



uplift
education

ENGLISH

YEAR 7 ENGLISH PROGRAM



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YEAR 7: ENGLISH PROGRAM OVERVIEW

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Year Overview

Year 7 students at Uplift Education will cover eight modules over the course of the year under the Area of Study: Relationships. As tutors, we aim to prepare Year 7 students for the language and literacy requirements of the NAPLAN tests by Term 2 of the school year. We will develop students' creative and persuasive writing skills, especially focusing on grammar, punctuation, and ways to use language features. Students will engage with and practice composing a range of imaginative, informative, and persuasive texts including narratives, letters, speeches, multimodal presentations, and literary analyses.

By the end of Term 1 at Uplift Education, students will gain an appreciation of how texts are influenced by context, purpose and audience. By Term 2, they will gain creative and persuasive writing skills to prepare them for the NAPLAN tests. By Term 3, students will learn to analyse how media and digital texts are composed to communicate purpose, context, and ideas. By the end of Term 4, students will complete their Year 7 education with a close study of novels and poetry in order to critically evaluate, analyse, and utilise the language and techniques learned over the course of the year to solidify their understanding of English.

Unit Sequence

Unit 1: Hope and Friendship

This module introduces students to the ways authors communicate messages through texts. The unit should be treated as an introductory module in terms of analysis, where tutors aim to familiarise students with techniques and their effects, themes, and language, as well as understanding character development. Students will begin to explore the range of text types they will encounter during future years in high school. Tutors will cover universal themes of:

- Hope
- Friendship
- Loyalty
- Courage
- Belonging

Unit 2: The Persuasive Writer

This module introduces students to the analytical aspects of English. They will learn to manipulate language forms and features within a variety of text types in order to persuade responders. Students will learn to analyse, evaluate, and reflect on ideas and opinions in a range of texts. By the end of the unit, students should be able to critically examine texts and present their ideas in a structured, persuasive, and sophisticated manner.

Unit 3: Fairytales and Representation

This module introduces students to the way contexts affects the values and themes prevalent in texts. It is the broadest of the topics as a variety of historical, social, and political events are explored within texts. This module will help students explore changes in language and construction as a result of various contextual issues. By the end of the module they should be able to identify texts that are contextually relevant to them and those that transcend all contexts due to the universality of themes. Tutors aim to cover ideas of:

- Censorship and relevance
- Racism
- Gender roles
- Perceptions of appearance
- Environmental trends

Unit 4: Aboriginal Voices

Throughout high school, students are expected to have a firm grasp of Aboriginal experiences and expression. This module aims to prepare students for this by introducing them to texts constructed in a way that conveys distinctively Aboriginal themes. Tutors focus on voices of protest within communities, activists for change, the struggle to sustain culture, and aspects of cultural identity that have been lost.

Unit 5: Love in Literature

This module will allow students to develop ideas and perspectives on the ideas of love and relationships within literature. They will explore the different types of love that may be encountered as well as the power of romantic paradigms. Students will explore the influences on individuals that both beneficial and detrimental relationships have, and translate that into their own understanding of love and interactions with their wider world.

Unit 6: Film and Purpose

This module will introduce students to films related to the Year 7 Area of Study: Relationships. They will view a variety of short films in which they critically evaluate filmmaking and storytelling techniques to communicate ideas to different audiences for a range of purposes. Students will focus on the relationship between the composer and the responder, highlighted through universal themes centered on relationships and conveyed through visual and film devices.

Unit 7: War and Conflict

This module encompasses a wide range of wars and conflict. Studying a variety of historical events will provide a comprehensive overview of 20th Century conflict. Students will understand the way war has shaped the personal contexts of composers and thus the way they write. By the end of the module, students should be able to incorporate their understanding of context and war influences into their own critical responses, analysing form and techniques use to portray attitudes towards war.

Unit 8: Genre Study – Adventure

In this module, students will develop an understanding of the ways narrative conventions and language shape and create meaning through texts within the adventure genre. Students will focus on the relationship of the various types of heroes and their challenges, as well as learning the archetypal plotlines and characters found in the adventure genre.

NAPLAN Dates

2016 10 – 12 May

2017 09 – 11 May

2018 15 – 17 May

Student Work Portfolios and Reports

For Year 7-10 students at Uplift Education, tutors keep a folder for each student in which works they have produced and submitted are stored. These works will be marked and assessed by the tutors and given to parents along with their semester reports. These reports are given at the end of both semesters in the school year. Tutors will assess the students' progress against a criteria sheet of learning outcomes. Parents at this time will also have the opportunity to organise a parent-teacher interview with their child's tutor.

Assessment

Students will be required to submit either an analytical or creative piece at the end of each unit to monitor progress and set achievable medium-term goals. These assessments are compulsory and will be placed in the Student Work Portfolios as evidence of teaching and learning. Students will receive a mark determined by tutors and, in the form of the provided marking criteria, will be given appropriate feedback.

Plagiarism and Academic Integrity

Uplift Education has a zero-tolerance plagiarism policy. In the case that plagiarism is found in a student's work, Uplift Tutors may penalise students with a reduction of marks, or in more serious cases, Uplift Education reserves the right to deny service to the student. Uplift Education defines plagiarism in the forms of:

Copying: using the same or very similar words to an original piece of work without acknowledgement or credit, or acquiring another person's academic work and copying it.

Inappropriate paraphrasing: changing words and/or phrases while retaining the original structure and/or information without acknowledgement or credit.