



# Kalgoorlie-Boulder Community High School Course Outline

## English Year 8 Term 1 2016

Week	Outcome	Topic	Formal Assessment Tasks
1	Writing Speaking and listening	<b>Biography/Autobiography</b> <i>Students will:</i> <ul style="list-style-type: none"> <li>- understand the conventions of the genres</li> <li>- read a wide variety of biographies and autobiographies and make meaning from them.</li> <li>- Answer and ask literal, inferential and evaluative questions</li> <li>- Understand the differences between, and benefits of both open and closed questioning</li> <li>- learn and practice interviewing skills</li> <li>- write in third person</li> <li>- plan and deliver a presentation to their peers</li> </ul> Introduction to the library and study skills	Diagnostic assessments (IC)
2			Common Assessment (IC) – Reading
3			Life Journey (IC) - presentation
4			Narrative Biographies (IC/AH)- writing
5			
6	Reading	<b>Narrative unit (novel study)</b> <i>Students will:</i> <ul style="list-style-type: none"> <li>- understand the conventions of the novel genre</li> <li>- understand how characters are constructed</li> <li>- explore the differing ways that ideas in a text can be interpreted depending on a readers' past knowledge and experience</li> <li>- share, reflect, clarify and evaluate opinions of a novel</li> <li>- examine language choice in narrative texts</li> <li>- write a narrative piece from a specific character's point of view</li> </ul>	
7			Reading and Viewing assessment (IC) - Students will create a character profile using a STEAL chart.
8			
9			Exam (IC) - Plan and write from a character's perspective
10			

(IC) = In-Class Assessment

(AH) = At-Home Assessment



# Kalgoorlie-Boulder Community High School Course Outline

## English Year 8 Term 2 2016

Week	Outcome	Topic	Formal Assessment Tasks
1	Viewing Reading Speaking and listening Writing	<b>Feature film</b> <i>Students will:</i> <ul style="list-style-type: none"> <li>- angles/length of film shots and their purpose</li> <li>- use of music and its intended emotional response</li> <li>- using a variety of adjective to describe a person's character or nature</li> <li>- the concept of 'genre' and characteristics common to 5 popular genres.</li> <li>- Recognise and use film vocabulary in context</li> <li>- Characters as deliberate constructions.</li> <li>- SWAT codes</li> <li>- Giving effective speeches</li> <li>- how to alter tone/pace/volume of voice to engage an audience</li> </ul>	
2			
3			Common Assessment (IC) – Reading and Viewing
4			
5			Oral presentation- film recount (IC/AH) - effective listening in classroom situation
6	Reading Writing Speaking and listening	<b>Introduction to poetry</b> <i>Students will:</i> <ul style="list-style-type: none"> <li>- basic poetic devices such as simile, metaphor, alliteration, rhythm, rhyme</li> <li>- analysis of how poetic devices influence the audience</li> <li>- adjusting tone, volume and pace of voice when reading poetry</li> <li>- reading and making meaning from a variety of poems</li> <li>- shape, acrostic and alphabet, haiku and cinquain poems</li> </ul>	
7			
8			
9			Exam (IC) - poetic conventions assessment
10			Poetry Anthology (IC) - collection of original poems

(IC) = In-Class Assessment

(AH) = At-Home Assessment



# Kalgoorlie-Boulder Community High School Course Outline

## English Year 8 Term 3 2016

Week	Outcome	Topic	Formal Assessment Tasks
1	Reading Writing	<b>Persuasive writing:</b> <i>Students will:</i> <ul style="list-style-type: none"> <li>- identify and effectively use persuasive techniques/devices</li> <li>- understand and apply formal letter structure</li> <li>- understand the format of, and write letters to the editor</li> <li>- carefully consider the needs of a target audience before writing, and manipulate writing to meet their needs</li> <li>- perfect paragraph structure</li> <li>- introduction to essay structure</li> </ul>	
2			
3			Common Assessment (IC) - Reading
4			
5			Persuasive Writing (IC/AH) - topic of choice
6	Viewing Writing Speaking and Listening	<b>Advertising as a persuasive text:</b> <i>Students will:</i> <ul style="list-style-type: none"> <li>- identify the 6 persuasive devices</li> <li>- Understand the purpose of advertising?</li> <li>- Explain why do advertisements appear where they do? Who is the intended audience and how do advertisers reach them?</li> <li>- visual codes in advertisements</li> <li>- understanding the differences between formal and informal language</li> <li>- perfect paragraph structure</li> <li>- analyse the way 'cause' advertisement appeal to our moral and ethical codes (e.g. RSPCA)</li> </ul>	
7			
8			
9			Exam (IC)
10			Create an Advertisement (IC/AH)

(IC) = In-Class Assessment

(AH) = At-Home Assessment



# Kalgoorlie-Boulder Community High School Course Outline

## English Year 8 Term 4 2016

Week	Outcome	Topic	Formal Assessment Tasks
1	Writing Reading Viewing Speaking and Listening	<b>Thematic based narrative reading and writing unit, with a focus on short stories</b> <i>Students will:</i> <ul style="list-style-type: none"> <li>- analyse how the construction of characters influences the reader of narrative texts</li> <li>- recalling facts and details in a narrative text</li> <li>- drawing conclusions and making inferences from narrative texts</li> <li>- identifying the author's purpose in narrative texts</li> <li>- interpreting and using figurative language in narrative texts.</li> <li>- understand and apply techniques to achieve cohesion in narrative texts</li> <li>- experiment with language features to create texts</li> <li>- create imaginative texts that raise issues, advance opinions and use deliberate language and textual choices to achieve a purpose</li> </ul>	
2			
3			Common Assessment (IC) – Speaking and Listening
4			
5			
6			
7		<b>Introduction to essay writing</b> <i>Students will:</i> <ul style="list-style-type: none"> <li>- analysis of what makes a good essay</li> <li>- thesis statement, introduction, body and conclusion</li> <li>- writing persuasive essays using the 5 paragraph essay planner</li> <li>- brainstorming ideas when presented with an essay topic and then writing essays</li> <li>- proofreading and editing strategies</li> <li>- publishing essays and reflecting on the writing process</li> </ul>	
8			
9			Exam (IC) - Reading and writing assessment
10			

(IC) = In-Class Assessment

(AH) = At-Home Assessment



## Kalgoorlie-Boulder Community High School Course Outline

**The following skills and processes are taught on an on-going basis and as appropriate to your child's level of competence in that area:**

- Punctuation, spelling and grammar
- Sentence and paragraph writing
- Reading skills including finding the main idea, recalling facts and details, understanding sequence, recognising cause and effect, comparing and contrasting, making predictions, finding word meaning in context, drawing conclusions and making inferences, distinguishing between fact and opinion, identifying the author's purpose, interpreting figurative language and summarising.

In addition to the major assessments listed above, students will be assessed utilising a range of informal methods including observational checklists, homework and in class assessments. Students will also be assessed on their collaborative skills and participation in each class.

This program is subject to change in response to the needs and abilities of the students