

## English NCEA Level 1 Sample Course Outline 3 - guide to aid teacher planning

### Purpose

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

### Context

This course outline will provide students with multiple encounters with texts, both literary and non-literary, and drawn from written, oral and visual sources. It will also provide students with opportunities to develop their skills as creators of written, oral and visual texts. The course aims to keep the big ideas of English front and centre: enjoyment and enrichment through language and literature; consideration of how language and literature arise from and contribute to individual and collective identities; and the development of creative skills.

### Teaching and Learning Programme Sequence

		Learning Focus (Units)	Connections to the Curriculum		Throughout the year assessment for learning happens often and evidence may be collated for summative assessment.	
			Strands	Big Ideas	Learning Activity	Suggested Assessment Opportunities NB. Achievement standard titles may change during their development in Phase Two.
Term 1	Weeks 1-5	Exploration of Travel Writing	Making Meaning Creating Meaning	Engaging with text is a source of enjoyment and enrichment.  Language and identity are inextricable.  Making/creating meaning is an active process.	<b>Who am I? Where do I come from? What do I value?</b>  Key Learning - genre convention, introduction to reading skills needed to unpack ideas in unfamiliar nonfiction <ul style="list-style-type: none"> <li>• Writing Product - Travel Writing Piece - a place I love/ my Turangawaewae</li> <li>• Reading Skill Development - unpacking of fact and opinion</li> <li>• Language analysis skills - conventions of travel writing, bias in language</li> </ul>	Teaching for AS 1.4: Show understanding of significant aspects of texts, using supporting evidence.  Formative assessment of writing process.
	Weeks 6-10	Short text focus Creative Writing	Making Meaning Creating Meaning	Engaging with text is a source of enjoyment and enrichment.  Language and identity are inextricable.  Making/creating meaning is an active process.	<b>What does my world look like through others' eyes?</b>  Poetry and short stories from Maori, Pasifika perspective, and from other cultures and traditions. Include student selected text with a view towards 1.2 <ul style="list-style-type: none"> <li>• Writing Product - Creative Piece - When I had to move to ...</li> <li>• Reading Skill development - understanding author's positioning of the reader, reading implied meaning, delving deep into theme and purpose</li> <li>• Language analysis skills - how language features create imagery. The power of precise vocabulary, how language shapes tone...</li> </ul>	Teaching for AS 1.4: Show understanding of significant aspects of texts, using supporting evidence.  Teaching for AS 1.2: Produce a verbal and visual personal response to a text  Formative assessment of writing process.
Term 2	Weeks 1-5	Film	Making Meaning Creating Meaning	Engaging with text is a source of enjoyment and enrichment.  Language and identity are inextricable.  Making/creating meaning is an active process.	<b>How does my view of the world change when I come of age?</b>  <i>Mean Creek</i> and Independent Novel Study - Coming of Age Texts <ul style="list-style-type: none"> <li>• Writing Product - Formal Writing - Book Review</li> <li>• Reading skill development - reinforcing unpacking of argument and convention of reviews, appreciation of structure and contrast</li> <li>• Language analysis skills - authentic speech vs dialogue narrative</li> <li>• Assessment - <i>Final Assessment based on student choice of text from coming of age or others' eyes</i></li> </ul>	AS 1.2 Produce a verbal and visual personal response to a text  <i>Final Assessment</i>

	<b>Weeks 6-10</b>	<b>Language Study</b>	Making Meaning Creating Meaning	Engaging with text is a source of enjoyment and enrichment.  Language and identity are inextricable.  Making/creating meaning is an active process.	<b>How does my language help define who I am?</b>  New Zildish - characteristics and evolution of our own vocabulary. NZ Short film as anchor texts.  <ul style="list-style-type: none"> <li>• Writing Product - Formal - travel guide for visitors - understanding the lingo</li> <li>• Reading skill development - Reading for information - scanning, skimming, extracting evidence, 'getting to the heart' of the information</li> <li>• Language analysis skills - The history of language. 'New Zildish'. Borrowings, slang, accent change, where to from here?</li> </ul>	<b>AS 1.1</b> Demonstrate understanding of how language patterns are used for a specific audience and purpose. <b>Final Assessment</b>
<b>Term 3</b>	<b>Weeks 1-5</b>	<b>Writing</b>	Making Meaning Creating Meaning	Engaging with text is a source of enjoyment and enrichment.  Language and identity are inextricable.  Making/creating meaning is an active process.	<b>How does my mastery of the written word open doors for me?</b>  Preparation for 1.3 - reworking of previous pieces and an additional piece  <ul style="list-style-type: none"> <li>• Written Assessment Product - one additional piece - choice of genre and style. Finalised assessment pieces for 1.3</li> <li>• Reading skill development - close reading and evaluative judgement of own and peer work as part of the writing process</li> <li>• Language analysis development - unpacking of stylistic conventions of genre, showing an understanding of their effectiveness through incorporation in own work.</li> </ul>	<b>AS 1.3</b> Develop ideas in writing and demonstrate understanding of the writing process. <b>External Assessment Submission</b>
	<b>Weeks 6-10</b>	<b>Extended Text Study</b>	Making Meaning Creating Meaning	Engaging with text is a source of enjoyment and enrichment.  Language and identity are inextricable.  Making/creating meaning is an active process.	<b>How does my world view differ to those who are differently-abled?</b>  <i>The Curious Incident of the Dog in the Night-time</i>  <ul style="list-style-type: none"> <li>• Writing skill development – Literary Essay – structure and development of argument, integration of evidence</li> <li>• Reading skill development – 'artful reading' to understand the literary elements of a text</li> <li>• Language analysis development – the creation of voice through syntax, viewpoint. Formal academic register – the linguistic conventions.</li> </ul>	<b>AS 1.4</b> Show understanding of significant aspects of texts, using supporting evidence. <b>Practice assessment</b>
<b>Term 4</b>	<b>Weeks 1-?</b>		Making Meaning Creating Meaning	Engaging with text is a source of enjoyment and enrichment.  Language and identity are inextricable.  Making/creating meaning is an active process.	<b>How do I ensure I have the knowledge, skills and work-flow management to succeed in my exams?</b>  <b>External Exam Revision</b>	<b>AS 1.4</b> Show understanding of significant aspects of texts, using supporting evidence.