



CESSNOCK HIGH SCHOOL ENGLISH FACULTY

Year 8 – Scope and Sequence 2015

UNIT	TIME	RECOMMENDED TEXT/S	OVERVIEW	OUTCOMES	ASSESSMENT
Against the Odds: <i>Fiction Factor</i>	Term One	FICTION <ul style="list-style-type: none"> <i>Into the Jungle</i>, short story <i>Hatchet</i> <i>The Cay</i> <i>Trash</i> <i>Once</i>, Morris Gleitzman <i>Bridge to Terabithia</i> NONFICTION <ul style="list-style-type: none"> <i>Crash</i> 	DRIVING QUESTION: How do authors create characters? <ul style="list-style-type: none"> Students will complete a close novel study. The focus of this unit is for students to identify, analyse and apply a variety of language techniques associated with character development. Specifically, how characters are used to position the responder and invite us into their world/s. Students will also explore structure, setting, plot development, themes and other structural elements of an effective narrative (tense, perspective, punctuation to create meaning, symbolism, juxtaposition). 	TBC	Research task – Multiple Intelligences / Differentiated assessment
		FICTION – PICTURE BOOK <ul style="list-style-type: none"> <i>The Red Tree</i> <i>Fox</i> by Margaret Wild <i>Where the Wild Things are</i> FILM <ul style="list-style-type: none"> <i>The Lost Thing</i> <i>Pleasantville</i> <i>Alice in Wonderland</i> <i>Rabbit-Proof Fence</i> <i>Where the Wild Things Are</i> <i>Duma</i> * <i>The Hobbit, An Unexpected Journey</i> 	DRIVING QUESTION: How do we capture an audience? <ul style="list-style-type: none"> The focus of this unit is for students to explore the power of both language and visual elements to create evocative images. They will investigate how composers use imagery to convey meaning, specifically their ability to emotionally position the responder. Students will also explore how different aspects of technology can be used to enhance the meaning of a text. 	TBC	Viewing task based on concept of <i>A Journey</i> . *The Lost Thing website
Fantastical Creatures	Term Three	FICTION <ul style="list-style-type: none"> Myths and Legends <i>Dracula</i>, picture book <i>Percy Jackson & The Lightning Thief</i>, novel <i>The Wizard of Earthsea</i> Variety of short stories: <ul style="list-style-type: none"> Edgar Allan Poe – <i>Dark They Were and Golden Eyed (ss)</i> – <i>Fingers(ss)</i> <i>The Veldt (ss)</i> FILM <ul style="list-style-type: none"> <i>Edward Scissor Hands</i> <i>The Hobbit, An Unexpected Journey</i> 	DRIVING QUESTION: How are audiences engaged by fantastical creatures? <ul style="list-style-type: none"> The focus of this unit is for students to hone the craft of descriptive writing within the framework of the horror/fantasy genre. Students will demonstrate knowledge of the traditional components of a horror/fantasy setting with a focus on the technical features that create atmosphere. Students will interpret the horror genre through historical, production and creative elements in image, prose fiction, poetry and filmic texts. They will respond to and compose a range of their own imaginative texts. Pearson English 8 	TBC	Students will compose a descriptive piece, in which they focus on creating tone, to establish a distinct horror or mythological inspired setting. Students present a dramatic reading and/or digital moodscape depicting an extract from their text.
		DRAMA & NONFICTION <ul style="list-style-type: none"> Variety of play excerpts and resources relating to historical context Options: <i>A Midsummer Night's Dream</i> or <i>The Merchant of Venice</i> <i>Gnomeo & Juliet</i> 	DRIVING QUESTION: Is Shakespeare still relevant today? <ul style="list-style-type: none"> The focus of this unit is for students to gain an understanding of the culturally significant works of William Shakespeare by exploring the historical and cultural context of the world, life and times of William Shakespeare. Students will gain an appreciation of the genres, language and dramatic conventions of Shakespeare's plays. *Appropriations – Literary differentiation 	TBC	Yearly Examination <i>Incorporating language skills + aspects of all modules</i>

Note: Suggested texts may be shifted within units of the **same year group** but **will not be taught** outside the recommended year group without exceptional circumstances.