**SHORT STORY to NEWSPAPER**

**Course Description:**
The study of English is central to the learning and development of all young Australians. It is through the study of English that individuals learn to analyse, understand, communicate with and build relationships with others and with the world around them.

The F-10 Australian Curriculum: English is organised in three interrelated strands that support students' growing understanding and use of Standard Australian English. Together the three strands focus on developing students’ knowledge, understanding and skills in listening, reading, viewing, speaking and writing. The strands are:

- **Language:** involves the development of a coherent, dynamic and evolving body of knowledge about the English language and how it works.
- **Literature:** students learn to interpret, appreciate, evaluate and create literary texts such as narrative, poetry, prose, plays, film and multimodal texts, in spoken, print and digital/online contexts.
- **Literacy:** students apply their English skills and knowledge to read, view, speak, listen to, write and create a growing repertoire of texts.

**Course Outcomes:**

By the end of this unit you should be able to:

- Understand that **Standard Australian English** in its spoken and written forms has a history of evolution and change and continues to evolve.
- Analyse and evaluate how people, cultures, places, events, objects and concepts are represented in texts, including **media texts**, through language, structural and/or visual choices.
- Compare the purposes, **text structures** and **language features** of traditional and contemporary texts in different media.
- Identify, explain and discuss how **narrative** viewpoint, structure, characterisation and devices including analogy and satire shape different interpretations and responses to a text.
- Identify and analyse implicit or explicit values, beliefs and assumptions in texts and how these are influenced by purposes and likely audiences.
- Analyse and evaluate **text structures** and **language features** of literary texts and make relevant thematic and intertextual connections with other texts.
- Use **comprehension strategies** to compare and contrast information within and between texts, identifying and analysing embedded perspectives, and evaluating supporting evidence.
- Refine vocabulary choices to discriminate between shades of meaning, with deliberate attention to the effect on audiences.
- Evaluate the impact on audiences of different choices in the representation of still and moving images.
- Review, edit and refine students’ own and others’ texts for control of content, organisation, **sentence** structure, vocabulary, and/or **visual features** to achieve particular purposes and effects.
Students’ activities will include:

- Class, group and individual reading; Writing responses to print and non-print texts; Journal writing; Constructing posters; Deconstructing texts; Collaborating in pairs and groups; Brainstorming; Presenting ideas to the class; Writing reflections; Skill-building activities; Writing in narrative and persuasive modes.

Course Vocabulary:

- Attitude
- Paragraph
- Topic sentence
- Supporting evidence
- Quotation
- Imagery
- Concluding statement
- Supporting detail
- Main Idea
- Narrative
- Character
- Setting
- Conflict
- Climax
- Resolution
- Conventions
- Literal
- Inferential
- Comprehension
- Figurative Language
- Metaphor
- Simile
- Personification
- Onomatopoeia
- Fiction Genre
- Purpose
- Audience
- Theme
- Culture
- Context
- Persuasive writing

Specific Equipment required for each lesson:

- English Exercise Book (journal)
- Subject file and paper
- Pencils, pens and eraser
- Colouring pencils
- ruler
- Glasses (if required)

## - Assessment Outline -

### Course Assessment:

<table>
<thead>
<tr>
<th>Wk</th>
<th>Assessment type</th>
<th>Competency based</th>
<th>Area/s assessed</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>• Comprehension on the short story.</td>
<td></td>
<td>Reading</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>• Write a news report based on the story.</td>
<td></td>
<td>Writing</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>• Class Test</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>• Create a class newspaper based on the short story, and present a news report item based around the short stories studied in class.</td>
<td></td>
<td>Writing, Speaking &amp; Listening</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>• Punctuation and capitals test</td>
<td></td>
<td>Writing</td>
<td></td>
</tr>
</tbody>
</table>

**NB:** the above due dates are a guideline and teachers will inform students of any changes. **Assessments must consist of an edited draft and a good copy.**