



# CAMPBELL HIGH SCHOOL COURSE OUTLINE Semester 2 2017

**Subject** Year 7 Australian Curriculum English (Core)

**Teacher** Andrew Murphy

## **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):**

- ❖ Demonstrates an understanding of how audience, purpose, context, images and vocabulary can influence different text structures.
- ❖ Uses evidence to explain issues and ideas from a variety of sources.
- ❖ Recognises and explains different viewpoints and perspectives in texts.

### **Productive modes (speaking, writing and creating):**

- ❖ Understands and demonstrates how language features can influence an audience.
- ❖ Understands and demonstrates how to draw on personal knowledge and other sources to express or challenge a point of view.
- ❖ Creates structured and coherent texts for a range of purposes and audiences.
- ❖ Contributes actively to class and group discussions.
- ❖ Makes presentations using language features to engage the audience.
- ❖ Demonstrates an understanding of grammar, specialised vocabulary, 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**

Creative Response	Week 5
Extended Written Response (in class)	Week 9
Oral Presentation	Week 14
Class participation, discussion, spelling tests and bookwork	Ongoing

Debbie Dwyer:

Andrew Murphy:

Parent/Carer:

**Year 7 Achievement Standard**

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***Receptive modes (listening, reading and viewing)***

By the end of Year 7, students understand how text structures can influence the complexity of a text and are dependent on audience, purpose and context. They demonstrate understanding of how the choice of language features, images and vocabulary affects meaning.

Students explain issues and ideas from a variety of sources, analysing supporting evidence and implied meaning. They select specific details from texts to develop their own response, recognising that texts reflect different viewpoints. They listen for and explain different perspectives in texts.

***Productive modes (speaking, writing and creating)***

Students understand how the selection of a variety of language features can influence an audience. They understand how to draw on personal knowledge, textual analysis and other sources to express or challenge a point of view. They create texts showing how language features and images from other texts can be combined for effect.

Students create structured and coherent texts for a range of purposes and audiences. They make presentations and contribute actively to class and group discussions, using language features to engage the audience. When creating and editing texts they demonstrate understanding of grammar, use a variety of more specialised vocabulary, accurate spelling and punctuation.