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Faculty: English

Unit Duration: Semester 1, 2026

The **Australian Curriculum Achievement Standards** in English focus on developing students' **knowledge, understanding** and **skills** in listening, speaking, reading, viewing, writing and creating. The Achievement Standard describes a broad sequence of expected learning that students will undertake across the whole year.

Australian Curriculum Achievement Standard:

By the end of Year 7, 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 including literary devices, and/or multimodal features and features of voice.

They read, view and comprehend texts created to inform, influence and/or engage audiences. They identify how ideas are portrayed and how texts are influenced by contexts. They identify the aesthetic qualities of texts. They identify how text structures, language features including literary devices and visual features shape meaning.

They 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 including literary devices, and/or multimodal features.

Unit Description:

Term One: Personal Stories

English is the subject in the curriculum that allows us to understand what it means to be a human being. By looking at the stories of others we can learn from the real life triumphs, defeats and personal challenges experienced. By sharing our own stories we discover we aren't alone in our experiences. Sharing helps build understanding of each other and build relationships. By telling our personal stories we reflect on who we are. This unit also includes some explicit focus on writing within the subject of English - building on existing knowledge of grammar and punctuation in order to be successful when writing at high school.

Term Two: Analysing Texts

In this unit of work we closely analyse a range of texts, including picture books and poetry, deciphering how authors communicate meaning to their audiences, and how audiences may be targeted for specific purposes. We will examine the ideas presented within each text and identify layers of meaning. There will be a focus within the analysis process on the use of figurative language, poetic devices, visual representations and the grammatical structure of sentences to convey meaning.

This unit may contain topics which raise concerns with families in our community. Please contact the class teacher if you have any specific concerns.

Essential Learning Outcomes developed from the Achievement Standards of the Australian Curriculum:

1. *With different purposes and for audiences, discusses, expresses and expands ideas with evidence [V9.E.7.02]*
2. *Identifies how ideas are portrayed and how texts are influenced by contexts [V9.E.7.06]*
3. *Creates written and/or multimodal texts, including literary texts, for different purposes and audiences, expressing and expanding on ideas with evidence [V9.E.7.09]*
4. *Adopts text structures to organise, develop and link ideas when writing and creating [V9.E.7.10]*
5. *Adopts language features including literary devices, and/or multimodal features [V9.E.7.11]*

Materials and Equipment Required: Students are expected to arrive at every class with a class book/folder to write notes for that subject, a writing instrument and a Chromebook or similar, appropriate electronic device. Students are required to provide the following additional materials and equipment: *Class text available for borrowing from school library*

Absences from Class: Students who miss classes due to absence or excursions must negotiate with the class teacher to catch up missed work.

Use of IT in Class: A Google Classroom has been set up for this class. Students will be required to log into this Google Classroom regularly to access course material. Students must bring their Chromebook to all lessons, however, the use of these devices in class will be at the discretion of the teacher.

Homework: Any homework will be directly related to instruction and course requirements, will be assessed appropriately and may impact upon student grades. Examples of homework may include; catch up on missed classwork, revision of classwork, study for tests, assignment work, or preparation for a class presentation.

Late Work: Extensions may be negotiated with individual teachers before the due date

Excursions: An in-school performance from *Poetry in Action* is planned for Week 10 of Term 2. All students are strongly encouraged to attend.

Plagiarism: Plagiarism is copying or using another's work and claiming it as your own. This includes copying, cutting and pasting text or using ideas directly from a text, the internet or some other source without appropriate referencing. The use of Generative AI to produce your work, or edit it so that it no longer reflects your work, is a form of plagiarism. If this happens, work may not be graded and students will be asked to discuss the assessment with the classroom teacher and Executive Teacher for that subject. If a teacher suspects a student may have plagiarised their work they may choose to assess the student in an alternative way, such as verbally or under test conditions. Parents may be contacted as part of this process.

Assessment Portfolio: This contains evidence of work from the opportunities the students have been provided to demonstrate elements of the achievement standard.

Portfolio Assessment Tasks for this subject will include:

	Week / Date Due	Essential Learning
1. Shoebox Oral Presentation	T1 Wk 6	1
2. Response to Texts (in class pre assessment)	T2 Wk 1	2
3. Text analysis and responses (multiple opportunities)	T2 Wk 6	2, 3, 4,
4. In class assessments, class discussions and classwork	Ongoing	1, 2, 3, 4

A-E Reporting Grade Descriptors These are the grades and grade descriptors for reporting at the end of each Semester.

A	Demonstrating excellent achievement of what is expected (Consistently achieving a proficiency level of 4 or above in each of the Essential Learnings)
B	Demonstrating a high achievement of what is expected (Consistently achieving a proficiency level of between 3 and 4 in each of the Essential Learnings)
C	Demonstrating satisfactory achievement of what is expected (Achieving a proficiency level of 3 across the Essential Learnings)
D	Demonstrating partial achievement of what is expected (Achieving a proficiency of between 1 and 3 across the Essential Learnings)
E	Demonstrating limited achievement of what is expected (Achieving a proficiency of 1 or less in each of the Essential Learnings)
S	Status is awarded where unavoidable circumstances have prevented assessment. Must be negotiated with the Principal.

Grade Descriptors and the "C" grade

In ACT public schools the Australian Curriculum Achievement Standard is aligned with a 'C' grade. The 'C' grade indicates that your child has demonstrated a satisfactory level of knowledge, understanding and skill in relation to the Achievement Standard.

Appeals

A student must initiate an appeal for any grade with their subject teacher. If a student is dissatisfied with that initial process, they must pursue further appeal through the Faculty Executive Teacher for that subject.

Executive Teacher

Carol Ellis

20/02/2026