



STEINER EDUCATION AUSTRALIA

AUSTRALIAN STEINER CURRICULUM FRAMEWORK

2011

ENGLISH

Scope & Sequence

High School

AUSTRALIAN STEINER CURRICULUM FRAMEWORK

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ASCF ENGLISH SCOPE and SEQUENCE YEAR 7 to YEAR 10				
CONTENT DESCRIPTOR	YEAR 7	YEAR 8	YEAR 9	YEAR 10
Step One Learning experience: Active ‘willing’ – observing, taking in, describing and breaking down				
ASCF Strand One				
<u>Aesthetics stream: evolutionary development of the English language and historical overview of literature</u>				
How texts inform the cultural context in which they are created	Overview of some of the leading topics associated with the ‘Aesthetics’ theme of the curriculum			
<p>Experience the unfolding relationship between different subject areas in relation to the evolution of cultural periods</p> <p>Compare the characteristic features of different cultural periods as expressed in art, religion, science and the humanities</p> <p>Understand the way in which the birth of literature arises out of the mythical past as expressed in the great sagas and epic poetry</p> <p>Explore the living qualities of sounds, vowels, consonants, words, and the English language as reflected in selected texts</p>	<p>Experience how language has evolved over time through immersion in stories</p> <p>Listen to and read literature from classical sources and modern adaptations – respond to the historical themes of discovery and awakening independence by reflecting on their own life visions, moral codes and individual strength</p> <p>Examine the Code of Chivalry and of Courtly Love and their relevance for society today</p> <p>Explore in depth the qualities of Wish, Wonder and Surprise</p>	<p>Survey the selected historical literary content through active and sustained reading and discussion</p> <p>Research the historical development of language from song to speech to written word</p> <p>Explore electronic innovations</p> <p>Encounter Shakespearean characters in the context of their social and historical background and as they live within us today</p> <p>Investigate in a phenomenological way the grammatical principles which govern language</p>	<p>Research the historical development of drama from the early Greek period up to the Shakespearean period</p> <p>Focus on cultural influences on styles of texts and buildings</p> <p>Explore the growing sense of Australian identity as reflected in the emergence of literature from the Colonial period through to national awareness and contemporary texts; include studies of cultural representations of people in Indigenous and migrant literature</p>	<p>Study the birth of literature as reflected in different styles of epic writing in varied sagas/myths and contrast the epic, dramatic and lyrical styles</p> <p>Survey the historical development of English poetry</p> <p>Compare the changing representations of heroes in the sagas for example from tribal honour to individual anguish (Achilles) to awakening to individual awareness and responsibility</p> <p>Act, rehearse and perform in a play production</p>
ASCF Strand Two:				
<u>Interacting with others</u>				
LANGUAGE:				
<p>Language for interaction</p> <p>Understand through practice: different styles of speech and speaking; cultural differences in speech conventions; the influence of language use and styles of speaking on social interrelationships</p>	<p>Experience the differences in styles of speech and idioms in contrasting examples of historical literature studied</p> <p>Closely observe the influence of speech styles on the creation of personal identities</p>	<p>Explore the qualitative nuances of sounds of vowels, consonants and varied rhythms of language which influence the potential power of the <i>living</i> word</p> <p>Notice differences in speech patterns in historical literary examples from periods studied</p>	<p>Experience the difference between styles of speech as portrayed in literary texts</p> <p>Explore the difference between tragic and comic expression</p> <p>Consider the way language skills influence interpersonal relationships</p>	<p>Explore through speaking and recitation the differences in speech styles and idioms between epic, dramatic and lyric poetry</p> <p>Understand how language use can have inclusive and exclusive social effects</p>

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LITERATURE:				
Responding to literature: <u>Features of literary texts</u> The key features of literary texts and how they work to construct a literary work, such as plot, setting, characterisation, mood and theme	Recognise and discuss the ways that characterisation, events and settings are combined in narratives Observe and characterise the moods of Wish, Wonder and Surprise	Recognise and explain the ways literary texts draw on readers' knowledge of other texts and enable new understandings and appreciation of aesthetic qualities	Compare texts from familiar and unfamiliar contexts for example migrant and Australian biographical texts, and discuss and evaluate their content and the appeal of an individual author's literary style	Identify, explain and discuss how narrative viewpoint, structure, characterisation and devices including analogy and satire shape different interpretations and responses to a text
LITERACY:				
Interacting with others Use language to interact with others in the class sharing and supporting opinions about selected texts Closely observe language use in various social interactions from different periods of time or related to different moods	Experience the qualities of movement of the moods of Wish, Wonder and Surprise through Eurythmy or creative dance Closely observe the impact of clothing on the body language of people in the historical periods under review	Experience the impact of different speech styles used by Shakespearean characters Practice reading aloud, choral speaking and recitation Explore voice, language conventions and other multi-modal elements to create specific effects	Using varying voice, tone, pitch, pace and other musical/sound effects explore the difference between tragic and comic forms of expression Through singing and recitation compare and contrast extracts and songs from the main periods of development in Australian literature	Compose and present a dialogue between representatives of the gods and of humanity inspired by reading the epic sagas; use appropriate logic, imagery and rhetoric Use the language of persuasion and argument when debating in class
ASCF Strand Three <u>Reading, comprehending and responding to a wide range of texts</u>				
LANGUAGE:				
Text structure and organisation Identify the main structural elements of the text and the intended purpose and audience	Compare and contrast how the text structures and language features of various types of texts differ for example observe how they are more complex in classical texts as compared with more recent adaptations	Identify and contrast text structures and language features in selected texts for example poetry texts (stanzas, rhythm and rhyme patterns) Identify how the medium and mode of communication varies in different kinds of letter writing Research life and times of writers	Understand that authors innovate with text structures and language for specific purposes and effects Identify the way in which social and cultural factors influence the literary devices and structural features used by a writer	Compare the purposes, text structures and language features of epic, dramatic and lyrical styles of writing Compare and contrast the earliest examples of literature with contemporary styles Discuss a contemporary film interpretation of the epic style of writing
LITERATURE:				
Responding to literature in a living way Experience the texts in a living way: recite extracts, speak in chorus, sing, watch live performances and film versions of texts, role play and improvise, practice eurythmy, dance	Experience, explore and express a range of feelings related to Wish, Wonder and Surprise (unit 7.3)	Experience the <i>living</i> quality of words and language Read and recite poems, practice choral speaking	Study paintings from the same period as the texts View a live or film version of a Classical play Role play, improvise	Compare different versions of the same text or production Memorise and recite a poem Create a sound poem using the beat of different rhyme schemes

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<p>Examining literature <u>Language devices</u> in literary texts including figurative language</p>	<p>Understand, interpret and discuss how language is compressed to produce a dramatic effect in film or drama, and to create layers of meaning in poetry, for example haiku, tankas, couplets, free verse and verse novels</p>	<p>Identify and evaluate devices that create tone, for example humour, wordplay, innuendo and parody in poetry, humorous prose, drama or visual texts</p>	<p>Investigate and experiment with the use and effect of extended metaphor, metonymy, allegory, icons, myths and symbolism in texts, for example poetry, short films, graphic novels and plays on similar themes</p>	<p>Compare and evaluate how 'voice' as a literary device can be used in a range of different types of texts such as poetry to evoke particular emotional responses</p>
LITERACY:				
<p>Interpreting, analysing, evaluating <u>Reading strategies</u> Attentive reading aloud or silently Listen to others reading Use reading processes to decode texts including predicting, monitoring, cross-checking, self-correcting, skimming and scanning</p>	<p>Listen to and read selected texts Examine original sources Work together in groups to understand an extract, identify key ideas, predict events, cross-check, self-correct Learn how to skim and scan</p>	<p>Apply increasing knowledge of vocabulary, text structures and language features to understand the content of texts Choose a reading technique for a play script: scan, find key points, overcome miscues, memorise and recite extracts</p>	<p>Listen to and read increasingly complex texts with fluency and comprehension Use reading strategies (, identify key ideas, predict events, cross-check, self-correct) to evaluate the structural components of texts, leading perspectives and themes</p>	<p>Listen to and read a wide range of classical and contemporary texts; retrieve and connect ideas within and between texts Compare and contrast information within and between texts; identify leading themes, issues, perspectives</p>
<p>Interpreting, analysing, evaluating <u>Comprehension strategies</u> Constructing meaning, literal and inferential meaning</p>	<p>Use comprehension strategies to identify, interpret, and synthesise ideas and information Identify and discuss key ideas and issues from a variety of textual sources</p>	<p>Use comprehension strategies to interpret and evaluate texts Find evidence in the text for the author's point of view</p>	<p>Use comprehension strategies to interpret texts, comparing representations of an event, issue, situation or character in different texts</p>	<p>Use comprehension strategies to compare and contrast information within and between texts, identifying embedded perspectives and supporting evidence</p>

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LITERATURE:				
<p>Responding to literature <u>Personal responses to ideas</u>, characters and viewpoints in literary texts, including relating texts to their own experience</p> <p>Responding to literature: <u>Expressing preferences and evaluating texts</u> Expressing a personal preference for different texts and types of texts, and identifying the features of texts that influence personal preference</p> <p>Creating literature Responding to texts creatively using a range of artistic media: Painting, drawing, sculpting, role play, dancing, eurythmy, music, singing, reciting, etc. From Year 8 onwards the multi-modality includes electronic media</p>	<p>Reflect on ideas and opinions about characters, settings and events in literary texts, identifying areas of agreement and difference with others and justifying a point of view</p> <p>Compare the ways that language and images are used to create character, and to influence emotions and opinions in different types of texts</p> <p>Retell, illustrate and discuss narrative episodes; write in the same style as chosen texts Paint or draw scenes; practice calligraphy; create a story map Learn a pavanne, galliard Play music of troubadours Participate in a medieval pageant</p>	<p>Share, reflect on, clarify and evaluate opinions and arguments about aspects of literary texts</p> <p>Understand and explain how combinations of words and images in texts are used to represent particular groups in society, and how texts position readers in relation to those groups</p> <p>Respond creatively to chosen extracts: act out, improvise scenes, create poems, stories, plays, scripts (multi-media), dances, diary entries, letters, illustrations, timelines, maps, plot issues/themes, socio-grams Write in the same style as chosen texts</p>	<p>Present an argument about a literary text based on initial impressions and subsequent analysis of the whole text</p> <p>Reflect on, discuss and explore notions of literary value and how and why such notions vary according to context</p> <p>Respond to texts in creative, original and thoughtfully reflective ways: illustrate texts, compose music, songs, artwork, role play, improvisations; create digital and film texts, comic strip, maps, timelines; Write a letter to a fictional character or compose a dialogue between characters</p>	<p>Reflect on, extend, endorse or refute others' interpretations of and responses to literature</p> <p>Analyse and explain how text structures, language features and visual features of texts and the context in which texts are experienced may influence audience response</p> <p>Respond creatively to chosen extracts using a range of media Examine the features of epic, dramatic and lyric poetry and write in the same style Experiment with different forms of poetry and short story writing Role play and improvise created characters</p>
LITERACY:				
<p>Creating texts Creating different types of spoken, written and multimodal texts using knowledge of text structures and language features</p> <p>Creating texts Handwriting</p>	<p>Plan, draft and publish imaginative, informative and persuasive texts selecting aspects of subject matter and particular language, visual, and audio features to convey information and ideas</p> <p>Consolidate a personal handwriting style that is legible, fluent and automatic and supports writing for extended periods</p>	<p>Create imaginative, informative and persuasive texts that raise issues, report events, and advance opinions, using deliberate language and textual choices, and including digital elements as appropriate</p> <p>Pay attention to handwriting style in the creation of Main Lesson texts Closely observe and study the calligraphy styles of the Medieval period and experiment with using various calligraphy scripts</p>	<p>Create imaginative, informative and persuasive texts that present a point of view and advance or illustrate arguments, including texts that integrate visual, print and/or audio features</p> <p>Pay attention to handwriting style in the creation of Main Lesson texts</p>	<p>Create sustained texts, including texts that combine specific digital or media content, for imaginative, informative, or persuasive purposes, and that reflect upon challenging and complex issues</p> <p>Pay attention to handwriting style in the creation of Main Lesson texts</p>

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Step Three Conceptual knowledge and skills: <i>Thoughtful reflection, interpretation and evaluation</i>				
ASCF Strand Five: <u>Applying language and literacy skills in the editing and evaluating of written and spoken assignments</u>				
LANGUAGE:				
Revise and extend language skills				
Apply the grammatical principles learnt in language lessons in the editing and refining of creative writing tasks In expressing and developing ideas, pay attention to text structure and organisation, punctuation, sentence and clause level grammar, word level grammar, visual language, vocabulary and spelling as indicated in the graded sequence in the ACARA English strands and sub-strands below:				
Text structure and organisation <u>Purpose audience and structures of different types of texts</u> How texts serve different purposes and how the structures of types of texts vary according to the text purpose	Understand and explain how the text structures and language features of texts become more complex in informative and persuasive texts and identify underlying structures such as taxonomies, cause and effect, and extended metaphors	Analyse how the text structures and language features of persuasive texts, including media texts, vary according to the medium and mode of communication	Understand that authors innovate with text structures and language for specific purposes and effects	Compare the purposes, text structures and language features of traditional and contemporary texts in different media
Text structure and organisation <u>Text cohesion</u> How texts work as cohesive wholes through language features which link the parts of the text together, such as paragraphs, connectives, nouns and associated pronouns	Understand that the coherence of more complex texts relies on devices that signal text structure and guide readers, for example overviews, initial and concluding paragraphs and topic sentences, indexes	Understand how cohesion in texts is improved by strengthening the internal structure of paragraphs through the use of examples, quotations and substantiation of claims Understand how coherence is created in complex texts	Compare and contrast the use of cohesive devices in texts, focusing on how they serve to signpost ideas, to make connections and to build semantic associations between ideas	Understand how paragraphs and images can be arranged for different purposes, audiences, perspectives and stylistic effects
<u>Punctuation</u> How punctuation works to perform different functions in a text.	Understand the use of punctuation to support meaning in complex sentences with phrases and embedded clauses	Understand the use of punctuation conventions including colons, semicolons, dashes and brackets in formal and informal texts	Understand how punctuation is used along with layout and font variations in constructing texts for different audiences and purposes	Understand conventions for citing others, and how to reference these in different ways
Expressing, developing ideas <u>Sentences and clause level grammar</u> What a clause is and how simple, compound and complex sentences are constructed through one clause (simple) or by combining clauses using different types of conjunctions (compound and complex)	Recognise and understand that embedded clauses are a common feature of sentence structures and contribute additional information to a sentence	Analyse and examine how effective authors control and use a variety of clause structures, including embedded clauses	Explain how authors experiment with the structures of sentences and clauses to create particular effects	Analyse and evaluate the effectiveness of a wide range of clause and sentence structures as authors design and craft texts

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<p><u>Word level grammar</u> The different classes of words used in English (nouns, verbs etc) and the functions they perform in sentences and when they are combined in particular recognisable groups such as phrases and noun groups</p>	Understand how modality is achieved through discriminating choices in modal verbs, adverbs, adjectives and nouns	Understand the effect of nominalisation in the writing of informative and persuasive texts	Understand how certain abstract nouns can be used to summarise preceding or subsequent stretches of text	Understand how higher order concepts are developed in complex texts through language features including nominalisation, apposition and embedding of clauses
<p><u>Visual language</u> How images work in texts to communicate meanings, especially in conjunction with other elements such as print and sound</p>	Closely observe how images work in texts to convey meaning and how point of view is generated in visual texts by means of choices, for example gaze and social distance	Investigate how visual and multimodal texts allude to or draw on other texts or images to enhance and layer meaning	Analyse and explain the use of symbols, icons and myth in still and moving images and how these augment meaning	Evaluate the impact on audiences of different choices in the representation of still and moving images
<p><u>Vocabulary</u> The meanings of words including everyday and specialist meanings and how words take their meanings from the context of the text</p>	Investigate vocabulary typical of extended and classical texts and the role of abstract nouns, classification and description in building specialised knowledge	Recognise that vocabulary choices contribute to the specificity, abstraction and style of texts	Identify how vocabulary choices contribute to specificity, abstraction and stylistic effectiveness	Refine vocabulary choices to discriminate between shades of meaning, with deliberate attention to the effect on audiences
<p><u>Spelling</u> Knowledge for spelling including knowledge about how the sounds of words are represented by various letters and knowledge of irregular spellings and spelling rules</p>	Understand how to use spelling rules and word origins, for example Greek and Latin roots, base words, suffixes, prefixes, spelling patterns and generalisations to learn new words and how to spell them	Understand how to apply learned knowledge consistently in order to spell accurately and to learn new words including nominalisations	Understand how spelling is used creatively in texts for particular effects, for example characterisation and humour and to represent accents and styles of speech	Understand how to use knowledge of the spelling system to spell unusual and technical words accurately, for example those based on uncommon Greek and Latin roots

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LITERATURE:				
<p>Creating literature <u>Experimentation and adaptation</u> Creating a variety of texts, including multimodal texts, adapting ideas and devices from literary texts</p>	<p>Examine the qualities of movement in the moods (related to Wish, Wonder and Surprise) in eurythmy or creative dance Improvise a dramatic routine adopting speech, gesture and character of different moods Translate this awareness into a written or illustrated text</p>	<p>Examine language features and literary devices: sound, rhyme, tone, evocation of mood, rhythm Use identified features in editing own writing Discuss themes, key ideas, purpose of /response to texts</p>	<p>Experiment with the ways that language features, image and sound can be adapted in literary texts, for example the effects of stereotypical characters and settings, the playfulness of humour and comedy, pun and hyperlink</p>	<p>Create literary texts with a sustained 'voice', selecting and adapting appropriate text structures, literary devices, language, auditory and visual structures and features and for a specific purpose and intended audience</p>
<p>Examining literature <u>Language devices</u> In literary texts including figurative language</p>	<p>Understand, interpret and discuss how language is compressed to produce a dramatic effect in film or drama, and to create layers of meaning in poetry, for example haiku, tankas, couplets, free verse and verse novels</p>	<p>Interpret and analyse language choices, including sentence patterns, dialogue, imagery and other language features, in short stories, literary essays and plays</p>	<p>Analyse text structures and language features of literary texts, and make relevant comparisons with other texts</p>	<p>Analyse and evaluate text structures and language features of literary texts and make relevant thematic and intertextual connections with other texts</p>
LITERACY:				
<p>Creating texts <u>Editing texts for meaning, structure and grammatical features</u></p>	<p>Edit for meaning by removing repetition, refining ideas, reordering sentences and adding or substituting words for impact</p>	<p>Experiment with text structures and language features to refine and clarify ideas to improve the effectiveness of students' own texts imaginatively</p>	<p>Review and edit students' own and others' texts to improve clarity and control over content, organisation, paragraphing, sentence structure, vocabulary and audio/ visual features.</p>	<p>Review, edit and refine students' own and others' texts for control of content, organisation, sentence structure, vocabulary, and/or visual features, to achieve particular purposes and effects</p>
<p>Creating texts <u>Use of software</u> Using a range of software applications to construct and edit print and multimodal texts</p>		<p>Use a range of software, including word processing programs to create, edit and publish texts</p>	<p>Use a range of software, including word processing programs, flexibly and imaginatively to publish texts</p>	<p>Use a range of software, including word processing programs, confidently, flexibly and imaginatively to publish texts, considering the identified purpose and the characteristics of the user</p>
<p>Interpreting, analysing and evaluating texts: <u>Purpose and audience</u> Recognising and analysing differences between different types of texts</p>	<p>Recognise and explain the ways text structures and language features shape meaning and vary according to audience and purpose</p>	<p>Analyse and evaluate the ways that text structures and language features vary according to the purpose of the text and the ways that referenced sources add authority to a text</p>	<p>Interpret, analyse and evaluate how different perspectives of an issue, event, situation, individuals or groups are constructed to serve specific purposes in texts</p>	<p>Identify and analyse implicit or explicit values, beliefs and assumptions in texts and how these are influenced by purposes and likely audiences</p>

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Interpreting, analysing and evaluating texts: Analysis and evaluation of how <u>text structures and language features</u> construct meaning and influence readers/viewers	Compare the text structures and language features of multimodal texts, explaining how they combine to influence audiences	Explore and explain the ways authors combine different modes and media in creating texts, and the impact of these choices on the viewer/listener	Explore and explain the combinations of language and visual choices that authors make to present information, opinions and perspectives in different texts	
ASCF Strand Six: <u>Interpreting, analysing and evaluating elements of style and context in written and spoken assignments</u>				
LANGUAGE:				
Language for interaction Language for <u>social interactions</u> - Purpose and audience	Understand how accents, styles of speech and idioms express and create personal and social identities	Understand how conventions of speech adopted by communities influence the identities of people in those communities	Understand that roles and relationships are developed and challenged through language and interpersonal skills	Understand how language use can have inclusive and exclusive social effects, and can empower or disempower people
Language for interaction <u>Evaluative language</u> How language is used to express opinions, and make evaluative judgments about people, places, things and texts	Understand how language is used to evaluate texts and how evaluations about a text can be substantiated by reference to the text and other sources	Understand how rhetorical devices are used to persuade and how different layers of meaning are developed through the use of metaphor, irony and parody	Investigate how evaluation can be expressed directly and indirectly using devices, for example allusion, evocative vocabulary and metaphor	Understand that people's evaluations of texts are influenced by their value systems, the context and the purpose and mode of communication
LITERATURE:				
Responding to literature: <u>Features of literary texts</u> - key features of literary texts and how they work to construct a literary work, such as plot, setting, characterisation, mood, and theme	Recognise and analyse the ways that characterisation, events and settings are combined in narratives, and discuss the purposes and appeal of different approaches	Recognise, explain and analyse the ways literary texts draw on readers' knowledge of other texts and enable new understandings and appreciation of aesthetic qualities	Analyse texts from familiar and unfamiliar contexts, and discuss and evaluate their content and the appeal of an individual author's literary style	Identify, explain and discuss how narrative viewpoint, structure, characterisation and devices including analogy and satire shape different interpretations and responses to a text

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<p>Interacting with others Listening and speaking interactions The <u>skills students use</u> when engaging in listening and speaking interactions</p>	Use interaction skills when discussing and presenting ideas and information, selecting body language, voice qualities and other elements, (for example music and sound) to add interest and meaning	Use interaction skills for identified purposes, using voice and language conventions to suit different situations, selecting vocabulary, modulating voice and using elements such as music, images and sound for specific effects	Use interaction skills to present and discuss an idea and to influence and engage an audience by selecting persuasive language, varying voice tone, pitch, and pace, and using elements such as music and sound effects	Use organisation patterns, voice and language conventions to present a point of view on a subject, speaking clearly, coherently and with effect, using logic, imagery and rhetorical devices to engage audiences
<p>Interacting with others: <u>Oral presentations</u> The formal oral presentations that students engage in including presenting recounts and information, and presenting and arguing a point of view</p>	Plan and rehearse presentations, selecting and sequencing appropriate content and multimodal elements to promote a point of view or enable a new way of seeing	Plan and rehearse presentations, selecting and sequencing appropriate content, including multimodal elements, to reflect a diversity of viewpoints	Plan and rehearse presentations, selecting and sequencing appropriate content and multimodal elements for aesthetic and playful purposes	Plan and rehearse presentations selecting and sequencing appropriate content and multimodal elements to influence a course of action
<p>ASCF Strand Seven: <u>Publishing and presenting written and spoken assignments</u></p>				
<p>LANGUAGE:</p>				
<p>Language for variation and change How English varies according to context and purpose including cultural and historical contexts</p>	Understand the way language evolves to reflect a changing world	Understand the influence and impact that the English language has had on other languages or dialects and how English has been influenced in return	Understand that Standard Australian English is a living language within which the creation and loss of words and the evolution of usage is ongoing	Understand that Standard Australian English in its spoken and written forms has a history of evolution and change and continues to evolve
<p>LITERATURE:</p>				
<p>Literature and context How texts reflect the context of culture and situation in which they are created</p>	Identify and explore ideas and viewpoints about events, issues and characters represented in texts drawn from different historical, social and cultural contexts	Explore the ways that ideas and viewpoints in literary texts drawn from different historical, social and cultural contexts may reflect or challenge the values of individuals and groups Explore the interconnectedness of Country and Place, People, Identity and Culture in texts including those by Aboriginal and Torres Strait Islander authors	Interpret and compare how representations of people and culture in literary texts are drawn from different historical, social and cultural contexts	Compare and evaluate a range of representations of individuals and groups in different historical, social and cultural contexts

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<p>Creating texts <u>Editing texts for meaning, structure and grammatical features</u></p>	Edit for meaning by removing repetition, refining ideas, reordering sentences and adding or substituting words for impact	Experiment with text structures and language features to refine and clarify ideas to improve the effectiveness of students' own texts imaginatively	Review and edit students' own and others' texts to improve clarity and control over content, organisation, paragraphing, sentence structure, vocabulary and audio/ visual features.	Review, edit and refine students' own and others' texts for control of content, organisation, sentence structure, vocabulary, and/or visual features, to achieve particular purposes and effects
<p>Interacting with others: <u>Oral presentations</u> The formal oral presentations that students engage in including presenting recounts and information, and presenting and arguing a point of view</p>	Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and <u>multimodal</u> elements to promote a point of view or enable a new way of seeing	Plan, rehearse and deliver presentations, selecting and sequencing appropriate content, including multimodal elements, to reflect a diversity of viewpoints	Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements for aesthetic and playful purposes	Plan, rehearse and deliver presentations selecting and sequencing appropriate content and multimodal elements to influence a course of action