# **EN Level 1 Course Outline 3**

# 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 |
| Interpret ideas within and between texts from a range of contextsCommunicate developed ideas by selecting and using a range of language features accurately for a variety of effectsSeek feedback and make changes, with guidance, to improve clarity, meaning and effectIdentify, describe, and explain their own perspectives through their responses to various textsShow 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 textsTake a stance, explaining and justifying their interpretations of increasingly complex texts, using examples and/or details primarily from the text but also from beyond itIdentify how identity influences and informs personal responses to language and language choicesDescribe and explain the literary qualities of increasingly complex texts using examples from the text | Study of Pacific Poetry**Key Learning:** Reading and writing poetry.**Products:** * Student poetry (formative 1.3).
* Visual/verbal personal response to studied text (formative 1.2) includes:
	+ focusing on verbal language use: learning to speak confidently in front of others will help me with my future careers and responsibilities.
* Writing skills include:
	+ using poets as a model to produce own poetry. Work through editing and revision process
	+ writing practice essays
* Visual/oral skills include:
	+ personal response to text.
* Reading skills include
	+ reading poems for meaning.
* Language analysis skills include:
	+ focusing on language features and imagery in poetry
	+ focusing on themes in poetry.

*Resources:* including possible poets and poems.

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| Selina Tusitala Marsh Karlo MilaTusiata Avia  | Terisa Siagatonu South by Caitlin Jenkins (2021 Schools Poetry Award) |

**This topic may contribute to:*****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 1A5 - 6 weeks  |
| Learn to describe and explain how aspects of Māori storytelling shape textsInterpret ideas within and between texts from a range of contextsCommunicate sustained ideas by selecting and integrating a range of language features appropriately for a variety of purposesSeek feedback and self-evaluate, with increasing independence, to make changes to improve clarity, meaning and effectIdentify and understand the features of language use in particular contextsIdentify, describe, and explain their own perspectives through their responses to various textsShow 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 textsIdentify how identity influences and informs personal responses to language and language choices | Genre: How language choices are shaped by conventions of genre **Key Learning:** Understanding of how context shapes language.**Products:*** Presentation of language study findings (Summative 1.1).
* Choice of presentation mode - Podcast (Formative 1.2) OR report (Formative 1.3).
* Writing products include:
	+ note taking, planning skills
	+ option of written report.
* Visual/oral products include
	+ option of podcast.
* Reading skills include
	+ reading instructional texts around language use and what to look for
	+ verbal language use in context
	+ selection of context, for example a social or issue or topic such as climate change
	+ selection of text type, such as blog, website, social media account, radio show, speech, podcast or similar
	+ closely reading the text to identify specific examples of verbal language
	+ explaining the characteristics of the specific examples of verbal language
	+ explaining how and why they are used in the text
	+ drawing conclusions about the relationship between specific language choices made and the context.

**This topic may contribute to:*****Assessment of*** *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* | Term 1B4 - 5 weeks  |
| Learn to describe and explain how aspects of Māori storytelling shape textsInterpret ideas within and between texts from a range of contextsCommunicate developed ideas by selecting and using a range of language features accurately for a variety of effectsSeek feedback and make changes, with guidance, to improve clarity, meaning and effectIdentify and understand the features of language use in particular contextsIdentify, describe, and explain their own perspectives through their responses to various textsShow 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 textsTake a stance, explaining and justifying their interpretations of increasingly complex texts, using examples and/or details primarily from the text but also from beyond itIdentify how identity influences and informs personal responses to language and language choicesDescribe and explain the literary qualities of increasingly complex texts using examples from the text | Study of Shakespearean Text**Key Learning:** Shakespeare: now and then**Products:** * Reimagined Shakespeare includes:
	+ script of a scene from a Shakespeare play, rewritten to be within a contemporary NZ setting, including awareness of Māori influences (Formative 1.2 and 1.3)
	+ essay response
	+ online video style short film as personal response to a character from a self-selected text (Summative 1.2).
* Writing skills include:
	+ script writing
	+ exam essay practice
* Visual/oral skills include:
	+ online video style short film.
* Reading skills include:
	+ reading a Shakespearean play and exploring ideas
	+ understanding the context of the play
	+ genre conventions (romantic comedy/tragedy/history) - in Shakespearean and modern versions.
* Language analysis skills include:
	+ archaisms in English
	+ influence of Shakespeare on modern English
	+ differences between Elizabethan English and English spoken in Aotearoa, New Zealand.

*Resources:*

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| Core Shakespearean TextSecondary literatureNo fear Shakespeare  | Dream (Black Friars adaptation of A Midsummer’s Night Dream)Model YouTube style short films |

**This topic may contribute to:*****Assessment of*** *AS 1.2: Demonstrate understanding of 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 2A5 - 6 weeks  |
| Show a developed awareness of how aspects of te ao Māori are woven through texts by reading a range of Māori literatureLearn to describe and explain how aspects of Māori storytelling shape textsInterpret ideas within and between texts from a range of contextsCommunicate developed ideas by selecting and using a range of language features accurately for a variety of effectsSeek feedback and make changes, with guidance, to improve clarity, meaning and effectIdentify and understand the features of language use in particular contextsIdentify, describe, and explain their own perspectives through their responses to various textsShow 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 textsTake a stance, explaining and justifying their interpretations of increasingly complex texts, using examples and/or details primarily from the text but also from beyond itIdentify how identity influences and informs personal responses to language and language choicesDescribe and explain the literary qualities of increasingly complex texts using examples from the text | Close reading and Writing of Non-Fiction Texts**Key Learning:** Specific language and structure related to non-fiction/magazine writing with intentional inclusion of English language Māori written media.**Products:*** Feature article.
* Unfamiliar text practice answers.
* Writing Skills include:
	+ practice paragraphs for 1.4 unfamiliar text
	+ feature article writing.
* Visual/oral skills include:
	+ role of illustrations/layout in magazine writing
	+ class discussion around similarities and differences.
* Reading skills include:
	+ reading a range of feature articles from current magazines
	+ close reading for language, purpose, and audience.
* Language analysis skills include:
	+ looking at specific language used in this style of writing and its effects.

*Resources:*

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| North and SouthListenerMana Magazine | NZ GeographicE-Tāngata |

**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.* | Term 2B4 - 5 weeks |
| Communicate developed ideas by selecting and using a range of language features accurately for a variety of effectsSeek feedback and make changes, with guidance, to improve clarity, meaning and effectIdentify how identity influences and informs personal responses to language and language choicesLearn 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 WaitangiLearn that we draw on our knowledge of how language works to interpret and produce written, visual, and oral text in EnglishLearn that being able to use the English language with control supports effective participation in society | Writing**Key Learning:** Applying feedback to new context.**Products:*** Summative writing pieces.
* Writing Skills include:
	+ review of feedback from draft writing throughout the year
	+ editing skills
	+ summative writing piece.
* Visual/oral skills.
* Reading skills.
* Language analysis skills include:
	+ writing conventions and their effects.

*Resources:*Student writing throughout year.**This topic may contribute to:*****Formative AS*** *1.3: Develop ideas in writing using stylistic and written conventions* | Term 3A4-5 weeks |
| Show a developed awareness of how aspects of te ao Māori are woven through texts by reading a range of Māori literatureDescribe and explain how aspects of Māori storytelling shape textsInterpret ideas within and between texts from a range of contextsCommunicate developed ideas by selecting and using a range of language features accurately for a variety of effectsSeek feedback and make changes, with guidance, to improve clarity, meaning and effectIdentify and understand the features of language use in particular contextsIdentify, describe, and explain their own perspectives through their responses to various textsShow 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 textsTake a stance, explaining and justifying their interpretations of increasingly complex texts, using examples and/or details primarily from the text but also from beyond itIdentify how identity influences and informs personal responses to language and language choicesDescribe and explain the literary qualities of increasingly complex texts using examples from the textLearn that interpreting and producing literary text develops empathyLearn that the English language in Aotearoa New Zealand is unique and includes elements of te reo Māori and Pacific languages | Study of *The Whale Rider* (Novel and Film)**Key Learning:** Extended text study and role of Te Reo in NZ English**Products:*** Essay writing practice.
* Personal response to Witi Ihimaera short story.
* Review of *The Whale Rider* Film.
* Writing skills include:
	+ formative exam essays for studied text
	+ review writing.
* Visual/oral skills include:
	+ study of film as secondary text
	+ possible further assessment opportunity for AS 1.2.
* Reading skills include:
	+ novel study
	+ optional reading of Witi Ihimaera short story
* Language analysis skills include:
	+ use of te reo māori and how it contributes to understanding of text and author’s purpose.

*Resources:*

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| *The Whale Rider* (Witi Ihimaera)*The Whale Rider* (Niki Caro) | *The New Net Goes Fishing* (Witi Ihimaera)*Pounamu Pounamu* (Witi Ihimaera) |

**This topic may contribute to:** ***Further assessment opportunity for*** *AS 1.2: Demonstrate understanding of specific aspects of studied text.****Assessment of*** *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 3B3-4 weeks  |
| Show a developed awareness of how aspects of te ao Māori are woven through texts by reading a range of Māori literatureInterpret ideas within and between texts from a range of contextsCommunicate developed ideas by selecting and using a range of language features accurately for a variety of effectsSeek feedback and make changes, with guidance, to improve clarity, meaning and effectIdentify, describe, and explain their own perspectives through their responses to various textsShow 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 textsTake a stance, explaining and justifying their interpretations of increasingly complex texts, using examples and/or details primarily from the text but also from beyond itDescribe and explain the literary qualities of increasingly complex texts using examples from the textLearn that texts can possess aesthetic qualities which generate sensory, perceptual, cognitive, and affective responses | Review of response to literature**Key Learning:** Understanding of text and knowledge of assessment requirements**Products:*** Practice essays.
* Practice unfamiliar responses.
* Writing skills include:
	+ review of feedback from draft essay writing throughout the year
	+ skills for essay structure and development of ideas.
* Reading skills include:
	+ summarising and collating understanding of studied texts
	+ continuing to build on skills required for interpreting unfamiliar texts.
* Language analysis skills include:
	+ review of language features
	+ review influence of specific ideas related to Māori literature.

*Resources:*Past exam papers.Secondary literature on studied texts.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:*****Assessment of*** *AS 1.4: Demonstrate understanding of significant aspects of unfamiliar texts.****Final submission of*** *AS 1.3: Develop ideas in writing using stylistic and written conventions* by the end of Week 3, Term 4 for any students that require it. | Term 44 - 5 weeks  |