

Year 8 English 2019: Scope and Sequence

Term 1			
Unit outline: Close Study of Text			
<ul style="list-style-type: none"> ● Close study of novel selected by class teachers, differentiated based on student ability and interest. ● Exploration of themes, issues and concerns raised by texts. ● Students will examine the way in which composers shape characters, settings and thematic concerns. ● Students will develop extended response skills (using PEEL) 			
Assessment outline:			
Students will complete an extended response based on their understanding of their close study. The assessment task will be an extended response focusing on “themes” in the chosen novel.			
Differentiation:			
Text selection, scaffolding and complexity of formal structures in extended response, opportunities for research and independent tasks.			
Due date: Week 8, Term 1	Outcomes: EN4-1A, EN4-4B, EN4-5C	Modes: Reading and writing	

Term 1-2			
Unit outline: Poetry			
<ul style="list-style-type: none"> ● Study of poetry focusing on a recurring theme (to be chosen by class teacher) ● Suggested themes: Australian stereotypes, Indigenous issues, sustainability. 			
Assessment outline:			
Students will compose and deliver an oral presentation addressing the issue(s)/ poetry studied over the course of the term, and submit a visual representation of one of the poems studied. Students are to become familiar with poetry techniques and how these techniques contribute to the meaning in poetry.			
Differentiation:			
Based on selection of texts, depth of issues addressed, teaching strategies. Differentiated assessment task allowing for different student strengths and learning styles.			
Due date: Week 2 , Term 2	Outcomes: EN4-6C EN4-9E	Modes: Speaking.	

Term 2 Picture Books Week 2-9			
Assessment outline			
Students will create a picture book using visuals to enhance the meaning of the text. Students will also need to consider the audience for their text and make appropriate language choices. Students will be asked to write a short reflection on the process involved in creating a picture book.			
<ul style="list-style-type: none"> ● students read a variety of picture books and consider how pictures add meaning to the written text 			

- students explore how to deconstruct a visual text and learn the appropriate metalanguage
- students create a picture book and reflect on the choices they have made for their written and visual text.

Differentiation

Texts are chosen according to student ability

Scaffolding will be provided and opportunity for research and independent tasks.

Due date: Week 9, Term 2

Outcomes: En4-2A En4-8D

Modes: Representing and reflection

Term 3

Unit outline: Introduction to Drama-Heroes and Villains in Shakespeare

- Students will explore a variety of excerpts from Shakespearean plays and explore how dramatic techniques are used to present different themes, ideas, concepts, thoughts or messages. The focus will be on heroes and villains in Shakespeare.
- Teachers may select a variety of excerpts from Shakespearean texts.
- Students will study the conventions of theatre and performance
- Introduction to advertising and media (Week 10)

Assessment outline:

Students will view a Shakespearean performance depicting a hero/villain and will be required to answer questions exploring how the character has been developed and how language techniques/theatrical conventions are used to enhance the character

Differentiation:

Selection of text, visual aids to listening task, tiered assessment task, scaffold for note-taking.

Due date: Week 9

Outcomes: EN4-5C, EN4-9E, EN4-7D

Modes: Listening, viewing, writing

Weighting: 35%

Term 4

Unit outline: Media Studies-non fiction

- Students will examine means and techniques for the production of a range of media, with a focus on digital media targeted at young people.
- They develop their own ideas and perspectives on a range of issues and concerns about youth culture.
- Students respond to and compose a variety of contemporary media and digital texts.
- Students design, develop and publish an online magazine (or excerpts thereof) for a teenage audience.

Assessment outline:

Formative assessment of student understanding through production of various texts

Differentiation:

Choice of medium for production of texts, depth and complexity of texts produced, opportunities for wide-ranging exploration of self-selected topics

Due date: Teacher's discretion	Outcomes: EN4-1A EN4-2A EN4-3B EN4-5C	Modes: Reading, writing, representing	
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