



CAMPBELL HIGH SCHOOL COURSE OUTLINE Semester 2 2017

Subject Year 8 Australian Curriculum English (Extension)

Teacher Cara Shipp

Course Description

This class is following the Extension English Pathway. This pathway is for students who are able to extend beyond 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

- ❖ Synthesised and expanded on information from a range of texts in written work
- ❖ Used appropriate register to construct texts in formal situations
- ❖ Explored abstract ideas in text
- ❖ Demonstrated the ability to critically evaluate a variety of sophisticated texts
- ❖ Selected text types, subject and language to suit specific audience and purpose
- ❖ Formulated and responded to a research topic using a broad range of texts as sources of materials
- ❖ Used a wide range of vocabulary effectively and appropriately for purpose
- ❖ Revised own writing for meaning and effectiveness, by utilising drafting and proofreading strategies

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 complete set homework tasks, journal entries, assignments and unfinished class work for homework. Students are expected to read regularly in their own time.

Assessment Items

In-class essay on film study	Week 6
Aboriginal and Torres Strait Islander texts creative task	Week 10
Romeo and Juliet soliloquy	Week 16
Active participation in class discussions	Ongoing
Classwork	Ongoing

Executive Teacher, Debbie Dwyer:

Cara Shipp, Teacher

Parent/Carer:



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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.