Year 8 plan — Australian Curriculum: English

Implementation year: School name:

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| Identify curriculum | Year level description  (highlighted aspects indicate differences from the previous year level) | 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.  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.  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.  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.  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. | | | |
| Achievement standard | Receptive modes (listening, reading and viewing)  By the end of Year 8, students understand how the selection of text structures is influenced by the selection of language mode and how this varies for different purposes and audiences. Students explain how language features, images and vocabulary are used to represent different ideas and issues in texts.  Students interpret texts, questioning the reliability of sources of ideas and information. They select evidence from the text to show how events, situations and people can be represented from different viewpoints. They listen for and identify different emphases in texts, using that understanding to elaborate upon discussions.  Productive modes (speaking, writing and creating)  Students understand how the selection of language features can be used for particular purposes and effects. They explain the effectiveness of language choices they use to influence the audience. Through combining ideas, images and language features from other texts, students show how ideas can be expressed in new ways.  Students create texts for different purposes, selecting language to influence audience response. They 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. They demonstrate understanding of grammar, select vocabulary for effect and use accurate spelling and punctuation. | | | |
| Source: Australian Curriculum, Assessment and Reporting Authority (ACARA), *Australian Curriculum v3.0: English for Foundation–10*, <www.australiancurriculum.edu.au/English/Curriculum/F-10>. | | | |
| Teaching and learning | Term overview | Term 1 | Term 2 | Term 3 | Term 4 |
| Exemplar unit: Personal stories  Students examine and analyse how individuals are represented in a range of media texts, including newspapers, magazines and digital texts.  Students examine and experiment with text structures, language features, and visual forms to create a personal narrative that represents their own identity. | Literature that influences  Students investigate and interpret poems and short stories from a range of cultures including those from or about Asia that reflect on and challenge the values of an individual or group and influence emotions and opinions.  Students create an anthology that explores emotional responses to a variety of literature from a range of cultures. | Comparing literary texts  Students explore themes of interpersonal relationships and ethical dilemmas represented in a novel, including contemporary novels by or about Aboriginal peoples and Torres Strait Islander peoples, and compare how other text types, including film and poetry, represent similar themes.  Students analyse the author’s purpose and justify their point of view about how the author positions the reader. | The impact of communication technology  Students research how the language of technology has evolved over time and how technology and social media have influenced language use and forms of communication for different groups.  Students create and deliver a persuasive presentation using research to show how social media has raised awareness of sustainability issues. |
| Aboriginal and Torres Strait Islander perspectives | English provides opportunities for students to strengthen their appreciation and understanding of Aboriginal peoples and Torres Strait Islander peoples and their living cultures. Specific content and skills within relevant sections of the curriculum can be drawn upon to encourage engagement with:   * Aboriginal and Torres Strait Islander storytelling traditions and contemporary literature * Social, historical and cultural contexts associated with different uses of language and textual features in Australian Indigenous societies * The diversity of Indigenous experiences and their representation in literature and other texts.   English articulates aspects of the languages, literatures and literacies of Aboriginal peoples and Torres Strait Islander peoples. It provides opportunities for students to develop an awareness, appreciation of, and respect for the literature of Aboriginal peoples and Torres Strait Islander peoples, including storytelling traditions (oral narrative) as well as contemporary literature. Through respectful engagement with Australian Indigenous peoples, and their knowledge and stories, students develop critical understandings of the social, historical and cultural contexts associated with different uses of language and textual features. | | | |

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| Teaching and learning | General capabilities and cross‑curriculum priorities | Opportunities to engage with:  Description: gc_literacyDescription: gc_ictDescription: gc_criticalDescription: gc_ethicalDescription: gc_personal_socialDescription: gc_intercultural  Description: cc_asia | | Opportunities to engage with:  Description: gc_literacyDescription: gc_ictDescription: gc_criticalDescription: gc_personal_socialDescription: gc_intercultural  Description: cc_asia | | Opportunities to engage with:  Description: gc_literacyDescription: gc_ictDescription: gc_criticalDescription: gc_personal_socialDescription: gc_intercultural  Description: cc_asia | | Opportunities to engage with:  Description: gc_literacyDescription: gc_ictDescription: gc_criticalDescription: gc_personal_socialDescription: gc_intercultural  Description: cc_asia | | |
| Key to general capabilities and cross-curriculum priorities | Description: gc_literacy Literacy  Description: gc_numeracy Numeracy  Description: gc_ict ICT capability  Description: gc_critical Critical and creative thinking  Description: gc_ethical Ethical behaviour  Description: gc_personal_social Personal and social capability  Description: gc_intercultural Intercultural understanding   Aboriginal and Torres Strait Islander histories and cultures  Description: cc_asia Asia and Australia’s engagement with Asia  Description: cc_sust Sustainability | | | | | | | | |
| Develop assessment | Assessment  For advice and guidelines on assessment, see [www.qsa.qld.edu.au](http://www.qsa.qld.edu.au) | A folio is a targeted selection of evidence of student learning and includes a range of responses to a variety of assessment techniques. A folio is used to make an overall on-balance judgment about student achievement and progress at appropriate points and informs the reporting process. | | | | | | | | |
| Term 1 | | Term 2 | | Term 3 | | Term 4 | | |
| Week | Assessment instrument | Week | Assessment instrument | Week | Assessment instrument | Week | Assessment instrument | |
| 5–7 | Informative: Literary analysis (Written)  Analyse a personal story in a magazine and evaluate how language has been used to influence and to create identity. | 6–7 | Imaginative: Performance (Multimodal)  Present an imaginative poetry performance and discuss why it should be included in the anthology. | 5–7 | Informative: Discussion (Spoken/signed)  Participate in a discussion with a partner to analyse a significant issue in the story. | 7–9 | | Informative: Report (Written)  Create an informative report that analyses how communication and technology has influenced language over time, impacted on personal lives and changed society. |
| 8–10 | Imaginative: Personal narrative (Multimodal)  Create a personal narrative using elements such as music, images and sound to enhance and layer meaning about own identity. | 8–10 | Imaginative: Literary anthology (Written)  Create an anthology that includes poems from a variety of cultures on a chosen theme. Write a preface analysing the literary devices and structure in each poem to show how meaning and emotion are conveyed and support the theme. | 8–10 | Imaginative: Literary transformation (Written)  Rewrite a scene that focuses on an ethical issue in a novel to represent a different point of view. | 8–10 | | Persuasive: Presentation (Spoken/signed)  Create and deliver a presentation, using research from the informative report to persuade the audience to accept a specific point of view. |
| Make judgments and use feedback | Moderation | Teachers mark personal narratives individually, then select samples representative of the A–E qualities for moderation.  Teachers moderate samples to ensure consistency of judgments. | | Curriculum leaders randomly sample folios to check for consistency of teacher judgments. | | Teachers co-mark literary transformations and moderate to ensure consistency of judgments. | | Teachers moderate persuasive presentations and review student folios of work to ensure consistency of judgments. | | |

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

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| 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 [(ACELA1540)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1540) | ✓ | ✓ |  | ✓ |
| Language for interaction | | | | |
| Understand how conventions of speech adopted by communities influence the identities of people in those communities [(ACELA1541)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1541) | ✓ |  | ✓ |  |
| Understand how rhetorical devices are used to persuade and how different layers of meaning are developed through the use of metaphor, irony and parody [(ACELA1542)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1542) | ✓ | ✓ | ✓ | ✓ |
| 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 [(ACELA1543)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1543) | ✓ |  |  | ✓ |
| Understand how cohesion in texts is improved by strengthening the internal structure of paragraphs through the use of examples, quotations and substantiation of claims [(ACELA1766)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1766) | ✓ | ✓ | ✓ | ✓ |
| Understand how coherence is created in complex texts through devices like lexical cohesion, ellipsis, grammatical theme and text connectives [(ACELA1809)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1809) |  | ✓ | ✓ |  |
| Understand the use of punctuation conventions, including colons, semicolons, dashes and brackets in formal and informal texts [(ACELA1544)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1544) | ✓ | ✓ | ✓ | ✓ |
| Expressing and developing ideas | | | | |
| Analyse and examine how effective authors control and use a variety of clause structures, including clauses embedded within the structure of a noun group/phrase or clause [(ACELA1545)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1545) |  | ✓ | ✓ |  |
| Understand the effect of nominalisation in the writing of informative and persuasive texts [(ACELA1546)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1546) | ✓ | ✓ |  | ✓ |
| Investigate how visual and multimodal texts allude to or draw on other texts or images to enhance and layer meaning [(ACELA1548)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1548) |  | ✓ | ✓ |  |
| Recognise that vocabulary choices contribute to the specificity, abstraction and style of texts [(ACELA1547)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1547) | ✓ | ✓ | ✓ | ✓ |
| Understand how to apply learned knowledge consistently in order to spell accurately and to learn new words including nominalisations [(ACELA1549)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1549) | ✓ | ✓ | ✓ | ✓ |

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| 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 [(ACELT1626)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELT1626) | ✓ | ✓ | ✓ |  |
| Explore the interconnectedness of Country and Place, People, Identity and Culture in texts including those by Aboriginal and Torres Strait Islander authors [(ACELT1806)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELT1806) | ✓ | ✓ | ✓ |  |
| Responding to literature | | | | |
| Share, reflect on, clarify and evaluate opinions and arguments about aspects of literary texts [(ACELT1627)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELT1627) |  | ✓ | ✓ |  |
| Understand and explain how combinations of words and images in texts are used to represent particular groups in society, and how texts position readers in relation to those groups [(ACELT1628)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELT1628) | ✓ | ✓ | ✓ | ✓ |
| Recognise and explain differing viewpoints about the world, cultures, individual people and concerns represented in texts [(ACELT1807)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELT1807) | ✓ | ✓ | ✓ | ✓ |
| 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 [(ACELT1629)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELT1629) | ✓ | ✓ | ✓ |  |
| Identify and evaluate devices that create tone, for example humour, wordplay, innuendo and parody in poetry, humorous prose, drama or visual texts [(ACELT1630)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELT1630) | ✓ | ✓ |  |  |
| Interpret and analyse language choices, including sentence patterns, dialogue, imagery and other language features, in short stories, literary essays and plays [(ACELT1767)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELT1767) | ✓ | ✓ | ✓ |  |
| Creating literature | | | | |
| Create literary texts that draw upon text structures and language features of other texts for particular purposes and effects [(ACELT1632)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELT1632) |  | ✓ | ✓ |  |
| Experiment with particular language features drawn from different types of texts, including combinations of language and visual choices to create new texts [(ACELT1768)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELT1768) | ✓ | ✓ | ✓ | ✓ |

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| 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 [(ACELY1729)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1729) | ✓ |  |  | ✓ |
| Interacting with others | | | | |
| Interpret the stated and implied meanings in spoken texts, and use evidence to support or challenge different perspectives [(ACELY1730)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1730) |  |  | ✓ | ✓ |
| 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 [(ACELY1808)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1808) | ✓ | ✓ |  |  |
| Plan, rehearse and deliver presentations, selecting and sequencing appropriate content, including multimodal elements, to reflect a diversity of viewpoints [(ACELY1731)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1731) | ✓ | ✓ | ✓ | ✓ |
| Interpreting, analysing, 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 [(ACELY1732)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1732) | ✓ | ✓ | ✓ | ✓ |
| Apply increasing knowledge of vocabulary, text structures and language features to understand the content of texts [(ACELY1733)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1733) | ✓ | ✓ | ✓ | ✓ |
| 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 [(ACELY1734)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1734) | ✓ | ✓ | ✓ | ✓ |
| Explore and explain the ways authors combine different modes and media in creating texts, and the impact of these choices on the viewer/listener [(ACELY1735)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1735) | ✓ |  | ✓ | ✓ |
| 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 [(ACELY1736)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1736) | ✓ | ✓ | ✓ | ✓ |
| Experiment with text structures and language features to refine and clarify ideas to improve the effectiveness of students’ own texts [(ACELY1810)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1810) | ✓ | ✓ | ✓ | ✓ |
| Use a range of software, including word processing programs, to create, edit and publish texts imaginatively [(ACELY1738)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1738) | ✓ | ✓ | ✓ | ✓ |

Source: Australian Curriculum, Assessment and Reporting Authority (ACARA), *Australian Curriculum v3.0: English for Foundation–10*, <www.australiancurriculum.edu.au/English/Curriculum/F-10>.