

Year 8 Plan — Australian Curriculum: English

Implementation Year: 2012

School name: Ignatius Park College

Identify curriculum	Year level description	<p>The English curriculum is built around the three interrelated strands of Language, Literature and Literacy. Teaching and learning programs should balance and integrate all three strands. Together the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier years, and teachers will revisit and strengthen these as needed.</p> <p>In Years 7 and 8, students interact with peers, teachers, individuals, groups and community members in a range of face-to-face and online/virtual environments. They experience learning in both familiar and unfamiliar contexts that relate to the school curriculum, local community, regional and global contexts.</p> <p>Students engage with a variety of texts for enjoyment. They listen to, read, view, interpret, evaluate and perform a range of spoken, written and multimodal texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. These include various types of media texts including newspapers, magazines and digital texts, early adolescent novels, non-fiction, poetry and dramatic performances. Students develop their understanding of how texts, including media texts, are influenced by context, purpose and audience.</p> <p>The range of literary texts for Foundation to Year 10 comprises Australian literature, including the oral narrative traditions of Aboriginal and Torres Strait Islander peoples, as well as the contemporary literature of these two cultural groups, and classic and contemporary world literature, including texts from and about Asia.</p> <p>Literary texts that support and extend students in Years 7 and 8 as independent readers are drawn from a range of realistic, fantasy, speculative fiction and historical genres and involve some challenging and unpredictable plot sequences and a range of non-stereotypical characters. These texts explore themes of interpersonal relationships and ethical dilemmas within real-world and fictional settings and represent a variety of perspectives. Informative texts present technical and content information from various sources about specialised topics. Text structures are more complex including chapters, headings and subheadings, tables of contents, indexes and glossaries. Language features include successive complex sentences with embedded clauses, unfamiliar technical vocabulary, figurative and rhetorical language, and information supported by various types of graphics presented in visual form.</p> <p>Students create a range of imaginative, informative and persuasive types of texts, for example narratives, procedures, performances, reports and discussions, and begin to create literary analyses and transformations of texts.</p>			
	Achievement standard	<p>By the end of Year 8 students listen to, read and view a range of spoken, written and multimodal texts interpreting key information, concepts and issues, and evaluating the effectiveness of language choices used to influence readers, viewers and listeners. They summarise and synthesise the main ideas and viewpoints in texts and evaluate the supporting evidence. They support their own opinions with specific textual evidence, and evaluate evidence used by others. They explain ways in which different groups in society are represented in literary, persuasive and informative texts drawn from a range of social and historical contexts. They compare and describe text structures and language features in texts, and explain how these are designed for a variety of purposes and audiences.</p> <p>Students create sustained and coherent written, spoken and multimodal texts in a variety of forms to explore significant ideas, report events, express opinions, and respond to others' views. They interact confidently with others in a variety of contexts and deliver presentations to report researched information, share opinions, debate issues, present imaginative interpretations, and evaluate differing perspectives. They select elements from different literary genres to create informative, imaginative and persuasive texts. In constructing texts, they take into account intended purposes, the needs and interests of audiences, selecting vocabulary and appropriate text structures and language features to clarify intended meanings and to create specific effects. They select language devices to build cohesion in texts, clearly showing connections between ideas and information.</p>			
Course organisation	<p>All students at Ignatius Park College study English. In the junior school, the majority of students undertake a mainstream English course, while a smaller number, usually those with significant identified learning needs, are in a smaller class. Students have eight 50-minute lessons over a two-week cycle. At Senior level, students will have the option of two strands of English: English Communication and English.</p>				
Teaching and learning	Term overview	<p>Term 1</p> <p>The World of the News During this unit, students will have the opportunity to engage with common everyday texts, namely newspaper and television news reports. Students will explore the techniques and language used to create these genres.</p>	<p>Term 2</p> <p>Strange Worlds: The Language of Fantasy and Science Fiction Students will enhance their understanding of a wide variety of science fiction and fantasy texts, as well as the elements and techniques used to construct them. Through the investigation of a range of science feature articles, students will formulate a novel central idea for their own speculative short story.</p>	<p>Term 3</p> <p>Australian Stories This unit will allow students to explore a range of texts which present differing perspectives on modern Australian life. A particular focus will be the experience of immigrants in Australia and the changing nature of society. Students will carefully evaluate their chosen text and present a promotional book launch to the class.</p>	<p>Term 4</p> <p>The Power of Poetry Throughout this unit, students will explore an extensive range of poetry, both contemporary and traditional, from a variety of backgrounds. These will include Australian Indigenous peoples, as well as Asian and European poems. Students will develop the skills necessary to critically analyse poetry and complete an analytical paragraph on a selected poem.</p>
	General capabilities and cross-curriculum priorities	<p>Opportunities to engage with:</p> 	<p>Opportunities to engage with:</p> 	<p>Opportunities to engage with:</p> 	<p>Opportunities to engage with:</p> 

	Key to general capabilities and cross-curriculum priorities  Literacy  Numeracy  ICT competence  Critical and creative thinking  Ethical behaviour  Personal and social competence  Intercultural understanding  Aboriginal and Torres Strait Islander histories and cultures  Asia and Australia's engagement with Asia  Sustainability									
	Assessment		Term 1		Term 2		Term 3		Term 4	
	Week	Assessment instrument	Week	Assessment instrument	Week	Assessment instrument	Week	Assessment instrument	Week	Assessment instrument
5	<i>Reflective Spoken Task: Media Sports Report</i>	7	<i>Creative Written Task: Short Story</i>	7	<i>Persuasive Spoken Task: Book Launch</i>	6	<i>Expository Written Task: Analytical Essay</i>			
Make judgments and use feedback	Moderation		Teachers will ensure consistency in student achievement through the following procedures:		Teachers will ensure consistency in student achievement through the following procedures:		Teachers will ensure consistency in student achievement through the following procedures:		Teachers will ensure consistency in student achievement through the following procedures:	
			<ol style="list-style-type: none"> <i>Team:</i> Cluster meetings to discuss expectations, plan unit of work and formulate assessment tasks. <i>Teacher:</i> Monitoring student achievement levels through cross marking and professional dialogue. <i>Teacher:</i> Peer marking students' spoken presentations. <i>Faculty Leader:</i> Reviewing student achievement through analysis and tracking of results and feedback. <i>Teacher:</i> Reflection on the progress of the assessment conducted in the unit and consideration of any adaptations that may need to be made. 		<ol style="list-style-type: none"> <i>Team:</i> Cluster meetings to discuss expectations, plan unit of work and formulate assessment tasks. <i>Teacher:</i> Monitoring student achievement levels through cross marking and professional dialogue. <i>Teacher:</i> Peer marking students' spoken presentations. <i>Faculty Leader:</i> Reviewing student achievement through analysis and tracking of results and feedback. <i>Teacher:</i> Reflection on the progress of the assessment conducted in the unit and consideration of any adaptations that may need to be made. 		<ol style="list-style-type: none"> <i>Team:</i> Cluster meetings to discuss expectations, plan unit of work and formulate assessment tasks. <i>Teacher:</i> Monitoring student achievement levels through cross marking and professional dialogue. <i>Teacher:</i> Peer marking students' spoken presentations. <i>Faculty Leader:</i> Reviewing student achievement through analysis and tracking of results and feedback. <i>Teacher:</i> Reflection on the progress of the assessment conducted in the unit and consideration of any adaptations that may need to be made. 		<ol style="list-style-type: none"> <i>Team:</i> Cluster meetings to discuss expectations, plan unit of work and formulate assessment tasks. <i>Teacher:</i> Monitoring student achievement levels through cross marking and professional dialogue. <i>Teacher:</i> Peer marking students' spoken presentations. <i>Faculty Leader:</i> Reviewing student achievement through analysis and tracking of results and feedback. <i>Faculty Leader:</i> Complete cohort crossmarking which includes random sampling of five tasks per class. Cluster meeting to discuss and reflect on results. <i>Teacher:</i> Reflection on the progress of the assessment conducted in the unit and consideration of any adaptations that may need to be made. 	

Year 8 English: review for balance and coverage of content description

Language	1	2	3	4
Language Variation and Change				
Understand the influence and impact that the English language has had on other languages or dialects and how English has been influenced in return				
Language for Interaction				
Understand how conventions of speech adopted by communities influence the identities of people in those communities				
Understand how rhetorical devices are used to persuade and how different layers of meaning are developed through the use of metaphor, irony and parody				
Text Structure and Organisation				
Analyse how the text structures and language features of persuasive texts, including media texts, vary according to the medium and mode of communication				
Understand how cohesion in texts is improved by strengthening the internal structure of paragraphs through the use of examples, quotations and substantiation of claims				
Understand how coherence is created in complex texts through devices like lexical cohesion, ellipsis, grammatical theme and text connectives				
Understand the use of punctuation conventions, including colons, semicolons, dashes and brackets in formal and informal texts				
Expressing and Developing Ideas				
Analyse and examine how effective authors control and use a variety of clause structures, including embedded clauses (ACELA1545)				
Understand the effect of nominalisation in the writing of informative and persuasive texts				
Recognise that vocabulary choices contribute to the specificity, abstraction and style of texts				
Investigate how visual and multimodal texts allude to or draw on other texts or images to enhance and layer meaning				
Understand how to apply learned knowledge consistently in order to spell accurately and to learn new words including nominalisations				

Literature	1	2	3	4
Literature and Context				
Explore the ways that ideas and viewpoints in literary texts drawn from different historical, social and cultural contexts may reflect or challenge the values of individuals and groups				
Explore the interconnectedness of Country and Place, People, Identity and Culture in texts including those by Aboriginal and Torres Strait Islander authors				
Responding to Literature				
Share, reflect on, clarify and evaluate opinions and arguments about aspects of literary texts				
Recognise and explain differing viewpoints about the world, cultures, individual people and concerns represented in texts				
Examining Literature				
Recognise, explain and analyse the ways literary texts draw on readers' knowledge of other texts and enable new understanding and appreciation of aesthetic qualities				
Identify and evaluate devices that create tone, for example humour, wordplay, innuendo and parody in poetry, humorous prose, drama or visual texts				
Interpret and analyse language choices, including sentence patterns, dialogue, imagery and other language features, in short stories, literary essays and plays				
Creating Literature				
Create literary texts that draw upon text structures and language features of other texts for particular purposes and effects				
Experiment with particular language features drawn from different types of texts, including combinations of language and visual choices to create new texts				

Literacy	1	2	3	4
Texts in Context				
Analyse and explain how language has evolved over time and how technology and the media have influenced language use and forms of communication				
Interacting with Others				
Interpret the stated and implied meanings in spoken texts, and use evidence to support or challenge different perspectives				
Use interaction skills for identified purposes, using voice and language conventions to suit different situations, selecting vocabulary, modulating voice and using elements such as music, images and sound for specific effects				
Plan, rehearse and deliver presentations, selecting and sequencing appropriate content, including multimodal elements, to reflect a diversity of viewpoints				
Interpreting, analysing and evaluating				
Analyse and evaluate the ways that text structures and language features vary according to the purpose of the text and the ways that referenced sources add authority to a text				
Apply increasing knowledge of vocabulary, text structures and language features to understand the content of texts				
Use comprehension strategies to interpret and evaluate texts by reflecting on the validity of content and the credibility of sources, including finding evidence in the text for the author's point of view				
Explore and explain the ways authors combine different modes and media in creating texts, and the impact of these choices on the viewer/listener				
Creating Texts				
Create imaginative, informative and persuasive texts that raise issues, report events and advance opinions, using deliberate language and textual choices, and including digital elements as appropriate				
Experiment with text structures and language features to refine and clarify ideas to improve the effectiveness of students' own texts				
Use a range of software, including word processing programs, to create, edit and publish texts imaginatively				