CAMPBELL HIGH SCHOOL
COURSE OUTLINE
Semester 1 2015

Subject  Year 9 Australian Curriculum English (Core)  Teacher  Nick Maniatis

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 student’s 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 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

<table>
<thead>
<tr>
<th>Assessment Item</th>
<th>Week</th>
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<tbody>
<tr>
<td>Life Story Analysis Task</td>
<td>6</td>
</tr>
<tr>
<td>Short Life Story</td>
<td>9</td>
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<tr>
<td>Persuasive writing task</td>
<td>16</td>
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<tr>
<td>Oral Presentation</td>
<td>19</td>
</tr>
<tr>
<td>Class work</td>
<td>Ongoing</td>
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<tr>
<td>Active participation and contributions</td>
<td>Ongoing</td>
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</tbody>
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Parent Signature ________________________              Student Signature _______________________ Date
**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.