# **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 |
| Show a developed awareness of how aspects of te ao Māori are woven through texts by reading a range of Māori literature  Interpret ideas within and between texts from a range of contexts  Communicate developed ideas by selecting and using a range of language features accurately for a variety of effects  Seek feedback and make changes, with guidance, to improve clarity, meaning and effect  Identify, describe, and explain their own perspectives through their responses to various texts  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  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  Identify how identity influences and informs personal responses to language and language choices  Describe and explain the literary qualities of increasingly complex texts using examples from the text  Learn that being able to use the English language with control supports effective participation in society  Learn that interpreting and producing literary text develops empathy | 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 1.2). * Response to text - visual/oral (formative 1.2). * Writing skills include:   + responding to unfamiliar text. * Visual/oral skills include:   + responding to text – short presentations focused on a student-selected text, completed in small groups or individually. * Reading skills include:   + 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 include:   + focusing 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 explaining 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*** *AS**1.1:**Demonstrate understanding of how context shapes verbal language use* ***Formative*** *AS 1.2: Demonstrate understanding of specific aspects of studied text* ***Formative*** *AS**1.3: Develop ideas in writing using stylistic and written conventions* ***Formative*** *AS**1.4: Demonstrate understanding of significant aspects of unfamiliar texts* | Term 1A  3 - 4 weeks |
| Show a developed awareness of how aspects of te ao Māori are woven through texts by reading a range of Māori literature  Identify and understand the features of language use in particular contexts  Communicate developed ideas by selecting and using a range of language features accurately for a variety of effects  Seek feedback and make changes, with guidance, to improve clarity, meaning and effect  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  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  Identify how identity influences and informs personal responses to language and language choices  Learn that texts can possess aesthetic qualities which generate sensory, perceptual, cognitive, and affective responses | Verbal language in context **Key Learning:** how language changes according to context, writing skills  **Products:**   * Language inquiry report (summative 1.1). * Writing skills include:   + report writing   + writing “in the style of” (formative 1.3). * Visual/oral skills include:   + discussion of language   + potential to investigate oral language contexts. * Reading skills include:   + 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 include:   + 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:**  ***Formative*** *AS 1.3: Develop ideas in writing using stylistic and written conventions* ***Formative*** *AS 1.4: Demonstrate understanding of significant aspects of unfamiliar texts.* ***Assessment of*** *AS 1.1: Demonstrate understanding of how context shapes verbal language use.* | Term 1B  3 - 4 weeks |
| Show a developed awareness of how aspects of te ao Māori are woven through texts by reading a range of Māori literature  Learn that Māori creators provide an important perspective on living and participating in Aotearoa New Zealand and the world, and the study of Māori texts plays a role in the process of honouring Te Tiriti o Waitangi  Describe and explain how aspects of Māori storytelling shape texts  Communicate developed ideas by selecting and using a range of language features accurately for a variety of effects  Seek feedback and make changes, with guidance, to improve clarity, meaning and effect  Identify and understand the features of language use in particular contexts  Identify how identity influences and informs personal responses to language and language choices  Learn that being able to use the English language with control supports effective participation in society  Learn that interpreting and producing literary text develops empathy  Learn that we draw on our knowledge of how language works to interpret and produce written, visual, and oral text in English | 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 include:   + descriptive writing   + range of small writing tasks   + editing process. * Visual/oral skills include:   + reading aloud writing to reinforce understanding of punctuation and structure   + writing in response to visual prompts to develop descriptive detail. * Reading skills include:   + reading model writing, including Māori and Pacific writers   + group work/literature circles on writing to develop responses to texts. * Language analysis skills include:   + Identifying language techniques and effects.   *Resources:*  Mentor texts for range of writing styles.  **This topic may contribute to:**  ***Formative*** *1.3: Develop ideas in writing using stylistic and written conventions* ***Formative*** *AS 1.4: Demonstrate understanding of significant aspects of unfamiliar texts.* | Term 1C  2 - 3 weeks |
| Show a developed awareness of how aspects of te ao Māori are woven through texts by reading a range of Māori literature  Interpret ideas within and between texts from a range of contexts  Communicate developed ideas by selecting and using a range of language features accurately for a variety of effects  Seek feedback and make changes, with guidance, to improve clarity, meaning and effect  Students will identify, describe, and explain their own perspectives through their responses to various texts  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  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  Identify how identity influences and informs personal responses to language and language choices  Describe and explain the literary qualities of increasingly complex texts using examples from the text | Theme of choice (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 include:   + writing conventions   + elements of style   + drafting and editing process. * Visual/oral skills include:   + response to text. * Reading skills include:   + range of texts on a given theme, including Māori, Pacific, and global literature   + differences between short and extended texts   + choosing a character, event, idea from texts to respond to in writing. POV writing from a character in a text. * Language analysis skills include:   + 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: Demonstrate understanding of a specific aspects of studied text* ***Formative*** *1.3: Develop ideas in writing using stylistic and written conventions* ***Formative*** *1.4: Demonstrate understanding of significant aspects of unfamiliar texts.* | Term 2A  6 - 7 weeks |
| Interpret ideas within and between texts from a range of contexts  Communicate developed ideas by selecting and using a range of language features accurately for a variety of effects  Seek feedback and make changes, with guidance, to improve clarity, meaning and effect  Identify, describe, and explain their own perspectives through their responses to various texts  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  Identify how identity influences and informs personal responses to language and language choices | 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 include:   + response to text. * Reading skills include:   + selecting and responding to a text independently. * Language analysis skills include:   + selecting relevant visual/oral language techniques to achieve purpose.   *Resources:*  See above.  **This topic may contribute to:**  ***Assessment of*** *AS 1.2: Demonstrate understanding of specific aspects of studied text.* ***Formative*** *AS 1.3: Develop ideas in writing using stylistic and written conventions* | Term 2B  3 - 4 weeks |
| Learn to describe and explain how aspects of Māori storytelling shape texts  Communicate developed ideas by selecting and using a range of language features accurately for a variety of effects  Seek feedback and make changes, with guidance, to improve clarity, meaning and effect  Identify, describe, and explain their own perspectives through their responses to various texts  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  Identify how identity influences and informs personal responses to language and language choices | Writing **Key Learning:** Independent production of crafted text  **Products:**   * Further draft writing (formative 1.3). * Final writing pieces (summative 1.3). * Writing skills include:   + editing and crafting process   + responding to feedback   + writing conventions. * Visual/oral skills include:   + reading aloud for sense and grammar   + giving feedback to others. * Reading skills include:   + reading further mentor texts. * Language analysis skills include:   + 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:**  ***Assessment of*** *AS**1.3: Develop ideas in writing using stylistic and written conventions* Students hand in at the end of Week 5, Term 3. | Term 3A  5 - 6 weeks |
| Show a developed awareness of how aspects of te ao Māori are woven through texts by reading a range of Māori literature  Interpret ideas within and between texts from a range of contexts  Identify, describe, and explain their own perspectives through their responses to various texts  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  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  Describe and explain the literary qualities of increasingly complex texts using examples from the text  Learn that the English language in Aotearoa New Zealand is unique and includes elements of te reo Māori and Pacific languages | Significant aspects of texts- revision. **Key Learnings:** Elements of literature; Language features  **Products:**   * Practice response to unfamiliar text (formative 1.4) * Writing skills include:   + literary essay – structure and development of argument, integration of evidence   + structured response to unfamiliar text   + continuing to edit writing ahead of submission of *AS 1.3.* * Visual/oral skills * Reading skills include:   + responding to unfamiliar text * Language analysis skills include:   + 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:**  ***Assessment of*** *AS 1.4: Demonstrate understanding of significant aspects of unfamiliar texts.* ***Final submission for*** *AS 1.3: Develop ideas in writing using stylistic and written conventions* is at the end of Week 3, Term 4 for any students that require this extra time. | Term 3B/4  8 - 9 weeks |