

Teacher(s): Bec Eastman, Carol Ellis, Darci Kelly, Talia Munro, Emily Tredinnick

Faculty: English

Unit Duration: Semester 2, 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 3: Individuals and Their Worlds (Novel Study)

Prose texts come in many forms – short stories, films, novels – but they share the same structural elements, such as plot, character, theme, and setting. Films are rarely a complete representation of the novels they're based on. There are often many differences between novels and their film adaptations, and during this unit of work students will be closely studying a class novel, and possibly also watching the film adaptation. We will be looking at how certain themes are represented and woven into the narrative structure and story line elements. Students will also have an explicit focus on how to write an expository essay, which will aid them in their future high school careers.

Term 4: Creative Writing (Short Stories)

Short stories allow us to look at multiple examples of narrative structures in a short period of time. The aim of this unit is to further develop students' ability to write narratives of their own. Through stories we can have experiences that are not available to us in our real lives. We live vicariously through the imagination of others. Stories offer us a range of emotions, choices and dilemmas. They are both an escape from real life but also a point of reflection, especially when we ask, "What would I do?"

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

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. Expository paragraphs (due in sections) for expository essay	T3 Wk 5, 6, 8	2, 3, 4
2. Original short story	T4 Wk 6	3, 4, 5
3. In class assessments, class discussions and classwork	Ongoing	2, 3, 4, 5

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

31/07/2026