

Clarkson Community High School



Year 8 English

Semester 1 2017

Picture Books, Documentary Series and Newspapers

English- Overview and Philosophy

In English, students have the opportunity to immerse themselves in literature and develop a passion for language, literacy and learning through Reading, Listening and Speaking, Writing and Viewing. The English syllabus is based on the assumption that English is concerned with language and meaning, and in particular with students' abilities to make meaning with language. Students are given opportunities for composing texts (as writers, speakers and performers) and for comprehending texts (as readers, listeners and viewers).

The term 'text' refers to any form of written, spoken or visual communication involving language. The texts through which students learn about language in English are wide- ranging and varied, from brief conversations to complex forms of writing. The study of specific texts is the means by which students achieve the desired outcomes of English. Students learn to create texts of their own and to engage with texts produced by other people. Texts used are both traditional "classic" texts, and contemporary. Texts used in the English course reflect the multicultural dimensions of Australian society. In English, students use texts that compliment rich concepts and are relevant to adolescent students through integrated learning tasks.

Students are taught the principle characteristics of texts to construct meaning. They are taught how to justify and explain their understandings through extended writing tasks. They are also taught how to present their understandings through speaking. Students are taught how to refer to texts to justify their interpretation. They also learn to understand others' interpretations.

Students demonstrate an understanding of a range of texts and genres. They learn to use skills and strategies for reading and comprehending texts and develop speaking and listening skills through discussion. They also learn how texts are constructed and written in various ways and how to write in a range of formats and styles. Students understand how viewing texts (feature film, advertising, media and graphics) use conventions to present messages, issues, attitudes and values. Writing frameworks are scaffolded and modelled to ensure students have the ability to write in a variety of forms. Students are taught prediction skills and before and after reading strategies to assist with their understanding of texts. Students learn grammar and spelling conventions within the context of the course.

In preparation for upper school English, an importance is placed on extended writing. By the conclusion of Year 10, students will have gained skills in speaking confidently and group discussion. They will learn to develop informed opinions about issues in society and express their own understandings. Students are also given the opportunity to develop collaborative work habits through facilitated group work and listening skills. Students gain critical literacy skills through the school's English Program by using technology and integrating their learning with other learning areas.

Mrs Sarah Glanvill

Head of Learning Area- English, Humanities and Social Sciences

January 2017

Picture Books, Documentary Series and Newspapers

This semester-length course has been developed around a framework that enables the student to successfully understand how literature and non-print texts explore themes and issues using narrative elements. The first half of the course will focus on the analysis of a picture books followed by a writing activity using stimuli and in-class spoken presentations. Writing and reading with purpose and for a specific audience will also be a common thread through this learning. The students will also analyse a documentary series to explore the elements of visual texts. The second half of the course will focus on students having the opportunity to be familiar with writing news reports. This will be done predominantly through the analysis of newspapers. This will also involve the creation of a front cover page that will be completed individually. Students will develop their Language, Literature and Literacy knowledge and skills. They will demonstrate their understandings in written and spoken formats.

The course covers the strands of:

- **Language**
- **Literacy**
- **Literature**

Within these are the Achievement Standards of:

- **Reading (Responding)**
- **Writing (Producing)**
- **Viewing (Responding)**
- **Speaking and Listening (Producing)**

Texts/ Resources

Throughout the course, students are encouraged to read widely. Students are given the opportunity to explore a variety of reading genres through the library. Thirty minutes a week is allocated to reading in the library to encourage reading for enjoyment. Similarly, students are encouraged to produce texts for their own enjoyment, for their peers and for assessment. Parents are encouraged to support reading at home for enjoyment. They also are encouraged to discuss the texts studied in class and explore the themes and main issues presented in the text.

The course provides constant exposure to short stories, drama, poetry and media texts. The course is not dependent on any one textbook, but draws on many sources. Students use set textbooks in class and class novel sets. They use set texts to read, analyse and explore their critical literacy skills. Students explore a variety of viewing texts such as posters, feature film, advertisements, magazines and graphics. They will use technology, the internet and non-fiction texts to research, with an emphasis on the validity of sources.

Picture Books: My Place by Sally Morgan or The Watertower By Gary Crew

Bondi Rescue or Bondi Vet- Documentary Series

Novel: *Trash*, *Boy in the Striped Pyjamas* or *Boy Overboard*

Assessment

The course outcomes and objectives will be assessed through a variety of assessments. These assessments and their relative weightings are detailed in the table below:

Task	Outcomes	Sem	Max Score	% Weight
SEMESTER 1 ASSESSMENT OUTLINE				
Task 1 Visual Conventions Test Part 1	Reading and Viewing	1	15	15.0
Task 2 Visual Conventions Test Part 2	Reading and Viewing	1	15	15.0
Task 3 Visual Text Creation	Reading and Viewing	1	15	5.0
Task 4 Oral Presentation on Visual Text Creation	Speaking and Listening	1	60	10.0
Literacy Skills (Spelling test 1)	Writing	1	20	1.0
Literacy Skills (Spelling test 2)	Writing	1	20	1.0
Literacy Skills (Spelling test 3)	Writing	1	20	1.0
Literacy Skills (Spelling test 4)	Writing	1	20	1.0
Literacy Skills (Spelling test 5)	Writing	1	20	1.0
Task 5 Reading Response 'Face It' EXAM CONDITIONS	Reading and Viewing	1	25	10.0
Task 6 Essay based on class novel	Reading and Viewing, Writing	1	100	15.0
Task 7 Instructional Brochure	Writing	1	25	10.0
Task 8 News Report	Writing	1	25	10.0
Literacy Skills (Spelling test 1)	Writing	1	20	1.0
Literacy Skills (Spelling test 2)	Writing	1	20	1.0
Literacy Skills (Spelling test 3)	Writing	1	20	1.0
Literacy Skills (Spelling test 4)	Writing	1	20	1.0
Literacy Skills (Spelling test 5)	Writing	1	20	1.0
Semester 1 % Total Weight				100.0

Whilst an approximate date is listed, it will depend on other school activities.

Students are assessed on; **Responding and Producing**. In each of these standards there are aspects that elaborate on the content in greater detail. Students need to achieve these aspects to be achieving at a particular level.

Students keep their work in their course file and also have a Reading and Viewing journal. This is a working document in which they record notes and work related to specific texts studied. Students present this to the teacher during the term for evaluation.

Students are given assessment tasks to demonstrate their understandings. These are open ended tasks that may require students to work collaboratively or individually. Students are assessed on the skills, strategies and concepts taught in class. Students below the standard benchmark are taken into consideration and assessments are modified in consultation with the teacher, Program Coordinator- English and the school's Literacy/ Learning Support Coordinator. Individual Education Plans allow students who have learning difficulties to achieve and access the curriculum at an appropriate level.

Extensions/ Special Provisions

If a student requires an extension for a formal assessment, they must request so *before* the due date and with relevant documentation to explain the reason. Students may be asked to submit documentation if absent when an assessment takes place or if they fail to submit the assessment by the due date. Further details are provided in the school's assessment policy document.

Communication

Students keep a file of work samples which can be sent home to parents during the term. Parents are encouraged to comment on assessment pieces and become aware of their child's progress in English. An overview of the semester is placed in the working file for parents and students to read. Questions regarding the English Learning Area should be directed to the Head of Learning Area- English, Humanities and Social Sciences

Learning Skills and Processes

An important aspect of the course is the development of **learning skills and processes**. The teacher facilitates the collaborative learning process that involves cooperative thinking and learning strategies:

- **Information Literacy:** This includes the development of general literacy and an extension of the ideas developed in the unit.
- **Functional and Critical Literacy:** Students develop functional and critical literacy skills. They learn to control and understand the conventions of Standard Australian English that are valued and rewarded by society and to reflect on and critically analyse their own use of language and the language of others.
- **Information Technology:** Students learn how to use computers and technology to research and present their understandings.

- **Learning strategies:** This will cover a wide range of techniques including organisation and time management, comprehension skills, note-taking and summarising, concept mapping and the importance of linking ideas and processes.

Course Requirements

In this Course you will be required to maintain a Course File that contains the following sections:

- Course notes and summaries
- Homework exercises and worksheets
- Spelling/ Grammar/ Punctuation activities

In order to learn effectively in this course, students must be prepared to participate in classroom discussions and collaborative learning in a positive manner. They are encouraged to work with others and develop their own understandings, attitudes and values. Students should feel safe in the environment and feel confident to express their own opinions and perceptions when required.

The course has been designed with the following principles in mind:

- **Opportunity to learn:** Learning experiences should enable students to engage with and apply the actual processes, products, skills and values which are expected of them.
- **Connection and challenge:** Learning experiences should connect with students' existing knowledge, skills and values while extending and challenging their current ways of thinking and acting.
- **Action and reflection:** Learning experiences should encourage both action and reflection on the part of the student.
- **Motivation and purpose:** Learning experiences should be motivating and their purpose clear to the student.
- **Inclusivity and difference:** Learning experiences should respect the individuality of students and the different ways in which they learn.
- **Autonomy and collaboration:** Learning experiences should encourage students to learn both independently and from and with others.
- **Supportive environment:** The classroom setting should be a positive and supportive environment which is conducive to effective learning.

Acknowledgement of Course Outline Content

Both parents and students must read the course outline and sign to acknowledge the course content and requirements.

Parent Name: _____

Parent Signature: _____

Date: _____

Student Name: _____

Student Signature: _____

Date: _____

Teacher Name: _____

Teacher Signature: _____

Date: _____