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| Callaghan College Wallsend Campus - Year 7 English - Scope and Sequence 2017 |
|  | **Unit** | **Core Texts** | **Overview** | **Outcomes** | **Assessment** |
| T1 | **Stand Up, Speak Out** | Close study of a **film** (teacher’s choice) related to chosen issue. Suggested films:* *Radio,* Michael Tollin (2003) *–* acceptance of individuals with disability
* *Big Miracle,* Ken Kwapis (2012) *–* animal rights/the value of life
* *Wall-E,* Andrew Stanton (2008)*–* sustainability
* *Inside Out,* Pete Docter and Ronnie del Carmen(2015) *–* mental health

**Note**: Film must be PG. **Note**: If sustainability is not covered in this unit it must be covered in Term 4.  | **Focus Question: My opinion matters. How can I make my voice heard?** * The focus of this unit is for students to engage with and develop understanding and opinions on a variety of real world issues on a local, national and global scale. Issues could include asylum seekers, social media, mental health etc. They will explore how language and images can be used to position responders to empathise with others.
* Students will engage with a range of texts produced through a variety of mediums including documentary texts, news media, slam poetry, film, protest songs etc.
* Students will focus on responding to and composing persuasive and narrative texts in response to societal issues examined in class in preparation for NAPLAN.
 | EN4-2AEN4-3BEN4-5CEN4-7D | **Persuasive Response (Week 10)**Students will create a written persuasive text that will be entered in the ‘What Matters?’ Competition run by The Whitlam Institute in association with Western Sydney University. Students will convey their views and feelings on a subject that they care about. |
| T2 | **Images of Australia** | Close study of at least three Australian **poems** which could include: * *My Country*, Dorothea Mackellar
* *Widower in the Country*, Les Murray
* *We are Going*, Oodgeroo Noonuccal (Kath Walker)
* *Spiritual Song of the Aborigine*, Hyllus Noel Maris
* *The Ballad of the Drover,* Henry Lawson
 | **Focus Question: Australia is a country like no other. How do poets paint a picture of our nation?** * The focus of this unit is for students to engage with representations of Australia in a range of poems. In doing this, students will explore the culture, landscapes and values of Australia. Poems studied should explore both positive and negative representations of the Australian nation.
* Students will assess how meaning is created through a variety of poetic techniques and will compose their own texts expressing and/or representing their understanding of contextual Australia.
 | EN4-1AEN4-5CEN4-6CEN4-8D | **Imaginative and Critical Response (Week 9)**Students will create an anthology of poems in a form/s of their choice. Student work will be on show in a ‘Graffiti the School’ Exhibition. |
| T3 | **Other Places, Other Times** | Close study of a **novel**. Teachers to select from: * *Parvana,* Deborah Ellis (2002)
* *Chinese Cinderella,* Adeline Yen Mah (1999)
* *The Best Day of My Life,* Deborah Ellis (2012)
* *Thai-riffic,* Oliver Phommavanh (2010)
* Student selection from library (GATs classes)
 | **Focus Question: How can stories from far and wide help me to see beyond my own world and understand the world of others?** * The focus of this unit is for students to engage closely with a narrative text to develop an awareness of cultures, places and times other than their own.
* Students will examine how elements of narrative shape the experience/s of individuals from differing historical and/or geographical contexts.
* Students will communicate how their understanding of their place within a broadening world can promote values of acceptance and empathy.
 | EN4-4BEN4-7DEN4-8DEN4-9E | **Visual Representation and Critical Reflection Statement (Week 9)**Students work collaboratively to create a visual representation of the ‘other’ culture explored in their core text (novel). Representations will be on display during Harmony Day celebrations.Students will then individually compose a critical reflection statement in which they analyse how their visual representations conveyed aspects of the culture within their core text. |
| T4 | **Real People, Real Stories**  | Close study of a range of **non-fiction texts** (autobiographical extracts and documentaries) including: *Autobiographical extracts:** *Body Lengths,* Liesel Jones (2015)
* *Chinese Cinderella* - Adeline Yen Mah (1999)
* *Ashes Story,* Michael Clarke (2015) *–* extracts
* *Pushing the limits,* Casey Stoner (2013)

*Documentaries:* * *Australian Story* – number of episodes.
 | **Focus Question: Why is it important to tell my own story and listen to the stories of others?** * The focus of this unit is for students to gain an understanding of how biographical and autobiographical voices can convey personal stories.
* Students will develop an understanding of how audiences can be reached through digital and written mediums and will be able to comment on the language forms and features appropriate to specific mediums.
* Students will embrace their own stories or the stories of others to develop an appreciation of how personal experiences shape the holistic individual.
 | EN4-1AEN4-2AEN4-3BEN4-4B | **Speaking Task (Week 4)**Students will deliver a speech or vlog (video blog) that tells their personal story or a story of another from the local area.  |