



Identify curriculum	Achievement standard	<p>Receptive modes (listening, reading and viewing)</p> <p>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.</p> <p>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 on discussions.</p> <p>Productive modes (speaking, writing and creating)</p> <p>Students understand how the selection of language features can be used for particular purposes and effects. They 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.</p> <p>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.</p> <p>Source: Australian Curriculum, Assessment and Reporting Authority (ACARA), <i>Australian Curriculum: English for Foundation-10</i>, <www.australiancurriculum.edu.au/English/Curriculum/F-10>.</p>								
		Term overview	Term 1	Term 2	Term 3	Term 4	Term 1	Term 2	Term 3	Term 4
Teaching and learning	Term overview	1. Novel Study: Trash <ul style="list-style-type: none"> - Context (setting) - Character and theme - Ethical behaviour 	2. Change: <ul style="list-style-type: none"> - Persuasive language - Developing an argument - Presentation skills 3. Shakespeare's Taming of the Shrew: <ul style="list-style-type: none"> - Context - Adaptation and intertextuality 	3. Taming of the Shrew (continued) 4. Australian poetry: <ul style="list-style-type: none"> - representations of Australia - poetic devices - Aboriginal and Torres Strait Islander culture and perspectives - creative writing 	5. Spiderman: Into the Spideverse: <ul style="list-style-type: none"> - film techniques - the hero's journey 6. Wide reading: <ul style="list-style-type: none"> - reading for pleasure & meaning - sustained silent reading 					
	Cross curriculum priorities									
	General capabilities									
	Key to general capabilities and cross-curriculum priorities	Literacy Numeracy ICT capability Critical and creative thinking Ethical behaviour Personal and social capability Intercultural understanding Aboriginal and Torres Strait Islander histories and cultures Asia and Australia's engagement with Asia Sustainability								
Develop assessment	Assessment	Term 1		Term 2		Term 3		Term 4		
		Week	Assessment instrument	Week	Assessment instrument	Week	Assessment instrument	Week	Assessment instrument	
		8	Essay	4	Oral presentation	4	Creative response and rationale	4	Essay	
		Ongoing all year	Continuous collection of evidence of learning			8	Poetry analysis and creative writing portfolio	8	Reading journal	
Make judgments and use feedback	Moderation	Term 1		Term 2		Term 3		Term 4		
		Teachers moderate essay to ensure consistency of marking		Teachers moderate oral presentation to ensure consistency of marking		Teachers moderate creative response to ensure consistency of marking		Teachers moderate essay to ensure consistency of marking		