

Australian Curriculum: English — Year 8 Year level plan

CURRICULUM	SEMESTER 1		SEMESTER 2	
	Unit 1	Unit 2	Unit 3	Unit 4
Unit name	The Dreaded Teen – novel study	Teenagers in television	Indigenous perspectives	Writing a tension short story
Unit description	Students read and listen to a novel that focuses on significant teen issues. In class, they discuss issues which affect teenagers in particular. They examine, analyse and evaluate techniques used by authors to create representations of groups, to position audiences and to privilege particular viewpoints. For assessment, students create a series of imaginative journal entries written from the perspective of a teenage character to explore an issue taken from the novel. Students arrange text structures and language features to highlight the effects of the selected issue on a teenager and to elicit a specific emotional response in their audience.	In this unit, students view excerpts from a relevant television series. They examine, analyse and evaluate representations of characters and their viewpoints on moral and ethical issues raised in the text. They select and discuss evidence from the text to persuade an audience as to why the series should or should not be viewed by teenagers. They create a persuasive panel discussion to evaluate their ideas.	Students listen to, read and interpret a variety of literary texts about Aboriginal and Torres Strait Islander peoples' histories and cultures. Students compare and contrast an indigenous perspective with a non-indigenous perspective in texts. They deconstruct a literary text from or about an Indigenous perspective. Students analyse and evaluate how text structures and language features that create representations and position readers view Aboriginal and Torres Strait Islander People's place, history, identity and culture.	Students will explore the art of story- the telling and the generic conventions by analysing a number of texts including poetry, short stories, film scripts, novel excerpts and visual texts. The texts will be examined in terms of narrative structure, style, lexical choices and language features. The unit will culminate in the students producing their own tension narrative that uses language features and text structures to engage the author.

ASSESSMENT	SEMESTER 1		SEMESTER 2		
	Summative assessment task 1	Summative assessment task 2	Summative assessment task 3	Summative assessment task 4	
Range and balance of summative assessment conventions	Technique	Journal entries- exam	Persuasive speech- panel	Analytical Essay	Tension short story
	Type of text	Imaginative written	Persuasive	Analytical	Imaginative
	Mode	Written	Spoken	Written	Written
	Conditions	Exam conditions Drafted 1 planning lesson (open access to resources) 2 writing lessons 400-600 words	Drafted Palm cards allowed Panel discussion 3-5 minutes Audience – Parental Censorship Board	Drafted Written 400-600 words Audience –teacher	Drafted 400-600 words Multimodal Audience- teacher

Aspects of the achievement standard					
Receptive modes (listening, reading and viewing)	understand how the selection of text structures is influenced by the selection of language mode and how this varies for different purposes and audiences				
	explain how language features, images and vocabulary are used to represent different ideas and issues in texts.				
	interpret texts, questioning the reliability of sources of ideas and information				
	select evidence from the text to show how events, situations and people can be represented from different viewpoints				
	listen for and identify different emphases in texts, using that understanding to elaborate on discussions				
Productive modes (speaking, writing and creating)	understand how the selection of language features can be used for particular purposes and effects				
	explain the effectiveness of language choices they make to influence the audience				
	Through combining ideas, images and language features from other texts, students show how ideas can be expressed in new ways				
	create texts for different purposes, selecting language to influence audience response				
	make presentations and contribute actively to class and group discussions, using language patterns for effect.				
	When creating and editing texts to create specific effects, they take into account intended purposes and the needs and interests of audiences				
	demonstrate understanding of grammar, select vocabulary for effect and use accurate spelling and punctuation.				

Shaded cells indicate opportunities that summative assessments provide for students to demonstrate evidence against all aspects of the achievement standard

