



CAMPBELL HIGH SCHOOL COURSE OUTLINE Semester 2 2017

Subject Year 9 Australian Curriculum English (Core)

Teacher Ms Hughes and Ms Dorras-Walker

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):

- ❖ Analyses the ways text structures can be manipulated for effect.
- ❖ Explains how images, vocabulary choices and language features distinguish individual authors.
- ❖ Integrates information, evidence and language conventions from texts to form their own interpretations.
- ❖ Understands ways that texts position an audience.

Productive modes (speaking, writing and creating):

- ❖ Understands how to use a variety of language features to create different levels of meaning.
- ❖ Creates innovative texts by manipulating language features and images.
- ❖ Creates texts that respond to issues.
- ❖ Makes presentations and contributes actively to class and group discussions.
- ❖ Edits for effect, selecting vocabulary and grammar and using accurate spelling and punctuation.

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

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	Due
Sequencing “A Midsummer Night’s Dream” and Characters	Week 6
“A Midsummer Night’s Dream” Essay Response	Week 8
Modern Adaptation of “A Midsummer Night’s Dream”	Week 10
Poetry Analysis	Week 15
Poetry Oral Presentation	Week 5
Class Participation and Book Work	Ongoing

Debbie Dwyer:

Teacher:

Parent/Carer:

Executive Teacher

Year 9 Achievement Standard

Receptive modes (listening, reading and viewing)

By the end of Year 9, students analyse the ways that text structures can be manipulated for effect. They analyse and explain how images, vocabulary choices and language features distinguish the work of individual authors.

They evaluate and integrate ideas and information from texts to form their own interpretations. They select evidence from the text to analyse and explain how language choices and conventions are used to influence an audience. They listen for ways texts position an audience.

Productive modes (speaking, writing and creating)

Students understand how to use a variety of language features to create different levels of meaning. They understand how interpretations can vary by comparing their responses to texts to the responses of others. In creating texts, students demonstrate how manipulating language features and images can create innovative texts.

Students create texts that respond to issues, interpreting and integrating ideas from other texts. They make presentations and contribute actively to class and group discussions, comparing and evaluating responses to ideas and issues. They edit for effect, selecting vocabulary and grammar that contribute to the precision and persuasiveness of texts and using accurate spelling and punctuation.
