



WAGIN DISTRICT HIGH SCHOOL SEMESTER 1, 2024 OUTLINE

Year 8/9 English

COURSE OUTLINE

The English curriculum is built around the three interrelated strands of **language**, **literature** and **literacy**. Together, the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating.

In Year 8 and 9 students engage with a variety of texts for enjoyment. They interpret, create, evaluate, discuss and perform 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, dramatic performances and multimodal texts, with themes and issues involving levels of abstraction, higher order reasoning and intertextual references. Students develop a critical understanding of the contemporary media and the differences between media texts. students engage with a variety of texts for enjoyment.

This semester, students will be exposed to and create a range of imaginative, informative and persuasive types of texts, including: narratives, persuasive texts, performances, reports and discussions, and will begin to create literary analyses and transformations of texts.

ACHIEVEMENT STANDARDS

Reading and Viewing

At standard, students understand how text structures can influence the complexity of a text and are dependent on audience, purpose and context. They demonstrate understanding of how the choice of language features, images and vocabulary affects meaning. Students explain issues and ideas from a variety of sources, drawing on supporting evidence and implied meaning. They select specific details from texts to develop their own response, recognising that texts reflect different viewpoints.

Achievement of the Reading and Viewing Strand will be measured through:

| <i>Reading and Viewing Tasks</i> | <i>% of semester grade</i> |
|---|-----------------------------------|
| <i>Weekly reading assessments, based on the STARS FOCUS reading program</i> | <i>5</i> |
| <i>Two end-of-term NAPLAN Style reading assessment</i> | <i>10</i> |
| <i>Understanding poetry / using figurative language task</i> | <i>7.5</i> |
| <i>Responding to the class novel(s)</i> | <i>10</i> |
| <i>Viewing assessment on the short film 'Alike'</i> | <i>10</i> |

Writing and Creating

Students understand how the selection of a variety of language features can influence an audience. They understand how to draw on personal knowledge, textual analysis and other sources to express or challenge a point of view. They create texts showing how language features and images from other texts can be combined for effect. Students create structured and coherent texts for a range of purposes and audiences. When creating and editing texts they demonstrate understanding of grammar, use a variety of more specialised vocabulary and accurate spelling and punctuation.

Achievement of the Writing and Creating Strand will be measured through:

| <i>Writing and Creating Tasks</i> | <i>% of Semester Grade</i> |
|--|-----------------------------------|
| <i>Fortnightly Spelling tests (Consisting of core words and differentiated words)</i> | <i>5</i> |
| <i>Grammar and punctuation tests</i> | <i>5</i> |
| <i>Poetry Writing task</i> | <i>7.5</i> |
| <i>Persuasive Essay writing</i> | <i>10</i> |
| <i>Narrative writing, including short stories, character creation and reflective writing</i> | <i>10</i> |

Speaking and Listening

Students listen for and explain different perspectives in texts. They understand how the selection of a variety of language features can influence an audience. Students understand how to draw on personal knowledge, textual analysis and other sources to express or challenge a point of view. They create texts showing how language features and images from other texts can be combined for effect. Students create structured and coherent texts for a range of purposes and audiences. They make presentations and contribute actively to class and group discussions, using language features to engage the audience.

Achievement of the Speaking Listening strand will be measured through:

| <i>Speaking and Listening Tasks</i> | <i>% of Semester grade</i> |
|---|-----------------------------------|
| <i>Persuasive Speaking task</i> | <i>10</i> |
| <i>Participation in class and group discussions/ responding to others</i> | <i>10</i> |

TIME LINE

| | WEEK | KEY CONCEPTS | ASSESSMENTS |
|--------|--------|---|--|
| Term 1 | 1 – 5 | <i>Myths and Legends</i> <ul style="list-style-type: none"> Understand the generic conventions, similarities and differences between myths, legends and creation stories Explore and appreciate a range of myths and legends; the ideas or morals that they convey; and how the Hero's Journey is depicted in the story Appreciate the significance of myths, legends and creation stories on shaping cultural identities, belief systems, socialisation, traditions and practices Comprehend ideas and morals in myths/pourquoi and legends; and write original versions of these Research and present a speech on a mythical figure or legend of their choice and develop and integrate ICT and oral presentation skills | Narrative Writing PAT Reading, Grammar, Punctuation and Spelling Tests (school wide) |
| | 6 – 8 | <i>NAPLAN preparation and testing</i> <ul style="list-style-type: none"> Revision of Seven Steps to writing Persuasive and Narrative Scaffolds Ed Perfect Resources | NAPLAN assessments (year 9 only) Bright Path written assessment (year 8 and 9) |
| | 9-10 | <i>Revision of Myths, Legends and Creation Stories</i> <ul style="list-style-type: none"> <i>Final Preparation of Multimodal presentation.</i> | Oral Presentation |
| Term 2 | 1 – 6 | <i>Poetry activated</i> <ul style="list-style-type: none"> Why read poetry? What are the elements of poetry? Poetry Anthology writing | Understanding Poetry Identifying Figurative Language - Test Writing Poetry |
| | 7 – 10 | <i>Picture This</i> <ul style="list-style-type: none"> Why do visual texts have meaning? Visual texts use a specific grammar to communicate Both written and visual texts can draw on our knowledge and understanding of other texts to enrich their meaning. Visual texts can enhance the meaning and power of communication of an imaginative text. | Persuasive Speaking /Multimodal Task – <i>My favourite place.</i> Viewing Task- Alike End-of-term reading Assessment Grammar and Punctuation assessment |

Timeline and assessment items may be subject to change.

Term 1 – Myths and Legends

Have you ever heard of Robin Hood, King Arthur, Theseus and the Minotaur or The Rainbow Serpent? Well you may not know it, but these stories are known as myths, legends and creation stories. Myths, legends and creation stories are the oldest and most powerful of all story forms. Myths are ancient tales about the acts of godlike or supernatural beings and/or magical animals; which serve to explain the creation of the world or how certain elements of our world came to be. Many cultures across the globe create myths; which often convey important messages and are carried down from generation to generation. Greek and Roman mythology, also known as classical mythology, is well known worldwide. However, Aboriginal mythological belief systems, also known as the Dreamtime stories, are an important part of our Australian culture. Legends on the other hand are stories that include a historical character who probably did exist, but through time his or her exploits have been exaggerated through constant retelling. These legendary characters performed deeds which were considered heroic in some way.

| LEARNING OBJECTIVES: Students should be able to: | | Language: Knowing about the English Language |
|--|---|--|
| <ul style="list-style-type: none"> Understand the generic conventions, similarities and differences between myths, legends and creation stories Explore and appreciate a range of myths and legends; the ideas or morals that they convey; and how the Hero's Journey is depicted in the story Appreciate the significance of myths, legends and creation stories on shaping cultural identities, belief systems, socialisation, traditions and practices Comprehend ideas and morals in myths/pourquoi and legends; and write original versions of these Research and present a speech on a mythical figure or legend of their choice and develop and integrate ICT and oral presentation skills | | <ul style="list-style-type: none"> Understand how conventions of speech adopted by communities influence the identities of people in those communities Understand the effect of nominalisation of writing of informative and persuasive texts Recognise that vocabulary choices contribute to the specificity, abstraction and style of texts |
| STRATEGIES & TASKS | | Literature: Understanding, appreciating, responding, analysing and creating |
| WK1 | <ul style="list-style-type: none"> Introduce Myths, Legends and Creation Stories Define, identify, discuss conventions/features and explore examples Identify and explain the stages in the Hero's Journey | <ul style="list-style-type: none"> Explore the interconnectedness of Country, Place, People, Identity and Culture in texts, including those by Aboriginal and Torres Strait Islander Authors 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 Experiment with language features drawn from different text types including visual and language combinations to create new texts Recognise, explain and analyse the ways literary texts draw on readers' knowledge of other texts and enable new understanding and appreciation of aesthetic qualities |
| WK2 | <ul style="list-style-type: none"> Examine mythological figures and their significance Reflect on features of myths and mythical characters Complete a close comprehension of a legend and formulate effective short answer responses using full sentences and supporting evidence for answers Create and write about mythical heroes, embedding the Hero's Journey | |
| WK3 | <ul style="list-style-type: none"> Research and analyse a range of culturally diverse myths and creation stories and their ideas, morals and significance to belief systems and cultural socialisation etc. Define, identify, discuss conventions/features and explore examples of legends | |
| WK4 | <ul style="list-style-type: none"> Compare and contrast the features of myths/pourquoi and legends Practice creative writing and write an original short myth/pourquoi or legend Revise presentation format, visual presentation aid design and presentation skills Prepare an oral presentation based on a chosen myth/legend | |
| WK5 | <ul style="list-style-type: none"> Explore and reflect on the cultural significance of a modern legend Explore and appreciate the literary significance of a legend; consider inter-textual references | Literacy: Expanding the repertoire of English usage |
| WK6 | <ul style="list-style-type: none"> NAPLAN Preparation – using Seven Steps, Naplan planner and Ed Perfect resources. | |
| WK7 | Year 9 NAPLAN WEEK | |
| WK8 | Year 9 NAPLAN WEEK | |
| WK9/10 | <ul style="list-style-type: none"> Revise the features of myths, legends and creation stories Revise the structure of a presentation and presentation skills Finalise preparation of oral presentation. <p>Prepare to present an oral presentation based on a chosen myth/legend</p> | <ul style="list-style-type: none"> Plan, rehearse and deliver presentations, selecting and sequencing appropriate content, including multimodal elements to reflect a diversity of viewpoints 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 specific effects Use a range of software, including word processing programs to create, edit and publish texts imaginatively |

This unit will allow students to explore and appreciate a range of myths, legends and creation stories; and the ideas or morals that they convey. Students will also research and present a speech on a mythical figure or legend of their choosing. The use of ICT integration and oral presentation skills will be developed through this task.