



WAGIN DISTRICT HIGH SCHOOL

SEMESTER 2, 2022 OUTLINE

Year 8 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 respond to the question of: 'Why do visual texts have meaning? Students will explore ideas expressed in images and how 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 view and respond to the class movie 'The Karate Kid', identifying the narrative conventions used and develop an understanding of how characterisation, point of view and language features can affect how we view a film.

In Term 4, Students will begin reading our class novel, identifying the hero's journey and the non-stereotypical characters that emerge throughout the text. They will examine the importance of representation in texts, and why we need to read stories from a wide range of backgrounds. Towards the end of term, the students will learn how comedy can be used to persuade, and the students are able to create their own humorous drama skit. There will also be regular interaction with the Sound Waves and Word Flyers online programs to consolidate their spelling and grammar knowledge.

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.

TASKS & ASSESSMENT

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

<i>Reading and Viewing Tasks</i>	<i>% of grade</i>
<i>Viewing/Reading Response Journal- The Karate Kid</i>	<i>10</i>
<i>Novel passage analysis from the text 'Hatchet or Parvana'.</i>	<i>10</i>
<i>Still image analysis</i>	<i>10</i>
<i>End-of-term reading tests</i>	<i>10</i>

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

<i>Writing and Creating Tasks</i>	<i>% of grade</i>
<i>Fortnightly Spelling tests (Consisting of core words and differentiated words)</i>	<i>5</i>
<i>Grammar assessments</i>	<i>5</i>
<i>Short answer Responses- The karate Kid</i>	<i>10</i>
<i>Brightpath Narrative</i>	<i>5</i>
<i>Brightpath Persuasive</i>	<i>5</i>
<i>Diary entry from character's point of view in 'Hatchet or Parvana'</i>	<i>10</i>

Achievement of the Speaking Listening strand will be measured through:

<i>Speaking and Listening Tasks</i>	<i>% of grade</i>
<i>Still Image Analysis Presentation</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 3	1-4	<p>Why do visual texts have meaning?</p> <ul style="list-style-type: none"> 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. <p>Reading focus: Comparing and Contrasting and Making Predictions Grammar focus: Sentence expansion and note-taking</p>	<p>On-going fortnightly spelling</p> <p>Still-image Analysis Presentation.</p>
	5-10	<p>Film Analysis – The Karate Kid</p> <ul style="list-style-type: none"> Understanding of 'the hero's journey' undertaken in films and stories. Man vs man, man vs self, man vs nature. Analysis of The Karate Kid film focusing on ideas constructed through film conventions Representation reflects values and beliefs Both written and visual texts can draw on our knowledge and understanding of other texts to enrich meaning Visual images can enhance the meaning and power of communication of an imaginative text. Film comprehension - short answer responses <p>Reading focus: Comparing and Contrasting and Making Predictions Grammar focus: Conjunctions, complexity and clauses, appositives Etymology focus: viv, voc, pater / apt, aqua, pac</p>	<p>Brightpaths- Narrative</p> <p>Viewing Response Journal- The Karate Kid</p> <p>Film Comprehension- Short answer Responses</p>

Term 4	1-5	<p>Reading of Novel 'Hatchet or Parvana'</p> <ul style="list-style-type: none"> ▪ Background information Afghanistan/ Canadian Wilderness ▪ 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 short answer responses ▪ How were the novels 'Alone' and 'Hatchet' similar? How were they different? Which novel did you prefer? ▪ <p>Reading focus: Drawing Conclusions and Making Inferences Grammar focus: The single-paragraph outline</p>	<p>On-going spelling</p> <p>Short Answer Paragraph responses to the Novel</p>
	6-10	<p>Seriously Funny</p> <ul style="list-style-type: none"> ▪ How does Humour entertain and persuade within its historical, social and cultural context? ▪ How do humorous texts entertain? ▪ Using puns to create humour ▪ How do humorous texts persuade as well as entertain? ▪ What is Satire and Irony? How do writers use them? <p>Creating Drama</p> <ul style="list-style-type: none"> ▪ In groups, create a small skit to perform in front of the class. The skit needs to use humour (whether through the use of puns, slap stick, funny scenarios). <p>Reading focus: Drawing Conclusions and Making Inferences Grammar focus: The single-paragraph outline</p>	<p>Persuasive Essay – Bright Paths</p> <p>End of term reading and grammar tests</p>

Timeline and assessment items may be subject to change.