WAGIN
DISTRICT HIGH SCHOOL
SEMESTER OUTLINE

Year 8 English Course Outline 2014.

COURSE OUTLINE

The English curriculum is built around the three strands of Language, Literature and Literacy. Together the strands focus on developing students’ knowledge, understanding and skills in writing, reading, viewing, creating and listening and speaking.

In Term 1, students analyse how individuals are represented in a range of texts, including; short stories, newspapers, magazines, television and digital texts. They will question the notions of identity and belonging and our connections to places. Students examine and experiment with text structures, language features, and visual forms to create a personal narrative that represents their own identity. They will also engage with a variety of texts for enjoyment.

In Term 2, students will investigate and interpret poems from a range of cultures including those from or about Asia that reflect on and challenge the values of an individual or group and influence emotions and opinions. The students will create an anthology that explores emotional responses to a variety of literature from a range of cultures. They will listen to, read, view, interpret, evaluate and perform various poetic forms and texts, including ballads, hip-hop, song lyrics, haiku, renga, nonsense poetry. Students develop their understanding of how texts are influenced by context, purpose and audience.

As part of the new Australian Curriculum there will be a focus on ICT, the Asian Region, Indigenous Australians and Environmental Sustainability.

ACHIEVEMENT STANDARD

Receptive modes (listening, reading and viewing)
By the end of Year 8, students understand how the selection of text structures is influenced by the selection of language mode and how this varies for different purposes and audiences. Students explain how language features, images and vocabulary are used to represent different ideas and issues in texts. Students interpret texts, questioning the reliability of sources of ideas and information. They select evidence from the text to show how events, situations and people can be represented from different viewpoints. They listen for and identify different emphases in texts, using that understanding to elaborate upon discussions.

Productive modes (speaking, writing and creating)
Students understand how the selection of language features can be used for particular purposes and effects. They explain the effectiveness of language choices they use to influence the audience. Through combining ideas, images and language features from other texts, students show how ideas can be expressed in new ways. Students create texts for different purposes, selecting language to influence audience response. They make presentations and contribute actively to class and group discussions, using language patterns for effect. When creating and editing texts to create specific effects, they take into account intended purposes and the needs and interests of audiences. They demonstrate understanding of grammar, select vocabulary for effect and use accurate spelling and punctuation.
## Term 1  
### My Story, Our Stories

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| 1  | Understand the influence and impact that the English language has had on other dialects and how English has been influenced in return (ACELA 1540) | Revision: Parts of Speech. Introduction to the idea of personal stories. Introduce students to ‘memes’ What do their names mean? How unique are we? Students will create a timeline of their life so far, and then predict what they would like for the future. Students create a ‘shoe box’ autobiography and bring it in for group discussion. | On-going fortnightly Spelling Tests  
Weekly Reading Tests (STARS)  
On-going weekly language homework |
| 2  | Analyse and explain how language has evolved over time and how technology and the media have influenced language use and forms of communication (ACELY 1729) | Examine the role of social media and its increasing occurrence in society. How has it influenced our language? Our ability to communicate? How can social media improve and damage reputations? What identities do we portray on Facebook, Twitter and Instagram? Are there ways to protect our identities? |  |
| 3  | Plan, rehearse and deliver presentations, selecting and sequencing appropriate content... (ACELY 1731) | What makes up our identity? What makes us feel like we belong? What qualities are needed to be a good storyteller? Students will research their own family history. Students will become story tellers and share and record stories with their peers. | Story Telling (Speaking)  
Students will record and present a short story to the class. |
| 4-6 | Analyse how the text structures and language features of persuasive texts, including media texts, vary according to the medium and mode of communication. (ACELA 1543)  
Evaluate the way that text structures and language features vary according to the purpose of the text and the ways that referenced sources add authority... (ACELY 1732) | Begin examining a range of non-fiction personal stories in magazines, newspapers and digital texts. How has language been used to influence and create identity?  
What is the purpose, context and audience of the film? | Literary analysis (Writing)  
Analyse a personal story in a magazine and/or digital media and evaluate how language has been used to influence and to create identity. |
| 7-8 | Explore the interconnectedness of Country and Place, People, Identity and culture in texts including those by Aboriginal and TSI authors (ACELT 1806)  
Share, reflect on, clarify and evaluate opinions and arguments on aspects of literary texts (ACELT 1806) | Reflect on being an Author. Introduce students to the short illustrated novel *My Girragundji* by Meme McDonald and Boori Pryor. The novel examines the ideas of belonging, place and identity. Is it an effective story? Were the characters and events interesting? What is the impact of using written text and images to convey a story?  
Students will create a story map of *My Girragundji*. |  |
| 9  | Understand how conventions of speech adopted by communities influence the identities of people in those communities.(ACELA 1541)  
Understand and explain how combinations of words and images in texts are used to represent particular groups in society, and how texts position readers in relation to those groups. (ACELT 1628)  
Use comprehension strategies to interpret and evaluate texts... (ACELY 1734) | As well as having an overall personal identity, people’s cultural identity can also have a big impact on their personal values and attitudes. What cultural groups do we belong to? What aspects of identity do we share? What would an ID card for that group look like? Students will create Cultural ID cards for the groups they belong to, demonstrating how colours and symbols can be used to represent people and values.  
Identity and Place. Are you who you are because of where you live? Students will read stories and complete comprehension activities from the text *Tales from Outer Suburbia* by Shaun Tan. | Responding to literature (Reading)  
Comprehension Assessment on ‘Tales from Outer Suburbia’. |
| 10 | Create imaginative, informative texts that raise issues, report events and advance opinion, using deliberate language and textual choices, and including digital elements. (ACELY 1736) | Drawing together everything they have learned about story, identity, place and community, students will create their own multimodal text or ‘digital story’ | Personal narrative (Multimodal)  
Create a personal narrative using elements such as writing, music, images and sound to enhance and layer meaning about own identity. |
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| 1  | Understand the use of punctuation conventions, including colons, semicolons, dashes and brackets in formal and informal texts (ACELA 1544) 
Understand how to apply learned knowledge consistently in order to spell accurately and to learn new words including nominalisations (ACELA 1549) | Revision of punctuation conventions. 
What is poetry? Why do people write it? To persuade, inform or entertain? Where else might we find poetry? 
In groups, explore what we already know about poetry using sentence stems such as: ‘poetry lets us….’ ‘poetry might…’ And poetry contains…’ 
Create a class mural of poems, bringing poems from home, advertisements, greeting cards. Justify why your contribution is a poem, and why you have chosen it. | On-going fortnightly spelling tests 
On-going weekly reading tests 
On-going weekly language homework |
| 2  | Recognise that vocabulary choices contribute to the specificity, abstraction and style of text. (ACELA 1547) | Examining descriptive language. Vocabulary and word building exercises. Students will examine why some words are more powerful than others. Students will attempt to create ‘micro-stories’ in only 12 words. 
Students explore spoken and written proverbs and clichés. We will also look at some popular children’s rhymes. Why are they so easy to recall? | |
| 3  | Identify and evaluate devices that create tone, for example humour, word play, innuendo and parody in poetry (ACELT 1630) | Introduction to Poetic Terms and Techniques. Students become familiar with the metalanguage used to describe the structures and features of poetic language. Students create a glossary of poetic terms and search for examples in a wide range of on-line and print formats. 
What are the effects of these poetry techniques? Students will analyse and discuss how language features are used to evoke particular effects, for example, tone. Students will analyse poem ‘I wandered lonely as a cloud.’ | In-class Poetry Comprehension Test (Reading) |
| 4-7 | Explore the ways that ideas and viewpoints in literary texts drawn from different historical, social and cultural contexts may reflect or challenge the values of individuals and groups (ACELT 1620) 
Recognise and explain differing viewpoints about the world, cultures, individual people and concerns represented in texts (ACELT 1807) | Exploring Poetic Forms. Many great poets deal with experiences that are very personal to the poet. Poets can shape these personal experiences into different forms. Students will now explore some of these poetic forms: 
Oral Traditions, Rhyming and free verse, Haiku, Renga, Tanka, Ballads, Rap and Hip-Hop, Songs. | Literary anthology (Reading/Writing) 
Create an anthology that includes poems from a variety of cultures on a chosen theme. Write a preface analysing the literary devices and structure in each poem to show how meaning and emotion are conveyed and support the theme. |
| 8  | Create literary texts that draw upon text structures and language features of other texts for particular purposes and effects (ACELT 1632) | Connecting with your beliefs in poetry. The process of writing poetry often means we have to think about what we believe and find the best way of expressing this. Read Brophy’s ‘What I believe’ poem. Students write their own poem. 
Whose point of view is the poet expressing? Read Sylvia Plath’s poem ‘Mushrooms.’ | |
| 9-10 | Use interaction skills for identified purposes, using voice and language conventions to suit different situations; selecting vocabulary, modulating voice and using elements such as music, images and sound for special effects (ACELY 1808) | Students will enjoy, create, share and perform their own poetry. We will hold a Group Poetry Slam, where students recite or read their original work. | Poetry Performance (Speaking/Writing) 
In pairs, present an imaginative poetry performance (including 4 poems of your own on a chosen theme). |