



CAMPBELL HIGH SCHOOL
COURSE OUTLINE
Semester 2 2017

Subject Year 10 Australian Curriculum English (Core) B line

Teacher: Katherine Bell
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Course Description

This class is following the Core English Pathway. This pathway is for students who are able to independently access the skills, issues, themes and concepts covered by the English Achievement Standard for their age group. This unit focuses specifically on developing students' access to and use of literacy, language and literature. Students will have opportunities to demonstrate their growth through a variety of authentic assessment modes.

Learning Outcomes

Receptive modes (listening, reading and viewing):

- ❖ Evaluates how text structures can be used in innovative ways by different authors.
- ❖ Explains how language, image and vocabulary choices contribute to the development of individual style.
- ❖ Develops and justifies their own interpretations of texts.
- ❖ Evaluates other interpretations and analyses the evidence used to support them.

Productive modes (speaking, writing and creating):

- ❖ Explains different viewpoints, attitudes and perspectives through the development of cohesive and logical argument.
- ❖ Develops their own style by experimenting with language features, stylistic devices, text structures and images.
- ❖ Creates a wide range of texts to articulate complex ideas.
- ❖ Presents and contributes actively to class and group discussions, building on others' ideas, solving problems, justifying opinions and developing arguments.
- ❖ Demonstrates understanding of grammar, vocabulary, accurate spelling and punctuation when creating and editing texts.

Work Practice Outcomes

- ❖ Brings the required materials to class
- ❖ Works independently and co-operatively
- ❖ Completes set tasks
- ❖ Meets work deadlines

Materials Required

Students are required to bring a fully equipped pencil case and a 200 page exercise book to class. Students should also bring their copy of the novel to class when we are studying a set text.

Typical Homework/Assignments/Late Work Policy

Students are expected to catch up on missed work, complete unfinished work for homework, read their class novels or free choice reading material and ask for any assignments that might have been distributed in their absence (if absent for any reason). Assignments will also be available on Google classroom. Students are encouraged to submit drafts of essays, oral presentations and other assignments for feedback. Some class time will be available for assignment work.

In order to properly assess a student's performance against the Australian Achievement Standards, teachers require multiple examples of completed work. Therefore, it is very important that students submit work on or before the due date. There is no guarantee that late assignments will be marked in time for reporting and assessment and therefore all extensions must be negotiated with the teacher prior to the due date. Students who submit no assignment work, or submit it late, may receive a D or E grade for this subject.

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Assessment Items

The Lovely Bones chapter questions and activities
The Lovely Bones Literature essay
Short story analysis
Creative writing task
Class work, class participation

Due Date

Weeks 1-5
Week 10
Week 12
Week 15
Ongoing

Year 10 Achievement Standard

Receptive modes (listening, reading and viewing)

By the end of Year 10, students evaluate how text structures can be used in innovative ways by different authors. They explain how the choice of language features, images and vocabulary contributes to the development of individual style.

They develop and justify their own interpretations of texts. They evaluate other interpretations, analysing the evidence used to support them. They listen for ways features within texts can be manipulated to achieve particular effects.

Productive modes (speaking, writing and creating)

Students show how the selection of language features can achieve precision and stylistic effect. They explain different viewpoints, attitudes and perspectives through the development of cohesive and logical arguments. They develop their own style by experimenting with language features, stylistic devices, text structures and images.

Students create a wide range of texts to articulate complex ideas. They make presentations and contribute actively to class and group discussions, building on others' ideas, solving problems, justifying opinions and developing and expanding arguments. They demonstrate understanding of grammar, vary vocabulary choices for impact, and accurately use spelling and punctuation when creating and editing texts.

Executive Teacher: Debbie Dwyer



Teacher:

Katherine Bell



Parent Signature: _____

Student Signature: _____