

### **Course rationale: Senior NCEA ESOL**

This course is designed to meet the English language learning needs of students who are working at ELLP stage 1 and stage 2 of *The English Language Learning Progressions* (ELLP) & *The English Language Intensive Programme* (ELIP).

Target students are in year 11, have been in New Zealand for less than two years and are permanent residents or international fee-paying students.

The course aims to

- assist students who need to improve academic English language skills;
- support learning in other subjects by careful selection of topics and course components;
- scaffold students into the types of tasks and texts needed to achieve ESOL level one unit standards.

By the end of the course students will be working at ELLP & ELIP stage 2 to 3.

### **Opportunities for multi-levelling**

This course could be multi-levelled in the following manner:

1. Include assessment using the following ESOL level 1 unit standards
  - 15006, Understand simple spoken instructions and information in familiar contexts
  - 1289, Participate in a group conversation using simple learnt language patterns
  - 17139, Write with assistance simple descriptions on familiar topics
  - 2985, Read simple information texts in familiar contexts

Note that this would require new assessment materials and tasks on the same topic at a simpler level e.g. simplified reading tasks and student checklists that reflected the requirements of the level 1 standards.

An example of how this was achieved using ESOL level 2 and ESOL level 3 standards on the same topic 'Estuaries', can be found at

<http://esolonline.tki.org.nz/ESOL-Online/What-do-I-need-to-know-and-do/Units-and-teaching-and-learning-sequences/Archived-ESOL-Online-units/Secondary-ESOL/Our-changing-world>

Refer to the following assessments

- ESOL reading unit standards 2986 and 17363 topic 'Estuaries'
- ESOL writing unit standards 17368 and 17144, topic 'Estuaries'

OR

2. By using ESOL level 3 unit standard 17144 with English level 1 or level 2 unit standards
  - 17144, Write information texts
  - 8812, Produce transactional written texts in simple forms
  - 8825, Produce transactional written texts in complex forms

Note that this would require new assessment materials and tasks on the same topic at a more complex level e.g. student checklists that reflected the requirements of the English level 1 and 2 standards.

**COURSE OUTLINE:** Senior NCEA ESOL

**Duration:** One year

**ELLP/ ELIP level:** Stage 2 - 3

**Ongoing programmes**

**Achievement objectives: English curriculum levels 3-6**

To learn high frequency vocabulary

To integrate sources of information, processes and strategies to confidently identify form and express ideas

**Principles:** with an emphasis on the following:

**High expectations**

**Coherence**

**Learning to learn**

**Values:** with an emphasis on the following:

**Excellence**

**Innovation, enquiry and curiosity**

**Integrity**

Key Competencies	Programmes	Content and Language Learning outcomes	Differentiation	Assessment
<p><b>Managing self</b> – self-motivation, personal goals, appropriate behaviour, resourcefulness, sense of self and importance of heritage</p> <p><b>Thinking</b> – using creative, critical, metacognitive and reflective processes, drawing on personal knowledge and intuitions.</p>	<p><b>Vocabulary development</b> The programme will include strategy learning and use.</p> <p>Strategies will include</p> <ul style="list-style-type: none"> <li>• dictionary use</li> <li>• word parts</li> <li>• word cards</li> <li>• test/check/retest</li> <li>• keyword strategy</li> </ul>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• become familiar with and use a range of vocabulary learning strategies;</li> <li>• learn unknown words from the 2000 word list;</li> <li>• learn topic related vocabulary;</li> <li>• select and learn vocabulary from other subjects.</li> </ul>	<p><b>Additional support and extension</b> Support will be provided by ensuring each student starts at the appropriate vocabulary level as determined by testing.</p> <p>Provision will be made for students who need to study at the 1000 word list level or the AWL level for students who work at a faster pace.</p>	<p><b>Informal and formative</b></p> <ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Self monitoring</li> <li>• Peer assessment</li> <li>• Reflection</li> </ul> <p><b>Summative assessment</b></p> <ul style="list-style-type: none"> <li>• Weekly tests based on 2000 word list</li> <li>• Weekly peer assessment of self-selected and topic related vocabulary</li> <li>• Student record of results</li> </ul>

<p><b>Using language, symbols, and texts</b> – interpreting language and symbols, using ICT, recognising how choices of language and symbol affect people’s understanding.</p>	<p><b>Extensive reading</b> Students will read texts at fluency level.</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• choose appropriate texts;</li> <li>• read texts from a range of genres and cultural and gender perspectives;</li> <li>• read texts independently;</li> <li>• keep a record of their reading;</li> <li>• write short personal responses to texts.</li> </ul>	<p><b>Additional support</b> Guidance in choosing appropriate texts and modeling of reading logs and personal responses will be provided as necessary.</p> <p><b>Extension</b> Students will be encouraged to move through the levels of graded readers as appropriate.</p>	<p><b>Informal assessment</b></p> <ul style="list-style-type: none"> <li>• Teacher monitoring of reading progress</li> <li>• Teacher - student conferencing</li> <li>• Self monitoring</li> </ul> <p><b>Formative assessment</b></p> <ul style="list-style-type: none"> <li>• Peer evaluation of sample of reading responses using check-list.</li> </ul> <p><b>Summative assessment</b></p> <ul style="list-style-type: none"> <li>• Students submit reading log and six short personal responses to texts.</li> </ul>
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Teacher resources	Student resources
<p><b>Print</b></p> <p><b>Vocabulary</b> – The card method  File, Kieran. (2008). Classroom vocabulary learning cards: Observations and implementation of a classroom direct vocabulary learning technique, <i>The TESOLANZ Journal</i>, 16, 11-21.  Nation, I.S.P. (2001). <i>Learning Vocabulary in Another Language</i>. Cambridge, England: Cambridge University Press. (p.302-316).</p>	<p><b>Print</b></p> <p><b>Vocabulary</b>  <i>The Second Thousand Word List</i>, Auckland University of Technology</p> <p><b>Reading</b>  Graded readers</p>
<p><b>Electronic</b></p> <p><b>Vocabulary development</b>  2000 word list  <a href="http://www.victoria.ac.nz/lals/staff/paul-nation/nation.aspx">http://www.victoria.ac.nz/lals/staff/paul-nation/nation.aspx</a>  (Click on vocabulary resource booklet, then on levels test and word lists then GSL wordlist)</p> <p><a href="http://esolonline.tki.org.nz/ESOL-Online/What-do-I-need-to-know-and-do/Content-knowledge/Vocabulary/Knowledge-of-English-vocabulary">http://esolonline.tki.org.nz/ESOL-Online/What-do-I-need-to-know-and-do/Content-knowledge/Vocabulary/Knowledge-of-English-vocabulary</a></p> <p><b>Recommended graded readers for an extensive reading program</b>  <a href="http://www.victoria.ac.nz/lals/staff/paul-nation/nation.aspx">http://www.victoria.ac.nz/lals/staff/paul-nation/nation.aspx</a>  (Click on vocabulary resource booklet, then on graded readers list)</p>	<p><b>Electronic</b></p> <p><b>Interactive word tests</b>  <a href="http://www.lex tutor.ca/">www.lex tutor.ca/</a></p> <p><b>Reading</b>  <a href="http://en.childrenslibrary.org/">http://en.childrenslibrary.org/</a></p>

<b>COURSE OUTLINE:</b> Senior NCEA ESOL		<b>ELLP/ ELIP level:</b> Stage 2 - 3		
<b>Duration:</b> 10 weeks / Term 1				
<b>Achievement objectives: English</b>				
<b>Processes and strategies: Integrate sources of information, processes and strategies to identify form and express ideas</b>				
Recognises, understand and describes the connections between oral, written and visual language		Integrates oral, visual and written sources of information and prior knowledge to make sense of texts		
Monitors, self-evaluates and describes progress articulating what they are learning		Shows an increasing understanding of text structures		
<b>Principles:</b> with an emphasis on the following:				
<b>High expectations</b>		<b>Community engagement</b>		<b>Future focus</b>
<b>Values:</b> with an emphasis on the following:				
<b>Excellence</b>		<b>Ecological sustainability</b>		<b>Community and participation</b>
<b>Key Competencies</b>	<b>Topics and language features</b>	<b>Content and language learning outcomes</b>	<b>Differentiation</b>	<b>Assessment</b>
<p><b>Using language, symbols, and texts</b> – interpreting language and symbols, using ICT, recognising how choices of language and symbol affect people’s understanding.</p> <p><b>Relating to others</b> – listen actively, recognise different points of view, negotiate, share ideas.</p> <p><b>Thinking</b> – using creative, critical, metacognitive and reflective processes, drawing on personal knowledge and intuitions.</p>	<p><b>Topics: Landforms - Waterfalls/Estuaries</b></p> <p><b>Reading: Information texts</b></p> <p><b>Language features</b></p> <ul style="list-style-type: none"> <li>• Text structure</li> <li>• Topic sentences</li> <li>• Supporting detail</li> <li>• General nouns</li> <li>• Simple present tense</li> <li>• Adverbial phrases</li> <li>• Adjectives to add detail</li> <li>• Connectives</li> <li>• Compound and complex sentences</li> </ul>	<p><b>Students will:</b> read, understand and respond to information texts.</p> <ul style="list-style-type: none"> <li>• Understand the structure of information reports</li> <li>• Use heading, and visuals to predict the content of an information report</li> <li>• Use skimming and scanning strategies</li> <li>• Identify main points and supporting detail</li> <li>• Use strategies to understand the meaning and grammatical form of vocabulary</li> </ul>	<p><b>Additional support</b> Students not yet ready for assessment at this level will be given additional formative feedback and further teaching and learning opportunities followed by summative assessment opportunities in Terms 3 and 4.</p> <p>Alternatively these students could be assessed using ESOL level 1 unit standards (refer to the section opportunities for multi-levelling).</p> <p><b>Extension</b> Students capable of achieving at a higher</p>	<p><b>Informal assessment:</b></p> <ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Self assessment</li> <li>• Peer assessment</li> <li>• Teacher-student conferencing</li> </ul> <p><b>Formative assessment</b></p> <ul style="list-style-type: none"> <li>• One formative assessment task for ESOL unit standard 2986, <i>Begin to read independently texts to gain knowledge.</i></li> <li>• One formative assessment task for ESOL unit standard 15007 <i>Understand spoken information and instructions in a range of familiar contexts.</i></li> </ul>

	<p><b>Topic: <i>Listening to information and instructions</i></b></p> <p><b>Language features</b></p> <ul style="list-style-type: none"> <li>• General, proper and common nouns</li> <li>• Pronouns</li> <li>• Verbs: simple present, simple past, imperatives, future forms</li> <li>• Simple contractions e.g. what's, it's</li> <li>• Adverbial phrases</li> <li>• Prepositional phrases: of place, time and accompaniment</li> </ul>	<p><b>Students will:</b></p> <p>Listen to information texts to:</p> <ul style="list-style-type: none"> <li>• identify the main topic;</li> <li>• identify specific details.</li> </ul> <p>Follow classroom instructions and</p> <ul style="list-style-type: none"> <li>• carry out two step instructions;</li> <li>• make simple requests for repetition.</li> </ul>	<p>standard will be assessed against level 3 ESOL unit standards (e.g. ESOL unit standards 17363 and 15009) using more difficult written and oral texts on similar topics.</p>	<p><b>Summative assessment</b></p> <p>One assessment for ESOL unit standard 2986, <i>Begin to read independently texts to gain knowledge</i> (task 1, The Secret Life of Estuaries)</p> <p>Assessment for ESOL unit standard 15007, <i>Understand spoken information and instructions in a range of familiar contexts</i>, element one, three tasks (tasks 1, 2 and 3) and one task for element two (task 1, Estuaries)</p>
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Teacher resources	Student resources
<p><b>Print</b>  <b>Reading</b> information texts            ELIP Stage 2, 11a – d see also Stage 3, 13a – d  <b>Listening</b> to information and instructions            ELIP Stage 2 5a-d, Stage 2 6a-d, Stage 2 8a-c see also Stage 3, 2a-d and 3a-d</p>	<p><b>Print</b>  <b>Choices Series:</b> Mountains  <b>Connected Series:</b> No 3 2006  <b>Applications series:</b> Mountain Challenge Time on Ice</p> <p>The National Library has a 'Wetland' pack that can be sent to schools.</p>
<p><b>Electronic</b>  <b>Reading</b>  <a href="http://esolonline.tki.org.nz/ESOL-Online/What-do-I-need-to-know-and-do/Teaching-and-Learning-Sequences/Written-language-Reading-information-report-US2986">http://esolonline.tki.org.nz/ESOL-Online/What-do-I-need-to-know-and-do/Teaching-and-Learning-Sequences/Written-language-Reading-information-report-US2986</a></p> <p><b>Reading</b>  <b>Summative assessment</b>  <a href="http://www.tki.org.nz/r/esol/esolonline/secondary_esol/classroom/ncea/our_changing_world/home_e.php">http://www.tki.org.nz/r/esol/esolonline/secondary_esol/classroom/ncea/our_changing_world/home_e.php</a></p> <p><b>Listening</b>  <a href="http://esolonline.tki.org.nz/ESOL-Online/What-do-I-need-to-know-and-do/Teaching-and-Learning-Sequences/Oral-language-Understand-spoken-information-and-instructions-in-a-range-of-contexts-US15007">http://esolonline.tki.org.nz/ESOL-Online/What-do-I-need-to-know-and-do/Teaching-and-Learning-Sequences/Oral-language-Understand-spoken-information-and-instructions-in-a-range-of-contexts-US15007</a></p> <p><b>Listening summative assessment</b>  <a href="http://www.tki.org.nz/r/esol/esolonline/secondary_esol/classroom/ncea/our_changing_world/home_e.php">http://www.tki.org.nz/r/esol/esolonline/secondary_esol/classroom/ncea/our_changing_world/home_e.php</a></p>	<p><b>Electronic</b></p> <p>'Seaweeek' resources to download or order  <a href="http://www.seaweeek.org.nz/index.php?option=com_content&amp;id=16&amp;Itemid=65&amp;view=">http://www.seaweeek.org.nz/index.php?option=com_content&amp;id=16&amp;Itemid=65&amp;view=</a></p>
<p><b>EOTC</b>            Visit to a local estuary            Alternatively try an online virtual tour by searching for <b>estuary +virtual tour</b></p>	



<b>COURSE OUTLINE:</b> Senior NCEA ESOL		<b>ELLP/ ELIP level:</b> Stage 2 - 3		
<b>Duration:</b> 10 weeks / Term 2				
<b>Achievement objectives: English</b>				
<b>Processes and strategies: Integrate sources of information, processes and strategies to identify form and express ideas</b>				
Develops and communicates ideas		Incorporates supporting detail		
Uses and increasing vocabulary to create precise meaning		Seeks feedback and makes changes to texts to improve clarity and meaning		
<b>Principles:</b> with an emphasis on the following:				
<b>High expectations</b>		<b>Community engagement</b>		<b>Future focus</b>
<b>Values:</b> with an emphasis on the following:				
<b>Excellence</b>		<b>Care for the environment</b>		<b>Community and participation</b>
<b>Key Competencies</b>	<b>Topic and language features</b>	<b>Content and language learning outcomes</b>	<b>Differentiation</b>	<b>Assessment</b>
<p><b>Using language, symbols, and texts</b> – interpreting language and symbols, using ICT, recognising how choices of language and symbol affect people’s understanding.</p> <p><b>Thinking</b> – using creative, critical, metacognitive and reflective processes, drawing on personal knowledge and intuitions.</p> <p><b>Relating to others</b> – listen actively, recognise different points of view, negotiate, share ideas.</p>	<p><b>Topic: Landforms - Glaciers/Estuaries</b></p> <p><b>Writing:</b> Information texts</p> <p><b>Language features</b></p> <ul style="list-style-type: none"> <li>• Proper, common and general nouns</li> <li>• Detailed noun groups</li> <li>• Simple present tense</li> <li>• Prepositions</li> <li>• Pronouns</li> <li>• Connectives</li> <li>• Adjectives</li> <li>• Adverbial phrases</li> <li>• Demonstratives</li> <li>• Exemplification</li> </ul>	<p><b>Students will:</b></p> <p>Write information texts that</p> <ul style="list-style-type: none"> <li>• have appropriate text structure and organisation;</li> <li>• have topic sentences and supporting detail;</li> <li>• use appropriate vocabulary.</li> </ul>	<p><b>Additional support</b></p> <p>Students not yet ready for assessment at this level will be given additional formative feedback and further teaching and learning opportunities followed by summative assessment opportunities in Term 4.</p> <p>Alternatively these students could be assessed using ESOL level 1 unit standards (refer to the section opportunities for multi-levering).</p> <p><b>Extension</b></p> <p>Students who are capable of being assessed at a higher level will be assessed against</p>	<p><b>Informal assessment:</b></p> <ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Self assessment</li> <li>• Peer assessment</li> <li>• Teacher-student conferencing</li> </ul> <p><b>Formative assessment:</b></p> <ul style="list-style-type: none"> <li>• One formative assessment task for ESOL unit standard 17368, <i>Write simple information reports</i>.</li> <li>• One formative assessment task for ESOL unit standard 17360, <i>Participate in a conversation</i> (element one).</li> </ul>

	<p><b>Speaking</b> in a curriculum context</p> <p><b>Language features</b></p> <ul style="list-style-type: none"> <li>• 'Wh' question forms</li> <li>• Negation</li> <li>• Short answer forms</li> <li>• Simple present tense</li> <li>• Simple past tense</li> <li>• Future tense forms</li> <li>• Pronouns</li> <li>• Conjunctions</li> <li>• Contractions</li> </ul>	<p><b>Students will:</b> Participate in conversations and</p> <ul style="list-style-type: none"> <li>• use appropriate greetings and farewells;</li> <li>• initiate and respond;</li> <li>• make and negotiate arrangements;</li> <li>• ask for and give directions;</li> <li>• deliver a sustained turn;</li> <li>• use verbal and non-verbal interactive strategies.</li> </ul>	<p>ESOL level 3 unit standards using more difficult texts e.g. ESOL unit standards 17144 and 17142.</p>	<p><b>Summative assessment</b> One assessment for ESOL unit standard 17368, <i>Write simple information reports on familiar topics</i> (task 1 estuaries)</p> <p>One assessment for ESOL unit standard 17360, <i>Participate in a conversation</i>, (element one).</p>
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Teacher resources	Student resources
<p><b>Print</b></p> <p><b>Writing information texts</b> ELIP Stage 2, 19a – d and 20a – d, see also Stage 3, 13 a – d</p> <p><b>Speaking in a curriculum context</b> ELIP Stage 2, 1a- c</p>	<p><b>Print</b></p> <p><b>Choices Series:</b> Mountains</p> <p><b>Applications series:</b> Mountain Challenge, Time on Ice</p> <p><b>Connected Series:</b> No 3 2006</p>
<p><b>Electronic</b></p> <p><b>Writing</b> <a href="http://esolonline.tki.org.nz/ESOL-Online/What-do-I-need-to-know-and-do/Teaching-and-Learning-Sequences/Written-language-Write-simple-information-texts-US17368">http://esolonline.tki.org.nz/ESOL-Online/What-do-I-need-to-know-and-do/Teaching-and-Learning-Sequences/Written-language-Write-simple-information-texts-US17368</a></p> <p><b>Writing summative assessment</b> <a href="http://www.tki.org.nz/r/esol/esolonline/secondary_esol/classroom/ncea/our_changing_world/home_e.php">http://www.tki.org.nz/r/esol/esolonline/secondary_esol/classroom/ncea/our_changing_world/home_e.php</a></p> <p><b>Speaking</b> <a href="http://esolonline.tki.org.nz/ESOL-Online/What-do-I-need-to-know-and-do/Teaching-and-Learning-Sequences/Oral-language-Participate-in-a-conversation-17360">http://esolonline.tki.org.nz/ESOL-Online/What-do-I-need-to-know-and-do/Teaching-and-Learning-Sequences/Oral-language-Participate-in-a-conversation-17360</a></p> <p><b>Speaking Summative Assessment</b> <a href="http://www.tki.org.nz/r/esol/esolonline/secondary_esol/classroom/ncea/our_changing_world/home_e.php">http://www.tki.org.nz/r/esol/esolonline/secondary_esol/classroom/ncea/our_changing_world/home_e.php</a></p>	<p><b>Electronic</b></p> <p><a href="http://www.teara.govt.nz/TheBush/Landscapes/GlaciersAndGlaciation/1/en">http://www.teara.govt.nz/TheBush/Landscapes/GlaciersAndGlaciation/1/en</a></p>

<b>COURSE OUTLINE:</b> Senior NCEA ESOL		<b>ELLP/ ELIP level:</b> Stage 2 - 3		
<b>Duration:</b> 10 weeks / Term 3				
<b>Achievement objectives: English</b>				
<b>Processes and strategies: Integrate sources of information, processes and strategies to identify form and express ideas</b>				
Develops and communicates ideas on an increasing range of topics		Incorporates supporting detail		
Seeks feedback and makes changes to texts to improve clarity and meaning		Uses a range of text conventions appropriately with increasing accuracy		
Reflect on production of their own texts articulating what they are learning		Uses an increasing vocabulary to create precise meaning		
<b>Principles:</b> with an emphasis on the following:				
<b>High expectations</b>		<b>Community engagement</b>		<b>Future focus</b>
<b>Values:</b> with an emphasis on the following:				
<b>Excellence</b>		<b>Care for the environment</b>		<b>Community and participation</b>
Key Competencies	Topics and language features	Content and language learning outcomes	Differentiation	Assessment
<p><b>Using language, symbols, and texts</b> – interpreting language and symbols, using ICT, recognising how choices of language and symbol affect people’s understanding.</p> <p><b>Managing self</b> – self-motivation, personal goals, appropriate behaviour, resourcefulness, sense of self and importance of heritage</p> <p><b>Thinking</b> – using creative, critical, metacognitive and reflective processes, drawing on personal language features knowledge and</p>	<p><b>Topics: <i>Decomposition/ Erosion</i></b></p> <p><b>Reading:</b> Information texts <b>Language features</b> (Refer to Reading Term 1)</p> <p><b>Listening:</b> Follow classroom instructions <b>Language features</b> (Refer to Listening Term 1)</p> <p><b>Writing:</b> Information texts <b>Language features</b> (Refer to Writing Term 2)</p>	<p><b>Students will:</b> undertake activities that activate prior knowledge and build vocabulary and content knowledge on the topics Litter/Decomposition and Erosion;</p> <p>complete two reading assessments on the topics of Litter and Erosion;</p> <p>complete three assessments demonstrating ability to listen to and follow instructions;</p> <p>write an information text on the topic of erosion.</p> <p>Complete one assessment</p>	<p><b>Additional support</b> Additional modeling for writing, speaking and listening tasks will be provided on the topic of ‘Litter’ before final assessment on the topic of ‘Erosion’.</p> <p>Reassessment opportunities will be provided in Term 4 for students not yet meeting the standard.</p> <p>Alternatively these students could be assessed using ESOL level 1 unit standards (refer to the section opportunities for multi-levelling).</p>	<p><b>Informal and formative assessment:</b></p> <ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Self assessment</li> <li>• Peer assessment</li> <li>• Teacher -student conferencing</li> </ul> <p><b>Summative assessment:</b> <b>Decomposition</b> <b>Reading:</b> One assessment for ESOL unit standard 2986, <i>Begin to read independently texts to gain knowledge, ‘Cleaning up’</i> <b>Listening:</b> Two assessments for ESOL unit standard 15007, <i>Understand spoken information and instructions</i></p>

<p>intuitions.</p> <p><b>Relating to others</b> – listen actively, recognise different points of view, negotiate, share ideas.</p>	<p><b>Speaking</b> in a curriculum context</p> <p><b>Language features</b> (Refer to Speaking Term 2)</p>	<p>demonstrating ability to participate in classroom interactions that require students to</p> <ul style="list-style-type: none"> <li>• use appropriate greetings and farewells;</li> <li>• initiate and respond to conversations;</li> <li>• deliver a sustained turn in a conversation;</li> <li>• use verbal and non-verbal interactive strategies.</li> </ul>	<p><b>Extension</b> Students who are capable of being assessed at a higher level will be assessed against appropriate level 3 ESOL unit standards</p>	<p><i>in a range of familiar contexts</i>, element 2, (tasks 2 and 3)</p> <p><b>Summative assessment:</b> <b>Erosion</b> <b>Reading:</b> One assessment for unit standard 2986, version 6, Begin to read independently texts to gain knowledge, 'Sands of St Clair' <b>Listening:</b> One assessment for ESOL unit standard 15007, <i>Understand spoken information and instructions in a range of familiar contexts</i>, element 2, (task 4) <b>Writing:</b> One assessment for ESOL unit standard 17368, <i>Write simple information reports on familiar topics</i> (The effects of wind erosion)</p>
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Teacher resources	Student resources
<p><b>Print</b></p> <p><b>Writing information texts</b> ELIP Stage 2, 19a – d and 20a – d, see also Stage 3, 13 a – d</p> <p><b>Speaking in a curriculum context</b> ELIP Stage 2, 1a- c</p> <p><b>Reading</b> information texts ELIP Stage 2, 11a – d see also Stage 3, 13a – d</p> <p><b>Listening</b> to information and instructions ELIP Stage 2 5a-d, Stage 2 6a-d, Stage 2 8a-c see also Stage 3, 2a-d and 3a-d</p>	<p><b>Print</b></p> <p><b>Connected Series:</b> 3, 2002</p>
<p><b>Electronic</b></p> <p><b>Reading Summative assessment</b> <a href="http://www.tki.org.nz/r/esol/esolonline/secondary_esol/classroom/ncea/our_changing_world/home_e.php">http://www.tki.org.nz/r/esol/esolonline/secondary_esol/classroom/ncea/our_changing_world/home_e.php</a></p> <p><b>Listening summative assessment</b> <a href="http://www.tki.org.nz/r/esol/esolonline/secondary_esol/classroom/ncea/our_changing_world/home_e.php">http://www.tki.org.nz/r/esol/esolonline/secondary_esol/classroom/ncea/our_changing_world/home_e.php</a></p> <p><b>Writing summative assessment</b> <a href="http://www.tki.org.nz/r/esol/esolonline/secondary_esol/classroom/ncea/our_changing_world/home_e.php">http://www.tki.org.nz/r/esol/esolonline/secondary_esol/classroom/ncea/our_changing_world/home_e.php</a></p>	<p><b>Electronic</b></p> <p><a href="http://www.teara.govt.nz/EarthSeaAndSky/OceanStudyAndConservation/C_oastalErosion/en">http://www.teara.govt.nz/EarthSeaAndSky/OceanStudyAndConservation/C_oastalErosion/en</a></p> <p><a href="http://www.geography4kids.com/files/land_erosion.html">http://www.geography4kids.com/files/land_erosion.html</a></p> <p><a href="http://www.qrg.northwestern.edu/projects/MarsSim/SimHTML/info/whats-a-decomposer.html">http://www.qrg.northwestern.edu/projects/MarsSim/SimHTML/info/whats-a-decomposer.html</a></p> <p><a href="http://www.nhptv.org/NatureWorks/nwep11b.htm">http://www.nhptv.org/NatureWorks/nwep11b.htm</a></p>
<p><b>EOTC:</b> Visit to an example of local erosion.</p>	

<b>COURSE OUTLINE:</b> Senior NCEA ESOL		<b>ELLP/ ELIP level:</b> Stage 2 - 3		
<b>Duration:</b> 10 weeks / Term 4				
<b>Achievement objectives: English</b>				
<b>Processes and strategies: Integrate sources of information, processes and strategies to identify form and express ideas</b>				
Develops and communicates ideas on an increasing range of topics Seeks feedback and makes changes to texts to improve clarity and meaning Reflects on production of their own texts articulating what they are learning				
<b>Principles:</b> with an emphasis on the following:				
	<b>High expectations</b>	<b>Coherence</b>	<b>Future Focus</b>	
<b>Values:</b> with an emphasis on the following:				
	<b>Excellence</b>	<b>Care for the environment</b>	<b>Respect – for themselves and others</b>	
<b>Key Competencies</b>	<b>Topics and language features</b>	<b>Content and language learning outcomes</b>	<b>Differentiation</b>	<b>Assessment</b>
<p><b>Using language, symbols, and texts</b> – interpreting language and symbols, using ICT, recognising how choices of language and symbol affect people’s understanding.</p> <p><b>Managing self</b> – self-motivation, personal goals, appropriate behaviour, resourcefulness, sense of self and importance of heritage.</p> <p><b>Thinking</b> – using creative, critical, metacognitive and reflective processes, drawing on personal knowledge and intuitions.</p>	<p><b>Topic:</b> <i>Marine mammals</i></p> <p><b>Writing:</b> Information reports <b>Language features</b> (Refer to Writing Term 2)</p> <p><b>Listen</b> to and follow instructions <b>Language features</b> (Refer to <b>Listening</b> Term 1)</p>	<p><b>Students will:</b></p> <p>Write an information text that</p> <ul style="list-style-type: none"> <li>• has appropriate text structure and organisation;</li> <li>• has topic sentences and supporting detail;</li> <li>• uses appropriate vocabulary.</li> </ul> <p>Listen to information texts and oral instructions</p> <ul style="list-style-type: none"> <li>• Listen to and carry out instructions;</li> <li>• Request repetition if needed.</li> </ul>	<p><b>Additional support</b> Reassessment opportunities will be provided for students not yet meeting the standard.</p> <p>Alternatively these students could be assessed using ESOL level 1 unit standards (refer to the section opportunities for multi-leveilling).</p> <p><b>Extension</b> Students who are capable of being assessed at a higher level will be assessed against appropriate level 3 ESOL unit standards.</p>	<p><b>Informal and formative assessment:</b></p> <ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Self assessment</li> <li>• Peer assessment</li> <li>• Teacher-student conferencing</li> </ul> <p><b>Summative assessment</b> <b>Writing:</b> One assessment for ESOL unit standard 17368, <i>Write simple information reports on familiar topics</i> (Marine Mammals). <b>Listening:</b> One assessment for ESOL unit standard 15007, <i>Understand spoken information and instructions in a range of familiar contexts</i>, element 2 (task 5)</p>

Teacher resources	Student resources
<p><b>Print</b></p> <p><b>Writing information texts</b> ELIP Stage 2, 19a – d and 20a – d, see also Stage 3, 13 a – d</p> <p><b>Listening</b> to information and instructions ELIP Stage 2 5a-d, Stage 2 6a-d, Stage 2 8a-c see also Stage 3, 2a-d and 3a-d</p>	<p><b>Print</b></p> <p><b>Applications series:</b> Sounding the Waves</p>
<p><b>Electronic</b></p> <p><b>Listening summative assessment</b> <a href="http://www.tki.org.nz/r/esol/esolonline/secondary_esol/classroom/ncea/our_changing_world/home_e.php">http://www.tki.org.nz/r/esol/esolonline/secondary_esol/classroom/ncea/our_changing_world/home_e.php</a></p> <p><b>Writing summative assessment</b> <a href="http://www.tki.org.nz/r/esol/esolonline/secondary_esol/classroom/ncea/our_changing_world/home_e.php">http://www.tki.org.nz/r/esol/esolonline/secondary_esol/classroom/ncea/our_changing_world/home_e.php</a></p>	<p><b>Electronic</b></p> <p><a href="http://www.dolphins-world.com/">http://www.dolphins-world.com/</a></p> <p><a href="http://www.acsonline.org/factpack/RightWhale.htm">http://www.acsonline.org/factpack/RightWhale.htm</a></p> <p><a href="http://www.environment.gov.au/coasts/species/cetaceans/teachers.html">http://www.environment.gov.au/coasts/species/cetaceans/teachers.html</a></p> <p><a href="http://www.kcc.org.nz/animals/hectorsdolphin.asp">http://www.kcc.org.nz/animals/hectorsdolphin.asp</a></p> <p><a href="http://www.doc.govt.nz/conservation/native-animals/marine-mammals/">http://www.doc.govt.nz/conservation/native-animals/marine-mammals/</a></p>



<b>Final evaluation of course</b>	<b>Suggested changes</b>
<p data-bbox="188 312 752 341">Collate comments from student evaluations</p> <p data-bbox="188 552 913 612">What impact did my teaching have on student learning? What evidence do I have?</p>	<p data-bbox="1106 312 1778 341">What would I plan to do differently next time? Why?</p>