## Learning and Assessment Overview

**HOD:** Judy Behne  
**Teachers:** Ms Holly, Ms Nicholls, Mr Marsh, Ms Summer, Miss Ellis, Ms Turner, Mrs Naughtin

### Year 8 KLA English Semester 1, 2013

<table>
<thead>
<tr>
<th>Week</th>
<th>Week Beg</th>
<th>Unit</th>
<th>Concepts/Inquiry Questions/Skills/Topics</th>
<th>School Events and Public Holidays</th>
<th>Assessment Type</th>
<th>Assessment Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>29/1</td>
<td></td>
<td>Introduction, Spelling, persuasion techniques, testing (pat-r), library visit, SRA comprehension box</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>4/2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| 3    | 11/2     | UNIT 1: FOUNDATION UNIT |  |  |  | Swimming Carnival 
Persuasive oral 1-2 min 24 hour notice of negotiated topic eg the colour red is important. |
| 4    | 18/2     |  |  |  |  |  |
| 5    | 25/2     | UNIT 2: TEENAGE FICTION | Teen issues in novels texts |  |  |  |
| 6    | 4/3      |  | Commence drafting |  |  |  |
| 7    | 11/3     |  | Hand in Draft Essay for marking |  |  |  |
| 8    | 18/3     |  |  |  |  | In-Class Test Analytical Essay – Teen issues in novel (350 – 500 words) |
| 9    | 25/3     |  |  |  |  |  |

### MID SEMESTER VACATION

<table>
<thead>
<tr>
<th>Week</th>
<th>Week Beg</th>
<th>Unit</th>
<th>Concepts/Inquiry Questions/Skills/Topics</th>
<th>School Events and Public Holidays</th>
<th>Assessment Type</th>
<th>Assessment Due Date</th>
</tr>
</thead>
</table>
| 1(10)| 15/4     | UNIT 3: TEENS IN THE NEWS | Magazine + newspaper articles 
Ongoing assessment 1-2 minute current affairs presentation  
Exploring News Media – what is news? Hard and soft news? Specialised language/terms to know: bias, exaggeration; fact/opinion; main ideas; evidence; loaded adjectives; implied meanings; positioning; blog 
Spelling, Journal Writing (blog) in response to news articles |  |  |  |
| 2(11)| 22/4     |  | Understanding news media texts – Fact boxes; summarising Reading Comprehension 
“Hoodlums, Louls, etc” Journal Writing in response (persuasive blog) 
Distribute novel and commence reading | 25/4 Anzac Day |  |  |
| 3(12)| 29/4     |  | How are teenagers portrayed in text? Article 2 – Positive news story ie. “Grateful to be Alive”. Deconstruct and respond in journal 
Continue novel reading |  |  |  |
| 4(13)| 6/5      |  | How are teenagers portrayed in text? Continue with analysing articles 
Continue novel reading |  |  |  |
| 5(14)| 13/5     |  | Distribute exam article and deconstruct with class |  | In-Class Test Short Answer Reading Comprehension 
“Zombie Kids in all night texting” |  |
| 6(15)| 20/5     | UNIT 4: FOOTPRINTS | Review of Indigenous texts - Rabbit proof fence/ “Exodus from the Island” (movies) 
poetry, dream time stories |  |  |  |
<p>| 7(16)| 27/5     |  | Revisit personal writing / diary entries internal monologue use of personal voice focus |  |  |  |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/17</td>
<td>3/6</td>
<td>Reflective response to literary texts</td>
</tr>
<tr>
<td></td>
<td></td>
<td>In class prepared test</td>
</tr>
<tr>
<td>9/18</td>
<td>10/6</td>
<td></td>
</tr>
<tr>
<td>10/19</td>
<td>18/6</td>
<td></td>
</tr>
</tbody>
</table>