



Kalgoorlie-Boulder Community High School Course Outline

English Year 7 Term 1 2016

Week	Outcome	Topic	Formal Assessment Tasks
1	Reading Writing Speaking and Listening	Persuasive reading and writing <i>Students will:</i> <ul style="list-style-type: none"> - Understand the purpose of studying persuasive reading and writing and how these texts are target towards a specific audience - Be able to generate and expand upon mature and thoughtful ideas when investigating topical issues - Develop and demonstrate maturing speaking and listening skills when responding to the opinions of their peers on topical issues - Develop a thorough understanding of the differing types of sentence structures and know when to employ each one for maximum persuasive effect - Understand and use a variety of persuasive devices - Plan, write and edit cohesive, coherent and correctly-structured persuasive essays/letters 	Diagnostic assessments (IC) to ascertain students' strengths and weaknesses
2			
3			Common Assessment (IC) – Reading
4			
5			Persuasive posters assessment (IC)
6		Narrative writing (short stories) <i>Students will:</i> <ul style="list-style-type: none"> - understand the purpose of studying narrative structures through reading and writing and how these texts are targeted towards a specific audience - understand that narrative is written to suit a purpose- to entertain, to persuade and to inform - understand and use cohesion of plot structure in short stories - identify the narrative conventions (character, setting, plot, theme, dialogue, point of view) and modulate them in writing in accordance with the target audience - construct a variety of characters, using dialogue correctly - be able to write various short stories based on a stimulus - plan, write and edit a cohesive, coherent and correctly-structured short story - consolidate a personal handwriting style to support writing for extended periods 	
7			
8			
9			Exam - Reading Assessment: short story
10			Short Story Anthology- (IC/AH)



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(IC) = In-Class Assessment (AH) = At-Home Assessment

English Year 7 Term 2 2016

Week	Outcome	Topic	Formal Assessment Tasks
1	Reading	Language skills <i>Students will:</i> <ul style="list-style-type: none"> - Identify and use nouns, verbs, adjectives, adverbs, prepositions, conjunctions, pronouns, clauses and phrases - Identify and use full stops, capital letters, commas, exclamation points, possessive and contractive apostrophes, question marks, semi colons and hyphens. - 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 new words and how to spell them - Read a variety of texts (novel, short story, review, poetry, drama, exposition) and use the KBCHS 12 reading skills for understanding - Create persuasive and narrative texts with a clear purpose and utilising the appropriate conventions 	
2	Writing		NAPLAN assessment week (IC)
3			
4	NAPLAN		
5	Reading	Poetry <i>Students will:</i> <ul style="list-style-type: none"> - Identify and analyse poetic conventions (rhyme, simile, metaphor, alliteration, personification, imagery, repetition, onomatopoeia) - Understand different types of poetry (shape, haiku, ballad, lyrics, free verse) - Explore poems that represent aspects of different cultures/societies - Explore how different conventions create emotion and feeling about a culture/country - Explore how language can convey accent/dialect 	
6			
7			
8			Poetry Anthology (IC/AH) - writing.
9	Speaking and Listening	Non- Fiction texts <i>Students will:</i> <ul style="list-style-type: none"> - Identify fact and opinion - Identifying, evaluating, and using evidence to support opinion - Identifying the sources of evidence, and evaluating their - Students read a variety of non-fiction texts and are able to identify what is fact and what is opinion, and how the two link together 	Exam- poetry analysis (IC)
10	Reading		



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English Year 7 Term 3 2016

Week	Outcome	Topic	Formal Assessment Tasks
1	Reading and Viewing Writing	Advertising <i>Students will:</i> <ul style="list-style-type: none"> - Understand visual language (language to persuade an audience and language to respond in writing) - Analyse visual, auditory, technical and symbolic codes of advertisements and evaluate the effect of these choices on audiences - Examine and analyse the structure of print and non-print advertisements - Identify and argue the target audience and purpose of advertisement - Study cause advertisements, identify their purpose and examining how visual language is used to achieve their purpose 	
2			
3			Common Assessment Task (IC) – reading and viewing. Coca-Cola advertisement
4			
5			Cause advertisement poster (IC/AH)- reading and viewing, writing
6	Reading and Viewing Writing	Fantastic Worlds (stories from around the world) <i>Students will:</i> <ul style="list-style-type: none"> - Explore stories from different cultures (Aboriginal, Maori, Chinese, Native American and Japanese) that explain how parts of the universe were created. - Research and present a myth that analyses the context and meaning of text - Understand the difference between myths and legends - Analyse a variety of legends (Trojan Horse, King Arthur) and compare and contrast to urban legends - Examine and analyse original and modern day fairytales and create their own fractured fairytale 	
7			
8			Create a myth (IC/AH) - writing.
9			Exam (IC) – reading. Reading an ancient myth and answering questions.



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Kalgoorlie-Boulder Community High School Course Outline

English Year 7 Term 4 2016

Week	Outcome	Topic	Formal Assessment Tasks
1		Newspapers, magazines and digital texts <i>Students will:</i> <ul style="list-style-type: none"> - Identify the structure of a newspaper report - Understand that newspapers have a bias but presents information as truth through language and selection of detail - Read a range of newspaper articles of newspaper articles and differentiate fact from fiction - Create a news article on a local issue or event - Students read a range of magazine articles and understand their bias nature, including the fabrication of detail - Identify the purpose and target audience of a range of different texts - Learn how to quote and reference sources - Evaluate the reliability of a number of websites and then be able to create a reference list 	
2			
3			Common Assessment Task (IC) – Reading
4			
5			Newspaper/Magazine Article (IC)- writing
6		Early adolescent novel study <i>Students will:</i> <ul style="list-style-type: none"> - Study the text 'The Silver Sword' - Identify the structure of novel - Understand the narrative conventions, including character/isation, setting, plot, theme and point of view - Link the use of narrative conventions with the author's purpose - Quote and reference sources from their book 	
7			
8			
9			Exam (IC)- novel response
10			



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The following skills and processes are taught on an on-going basis and as appropriate to your child's level of competence in that area:

- Punctuation, spelling and grammar
- Sentence and paragraph writing
- Reading skills including finding the main idea, recalling facts and details, understanding sequence, recognising cause and effect, comparing and contrasting, making predictions, finding word meaning in context, drawing conclusions and making inferences, distinguishing between fact and opinion, identifying the author's purpose, interpreting figurative language and summarising.

In addition to the major assessments listed above, students will be assessed utilising a range of informal methods including observational checklists, homework and in class assessments. Students will also be assessed on their collaborative skills and participation in each class.

This program is subject to change in response to the needs and abilities of the students