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| Callaghan College Wallsend Campus - Year 8 English - Scope and Sequence 2017 |
|  | **Unit** | **Core Texts** | **Overview** | **Outcomes** | **Assessment** |
| T1 | **Once Upon a Nightmare –** Crafting the World of Horror | Close study of a range of **fairy tales, nursery rhymes** (including traditional Grimm Brothers tales) and **poetry**.**Film extracts** and **trailers** as supporting material - please note M rating:* *Once Upon a Time* (TV series on Clickview)
* *Maleficent*
* *Red Riding Hood*
* *The Huntsmen*
* *Coraline*
* *The Nightmare Before Christmas*
 | **Focus Question: Why do we love to be scared and what tricks of the trade can we use to frighten others?*** The focus of this unit is for students to hone the craft of descriptive writing within the framework of the fairy tale and horror genres.
* Students will demonstrate knowledge of the traditional components of the fairy tale genre (including setting, character and plot) and how they can be subverted to fit the horror genre. They will do this by focusing on and experimenting with the technical features (e.g. SPAAAMOH) that create atmosphere.
* Students will interpret the horror genre through historical, production and creative elements in image/picture books, prose fiction, poetry and filmic texts in relation to the fairy tale genre. They will respond to and compose a range of their own imaginative texts.
 | EN4-4BEN4-5CEN4-6CEN4-8D | **Imaginative Response (Week 10)**Students will recreate a fairy tale or nursery rhyme in the horror genre. They will compose a picture book or graphic novel, containing exactly 170 words, to be displayed during CCWC Library’s ‘Once Upon a Nightmare’ Horror Week.  |
| T2 | **Oh, The Places You’ll Go-** Journeys | **Film Study*** *Where the Wild Things Are*
* *Big Fish*
* *Oz The Great and Powerful*
* *Alice in Wonderland*
* *Paper Planes*
* *Up*

Teachers may also additionally study a **picture book** as part of this unit: * *Gorilla*
* *The Lost Thing*
* *The Red Tree*
* *Where the Wild Things Are*
 | **Focus Question: We all see the world differently but how can we be led to view it in a particular way?** * The focus of this unit is for students to explore the power of both visual and language elements to create evocative images. They will investigate and analyse how composers use imagery to convey meaning, specifically their ability to emotionally position the responder.
* Students’ understanding of visual literacy will be explored through the concept of journeys. They will develop an understanding of how the concept relates to their own personal and public lives.
* Students will also explore how different aspects of technology can be used to enhance the meaning of a text.
 | EN4-1AEN4-3BEN4-6CEN4-9E | **Critical Response/Speaking Task (Week 9)**Students will respond to a series of critical questions that analyse the importance of a particular scene from the film and one aspect of another text studied in conveying the journey concept. They then present this panel discussion to the class with the teacher as moderator. Students will self and peer reflect on their learning and presentations.  |
| T3 | **In Search of Shakespeare** | **Shakespeare** **Study*** *A Midsummer Night’s Dream*
* *Twelfth Night*
* Taming of the Shrew
 | **Focus Question: What can we learn from old Bill Shakespeare? Does he really have anything important to say?*** 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 his life and times.
* Students will gain an appreciation of the genre, language and dramatic conventions of Shakespeare’s plays.
* Students *may* study suggested fictional texts and/or other nonfiction and/or filmic texts/extracts to gain an effective understanding of the era.
 | EN4-1AEN4-7DEN4-8DEN4-9E | **Persuasive Response (Week 9)**Students will work collaboratively to compose a persuasive response to a Shakespearean play studied in class. Through detailed scene analysis, students will persuade the local readership of CCWC’s newsletter of the relevance and universal themes of Shakespeare.  |
| T4 | **Fiction Factor –** CreatingCharacters | **Novel Study*** *Trash*
* *Once*
* *Holes*
* *The Boy in the Striped Pyjamas*
* *The Absolutely True Diary of a Part-Time Indian*
* *Boy Overboard*
* *Bridge to Terabithia*
* *Fighting Ruben Wolf*
* *Wonder*
 | **Focus Question: Why are we drawn to complex characters and how are we invited into their world? Ultimately, why do we want to keep turning the page?*** 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, through their own responding and composing, structure, setting, plot development, themes and other structural elements of an effective narrative (tense, perspective, punctuation to create meaning, symbolism, juxtaposition).
 | EN4-2AEN4-4BEN4-5C | **Yearly Examination (Week 4)**Collaborative Short Answer (including longer comparative question) and Imaginative Response Section.  |