



Highfields State  
Secondary College

# Semester 1 Course Overview

**Faculty:** English  
**Subject:** English  
**Year level:** 8

## Course Outline

The Australian Curriculum: English aims to ensure that students:

- learn to listen to, read, view, speak, write, create and reflect on increasingly complex and sophisticated spoken, written and multimodal texts across a growing range of contexts with accuracy, fluency and purpose
- appreciate, enjoy and use the English language in all its variations and develop a sense of its richness and power to evoke feelings, convey information, form ideas, facilitate interaction with others, entertain, persuade and argue
- understand how Standard Australian English works in its spoken and written forms and in combination with non-linguistic forms of communication to create meaning
- develop interest and skills in inquiring into the aesthetic aspects of texts, and develop an informed appreciation of literature.

The Australian Curriculum English is organised into the following content descriptors:

- Language
- Literacy
- Literature

Term 1 2022	Term 2 2022
<b>Representations of teen issues in texts</b>	<b>Creating Short Stories</b>
<p>In this unit, students will view and listen to a variety of texts and examine the techniques used by authors to create representations of groups and issues. Students will also explore representations of individuals, groups and events within excerpts from a TV show (<i>The worst year of my life, again</i>) that focuses on significant teen issues. They will consider how viewers are positioned to see the three core characters as stereotypical teenagers, dealing with a variety of teen issues. The assessment task will give them the opportunity to explore a particular issue of concern and interest to teenagers.</p> <p><u>Assessment:</u>  <b>Analytical Response – Comprehension Test (Analytical written - in class)</b>            Students will respond to questions in a comprehension test with questions that ask them to draw on their knowledge of representation of teen issues in a TV show.  <b>Informative multimodal presentation (Informative - spoken)</b>            Students will research and present an informative speech on a specific teen issue relevant to an audience of their peers. They will explain their chosen issue and provide reliable evidence to demonstrate how and why it is impacting teenagers.</p>	<p>In this unit, students will read and comprehend a variety of short stories to understand the text structures and language features used to develop characterisation, setting and plot and engage an audience. They will identify and explain authors' language and visual choices in illustrated short stories and understand how these choices are combined for particular purposes and effects. Students also have opportunities to practise narrative writing to experiment with language choices for specific purposes and effects. Students will write a short story, combining text structures and language features for specific effects.</p> <p><u>Assessment:</u>  <b>(Imaginative response – short story) Imaginative - written</b>            Students will create an alternate ending for a short story from the options listed below. You will use the context and characters established by your chosen author, then write an original conclusion for the short story.</p>