



# WAGIN DISTRICT HIGH SCHOOL

## SEMESTER 2 OUTLINE

### Year 8 English 2020

#### 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 explore ideas expressed in images and how image interpretations change overtime. They will look at advertising, and how each image has been constructed in order to attract viewers to the product. Vocabulary such as vectors, allusions, mood and juxtaposition will be learnt, so that students can describe how advertisers use visual elements to appeal to target audience. The students will look at stereotypes used in images and films, especially with regards to the role of women. They will create their own story boards and image portfolios.

#### 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	<i>Understand how to apply learned knowledge consistently in order to spell accurately and to learn new words, including nominalisations.</i>	<b>Introduction to Gothic Horror</b> 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.  <b>Grammar focus: Parts of Speech</b> – read a poem identifying the 8 key parts of speech.	<b>On-going fortnightly Spelling Tests</b>
2	<i>Apply increasing knowledge of vocabulary, text structures and language features to understand the content of texts.</i>  <i>Interpret and analyse language choices, including sentence patterns, dialogue, imagery and other language features in short stories, literary essays and plays.</i>	<b>What are the elements in a Gothic Horror Story?</b> Read an extract from <i>Frankenstein</i> . 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 <i>The Chosen Vessel</i> . Answer a range of comprehension questions.  Discuss what is meant by creating a 'metonym of gloom and horror'.  <b>Grammar focus: Parts of Speech</b>	
3	<i>Share, reflect on, clarify and evaluate opinions and arguments about aspects of literary texts.</i>	<b>Reading and responding to Coraline in 3 ways.</b> 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.  <b>Etymology: cide</b> <b>Grammar focus: Nouns (singular, plural, proper, common, pronouns)</b>	
4/5	<i>Identify and evaluate devices that create tone .</i>  <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.</i>	<b>Identifying the Gothic features in Coraline</b> 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'.  <b>Etymology: acro, capt</b> <b>Grammar focus: Adjectives, Verbs and Simple tenses</b>	<b>Viewing and Writing-</b> Create an in-class Essay on the <i>techniques used to create tone and suspense in 'Coraline'</i> .

6/7	<p><i>Investigate how visual and multimodal texts allude to or draw on other texts or images to enhance and layer meaning.</i></p> <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.</i></p> <p><i>Interpret and analyse language choices, including sentence patterns, dialogue, imagery and other language features in short stories, literary essays and plays.</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.</i></p>	<p><b>What is a graphic novel?</b> 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.</p> <p>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?</p> <p>Choose three striking images from the graphic novel and think about their effect and power. What techniques have been used?</p> <p>Respond to ideas in Coraline, such as being brave, love and exploring ideas.</p> <p><b>Etymology: ambu, bene</b>  <b>Grammar focus: Perfect/ continuous tenses, active and passive voice</b></p>	<p><b>Graphic Novel study - Coraline</b>  <i>Annotate and describe how three frames from the novel have been created.</i></p>
8/9	<p><i>Recognise, explain and analyse the ways literary texts draw on readers' knowledge of other texts and enable new understanding and appreciation of aesthetic qualities.</i></p> <p><i>Create literary texts that draw upon text structures and language features of other texts for particular purposes and effects.</i></p>	<p><b>How has intertextuality been used in the film?</b> 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 <i>Alice in Wonderland</i>?</p> <p><b>Write your own horror story incorporating the necessary elements and language that characterise the genre.</b></p> <p><b>Etymology: caust</b>  <b>Grammar focus: Subject-verb agreement</b></p>	<p><b>Create a short story – Gothic Horror</b></p>
10	<p><i>Share, reflect on, clarify and evaluate opinions and arguments about aspects of literary texts.</i></p>	<p><b>Reflecting on what we have learned.</b>  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?</p> <p><b>Etymology: chrome, domi</b>  <b>Grammar focus: adverbs and prepositions</b></p>	<p><b>Grammar test: Parts of Speech</b></p>

## Term 4

## Picture this!

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><i>Analyse how the text structures and language features of persuasive texts, including media texts, vary according to the medium and mode of communication.</i></p>	<p><b>What's in a picture?</b></p> <ul style="list-style-type: none"> <li>- Look at a range of photos and discuss how the pictures make us feel, and what are they trying to communicate. Compare our thoughts with a partner, to see if they feel the same.</li> <li>- Research some films that use CG imagery to create special effects (Lord of the Rings/ Avatar/ Toy Story). How has the use of these effects enhanced or interfered with the viewing experience?</li> <li>- Write a paragraph responding to the statement: <i>Images are a more powerful way of communicating than just words.</i></li> <li>- The statement '<b>The camera doesn't lie</b>' is no longer true in the light of modern technology and its applications. How ethical is it to digitally alter an image of someone or something for a particular effect?</li> </ul> <p>Literature Link: Devices that create tone,</p>	<p><b>On-going fortnightly spelling tests</b></p> <p><b>Weekly reading tests.</b></p>
2/3	<p><i>Understand how rhetorical devices are used to persuade and how different layers of meaning are developed through the use of metaphor, irony and parody.</i></p> <p><i>Analyse how text structures and language features of persuasive texts, including media texts, vary according to the medium and mode of communication</i></p> <p><i>Investigate how visual and multimodal texts allude to or draw on other texts or images to enhance and layer meaning.</i></p>	<p><b>What does an image mean?</b></p> <ul style="list-style-type: none"> <li>- <b>The idea of representation. What you see in an image is influenced by:</b> how the image has been designed to position you? How the image is composed or laid out How you connect with the text.</li> </ul> <p><b>Understanding the images</b></p> <ul style="list-style-type: none"> <li>- Examine photographs to discuss the camera angles used and how it influences your interpretation of the photograph.</li> <li>- Camera angles/ shots used.</li> <li>- Need to know terminology: social distance, mood, vectors, gaze, reading path, intertextuality, shot and allusion.</li> </ul> <p><b>Wordsmith – Comparing and contrasting</b></p>	
4	<p><i>Understand how rhetorical devices are used to persuade and how different layers of meaning are developed through the use of metaphor, irony and parody.</i></p> <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.</i></p> <p><i>Investigate how visual and multimodal texts allude to or draw on other texts or images to enhance and layer meaning.</i></p>	<p><b>Understanding and Interpreting the image</b></p> <ul style="list-style-type: none"> <li>- Do images change overtime?</li> <li>- Cultural perspectives and images</li> <li>- Changing stereotypes.- examine three images which have women performing different roles. How are women portrayed now? Collect examples from magazines or the internet to support argument.</li> <li>- Stereotypes in advertising and film: Old fashioned heroes and the female hero.</li> </ul> <p>Image Portfolio: Find 5 images that feature stereotyped characterisation. Identify how each stereotyped image positions you. Think about the colour and objects seen in the frame. Is camera angle important? Is there any intertextuality or allusions to other texts? Are there any other aspects of visual language that you think are relevant? Write a short text of 150 words to describe how the stereotype or 'image' has changed over time.</p>	<p><b>Create an image portfolio</b></p>

5/6	<p>Create imaginative, informative and persuasive texts that raise issues, report events and advance opinions, using deliberate language and textual choices.</p> <p>Experiment with text structures and language features to refine and clarify ideas to improve the effectiveness of students' own texts.</p>	<p><b>Storyboarding</b>  <b>A storyboard is a useful tool for planning based on a script or a story outline.</b></p> <ul style="list-style-type: none"> <li>- Think about the setting</li> <li>- Identify your characters</li> <li>- Work out and summarise the plot</li> <li>- Decide what each frame will show.</li> </ul> <p>Wordsmith: Using connotative language</p>	<p><b>Story Boarding: Using one of the three prompts provided, create a story board for a short scene in a film.</b></p>
7/8	<p>Investigate how visual and multimodal texts allude to or draw on other texts or images to enhance and layer meaning.</p>	<p><b>Advertising:</b></p> <ul style="list-style-type: none"> <li>- <b>Pearson Book 8. Ad appeal. Advertisers use a variety of visual elements to attract readers to their products. These include:</b></li> <li>- Eye-catching images</li> <li>- Images with strong connotations</li> <li>- Symbols, icons, colours and brand names</li> <li>- Images of people and objects carefully positioned on the page</li> <li>- Font size and style, and layout and design.</li> </ul> <p><b>Students will examine a range of advertisements to note how they have been constructed,</b></p>	<p><b>Advertising Test</b></p>
9/10	<p>Analyse and explain how effective authors control and use a variety of clause structure.</p> <p>Identify and evaluate devices that create tone, for example, humour, word play, innuendo and parody in poetry, humorous prose or visual texts.</p> <p>Experiment with particular language features drawn from different types of texts, including combinations of language and visual choices to create new texts.</p> <p>Use a range of software... to create, edit and publish texts imaginatively.</p>	<p><b>Cartoons are Serious fun</b></p> <ul style="list-style-type: none"> <li>- Writers toolbox: satire, irony, parody and black humour</li> <li>- What are the main purpose of cartoons and comics?</li> <li>- What comics are popular today? During the 1980s? During the wars?</li> <li>- Read a range of comics, including Tin Tin and Archie comics. Discuss how Riverdale television series is very different to the original comic series.</li> <li>- In groups, create your own characters and your own comic strip of 6 frames.</li> </ul>	<p><b>End of term reading assessment.</b></p> <p><b>Punctuation and Grammar Test.</b></p>

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