



WAGIN DISTRICT HIGH SCHOOL SEMESTER OUTLINE

Year 8 English Course Outline Semester 1, 2018

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 a novel, 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 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.

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

Wk	Links to the Curriculum	Focus	Assessments
1 -	<i>Understand the influence and impact that the English language has had on other dialects and how English has been influenced in return (ACELA 1540)</i>	<p>Introduction to the idea of <i>personal stories</i>. Discuss ‘memes’. What do their names mean? How <i>unique</i> are we? Students will create a timeline of their life so far, and then predict what they would like for the future.</p> <p>Students create a ‘bunting’ autobiography and bring it in for group discussion.</p> <p>What do we mean when we say that language evolves? How can we understand language from another era?</p> <p>Grammar focus: Parts of Speech Punctuation: Full stops and Capital letters Etymology Focus: Trans</p>	<i>On-going fortnightly Spelling Tests</i>
2	<i>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)</i>	<p>Read ‘the Bad Deeds Gang’</p> <p>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 <i>and</i> damage reputations? What identities do we portray on Facebook, Twitter and Instagram? Are there ways to protect our identities?</p> <p>How can we understand the language of a website?</p> <p>Grammar focus: Nouns- pronouns. common, abstract, proper Reading Strategy: Turning on the meaning (audience and purpose) Punctuation: Question marks, Exclamation marks Etymology Focus: Min</p>	
3	<i>Plan, rehearse and deliver presentations, selecting and sequencing appropriate content... (ACELY 1731)</i>	<p>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. How does lost or hidden language affect identity?</p> <p>Grammar Focus: Verbs and tenses Punctuation: Question marks, Exclamation marks Etymology focus: Prime Reading Strategy: Finding the hidden meaning</p>	
4	<p><i>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)</i></p> <p><i>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)</i></p>	<p>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? Read the article ‘So to, like, spea’ and discuss the words that do not make sense.</p> <p>How does popular culture introduce foreign words? View ‘National Treasures’ TV episode of ‘Cuc Lam’s suitcase’. www.nationaltreasures.com.au/treasures/suitcase. What is the purpose, context and audience of the film?</p> <p>Grammar Focus: Prepositions Punctuation: Apostrophes- possession, contraction Etymology focus: Aqua Reading Strategy: Tracking down the main idea</p>	<i>Literary analysis</i> <i>Analyse a personal story in a magazine and/or digital media and evaluate how language has been used to influence and to create identity.</i>
5-6		<p>Begin our novel study on the book Hatchet.</p> <p>Students will read the book ‘Hatchet’ and complete set activities.</p> <p>Grammar Focus: Adjectives and Adverbs Punctuation: Apostrophes Etymology focus: Vanus and Clamo</p>	Novel study - Hatchet <i>Short Answers Comprehension</i>

		Reading Strategy: Story Mapping Contextual definitions Mental Imagery	
7	<p><i>Explore the interconnectedness of Country and Place, People, Identity and culture in texts including those by Aboriginal and TSI authors (ACELT 1806)</i></p> <p><i>Share, reflect on, clarify and evaluate opinions and arguments on aspects of literary texts (ACELT 1806)</i></p>	<p>Reflect on being an Author. Introduce students to the short illustrated novel <i>My Girragundji</i> 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?</p> <p>Students will create a story map of <i>My Girragundji</i>.</p> <p><i>View Sally Morgan's art images of Rottnest Island</i></p> <p>Grammar Focus: Indefinite and Definite Articles Interjections Punctuation: Quotations Etymology focus: Homo Reading Strategy: Reading aloud Story Mapping</p>	
8	<p><i>Understand how conventions of speech adopted by communities influence the identities of people in those communities.(ACELA 1541)</i></p> <p><i>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)</i></p> <p><i>Use comprehension strategies to interpret and evaluate texts...(ACELY 1734)</i></p>	<p>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.</p> <p>Identity and Place. Are you who you are because of where you live? Students will read stories and complete comprehension activities from the text <i>Tales from Outer Suburbia</i> by Shaun Tan.</p> <p>Grammar Focus: Conjunctions Punctuation: Quotations Etymology focus: Contra, Counter Reading strategy: Skimming and scanning</p>	
9-10	<p><i>Create imaginative, informative texts that raise issues, report events and advance opinion, using deliberate language and textual choices, and including digital elements. (ACELY 1736)</i></p>	<p>Drawing together everything they have learned about story, identity, place and community, students will create their own multimodal text or 'digital story'.</p> <p>Revision of grammar, punctuation and etymology Reading Strategy: That reminds me</p>	<p><i>Personal narrative (Multimodal)</i> <i>Create a personal narrative using elements such as writing, music, images and sound to enhance and layer meaning about own identity.</i></p> <p><i>Grammar and Punctuation Test</i></p> <p><i>Comprehension Test</i></p>

Term 2

Poetry Activated

Wk	Links to the Curriculum	Focus	Assessment
1	<p><i>Understand the use of punctuation conventions, including colons, semicolons, dashes and brackets in formal and informal texts (ACELA 1544)</i></p> <p><i>Understand how to apply learned knowledge consistently in order to spell accurately and to learn new words including nominalisations (ACELA 1549)</i></p>	<p>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...'</p> <p>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.</p>	<p><i>On-going fortnightly spelling tests</i></p>

		<p>Create a class poem based on ‘Prepositions.’ What is figurative language? Figurative language focus: Idioms Grammar focus: Verb tenses</p>	
2	<p><i>Recognise that vocabulary choices contribute to the specificity, abstraction and style of text. (ACELA 1547)</i></p>	<p>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.</p> <p>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? Understanding and responding to a jingle – Aeroplane jelly Figurative Language focus: Metaphors/ Similies Grammar focus: Verb phrases</p>	
3	<p><i>Identify and evaluate devices that create tone, for example humour, word play, innuendo and parody in poetry (ACELT 1630)</i></p>	<p>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.</p> <p>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>I wandered lonely as a cloud.</i>’ Figurative Device Focus: Rhythm / rhyme /alliteration Grammar focus: Subject-Verb agreement</p>	
4-7	<p><i>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 1626)</i></p> <p><i>Recognise and explain differing viewpoints about the world, cultures, individual people and concerns represented in texts (ACELT 1807)</i></p>	<p>Exploring Poetic Forms. Analyse the poem ‘The road not taken’. 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. Figurative Device focus: hyperbole/ personification/ enjambment/onomatopia Grammar focus: Subject-Verb agreement/ Sentence fragments/ joining sentences.</p>	<p>Literary anthology (Reading/Writing) <i>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.</i></p> <p>In-class Poetry Comprehension Test (Reading)</p>
8	<p><i>Create literary texts that draw upon text structures and language features of other texts for particular purposes and effects (ACELT 1632)</i></p>	<p>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 ‘<i>What I believe</i>’ poem. Students write their own poem.</p> <p>Whose point of view is the poet expressing? Read Sylvia Plath’s poem ‘<i>Mushrooms.</i>’ Figurative device focus: Personification /Imagery Grammar focus: Joining with conjunctions</p>	<p>Poetry Performance <i>Analyse your favourite poem or song and present your findings in an oral presentation.</i></p>
9-10	<p><i>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)</i></p>	<p>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. Figurative devices and Language Revision</p>	<p>Figurative Devices and Language test</p>