

Year Level: 7

Subject: English

Week	Unit	Learning Focus	Victorian Curriculum
All Year	Journal Writing (Big Write)	Students will be able to write in a range of formats. Students will be able to edit and review their own work and other students' work.	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) Understand how to use spelling rules and word origins to learn new words and how to spell them. (VCELT384) Experiment with text structures and language features and their effects in creating literary texts. (VCELT385) Create literary texts that adapt stylistic features encountered in other texts. (VCELT386) 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) Consolidate a personal handwriting style that is legible, fluent and automatic and supports writing for extended periods. (VCELY389)
All year	Language Skills	Students will experiment with text structures and language features. Vocabulary Study	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) Understand the use of punctuation to support meaning in complex sentences with prepositional phrases and embedded clauses. (VCELA381) 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) Understand how modality is achieved through discriminating choices in modal verbs, adverbs, adjectives and nouns. (VCELA383)

Term 1

1-5	Investigation of Myths and Legends	Students are focussing on understanding what constitutes a myth and legend	Analyse how point of view is generated in visual texts by means of choices, including gaze, angle and social distance. (VCELA370) 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)
6-7	Creative oral presentation of an indigenous myth – group presentation.	Students work in groups to research an indigenous myth and present it to the class as an oral presentation – with PPT.	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)
8-9	Written creative response of a myth, legend or fable.	Students are to create their own myth, legend or fable and include the elements explored in previous weeks.	Identify and explore ideas and viewpoints about events, issues and characters represented in texts drawn from different historical, social and cultural contexts. (VCELT393)

Term 2

1-7	Reading and analysis of <i>Falling From Grace</i>	Students are to read and analyse the novel.	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) 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) 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)
8-9	<i>Falling From Grace</i> text response	Students are to complete a text response essay on <i>Falling From Grace</i> .	Discuss aspects of texts, including their aesthetic and social value, using relevant and appropriate metalanguage. (VCELT373) 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) Use a range of software, including word processing programs, to create, edit and publish written and multimodal texts. (VCELY390)

Term 3

1-7	Reading and analysis of <i>Trash</i>	Students are to read and analyse the novel.	<p>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)</p> <p>Analyse and explain the effect of technological innovations on texts, particularly media texts. (VCELY376)</p> <p>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)</p> <p>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)</p> <p>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)</p>
8-10	<i>Trash</i> text response	Students are to complete a text response essay on <i>Trash</i> .	<p>Discuss aspects of texts, including their aesthetic and social value, using relevant and appropriate metalanguage. (VCELT373)</p> <p>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)</p> <p>Use a range of software, including word processing programs, to create, edit and publish written and multimodal texts. (VCELY390)</p>

Term 4

1-5	Coraline Reading and analysis	<p>Students understand the features of a graphic novel.</p> <p>Students analyse the themes, issues and ideas within the text.</p>	Investigate how visual and multimodal texts allude to or draw on other texts or images to enhance and layer meaning. (VCELA402)
6-7	Coraline Exploration of key ideas	Students explore key characters, themes and setting within the text.	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)

8-11	Coraline Creative Response	<p>Students write a creative response which explores key ideas and relationships between characters in the text.</p> <p>Watch and analyse film adaptation if time permits</p>	<p>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)</p> <p>Experiment with text structures and language features and their effects in creating literary texts. (VCELT385)</p>
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