Australian Curriculum: English — Year 8
Year level plan-2023

CURRICULUM	SEMESTER 1		SEMESTER 2	
	Term 1	**Term 2**	**Term 3**	**Term 4**
Unit name	Novel Study	Cultural Texts	Media Texts	Storyboarding
Unit description	In this unit, students read a novel that focuses on significant coming of age issues. Throughout their in-depth novel study, they will identify and explore social and personal contexts. Teen and pre-teen novels focus on relevant personal issues and or themes such as relationships, bullying, self-esteem, family, identity and the like. Students will closely analyse characterisation in relation to themes and social issues.	In this unit, students listen to, read and interpret literary texts, about and from Aboriginal histories and cultures and Torres Strait Islander histories and cultures. They read aloud a text or excerpts selected from texts that influence emotions and opinions on matters raised in the text/s. Students explain how the text/s use/s language in an emotive way, drawing evidence selected from the text/s.	In this unit, students will examine a range of media texts to determine how meaning is created and how values are embedded in texts. Students explore representations of individuals, groups and events, explaining how text structures and language features affect representations. A range of texts are read and viewed in order to examine various viewpoints on ethical issues in reference to subject matter, tone, dialogue, characterisation, plot and aesthetic qualities, considering both direct and implied meaning. Students evaluate how these types of texts influence audiences in relation to belonging and identity.	In this unit students read and comprehend a variety of short stories to understand the features that engage an audience. They will identify and explain authors' language and visual choices in illustrated short stories and understand how these choices are combined for particular purposes and effects. Students will also have opportunities to practise short story writing to experiment with visual and language choices that engage an audience. In the assessment task, students will write and illustrate a short story. This unit is supported by a Virtual Reality Module- English Writing: Narrative Immersive Pedagogy supporting documentation is available as part of this module.

ASSESSMENT		SEMESTER 1			SEMESTER 2		
		Term 1	**Term 2**		**Term 3**		**Term 4**
		Coming of age-AT1	Culture in texts-AT2	Poetry recitation-AT3	Explaining media texts-AT4	Dramas on TV-AT5	Storyboarding-AT6
Range and balance of summative assessment conventions	**Technique**	Extended response	Extended response	Extended response	Extended response	Exam	Extended response
	Type of text	Imaginative reflection	Analytical Essay	Vocal performance	Explanation	Short answer	Short story
	Mode	Written	Written	Oral	Multimodal	Written	Written
	Conditions	400-600 words (each entry 100-150 words) Access to seen question Up to 2 drafts with written feedback provided	400-600 words Conferencing and feedback on one draft Scaffold provided for essay structure of Introduction and 2 body paragraphs	Rehearsal in class Small group live recitation Can recite an excerpt Can have text support	-Seen question -Teacher conference	-Exam conditions -1-2 lessons allowed to complete exam -Clips shown minx2 before the exam -Once during exam	-Short story plan -450 words minimum

		Access to novel and course materials In-class and at home time	Completed individually in class			- Literacy scaffolding as negotiated with HOD English	

Aspects of the achievement standard

Receptive modes (listening, reading and viewing)	Understand how the selection of text structures is influenced by the selection of language mode and how this varies for different purposes and audiences					✓	✓
	Explain how language features, images and vocabulary are used to represent different ideas and issues in texts		✓			✓	
	Interpret texts, questioning the reliability of sources of ideas and information				✓		
	Select evidence from the text to show how events, situations and people can be represented from different viewpoints		✓			✓	
	Listen for and identify different emphases in texts, using that understanding to elaborate on discussions		✓			✓	
Productive modes (speaking, writing and creating)	Understand how the selection of language features can be used for particular purposes and effects	✓	✓		✓		✓
	Explain the effectiveness of language choices they make to influence the audience					✓	
	Show how ideas can be expressed in new ways through combining ideas, images and language features from other texts				✓		✓
	Create texts for different purposes, selecting language to influence audience response	✓		✓	✓		✓
	Make presentations and contribute actively to class and group discussions, using language patterns for effect			✓			
	Take into account intended purposes and the needs and interests of audiences when creating and editing texts to create specific effects	✓	✓	✓	✓		✓
	Demonstrate understanding of grammar, select vocabulary for effect and use accurate spelling and punctuation	✓	✓		✓	✓	✓

Term 1 Term 2 Term 3 Term 4 ✓ indicates opportunities that summative assessments provide for students to demonstrate evidence against aspects of the achievement standard