

Stage 1 Course blurbs 2019

Stage 1 English

Term 1 - R/O + IS	Term 2 - R + C
The Master of Suspense *	The World's A Stage
Burton is the New Black	From Another Angle *
The choice of kindness	The Benefits of Brainwashing
Term 3 - R/O + IS	Term 4 - R + C
This is NOT a High School Musical	Choose Your Own Adventure
Shake 'n Slam	The God of Small Things *
Under the Microscope *	To Kill a Mockingbird

*Suggested for students considering Stage 2 Literary Studies

Stage 1 - The Master of Suspense

Key Contact: Natalie Maddern

Email: Natalie.Maddern90@schools.sa.edu.au

Recommended understandings/experience: Nil

Duration of course: 1 Term

Course Overview:

Essential Question/Big Idea	How are we influenced by the great storytellers of the past?
Key / Guiding Questions	1. How does the use of suspense encourage the audience to invest emotionally in the characters and the plot?
	2. What makes a truly evil villain?

Blurb for Course Selection

This blurb could be used to give students a sense of what the course may entail. It should include enough information to engage the student without giving it all away.

Fancy a holiday at the Bates Hotel? Perhaps not...

In this course you will be introduced to the Master of Suspense - Alfred Hitchcock. Arguably one of the most infamous and inspiring filmmakers of all time, Hitchcock's influence can be seen in the work of many other directors - even in *The Simpsons*!

You will be introduced to the characteristic style of Hitchcock through a film study of *Psycho* and will then have the opportunity to write your very own psychological thriller which keeps your audience on the edges of their seats!

This course has been designed to introduce the skills required for Stage 2 Literature Studies. Therefore, it is recommended that you select this course if you are considering studying Stage 2 Literature Studies (subject to availability)

Assessment

- Responding to Texts: Verbal/multimodal response analysing the use of cinematic techniques to explore a theme or build suspense in the film *Psycho* (max 5 minutes)
- Intertextuality Study: Create a psychological thriller drawing inspiration from Hitchcock's film, *Psycho* (max 800 words) accompanied by a Writer's Statement (max 200 words)

Stage 1 - Burton is the New Black

Key Contact: Natalie Maddern

Email: Natalie.Maddern90@schools.sa.edu.au

Recommended understandings/experience: Nil

Duration of course: 1 Term

Course Overview:

Essential Question/Big Idea	How is my identity and place in society shaped by how I view myself and believe others view me?
Key / Guiding Questions	1. What makes the Gothic genre an effective tool for exploring the idea of self and belonging?
	2. What makes Burton's directorial style so distinctive?

Blurb for Course Selection

This blurb could be used to give students a sense of what the course may entail. It should include enough information to engage the student without giving it all away.

"Hello. Avon calling!"

Ever felt like everything is just a little bit 'too perfect'? In this course you will be confronted by the dark, gothic, quirky work of eccentric director Tim Burton. You will explore a range of his work (including poetry and sketches) and the gothic genre, before encountering one of Burton's earlier films, *Edward Scissorhands*, which explores the enduring themes of isolation, identity and 'the other'. You will meet the unique character of Edward; a not-so-generic individual who personifies many of the aspects of ourselves that we sometimes conceal from others.

Assessment

- Responding to Texts: Verbal/multimodal response analysing the use of cinematic techniques to explore a theme within *Alice in Wonderland* (max 5 minutes)
- Intertextuality Study: Create an original work which explores one of the themes of *Alice in Wonderland* or which reflects the gothic genre (max 800 words) accompanied by a Writer's Statement (max 200 words)

Stage 1 - The choice of kindness

Key Contact: Natalie Maddern

Email: Natalie.Maddern90@schools.sa.edu.au

Recommended understandings/experience: Nil

Duration of course: 1 Term

Course Overview:

Essential Question/Big Idea	How can texts teach me to be a better person?
Key / Guiding Questions	How does viewing a situation from the perspective of multiple characters allow me to understand the 'hidden story'?
	How can I understand something I haven't personally experienced?
	How can thinking about complex characters help me to empathise with real people and situations?

Blurb for Course Selection

This blurb could be used to give students a sense of what the course may entail. It should include enough information to engage the student without giving it all away.

How can you blend in, when you were born to stand out?

Everyone has their own unique qualities. Sometimes, however, we judge others based on their appearance or because we fear people who look different to us, and this prevents us from discovering how fantastic those people can be.

Based on the New York Times bestseller, *Wonder* tells the inspiring story of August Pullman, a boy with facial differences who enters the 5th grade, attending school for the first time. Told from the perspective of a number of characters, this film teaches us the value of withholding judgement and the importance of choosing to be kind, rather than right. As Auggie tell us himself, 'Be kind, for everyone is fighting a hard battle. And if you really want to see who people are, all you have to do is look.'

Assessment

- Responding to Texts
- Intertextuality Study

Stage 1 - All the World's A Stage

Key Contact: Natalie Maddern

Email: Natalie.Maddern90@schools.sa.edu.au

Recommended understandings/experience: Nil

Duration of course: 1 Term

Course Overview:

Essential Question/Big Idea	Is theatre relevant to younger generations?
Key / Guiding Questions	1. How do my personal experiences influence my reaction as an audience member?
	2. How do live performances allow us to connect with others?

Blurb for Course Selection

This blurb could be used to give students a sense of what the course may entail. It should include enough information to engage the student without giving it all away.

Attending a live performance is a very intimate and confronting experience. As an audience member, you become part of the performance, and often you will experience a stronger emotional reaction to the ideas presented than if you were reading a book or watching a movie. In this course, you will attend a live performance by the South Australian State Theatre Company (details TBC in late 2018). You will complete an analytical response to the play identifying the key themes and ideas explored and how your personal views about those themes or ideas have been challenged or confirmed by the performance.

Course fees - \$10 (theatre ticket)

Assessment

- Responding to Texts: Written response to State Theatre Production
- Creating Texts: Expository writing

Stage 1 - From Another Angle

Key Contact: Natalie Maddern

Email: Natalie.Maddern90@schools.sa.edu.au

Recommended understandings/experience: Nil

Duration of course: 1 Term

Course Overview:

Essential Question/Big Idea	How can considering different perspectives broaden my thinking and open my mind?
Key / Guiding Questions	1. Is what I think the only answer?
	2. What is the role of the author and the reader in shaping the 'meaning' of the text?

Blurb for Course Selection

This blurb could be used to give students a sense of what the course may entail. It should include enough information to engage the student without giving it all away.

Are you looking to stretch yourself and open your eyes to alternate perspectives? If so, then this is the course for you!

Often when you read or view something, you will interpret key ideas differently to your friends and you may reach different conclusions about plot, character or the meaning of the text. Literary theories were developed as a means to understand the various ways people read texts and are lenses through which we can see texts, and in turn, find whole new perspectives on what we are reading or viewing. By exploring and understanding alternative literary theories, you are encouraged to deepen your knowledge of each text and, in turn, are encouraged to develop and justify your own interpretation and ideas.

This course has been designed to introduce skills required for Stage 2 Literature Studies. Therefore, it is recommended that you select this course if you are considering studying Stage 2 Literature Studies (subject to availability)

Assessment

- Responding to Texts: Written response, using at least one of the literary theories introduced in class as a lens to interpret a text (max 800 words)
- Creating Texts: Expository writing. (max 800 words)

Stage 1 - The Benefits of Brainwashing

Key Contact: Natalie Maddern

Email: Natalie.Maddern90@schools.sa.edu.au

Recommended understandings/experience: Nil

Duration of course: 1 Term

Course Overview:

Essential Question/Big Idea	How can I raise awareness about a social issue?
Key / Guiding Questions	1. How can I persuade others to take action?
	2. What is the most effective form for a persuasive text?

Blurb for Course Selection

This blurb could be used to give students a sense of what the course may entail. It should include enough information to engage the student without giving it all away.

Do you feel passionate about a particular social issue? Great! But do you know how to raise awareness about that issue and persuade others to agree with your particular viewpoint? Even more importantly, how do you cause others to advocate passionately about that issue?

In this course you will learn from those before you as you consider a selection of protest poetry, propaganda campaigns and famous speeches. See how the masters have crafted language to evoke emotion, describe vivid images and call others to action. You will then embark on your own awareness raising campaign regarding a social issue about which you feel deeply. You may choose to deliver a speech, construct a website, compose some poetry, record a podcast, film a Youtube clip, or write an editorial as you demonstrate your mastery of the art of persuasion!

Assessment

- Responding to Texts: Written analytical response identifying and comparing the use of persuasive language devices in at least two of the texts studied (max 800 words)
- Creating Texts: Creation of an original persuasive piece (max 800 words or 5 minutes)

Stage 1 - Under the Microscope

Key Contact: Natalie Maddern

Email: Natalie.Maddern90@schools.sa.edu.au

Recommended understandings/experience: Nil

Duration of course: 1 Term

Course Overview:

Essential Question/Big Idea	How can deconstructing something improve my understanding of it?
Key / Guiding Questions	1. How many hidden layers of meaning can I find within a text?
	2. Why do the features and conventions vary depending on the text?

Blurb for Course Selection

This blurb could be used to give students a sense of what the course may entail. It should include enough information to engage the student without giving it all away.

Often when we read or view something, we are looking at the 'big picture', that is, we are considering the text as a whole. In this course you will deconstruct a range of short texts (advertisements, short stories, poems, magazine articles, film posters and billboards) as you put them 'under the microscope'. You will learn how to identify the advanced techniques and conventions of particular text types via close analysis, and then you will consider how those techniques are working together to explore an idea and influence you, the audience.

Not for the faint hearted, this course requires patience, attention to detail and an inquisitive mind.

This course has been designed to introduce the skills required for the Stage 2 Literature Studies examination. Therefore, it is recommended that you select this course if you are considering studying Stage 2 Literature Studies (subject to availability)

Assessment

- Responding to Texts: verbal/multimodal response analysing the use of literary techniques and conventions within one of the texts studied (max 5 minutes)
- Intertextuality Study: Critical reading paragraph responses comparing a range of short texts with a common theme or purpose (max 1000 words)

Shake 'n Slam

Key Contact: Natalie Maddern

Email: Natalie.Maddern90@schools.sa.edu.au

Recommended understandings/experience: Nil

Duration of course: 1 Term

Course Overview:

Essential Question/Big Idea	How does language evolve over time?
Key / Guiding Questions	1. Why is Shakespeare's poetry still relevant today?
	2. Does experiencing poetry as a performance alter its meaning?

Blurb for Course Selection

This blurb could be used to give students a sense of what the course may entail. It should include enough information to engage the student without giving it all away.

What would happen if Shakespeare performed at a poetry slam? Most people don't realise that Shakespeare rarely wrote for publication - his work was created to be heard, and many of his pieces are much more entertaining when they are performed.

In this unit you will learn about Shakespeare and some of his poems, and then you will be challenged to modernise his work and put your own spin on it. You will also have the opportunity to write some of your own original poetry, and to perform your work at the Wirreanda Poetry Slam!

(Note: while this course does not require large quantities of writing, you are expected to spend significant time drafting and finessing your poems, and there is a larger emphasis on verbal communication than many of the other English courses.)

Assessment

- Responding to Texts: Deliver a verbal/multimodal presentation deconstruction of a Shakespearean poem and relating the key themes of that poem to modern life (max 5 minutes)
- Intertextuality Study: Drawing inspiration from the poets studied, create 2-3 original poems to perform at the Wirreanda Poetry slam (max 4 minutes), accompanied by a Writer's Statement (max 500 words)

This is NOT a High School Musical

Key Contact: Natalie Maddern

Email: Natalie.Maddern90@schools.sa.edu.au

Recommended understandings/experience: Nil

Duration of course: 1 Term

Course Overview:

Essential Question/Big Idea	How do song and music influence the tone and mood of our lives?
Key / Guiding Questions	1. What is the difference between song and dialogue?
	2. How is song used as a plot-driver within musical texts?

Blurb for Course Selection

This blurb could be used to give students a sense of what the course may entail. It should include enough information to engage the student without giving it all away.

What do you think of when you hear the word 'musical'?

This course gives musical lovers the chance to study texts from an often overlooked genre. You will consider the conventions and evolution of musicals over time by analysing extracts from classics such as *Grease*, *Oliver*, *Le Mis`erables*, *Chicago* and *The Rocky Horror Picture Show* and contemporary musicals including *Beauty and The Beast*, *Matilda*, *The Greatest Showman*, *LALA Land* and *Into the Woods*. You will also consider the use of 'musical episodes' in television series such as *Scrubs*, *The Simpsons*, *How I Met Your Mother* and *Buffy The Vampire Slayer*.

Assessment

- Responding to Texts: Verbal/multimodal analytical response to a musical text of your choice from those studied in class (max 5 minutes)
- Intertextuality Study: ??? (max 1000 words)

Stage 1 - Choose Your Own Adventure

Key Contact: Natalie Maddern

Email: Natalie.Maddern90@schools.sa.edu.au

Recommended understandings/experience: Nil

Duration of course: 1 Term

Course Overview:

Essential Question/Big Idea	How can I design a meaningful learning experience that challenges me?
Key / Guiding Questions	1. What attracts me to a book?
	2. How can I encourage others to read?

Blurb for Course Selection

This blurb could be used to give students a sense of what the course may entail. It should include enough information to engage the student without giving it all away.

Choose your own adventure. Yep, that's right - you get to design your own course!

Choose a written text (novel, graphic novel, poetry anthology) that you would like to read and independently study this term (subject to teacher approval). You will work with your teacher to determine your personalised reading and notetaking timeline, and design your own essay question about your text that you will respond to.

You will also create a text in any format (subject to teacher approval) that encourages other students at Wirreanda Secondary School to engage in independent reading. This isn't as easy as it sounds though... you will need to use all of your creativity and persuasive skills to catch their attention and convince them!

This course requires a large amount of self-management and self-directed learning.

Assessment

- Responding to Texts: Design and respond to an essay question about your independently selected text (max 800 words)
- Creating Texts: Create a text that encourages other students at Wirreanda Secondary School to engage in independent reading (max 800 words or 5 minutes)

Stage 1 - The God of Small Things

Key Contact: Natalie Maddern

Email: Natalie.Maddern90@schools.sa.edu.au

Recommended understandings/experience: Nil

Duration of course: 1 Term

Course Overview:

Essential Question/Big Idea	How do 'the small things' affect my behaviour and my life?
Key / Guiding Questions	1. How can I encourage others to be selfless?
	2. How does my knowledge about other cultures influence my understanding of a text?

Blurb for Course Selection

This blurb could be used to give students a sense of what the course may entail. It should include enough information to engage the student without giving it all away.

In this course we will study *The God of Small Things*, a story about the childhood experiences of fraternal twins whose lives are destroyed by the "Love Laws" that lay down "who should be loved, and how. And how much." The novel explores how the small things affect people's behavior and their lives.

You will create a text in any format (subject to teacher approval) that encourages the Wirreanda Secondary School Community to be aware of 'the small things' and their role in everyday life, and then persuades the audience to undertake a positive or selfless act. You will need to use all of your creativity to produce a text that is engaging, insightful, enticing and linguistically effective.

This course has been designed to introduce the skills required for Stage 2 Literature Studies. Therefore, it is recommended that you select this course if you are considering studying Stage 2 Literature Studies (subject to availability)

Assessment

- Responding to Texts: Written analytical response to *The God of Small Things* (max 800 words)
- Creating Texts: Create a text that encourages members of the Wirreanda Secondary School Community to undertaking a positive or selfless act (max 800 words or 5 minutes)

Stage 1 - To Kill a Mockingbird

Key Contact: Natalie Maddern

Email: Natalie.Maddern90@schools.sa.edu.au

Recommended understandings/experience: Nil

Duration of course: 1 Term

Course Overview:

Essential Question/Big Idea	Does justice always prevail?
Key / Guiding Questions	1. How can I communicate with others to promote diversity, inclusivity and equality within my own community?
	2. How does the use of a child narrator influence the audience's perception of events in the novel?

Blurb for Course Selection

This blurb could be used to give students a sense of what the course may entail. It should include enough information to engage the student without giving it all away.

You never really understand a person until you consider things from his point of view . . . until you climb into his skin and walk around in it.

One of the most well-known novels of all time, *To Kill a Mockingbird* is set in a small town in Alabama. Narrated through the eyes of a child, the novel explores ideas about race, justice and innocence. You will study this novel as a class, and complete a written response about the key themes and literary techniques used by the author.

You will then create a text in any format (subject to teacher approval) that promotes diversity, inclusivity and equality within the Wirreanda School Community. You will need to use all of your creativity to produce a text that inspires your peers to hold others to account for their actions.

Assessment

- Responding to Texts: Written analytical response to *To Kill a Mockingbird* (max 800 words)
- Creating Texts: Create a text that encourages members of the Wirreanda Secondary School Community to embrace diversity, inclusivity and equality (max 800 words or 5 minutes)

Not offered in 2019

Stage 1 - Bring Him Home...

Key Contact: Natalie Maddern

Email: Natalie.Maddern90@schools.sa.edu.au

Recommended understandings/experience: Nil

Duration of course: 1 Term

Course Overview:

Essential Question/Big Idea	Can we put a price on a life?
Key / Guiding Questions	1. Should the needs of the majority always be put before the needs of the individual?
	2. Does the human race have an innate will to survive?
	3. To what extent are people, and their actions, a product of their environment?

Blurb for Course Selection

This blurb could be used to give students a sense of what the course may entail. It should include enough information to engage the student without giving it all away.

Six days ago, astronaut Mark Watney became one of the first people to walk on Mars.

Now, he's sure he'll be the first person to die there.

Join us on a journey to the 'not too distant future' when the human race attempt to colonise Mars as well-known sci-fi director Ridley Scott documents the plight of astronaut Mark Watney in an epic tale of survival. You will consider the ethical implications of Watney's situation as you deconstruct Scott's manipulation of cinematic techniques and irony to evoke particular emotional responses from the audience.

You will then have the opportunity to express your own views by penning a story which involves an ethical conundrum or explores one of the key themes from *The Martian*.

Assessment

- Responding to Texts: verbal/multimodal response analysing the use of cinematic techniques to explore a theme within *The Martian* (max 5 minutes)
- Intertextuality Study: Create an original work which involves an ethical conundrum or explores one of the key themes from *The Martian* (max 800 words) accompanied by a Writer's Statement (max 200 words)