

ENGLISH

Year 7

Term 1: Storytelling (Narrative; Theme)

In this unit, students will gain an understanding of narrative elements and the features of an effective narrative. Students will engage with short stories and a novel to explore how narrative elements such as setting, plot and characterisation combine to engage a reader and convey important themes. Students will demonstrate their understanding by planning, drafting and editing an original narrative in response to stimuli, and by reflecting on their learning.

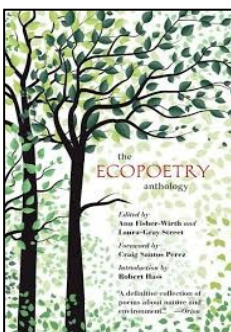


Term 2: Change (Narrative; Representation)

In this unit, students will gain an understanding of how visual texts use specific features to represent the features of a narrative. Students will engage with picture books and an anime film to explore how static and dynamic visual techniques represent setting, plot and characterisation. Students will demonstrate their understanding by completing short answer responses to analytical questions on an unseen visual text.

Term 3: Relationships (Connotation, Imagery and Symbol; Character)

In this unit, students will gain an understanding of how language conveys characterisation. They will engage closely with one of William Shakespeare's Comedies to explore how connotation, imagery and symbolism can be used to convey how characters and their relationships change over the course of the text. They will demonstrate their understanding through a duologue performance and an individual written analysis of how connotation, imagery and symbolism in their scene conveys meaning about their character.



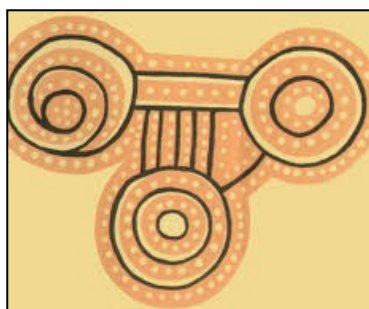
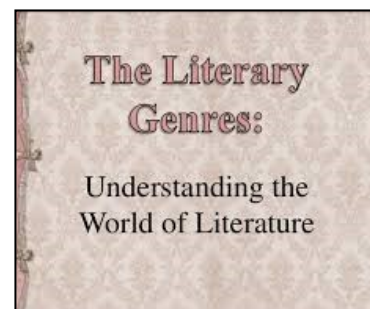
Term 4: Voice (Point of View; Authority)

In this unit, students will gain an understanding of the relationship between point of view and authority in establishing a composer's voice. They will engage with examples of ecopoetry, especially spoken word ecopoetry, to explore how composers can engage their audience and speak with authority using point of view. Students will demonstrate their understanding by analysing poems, and by writing and performing their own ecopoetry.

Year 8

Term 1: Voice (Style; Genre)

In this unit, students will gain an understanding of the way a text's style is suited to its purpose and allows a composer to develop their unique voice. Students will engage with a range of texts to identify, analyse and evaluate the use of stylistic features in the Gothic genre. Students will demonstrate their understanding by composing their own text in the Gothic style, in which they develop and reflect on their own unique voice, inspired by the styles and voices of the Gothic texts they have studied in class.

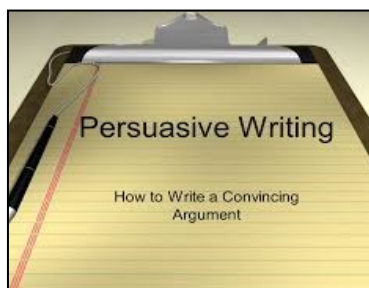


Term 2: Change (Theme; Context)

In this unit, students will gain an understanding of the ways texts can communicate themes that are relevant to the particular context of Indigenous experiences in Australia. Students will engage with several Indigenous texts to explore how these texts encourage audiences to change their perspective of Indigenous people. Students will demonstrate their understanding by presenting a multimodal reflection on how one text engages its audience to better understand the experiences of Indigenous Australians.

Term 3: Storytelling (Point of View; Perspective)

In this unit, students gain an understanding of how texts can present multiple and differing views of the world through the use of point of view and perspective. They will engage closely with Zana Farillon's *The Bone Sparrow* and Ninna Tersman's *Parasites* to explore how these texts convey the experiences and perspectives of refugees. They will demonstrate their understanding by composing an analytical essay in response to one of these texts.



Term 4: Truth (Code and Convention; Argument)

In this unit, students will gain an understanding of how composers represent ideas and convey 'truths' using the codes and conventions of speeches and persuasive texts. Students will engage with a range of persuasive texts to explore how to craft convincing arguments. Students will demonstrate their understanding in speeches and debates.