Year 8 unit overview — Australian Curriculum: English

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

| School name | Unit title | Duration of unit |
| --- | --- | --- |
| Our School | Personal stories | 10 weeks |

| Unit outline |
| --- |
| Students investigate personal stories in a range of media texts including newspapers, magazines and digital texts and how personal identity and representations of individuals and groups are created.  Students develop an understanding of:   * the power of the media to influence how different groups are represented * how media texts are influenced by context, purpose and audience * the effectiveness of how language choices are used to influence readers, viewers and listeners * how non-stereotypical characters challenge representations of groups in the media * how to confidently express and support their own opinions with evidence from texts.   Inquiry questions for the unit:   * How do media texts reflect or challenge the values of individuals and groups? * What are the features of a personal story? * Why are stereotypes created in the media? * How do visual and multimodal texts allude to other texts or images to enhance and layer meaning? |

| Identify curriculum | | | |
| --- | --- | --- | --- |
| Content descriptions to be taught | | | General capabilities and cross‑curriculum priorities |
| Language | Literature | Literacy |
| 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](http://www.australiancurriculum.edu.au/Glossary?a=E&t=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 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   * Understand the effect of nominalisation in the writing of informative and persuasive texts [(ACELA1546)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1546) * 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) | 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   * 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](http://www.australiancurriculum.edu.au/Glossary?a=E&t=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](http://www.australiancurriculum.edu.au/Glossary?a=E&t=language+features), in short stories, literary essays and plays [(ACELT1767)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELT1767)   Creating literature   * Experiment with particular [language features](http://www.australiancurriculum.edu.au/Glossary?a=E&t=language+features) drawn from different [types of texts](http://www.australiancurriculum.edu.au/Glossary?a=E&t=types+of+texts), including combinations of language and visual choices to [create](http://www.australiancurriculum.edu.au/Glossary?a=E&t=create) new texts [(ACELT1768)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELT1768) | 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   * Use interaction skills for identified purposes, using [voice](http://www.australiancurriculum.edu.au/Glossary?a=E&t=voice) and language [conventions](http://www.australiancurriculum.edu.au/Glossary?a=E&t=conventions) to suit different situations, selecting vocabulary, modulating [voice](http://www.australiancurriculum.edu.au/Glossary?a=E&t=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](http://www.australiancurriculum.edu.au/Glossary?a=E&t=text+structures) and [language features](http://www.australiancurriculum.edu.au/Glossary?a=E&t=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](http://www.australiancurriculum.edu.au/Glossary?a=E&t=text+structures) and [language features](http://www.australiancurriculum.edu.au/Glossary?a=E&t=language+features) to understand the content of texts [(ACELY1733)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1733) * Use [comprehension strategies](http://www.australiancurriculum.edu.au/Glossary?a=E&t=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](http://www.australiancurriculum.edu.au/Glossary?a=E&t=author)’s [point of view](http://www.australiancurriculum.edu.au/Glossary?a=E&t=point+of+view) [(ACELY1734)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1734) * Explore and explain the ways authors combine different [modes](http://www.australiancurriculum.edu.au/Glossary?a=E&t=modes) and media in [creating](http://www.australiancurriculum.edu.au/Glossary?a=E&t=creating) texts, and the impact of these choices on the viewer/listener [(ACELY1735)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1735)   Creating texts   * [Create](http://www.australiancurriculum.edu.au/Glossary?a=E&t=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](http://www.australiancurriculum.edu.au/Glossary?a=E&t=create), edit and publish texts imaginatively [(ACELY1738)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1738) | Description: gc_literacy Literacy   * Engage with a range of print, visual, digital and multimodal media texts, their features and language   Description: gc_ict **ICT capability**   * Explore media texts online, in print, electronic and digital formats from local community, regional and global contexts   Description: gc_critical Critical and creative thinking   * Research, interpret, analyse and synthesise ideas and language features of different media texts * Explore and explain the ways authors combine different modes and media in creating texts and the impact of these choices on the viewer/listener   Description: gc_ethical Ethical behaviour   * Explore and discuss ways ideas and different viewpoints in personal stories reflect the values of individuals   Description: gc_personal_social **Personal and social capability**   * Provide constructive feedback in pairs * Listen and respond to others’ work   Description: gc_intercultural Intercultural understanding   * Explore a range of personal stories and evaluate how particular individuals and groups are represented in different media texts   Aboriginal and Torres Strait Islander histories and cultures   * Explore the interconnectedness of country and place, people, identity and culture in media texts including those by Aboriginal and Torres Strait Islander authors   Description: cc_asia Asia and Australia’s engagement with Asia   * Explore how media texts from different cultural context reflect or challenge the values of individual groups. |

|  |  |
| --- | --- |
| 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. | |
| Relevant prior curriculum | Curriculum working towards |
| The Queensland Essential Learnings by the end of Year 7  Students will have been provided with opportunities to:   * demonstrate and analyse the relationship between audience, subject matter, purpose and text type * interpret and analyse how language elements and other aspects of texts position readers/viewers/listeners * reflect on and analyse how language choices position readers/viewers/listeners in particular ways for different purposes and can exclude information * make judgments and justify opinions about how audiences can be positioned to view characters and ideas in particular ways and these views can be questioned. | Year 9 Australian Curriculum  Students will be provided with opportunities to:   * develop critical understanding of the contemporary media and the difference between media texts * understand that roles and relationships are developed and challenged through language and interpersonal skills * interpret and compare how representations of people and culture in literary texts are drawn from different historical, social and cultural contexts * analyse how the construction and interpretation of texts, including [media texts](http://www.australiancurriculum.edu.au/Glossary?a=E&t=media+texts), can be influenced by cultural perspectives and other texts * interpret, analyse and evaluate how different perspectives of an issue, event, situation, individuals or groups are constructed to serve specific purposes in texts. |

|  |
| --- |
| Bridging content |
| The focus is on explicit teaching of:   * how visual and multimodal texts allude to or draw on other texts or images to enhance and layer meaning * 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 * how to recognise and explain differing viewpoints about the world, cultures, individual people and concerns that are represented in different media texts. |
| Links to other learning areas |
| The skills, processes and knowledge of text structures and organisation developed in English will be explored across a range of learning areas but include the specific language and structure of the learning area. This unit provides opportunities to align inquiry questions to other curriculum areas. |

| Assessment | | Make judgments |
| --- | --- | --- |
| Describe the assessment | Assessment date | Teachers gather evidence to make judgments about the following characteristics of student work:  Receptive   * evaluation of how texts represent different viewpoints and perspectives * explanation of how language features and images are used for different purposes, [audience](http://www.australiancurriculum.edu.au/Glossary?a=E&t=audience)s and effects   Productive   * selection, organisation and synthesis of relevant ideas and information for purposes and audiences * use of text and language features to engage audience and generate [aesthetic](http://www.australiancurriculum.edu.au/Glossary?a=E&t=aesthetic) and emotional appeal   For further advice and guidelines on constructing guides to making judgments refer to the Learning area standard descriptors: [www.qsa.qld.edu.au](http://www.qsa.qld.edu.au/) |
| Students are given opportunities to demonstrate their knowledge, skills and understanding through both formative and summative assessment. The assessment is collated in student folios and allows for ongoing feedback to students on their learning.  Year 8 teachers make decisions about the length of time required to complete the tasks and the conditions under which the assessment is to be conducted.  The teaching and learning experiences throughout the term provide opportunities for students to develop the understanding and skills required to complete these assessments. As students engage with these learning experiences the teacher can provide feedback on specific skills. |  |
| Informative: Literary analysis (Written)  Students analyse a personal story in a magazine and evaluate how language has been used to influence and to create identity.  Suggested conditions:   * 250–300 words * open. | Weeks 5–7 |
| Imaginative: Narrative (Multimodal)  Students create a personal narrative using elements such as music, images and sound to enhance and layer meaning about own identity.  Suggested conditions:   * 3–4 minutes * open. | Weeks 8–10 |

| Teaching and learning | Supportive learning environment | |
| --- | --- | --- |
| Teaching strategies and learning experiences | Adjustments for needs of learners | Resources |
| * Read and view personal stories about individuals from different historical, social and cultural contexts in media and literary texts to investigate how individuals and groups are represented. * Analyse and evaluate a range of personal stories in literary and media texts to explore and explain the ways authors combine different elements to impact on their readers/viewers/listeners. * Examine how the personal identity is created, e.g. how combinations of words and images in texts are used to represent particular groups, identify conventions and patterns of speech, e.g. humour, innuendo, parody in images and words. * Analyse and evaluate the ways text structure and language features vary according to the purpose of the text. * Identify and challenge stereotypes in personal stories and the way they represent personal values. * Discuss how positive and negative representations of personalities are developed, e.g. celebrity profiles. * Explore and discuss the interconnectedness of country and place, people, identity and culture in texts, including place and community. * Discuss how music, images and sound are used to impact on emotions and to position audiences. * Create a written analysis evaluating how language has been used to influence and create identity in a personal story in a media text. * Plan, draft and deliver a multimodal personal narrative, including music, images and sounds for specific effects. * Use a range of software, including word processing programs, to create, edit and publish texts imaginatively. | Section 6 of the *Disability Standards for Education* (The Standards for Curriculum Development, Accreditation and Delivery) states that education providers, including class teachers, must take reasonable steps to ensure a course/program is designed to allow any student to participate and experience success in learning.  The *Disability Standards for Education 2005* (Cwlth) is available from: <www.ag.gov.au> select Human rights and anti-discrimination > Disability standards for education. | Students would benefit from  access to:   * extracts from personal stories from a range of media texts * local identities including Aboriginal elders to facilitate consultation within community * a computer laboratory to explore online texts and create their own texts. |

| Use feedback | |
| --- | --- |
| Ways to monitor learning and assessment | Teachers meet to collaboratively plan the teaching, learning and assessment to meet the needs of all learners in each unit.  Teachers create opportunities for discussion about levels of achievement to develop shared understandings; co-mark or cross mark at key points to ensure consistency of judgments; and participate in moderating samples of student work at school or cluster level to reach consensus and consistency. |
| Feedback to students | Teachers strategically plan opportunities and ways to provide ongoing feedback (both written and informal) and encouragement to students on their strengths and areas for improvement.  Students reflect on and discuss with their teachers or peers what they can do well and what they need to improve.  Teachers reflect on and review learning opportunities to incorporate specific learning experiences and provide multiple opportunities for students to experience, practise and improve. |
| Reflection on the unit plan | Identify what worked well during and at the end of the unit, including:   * activities that worked well and why * activities that could be improved and how * assessment that worked well and why * assessment that could be improved and how * common student misconceptions that need, or needed, to be clarified. |