



Achievement standard	<p>By the end of Year 8, students interact with others, and listen to and create spoken and/or multimodal texts including literary texts. With different purposes and for audiences, they discuss, express and elaborate on ideas with supporting evidence. They select and vary text structures to organise, develop and link ideas. They select and vary language features including literary devices, and/or multimodal features and features of voice. They read, view and comprehend a range of texts created to inform, influence and/or engage audiences. They explain how ideas are represented and how texts reflect or challenge contexts. They explain the aesthetic qualities of texts. They explain how text structures shape meaning. They explain the effects of language features including intertextual references and literary devices, and visual features. They create written and/or multimodal texts, including literary texts for different purposes and audiences, expressing and advancing ideas with supporting evidence. They select and vary text structures to organise, develop and link ideas. They select and vary language features including literary devices, and/or multimodal features.</p> <p>Source: Australian Curriculum, Assessment and Reporting Authority (ACARA), <i>Australian Curriculum: English for Foundation-10 Version 9</i>, <https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/english/year-8>.</p>							
Term overview	Term 1		Term 2		Term 3		Term 4	
	1. The Hero's Journey: <ul style="list-style-type: none"> - The Hero's Journey, how is this represented? - Presentation skills 		4. Australian poetry: <ul style="list-style-type: none"> - representations of Australia - poetic devices - Aboriginal and Torres Strait Islander culture and perspectives - analysis writing 		2. Cooperative Reading (selection of novels to choose from): <ul style="list-style-type: none"> - Context (setting) - Character and theme - Ethical behaviour - Persuasive language and developing an argument 		3. Introduction to Shakespeare: <ul style="list-style-type: none"> - Context - Adaptation and intertextuality 6. Wide reading: <ul style="list-style-type: none"> - reading for pleasure & meaning - sustained silent reading 	
Cross curriculum priorities and 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							
Assessment	Term 1		Term 2		Term 3		Term 4	
	Week	Assessment instrument	Week	Assessment instrument	Week	Assessment instrument	Week	Assessment instrument
	8	Oral Presentation	8	Poetry analysis /Essay	9/10	Persuasive response to the novel.	4	Research presentation about Shakespeare's world
	Ongoing all year	Continuous collection of evidence of learning	10	Poetry portfolio			8	Creative response and rationale
Moderation	Term 1		Term 2		Term 3		Term 4	
	Teachers moderate oral presentation to ensure consistency of marking		Teachers moderate essay to ensure consistency of marking		Teachers moderate creative response to ensure consistency of marking		Creative writing portfolio Teachers moderate Teachers moderate essay to ensure consistency of marking	