



CAMPBELL HIGH SCHOOL

COURSE OUTLINE

Semester 2 2017

Subject Year 8 Australian Curriculum English (Core) C 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):

- ❖ Understands how language modes and text structures vary for different audiences and purposes.
- ❖ Explains how language features, images and vocabulary are used to represent different ideas and issues in texts.
- ❖ Identifies different emphases and evidence in texts to show how events, ideas and people can be represented in different ways.
- ❖ Questions the reliability of sources of information.

Productive modes (speaking, writing and creating):

- ❖ Understands and explains that language choices and features can be used to influence audiences.
- ❖ Expresses ideas in new ways using ideas, images and language features from existing texts.
- ❖ Creates and edits texts taking into account intended purposes and audience.
- ❖ Makes presentations and contributes actively to class discussions.
- ❖ Demonstrates an understanding of grammar, vocabulary, accurate spelling and punctuation for effect.

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 Boy in the Striped Pyjamas chapter questions and activities
The Boy in the Striped Pyjamas literature essay
Indigenous Australia Oral presentation
Class work

Due Date

Weeks 1-4
Week 10
Week 16
Ongoing

Year 8 Achievement Standard

Receptive modes (listening, reading and viewing)

By the end of Year 8, students understand how the selection of text structures is influenced by the selection of language mode and how this varies for different purposes and audiences. Students explain how language features, images and vocabulary are used to represent different ideas and issues in texts. Students interpret texts, questioning the reliability of sources of ideas and information. They select evidence from the text to show how events, situations and people can be represented from different viewpoints. They listen for and identify different emphases in texts, using that understanding to elaborate upon discussions.

Productive modes (speaking, writing and creating)

Students understand how the selection of language features can be used for particular purposes and effects. They explain the effectiveness of language choices they use to influence the audience. Through combining ideas, images and language features from other texts, students show how ideas can be expressed in new ways.

Students create texts for different purposes, selecting language to influence audience response. They make presentations and contribute actively to class and group discussions, using language patterns for effect. When creating and editing texts to create specific effects, they take into account intended purposes and the needs and interests of audiences. They demonstrate understanding of grammar, select vocabulary for effect and use accurate spelling and punctuation.

Executive Teacher: Debbie Dwyer



Teacher:

Katherine Bell



Parent Signature: _____

Student Signature: _____