WAGIN DISTRICT HIGH SCHOOL SEMESTER OUTLINE

Year 8 English Course Outline
Semester 2, 2017

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 3, students read, review and respond to the graphic novel *Coraline*, and compare it to the motion picture adaption. Students will read a range of classic horror stories and poetry, including works by Edgar Allen Poe, Henry Lawson and Mary Shelley, in order to identify the gothic elements used and how they position the reader. They will explore the language, images and literary techniques that are used in gothic horror and examine the various ways that stories can be adapted in written, visual and multimodal texts. They will then use this knowledge to create their own gothic horror story.

In Term 4, students will examine the text structures and language features of persuasive texts, in particular those surrounding the issue of refugees in Australia. They will read *Boy Overboard* and *Parvana* and will discover how ideas and viewpoints in literary texts drawn from different historical, social and cultural contexts may reflect or challenge the values of individuals and groups. They will write a persuasive letter, and they will plan and perform a scene from a play.

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 3 — Gothic Horror

Wk	Links to the Curriculum	Focus	Assessments
1 -	*Understand how to apply learned knowledge consistently in order to spell accurately and to learn new words, including nominalisations.*	**Introduction to Gothic Horror** What are the scariest stories you have read/heard? What makes them scary? Why do we like to be scared? Read the texts 'The Tell-Tale Heart' and the 'Ghostly Door' and answer comprehension questions. Identify similar features. **Grammar focus: Parts of Speech** – read a poem identifying the 8 key parts of speech.	*On- going weekly reading tests* *On-going fortnightly Spelling Tests*
2	*Apply increasing knowledge of vocabulary, text structures and language features to understand the content of texts.* *Interpret and analyse language choices, including sentence patterns, dialogue, imagery and other language features in short stories, literary essays and plays.*	**What are the elements in a Gothic Horror Story?** Read an extract from *Frankenstein*. Why has it been written in first person? What is the effect of this? Read a range of gothic short stories from the book 'Paper Trails', including *The Chosen Vessel*. Answer a range of comprehension questions. Discuss what is meant by creating a 'metonym of gloom and horror'. **Grammar focus: Parts of Speech**	
3	*Share, reflect on, clarify and evaluate opinions and arguments about aspects of literary texts.*	**Reading and responding to Coraline in 3 ways**. Read the start of the original novel, the graphic novel and the film. Determine which form most effectively invites you in to the story. What kind of story do you think it is going to be? Read the 'Guide to Metalanguage' in Coraline. . View the three different covers for the novel 'Coraline', Which cover is the most main-stream? Which is the scariest? View the film, taking notes of the gothic elements in the story. **Etymology: cide** **Grammar focus: Nouns (singular, plural, proper, common, pronouns)**	
4/5	*Identify and evaluate devices that create tone .* *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.*	**Identifying the Gothic features in Coraline** What choices has the director made to build an atmosphere of threat and fear? Analyse the use of sound effects and music. Write character profiles for 'the other mother' and 'Coraline'. Planning and drafting 'how to write a discussion essay in English'. **Etymology: acro, capt** **Grammar focus: Adjectives, Verbs and Simple tenses**	**Viewing and Writing-** Create an in-class Essay on the *techniques used to create tone and suspense in 'Coraline'.*
6/7	*Investigate how visual and multimodal texts allude to or draw on other texts or images to enhance and layer meaning.* *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.* *Interpret and analyse language choices, including sentence patterns, dialogue, imagery and other language features in short stories, literary essays*	**What is a graphic novel?** Discuss the use of visual grammar, including angle, shot, gaze, framing, cropping, colour and body language. Also discuss illustrative techniques such as colour, texture, line, form and balance and layout. Reflect on the Graphic Novel. Compare and evaluate the three versions of Coraline. What has been left out of the film version? What do you think the effect on the story is? Choose three striking images from the graphic novel and think about their effect and power. What techniques have been used?	**Graphic Novel study - Coraline** *Annotate and describe how three frames from the novel have been created.*

	and plays. *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.*	Respond to ideas in Coraline, such as being brave, love and exploring ideas. **Etymology: ambu,** *bene* **Grammar focus: Perfect/ continuous tenses, active and passive voice**	
8/9	*Recognise, explain and analyse the ways literary texts draw on readers' knowledge of other texts and enable new understanding and appreciation of aesthetic qualities.* *Create literary texts that draw upon text structures and language features of other texts for particular purposes and effects.*	**How has intertextuality been used in the film?** Read the poem 'The spider and the fly' and the short story 'The new mother' – how are they similar to Coraline? What features are similar to those used in *Alice in Wonderland?* **Write your own horror story incorporating the necessary elements and language that characterise the genre.** **Etymology: caust** **Grammar focus: Subject-verb agreement**	**Create a short story – Gothic Horror**
10	*Share, reflect on, clarify and evaluate opinions and arguments about aspects of literary texts.*	**Reflecting on what we have learned.** At the beginning of Coraline, Neil Gaimann quotes: 'Fairy tales are more than true: not because they tell us that dragons exist, but because they tell us that dragons can be beaten.' Reflect on why this quote is important to the story. From creating your own stories, how hard was it to create a really scary story? What did you have to know about? What did you have to do? Were there dragons that had to be beaten in your story? **Etymology: chrome, domi** **Grammar focus: adverbs and prepositions**	**Grammar test: Parts of Speech**

Term 4   Can you persuade me?

Wk	Links to the Curriculum	Focus	Assessment
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)*	**Introduce the topic of refugees and multiculturalism in Australia.** What is a refugee? Students will examine definitions of 'refugees, asylum seekers, immigrants, citizens, boat people' and identify what the stereotypes are surrounding these words. **What are the 'push' and 'pull' factors involved in making the decision to leave your country?** Compare Australia's living standards with other countries. **What is it like being a refugee?** Students will view the website www.abc.net.au/longjourneys and gain the perspective of child refugees. They will also play an interactive game at www.playagainstallodds.com. Examine how each website has been constructed to persuade us to feel a certain way towards refugees. **Grammar Focus: Sentence Structure** **Etymology: dys**	***On-going fortnightly spelling tests*** ***Weekly reading tests.***
2	*Understand how rhetorical devices are used to persuade and how different layers of meaning are developed through the use of metaphor, irony and parody.* *Analyse how text structures and language features of persuasive texts, including media texts, vary according to the medium and mode of communication*	**Does Australia have a responsibility to accept refugees?** What influences and shapes our opinions? Students will examine a range of different perspectives on the issues of asylum seekers, including letters to the editors, on-line blogs, persuasive essays and speeches made in parliament. Examine advertisements declaring to 'stop the boats.' **What persuasive techniques have been used?** **A Guest Speaker will come to the class and discuss what life was like living in Christmas Island** **Etymology: ego** **Grammar focus: Conjunctions**	***Guest Speaker: Speaking and Listening task.***
3-5	*Understand how rhetorical devices are used to persuade and how different layers of meaning are developed through the use of metaphor, irony and parody.* *Understand the effect of nominalisation in the writing of informative and persuasive texts* *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.*	**Students will begin reading the novel 'Boy Overboard' by Morris Glietzman and complete comprehension activities.** Take note of the style, structure and use of symbolism used in the text. How does the perspective from which the story is told make? **Read the picture book 'The Little Refugee.'** Discuss how a combination of words and images can persuade the reader. Identify the effect of using high modality and nominalisations in persuasive writing. **Eytmology: ethni** **Grammar focus: Phrases**	**Short Answer Responses** *to Boy Overboard.*
6	*Understand how coherence is improved by strengthening the internal structure of paragraphs through the use of examples, quotations and substantiation of claims.* *Understand how coherence is created in complex texts through devices like lexical cohesion, ellipsis and text connectives.* *Create imaginative, informative and persuasive*	**Write a persuasive letter to the Federal Minister responsible for Immigration Affairs.** Your letter is to outline your argument as to why Jamal and Bibi should be granted refugee status and be allowed to live in Australia. Time will be given this week to plan, draft and create your letter, although it is expected that work will also be completed at home. **Etymology: flor** **Grammar focus: Clauses**	**Persuasive Letter Writing** *Write a letter to the Immigration minister requesting permission for the characters in Boy Overboard to live in Australia.*

	texts that raise issues, report events and advance opinions, using deliberate language and textual choices.		
7	*Interpret and analyse language choices, including sentence patterns, dialogue, imagery and other language features in short stories, literary essays and plays.* *Use interaction skills for identified purposes, using voice and language conventions to suit different situations…* *Plan, rehearse and deliver presentations, selecting and sequencing appropriate content.*	**In groups, recreate a scene from the play 'Boy Overboard'.** Discuss what makes an important performance and the need to speak loudly and use body language and facial features to convey your message. You will be given time to rehearse your scene in class. This is a formal task, and you will be marked on your speaking. **Etymology: gastr** **Grammar focus: Sentence Structure**	***Speaking and Listening*** *– In groups perform a scene from the play 'Boy Overboard.'*
8-10	*Analyse and explain how effective authors control and use a variety of clause structures…* *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.*	**Introduction to the story of Parvana.** Parvana is a short novel about a young girl and her family who are trying to escape the Taliban in Afghanistan. Students will be introduced to the topics of the Taliban, restrictions and education of girls, the importance of literature and a brief history of Kabul. Activities that will be completed include: - Making predictions and Inferences throughout the text - Completing comprehension activities - Identifying tone and narrative elements - Character development - The importance of point of view in a story - **Etymology: imag, mand** **Grammar focus: improving sentences, fragrant sentences and run-on sentences.**	***Punctuation and Grammar Test.***

Dates and assessments are subject to change to meet the needs of the students and the teachers.