



# Newton Moore Senior High School

## Year 11

### Foundation English

### 2016



## Course Description

The English Foundation course aims to develop students' skills in reading, writing, viewing, speaking and listening in work, learning, community and everyday personal contexts. Such development involves an improvement in English literacy where literacy is defined broadly to include reading ability, verbal or spoken literacy, the literacy involved in writing, and visual literacy. Students undertaking this course will develop skills in the use of functional language conventions, including spelling, punctuation and grammar. Sound literacy skills are required for comprehending and producing texts; for communicating effectively in a learning or working environment, within a community or for self-reflection; and for establishing one's sense of individual worth.

**Unit 1** – The learning outcomes reflect the intent of the rationale and the aims and are, in turn, reflected in the content and the assessment types. This repetition is deliberate, to keep the focus on these aims/outcomes/skills and the need to immerse students in the learning experiences that will develop these skills. The intention is that students will become increasingly autonomous in acquiring the skills that ensure that the learning outcomes are met. By the end of this unit, students will:

- develop skills in functional literacy, including appropriate spelling, punctuation and grammar.
- develop skills in reading (understanding, comprehending, interpreting, analysing) texts for work, learning, community and/or everyday personal contexts
- develop skills in producing (constructing, creating, writing) texts for work, learning, community and/or everyday personal contexts
- develop skills in speaking and listening for work, learning, community and everyday personal contexts

**Unit 2** - The learning outcomes reflect the intent of the rationale and the aims and are, in turn, reflected in the content and the assessment types. This repetition is deliberate, to keep the focus on these aims/outcomes/skills and the need to immerse students in the learning experiences that will develop these skills. The intention is that students will become increasingly autonomous in acquiring the skills that ensure that the learning outcomes are met. By the end of this unit, students will:

- develop skills in functional literacy, including appropriate spelling, punctuation and grammar.
- develop skills in reading (understanding, comprehending, interpreting, analysing) texts for work, learning, community and/or everyday personal contexts
- develop skills in producing (constructing, creating, writing) texts for work, learning, community and/or everyday personal contexts
- develop skills in speaking and listening for work, learning, community and everyday personal contexts

## Course Outline

Week	Content
1-10	<p><b>Employability module – Literacy for Work and Literacy for Learning contexts</b></p> <ul style="list-style-type: none"> <li>• When reading texts, students learn how texts work; why texts use a particular form; how texts use the conventions of a particular form; how texts use language for particular purposes and audiences; how texts promote values and attitudes; how to discuss what has been learned about how texts work and how texts can be interpreted in different ways.</li> <li>• When producing texts, students learn how to use language, including appropriate spelling, punctuation and grammar; how to spell and pronounce words effectively; how to transform words from singular to plural; and how to memorise irregular spelling patterns and irregular pronunciations; how and when to use punctuation; how to learn and use concepts of English grammar; how to shape language for particular purposes and audiences; developing an effective phrase; how to brainstorm ideas; how to shape or structure a text to make it work; why a particular form is appropriate; how to use the conventions of a particular form; how to promote values and attitudes; how to reflect on the strengths and weaknesses of texts created and how texts can be interpreted in different ways.</li> <li>• When speaking and listening, students learn how to shape or structure an oral text; why a particular form is appropriate; how to use the spoken language conventions of a particular form; how to use spoken language techniques for particular purposes and audiences; how to listen attentively and purposefully; how to promote values and attitudes and how to engage in a variety of speaking and listening scenarios.</li> </ul>
10-20	<p><b>Community Organisations module – Literacy for Community Participation and Literacy for Learning contexts.</b></p> <ul style="list-style-type: none"> <li>• When reading texts, students learn how texts work; why texts use a particular form; how texts use the conventions of a particular form; how texts use language for particular purposes and audiences; how texts promote values and attitudes; how to discuss what has been learned about how texts work and how texts can be interpreted in different ways.</li> <li>• When producing texts, students learn how to use language, including appropriate spelling, punctuation and grammar; how to spell and pronounce words effectively; how to transform words from singular to plural; and how to memorise irregular spelling patterns and irregular pronunciations; how and when to use punctuation; how to learn and use concepts of English grammar; how to shape language for particular purposes and audiences; developing an effective phrase; how to brainstorm ideas; how to shape or structure a text to make it work; why a particular form is appropriate; how to use the conventions of a particular form; how to promote values and attitudes; how to reflect on the strengths and weaknesses of texts created and how texts can be interpreted in different ways.</li> <li>• When speaking and listening, students learn how to shape or structure an oral text; why a particular form is appropriate; how to use the spoken language conventions of a particular form; how to use spoken language techniques for particular purposes and audiences; how to listen attentively and purposefully; how to promote values and attitudes and how to engage in a variety of speaking and listening scenarios.</li> </ul>

20-35

**Novel and film study module – Literacy for everyday personal contacts and Literacy for Learning contexts.**

- When reading texts, students learn how texts work; why texts use a particular form; how texts use the conventions of a particular form; how texts use language for particular purposes and audiences; how texts promote values and attitudes; how to discuss what has been learned about how texts work and how texts can be interpreted in different ways.
- When producing texts, students learn how to use language, including appropriate spelling, punctuation and grammar; how to spell and pronounce words effectively; how to transform words from singular to plural; and how to memorise irregular spelling patterns and irregular pronunciations; how and when to use punctuation; how to learn and use concepts of English grammar; how to shape language for particular purposes and audiences; developing an effective phrase; how to brainstorm ideas; how to shape or structure a text to make it work; why a particular form is appropriate; how to use the conventions of a particular form; how to promote values and attitudes; how to reflect on the strengths and weaknesses of texts created and how texts can be interpreted in different ways.
- When speaking and listening, students learn how to shape or structure an oral text; why a particular form is appropriate; how to use the spoken language conventions of a particular form; how to use spoken language techniques for particular purposes and audiences; how to listen attentively and purposefully; how to promote values and attitudes and how to engage in a variety of speaking and listening scenarios.

This course outline maybe subject to change, any changes will be communicated to students.

**Assessment Outline:**

Assessment Type	Weightings (syllabus)	% Weight	When	Task Description and Content	Max Score
Reading	35% (35%)	5	3	<b>1A</b> Literacy for Work Research	100
		5	13	<b>1B</b> Literacy for Community Participation Research	100
		5	23	<b>1C</b> Literacy for everyday personal contacts Research	100
		5	10	<b>5A</b> Literacy for Learning Reading and Viewing Journal	100
		5	20	<b>5B</b> Literacy for Learning Reading and Viewing Journal	100
		5	35	<b>5C</b> Literacy for Learning Reading and Viewing Journal	100
		5	14	<b>8A</b> Practice Externally Set Task	100
Writing	35% (35%)	7.5	9	<b>3</b> Literacy for Work Report based on research task	100
		7.5	29	<b>4</b> Literacy for everyday personal contacts Creative writing	100
		5	10	<b>6A</b> Literacy for Learning Writing Journal	100
		5	20	<b>6B</b> Literacy for Learning Writing Journal	100
		5	35	<b>6C</b> Literacy for Learning Writing Journal	100
		5	14	<b>8B</b> Practice Externally Set Task	100
Oral Communication	30% (30%)	5	5	<b>2A</b> Literacy for Work Oral presentation of research from 1A	100
		5	16	<b>2B</b> Literacy for Community Participation Oral presentation of research from 1B	100

		5	26	<b>2C</b> Literacy for everyday personal contacts Oral Presentation of research from 1C	100
		5	10	<b>7A</b> Literacy for Learning Oral Communication Journal	100
		5	20	<b>7B</b> Literacy for Learning Oral Communication Journal	100
		5	35	<b>7C</b> Literacy for Learning Oral Communication Journal	100
<b>Total</b>		<b>100</b>			

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