



WAGIN DISTRICT HIGH SCHOOL SEMESTER OUTLINE

Year 8/9 English Course Outline Semester 1, 2019

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 learn *how to construct effective texts*, including imaginative, persuasive and informative texts. They will address the big question of: *how does a writer construct effective texts for a variety of audiences and purposes*. Our students will create a range of imaginative, informative and persuasive types of texts including narratives, newspaper reports, procedures, discussions and literary analyses. They interpret, create, evaluate and discuss a wide range of literary texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. These include various types of media texts, including newspapers, film and digital texts, fiction, non-fiction, poetry and multimodal texts. Students develop a critical understanding of the contemporary media and the differences between media texts.

In Term 2, students will *investigate and interpret poems* including poems that reflect on and challenge the values of an individual or group and influence emotions and opinions. They will listen to, read, view, interpret, evaluate and perform various poetic forms and texts, including poems from Shakespeare, Sylvia Plath and William Wordsworth. They will create their own poem using figurative devices, in particular extended metaphors and imagery. They will present a poem of their own (or one we have studied) in a poetry recital. Students will also read the class novel 'A Bridge to Wiseman's Cove.'

ACHIEVEMENT STANDARD

YEAR 8

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.

YEAR 9

Receptive modes (listening, reading and viewing)

At Standard, year 9 students analyse the ways that text structures can be manipulated for effect. They analyse and explain how images, vocabulary choices and language features work to create meaning. They evaluate and integrate ideas and information from texts to form their own interpretations. They select evidence from texts to analyse and explain how language choices and conventions are used to influence an audience. Students listen for ways texts position an audience. They understand how to use a variety of language features to create different levels of meaning. Students understand how interpretations can vary by comparing their responses to texts to the responses of others.

Productive modes (speaking, writing and creating)

Students understand how to use a variety of language features to create different levels of meaning. They understand how interpretations can vary by comparing their responses to texts to the responses of others. In creating texts, students demonstrate how manipulating language features and images can create innovative texts. Students create texts that respond to issues, interpreting and integrating ideas from other texts. They edit for effect, selecting vocabulary and grammar that contribute to the precision and persuasiveness of texts and using accurate spelling and punctuation. In creating spoken texts, they demonstrate how manipulating language features and images can create innovative texts. Students create texts that respond to issues, interpreting and integrating ideas from other texts. They make presentations and contribute actively to class and group discussions, comparing and evaluating responses to ideas and issues.

Term 1

Constructing Effective texts

Wk	Links to the Curriculum	Focus	Assessments
1 -	<p>Understand how conventions of speech adopted by communities influence the identities of people in those communities (ACELA1541)</p> <p>Explore the interconnectedness of Country/Place, People, Identity and Culture in texts... (ACELT1806)</p>	<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: Tran</p>	<p><i>On-going weekly reading assessments</i></p> <p><i>On-going fortnightly Spelling Tests</i></p>
2	<p><i>Understand that Standard Australian English is a living language within which the creation and loss of words and the evolution of usage is ongoing</i></p>	<p>What is a text?</p> <ul style="list-style-type: none"> - Think of all the different text you come across everyday. - When a text is created, the author must consider the audience and purpose for the text (who has the text been created for and why). <p>How do imaginative texts entertain their readers?</p> <ul style="list-style-type: none"> - Text structure and genre will vary according to which genre the imaginative text is. Students to complete a retrieval chart on different imaginative genres. <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	<p>Share, reflect on, clarify and evaluate opinions and arguments about aspects of literary texts (ACELT1627)</p>	<p>Constructing Imaginative texts (cont)</p> <ul style="list-style-type: none"> -Read ‘A trip to the shops’. - Look at the language features and text structure used to create an imaginative text. Students to high light the text. - Students create a ‘Narrative scaffold.’ They will draw a plot graph and label points on the graph to show orientation, complication, climax and resolution of the story. - Discuss author’s purpose and audience - Would the story have been as entertaining if it did not use ‘hyperbole?’ – Students to write a paragraph discussing this statement. <p>Going Further- choose one part of ‘A trip to the shops’ and transform it into a comic strip OR</p> <p>Write another episode of this story in which the lead character saves the planet again. Use the same language features and structure as the original story.</p> <p>Grammar Focus: Using nominalisations Punctuation: Question marks, Exclamation marks Etymology focus: Clamo Reading Strategy: Finding the main idea</p>	
4	<p>Share, reflect on, clarify and evaluate opinions and arguments about aspects of literary texts (ACELT1627)</p>	<p>How writers use sentence structure and punctuation to help pace the reader.</p> <ul style="list-style-type: none"> - Complex sentences, short sentences. - Punctuation including colons, semi-colons, parentheses, dashes and ellipses. - Re-write a passage making use of the different language features discussed this week. <p>Imaginative texts with a more serious purpose</p> <ul style="list-style-type: none"> - Read an extract from ‘The outsiders.’ - Highlight the language features and structure used. - Consider the style of narration and point of view used. - Discuss ‘colloquial language’ used in the novel. What does this tell us about the social context of the novel? - Take a section of the extract and re-write it in the third person. How 	

		<p>does this change the ‘voice’ of the character?</p> <p>Grammar Focus: Prepositions Punctuation: Apostrophes- possession, contraction Etymology focus: Aqua Reading Strategy: Recalling facts and details</p>	
5	<p><i>Create imaginative, informative texts that raise issues, report events and advance opinion, using deliberate language and textual choices, and including digital elements</i></p> <p>Create imaginative, informative and persuasive texts that present a point of view and advance or illustrate arguments, including texts that integrate visual, print and/or audio features (ACELY1746)</p>	<p>Discuss the 7 steps to writing success- narratives.</p> <ul style="list-style-type: none"> - Follow the steps and the videos provided to create your own imaginative text. <p>Grammar Focus: Adjectives and Adverbs Punctuation: Apostrophes Etymology focus: Vanus Reading Strategy: Understanding sequence</p>	<p>Writing: <i>Create your own imaginative short story, focusing on language features and narrative structure.</i></p>
6	<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.</i></p> <p>Compare and contrast the use of cohesive devices in texts, focusing on how they serve to signpost ideas, to make connections and to build semantic associations between ideas (ACELA1770)</p>	<p>Constructing Informative texts</p> <ul style="list-style-type: none"> - How do informative texts inform their reader? - What different formats do informative texts take? (reports/ graphic organisers/ textbooks/ instruction manual/ forms/ recipes) - Read the recipe for a ‘crème brulee’ taking note of the language features used. - Students have a go at writing their own procedural text, following the format of: goal, materials, method. <p>Students will read a range of new reports, taking note of the inverted pyramid structure and identifying the headline, lead, body and tail of the report.</p> <ul style="list-style-type: none"> - Read the text ‘Junior Master Chef champ to spend winning on living La Dolce Vita’ - Take note of purpose, audience, structure and language features. - Students to create their own headlines and swap with a partner. The partner then needs to write the following lead sentences for each headline. - Consider a news website, a magazine article and a film. Which of these text types most needs its subject to be of enduring interest? <p>Focus on Text connectives in newspaper reports and how they signal the reader.</p> <p>Grammar Focus: Text connectives Punctuation: Quotations Etymology focus: Homo Reading Strategy: Recognising cause and effect</p>	<p>Responding: Students will choose a news article to analyse, with particular attention to the way that a group has been represented and the language features used.</p>
7	<p><i>Create imaginative, informative texts that raise issues, report events and advance opinion, using deliberate language and textual choices, and including digital elements</i></p> <p>Explore and explain the combinations of language and visual choices that authors make to present information, opinions and perspectives in different texts (ACELY1745)</p> <p>Review and edit students’ own and others’ texts to improve clarity and control over content, organisation, paragraphing, sentence</p>	<p>Creating their own newspaper report</p> <ul style="list-style-type: none"> - Using ICT, create a newspaper report based on an event you are learning about in history (Year 8 – medieval Europe, Year 9- WW2) - Read a range of historical news reports from the ‘History Alive’ text books. <p>Language Link – using vocabulary to create tone.</p> <p>Grammar Focus: Using nominalisations Punctuation: Quotations Etymology focus: Contra, Counter Reading strategy: Comparing and Contrasting</p>	<p>Write – a newspaper report based on an event from history.</p>

	structure, vocabulary and audio/visual features (ACELY1747)		
8	. Interpret, analyse and evaluate how different perspectives of issue, event, situation, individuals or groups are constructed to serve specific purposes in texts (ACELY1742)	Experimenting with text structures and features Read three texts that deal with the same subject matter and that have potentially been written for the same audience. However, they've been written with three different purposes: one to inform, one to persuade and one to entertain. Different text structures and features have been used to construct these texts so that they achieve their purpose and reach their audience. 'Rottnest beaches reopened as hunt for killer continues' 'Shoot to kill order a pointless political one' 'White terror.' (short story) - Analyse and evaluate each text. Which gave you the most information? Which was based on fact? Revision of grammar, punctuation and etymology Language Link – rhetorical questions and intertextual reference Reading Strategy: Making predictions	
9	Use a range of software, including word processing programs, flexibly and imaginatively to publish texts (ACELY1748)	Follow the 7 steps to writing – persuasive. - Follow the instructions and provided videos to create your own persuasive text presenting an opposing view to the shark debate. - Time will be given in class to type the story up for a timed assessment. Revision of grammar, punctuation and etymology Reading Strategy: Finding Word meaning in context	<i>Write: A persuasive essay</i>
10	Use interaction skills for identified purposes, using voice and language conventions to suit different situations,	Separating fact and opinion in expressing a view point - Students will be given an issue and they will need to write 10 statements, five should be opinion and 5 should be fact. Grammar, Punctuation and Etymology: testing Reading Strategy – testing	<i>Grammar and Punctuation Test</i> <i>Reading Test</i>

Term 2

Word play and Poetic Justice

Wk	Links to the Curriculum	Focus	Assessment
1	<i>Understand the use of punctuation conventions, including colons, semicolons, dashes and brackets in formal and informal texts (ACELA 1544)</i> <i>Understand how to apply learned knowledge consistently in order to spell accurately and to learn new words including nominalisations (ACELA 1549)</i>	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. 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.' What is figurative language? Figurative language focus: Idioms Grammar focus: Verb tenses Reading focus: Drawing conclusions and making inferences	<i>On-going fortnightly spelling tests</i> <i>On-going weekly reading assessments</i>
2	<i>Recognise that vocabulary choices contribute to the</i>	Introduction to Poetic Terms and Techniques. Examining descriptive language. Vocabulary and word building	

	<p><i>specificity, abstraction and style of text. (ACELA 1547)</i></p> <p><i>Identify and evaluate devices that create tone, for example humour, word play, innuendo and parody in poetry (ACELT 1630)</i></p> <p>Identify how vocabulary choices contribute to specificity, abstraction and stylistic effectiveness (ACELA1561)</p>	<p>exercises. Students will examine why some words are more powerful than others.</p> <p>Students explore spoken and written proverbs and clichés.</p> <p>Understanding and responding to a jingle – Aeroplane jelly</p> <p>Students become familiar with the metalanguage used to describe the structures and features of poetic language. <i>Students create a glossary of poetic terms and search for examples in a wide range of on-line and print formats.</i></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.</p> <p>Students will analyse the poem ‘Shall I compare thee...’</p> <p>Figurative Language focus: Metaphors/ Similies Grammar focus: Verb phrases Reading focus: Distinguishing between facts and opinions</p>	
3	<p>Analyse text structures and language features of literary texts, and make relevant comparisons with other texts (ACELT1772)</p>	<p>NAPLAN WEEK</p> <ul style="list-style-type: none"> - Analyse and evaluate the poems ‘Fire and Ice’, ‘Because I could not stop for death’ and ‘She walks in beauty, like the night’ <p>Figurative Device Focus: Rhythm / rhyme /alliteration Grammar focus: Subject-Verb agreement Reading focus: Identifying Author’s purpose</p>	
4-5	<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><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>Exploring Poetic Forms. Analyse the poem ‘O Captain, My captain.’ 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:</p> <p>Oral Traditions, Rhyming and free verse, Haiku, Renga, Tanka, Ballads, Rap and Hip-Hop, Songs.</p> <p>Figurative Device focus: hyperbole/ personification/ enjambment/onomatopia Grammar focus: Subject-Verb agreement/ Sentence fragments/ joining sentences. Reading Focus: Interpreting figurative language</p>	<p><i>In-class Poetry Comprehension Test (Reading)</i></p>
6/7	<p>Apply an expanding vocabulary to read an increasingly complex texts with fluency and comprehension (ACELY1743)</p> <p>Use comprehension strategies to interpret and analyse texts, comparing and evaluating representations of an event, issue, situation or character in different texts (ACELY1744)</p>	<p>Novel Study – ‘Hatchet’ (year 8) ‘A bridge to Wiseman’s Cove’ (year 9)</p> <p>Complete comprehension activities based on the novel(s) above.</p> <p>Figurative device focus: Personification /Imagery Grammar focus: Joining with conjunctions Reading focus: Distinguishing between real and make believe</p>	<p><i>Reading and Writing: Novel study</i></p>
8	<p><i>Use interaction skills for identified purposes, using voice and language conventions to suit different situations, selecting vocabulary, modulating voice and using</i></p>	<p>Poetry Performance</p> <ul style="list-style-type: none"> - Students will choose a poem they enjoy, or one they have written themselves. - Students will enjoy, create, share and perform their own poetry. 	

	<p><i>elements such as music, images and sound for special effects (ACELY1808)</i></p> <p>Listen to spoken texts constructed for different purposes, for example to entertain and to persuade, and analyse how language features of these texts position listeners to respond in particular ways</p> <p>Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements for aesthetic and playful purposes (ACELY1741)</p>	<ul style="list-style-type: none"> - In-class discussions on the use of pause, pace and pitch when delivering a performance - After rehearsing their poem, they will perform it in front of the class. <p>Reading focus: revising the key concepts Grammar focus: Revision</p>	<p><i>Speaking: Poetry Performance</i> <i>Present one of your own poems, or a poem you like to the class.</i></p>
9-10	<p>Understand that Standard Australian English is a living language within which the creation and loss of words and the evolution of usage is ongoing</p> <p>Interpret and compare how representations of people and culture in literary texts are drawn from different historical, social and cultural contexts (ACELT1633)</p>	<p>Word Play Why and How is language is powerful?</p> <ul style="list-style-type: none"> - How has the English language evolved over time? - How can language reflect our values and shape our identities? - How can language be powerful, persuasive and playful? <p>What do the early forms of English look like?</p> <ul style="list-style-type: none"> - Read ‘The two Corbiers.’ - What are some of the ‘loan words’ in English? <p>How does language reflect what we value?</p> <ul style="list-style-type: none"> - Read an extract from ‘Robinson Crusoe; and ‘A little Princess.’ - Complete activities on understanding texts from different times and places. <p>Reading focus: testing Grammar focus: Testing</p>	<p><i>Reading Test</i></p> <p><i>Core words (50 words)</i> <i>Spelling test</i></p>

FACT OR OPINION AND WHAT ARE AUSSIES ON ABOUT!?

When reading the newspaper, it is important to work out whether the statements you are reading or facts, or whether they are the author's opinion. Write down whether or not the following statements are facts or opinions.

Statement	Fact or opinion
According to the Bureau of Statistics, violence in computer games has increased by 10%.	
It was the first time the Prime Minister had ever issued an apology such as this.	
Everyone believes that banning homework in schools is a bad idea.	
'The banning of violent video games in Australia could lead to a decrease in crime and violence on our streets.' — Professor Smith, crime expert	
Chadstone Shopping Centre's opening hours over Christmas have been extended even longer than in previous years.	

The following is an extract containing a number of Australian slang phrases. Working with a partner, rewrite the slang words or phrases so the passage is easier to understand for those unfamiliar with slang.

I was supposed to take this *sheila* (_____), *Shazza* (_____), to the *flicks* (_____) on the weekend. I was supposed to be working, but I *chucked a sickie* (_____). I was worried the boss was *gonna spit the dummy* (_____), but it was *cool* (_____), he didn't find out. So I do the gentlemanly thing and pick *Shazza* (_____) up. I rang the doorbell and there she was, looking *feral* (_____) and still in her *trackie dacks* (_____)! I was *gobsmacked* (_____)! I was about to get really *aggro* (_____) thinking we'd miss the movie, but then *Shazza* (_____) started to cry and *waffled on* (_____) about how she had got held up at work. Her till at *Woolies* (_____) was \$500 short so she started to *freak out* (_____), thinking she was really *up the creek* (_____). Turns out she had just miscounted. I felt a bit sorry for her 'cause it sounded like a hard day, so I told her *she'll be apples* (_____). She looked *stuffed* (_____), so I suggested we grab some *Maccas* (_____), watch a DVD and just *veg out* (_____) instead. I thought it was going to be the date from hell, but we had an awesome time. I can't wait to see her again this weekend.