

## Year 8 English 2022: Scope and Sequence

<b>Term 1</b>	
<b>Weeks 1 through to 8</b>	<b>Weeks 9 through to 10</b>
<b>Unit title:</b> Novel Study	<b>Unit title:</b> Poetry Study
<b>Unit outline:</b> Students will examine the key themes of a prescribed novel in order to develop their application of the PEEL analytic structure to their writing. Students will analyse the way in which composers shape characters, settings and thematic concerns in one text.	<b>Unit outline:</b> Students will study three to four Australian and/or Indigenous Australian poems in order to appreciate cultural expression in texts. They will be guided to identify the subtle aspects of poetic composition and revise figurative, sound and structural devices. They will experiment, where appropriate, in representing their own cultural voice and values. <i>High Performing students</i> may compare the cultural representations in poetry.
<b>Outcomes:</b> EN4-5C, EN4-4B	<b>Outcomes:</b> EN4-8D
<b>Assessment outline: Formal</b> Students will have two weeks at home to prepare a critical response to the novel they have studied in class, building on the PEEL analytic structure. The instructional verb set for the task will vary, according to student groups. For example, <i>High Performing</i> students may be asked to analyse, <i>Learning and Support students</i> may be asked to explain.	<b>Assessment outline: Formal</b> Students analyse ONE Australian or Indigenous poem (that has <i>not</i> been studied in class). They will be provided with this poem on the day of the task. Students respond to how poetic devices have been used to convey particular cultural understanding in the poem. <i>High Performing</i> students will also be required to explicitly analyse at least one poem studied in class in order to compare cultural representations.
<b>Due date:</b> Week 8, Term 1 <b>Modes:</b> Writing	<b>Due date:</b> Week 4, Term 2 <b>Modes:</b> Writing

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Term 2	
Weeks 1 through to 4	Weeks 4 through to 10
Poetry Study finishes...	<b>Unit title:</b> Shakespeare Study
	<b>Unit outline:</b> Students will study a Shakespearean comedy. They will examine two to three key scenes to determine how Shakespeare creates humour through language features and dramatic devices.
	<b>Outcomes:</b> EN4-3B, EN4-1A
	<b>Assessment outline: <i>Informal AND formal components</i></b> Students will write and perform a rendition of a scene in contemporary language. They will be sure to maintain the storyline and the concepts involved whilst keeping alive the humour within it. Students will submit individual reflective essays for feedback and marking. This reflection should contain sources of inspiration and idea formulation.
	<b>Due date:</b> Week 9, Term 2 <b>Modes:</b> Writing, Listening

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<b>Term 3</b>	
<b>Weeks 1 through to 8</b>	<b>Weeks 9 and 10</b>
<p><b>Unit title:</b> Film Study – Animation (East and West)</p> <p><b>Unit outline:</b> Students will examine a film of the anime genre. Students will analyse the distinctive qualities and cultural themes in their prescribed film and how it is represented.</p> <p><b>Classes A, B and C</b> - Students will compare and contrast themes, styles, audience, etc. with the extracts of another cartoon of the Teachers choosing with a distinctive Western style i.e The Simpsons, Dexters Lab, Beauty and the Beast, Johnny Bravo. Students will write a discursive film review by studying reviews and other nonfiction texts written about the prescribed film set for study</p>	<p><b>Unit title:</b> Media Literacy - Perspectives</p> <p><b>Unit outline:</b> Students will be guided to consider the quality and integrity of media. They will develop their understanding about the problems that arise when institutions are able to manipulate and/or censor media in order to produce edited versions of news. Students will engage in the close study of a nonfiction text in order to analyse how word choice dictates angle and scope thereby leading to potential biases or disinformation. Students will develop an understanding of how the use of language and images convey perspective. While studying a variety of texts, students will develop their literacy and vocabulary through identifying key words that dictate angle and viewpoint and in turn, be better informed about the broader concerns of the far reaching and clashing nature of media content.</p>
<p><b>Outcomes:</b> EN4-6C</p>	<p><b>Outcomes:</b> EN4-2A, EN4-7D</p>
<p><b>Assessment outline: <i>Formal</i></b> <b>For mainstream classes</b> - Students will use their knowledge of anime to write a review that persuades mainstream audiences to watch a Japanese film studied in class. They will draw on their understanding of the effects of anime on delivering ideas and how anime can evoke a strong personal response. Students will be provided with a review scaffold to aid them in preparing for this assessment. Students will submit one draft section of their review preparation for feedback before they write a review in class.</p>	<p><b>Assessment outline: <i>Informal</i></b> Idea: Students develop their own news story, either real or made up. They will develop a piece of news in the format of their choosing (blog, newspaper article, opinion piece or presentation) and present a story. (In the case of a newscaster presentation, students need to submit their transcript). Students are required to convey an angle of the story through the use of language.</p> <p><i>High Performing</i> students develop two stories that present contrasting perspectives. This involves submitting a story conveying one angle as well as one paragraph displaying an opposing angle. By highlighting the differences in vocabulary used, students need to analyse how scope is utilized as a form of persuasion. This will involve highlighting/annotating key words within their work for the students to dissect by conveying aspects like intention, timbre, impression, etc. and how these words work to create the scope.</p>

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<p><i>High Performing Students</i>, Using the films studied, will submit an essay analysing the distinctive qualities of East and West animation highlighting the animation styles, purpose and typical thematic concepts displayed. Format Scaffolding will be provided to students prior to essay writing with the submission of one draft for feedback.</p>	
<p><b>Due date:</b> Week 7, Term 3 <b>Modes:</b> Reading &amp; Writing</p>	<p><b>Due date:</b> Week 2, Term 4 <b>Modes:</b> Viewing, Speaking, Representing, Writing</p>

<b>Term 4</b>	
<b>Weeks 1 through to 5</b>	<b>Weeks 5 through to 11</b>
<p><b>Media Literacy</b> continues...</p>	<p><b>Unit title:</b> Theatresports</p> <p><b>Unit outline:</b> Through responding to and composing texts, students will learn about the power, value and art of the English language for communication and enjoyment. Students will develop clear and precise skills in speaking, listening and representing, and knowledge and understanding of language forms and features and structures of texts, with a particular focus on narrative through movement and dialogue, and process drama theory. The most valuable skills to acquire through drama in English are:</p> <ul style="list-style-type: none"> <li>● quick thinking &amp; improvisation.</li> <li>● using the imagination.</li> <li>● role play.</li> <li>● voice use.</li> <li>● physicality with characters/ movement.</li> </ul> <p>Through their study of drama in English, students continue to develop their critical and imaginative faculties and broaden their capacity for cultural understanding. They examine the contexts of language usage to understand how meaning is shaped by a variety of social factors.</p>

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	Students and teachers are encouraged to create a dynamic and highly creative approach to this unit. Flamboyance and experimentation should be praised and encouraged. There are no wrong answers in Theatresports, only accepted offers.
	<b>Learning Modes: Collaboration, Discussion, Guided Learning and Demonstration</b> Future-focused learning environments inspire students to be leaders of their own learning. Students collaborate and use critical and creative thinking to solve complex problems and become mindful global citizens. <a href="https://education.nsw.gov.au/teaching-and-learning/school-learning-environments-and-change/future-focused-learning-and-teaching/learning-modes">https://education.nsw.gov.au/teaching-and-learning/school-learning-environments-and-change/future-focused-learning-and-teaching/learning-modes</a>
	<b>Outcomes:</b> EN4-2A, EN4-9E

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