



# ENGLISH 7-10 CURRICULUM OVERVIEW



TERM 1

TERM 2

TERM 3

TERM 4

## Year 7

## Year 8

## Year 9

## Year 10

(Units elected by Students)

WEEK 1

**Introduction: Starting at CHS**  
‘Letter to Teacher’ – procedure/sequence writing. Set up / Independent Reading Novel.

WEEK 2

**Unit 1: Narrative Writing**  
In this unit, students read and understand narrative fiction. Identifying how text structures, and language features combine to create fictional narratives. Sizzling starts, orientation, character development, plot – rising action, climax, and resolution. Sensory descriptive language. Show Don’t Tell. Creating own short narratives.

WEEK 3

WEEK 4

WEEK 5

WEEK 6

WEEK 7

**Unit 2: Persuasive Writing & Speaking**  
Students read, analyse and create persuasive texts. They identify text structures, and how persuasive language techniques are utilised to engage, position, and persuade audiences. Text Production – creating and sharing their own persuasive texts. Written and oral forms of presentation.

WEEK 8

WEEK 9

WEEK 10

WEEK 11

**Unit 5: Motivational speeches**  
Students extend their understanding of rhetorical devices, text structures and language features to deliver a motivational/persuasive speech. They develop skills and confidence in using gestural and vocal delivery to achieve the intended purpose of their speech.

WEEK 1

WEEK 2

WEEK 3

WEEK 4

WEEK 5

WEEK 6

WEEK 7

WEEK 8

WEEK 9

WEEK 10

**Unit 6: Poetry and Song**  
Students listen to and read a range of poems and songs that put forward different perspectives on a variety of issues. Students analyse and respond to questions on poems using TEEL paragraphs.

WEEK 1

WEEK 2

WEEK 3

WEEK 4

WEEK 5

WEEK 6

WEEK 7

WEEK 8

WEEK 9

WEEK 10

**Unit 3: Novel study**  
Students complete a close study of a novel. Examining narrative devices, text structures and language features used by the author to explore different ideas, to position the reader and influence emotions and opinions, and to privilege particular viewpoints. Students respond creatively and analytically, through close analysis of the text, reading comprehension, and extended written analytical responses.

**Unit 7: Film Study: Techniques**  
Introduction, and close examination on Film Techniques (camera, sound, lighting, costumes). Multimedia PowerPoint assessment, using specific shots to analyse film techniques, how they seek to engage, capture, and position the audience.

**Unit 8: Writing Information**  
Students identify the form, purpose, audience and language features of an information text and/or procedural text. They then create their own.

WEEK 1

WEEK 2

WEEK 3

WEEK 4

WEEK 5

WEEK 6

WEEK 7

WEEK 8

WEEK 9

**Unit 9: Short Stories**  
Students complete a close study of short stories. Examining narrative devices, text structures and language features used by the author to explore different ideas, to position the reader and influence emotions and opinions, and to present particular viewpoints. Students respond creatively and analytically, through close analysis, reading comprehension, and extended written analytical responses.

**Unit 10: Independent Novel**  
Review / Report / Poster – Individual Assessment task

**Introduction: ‘Autobiography’**  
A3 poster of Me, Semester Plan, Set up Independent Reading Novel.

**Unit 1: Novel Study - Adolescent Fiction**  
In this unit, students extend their interpretive and analytical reading of a prose narrative. Reading Comprehension activities. Creative text production, Transformation task. Analysis on characters, events, themes, context. Extended critical analysis (TEEL) and creative responses: letter, newspaper etc.

**Unit 2: Film Cinematic Study**  
Student study how directors use cinematic devices for different purposes and effects. They identify how films target and position audiences, while exploring key themes & ideas that are presented. Extended TEEL responses to key aspects, themes and techniques. Film may/may not be related to novel study.

**Unit 3: Myths and Legends**  
Read and study a range of short stories, myths and legends. Indigenous dreaming stories. Fairy tales, folklore, historical stories, teachings, and traditions. Origins and the evolution of myths, legends. Power and influence of narrative, audience impact. Possible story board or short story following literary conventions. Fractured Fairy tales. Text Production.

**Unit 4: Debating**  
Students work in teams to extend their knowledge of a variety of topics, while broadening their understanding of language to participate in a range of class debates. Persuasive. They develop skills and confidence in using gestural and vocal delivery to achieve the intended purpose.

**Unit 5: Film Study: Techniques**  
Student revise how directors use cinematic devices for different purposes and effects and analyse how films target and position audiences. Close examination of Film Techniques (camera, sound, lighting, costumes). Multimedia PowerPoint assessment, using specific shots to analyse film techniques, how films seek to engage, capture, and position the audience.

**Unit 6: Poetry: Exploring human experience through Poetry**  
Examine a range of poetry from various poets, periods in time, subject matter, themes and forms. Study of poetic devices and literary techniques. Understanding of poetic language and terminology. Multicultural poetry, Migration. ‘Poetry in Action’. Poetry in action performance. Create an anthology of poems with analysis and personal reflection responses.

**Unit 7: Adolescent Novel study**  
Students respond both creatively and analytically to the class novel. Eg. Diary entry, letter as character, newspaper article, essay. Close analysis of the text: characters, themes, events and key ideas. Reading comprehension and extended written analytical responses. TEEL paragraphs, essay structure, embedding quotes, evidence and examples to support statements. Could also utilise the film of the novel. Film Review and/or comparison to the novel. Or another film that draws connections to the novel.

**Unit 8: Narrative Writing**  
Narrative structures and language features. Sizzling starts, orientation, rising action, climax, resolution. Setting. Character development. Students broaden their use of sensory descriptive language to engage and maintain audiences. Show Don’t Tell. Students create own narratives.

**Unit 9: Film Study: Themes & ideas**  
Students view and analyse the key themes and ideas explored in a film. Analyse characters, ideas and how audience are positioned to think, feel and reflect on the messages presented. Respond in 3 detailed TEEL paragraph, supported by evidence.

**Unit 10: Independent Novel**  
Review / Report / Poster – Individual Assessment task

**Introduction: Semester Plan,**  
set up Independent Reading Novel. Holiday ‘Recount’ writing – Picture.

**Unit 1: Persuasive Writing & Speaking**  
Students read, analyse and create persuasive texts. They identify persuasive text structures, and how form and language techniques are utilised by the media, advertising and other platforms to engage, position and persuade audiences. Text Production – creating and sharing their own persuasive texts, written and oral form or assessment.

**Unit 2: Narrative Writing**  
Narrative structures and language features of narratives. Sizzling starts, orientation, character development, plot – rising action, climax, and resolution. Sensory descriptive language. Show Don’t Tell. Creating own narratives.

**Unit 3: Critical reading & analysis of short texts**  
Responding analytically. Reading comprehension, language conventions.

**Unit 4: Adolescent Novel Study**  
Students respond both creatively and analytically to the class novel. Eg. Diary entry, letter as character, newspaper article, essay. Close analysis of the text: characters, themes, events and key ideas. Reading comprehension and extended written analytical responses. TEEL paragraphs, essay structure, embedding quotes, evidence and examples to support statements. Could also conclude with the film of the novel. Film Review and/or comparison to the novel. Or another film that draws connections to the novel.

**Unit 5: Adolescent Film Study/Text Comparative**  
Students view and analyse the key themes and ideas explored in a film. Analyse characters, ideas and the how audience are positioned to think, feel and reflect on the messages presented. The film may or may not be connected to the novel study.

**Unit 6: Media Unit**  
News and the Media. Influences of the Media. Types of media, changes over time. Blogs, advertising, content, impact. Close analysis of different forms of publication: online, radio, print. Fake news, bias. How the line can be blurred between information and persuasion. Form, purpose, audience. Creation of own article/presentation. Possible: blog article, advertisement, multimedia video commercial / advertising poster. Range of techniques used.

**Unit 7: Representations of a nation**  
In this unit, students examine texts featuring various representations of perspectives of Australia’s peoples, histories and cultures. They interpret and evaluate how literary devices, text structures and language features are used to appeal to a range of audiences in different contexts. Includes Australian written and visual texts and extracts. eg. short stories, films, commercials.

**Unit 8: Adolescent Novel Study**  
Close analysis of characters, events, themes, genre. Extended critical and creative responses. Understanding of context, purpose, audience. Students demonstrate understanding of author construction of characters, themes, and events. Students respond creatively. Eg. Diary entry or letter as a character, Newspaper report on events, rewrite or change the end. Write as a character. They also respond in a formal analytical way, TEEL paragraph essay with evidence to validate statements.

**Unit 9: Adolescent Film Study: Themes**  
Students view and analyse the key themes and ideas explored in a film. Analyse characters, ideas and the how audience are positioned to think, feel and reflect on the messages presented. The film may or may not be connected to the novel study.

**Rite Journey Presentations**  
Preparations & Presentations held

**History and War**  
In this unit, students understand how devices from different literary domains, text and visual combine to explore ideas and influence audiences. Students complete an initial study of shared texts exploring the theme of war.

**More than a Game**  
‘It’s more than a game’. This phrase is followed by athletes all over the world no matter what sport they play. Sport is more than being the best, students examine social issues connected to sport and media coverage. In this unit, students examine various written and visual texts that explore social context, identity, culture, racism and discrimination in sport.

**Rants and Raves - Reality TV**  
Is Reality Television rubbish? Does it have a negative effect on society? Should it be banned? Are the people on the show really as naive and manipulative as they appear? Or is it all clever editing purely for entertainment? We will examine how characters are created, and how audiences are positioned, by reality TV and the impact it has had on our society.

**Cold Case Australia**  
Examination of true crime, unsolved cases. Including famous Australian crimes, media coverage and publication, community interest and response. Newspaper and media articles, Current Affairs TV shows, reports, and documentaries.

**Australian Mosaic**  
Australian identity and stereotypes. How is identity in Australia constructed? How are we affected by the places we grew up and the people we shared childhood experiences with? A close examination and critique on Australian (and global/international) stereotypes, how we are shaped by experience, education, upbringing, how these things affect us - how they should not define us!

**Dystopian Worlds**  
What is a dystopian text? How and why have dystopian texts, like The Hunger Games, Divergent and many shows on Netflix texts become so popular? Why is the illusion of a different future so appealing? How do they often convey messages for us right now? Novel and/or film texts. Eg. Lord of the Flies.

**Behind the Camera: Documentaries**  
Close analysis of documentaries: form, purpose, target audience. How doco’s are created and targeted at certain audiences. What makes them powerful? What can we learn? What techniques do they use to persuade and position audiences?

**Classic Tragedies: enemies, temptation and forbidden love.**  
Why are we often attracted to people and things that are forbidden? The rise and fall of characters in texts lured by temptation, desire, a want for something more Relationships, families, parents, changing roles and responsibilities over time. Includes live performance of Romeo & Juliet.

**Heroes, Villains & Human Nature**  
Wouldn’t it be easier if we could separate the heroes from the villains? But we can’t. Heroism and villainy, virtue and vice, coexist-not only in individuals at different times, but also in a single individual engaged in one endeavour. Written and visual texts.

**Silent Witness**  
Crime fiction genre. Enter the world of – detectives, suspects, crimes, murders, investigations, interrogation, truth, deception, lies, judgement and punishment. What is so intriguing and engaging about crime fiction? What draws in the audience? Visual and written text analysis.

**#CHSNews**  
What is the difference between ‘real news’ and ‘fake news’? How has the media, and the way we think about the media, changed over time? How do I know if I can trust what I see in the media? What evidence have we seen globally that shows the power and influence associated with online media?

**Horror Fiction**  
A journey into horror and gothic fiction with a focus on techniques used by writers to engage audiences. Examination of written and visual texts that capture, engage and maintain audience. Opportunity for creative writing. Written and visual texts.

\*Please note: The Unit order may alter due to facility and resource availability