



# CESSNOCK HIGH SCHOOL ENGLISH FACULTY

## Year 7 – Scope and Sequence 2015

UNIT	TIME	RECOMMENDED TEXT/S	OVERVIEW	OUTCOMES	ASSESSMENT
We Are Australia	Term One	<b>FICTION</b> <ul style="list-style-type: none"> <li>• <i>My Place</i>, picture book &amp; DVD series</li> <li>• Red Dog</li> <li>• Are we there yet? (Pic book)</li> </ul> <b>NONFICTION</b> <ul style="list-style-type: none"> <li>• Australian Tourism campaigns</li> </ul> <b>FILM</b> <ul style="list-style-type: none"> <li>• <i>Crocodile Dundee</i></li> <li>• <i>The Castle</i></li> </ul> <b>POETRY</b> <ul style="list-style-type: none"> <li>• <i>My Country</i>, Dorothea MacKellar</li> <li>• Australian poetry &amp; short stories</li> </ul>	<b>DRIVING QUESTION: What makes Australia unique?</b> <ul style="list-style-type: none"> <li>• The focus of this unit is for students to explore the culture and values of Australia. Students will study a variety of texts that look at many aspects of Australian life, its traditions, heritage, ethnicity and society. Students will compose their own responses with regard to their life in Australia as well as responding to texts with an Australian perspective compared to an international and media perspective.</li> <li>• Students will create a digital portfolio (using Weebly or similar) comprising of visual and written texts (class task)</li> </ul>	EN4-1A EN4-5C EN4-6C EN4-8D	Students will complete short answer questions in response to unseen visual and poetic texts. This will include comparing a text of their own choosing in relation to the unseen texts.
Other Places, Other Times	Term Two	<b>FICTION</b> <ul style="list-style-type: none"> <li>• <i>Chinese Cinderella</i></li> <li>• <i>Parvana's Journey</i></li> <li>• Fairytales</li> <li>• <i>Narnia</i></li> <li>• <i>Goodnight Mr Tom</i></li> <li>• <i>A Fortunate Life</i></li> <li>• <i>Boy</i>, Roald Dahl</li> <li>• <i>Playing Beattie Bow</i></li> </ul> <b>FILM</b> <ul style="list-style-type: none"> <li>• <i>Harry Potter</i></li> <li>• <i>My Brilliant Career</i></li> </ul>	<b>DRIVING QUESTION: How does context shape a character?</b> <ul style="list-style-type: none"> <li>• The focus of this unit is for students to investigate the way other people's lives have been represented through a variety of historical and multicultural texts (including a focus on fairytales and stories from other cultures and eras).</li> <li>• Students will explore the contextual concept of Other Places, Other Times through a range of related texts as well as a close study of a prose fiction or nonfiction prescribed text.</li> <li>• Students respond to and compose both analytical and creative texts in response to their contextual study.</li> <li>• Includes integrated NAPLAN preparation with a focus on persuasive and narrative texts.</li> </ul>	EN4-1A EN4-4B EN4-7D EN4-8D	Students are to compose <i>three</i> narrative journal entries (spanning a time period) in which they convey a contextual understanding of a persona in a specific historical and/or cultural context  <b>Oral persuasive presentation (NAPLAN preparation)</b>
Stand Up, Speak Out	Term Three	<b>FICTION &amp; NONFICTION</b> <ul style="list-style-type: none"> <li>• Variety of persuasive and narrative texts – reviews, emails/letters, poems (including spoken word), plays, lyrics, blogs, short films, editorials, feature articles, short stories. Eg Stolen children stories Nazism, genocide etc</li> </ul>	<b>DRIVING QUESTION: Are representations important?</b> <ul style="list-style-type: none"> <li>• The focus of this unit is for students to gain an understanding of others through the concepts of tolerance, empathy and acceptance. Students will focus on responding to and composing persuasive and narrative texts. They will explore how language and images can be used to position responders to <i>empathise</i> with others.</li> <li>• Students will explore aspects of journalism and reporting (Pearson English 8) and how to <i>persuade</i> others.</li> </ul>	EN4-2A EN4-3B EN4-5C EN4-7D	Students are to research a self-selected issue related to the concept of intolerance. They will prepare and deliver a persuasive presentation to the class in response to their research.
Voices: Our Earth, Our People	Term Four	<b>FICTION</b> <ul style="list-style-type: none"> <li>• Lockie Leonard: Scum Buster</li> <li>• Zlata's Diary</li> </ul> <b>NON FICTION &amp; FILM</b> <ul style="list-style-type: none"> <li>• <i>Big Miracle</i>, film and website</li> <li>• Blackfish</li> <li>• March of the Penguins</li> </ul> <b>POETRY</b> <ul style="list-style-type: none"> <li>• Oodgeroo Noonuccal selected poetry</li> <li>• Samuel Wagan Watson</li> </ul>	<b>DRIVING QUESTION: Why are voices so powerful?</b> <ul style="list-style-type: none"> <li>• The focus of this unit is for students to gain an understanding of the impact of voices (autobiographical, biographical and narrative) through the investigation of social and environmental issues.</li> <li>• Students will gain an explicit understanding of poetry and lyrical form and features.</li> <li>• Students will find and analyse their own related text/s</li> </ul>	EN4-1A EN4-3B EN4-4B EN4-9E	Yearly Examination <i>Incorporating language skills + aspects of all modules</i>  <b>Mode: Reading &amp; Writing</b>

**Note:** Suggested texts may be shifted within units of the **same year group** but **will not be taught** outside the recommended year group without exceptional circumstances.



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