

Year 8 English 2021: Scope and Sequence

Term 1	
Weeks 1 through to 8	Weeks 9 through to 10
Unit title: Novel Study	Unit title: Shakespeare Study
Unit outline: 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.	Unit outline: 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.
Outcomes: EN4-5C, EN4-4B	Outcomes: EN4-3B, EN4-1A
Assessment outline: <i>Formal</i> 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.	Assessment outline: <i>Informal</i> Students will perform a scene from the Shakespearean comedy studied. Students will watch and listen to their peers' performances and be required to complete a scaffolded analysis of the elements of drama and Shakespearean conventions used. Students will submit their best analysis for feedback in the following lesson.
Due date: Week 8, Term 1 Modes: Writing	Due date: Week 4, Term 2 Modes: Listening

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Term 2	
Weeks 1 through to 4	Weeks 4 through to 10
<p>Shakespeare Study finishes...</p>	<p>Unit title: Poetry Study</p>
	<p>Unit outline: 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.</p>
	<p>Outcomes: EN4-8D</p>
	<p>Assessment outline: <i>Formal</i> 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.</p>
	<p>Due date: Week 9, Term 2</p> <p>Modes: Writing</p>

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Term 3	
Weeks 1 through to 8	Weeks 9 and 10
Unit title: Film Study – Japanese Anime	Unit title: Fake News!
Unit outline: Students will examine the anime genre through the close study of one film. Students will analyse the distinctive qualities and didactic message in their prescribed film and how it is represented. They will develop their own personal response to the film by studying reviews and other nonfiction texts written about the film set for study.	Unit outline: 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 develop their knowledge of the power of social media globally and locally. While studying this core text students will develop their literacy and vocabulary in order to be better informed about the broader concerns of the far reaching and contradictory nature of media content.
Outcomes: EN4-6C	Outcomes: EN4-2A, EN4-7D
Assessment outline: <i>Formal</i> 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.	Assessment outline: <i>Informal</i> Students will produce one segment of a multimodal text on a topic of their choice. They will research the topic and prepare a simulation of media content in the style of ABC’s <i>Media Watch</i> . They are required to submit their transcript and research as part of the assessment. They will work in groups to produce their own Fake News! segment (recorded or live) and present this to the class. <i>High Performing students</i> will consider how to solve the problems that arise from Fake News in our society.
Due date: Week 7, Term 3 Modes: Reading & Writing	Due date: Week 2, Term 4 Modes: Viewing, Speaking & Representing

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Term 4	
Weeks 1 through to 5	Weeks 5 through to 11
<p>Fake News! continues...</p>	<p>Unit title: Theatresports</p> <p>Unit outline: 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. The most valuable skills to acquire through drama in English are:</p> <ul style="list-style-type: none"> ● quick thinking & improvisation. ● using the imagination. ● role play. ● voice use. ● physicality with characters/ movement. <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. 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.</p> <p>Learning Modes: Collaboration, Discussion, Guided Learning and Demonstration 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. https://education.nsw.gov.au/teaching-and-learning/school-learning-environments-and-change/future-focused-learning-and-teaching/learning-modes</p>
	<p>Outcomes: EN4-2A, EN4-9E</p>