# **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   |  |  |  | | --- | --- | --- | | Selina Tusitala Marsh  Karlo Mila  Tusiata Avia  Terisa Siagatonu  South by Caitlin Jenkins (2021 Schools Poetry Award)  Tayi Tibble  Hone Tūwhare  Patricia Grace | Witi Ihimaera  Ngahuia te Awekotuku  Mark Sweet  Alice Tawhai  Tanya Taimanglo  Lani Wendt Young  David Eggleton  Gina 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 1A  3-4 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 1B  3-4 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 1C  2-3 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   |  |  |  | | --- | --- | --- | | ***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 2A  6-7 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 2B  3-4 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 3A  5 - 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   |  |  | | --- | --- | | Joe Bennett  Tayi Tibble  Hone Tūwhare  Tina Makareti  Emma Espiner  Ben Brown | Paula Morris  Emily Writes  Arielle Walker  The Spinoff Book  Shortlisted poems from ‘Liberate Your Words’ competition |   **This topic may contribute to:**  ***Summative*** *1.4: Demonstrate understanding of significant aspects of texts.* | Term 3B/4  8 - 9 weeks |