



This course is developed using the WA Curriculum as a guide. The order of the content and the time in which they are covered are only a guide. Circumstances may result in changes during the year. Kambalda West District High School reserves the right to alter the order the objectives are taught and time over which they are taught.

The English curriculum focuses on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier years, and these will be revisited and strengthened as needed.

Texts explored include themes of interpersonal relationships and ethical dilemmas within real-world and fictional settings and represent a variety of perspectives. Students will create a range of imaginative, informative and persuasive types of texts including narratives, procedures, performances, reports, discussions, literary analyses, transformations of texts and reviews.

Vocabulary & Grammar

Below is a list of English words and phrases that students should know the meaning of and be able to spell by the end of term:

| | | | |
|--|---|---|--|
| <ul style="list-style-type: none"> • Context • Mythology • Moral • Conventions • People • places • identity • viewpoints • traditions • origins • narrative • issues • ideas • conflict • character • point of view • orientation • rising action • climax • resolution • plot • setting • theme. | <ul style="list-style-type: none"> • audio codes • camera angles • camera shots • mise-en-scene • representation • visual codes • cultural traditions • anecdotes • counter-argument • descriptive • emotive and inclusive language • expert opinion • formal tone • imagery • jargon • repetition • rhetorical question | <ul style="list-style-type: none"> • character • conflict • motif • point of view • setting • representation • theme • orientation • rising action • climax • resolution • narrative • issues • ideas • internal and external conflict | <ul style="list-style-type: none"> • AIDA • appeal • demographics • product • promotion • purpose • target audience |
|--|---|---|--|

There is an expectation that students will make every effort to correctly use capitals, full stops, commas, semi colons, apostrophes, question marks and exclamation marks.

Topics

Reading and Viewing

Throughout the year, students will engage with a variety of texts for enjoyment. They will listen to, read, view, interpret, evaluate and perform a range of spoken, written and multimodal texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. These include various types of media texts including digital texts, early adolescent novels, and non-fiction works. Literary texts that support and extend students in Years 7 as independent readers are drawn from a range of realistic, fantasy, speculative fiction and historical genres and a range of non-stereotypical characters. Students develop their understanding of how texts, including media texts, are influenced by context, purpose and audience. This curriculum area accounts for one third of the overall English grade.

- Use prior knowledge and text processing strategies to interpret a range of types of texts (ACELY1722)
- Analyse and explain the way text structures and language features shape meaning and vary according to audience and purpose (ACELY1721)
- 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 (ACELA1782)
- Recognise and analyse the ways that characterisation, events and settings are combined in narratives and discuss the purposes and appeal of different approaches (ACELT1622)
- Identify and explore ideas and viewpoints about events, issues and characters represented in texts drawn from different historical, social and cultural contexts (ACELT1619)
- 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 (ACELT1620)
- Use comprehension strategies to interpret, analyse and synthesise ideas and information, critiquing ideas and issues from a variety of textual sources (ACELY1723)
- Consolidate a personal handwriting style that is legible, fluent and automatic and supports writing for extended periods (ACELY1727)
- Use a range of software, including word processing programs, to create, edit and publish texts imaginatively (ACELY1738)
- Experiment with text structures and language features to refine and clarify ideas to improve the effectiveness of students' own texts (ACELY1810)
- Understand how conventions of speech adopted by communities influence the identities of people in those communities (ACELA1541)
- Analyse and examine how effective authors control and use a variety of clause structures, including clauses embedded within the structure of a noun group/phrase or clause (ACELA1545)
- Explore the ways that ideas and viewpoints in literary texts drawn from different historical, social and cultural contexts may reflect or challenge the values of individuals and groups (ACELT1626)
- Share, reflect on, clarify and evaluate opinions and arguments about aspects of literary texts (ACELT1627)
- Interpret and analyse language choices, including sentence patterns, dialogue, imagery and other language features, in short stories, literary essays and plays (ACELT1767)
- Explore the interconnectedness of Country/Place, People, Identity and Culture in texts including those by Aboriginal and Torres Strait Islander authors (ACELT1806)
- Recognise and explain differing viewpoints about the world, cultures, individual people and concerns represented in texts (ACELT1807)
- Analyse and evaluate the ways that text structures and language features vary according to the purpose of the text and the ways that referenced sources add authority to a text (ACELY1732)
- Apply increasing knowledge of vocabulary, text structures and language features to understand the content of texts (ACELY1733)
- Create imaginative, informative and persuasive texts that raise issues, report events and advance opinions, using deliberate language and textual choices, and including digital elements as appropriate (ACELY1736)
- 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 (ACELT1623)
- identify and explore ideas and viewpoints about events, issues and characters represented in texts drawn from different historical, social and cultural contexts (ACELA1619)
- Understand the use of punctuation to support meaning in complex sentences with prepositional phrases and embedded clauses (ACELA1532)
- 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 (ACELA1534)
- 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 (ACELA1537)
- Use a range of software, including word processing programs, to confidently create, edit and publish written and multimodal texts (ACELY1728)
- Analyse how point of view is generated in visual texts by means of choices, for example gaze, angle and social distance (ACELA1764)
- Discuss aspects of texts, for example their aesthetic and social value, using relevant and appropriate metalanguage (ACELT1803)
- Analyse and explain the effect of technological innovations on texts, particularly media texts ACELY1765

Writing

Students will show their understanding of how the selection of a variety of language features can influence an audience. They will learn to understand how to draw on personal knowledge, textual analysis and other sources to express or challenge a point of view. They will develop their ability to create texts showing how language features and images from other texts can be combined for effect. When creating and editing texts, students will demonstrate understanding of grammar, use a variety of more specialised vocabulary as well as accurate spelling and punctuation. This curriculum area accounts for one third of the overall English grade.

- Understand how accents, styles of speech and idioms express and create personal and social identities (ACELA1529)
- 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, for example haiku, tankas, couplets, free verse and verse novels (ACELT1623)
- compare the ways that language and images are used to create character, and to influence emotions and opinions in different types of texts (ACELT1621)
- Identify and explore ideas and viewpoints about events, issues and characters represented in texts drawn from different historical, social and cultural contexts (ACELT1619)
- Understand how to use spelling rules and word origins, for example Greek and Latin roots, base words, suffixes, prefixes, spelling patterns and generalisations to learn and spell new words (ACELA1539)
- Analyse and explain the way text structures and language features shape meaning and vary according to audience and purpose (ACELY1721)
- Create literary texts that adapt stylistic features encountered in other texts, for example, narrative viewpoint, structure of stanzas, contrast and juxtaposition (ACELT1625)
- Use a range of software, including word processing programs, to confidently create, edit and publish written and multimodal texts (ACELY1728)
- Consolidate a personal handwriting style that is legible, fluent and automatic and supports writing for extended periods (ACELY1727)
- Understand the way language evolves to reflect a changing world, particularly in response to the use of new technology for presenting texts and communicating (ACELA1528)
- Analyse and explain the effect of technological innovations on texts, particularly media texts (ACELY1765)
- Experiment with text structures and language features and their effects in creating literary texts (ACELT1805)
- 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 (ACELY1725)
- Edit for meaning by removing repetition, refining ideas, reordering sentence and adding or substituting words for impact (ACELY1726)
- 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 (ACELA1537)
- Understand that the coherence of more complex texts relies on devices that signal text structure and guide readers, for example initial and concluding paragraphs and topic sentences (ACELA1763)
- 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 (ACELA1534)
- 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 (ACELA1531)
- Understand how modality is achieved through discriminating choices in modal verbs, adverbs, adjectives and nouns and appreciation of aesthetic qualities (ACELA1536)

Speaking and Listening

Students will learn to listen for and explain different perspectives in texts. Additionally, they will make presentations and contribute actively to class and group discussions, using language features to engage the audience. This curriculum area accounts for one third of the overall English grade.

- Analyse and explain the way text structures and language features shape meaning and vary according to audience and purpose (ACELY1721)
- Use interaction skills when discussing and presenting ideas and information, selecting body language, voice qualities and other elements, (for example music and sound) to add interest and meaning (ACELY1804)
- 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 (ACELY1720)
- 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 (ACELA1531)
- Understand how modality is achieved through discriminating choices in modal verbs, adverbs, adjectives and nouns (ACELA1536)
- Identify and discuss main ideas, concepts and points of view in spoken texts to evaluate qualities, for example the strength of an argument or the lyrical power of a poetic rendition (ACELY1719)
- Analyse how point of view is generated in visual texts by means of choices, for example gaze, angle and social distance (ACELA1764)
- Compare the text structures and language features of multimodal texts, explaining how they combine to influence audiences (ACELY1724)



Semester 1

| Week | Topics/Syllabus | Assessment | Resources |
|------------------------------|---|---|--|
| Term 1 | | | |
| 1-5 | <p>1: Myths, legends and fables <u>Key modes covered:</u> Writing</p> <p>Students will study a range of myths, legends and fables, including Aboriginal creation myths and make notes about how visual and written conventions are used in these texts to convey a moral.</p> | Students will write or type a myth, legend or fable which includes a moral of the story. Poetry and images may be incorporated. | Potential texts for study: <ul style="list-style-type: none"> • <i>How the Crow's Feathers Turned Black</i> (J.B. Thomas) |
| 6-9 | <p>2: Short Stories <u>Key modes covered:</u> Reading</p> <p>Students will study a range of short stories and make notes about narrative conventions, ideas, issues, events, text structures and language features.</p> | During class, students will complete a short answer comprehension test about a story that they have read and annotated. | Potential areas of study: <ul style="list-style-type: none"> • |
| Week 10 (cont. Term 2) | <p>3: Film Study <u>Key modes covered:</u> Viewing</p> <p>Students will study a feature film with a hero's journey/coming of age theme. They will learn about how the director conveys ideas using film conventions.</p> | Students will write or type an essay about how the director uses film conventions to convey ideas. | Potential texts for study include: <ul style="list-style-type: none"> • Spirited Away • Mulan • Bridge to Terabithia • The Lion, The Witch and The Wardrobe • Percy Jackson • Hercules • Queen of Katwe |
| Term 2 | | | |
| 1-4 | <p>3: Film Study (continued)</p> | | |
| 4-7 | <p>4: Persuasive Speech <u>Key modes covered:</u> Speaking and Listening</p> <p>Students will view and listen to a range of persuasive speeches and make notes on how the speakers use persuasive techniques to communicate ideas and achieve a purpose.</p> | Students will present a persuasive speech on a topic of interest to the class. | |
| 8-10 (cont. Term 3) | <p>5: Novel Study <u>Key modes covered:</u> Reading</p> <p>Students will read a novel as a class, taking note of the narrative conventions used.</p> | Students will write an essay to discuss how the author uses narrative conventions to represent events, issues and characters. | Potential texts for study include: <ul style="list-style-type: none"> • <i>Harry Potter</i> • <i>Bridge to Terabithia</i> |
| END OF SEMESTER 1 | | | |

Semester 2

| Week | Topics/Syllabus | Assessment | Resources |
|--------------------------|---|--|-----------|
| Term 3 | | | |
| 1-5 | 5: Novel Study (continued) | | |
| 6-10 | 6: Comprehension Response to Graphic Novels <u>Key modes covered:</u> Writing Students will study a range of graphic novel pages, both print-based and electronic, making notes on visual devices and conventions of a graphic novel. | Students will write a ballad inspired either by the events of the novel or a topic of their choice. | |
| Term 4 | | | |
| 1-4 | 7: Print advertisement response <u>Key modes covered:</u> Viewing Students will study a range of print advertisements, including examples from previous decades, and make notes about the use of conventions and AIDA to influence target audiences. | Students will complete a short answer comprehension test about a print advertisement that was annotated in one session. | |
| 4-7 | 8: Advertising Presentation <u>Key modes covered:</u> Speaking and Listening Students will plan and design an original consumer product to be advertised. | Students will design an advertisement for an original consumer product and pitch the product to the class. They will also write a rationale to explain the advertisement's use of conventions and AIDA to influence a target audience. | |
| 8-10 | 9: Project Based Learning <u>Key modes covered:</u> All modes Students will have the opportunity to consolidate their learning from throughout the year, revisiting ideas and concepts covered throughout both semesters. | | |
| END OF SEMESTER 2 | | | |



A number of assessments will be used throughout the term to identify the students understanding in the course and be used to determine a grade. Student achievement will be reported using the following descriptors.

Semester 1

| Assessment Type SCSA Weighting | Task Description | KWDHS Marks | Due Date |
|-----------------------------------|--|-------------|-------------------|
| | Task 1: Myths, legends and fables Write a myth, fable or legend | /15 | Term 1, Week 5 |
| | Task 2: Short Stories Comprehension test | /40 | Term 1, Week 9 |
| | Task 3: Film Study Essay about how film conventions convey ideas | /25 | Term 2, Week 4 |
| | Task 4: Persuasive speech Examination and comprehension task | /16 | Term 2, Week 7 |

Semester 2

| Assessment Type SCSA Weighting | Task Description | KWDHS Marks | Due Date |
|-----------------------------------|---|-------------|--------------------|
| | Task 5: Novel Study Essay on the narrative conventions used | /25 | Term 3, Week 5 |
| | Task 6: Comprehensive Response to Graphic Novels Comprehension task | /30 | Term 3, Week 10 |
| | Task 7: Print Advertising Response Comprehension test | /30 | Term 4, Week 4 |
| | Task 8: Advertising Presentation Design a product and advertise it | /20 | Term 4, Week 7 |

It is expected that all assessments will be completed to the best of your ability and be submitted by the deadlines set. Please make yourself aware of the Assessment Policy as failure to meet deadlines has severe consequences.

| Grade | Description | The student demonstrates achievement that: |
|----------|--------------|---|
| A | Excellent | has greatly exceeded the expected standard. Achievement is well beyond what is expected at this year level. |
| B | Good | exceeds the expected standard. |
| C | Satisfactory | at the expected standard. |
| D | Limited | is below the expected standard. |
| E | Very Low | is below the minimum acceptable for this year level. |

Student Signature: _____

Parent/Guardian Signature: _____