# English Year 8 – sample scope and sequence

This is a sample scope and sequence for Year 8 in Stage 4 and it is aligned to the [English K–10 Syllabus](https://curriculum.nsw.edu.au/syllabuses/english-k-10-2022) (NESA 2022). The teaching and learning programs and assessment plans outlined in the scope and sequence will be made available on the [NSW Department of Education curriculum website](https://education.nsw.gov.au/teaching-and-learning/curriculum) throughout 2023 and 2024. They will be provided in a staggered release.

Contents

[Rationale 2](#_Toc145337417)

[Purpose, audience and suggested timeframes 2](#_Toc145337418)

[Opportunities for collaboration 3](#_Toc145337419)

[Sample scope and sequences for Year 8 4](#_Toc145337420)

[The English curriculum 7-12 team 11](#_Toc145337421)

[Share your experiences 11](#_Toc145337422)

[Support and alignment 11](#_Toc145337423)

[References 13](#_Toc145337424)

## Rationale

The sample scope and sequence will be useful during the engage phase of the [curriculum implementation cycle](https://education.nsw.gov.au/teaching-and-learning/curriculum/leading-curriculum-k-12/phases-of-curriculum-implementation?utm_source=w7t422&utm_medium=staffnoticeboard&utm_campaign=curriculum-reform). It is not a standalone resource. This sample is teacher facing and is designed to assist teachers as they familiarise themselves with the [English K–10 Syllabus](https://curriculum.nsw.edu.au/syllabuses/english-k-10-2022) (NESA 2022) and plan for implementation.

This resource has been developed to assist teachers in NSW Department of Education schools to create and deliver teaching and learning practices that are contextualised to their classroom. All NSW public schools need to plan curricula and develop teaching programs consistent with the *Education Act 1990* and the [NSW Education Standards Authority (NESA) syllabuses](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/understanding-the-curriculum/syllabuses-a-z) and credentialing requirements. Scope and sequence documents form part of the ongoing evidence schools maintain to comply with the [Curriculum planning and programming, assessing and reporting to parents K-12 policy](https://education.nsw.gov.au/policy-library/policies/pd-2005-0290) standards and NSW Education Standards Authority [Registration process for the NSW government schooling system manual](https://educationstandards.nsw.edu.au/wps/portal/nesa/regulation/government-schooling/registration-process-government-schooling).

Effective teaching of English requires a deep knowledge of the key concepts, ideas, and skills in the syllabus, and an understanding of how to teach and assess these in local contexts to meet student needs.

### Purpose, audience and suggested timeframes

Many schools will have their own scope and sequence templates. This sample provides a brief overview of each teaching and learning program, the questions guiding the implementation of the outcomes, the outcomes and content groups driving the design of assessment and the text requirements. The samples are designed to be flexible and able to be adapted and refined by teachers as they plan for student learning needs. Content groups are identified at the point of introduction to the students and should be revisited and consolidated throughout the year, based on assessment data. Some content groups/points will require more emphasis and repetition than others. This document details when specific outcomes and content groups could be introduced.

### Opportunities for collaboration

The following is an outline of some of the ways this sample scope and sequence could be used with colleagues as part of the professional learning cycle:

* Use the structure and/or content of the sample as a model and make modifications reflective of contextual needs.
* Examine the sample during faculty meetings and/or planning days and collaboratively refine the plan for each program and assessment based on faculty or school goals.
* Examine the sample during faculty meetings or planning days and collaboratively plan opportunities for team teaching, collaborative resource development, mentoring, lesson observation and/or the sharing of student samples.
* Use the programming, assessment or text requirement suggestions as an opportunity to backward map Years 10-7 and consider the transition from Stage 3.

## Sample scope and sequences for Year 8

The following tables set out the 4 sample programs that make up the Year 8 scope and sequence.

Table 1 – Year 8, Term 1 – knowing the rules to break the rules

|  |  |
| --- | --- |
| Essentials | Program and assessment overview |
| Learning overview | Students will develop an understanding of the ways composers use and experiment with the textual forms and features of poetry to express ideas and position readers. They will explore how intertextuality with older texts and traditions can enrich meaning. They transfer these understandings to their own poetic compositions, engaging with and subverting poetic forms and features in purposeful ways. Students will compose creatively and analytically using the recursive writing process to communicate with clarity and for effect. |
| Guiding questions | What makes poetry a powerful and flexible form of expression and how has it evolved over time?How have poetic forms been used and subverted by composers to express new ideas and appeal to contemporary audiences?How does intertextuality enrich responses to texts? |
| Assessment | Writing and reflection: students will craft a creative response and reflect on their compositional process. |
| Outcome codes and content groups | **ENLS-COM-01**: speaking, listening and interacting**EN4-RVL-01** and **ENLS-RVL-01**, **ENLS-RVL-02**: reading, viewing and listening for meaning; reading for challenge, interest and enjoyment; reflecting**EN4-URA-01** and **ENLS-URA-01**: representation; code and convention; connotation, imagery and symbol**EN4-URC-01** and **ENLS-URC-01**: intertextuality; literary value**EN4-ECA-01** and **ENLS-ECA-01, ENLS-ECA-02**: writing; text features: imaginative; text features: informative and analytical; word-level language**EN4-ECB-01** and **ENLS-ECB-01**: planning, monitoring and revising; reflecting |
| Text requirements | A collection of poems widely regarded as quality literature. |

Table 2 – Year 8, Term 2 – transport me to the real

|  |  |
| --- | --- |
| Essentials | Program and assessment overview |
| Learning overview | Students will explore the ways in which both fiction and non-fiction texts represent the ‘real’ world in dynamic and engaging ways. They will understand and become critically aware of the constructed nature of representations and how these reflect the composers’ worlds and values. They will develop an informed perspective and demonstrate this through the creation of informative, analytical and persuasive texts. |
| Guiding questions | What is the relationship between the representation of the ‘real’ world in a text and the real-world purpose and context of the composer and reader?How do composers use narrative conventions to transport readers to a different world?How can engaging with diverse texts help to develop a broad and balanced understanding of the world? |
| Assessment | Podcast: students will compose an informative and analytical podcast. |
| Outcome codes and content groups | **ENLS-COM-01**: speaking, listening and interacting**EN4-RVL-01** and **ENLS-RVL-01**, **ENLS-RVL-02**: reading, viewing and listening skills; reading, viewing and listening for meaning**EN4-URA-01** and **ENLS-URA-01**: point of view; characterisation; narrative**EN4-URB-01** and **ENLS-URB-01**: theme; perspective and context; argument and authority; style**EN4-ECA-01**: representing; speaking; text features: informative and analytical; text features: persuasive; sentence-level grammar and punctuation and **ENLS-ECA-01**, **ENLS-ECA-02**: representing and text features**EN4-ECB-01** and **ENLS-ECB-01**: planning, monitoring and revising |
| Text requirements | A work of extended prose (fiction or non-fiction) and quality texts from around the world, including texts about intercultural and diverse experiences in a range of forms including visual, spoken, multimodal and digital texts. |

Table 3 – Year 8, Term 3 – from page to stage

|  |  |
| --- | --- |
| Essentials | Program and assessment overview |
| Learning overview | Students will explore the ways in which a written text can be brought to life on the stage. They will explore the way representation in drama can challenge or reaffirm the values and ideas present in an original text. They will examine how a composer’s perspectives can be represented in a performed piece, expanding their understanding of the power of live performance. They then experiment with writing for the stage in order to engage and impact the audience. |
| Guiding questions | Why and how do playwrights adapt existing texts for the stage?How do playwrights use dramatic codes and conventions to generate an emotional and intellectual response from the audience?How can adaptations to the stage lead to refreshed values and perspectives? |
| Assessment | Adaptation and reflection: students will create an adaptation of a text and reflect on their use of dramatic codes and conventions. |
| Outcome codes and content groups | **ENLS-COM-01**: speaking, listening and interacting**EN4-RVL-01** and **ENLS-RVL-01**, **ENLS-RVL-02**: reading, viewing and listening skills; reading for challenge, interest and enjoyment; reflecting**EN4-URA-01** and **ENLS-URA-01**: code and convention**EN4-URB-01** and **ENLS-URB-01**: perspective and context**EN4-URC-01** and **ENLS-URC-01**: genre; intertextuality, literary value**EN4-ECA-01**: writing; speaking; text features; text features: imaginative; word-level language and **ENLS-ECA-01**, **ENLS-ECA-02**: writing; representing; text features; word-level language**EN4-ECB-01** and **ENLS-ECB-01**: planning, monitoring and revising, reflecting |
| Text requirements | Drama texts, supported by a range of fiction and non-fiction, that are widely regarded as quality literature. The source material explored will depend on the drama text chosen. |

Table 4 – Year 8, Term 4 – the camera never lies

|  |  |
| --- | --- |
| Essentials | Program and assessment overview |
| Learning overview | Students will develop an understanding of the ways viewers of film are emotionally positioned to respond. They will expand their understanding of what it means to examine a visual text through a critical lens. Students will consider the ways that film can be used as a medium to share cultural expression and tell different stories. They will demonstrate this understanding through creative, informative and analytical spoken and written responses. |
| Guiding questions | How do directors use the art of film to represent ideas symbolically and figuratively?How do narrative, setting and character work to draw viewers in to the values and argument of a film?How do directors craft a particular style, and for what purpose? |
| Assessment | Viewing and listening exam: students will write a series of short answer analytical responses to an unseen text. |
| Outcome codes and content groups | **ENLS-COM-01**: speaking, listening and interacting**EN4-RVL-01** and **ENLS-RVL-01**, **ENLS-RVL-02**: reading, viewing and listening skills; reading, viewing and listening for meaning; reading for challenge, interest and enjoyment; reflecting**EN4-URA-01** and **ENLS-URA-01**: representation; code and convention; connotation, imagery and symbol; point of view; characterisation; narrative**EN4-URB-01** and **ENLS-URB-01**: theme; argument and authority; style**EN4-ECA-01**: writing; text features; text features: informative and analytical; sentence-level grammar and punctuation and **ENLS-ECA-01**, **ENLS-ECA-02**: writing; text features; sentence-level language |
| Text requirements | Film and documentary texts from around the world, and from a range of cultural, social and gender perspectives. |

## The English curriculum 7-12 team

The English curriculum 7-12 team provides support for the delivery of the English curriculum 7-12 in NSW Department of Education high schools.

### Share your experiences

If you use this scope and sequence in your school/faculty, reach out to the English curriculum team and share your experience. You may like to consider sharing an observation, experience, strategy or resource for the ‘Voices from the Classroom’ section of our newsletter. All submissions may be sent to English.curriculum@det.nsw.edu.au.

### Support and alignment

If you have any questions regarding the use of material available or would like additional support, please contact the English curriculum team by emailing English.curriculum@det.nsw.edu.au.

**Alignment to system priorities and/or needs**: This resource is evidence-based, as outlined below, and supports the goals of the [School Success Model](https://education.nsw.gov.au/public-schools/school-success-model), is an example of [universal support](https://education.nsw.gov.au/public-schools/school-success-model/school-success-model-explained#/asset2:~:text=support%20in%20action-,Universal%20support,-Universal%20support%20provides) and aligns with the [School Excellence Policy](https://education.nsw.gov.au/policy-library/policies/pd-2016-0468). It is designed to support school and curriculum leaders as they plan syllabus implementation. It can be used during the design and delivery of collaborative curriculum planning, monitoring and evaluation.

**Alignment to the School Excellence Framework**: This resource aligns with the [School Excellence Framework](https://education.nsw.gov.au/about-us/strategies-and-reports/school-excellence-and-accountability/school-excellence) Leading domain – Educational leadership and the Learning domain – Curriculum as it models syllabus-aligned programming and assessment planning. It provides strategies for engaging in collaborative curriculum planning.

**Alignment to Australian Professional Teaching Standards**: This resource supports teachers to address [Australian Professional Teaching Standards](https://educationstandards.nsw.edu.au/wps/portal/nesa/teacher-accreditation/meeting-requirements/the-standards/proficient-teacher) 2.2.2 (2.2.4), 2.3.2 (2.3.4) 3.2.2 (3.2.4) as it provides an example of how to use syllabus requirements in the planning, design, implementation and review of coherent and well-sequenced programming and assessment plans.

**Consulted with:** Curriculum and Reform subject matter experts and teachers and head teachers from across NSW.

**NSW Syllabus:** [English K–10 Syllabus](https://curriculum.nsw.edu.au/learning-areas/english/english-k-10-2022/overview) © 2022 NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales.

**Publisher:** State of NSW, Department of Education.

**Related resources:** Further resources to support programming and assessment can be found on the [NSW Department of Education curriculum website.](https://education.nsw.gov.au/teaching-and-learning/curriculum)

**Professional Learning:** Relevant Professional Learning is available on the [English statewide staffroom](https://teams.microsoft.com/l/team/19%3A88aaff1954984b3d821940244a27a355%40thread.skype/conversations?groupId=7cace238-04f1-4f87-a5dc-d823e51c9765&tenantId=05a0e69a-418a-47c1-9c25-9387261bf991) and through the [English curriculum professional learning calendar](https://education.nsw.gov.au/teaching-and-learning/curriculum/english/professional-learning-english-k-12).

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## References

[English K–10 Syllabus](https://curriculum.nsw.edu.au/learning-areas/english/english-k-10-2022/overview) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2022.

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CESE (2020) ‘[What works best in practice](https://education.nsw.gov.au/about-us/education-data-and-research/cese/publications/practical-guides-for-educators-/what-works-best-in-practice)’, NSW Department of Education, accessed 14 February 2023.

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