VCELY395)</li> <li>- Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements to promote a point of view or enable a new way of seeing, using body language, voice qualities and other elements to add interest and meaning (VCELY396)</li> </ul>
7	<b>Trash</b> Text Response	<ul style="list-style-type: none"> <li>- Students will develop essay writing skills</li> <li>- Students will be able to research for supplementary ideas</li> <li>- Students can develop paragraphs to express ideas</li> </ul>	<p><b>Reading and Viewing</b></p> <ul style="list-style-type: none"> <li>- Investigate vocabulary typical of extended and more academic texts and the role of abstract nouns, classification, description and generalisation in building specialised knowledge through language (VCELA371)</li> <li>- Understand how language is used to evaluate texts and how evaluations about a text can be substantiated by reference to the text and other sources (VCELA368)</li> <li>- Recognise and analyse the ways that characterisation, events and settings are combined in narratives, and discuss the purposes and appeal of different approaches (VCELT374)</li> </ul>
8	<b>Trash</b> Text Response	<ul style="list-style-type: none"> <li>- Students will develop essay writing skills</li> <li>- Students can develop paragraphs to express ideas</li> </ul>	
9	<b>Trash</b> Text Response	<ul style="list-style-type: none"> <li>- Students are able to use textual evidence when responding to a text</li> <li>- Students are able to edit and refine writing</li> </ul>	
10	<b>Trash</b> Text Response	<ul style="list-style-type: none"> <li>- Students are able to edit and refine writing</li> <li>- Assessment of learning – text response essay</li> </ul>	<p><b>Writing</b></p> <ul style="list-style-type: none"> <li>- Understand the use of punctuation to support meaning in complex sentences with prepositional phrases and embedded clauses (VCELA381)</li> <li>- Experiment with text structures and language features and their effects in creating literary texts (VCELT385)</li> <li>- Plan, draft and publish imaginative, informative and persuasive texts, selecting aspects of subject matter and particular language, visual, and audio features to convey information and ideas to a specific audience (VCELY387)</li> <li>- Edit for meaning by removing repetition, refining ideas, reordering sentences and adding or substituting words for impact (VCELY388)</li> <li>- Consolidate a personal handwriting style that is legible, fluent and automatic and supports writing for extended periods (VCELY389)</li> <li>- Use a range of software, including word processing programs, to create, edit and publish written and</li> </ul>
11	<b>Trash</b> Text Response	<ul style="list-style-type: none"> <li>- Assessment of learning – text response essay</li> </ul>	

			<p>multimodal texts (VCELY390)</p> <p>Speaking and Listening</p> <ul style="list-style-type: none"><li>- Identify and explore ideas and viewpoints about events, issues and characters represented in texts drawn from different historical, social and cultural contexts (VCELT393)</li></ul>
--	--	--	--