

Year Level Plan		Year 8		English			
<p>In Years 7 and 8, students interact with peers, teachers, individuals, groups and community members in a range of face-to-face and online/virtual environments. They experience learning in both familiar and unfamiliar contexts that relate to the school curriculum, local community, regional and global contexts. Students engage with a variety of texts for enjoyment. They listen to, read, view, interpret, evaluate and perform a range of spoken, written and multimodal texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. These include various types of media texts including newspapers, magazines and digital texts, early adolescent novels, non-fiction, poetry and dramatic performances. Students develop their understanding of how texts, including media texts, are influenced by context, purpose and audience.</p> <p>The range of literary texts for Foundation to Year 10 comprises Australian literature, including the oral narrative traditions of Aboriginal and Torres Strait Islander Peoples, as well as the contemporary literature of these two cultural groups, and classic and contemporary world literature, including texts from and about Asia. Literary texts that support and extend students in Years 7 and 8 as independent readers are drawn from a range of realistic, fantasy, speculative fiction and historical genres and involve some challenging and unpredictable plot sequences and a range of non-stereotypical characters. These texts explore themes of interpersonal relationships and ethical dilemmas within real-world and fictional settings and represent a variety of perspectives. Informative texts present technical and content information from various sources about specialised topics. Text structures are more complex including chapters, headings and subheadings, tables of contents, indexes and glossaries. Language features include successive complex sentences with embedded clauses, unfamiliar technical vocabulary, figurative and rhetorical language, and information supported by various types of graphics.</p> <p>Students create a range of imaginative, informative and persuasive types of texts, for example narratives, procedures, performances, reports and discussions, and continue to create literary analyses and transformations of texts.</p>							
Term 1		Term 2		Term 3		Term 4	
Unit 1		Unit 2		Unit 3		Unit 4	
<p>Talking about my generation: teenagers in the media Exploring Representations of teens in texts</p> <p>Students read, view and listen to a variety of media and other texts including those taken from digital environments and television to explore representations of teens as individuals and groups.</p> <p>Students examine these texts to understand how they are constructed and meaning is created through combinations of modes and media. They examine techniques used by authors to create representations of groups, to position audiences and to privilege particular viewpoints.</p> <p>Possible texts include, but are not limited to: <i>social media, television shows, newspapers, advertising and memes.</i></p>		<p>We are one- we are many: exploring different human experiences Representing human experience, ideas and values</p> <p>Students read, view and listen to a variety of literary and non-literary texts (inc. poetry, narrative, drama) that create representations the different groups in society with a particular focus on Aboriginal peoples' and Torres Strait Islander peoples' histories and cultures. They analyse the text structures and language features that create these representations and position the audience in relation to the specific groups represented.</p> <p>Students investigate how texts (literary and non-literary) represent a particular group in society in relation to a specific issue. They engage with a range of texts to examine how ideas about the values of this particular group are communicated. They create a particular perspective of the issue faced by the chosen group, demonstrating how ideas can be expressed in new ways.</p> <p>Focus texts include: <i>The Rabbits and Nanberry: Black Brother White, poetry of Oodgeroo., Behind the News</i></p>		<p>The Art of Animation: creating illusions Evaluating genre and narrative in animated films</p> <p>Students view and listen to a variety of animated short and full-length films to explore and analyse how the design elements and narrative structures chosen by filmmakers seek to influence their audiences.</p> <p>Students examine a range of fantasy and speculative fiction texts to understand how animated short films develop characterisation and themes within a short narrative timeframe. They evaluate the ability of these texts to use design elements for particular purpose and effects.</p> <p>Students create a spoken review in order to articulate their evaluation of a short animated film's representations of issues and characters appropriate to audiences.</p> <p>Possible texts include but are not limited to: <i>The Lost Thing (2010), Bao (2018)</i></p>		<p>"...Choose kind": ethical dilemmas in texts Creating representations of ethical issues</p> <p>Students read and comprehend a complete text to explore and analyse representations of ethical issues. They understand and evaluate the ways in which authors use text structures, language features and literary techniques to influence and affect readers. They identify and explain authors' language and visual choices in short stories and understand how these choices are combined for particular purposes and effects.</p> <p>Students practise narrative writing to experiment with language choices for specific purposes and effects.</p> <p>Recommended texts include, but are not limited to, <i>Lockie Leonard, Wonder, Freak the Mighty, Two Wolves, etc.</i></p>	
Assessment Tasks							
Formative	Summative	Formative	Summative	Summative	Summative	Formative	Summative
<p>Short response (written) <i>Seen and unseen in-class test</i></p> <p>Students analyse representations of individuals, groups and events in a selected media texts. They present this analysis in the form of a retrieval chart and paragraphs.</p>	<p>Constructing an image (written) <i>Assignment</i></p> <p>Students construct an image of themselves and write an accompanying reflection upon how the various techniques used in the construction create the desired effect..</p>	<p>Short Response (written) <i>Unseen in-class test</i></p> <p>Students use short responses to explain and analyse how representations of human experiences are created in literary texts</p>	<p>News report (spoken) <i>Assignment multimodal</i></p> <p>Students prepare, record and present a <i>Behind the News</i> Rookie Report expressing a particular viewpoint on an issue experienced by a particular group.</p>	<p>Short response (written) <i>In-class assignment</i></p> <p>Students compare two differing film reviews to explore how films can be represented from different viewpoints. (<i>i.e. Bao, 2018</i>) compare/contrast and slam dunk paragraphs (extended?)</p>	<p>Film review (spoken) <i>Assignment</i></p> <p>Students write and present a scripted 'At the Movies' style discussion that evaluates the effectiveness how an animated film engages its target audience.</p>	<p>Writing journal <i>In class- ongoing</i></p> <p>Students create a range of short texts for different purposes selecting language to influence audience response. They experiment with sentence and paragraph structures to show how ideas can be expressed in new ways.</p>	<p>Short story (written) <i>Assignment</i></p> <p>Students create and edit a short story that explores an ethical issue stemming from the novel studied in class.</p> <p>They annotate their story to explain the effectiveness of the language choices they have made.</p>