

Year 8 - English 2024

TERM 1

TERM 1		
TIMING Weeks: 7	<p>Unit 1: Gothic Genre of Literature</p> <p>In this topic, students learn about the Gothic Genre of Literature. They explore the emotional and intellectual concerns of composers and how they convey these ideas through language and form. Students read a range of texts including poetry, short stories, short film, and novel extracts to analyse how composers shape meaning through their compositional choices. Additionally, students use the texts read in class as the inspiration for their own creative writing. They compose a range of written texts to demonstrate an understanding of Gothic Conventions. During the writing process, students engage with aspects of the text such as character development, genre conventions, atmosphere, suspense, and language features. Students will draft, edit, and refine their compositions during the writing process, and reflect on their own growth as writers.</p>	
	UNIT OVERVIEW	ASSESSMENT
	<p>In this unit, students will:</p> <ul style="list-style-type: none"> ● Learn about the history of the term ‘gothic’, ● Use their prior knowledge to identify conventions of a gothic setting and characters in a range of texts, ● Understand the purpose of the Gothic genre, ● Review inferential reading skills, ● Explore how the composers studied create a variety of voices, ● Identify and explain the Gothic genre conventions and apply these to their own creative writing, ● Analyse how suspense is created in writing, ● Compose creative texts with a focus on voice, character, setting and sensory imagery. 	<p>Task Number: 1</p> <p>Nature of Task: Creative Writing & Reflection</p> <p>Percentage: 50%</p> <p>Week: 8</p> <p>Reported: Semester 1</p>
TIMING Weeks: 7	<p>Unit 2: Shakespearean Drama</p> <p>In this topic, students will engage in the study of a Shakespearean play. Students will engage with the play’s language, form, and style, analysing how the playwright used these to create a distinctive plot, characters, and setting. In their study, students will consider how conflict is represented in the text. They will develop their capacity to explain the role of context, form, audience, purpose, genre, and characterisation. Students will be assessed on their ability to craft an engaging multimodal presentation, in the form of a program that explores the nature of conflict with a Shakespearean text.</p>	
	UNIT OVERVIEW	ASSESSMENT

	<p>In this unit, students will:</p> <ul style="list-style-type: none">● Learn about the conventions of Shakespearean comedy,● Undertake contextual research on Shakespeare,● Implement reading strategies when reading a Shakespearean text,● Read a Shakespearean comedy,● Analyse key scenes with a focus on conflict and love,● Watch excerpts from a modern appropriation (film) of the play,● Discuss why the text has been appropriated (context and audience),● Explain why Shakespeare is still relevant to a contemporary audience,● Learn about the form and features of a play program.	<p>Task Number: 2</p> <p>Nature of Task: Play Program</p> <p>Percentage: 50%</p> <p>Reported: Semester 1</p>
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TERM 2

	<p>Unit 2: Shakespearean Drama (continued)</p> <p>In this topic, students will engage in the study of a Shakespearean play. Students will engage with the play’s language, form, and style, analysing how the playwright used these to create a distinctive plot, characters, and setting. In their study, students will consider how conflict is represented in the text. They will develop their capacity to explain the role of context, form, audience, purpose, genre, and characterisation. Students will be assessed on their ability to craft an engaging multimodal presentation, in the form of a program that explores the nature of conflict with a Shakespearean text.</p>	
<p>TIMING Weeks: 7</p>	<p>UNIT OVERVIEW</p>	<p>ASSESSMENT</p>
	<p>In this unit, students will:</p> <ul style="list-style-type: none"> ● Learn about the conventions of Shakespearean comedy, ● Undertake contextual research on Shakespeare, ● Implement reading strategies when reading a Shakespearean text, ● Read a Shakespearean comedy, ● Analyse key scenes with a focus on conflict and love, ● Watch excerpts from a modern appropriation (film) of the play, ● Discuss why the text has been appropriated (context and audience), ● Explain why Shakespeare is still relevant to a contemporary audience, ● Learn about the form and features of a play program. 	<p>Task Number: 2</p> <p>Nature of Task: Play Program</p> <p>Percentage: 50%</p> <p>Week: 4</p> <p>Reported: Semester 1</p>
<p>TIMING Weeks: 9</p>	<p>Unit 3: Novel Study - Journeys</p> <p>Students engage in a close study of a novel, exploring the significance of a composer’s use language, form, and style to achieve their purpose. Students will read the text both at home and in class, and develop skills enabling them to identify, discuss, and reflect on the ideas represented in the text. Students will learn to recognise and analyse the ways that characterisation, events, and settings are used to create meaningful texts. Students will be assessed on their ability to create an engaging multimodal analytical response that analyses how language, forms and features shape engaging characters and setting.</p>	
	<p>UNIT OVERVIEW</p>	<p>ASSESSMENT</p>

	<p>In this unit, students will:</p> <ul style="list-style-type: none">● Revise and implement reading strategies,● Revise and implement inferential reading skills,● Undertake contextual research on the author,● Review understanding of narrative and character voice,● Explore the ways characters can be represented in texts (direct and indirect characterisation),● Discuss tone and what evidence can be found in a text to indicate the tone of an author,● Discuss mood as the feeling of the viewer and reader and how this is impacted by the author's perspective, tone, voice, and bias,● Discuss the importance of setting and investigate how the author uses language to create meaningful settings,● Analyse the style, voice, and the tone of the writer,● Explore motifs and symbolism within the text,● Learn how to accurately record quotes and compose an analytical response.	<p>Task Number: 3</p> <p>Nature of Task: Multimodal Video Essay</p> <p>Percentage: 50%</p> <p>Reported: Semester 2</p>
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TERM 3

	<p>Unit 3: Novel Study – Journeys (continued)</p> <p>Students engage in a close study of a novel, exploring the significance of a composer’s use language, form, and style to achieve their purpose. Students will read the text both at home and in class, and develop skills enabling them to identify, discuss, and reflect on the ideas represented in the text. Students will learn to recognise and analyse the ways that characterisation, events, and settings are used to create meaningful texts. Students will be assessed on their ability to create an engaging multimodal analytical response that analyses how language, forms and features shape engaging characters and setting.</p>	
<p>TIMING Weeks: 9</p>	<p>UNIT OVERVIEW</p>	<p>ASSESSMENT</p>
	<p>In this unit, students will:</p> <ul style="list-style-type: none"> ● Revise and implement reading strategies, ● Revise and implement inferential reading skills, ● Undertake contextual research on the author, ● Review understanding of narrative and character voice, ● Explore the ways characters can be represented in texts (direct and indirect characterisation), ● Discuss tone and what evidence might be found in a text to indicate the tone of an author, ● Discuss mood as the feeling of the viewer and reader and how this is impacted by the author’s perspective, tone, voice, and bias, ● Discuss the importance of setting and investigate how the author uses language to create meaningful settings, ● Analyse the style, voice, and the tone of the writer, ● Explore motifs and symbolism within the text, ● Learn how to accurately record quotes and compose an analytical response. 	<p>Task Number: 3</p> <p>Nature of Task: Multimodal Video Essay</p> <p>Percentage: 50%</p> <p>Week: 3</p> <p>Reported: Semester 2</p>
<p>TIMING Weeks: 8</p>	<p>Unit 4: Protest Poetry</p> <p>Students engage in a study of protest poems and songs. They will complete a close study of at least three substantive texts, which explore a range of contemporary issues. In their study, students will discuss the ideas within texts, analysing how purpose and audience affect a composer's choices of content and language forms and features. Students will be assessed on their ability to explain and evaluate how poetic and rhetorical devices are used to persuade an audience.</p>	
	<p>UNIT OVERVIEW</p>	<p>ASSESSMENT</p>

	<p>In this unit, students will:</p> <ul style="list-style-type: none">● Read various protest poems and songs which explore a range of issues, including the environment, treatment of Indigenous Australians, and gender inequality. Teachers may select to explore a different issue.● Revise poetic devices and literary persuasive techniques,● Learn how to identify and annotate texts,● Revisit ethos, pathos, and logos,● Explain the tone of a text,● Evaluate the emotional appeal of a text,● Use persuasive language to create their own protest poem or speech on an issue that interests them,● Develop their ability to correctly use evidence in an analytical response.	<p>Task Number: 4</p> <p>Nature of Task: In-class Examination</p> <p>Percentage: 50%</p> <p>Reported: Semester 2</p>
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TERM 4

	<p>Unit 4: Protest Poetry (continued) Students engage in a study of protest poems and songs. They will complete a close study of at least three texts which explore a range of contemporary issues. In their study, students will discuss the ideas within texts, analysing how purpose and audience affect a composer's choices of content and language forms and features. Students will be assessed on their ability to explain and evaluate how poetic and rhetorical devices are used to persuade an audience.</p>	
<p>TIMING Weeks: 8</p>	<p>UNIT OVERVIEW</p>	<p>ASSESSMENT</p>
	<p>In this unit, students will:</p> <ul style="list-style-type: none"> ● Read various protest poems and songs which explore a range of issues, including the environment, treatment of Indigenous Australians, and gender inequality. Teachers may select to explore a different issue. ● Revise poetic devices and literary persuasive techniques, ● Learn how to identify and annotate texts, ● Revisit ethos, pathos, and logos, ● Explain the tone of a text, ● Evaluate the emotional appeal of a text, ● Use persuasive language to create their own protest poem or speech on an issue that interests them, ● Develop their ability to correctly use evidence in an analytical response. 	<p>Task Number: 4 Nature of Task: In-class Examination Percentage: 50% Week: 4 Reported: Semester 2</p>
<p>TIMING Weeks: 6</p>	<p>Unit 5: Voices from Home In this topic, students will engage in the study of various texts from a range of cultures, including Indigenous Australia. Students make connections between texts, they recognise the main ideas and points of view, and the ways in which texts seek to position responders. Through the study of texts from a range of perspectives, countries and times, this unit develops students' understanding of others and builds empathy for individual differences. Students will be assessed on their comprehension of these texts and the way they work collaboratively to create a spoken text that appropriates texts studied in class.</p>	
	<p>UNIT OVERVIEW</p>	<p>ASSESSMENT</p>

	<p>In this unit, students will:</p> <ul style="list-style-type: none">● Read a range of text types from cultures around the world, including Indigenous cultures (short stories, picture books, poetry, digital texts),● Explore how and why composers use symbolism,● Revise visual, poetic, and language devices composers use to shape meaning,● Consider how context can shape a text,● Consider the perspective of a text and explain how it influences the text,● Enhance skills in using rhetorical devices to engage an audience,● Collaborate with peers to create a spoken text from a unique perspective.	<p>Task Number: 5</p> <p>Nature of Task: Formative Reading Comprehension & Spoken Responses</p>
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