

**Dalziel High School: S1 Curriculum for Excellence**

**Department: English**

Unit of Work	My New School and Me	Genre Unit and Active Literacy Novel	Poetry/Drama/Media	Critical Listening
<b>Timeframe</b>	August to October	October to Christmas	January to Easter	April to June
<b>Learning activities</b>	<ul style="list-style-type: none"> <li>• Functional Writing (Link to Nat 4/5 and Higher)</li> <li>• Personal Writing (Link to Nat 4/5 and Higher)</li> <li>• *Listening and Talking (in groups and individually –at teacher’s discretion)</li> <li>• *Close Reading (Link to Nat 4/5 and Higher)</li> </ul> <p><i>Cooperative Learning strategies: (Jigsawing; Carousel; Place Mats....) Wall displays; group work; presentations; annotating; visual representation; dictionary skills..(see attached Junior Phase activities sheet)</i></p>	<ul style="list-style-type: none"> <li>• Critical Essay Writing (Link to Nat 4/5 and Higher)</li> <li>• *Listening and Talking (in groups and individually- at teacher’s discretion)</li> <li>• *Close Reading (Link to Nat 4/5 and Higher)</li> <li>• Textual Analysis (Link to Nat 4/5 and Higher)</li> </ul> <p><i>Cooperative Learning strategies: (Jigsawing; Carousel; Place Mats....) Wall displays; group work; presentations; annotating; visual representations; dictionary skills..(see attached Junior Phase activities sheet)</i></p>	<ul style="list-style-type: none"> <li>• Critical Essay Writing (Link to Nat 4/5 and Higher)</li> <li>• Creative Writing</li> <li>• *Listening and Talking (in groups and individually – at teacher’s discretion)</li> </ul> <p><i>Cooperative Learning strategies: (Jigsawing; Carousel; Place Mats....) Wall displays; group work; presentations; annotating; visual representations; dictionary skills..(see attached Junior Phase activities sheet)</i></p>	<ul style="list-style-type: none"> <li>• *Listening and Talking (in groups and individually – at teacher’s discretion)</li> <li>• *Close Reading</li> <li>• Textual Analysis (Link to Nat 4/5 and Higher)</li> </ul> <p><i>Cooperative Learning strategies: (Jigsawing; Carousel; Place Mats....) Wall displays; group work; presentations; annotating; visual representations; dictionary skills..(see attached Junior Phase activities sheet)</i></p>

<p><b>Experiences and Outcomes</b></p>	<p><b><u>Functional Writing</u></b>  <b><u>Lit 2-4 14a 2-4 26a</u></b>  <b>Level 2:</b> I can find, select, sort and use information from different sources.  <b>Level 3-4:</b> I can find, select, sort, use, summarise and link information from different sources.  <b><u>Lit 2-4 14a</u></b>  <b>Level 2:</b> I can make notes using my own words.  <b>Level 3-4:</b> I can make notes that I understand using my own words.  <b><u>Lit 2-4 18a</u></b>  <b>Level 2:</b> I can identify and explain the difference between fact and opinion.  <b>Level 3-4:</b> I can recognise a reliable source and can identify persuasion and bias.  <b><u>Lit 2-4 25a</u></b>  <b>Level 2:</b> I recognise the need to acknowledge my sources.  <b>Level 3-4:</b> I can make appropriate and responsible use of sources and acknowledge these appropriately.  <b><u>Lit 2-4 28a</u></b>  <b>Level 2:</b> I can convey information, describe events, explain processes or combine ideas in different ways.  <b>Level 3-4:</b> I can convey information, describe events, explain processes or concepts, provide evidence and combine ideas in different ways.  <b><u>Lit 2-4 29a</u></b>  <b>Level 2:</b> I can persuade, argue, explore issues or express an opinion using relevant supporting detail and</p>	<p><b><u>Critical Essays</u></b>  <b><u>Lit2-4 14a 2-4 26a</u></b>  <b>Level 2</b>  I can discuss structure characterisation and/or setting.  <b>Level 3-4</b>  I can discuss and evaluate the effectiveness of structure, characterisation and/or setting using supporting evidence.  <b><u>Lit 2-4 14a</u></b>  <b>Level 2</b>  I can identify the main theme of the text and recognise the relevance to my own and others' lives.  <b>Level 3/4</b>  I can identify how a writer's theme or central concerns are revealed and can make links to my own and others' experiences.  <b><u>Lit 2-4 18a</u></b>  <b>Level 2</b>  I can discuss the writer's style.  <b>Level 3/4</b>  I can identify and comment on aspects of style using some relevant evidence. (I may be able to evaluate the aspect of style- <b>Level 4</b>)  <b><u>Lit 2-4 25a</u></b>  <b>Level 2</b>  I can understand the type of text I am creating and can identify ideas and select relevant information.  <b>Level 3-4</b>  I can consider the type of text I am creating and independently select and organise ideas and information in a logical order.  <b><u>Lit 2-4 28a</u></b>  <b>Level 2</b>  I can organise these ideas in an</p>	<p><b><u>Listening and Talking</u></b>  <b><u>Individual Presentation</u></b>  <b><u>Eng 2-03a/3-03a</u></b>  <b>Tools</b>  <b>Level 2</b>  I can recognise how features of spoken language such as:</p> <ul style="list-style-type: none"> <li>• Pace</li> <li>• Gesture</li> <li>• Expression</li> <li>• Voice Projection</li> <li>• Choice of words</li> <li>• Eye-contact</li> </ul> <p>are used to engage others and I can use what I learn.  <b>Level 3/4</b>  Having explored and analysed features of spoken language such as:</p> <ul style="list-style-type: none"> <li>• Pace Gesture</li> <li>• Expression</li> <li>• Voice Projection</li> <li>• Choice of words</li> <li>• Eye-contact</li> </ul> <p>I can use these, adopting an appropriate register to suit my purpose and audience.  <b><u>Lit2-06a/3-06a</u></b>  <b><u>Finding and Using Information</u></b>  <b>Level 2-</b>  I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience.  <b>Level3/4</b>  I can independently select ideas and relevant information for different purposes, organise essential information or ideas and any supporting detail in a logical order and use suitable vocabulary to communicate effectively with my audience.</p>	<p><b><u>Close Reading and Textual Analysis</u></b>  <b><u>Eng 2-12a/Eng 3-12a Eng 4-12a</u></b>  <b><u>Level 2-4</u></b>  Through developing my knowledge of content clues, punctuation, grammar and layout, I can read unfamiliar texts with increasing fluency, understanding and expression.  <b><u>Eng 2-4-17a</u></b>  <b>Level 2</b>  To show my understanding, I can respond to literal, inferential and evaluative questions and other Close Reading tasks and can create different kinds of questions on my own.  <b>Level 3/4</b>  To show my understanding, I can comment, with (detailed evaluative) evidence, on the content and form of short and extended texts, and respond to literal, inferential and evaluative questions and other types of Close Reading tasks.  <b><u>Eng 2 19a</u></b>  <b>Level 2</b>  I can:</p> <ul style="list-style-type: none"> <li>• Discuss structure, characterisation and/or setting</li> <li>• Recognise the relevance of the writer's theme and how this relates to my own and others' experiences</li> <li>• Discuss the writer's style and other appropriate features</li> </ul> <p><b>Level 3/4</b>  I can:</p> <ul style="list-style-type: none"> <li>• Discuss and evaluate the (effectiveness) of structure, characterisation and/or setting using some supporting</li> </ul>
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	<p>/ or evidence.</p> <p><b>Level 3-4:</b> I can persuade, argue, evaluate, explore issues or express an opinion using a clear line of thought, relevant supporting detail and / or evidence.</p> <p><b>Personal/ Reflective Writing</b></p> <p><b>Lit 2-4 26a</b></p> <p><b>Level 2</b> By considering the type of text I am creating I can select ideas and relevant information, organise these appropriately and use suitable vocabulary for my audience.</p> <p><b>Level 3-4</b> By considering the type of text I am creating I can independently select ideas and relevant information and organise essential information or ideas in a logical order. I can use suitable vocabulary to communicate effectively with my audience.</p> <p><b>Eng 2-4 27a</b></p> <p><b>Level 2</b> I am learning to use language and style in a way which engages and/or influences my reader.</p> <p><b>Level 3-4</b> I can engage and/or influence readers through my use of language, style and tone as appropriate to genre.</p> <p><b>Lit 2-4 28a</b></p> <p><b>Level 2-</b> I can convey information, describe events, explain processes or combine ideas in different ways.</p> <p><b>Level 3-4</b> I can convey information, describe events, explain processes or concepts and combine ideas and opinions in different ways</p>	<p>appropriate way for my purpose and use suitable vocabulary.</p> <p><b>Level 3-4</b> I can use suitable vocabulary to communicate effectively.</p> <p><b>Creative Writing</b></p> <p><b>Lit 2-4 26a</b></p> <p><b>Level 2</b> By considering the type of text I am creating I can select ideas and relevant information, organise these appropriately and use suitable vocabulary for my audience.</p> <p><b>Level 3-4</b> By considering the type of text I am creating I can independently select ideas and relevant information and organise essential information or ideas in a logical order. I can use suitable vocabulary to communicate effectively with my audience.</p> <p><b>Eng 2-4 27a</b></p> <p><b>Level 2</b> I am learning to use language and style in a way which engages and/or influences my reader.</p> <p><b>Level 3-4</b> I can engage and/or influence readers through my use of language, style and tone as appropriate to genre.</p> <p><b>Eng 2-4</b></p> <p><b>Level 2</b> Having explored different writers' genres, I can use what I learn to create stories with an interesting and appropriate structure, interesting characters and/or settings which come to life.</p>	<p><b>Group Discussion</b></p> <p><b>Lit 2-4 02a</b></p> <p><b>Level 2</b> I can contribute effectively in Group Discussion and can take on board others' suggestions and opinions.</p> <p><b>Level 3/4</b> I can contribute effectively in Group Discussions, encourage others to voice suggestions and opinions and use these to inform my own ideas when appropriate.</p> <p><b>Eng2-4 03a</b></p> <p><b>Level 2</b> I can recognise and use different features of spoken language and can adopt an appropriate register to suit my audience.</p> <p><b>Level 3/4</b> I can analyse and use different features of spoken language and can adopt an appropriate register to suit my audience.</p> <p><b>Lit 2-4 04a (also applies to Critical Listening- Finding and Using)</b></p> <p><b>Level 2</b> I can identify and discuss the purpose, main ideas and supporting details of a text.</p> <p><b>Level 3/4</b> I can identify and discuss the purpose and main concerns of a variety of texts and can make inferences from key statements.</p> <p><b>Critical Listening (also see Finding and Using above)</b></p> <p><b>Lit 2-4 07a- Analysis and Evaluation</b></p> <p><b>Level 2</b> I can show understanding by responding to a variety of questions and asking questions of my own.</p>	<p>evidence</p> <ul style="list-style-type: none"> <li>Identify (how) the writer's main theme (or central concerns are revealed) and recognise the relevance this has to my own and others' experiences</li> </ul> <p>Identify and comment on (and make a personal evaluation of the effects of) aspects of the writer's style and other features appropriate to genre</p>
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<b>4 Capacities</b>	Successful Learners Confident Individuals Responsible Citizens Effective Contributors	Successful Learners Confident Individuals Responsible Citizens Effective Contributors	Successful Learners Confident Individuals Responsible Citizens Effective Contributors	Successful Learners Confident Individuals Responsible Citizens Effective Contributors
<b>Materials/Resources</b>	Autobiographies; newspapers; fiction prose texts; DVDs; Functional writing booklet; Personal Writing Booklet; Smart Board; PowerPoint; music and pictures; Solo Talk booklet; Close Reading Text Books; model essays; wall displays	Fiction prose texts; DVDs; Critical Essay Framework; Genre booklet; Imaginative Writing Booklet; Smart Board; PowerPoint; music and pictures; Solo Talk booklet; Close Reading Text Books; model essays; wall displays	Fiction prose/drama texts; DVDs; Critical Essay Framework; Imaginative Writing Booklet; Smart Board; PowerPoint; music and pictures; Solo Talk booklet; Close Reading Text Books; model essays; wall displays	Individual Presentation, Group Discussion and Critical Listening Booklets and Checklists, modelling of tasks, reference materials, including fiction and non-fiction texts and online texts, resources and websites, DVDs, cue cards, handouts, video clips, Smart Board, PowerPoint, wall displays

<b>Homework</b>	Core Skills Homework Booklet Personal Reading Research for Informative Writing/Talk Completion of class work	Core Skills Homework Booklet Personal Reading Completion of class work	Core Skills Homework Booklet Personal Reading Diary Writing Completion of class work	Research for Individual Presentations Preparation of Presentation Materials Completion of Class Work
<b>Cross Curricular links</b>	Solo Talk: Modern Languages Functional Writing: Social Sciences/Science Spelling Bee Jargon Health and Wellbeing Tasks ("Mary Moon and the Stars" and Pupil Support Task)	Spelling Bee Jargon Health and Wellbeing Tasks (discussed through literature taught)	Numeracy Tasks included in every novel/drama unit: maths/HE/sciences. Health and Wellbeing Tasks (discussed through literature taught)	Individual Presentation- link to Computing/ Keyboard Skills  Critical Listening- link to Music, Media Studies
<b>Evidence/ Assessment</b>	Functional Writing Personal Essay Solo Talk Close Reading Learner/Teacher profile End of Unit Evaluation Sheets	Critical Essay Writing Imaginative Writing Solo Talk Close Reading Learner/Teacher profile End of Unit Evaluation Sheets	Critical Essay Writing Solo Talk Learner/Teacher profile End of Unit Evaluation Sheets	Critical Essay Writing Imaginative Writing Solo Talk Close Reading Learner/Teacher profile End of Unit Evaluation Sheets

\*Listening and Talking and Close Reading permeate the S1 English Course. Group work is used extensively throughout each unit of work and Solo Talk is taught and assessed at the teacher's discretion over the course of the session. Close Reading is a skill that is developed over the course of the year and is taught through literature on occasion and more frequently through Close Reading Text books suitable to age and stage. Likewise, core skills are covered through learners' self editing, extended writing and homework tasks which focus primarily on the development and understanding of language. (Language as a term envelopes sentence construction; parts of speech; figures of speech; vocabulary; punctuation and spelling.)