

YEAR 8 ENGLISH WORK PLAN: Semester 1, 2017-8A: Mrs S. O'Brien, 8B: Ms H. Doyle, 8C: Mrs W. George, 8D: Mr M. Jennings



UNIT	TERM 1 TOPICS	ASSESSMENT	DUE DATE
<p>1 (Weeks 1-8)</p>	<p>1. Getting To Know Myself: how important are our childhood memories? Students will explore how important some childhood experiences are in shaping the lives and identities of people; how such experiences can have a positive and/or negative effect on their future selves; what it is about some experiences that have the power to influence our identities. Students will engage with a range of texts, both visual and written, that foreground the ways in which events have impacted on people's lives.</p> <p>Students will also focus on an extended written autobiographical text, e.g. <i>Boy</i> by Roald Dahl. They will be required to read the text and complete activities that analyse how the various experiences selected by the author have impacted on the author's life.</p> <p>Students will apply their learning to writing their own autobiographical piece.</p>	<p>1. Imaginative Text – written autobiography Length: 250 words minimum – 800 words maximum</p>	<p>Draft due by mid-Week 6 (Wednesday, 1 March) 8A: Period 1 8B: Period 4 8C: Period 6 8D: Period 4</p> <p>Final due at the end of Week 8 8A: Thursday, 16 March (Period 6) 8B: Friday, 17 March (Period 3) 8C: Friday, 17 March (Period 1) 8D: Friday, 17 March (Period 1)</p>
UNIT	TERM 2 TOPICS	ASSESSMENT	DUE DATE
<p>2 (Weeks 9-10 of Term 1 and Weeks 1-9 of Term 2)</p>	<p>2. Time to Laugh: what is so funny? Students reflect on the role that humour plays in their lives and its important function within society. Students deepen their knowledge of the different types of humour found in a variety of texts.</p> <p>Students will be exposed to a variety of different texts, including literary and non-literary pieces, such as film, comics, plays, novels and cartoons, and will explore how language devices help to create meaning for the reader/viewer. Students will show an increasing awareness of the power of language. Students will reflect on the similarities and differences in humour in a variety of cultures, with the focus drawn on the "Aussie" brand of humour, especially the place of the "Aussie Yarn" in our culture.</p> <p>Students will be required to write and perform an original yarn. They will then view a film text (<i>Red Dog</i>) that exhibits features of a yarn, and will be required to write an essay which analyses how the film reflects these features.</p>	<p>2. Imaginative Text - spoken yarn (multi-modal option) Length: 2-3 minutes minimum</p> <p>3. Informative Text – written analytical essay (test conditions) Length: 400-600 words minimum 120 words permitted 80 minutes One draft permitted prior to test</p>	<p>Script monitored by end of Wk 4 8A: Thursday, 11 May (Period 6) 8B: Friday, 12 May (Period 3) 8C: Friday, 12 May (Period 1) 8D: Friday, 12 May (Period 1)</p> <p>Final due at the start of Week 6 (Monday, 22 May) 8A: Period 3 8B: Period 3 8C: Period 1 8D: Period 4</p> <p>Draft submitted by end of Wk 8 8A: Thursday, 8 June (Period 6) 8B: Friday, 9 June (Period 3) 8C: Friday, 9 June (Period 1) 8D: Friday, 9 June (Period 1)</p> <p>Task to be completed during June exam block</p>

This work plan was last updated on Friday, 28 April 2017. The contents are subject to change – students will be advised in advance of any changes - regularly check for updates.