# **EN Level 1 Course Outline 2**

# Guide to aid teacher planning only - designed to be printed or viewed in A3, Landscape.

## Purpose

This example Course Outline has been produced to help teachers and schools understand the new NCEA Learning and Assessment matrices, and could be used to create a year-long programme of learning. It will give teachers ideas of how the new standards might work to assess the curriculum at a particular level.

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| **Significant Learning** | **Learning activities and assessment opportunities**Throughout the year assessment for learning happens often. Evidence may also be collected for summative assessment. | **Duration** Total of 32 weeks |
| **Māori Voices*** students will show a developed awareness of how aspects of te ao Māori are woven through texts by reading a range of Māori literature.

**Language*** students will interpret ideas within and between texts from a range of contexts.
* students will communicate developed ideas by selecting and using a range of language features accurately for a variety of effects. They will seek feedback and make changes, with guidance, to improve clarity, meaning and effect.

**Interpreting Text*** students will identify, describe, and explain their own perspectives through their responses to various texts. They will show a developed understanding of how writers position their intended audience through using the language conventions and techniques, point of view, structure, contexts, and intended purpose that shape a range of texts.
* students will take a stance, explaining and justifying their interpretations of increasingly complex texts, using examples and/or details primarily from the text but also from beyond it.

**Aesthetic Qualities*** students will identify how identity influences and informs personal responses to language and language choices
* students will describe and explain the literary qualities of increasingly complex texts using examples from the text.
 | **Topic:** Identity: how we see and express ourselves in texts **Key Learning:** developing and presenting a response to a text. **Products:** * Response to text - written (formative 1.4)
* Response to text - visual/oral (formative 1.2)
* Writing Skills
	+ responding to unfamiliar text (Pilates)
* Visual/Oral Skills
	+ responding to text – short presentations focused on a student-selected text, completed in small groups or individually
* Reading Skills
	+ reading a wide range of short texts, including Māori and Pacific creators, global literature, written and visual texts
	+ learning about aspects of literature: character, structure, language, setting, ideas
* Language analysis skills in context
	+ focus on context, such as a contemporary social issue, and a text type such as a social media account, and examine language usage
	+ identifying verbal language used, and explain why and how that verbal language was used in that social media account.

*Resources*, poets, authors, and texts

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| Selina Tusitala Marsh Karlo MilaTusiata Avia Terisa Siagatonu South by Caitlin Jenkins (2021 Schools Poetry Award)Tayi TibbleHone TūwharePatricia Grace | Witi IhimaeraNgahuia te AwekotukuMark SweetAlice TawhaiTanya TaimangloLani Wendt YoungDavid EggletonGina Cole | *The Graffiti of Mr Tupaia**Two Cars One Night**Night Shift**Frosty Boy and the BMX Kid (ad)**Tūrangawaewae**Hinekura**OK Chloe**Tama Tū**Dive* |

**This topic may contribute to:*****Formative*** *1.1:**Demonstrate understanding of how context shapes verbal language use****Formative*** *1.2: Present a verbal and visual personal response to texts* ***Formative*** *1.4: Demonstrate understanding of significant aspects of texts*  | Term 1A3-4 weeks  |
| **Māori Voices*** students will show a developed awareness of how aspects of te ao Māori are woven through texts by reading a range of Māori literature.

**Language*** students will identify and understand the features of language use in particular contexts.
* students will communicate developed ideas by selecting and using a range of language features accurately for a variety of effects. They will seek feedback and make changes, with guidance, to improve clarity, meaning and effect.

**Interpreting Text*** students will take a stance, explaining and justifying their interpretations of increasingly complex texts, using examples and/or details primarily from the text but also from beyond it.
* students will show a developed understanding of how writers position their intended audience through using the language conventions and techniques, point of view, structure, contexts, and intended purpose that shape a range of texts.

**Aesthetic Qualities*** students will identify how identity influences and informs personal responses to language and language choices.
 | **Topic:** Language in Context**Key Learning:** how language changes according to context, writing skills**Products:** * Language inquiry report (summative 1.1)
* Writing Skills
	+ Report writing
	+ writing “in the style of” (formative 1.3)
* Visual/Oral Skills
	+ Discussion of language
	+ Potential to investigate oral language contexts
* Reading Skills
	+ reading source texts for inquiry
	+ reading secondary literature around language use
	+ reading model texts for writing practice
	+ include Māori texts in initial teaching and learning, with a focus on the unique nature of New Zealand English
* Language analysis skills in context
	+ Close focus on how context shapes language use through social media accounts
	+ Identifying how language features are used in social media accounts
	+ Draw conclusions about the relationship between specific language choices made and the context, and demonstrate understanding through presenting findings in either a written, verbal and visual, or oral form.

*Resources*Relevant source texts for language inquiry**This topic may contribute to:** ***Summative*** *1.1: Demonstrate understanding of how context shapes verbal language use****Formative*** *1.3: Develop ideas in writing****Formative*** *1.4: Demonstrate understanding of significant aspects of texts.*  | Term 1B3-4 weeks  |
| **Māori Voices*** students will show a developed awareness of how aspects of te ao Māori are woven through texts by reading a range of Māori literature.
* students will learn to describe and explain how aspects of Māori storytelling shape texts.

**Language*** students will communicate developed ideas by selecting and using a range of language features accurately for a variety of effects. They will seek feedback and make changes, with guidance, to improve clarity, meaning and effect.
* students will identify and understand the features of language use in particular contexts.

**Interpreting Text****Aesthetic Qualities*** students will identify how identity influences and informs personal responses to language and language choices.
 | **Topic:** Descriptive Writing**Key Learning:** How to create atmosphere, effective description, and establishing pace and tone**Products:** * Piece of descriptive writing (formative 1.3)
* Writing Skills
	+ descriptive writing
	+ range of small writing tasks
	+ editing process
* Visual/Oral Skills
	+ reading aloud writing to reinforce understanding of punctuation and structure
	+ writing in response to visual prompts to develop descriptive detail
* Reading Skills
	+ reading model writing, including Māori and Pacific writers
* Language analysis skills
	+ grammar
	+ adding detail
	+ effective topic sentences
	+ pace/tone/point of view.

*Resources*Mentor texts for range of writing styles**This topic may contribute to:** ***Formative*** *1.3: Develop ideas in writing* | Term 1C2-3 weeks |
| **Māori Voices*** students will show a developed awareness of how aspects of te ao Māori are woven through texts by reading a range of Māori literature.

**Language*** students will interpret ideas within and between texts from a range of contexts.
* students will communicate developed ideas by selecting and using a range of language features accurately for a variety of effects. They will seek feedback and make changes, with guidance, to improve clarity, meaning and effect.

**Interpreting Text*** students will identify, describe, and explain their own perspectives through their responses to various texts. They will show a developed understanding of how writers position their intended audience through using the language conventions and techniques, point of view, structure, contexts, and intended purpose that shape a range of texts.
* students will take a stance, explaining and justifying their interpretations of increasingly complex texts, using examples and/or details primarily from the text but also from beyond it.

**Aesthetic Qualities*** students will identify how identity influences and informs personal responses to language and language choices.
* students will describe and explain the literary qualities of increasingly complex texts using examples from the text.
 | **Topic:** Theme of choice (e.g., Identity, Dystopia, Futures)**Key Learning:** How writers shape our response and how to express our response to text**Products:*** Formal written response to text (formative 1.3 and 1.4)
* Visual/oral response to text (formative 1.2)
* Writing Skills
	+ transactional writing conventions
	+ drafting and editing process
* Visual Oral Skills
	+ response to text
* Reading Skills
	+ range of texts on a given theme, including Māori, Pacific, and global literature.
	+ Differences between short and extended texts
* Language analysis skills
	+ review aspects of literature
	+ language use relevant to theme or genre

*Resources,* texts

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| ***Identity*****Extended***Jasper Jones**The Perks of Being a Wallflower**Legacy**The Bone Tiki***Short***The Outsider* | ***Dystopian*****Extended***The Bridge**Unwind**Feed**When We Wake***Short***The Examination* | ***Race*****Extended***The Hate U Give**The Bone Tiki**To Kill a Mockingbird***Short** |

**This topic may contribute to:**  ***Formative*** *1.2: Produce a verbal and visual personal response to texts.****Formative*** *1.3: Develop ideas in writing****Formative*** *1.4: Demonstrate understanding of significant aspects of texts.* | Term 2A6-7 weeks  |
| **Māori Voices****Language*** students will interpret ideas within and between texts from a range of contexts.
* students will communicate developed ideas by selecting and using a range of language features accurately for a variety of effects. They will seek feedback and make changes, with guidance, to improve clarity, meaning and effect.

**Interpreting Text*** students will identify, describe, and explain their own perspectives through their responses to various texts. They will show a developed understanding of how writers position their intended audience through using the language conventions and techniques, point of view, structure, contexts, and intended purpose that shape a range of texts.

**Aesthetic Qualities*** students will identify how identity influences and informs personal responses to language and language choices.
 | **Topic:** Response to text**Key Learning:** Applying previous learning to a self-selected text**Products:*** Visual/oral response to text (summative 1.2)
* Writing Skills
* Visual Oral Skills
	+ response to text
* Reading Skills
	+ selecting and responding to a text independently
* Language analysis skills
	+ selecting relevant visual/oral language techniques to achieve purpose

*Resources*See above**This topic may contribute to:** ***Summative*** *1.2 Produce a verbal and visual personal response to texts.****Summative*** *1.3 Produce crafted writing* | Term 2B3-4 weeks |
| **Māori Voices*** students will learn to describe and explain how aspects of Māori storytelling shape texts.

**Language*** students will communicate developed ideas by selecting and using a range of language features accurately for a variety of effects. They will seek feedback and make changes, with guidance, to improve clarity, meaning and effect.

**Interpreting Text*** students will identify, describe, and explain their own perspectives through their responses to various texts. They will show a developed understanding of how writers position their intended audience through using the language conventions and techniques, point of view, structure, contexts, and intended purpose that shape a range of texts.

**Aesthetic Qualities*** students will identify how identity influences and informs personal responses to language and language choices.
 | **Topic:** Writing**Key Learning:** Independent production of crafted text**Products:*** Further draft writing (formative 1.3)
* Final writing pieces (summative 1.3)
* Writing Skills
	+ Editing and crafting process
	+ Responding to feedback
	+ Writing conventions
* Visual Oral Skills
	+ reading aloud for sense and grammar
	+ giving feedback to others
* Reading Skills
	+ reading further mentor texts
* Language analysis skills
	+ selecting relevant language techniques to achieve purpose
	+ review of role of structure in relation to audience and purpose

*Resources*Relevant mentor texts for targeted writing styles, including Māori writers**This topic may contribute to:** ***Summative*** *1.3: Produce crafted writing* | Term 3A5 - 6 weeks  |
| **Māori Voices*** students will show a developed awareness of how aspects of te ao Māori are woven through texts by reading a range of Māori literature.

**Language*** students will interpret ideas within and between texts from a range of contexts.

**Interpreting Text*** students will identify, describe, and explain their own perspectives through their responses to various texts. They will show a developed understanding of how writers position their intended audience through using the language conventions and techniques, point of view, structure, contexts, and intended purpose that shape a range of texts.
* students will take a stance, explaining and justifying their interpretations of increasingly complex texts, using examples and/or details primarily from the text but also from beyond it.

**Aesthetic Qualities*** students will describe and explain the literary qualities of increasingly complex texts using examples from the text.
 | **Topic:** Revision for external**Key Learnings:** Elements of literature; Language features**Products:*** Practice essays (formative 1.4)
* Practice response to unfamiliar text (formative 1.4)
* Writing skills
	+ Literary Essay – structure and development of argument, integration of evidence
	+ PILATES or other structured response to unfamiliar text
* Visual/Oral Skills
* Reading skills
	+ responding to unfamiliar text
* Language analysis skills
	+ language feature revision, how style and structure create meaning
	+ reading for meaning as a life skill.

*Resources,* range of NZ texts for unfamiliar practice

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| Joe BennettTayi TibbleHone TūwhareTina MakaretiEmma EspinerBen Brown | Paula MorrisEmily WritesArielle WalkerThe Spinoff BookShortlisted poems from ‘Liberate Your Words’ competition |

**This topic may contribute to:** ***Summative*** *1.4: Demonstrate understanding of significant aspects of texts.*  | Term 3B/48 - 9 weeks  |