

Example Teaching and Learning Programme Outline 3

(Not Ministry of Education endorsed. Guide to aid teacher planning only.)

Purpose

This example teaching and learning programme 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 programme 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	Connections to the Curriculum		Throughout the year assessment for learning happens often and evidence may be collated for summative assessment.	
			Big Ideas & Significant Learning		Learning Activity	Suggested Assessment Opportunities
Term 1	5 Weeks	Poems of Diaspora	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	Poems by Selina Marsh, Karlo Mila, Tusiata Avia, Terisa Siagatonu Making Meaning: Comprehension and Comparison work on poems. Some 1.4-style unfamiliar text exercises at several times during the study. Creating Meaning: A. Visual Essay/Presentation on the poems, which serves as practice for AS 1.2; and B. Poem-writing using poets as models to be filed away for later revision/editing ahead of 1.3 submission.	Presentation on the poems, which serves as practice for AS 1.2 - Produce a verbal and visual personal response to texts. 1.4 Show understanding of significant aspects of texts, using supporting evidence. Understanding of a poem or poems could be assessed within the exam (prepared text section)
	5 Weeks	Language Observation	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	Conversational Language vs Radio New Zealand English Content: Technical terminology for language of conversation. Making Meaning: Language analysis of teacher-sourced texts (eg. RNZ programmes, news bulletins) and student-sourced texts (eg. recorded conversations with peers, or from home). Creating Meaning: Podcast-style presentation of findings for assessment against 1.1.	1.1 - Demonstrate understanding of how verbal language patterns are used for a specific audience and purpose. Podcast-style presentation of findings for assessment against
Term 2	5 Weeks	Literature Study	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	<i>Much Ado About Nothing</i> Making Meaning: Introduction to Shakespeare, archaisms in English, differences between Elizabethan English and contemporary English; close reading of some scenes; attention to structure; romantic comedy as a genre, its conventions. Creating Meaning: A. Scripting of a scene updated for a contemporary and local context B. Personal response to a character from the play, to be presented as a YouTube-style short film for assessment against 1.2.	1.2 Produce a verbal and visual personal response to texts. YouTube-style short film for assessment against 1.4 Show understanding of significant aspects of texts, using supporting evidence. Understanding of the play could be assessed within the exam (prepared text section)
	5 Weeks	Aotearoa/NZ Non-fiction	Making Meaning Creating Meaning 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	Making Meaning: Several articles or article-excerpts taken from current magazines, such as <i>North and South</i> , <i>Metro</i> , <i>Mana Magazine</i> , <i>NZ Geographic</i> . Close reading with attention to language, purposes and audiences. Exercises as practice for the unfamiliar part of AS 1.4. Derived Grade Ass. Creating Meaning: Produce own drafts for two magazine pieces, to be filed for later revision/editing ahead of submission for AS 1.3.	1.3 Develop ideas in writing and demonstrate understanding of the writing process. Drafts for two magazine pieces.

Term 3	5 Weeks	From Page to Screen	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	<i>The Whale Rider</i> Making Meaning: Study of Witi Ihimaera's novel. Attention to structure, use of te reo, variety of narrative perspectives, portrayal of te ao Maori. Study of Niki Caro's film, attention to points of fidelity to and difference from the novel, possible reasons for these. Film terminology. Creating Meaning: Potential for reassessment of 1.2 using mode of student's choice.	1.2 Produce a verbal and visual personal response to texts (using mode of student's choice) 1.4 Show understanding of significant aspects of texts, using supporting evidence. (prepared text section)
	3 Weeks	Writing	Creating Meaning	Engaging with text is a source of enjoyment and enrichment. Language and identity are inextricable. Making/creating meaning is an active process	Creating Meaning: Film review writing in response to film study. Students then select work for editing and submitting for external marking for 1.3. This selection to be made from work completed across the three terms.	1.3 - Develop ideas in writing and demonstrate understanding of the writing process.
	4 Weeks		Making Meaning	Engaging with text is a source of enjoyment and enrichment. Language and identity are inextricable. Making/creating meaning is an active process	Exam Preparation for 1.4 Revision of literary and language terms; practice with exam papers; feedback opportunities from teacher. Particular focus on the skills involved in demonstrating understanding of unfamiliar texts.	1.4 - Show understanding of significant aspects of texts, using supporting evidence.
Term 4	? Weeks		Making Meaning	Engaging with text is a source of enjoyment and enrichment. Language and identity are inextricable. Making/creating meaning is an active process	Further Exam Preparation 1.4 External Exam	