**AUSTRALIAN CURRICULUM : ENGLISH: YEAR 7**

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| Language | Literature | Literacy |
| Language variation & change:   * understand how language evolves * new technologies for texts and communicating | Literature & context:   * ideas & viewpoints in texts about events , issues & characters * texts from different historical, social & cultural contexts | Texts in context:   * effect of technology on texts (including media) |
| Language for interaction:   * how styles create identities * using language to evaluate text, substantiate by referencing | Responding to literature:   * reflecting on ideas & opinion in text, areas of agreement and difference, justification of ideas * how language & images create character, influence emotion & opinion * aesthetic & social value of texts, using appropriate metalanguage | Interacting with others:   * identify & discuss main ideas, concepts & points of view in spoken texts to evaluate quality * interaction skills – body language, voice, music etc to create interest * Plan, rehearse & deliver presentations with appropriate sequencing, content for purpose |
| Text structure & organization:   * -complexity in informative & persuasive texts * -identify elements such as taxonomy, cause & effect, extended metaphors * understand that complex texts use devices like overviews, paragraphing, site maps, links online etc * punctuation to support meaning | Examining literature:   * purpose & appeal of methods of characterization, plot & settings * dramatic methods & layers of meaning in texts such as film, drama or poetry eg. haiku, tankas, couplets, free verse & verse novels | Interpreting, analyzing, evaluating:   * how text structures & language features shape meaning for audience & purpose * use prior knowledge & text processing strategies to interpret texts * use comprehension strategies to interpret, analyse, synthesise & critique information ideas & issues in texts * compare text structures & language features of multimodal texts to explain how they combine to influence audience |
| Expressing & developing ideas:   * embedded clauses * modality (contextual meaning), through choice of verbs, adverbs, adjectives and nouns eg. Possible, probable * point of view representation through visual text * vocabulary of extended & academic texts * spelling rules and origins | Creating literature:   * create using stylistic features encountered in other texts eg – narrative viewpoint, stanzas, contrast, juxtaposition * experiment with text and language features for particular effect – rhythm, sound effects, monologue, layout, navigation & colour | Creating texts:   * plan, draft & publish imaginative, informative & persuasive texts * edit for meaning, remove repetition, refine ideas, reorder sentences, add or substitute words etc * consolidate personal handwriting style – legible, fluent, automatic & able to be sustained * use range of software to confidently create, edit & publish written & multimodal texts |

Cross-curriculum priorities to be included in all learning areas: Aboriginal and Torres Strait Islander histories and cultures; Asia and Australia’s engagement with Australia; Sustainability

\*This document intends to assist teachers in their implementation of the Australian curriculum – it is merely an attempt to understand the document at this time – teachers are advised to consult the online documentation to clarify further detail for themselves. The ‘AusVELS’ to be released during 2011 will be the official documentation for Victorian schools.