SAMPLE TEACHING AND LEARNING OUTLINE

ENGLISH

YEAR 7

Acknowledgement of Country

Kaya. The School Curriculum and Standards Authority (the Authority) acknowledges that our offices are on Whadjuk Noongar boodjar and that we deliver our services on the country of many traditional custodians and language groups throughout Western Australia. The Authority acknowledges the traditional custodians throughout Western Australia and their continuing connection to land, waters and community. We offer our respect to Elders past and present.

Year 7 Year level description

In the early adolescence phase of schooling, students align with their peer group and begin to question established conventions, practices and values. Learning and teaching programs assist students to develop a broader and more comprehensive understanding of the contexts of their lives and the world in which they live.

English provides opportunities for students to extend their interests beyond their own communities, and they begin to develop awareness about wider issues. Students' interest in the natural, social, cultural and technological world is often related to the impact on them personally and can help them in their current and future lives.

In Year 7, students' growing independence and peer-group orientation should be built upon by providing opportunities for them to participate in important forms of decision-making within the classroom and to work with others. Through such experiences students assume increased responsibilities, explore values and further refine their social and collaborative work skills.

Critical literacy is integral to the English curriculum. It is developed when students actively question, analyse, evaluate and synthesise the texts they engage with. In Year 7, students learn how text structures and language features vary according to audience and purpose, and how techniques influence emotions and opinions and create meaning.

Students engage with a range of texts for learning and enjoyment. They listen to, read, view, analyse, interpret, evaluate, create and perform a range of spoken, written and multimodal texts. These texts may include various types of media texts (including screen, online and digital texts), narratives (including novels), non-fiction, poetry and plays. They understand how the features of texts may be used as models for creating their own work. The range of texts includes:

- literary texts that may be drawn from a range of genres, may involve some challenging sequences of events and/or less predictable characters, may explore themes of interpersonal relationships and ethical dilemmas in real-world and fictional settings, and represent a variety of perspectives
- informative, analytical and persuasive texts that may present technical information and content from credible sources about specialised topics
- texts with a variety of language features that may include successive complex sentences with embedded clauses, unfamiliar technical vocabulary, figurative and rhetorical language, and/or information supported by various types of images and graphics.

Students create a range of texts whose purposes may be aesthetic, imaginative, reflective, informative, persuasive and/or analytical. These texts may include narratives, dramatic performances and scripts, reports, responses (including reviews and personal reflections), arguments, literary analyses, discussions, visual texts, oral and audio texts, poetry and types of media, online and digital texts for different audiences.

Year 7 Achievement standard

By the end of the year:

Speaking and Listening

Students interact with others, and listen to and create spoken and/or multimodal texts, including literary texts. With different purposes and for audiences, they discuss, express and expand ideas with evidence. They adopt text structures to organise, develop and link ideas. They adopt language features, literary devices and/or multimodal features and features of voice.

Reading and Viewing

Students read, view and comprehend texts created to inform, influence and/or engage audiences. They explain and discuss how ideas are portrayed and how texts are influenced by contexts. They explain and discuss the aesthetic qualities of texts, and how text structures, language features, literary devices and visual features shape meaning. They select evidence from texts to develop their own response.

Writing and Creating

Students create written and/or multimodal texts, including literary texts, for different purposes and audiences, expressing and expanding on ideas with evidence. They adopt text structures to organise, develop and link ideas. They adopt language features, literary devices and/or multimodal features.

English Year 7 Sample teaching and learning outline

Weeks	Key teaching points	Curriculum content	Assessment tasks
	Handwriting In recognition of the critical role of handwriting in both reading and writing development, practice should be integrated into daily classroom activities. Below are some suggestions for integrating handwriting activities into the Year 7 program: • opportunities to produce handwritten notes and writing tasks during lessons • two-minute handwriting warm-ups (e.g. writing simple, compound and complex sentences, or copying of key definitions from the board) • practise writing tasks for extended periods to increase handwriting endurance and stamina • timed free-writing tasks to improve speed and automaticity • short journal activities to target the consolidation of a legible handwriting style and activities to improve speed and fluency of writing under timed conditions and for extended periods • teacher observation and feedback, including correction of letter formation, when students are handwriting in class. For further information, see the P–10 Handwriting Continuum.	**Literacy** Consolidate a personal handwriting style that is legible, fluent and automatic and supports writing for extended periods	

Weeks	Key teaching points	Curriculum content	Assessment tasks
Weeks 1–5	**Narrative fiction: Narrative writing[1]** Students will develop their understanding of narrative writing, including composing a character, setting and plot to engage a particular audience. Students will plan and compose creative texts through a series of scaffolded exercises aimed at developing their understanding of the features of the narrative genre, and the writing process overall. Students will plan the plot of an original story and communicate their understanding of setting and characterisation as they employ a range of figurative and descriptive language choices. They will draft and edit a 500-word opening of their planned story, demonstrating skills in structuring a plot and introducing character/s and setting. After examining some graphic novels and picture books, students will translate an alternative section of their story plan into a four-panel page for a graphic novel or picture book, making and justifying their deliberate visual and written language choices. Possible resources: *Inspirational writing prompts* • Arbor Day Blog – 12 Fast-Growing Shade Trees for 2022 https://arbordayblog.org/landscapedesign/12-fast-growing-shade-trees/ • DisneyMusicVEVO – Auli'i Cravalho – How Far I'll Go (Sing-Along) (From 'Moana') https://www.youtube.com/watch?v=pnZbiKKydWU • Goodreads – A quote from 'Oh, the Places You'll Go!' by Dr Suess https://www.goodreads.com/quotes/22842-you-have-brains-in-your-head-you-have-feet-in • Poetry Foundation – 'Hope' is the thing with feathers by Emily Dickinson https://www.poetryfoundation.org/poems/42889/hope-is-the-thing-with-feathers-314 • Rhap.so.dy in words – What's in a Painting? Taking a Closer Look at Pieter Bruegel the Elder's Masterpiece: The Census at Bethlehem (C. 1566) https://rhapsodyinwords.com/2018/12/24/whats-in-a-painting-taking-a-closer-look-at-pieter-bruegel-the-elders-masterpiece-the-census-at-bethlehem-c-1566/	**Language** Understand how language expresses and creates personal and social identities Analyse how techniques, such as vectors, angle and/or framing in visual and multimodal texts can be used to create a perspective Investigate the role of vocabulary in building specialist and technical knowledge, including terms that have both everyday and technical meanings Understand and use punctuation, including colons and brackets to support meaning	**Task 1:** **Story opening or graphic novel page** **Week 5** *Writing and Creating* Draft and edit 500 words of the opening to a narrative. Or Draft and edit one page (four panels) of a graphic novel or picture book.

---

[1] This unit is one of the Year 7 Teaching, learning and assessment exemplars and can be found on the School Curriculum and Standards Authority website: https://k10outline.scsa.wa.edu.au/home/wa-curriculum/learning-areas/english/p-10-english-teaching. All references and links for suggested resources in this unit can be found in the exemplar document.

Weeks	Key teaching points	Curriculum content	Assessment tasks
	Developing character descriptions • ReadWriteThink – Describe that Face: An Interactive Writing Game https://www.readwritethink.org/classroom-resources/lesson-plans/describe-face-interactive#ResourceTabs4 ▪ Find 'Sample Character Descriptions', under the 'Printouts' heading *Writing voices* • ABC Education – Will Kostakis on writing distinct voices https://www.abc.net.au/education/will-kostakis-on-writing-distinct-voices/13984874 *Graphic novel genre* • ABC Education – Create a graphic novel with Peter Sheehan https://www.abc.net.au/education/create-a-graphic-novel-with-peter-sheehan/13963470 • Comics and graphic novels – Creating Multimodal Texts https://creatingmultimodaltexts.com/comics/ • Graphic novels in the classroom: A teacher roundtable – Cult of Pedagogy https://www.cultofpedagogy.com/teaching-graphic-novels/ • The Bespectacled Librarian – What is a Graphic Novel? https://www.youtube.com/watch?v=Xe-FYIqrZrI *Picture books* • Becker, A. (2020). *Journey*. Candlewick Press. • Brown, H., Winmar, R., & Wirlomin Noongar Language and Stories Project. (2013). *Yira Boornak Nyininy*. Apollo Books. • Brown, R., & Wirlomin Noongar Language and Stories Project. (2017). *Noorn*. Government Printing Office. • Cockles, J., Winmar, R., & Wirlomin Noongar Language and Stories Project. (2017). *Ngaawily Nop*. Government Printing Office. • Coote, M. (2020). *Azaria: A True History.* Melbournestyle Books. • Davies, N. (2017). *The Promise*. Candlewick Press. • Gordon, G. (2020). *Somewhere Else*. Random House Australia. • Greder, A. (2007). *The Island*. Allen & Unwin.	**Literature** Identify and explore ideas, perspectives, characters, events and/or issues in literary texts drawn from historical, social and/or cultural contexts by Aboriginal and Torres Strait Islander, wide-ranging Australian and world authors and creators Form an opinion about characters, settings and events in texts, identifying areas of agreement and difference with others' opinions and justifying a response Identify and explain the ways that characters, settings and events combine to create meaning in narratives Create and edit literary texts that experiment with language features and literary devices encountered in texts	

Weeks	Key teaching points	Curriculum content	Assessment tasks
	• Greder, A. (2018). *The Mediterranean*. Allen & Unwin. • Millard, G. (2014). *Applesauce and the Christmas Miracle*. • Wheatley, N. (2012). *Luke's Way of Looking*. Walker Books Australia. • Wirlomin Noongar Language and Stories Project. (2011). *Mamang*. Apollo Books. • Wirlomin Noongar Language and Stories Project. (2011). *Noongar Mambara Bakitj*. Apollo Books. *Graphic novels* • Addiss, J., Matthews, W., Andelfinger, N., Basla, M., Cristobal, E., Muerto, M., Fernandes, R., ... Jim Henson Company. (2020). *Jim Henson's The Dark Crystal*. Archaia. • Ajiichi, Liu, A., & Jasper, M. (2020). *Failed Princesses*, Vol 1. NA: Seven Seas Entertainment. • Bab, B. J., Bergting, P., Barbito, S., & Renta, K. S. (2020). *We'll Soon Be Home Again*. Dark Horse Books. • Cabot, M., McGee, C., Quirk, C., Cowles, C., & OverDrive, Inc. (2019). *Black Canary*. DC Zoom. • Castellucci, C. (2020). *The Plain Janes*. Little, Brown Young Readers US. • Cawthon, S., Breed-Wrisley, K., Schröder, C., & Smith, L. E. (2020). *Five Nights at Freddy's*. Scholastic Inc. • Chan, Q., & Chan, Q. (2015). *Fabled Kingdom: Book 1*. Sydney: Bento Comics. • Chu, A., & Lee, J. (2020). *Sky Island*. Viking Books for Young Readers. • Colfer, E., Donkin, A., & Rigano, G. (2014). *Artemis Fowl*: *The Opal Deception*. Puffin Books. • Dale, J. (2014). *Skyward: Volume 3*. Action Lab Entertainment. • Dwinell, K. (2017). *Surfside Girls: The Secret of Danger Point*. Top Shelf Productions. • Ellis, G., Williams, B., Quirk, C., & Maher, A. (2020). *Lois Lane and the Friendship Challenge*. DC Comics.	**Literacy** Explain how ideas are organised through the use of text structures, such as taxonomies, cause and effect, extended metaphors and chronology Use comprehension strategies, such as visualising, predicting, connecting, summarising, monitoring, questioning and inferring, to analyse and summarise information and ideas when listening, reading and viewing Plan, create, edit and publish written and multimodal texts, selecting subject matter, and using text structures, language features, literary devices and visual features as appropriate to convey information, ideas and opinions in ways that may be imaginative, reflective, informative, persuasive and/or analytical	

Weeks	Key teaching points	Curriculum content	Assessment tasks
	Sample activities: Reflect on experiences, and explore the purposes, of storytelling. Identify a favourite story and reflect on what makes that particular story a favourite. Considering young teenagers as an intended audience, brainstorm topics of interest and concern, considering narratives, characters and themes that would appeal to this audience. Choose a stimulus, such as an image, artwork or song, for a piece of creative story writing and plan a story in small groups. Explore strategies for developing a convincing main character, such as describing the mannerisms and values of the character. Create a voice for the main character by considering the ways language can be used to construct accent and tone, as well as revealing family background, education, interests and values. Discuss the importance of the narrative convention of setting (time and place). Analyse the way setting has been created in a model narrative text by considering the use of literary devices such as imagery, simile and metaphor and language devices such as adjectives and verbs. Explore the difference between descriptive and figurative language. Craft a 100-word handwritten description of the dominant setting or main character of the story. Proofread and edit the work and have it reviewed by a peer. Revise the concept of plot when writing a narrative, including problem, conflict, climax and resolution. Consider the purpose of a narrative 'to entertain' in constructing openings that will engage a reader. Reflect on a draft of the short story, using guided questions about the effective development of character, setting and plot. Revise the concept of narrative point of view and consider the different narrative points of view available to a storyteller, as well as their benefits and drawbacks. Explain the role and function of the opening of a narrative.	Select and use features of digital tools to create texts for different purposes and audiences	

Weeks	Key teaching points	Curriculum content	Assessment tasks
	Explore different modes of storytelling, such as orally, in writing, through pictures or by a combination of modes. Introduce multimodal narratives, such as graphic novels, and read in literature circles. Investigate the way storytelling works in graphic novels and picture books through narration and dialogue, language and images. Analyse a graphic novel or picture book as a model. Create part of a graphic novel or picture book based on an event from the written narrative previously planned by the students. Explain that front covers can be thought of as advertisements for books. Explore a range of front covers of books with a target audience of young teenagers, noting which elements are appealing and why. Design a front cover for the created narrative.		

Weeks 6–10	**Informational texts: Exploring wider issues**
	Students will explore wider issues that extend beyond their own communities through the study of a range of non-fiction texts such as informational texts, articles, research summaries, news programs and websites. They will complete a series of comprehension questions in response to studied texts.
	
	There is an opportunity for crossover with the Humanities curriculum by exploring topics related to civics and political campaigns, or with STEM by exploring the ways the natural and technological world is represented in texts, considering the ways new understandings and research can help them in their current and future lives.
	
	Possible resources:
	• *2040* (2019), dir. Damon Gameau
	  ▪ Documentary film
	• ABC News website
	• ABC, BTN and BTN High
	• *He Named Me Malala* (2015), dir. Davis Guggenheim
	  ▪ Documentary film
	• *Ningaloo Nyinggulu* (2022), dir. Peter Rees and Tim Winton
	  ▪ Documentary series
	• Various tradition and contemporary news sources, including social media platforms
		Language
		Recognise language used to evaluate texts, including visual and multimodal texts, and how evaluations of a text can be substantiated by reference to the text and other sources
		
		Identify and describe how text structures and language features vary in texts according to purpose
		
		Understand that the cohesion of texts relies on devices that signal structure and guide readers, such as overviews and initial and concluding paragraphs
			Task 2: Comprehension Week 10
			
			Reading and Viewing
			
			Students read, view and comprehend texts created to inform audiences for a particular contemporary issue of interest. By completing a series of comprehension questions, they explain how text structures, language features, and visual features shape meaning. They select evidence from texts

Weeks	Key teaching points	Curriculum content	Assessment tasks
	• *War on Waste* (2017), dir. Jodi Boylan ▪ Documentary series **Sample activities:** Connect with prior knowledge by brainstorming topics that have been in the news recently. Explore the different places people read, view and listen to the news and the preferred news sources for different age groups and demographics. Select a topic of interest to be explored as a class, with students participating in the decision-making process. Build knowledge about words of evaluation, including words to express emotional responses to texts, such as shock, fear, anger, happiness and concern. Use this vocabulary to describe an initial affective response to a news article. Read a range of informational texts, such as articles, video news and documentary on a particular issue from a variety of sources. Discuss how evaluative language is used to critically assess the validity of evidence and the reliability of sources, through using evaluative language such as rigorous, biased, trustworthy, consistent and accurate. Use this language evaluate the validity and reliability of individual texts. Explain the relationship between language features, and audience and purpose, such as identifying the most likely target audience for a given informational text. Determine and summarise the key idea/s of paragraphs or chapters in an informative text. Explain the difference between fact and opinion and identify facts and opinions in a range of texts. In particular, when analysing documentary texts discuss when the text is providing information and when it is selecting information and using language features to persuade an audience. Explain the social purpose of a given informational text and how the purpose is reflected in the text structures and by the language features, such as analysing the structure and language features of a website or research summary.	Understand how complex and compound-complex sentences can be used to elaborate, extend and explain ideas Investigate the role of vocabulary in building specialist and technical knowledge, including terms that have both everyday and technical meanings **Literacy** Explain the effect of current technology on reading, creating and responding to texts, including media texts Analyse the ways in which language features shape meaning and vary according to purpose and audience Explain how ideas are organised through the use of text structures, such as taxonomies, cause and effect, extended metaphors and chronology	to develop their own responses.

Weeks	Key teaching points	Curriculum content	Assessment tasks
	Examine the addition of ideas using a compound-complex sentences for a natural world topic, such as When dinosaurs roamed the earth, weather patterns shifted significantly and, as a result, vegetation was depleted. Identify strategies used to create cohesion when analysing the structure of a text, such as a print or online news article. Explore new forms of digital texts, such as social media and vlogs, and the interactive nature of the responses they generate. In groups, work as researchers, similar to the BTN news team, taking a print article that appears on a news website, such as ABC News and interpreting it in a short video clip to be shown to the class.	Use comprehension strategies, such as visualising, predicting, connecting, summarising, monitoring, questioning and inferring, to analyse and summarise information and ideas when listening, reading and viewing	
Weeks 11–15	**Persuasive writing: Creating multimodal texts for change[2]** Students will develop real-world, relevant knowledge and undertake activities that encourage the ethical treatment of animals. This sequence of learning encourages a sense of agency and responsibility as students engage with the implications of owning animals and protecting their rights. Students will research and reflect on the role of animals in our society by considering: how they contribute to our physical and emotional wellbeing, how they play a role in defending the plant from climate change and how they are represented as both cultural and spiritual figures. With this understanding of their importance and legal implications surrounding animal ownership, students read and create persuasive multimodal texts. Possible resources: *YouTube clips in which animals improve the lives of humans such as:* • Assistance Dogs Australia – Zeus the Autism Assistance Dog has Changed Lives https://www.youtube.com/watch?v=xKA8-GOWyeU	**Language** Understand how language expresses and creates personal and social identities Analyse how techniques such as vectors, angle and/or framing in visual and multimodal texts can be used to create a perspective Investigate the role of vocabulary in building specialist and technical knowledge, including terms	**Task 3:** **Creating a multimodal text – adoption poster and rationale** **Week 15** *Writing and Creating*

[2] This unit is one of the Year 7 Teaching, learning and assessment exemplars and can be found on the School Curriculum and Standards Authority website: https://k10outline.scsa.wa.edu.au/home/wa-curriculum/learning-areas/english/p-10-english-teaching. All references and links for suggested resources in this unit can be found in the exemplar document.

Weeks	Key teaching points	Curriculum content	Assessment tasks

	• Cater Clips – Assistance Dog Transforms Disabled Owner's Life
	https://www.youtube.com/watch?v=iJPXhL5MdiU
	• Seeing Eye Dogs – Vision Australia Seeing Eye Dogs - Who We Are
	https://www.youtube.com/watch?v=ohC5uGMG3YU
	
	Online article about a day in the life of an assistance dog
	• Dogs for Good – A Day in the Life of an Assistance Dog:
	https://www.dogsforgood.org/2019/11/a-day-in-the-life-of-an-assistance-dog/
	
	Link to a Waugyl creation story
	• Kaartdijin Noongar – Noongar Knowledge – Spirituality
	https://www.noongarculture.org.au/spirituality/
	  ▪ Scroll down to The Waugal or Great Serpent-Like Dreamtime Spirit
	
	Film advertisement
	• Dogs Inc – Pip | A Short Animated Film by Dogs Inc
	https://www.youtube.com/watch?v=O7d2dXHYb94
	
	Traditional print advertisement
	• On Ideas – Non-Profits Face Marketing Challenges (Southeastern Guide Dogs)
	https://onideas.com/work/southeastern-guide-dogs/
	  ▪ Scroll down to 'Print Ads'
	
	Guide to Australian charities
	• Australian Charity Guide – Home
	https://www.australiancharityguide.org/
	  ▪ Select 'Find a Charity' then select 'Animal Welfare'
	
	Statistics for animal cruelty complaints in Western Australia
	• RSPCA Australia – Annual statistics (Scroll to 'National statistics 2019–2020'
	https://www.rspca.org.au/what-we-do/our-role-caring-animals/annual-statistics)
	  ▪ Scroll to 'National statistics 2019–2020' and select to read report
		that have both everyday and technical meanings
		
		Understand and use punctuation, including colons and brackets to support meaning
		
		Understand how to use spelling rules and word origins; for example, Greek and Latin roots, base words, suffixes, prefixes and spelling patterns to learn new words and how to spell them
		
		Literature
		Identify and explore ideas, perspectives, characters, events and/or issues in literary texts drawn from historical, social and/or cultural contexts by Aboriginal and Torres Strait Islander, wide-ranging Australian and world authors and creators
		
		Form an opinion about characters, settings and events in texts, identifying areas of agreement and
			Students create a rehoming poster for an animal of their choice, using visual and written language to persuade an audience. They then justify their creative choices in the form of a rationale.

Weeks	Key teaching points	Curriculum content	Assessment tasks
	Information about dog and cat ownership responsibilities • City of Cockburn – Dogs and Cats https://www.cockburn.wa.gov.au/Health-Safety-and-Rangers/Dogs-and-Cats *Information about the cost of owning a pet* • moneysmart.gov.au – Getting a pet https://moneysmart.gov.au/getting-a-pet *Online quiz for students to refine their pet choice* • Bechewy – What Pet Should I Get? Take Our Quiz and Find Out! https://be.chewy.com/what-pet-should-i-get-take-our-quiz-and-find-out/ **Sample activities:** Check for prior learning by brainstorming traditional ideas of what a pet is and why we keep them. Complete a class quiz about common animal classifications. Interact with others, inquiring about and discussing the different types of pets students own. Explore common and scientific names of animals and their etymology, investigating the range of languages animal names are derived from (for example, cockatoo is derived from the Dutch 'kaketoe'). Observe the spelling patterns to learn how to spell new words. Use a stimulus article or video to consider the ways animals can improve humans' lives and respond to comprehension questions. Research a list of benefits of keeping a pet of choice. Write a description of a day in the life of an assistance pet. In small groups, research the benefits an allocated animal can offer to the environment. Present findings in an informative presentation to other groups, using interaction skills to discuss and select what content to communicate with other groups.	difference with others' opinions and justifying a response Identify and explain the ways that characters, settings and events combine to create meaning in narratives Create and edit literary texts that experiment with language features and literary devices encountered in texts **Literacy** Explain the effect of current technology on reading, creating and responding to texts, including media texts Use interaction skills when discussing and presenting ideas and information, including evaluations of the features of spoken texts Explain how ideas are organised through the use of text structures, such as taxonomies, cause and	

Weeks	Key teaching points	Curriculum content	Assessment tasks
	Read the Noongar creation story of the Waugul – the rainbow serpent. Make notes on what the serpent has achieved and where we see its presence, particularly in relation to water. Explore other cultures where animals are respected and faiths where they are represented spiritually as deities.	effect, extended metaphors and chronology	
	View film advertisements about animals, promoting the training of guide dogs, making notes on the emotional appeals, use of audio and visual language features to influence a response, explore characterisation, and link to purpose.	Use comprehension strategies, such as visualising, predicting, connecting, summarising, monitoring, questioning and inferring, to analyse and summarise information and ideas when listening, reading and viewing	
	Compare film advertisements created for social media platforms with traditional television and print advertisements, considering how the genre has evolved for different platforms and audiences.		
	Discuss the issue of animal abuse in Australia.	Plan, create, edit and publish written and multimodal texts, selecting subject matter, and using text structures, language features, literary devices and visual features as appropriate	
	Read informational texts, such as those produced by the Royal Society for the Prevention of Cruelty to Animals (RSPCA) and complete comprehension activities.		
	Select an animal charity and create an infographic to communicate the charity's values, key objectives and achievements.		
	Revise persuasive language features and rhetorical devices. Identify and annotation persuasive language features on a model persuasive poster.		
	Use informational texts, such as the Getting a pet page on the Australian Securities and Investment Commission's moneysmart.gov.au website to review the costs of pet ownership, online quizzes and informational websites about animals to assist students in selecting a pet to 'own'.	to convey information, ideas and opinions in ways that may be imaginative, reflective, informative, persuasive and/or analytical	
	Create a digital multimodal adoption poster for the chosen charity and pet using persuasive language features to appeal to a chosen target audience. Complete a rationale justifying creative choices.	Select and use features of digital tools to create texts for different purposes and audiences	
	Compose a short, professional email to share the created multimodal texts with potential animal charities with the aim of making social change.		

Weeks	Key teaching points	Curriculum content	Assessment tasks
Weeks 16–20	**Traditional stories: Oral storytelling** Students will explore the history of storytelling and the oral tradition. They will explore the importance and value of stories to different cultures around the world for thousands of years, including myths, legends, traditional stories and oral histories. They will examine and respond to a range of visual, written and oral stories, including from Aboriginal and Torres Strait Islander peoples. Students will learn about traditional storytelling methods, including the protocols of a yarning circle, an important communication process for Aboriginal and Torres Strait Islander peoples. They will also explore the ways that traditional stories have been adapted for contemporary audiences, such as through comics and graphic novels and audiovisual adaptations. Students will present their own modern re-telling of a traditional story for an audience of their peers within a yarning circle. Possible resources: • TEDEd – Myths From Around the World https://ed.ted.com/ted_ed_collections/myths-from-around-the-world • Foyles – Mythos: Stephen Fry reads from his retelling of Ancient Greek myths https://www.youtube.com/watch?v=WgiX5Las3KE • ABC Education – Dust Echoes https://www.abc.net.au/education/digibooks/dust-echoes/101734324 • Hinds, G. (2019). *The Iliad*. Candlewick Press. (Graphic novel) • Aesop's Fables Grimm's Complete Fairy Tales. • Gavin, J. (2013). *Blackberry Blue: And Other Fairy Tales.* Penguin.	**Language** Understand how language expresses and creates personal and social identities Understand how complex and compound-complex sentences can be used to elaborate, extend and explain ideas Understand how consistency of tense through verbs and verb groups achieves clarity in sentences **Literature** Identify and explore ideas, perspectives, characters, events and/or issues in literary texts drawn from historical, social and/or cultural contexts by Aboriginal and Torres Strait Islander, wide-ranging Australian and world authors and creators	**Task 4:** **Oral storytelling** **Week 20** *Speaking and Listening* Students present an oral adaptation of a story from their own culture, or an original story that represents their history, and listen to others' storytelling within a yarning circle.

Weeks	Key teaching points	Curriculum content	Assessment tasks
	Sample activities: Invite a local elder into the school to teach students about the processes and protocols of yarning circles, perhaps creating a physical yarning circle space on the school grounds. In particular, learn about appropriate ways to listen and respond in a yarning circle to create dialogue so that students can learn from one another, build respect and share knowledge. Explore the role of narrative in constructing personal and social identities. Consider the narratives we read and view in contemporary society, such as in film, streaming services and on social media platforms. Students complete autobiographical 'all about me' charts to construct their own personal narratives about themselves. Investigate a range of storytelling traditions, such as myths, legends, traditional stories and oral storytelling traditions. Construct definitions for each, exploring similarities and differences. Consider the role and function of these storytelling traditions, such as constructing social identities and fulfilling an educative purpose. Read, view and listen to a range of traditional stories from a range of cultural contexts, including those by Aboriginal and Torres Strait Islander peoples. Identify and explore ideas, perspectives, events and/or issues represented in these texts. Explore traditional stories from Asia and discussing their features, such as use of the oral mode or visual elements to convey the narrative. Read and view modern retellings of traditional stories and analyse the ways that language features have been used for particular purposes, and to suit a contemporary audience. Adapt a traditional story from your culture, or craft an original story that represents your history, to retell to the class within a yarning circle. When writing the narrative, consider the ways that complex and compound-complex sentences can be used to elaborate, extend and explain ideas. Also, ensure that tense is consistent throughout the text to achieve clarity in ideas.	Identify and explain the ways that characters, settings and events combine to create meaning in narratives **Literacy** Use interaction skills when discussing and presenting ideas and information, including evaluations of the features of spoken texts Analyse the ways in which language features shape meaning and vary according to audience and purpose Plan, create, rehearse and deliver spoken and multimodal presentations for purposes and audiences in ways that may be imaginative, reflective, informative, persuasive and/or analytical, by selecting text structures, language features, literary devices and visual features, and using features of voice including volume, tone, pitch and pace	

Weeks	Key teaching points	Curriculum content	Assessment tasks
	Take turns to present oral re-telling of the traditional story in the yarning circle setting. Students may use props or visual aids to enhance their storytelling. Other students listen to the peer's oral presentation and ask clarifying questions.		
Weeks 16–20	**Poetry: I am Australian** Students will explore a range of Australian poetry, including those by Aboriginal and Torres Strait Islander authors, investigating the ways that language has been used to construct ideas about Australia and Australian culture. They will identify literary devices in the poems and explain how they have been used to create layers of meaning. Students will discuss the aesthetic and social value of poetry, exploring its importance in constructing ideas about national identity. Students will analyse a chosen poem and visually represent ideas and perspectives about Australia and/or Australian culture, constructing a creator statement to explain their creative choices. Possible resources: • Beneba Clarke, M. (2023). *It's the Sound of the Thing: 100 New Poems for Young People.* Hardie Grant Children's Publishing. • French, J. & McCartney, T. (2019). *This is Home: Essential Australian Poems for Children.* National Library of Australia. • Hathorn, L. & Allen, C. (2010). *The ABC Book of Australian Poetry*. ABC Books. • Newman, R. M. & Murphy, S. (2024). *Right Way Down and Other Poems.* Fremantle Press. • Utemorrah, D. & Torres, P. (1990). *Do Not Go Around the Edges.* Magabala Books. **Sample activities:** Investigate different perspectives about the Australian landscape (e.g. the bush, city, sea) in a range of poems. Describe the 'feel' or tone of the poem using adjectives selected from a provided list.	**Language** Understand how language expresses and creates personal and social identities **Literature** Identify and explore ideas, perspectives, characters, events and/or issues in literary texts drawn from historical, social and/or cultural contexts by Aboriginal and Torres Strait Islander, wide-ranging Australian and world authors and creators Discuss the aesthetic and social value of literary texts using relevant and appropriate metalanguage Identify and explain how literary devices create layers of meaning in texts including poetry	**Task 5:** **Creative representation of a poem** **Week 25** *Reading and Viewing* *Writing and Creating* Students will represent ideas and perspectives about Australia, Australian people and/or Australian culture in a chosen poem through the production of a visual representation of place or people. They will write a creator statement to accompany their piece explaining how their creative choices were inspired by the language used in the poem, identifying and explaining the layers of

Weeks	Key teaching points	Curriculum content	Assessment tasks
	Explore the way the poet has used language in creative ways in order to express ideas about Australia and/or Australian culture.	**Literacy** Use comprehension strategies, such as visualising, predicting, connecting, summarising, monitoring, questioning and inferring, to analyse and summarise information and ideas when listening, reading and viewing	meaning created by literary devices in their chosen poem.
	Discuss the importance of having poems that represent Australia and Australian culture by, for example, considering their historical value or value in building a shared national identity. Consider also the importance of representing diverse Australian experiences and people.		
	Discuss the layers of meaning created by imagery in poems and songs by Australian authors, including Aboriginal and Torres Strait Islander authors.		
	Use metalanguage, such as simile, metaphor, onomatopoeia and alliteration, to explain how the use of figurative language and sound devices in poetry creates layers of meaning.	Plan, create, edit and publish written and multimodal texts, selecting subject matter, and using text structures, language features, literary devices and visual features as appropriate to convey information, ideas and opinions in ways that may be imaginative, reflective, informative, persuasive and/or analytical	
	Take a walk to a local outside place and make notes of the sensory experience: the sights, sounds, smells, touch of objects. Consider memories and feelings attached with this place. Compose a poem which explores a perspective of this place.		
	Choose a poem that has been studied during the unit. Annotate the poem, identifying literary devices such as simile, metaphor, personification and so on, making note of the literal, connotative, figurative and/or symbolic meanings of these devices in connection with Australia and/or Australian culture.		
	Explore ways of representing these ideas visually. For example, choosing a colour or colour scheme to represent the ideas in the poem or selecting animals or objects that have been used symbolically in the poem. Create a visual mood board of the representation of Australia or Australian culture in the poem.		
	Construct a visual representation of the poem such as a drawing, cartoon or book sculpture.		
	Explain that a creator statement is an explanatory written summary placed next to an artwork at an exhibition. Create creator statements for the visual representations created by explaining how the language and literary devices used in the source poem create social identities and create layers of meaning and the way that the visual representation works to express this meaning.		

Weeks	Key teaching points	Curriculum content	Assessment tasks
	Set up the visual representations and creator statements similarly to an art exhibition and complete a gallery walk observing the artworks.		
Weeks 26–30	**Animated film: Constructing an analytical essay** Students will study an animated film, exploring the ways literary devices, language features and visual and audio features have been used to construct characters, events and settings and explore ideas and issues. Students will explore the aesthetic and social value of animated film by considering the animation style of their studied text and the ways animated films can be a vehicle for exploring social issues. Students will learn how to write an analytical essay in response to the film, focusing on the use of punctuation and tense to support meaning and for clarity, with an opportunity to use generative AI to assist them in the planning phase of their essay. Possible resources: • *Shrek* (2001), dir. Andrew & Vicky Adamson • *The Incredibles* (2004), dir. Brad Bird • *Inside Out* (2015), dir. Pete Docter, Pete • *Up* (2009), dir. Pete Docter • *Kubo and the Two Strings* (2016), dir. Travis Knight • *The Lion King* (1994), dir. Roger Allers & Rob Minkoff Minkoff, Rob and Allers, Roger • *Spirited Away* (2001), dir. Hayao Miyazaki, Hayao • *Turning Red* (2022), dir. Domee Shi • *Dragonkeeper* (2024), dir. Li Jianping & Salvador Simó • *WALL-E* (2008), dir. Andrew Stanton **Suggested activities:** Activate prior learning by discussing animated films previously watched, enjoyed and studied. Create a mind map of animated films with examples of animation styles, literary devices, language features, such a dialogue and visual and audio features. Select an animated film suited to the class context for study.	**Language** Understand how consistency of tense through verbs and verb groups achieves clarity in sentences Understand and use punctuation, including colons and brackets to support meaning **Literature** Identify and explore ideas, perspectives, characters, events and/or issues in literary texts drawn from historical, social and/or cultural contexts by Aboriginal and Torres Strait Islander, wide-ranging Australian and world authors and creators Form an opinion about characters, settings and events in texts, identifying areas of agreement and difference with others'	**Task 6:** **Film essay** **Week 30** *Reading and Viewing* *Writing and Creating* Students write an essay, explaining why a chosen character, setting and event have had the most impact on their understanding of an idea or issue explored in the film. In their analysis, students must explain how literary devices, language features, such as dialogue and/or visual and audio features have been used to influence their emotions and opinions. The essay will be handwritten in-class

Weeks	Key teaching points	Curriculum content	Assessment tasks
	Complete pre-viewing activities, such as developing a shared understanding of key issues explored the film and its historical, social and/or cultural context. Use graphic organisers and tables to take notes whilst viewing the film on ideas, issues, settings, events and character development. Use a generative AI tool to further develop summary notes by, for example, uploading notes taking during class and asking generative AI to add time stamps and further information about the ways literary devices, language features and visual and audio features have been used to create character. Reflect on the potential limitations of AI generated notes, such as limited identification of features and devices appropriate to the Western Australian curriculum, and inherent biases. Participate in a class discussion about a favourite character or event from the animated film. Discuss the style of animation used in the studied film. Consider how animated films can be important vehicles for exploring issues in society (for example the use of rich visual imagery and magical realism in *Spirited Away* to critique capitalism and greed). Use a gradual release of responsibility model to teach the process of analytical essay writing. For example, provide model essays, construct an introduction or body paragraph together as a class, in small groups, provide templates and/or proformas and create a 'group essay', where each student is allocated a section to write. Explain that formal textual analysis is always written in the present text. Demonstrate that consistency of tense through verb and verb groups achieves clarity in analytical responses. Examine ways to add information to sentences when constructing analytical paragraphs, by using different forms of punctuation, such as commas, hyphens and brackets, and colons before textual quotes. Select a key scene from the film. Explain how it has contributed to an understanding of a key idea or issue through the construction of character, setting and event. Develop an essay plan in response to the essay question. Generative AI may be used to assist the development of this plan; however, the use of generative AI must be clearly	opinions and justifying a response Explain the ways that literary devices and language features, such as dialogue, and visual and audio features are used to create character, and to influence emotions and opinions in different types of texts Discuss the aesthetic and social value of literary texts using relevant and appropriate metalanguage Identify and explain the ways that characters, settings and events combine to create meaning in narratives **Literacy** Plan, create, edit and publish written and multimodal texts, selecting subject matter, and using text structures, language features, literary devices and visual features as appropriate to convey information, ideas and opinions in ways that may be imaginative, reflective,	under timed conditions. Students may have a one-page essay plan. Generative AI (AI)may be used to assist students in the construction of the essay plan and, if used, students must clearly identify which work has been generated using AI by, for example, providing a copy of conversation from the AI platform.

Weeks	Key teaching points	Curriculum content	Assessment tasks
	acknowledged by, for example, providing a copy of the conversation from the generative AI platform. Complete a handwritten analytical essay in-class under timed conditions. Introduce essay structure and style. This might include how to write body paragraphs using TEEEL (topic sentence, elaboration sentence, evidence, explain, link) – or another formula – and the function of an introduction and conclusion.	informative, persuasive and/or analytical	

Weeks 31–35	**Novel: Creating a multimodal book trailer**
	Students will read a class novel (*A Glasshouse of Stars*) written by Chinese-Australian author Shirley Marr and engage in comprehension activities, close analysis of selected passages, literature circle discussions of ideas and issues represented in the novel. They will explore themes around migration, cultural diversity, bullying, different forms of written expression and representations of family.
	
	Students will create a multimodal book trailer to promote the studied novel for a specific audience, which demonstrates their response to the novel and understanding of the representation of key issues and ideas.
	
	Possible resources:
	• Penguin – *A Glasshouse of Stars* Teacher's Notes
	  https://cdn2.penguin.com.au/content/resources/TN_AGlasshouseofStars.pdf
	• *Bao* (2018), dir. Domee Shi (short film)
	• eSafety Commissioner – How to be an upstander
	  https://www.esafety.gov.au/young-people/be-an-upstander
	• Marr, S. (2022). *A Glasshouse of Stars*. Puffin.
	• Yen Mah, A. (1999). *Chinese Cinderella.* Delacorte Press.
	
	Suggested activities:
	Watch the animated short film *Bao* by Domee Shi. Recall audio and visual language features used to create meaning in animated film texts learnt during the previous unit of work. Describe the personalities and roles within the family of each of the characters in *Bao* (the mother, the son, the father and the fiancée). Identify the ways visual features and the
		Language
		Understand how language expresses and creates personal and social identities
		
		Understand that the cohesion of texts relies on devices that signal structure and guide readers, such as overviews and initial and concluding paragraphs
		
		Understand how to use spelling rules and word origins; for example, Greek and Latin roots, base words, suffixes, prefixes and spelling patterns to learn new words and how to spell them
		
		Literature
		Identify and explore ideas, perspectives, characters,
			Task 7:
			Book trailer
			Week 35
			
			Writing and Creating
			
			In pairs, students will create a multimodal book trailer to promote the studied novel to a specific audience.

Weeks	Key teaching points	Curriculum content	Assessment tasks
	musical soundtrack have been used to create these identities. Choose a character from the film and create dialogue that reveals their character. There is no dialogue in this film. Discuss the effects of this omission. Choose a character from the film and create dialogue that reveals their character. Explore the literary fiction genre of magical realism, made popular by Latin American Authors, and the ways that Chinese authors have embraced this style, combining with Asian folklore and narrative traditions to critique culture and reflect on human nature. In particular, consider the bao bun as a symbol of Chinese culture for the Chinese-Canadian mother and the magical realism of the bun coming to life fulfilling her desires to be a mother. Discuss the effect of the 'dumpling' returning in a human-like form at the end of the film. Compare the way that magical realism elements have been constructed in *Bao* through audio and visual features and in *A Glasshouse of Stars* through written language features. Explore the way that the magical realism genre has been used to represent the disorienting experience of migration and traumatic loss of Meixing's father. Consider the literal, connotative, symbolic and figurative layers of meaning in the magical realism sequences of the novel. Explore the role of foreshadowing in *A Glasshouse of Stars*, particularly in the opening chapters where the tragic loss of Meixing's father is foreshadowed. Compare the representation of mothers, fathers and children in *Bao* and *A Glasshouse of Stars*. What inferences can be drawn about cultural expectations in Chinese families? Make connections between the representation of Chinese families in the studied texts and students' own families and cultural contexts. Compare the importance of food in *Bao* and *A Glasshouse of Stars*. Consider the role of food in bringing families and communities together. Explore the significance of food in enabling migrants to maintain connection with their first cultures.	events and/or issues in literary texts drawn from historical, social and/or cultural contexts by Aboriginal and Torres Strait Islander, wide-ranging Australian and world authors and creators Form an opinion about characters, settings and events in texts, identifying areas of agreement and difference with others' opinions and justifying a response Explain the ways that literary devices and language features, such as dialogue, and visual and audio features are used to create character, and to influence emotions and opinions in different types of texts Discuss the aesthetic and social value of literary texts using relevant and appropriate metalanguage	

Weeks	Key teaching points	Curriculum content	Assessment tasks
	Discuss the importance of acknowledging and understanding students cultural and linguistic backgrounds. In what ways has the classroom learning environment changed since Meixing's schooldays (the novel is set in the 1980s)? Explore the importance of having an ally in order to stand up to bullies and the significance of Meixing's friendship with Josh. Consider ways that we can be upstanders and allies when we see bullying. Read the informational text, 'How to be an upstander' produced by the eSafety Commissioner. Explore how the text has been organised to guide readers. Use comprehension strategies to understand the key ideas. Consider some of Meixing, Kevin and Josh's challenges learning at school in English when this is not the language spoken in their homes. Imagine trying to learn at school if it was all in a language that you did not speak or understand. In particular, explore Standard Australian English spellings and word roots, such as Greek and Latin roots. Are there any words commonly in SAE that have Chinese or Asian origins? Explore Chinese writing, which is comprised of pictographs. Read an extract from the autobiography Chinese Cinderella where Adeline Yen Mah's father explains the importance of pictographs in conveying meaning in Mandarin-Chinese. How are pictographs different from alphabet characters, the basic symbols used by the English language? Analyse excerpts from the novel, exploring the ways literary and language features, such as dialogue, have been used to create characters and influence reader's emotional responses to these characters and events. Explore different ways that people engage with reading in modern society. Consider the role of multimedia book trailers, and the digital platforms they are published on, in promoting novels. Also discuss the ways that people are consuming novels, such as digital library borrowing apps and audiobooks. Select a specific audience to promote the novel to (for example teachers, Year 7 students, students who have experienced bullying, young people new to Australia, parents) and create a multimodal book trailer to promote the film. The trailer should include the key ideas and	Identify and explain the ways that characters, settings and events combine to create meaning in narratives Identify and explain how literary devices create layers of meaning in texts including poetry **Literacy** Explain the effect of current technology on reading, creating and responding to texts, including media texts Use comprehension strategies, such as visualising, predicting, connecting, summarising, monitoring, questioning and inferring, to analyse and summarise information and ideas when listening, reading and viewing	

Weeks	Key teaching points	Curriculum content	Assessment tasks
	issues in the novel, a summary of the main characters and text structures to foreshadow the key events in the novel.	Plan, create, edit and publish written and multimodal texts, selecting subject matter, and using text structures, language features, literary devices and visual features as appropriate to convey information, ideas and opinions in ways that may be imaginative, reflective, informative, persuasive and/or analytical Select and use features of digital tools to create texts for different purposes and audiences	

Weeks	Key teaching points	Curriculum content	Assessment tasks
Weeks 36–40	**Play study: Communicating effectively in the modern technological landscape** Students will study the play *SAAM* by Madelaine Nunn, using the play as a vehicle to discuss ways to navigate friendships and online worlds. Students will also study the play form, particularly the comedy misadventure genre, investigating the ways that the narrative has been constructed through dramatic conventions and exploring the ways that language expresses and creates personal and social identities. Students will learn about the language (both verbal and non-verbal) and structural features of monologues in plays and write and perform their own monologues in response to the play. Possible resources: • Nunn, M. (2022). *SAAM*. Playlab Theatre. • Sydney Theatre Co Education – Conventions of Comedy Worksheet https://www.sydneytheatre.com.au/-/media/project/sydney-theatre-company/sydney-theatre-company/pdf/2014/education/noises-off/noises-off-conventions-of-comedy-worksheet.pdf • Headspace – Mental Health Online Support https://headspace.org.au **Suggested activities:** Complete pre-reading activities that explore students' engagement with online communication through social media platforms and their knowledge of the dark web. Explain that a playscript is only a partial text and that all plays are intended to be performed. Explore the physicality of drama by creating freeze frames and short scripts of dialogue about social issues related to making and maintaining friendships in modern society. Identify how the protagonist or antagonist in the play is constructed through dialogue, stage directions (including blocking, pitch, tone of voice, body language and gesture, costuming, lighting, music and sound effects) and set design.	**Language** Understand how language expresses and creates personal and social identities **Literature** Identify and explore ideas, perspectives, characters, events and/or issues in literary texts drawn from historical, social and/or cultural contexts by Aboriginal and Torres Strait Islander, wide-ranging Australian and world authors and creators Form an opinion about characters, settings and events in texts, identifying areas of agreement and difference with others' opinions and justifying a response	**Task 8:** **Monologue Week 40** *Reading and Viewing* *Listening and Speaking* Students develop a prequel or sequel to the studied play using an imagined series of life events of a character in the text presented in a scripted monologue.

Weeks	Key teaching points	Curriculum content	Assessment tasks
	Explore social anxiety as an issue for young people today. Explain that all people feel anxiety, as it is a normal human emotion. Listen to the ways that modern social experiences might bring up feelings of anxiety for young people. (Advertise and/or remind students of services available at the school, and online services, like HeadSpace if these sessions bring up worrying feelings for students.)

Discuss whether the SAAM: Social Ally Android Machine or other type of AI tools are an effective replacement for human interaction. Brainstorm other effective strategies for making and maintaining social connections and supporting wellbeing.

Explore conventions of the comedy genre in plays, learning about different techniques for creating comedy, viewing exemplars in recorded versions of other comedy plays and identifying examples in the studied play.

Discuss the ways that particular comedy conventions have been used in *SAAM* to develop characters and represent ideas and perspectives about friendships and communicating online.

If possible, view a live theatre performance (perhaps at a local community theatre, or if the Drama Learning Area are putting on a performance).

Reflect on the ways the experience of live theatre is different to watching film, television, online streaming services or online videos.

In particular, explore the intimacy of the theatre experience and opportunity for interaction between the actors and the audience. Consider the value of this intimate space to enable plays to explore complex social issues like friendships and bullying.

Transform a scene of the play into another narrative form, such as a chapter from a novel, a spread from a graphic novel, or a scene from a film or television script.

In groups, discuss the ways that students have used literary devices, language features and/or visual and audio features (as relevant) to create character and influence emotions and opinions in each different text type. | Explain the ways that literary devices and language features, such as dialogue, and visual and audio features are used to create character, and to influence emotions and opinions in different types of texts

Discuss the aesthetic and social value of literary texts using relevant and appropriate metalanguage

Identify and explain the ways that characters, settings and events combine to create meaning in narratives

Literacy
Explain the effect of current technology on reading, creating and responding to texts, including media texts

Use interaction skills when discussing and presenting ideas and information, including evaluations of the features of spoken texts | |

Weeks	Key teaching points	Curriculum content	Assessment tasks
	Select a character from the play. Plan, create, rehearse and deliver a spoken monologue performance, which is a prequel or sequel to the play. Choose appropriate vocabulary and sentence structures for a particular purpose and audience when scripting the monologue. Consider verbal and non-verbal elements in the performance.	Analyse the ways in which language features shape meaning and vary according to purpose and audience Plan, create, rehearse and deliver spoken and multimodal presentations for purposes and audiences in ways that may be imaginative, reflective, informative, persuasive and/or analytical, by selecting text structures, language features, literary devices and visual features, and using features of voice including volume, tone, pitch and pace	