WAGIN DISTRICT HIGH SCHOOL
SEMESTER 2, 2022 OUTLINE
Year 7 English

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 excerpts from a range of classic gothic 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 texts 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 story board, selecting images to suit their frames. There will also be regular interaction with the Sound Waves and Word Flyers online programs to consolidate their spelling and grammar knowledge.

In Term 4, students will explore ideas expressed in images and how image interpretations change overtime. They will look at film stills, 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. They will also read and respond to the class novel 'Alone', identifying the narrative conventions and developing an understanding of characterisation, point of view and language features.

COURSE OUTCOMES

Receptive modes (listening, reading and viewing)
By the end of the year, 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.

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

Reading and Viewing Tasks	% of grade
Graphic Novel passage analysis from the graphic novel 'Coraline'.	10
Novel passage analysis from the text 'Alone'.	10
Still image analysis	10
End-of-term reading tests	10

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

Writing and Creating Tasks	% of grade
Fortnightly Spelling tests (Consisting of core words and differentiated words)	5
Grammar assessments	5
In-class essay on the Gothic elements in the film animation, Coraline.	10
Creation of their own graphic short story	10
Diary entry from character's point of view in 'Alone.'	10

Achievement of the Speaking Listening strand will be measured through:

Speaking and Listening Tasks	% of grade
Multimodal presentation of reading their graphic short story using voice overs, images, sound fx and music.	10
Participation in class and group discussions/ responding to others	10

TIME LINE

	WEEK	KEY CONCEPTS	ASSESSMENTS
Term 3	1-2	**Introduction to Gothic fiction** ▪ *What are some scary stories you have read/heard? What makes them scary? Why do we like to be scared?* ▪ *Read the texts 'The Raven, excerpts from 'Frankenstein' and the 'Ghostly Door' and answer comprehension questions. Identify similar features.* ▪ *Discuss the elements in a Gothic Stories. Why are most stories written in first person? What is the effect of this?* ▪ *Continue to read a range of gothic short stories from the book 'Paper Trails'.* ▪ *Introduction to visual conventions in films and stills* **Reading focus**: Finding the Main Idea **Grammar focus**: Fragments **Etymology focus**: tact, terrorem, struct / sumpt, tain, spic	**On-going fortnightly spelling**

	3-4	***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'* ▪ *View the film, taking notes of the gothic elements in the story.* ***Reading focus:*** *Finding the Main Idea* ***Grammar focus:*** *Declarative, imperative, interrogative and exclamatory sentences* ***Etymology focus:*** *contra, tens, uni / extra, vers, vis*	
	5-6	***Identifying the Gothic features in Coraline*** ▪ *Discuss the visual and sound choices the director made to build suspense and thrill the audience.* ▪ *Responding to the main themes of bravery, love and exploring ideas in the film.* ▪ *Write character profiles for 'the other mother' and 'Coraline'.* ▪ *Planning and drafting 'how to write a discussion essay in English'.* ***Reading focus:*** *Understanding Sequence* ***Grammar focus:*** *Conjunctions, complexity and clauses* ***Etymology focus:*** *viv, voc, pater / apt, aqua, pac*	**In-class essay on the gothic elements in the stop-go animation 'Coraline'**
	7-10	**What visual features and language conventions are used in graphic novels?** ▪ *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.* ▪ *Choose three striking images from the graphic novel and think about their effect and power. What techniques have been used?* **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 and draw a graphic short-story (9 frames) of your own.* ▪ *Record your graphic story, using multimodal elements.* **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.* ▪ *Reflect on your own creative writing processes.* ***Reading focus:*** *Understanding Seq and Recognising Cause and Effect* ***Grammar focus:*** *Appositives, Sentence activities* ***Etymology focus:*** *arm, porto, cess/ clau, cogn, cred / dict, duct, equ / fict, fur, mob.*	**Creation of a graphic novel story board** **Multimodal presentation of the graphic novel story board** **End-of-term reading and grammar assessments**

Term 4	**1-4**	**Why do visual texts have meaning?** ■ *What's in a picture? Do the meaning of images change overtime? Examine some images used in advertising through the years.* ■ *Purpose and target audiences in advertising. View a range of different stills. How do they position the reader? How do they make us feel? How has this been achieved?* ■ *Discuss visual grammar, including use of symbolism, angles, vector lines.* ■ *Examine a range of advertisements- online and in print form.* ■ *Analyse still images and create short answer responses in preparation for assessment.* ■ *View the documentary 'I am eleven'.* ■ *Reflect on the techniques used in the documentary and the main themes covered.* **Reading focus:** *Recognising Cause and Effect and Comparing and Contrasting* **Grammar focus**: *Sentence expansion and note-taking*	***On-going spelling*** ***Still image analysis***
	5-9	**Reading of Novel 'Alone'** ■ *Make predictions on the text. Is it similar to a text you have read before?* ■ *What is the context of the novel? Briefly research South America and the Amazon jungle.* ■ *Responding to the text – chapter questions* ■ *Reading journal responses* ■ *Develop an understanding of characterisation, point of view and language features used in the novel.* ■ *Focus on language features and their effect; paragraph writing* ■ *Create a diary entry from the point of view of the main character. kjhhj* ■ *How were the novels 'Alone' and 'Hatchet' similar? How were they different? Which novel did you prefer?* **Reading focus:** *Comparing and Contrasting and Making Predictions* **Grammar focus:** *The single-paragraph outline*	***Diary Entry from the novel 'Alone'*** ***End of term reading and grammar tests***
	10	***Creating Drama*** ■ *In groups, create a small skit to perform in front of the class. The skit needs to be on the topic of survival or being brave.*	

Timeline and assessment items may be subject to change.