

Adaptation doc

Factors to consider when choosing a topic

- Is it relevant to a range of curriculum subjects and individual student interests?
- Are there sufficient, accessible resources of a suitable level available on the topic?
- Are there a range of diverse opinions on the topic that allows students to meet the evidence requirements of the standards, for example, contrasting different points of view, identifying problems and possible solutions?
- Is the topic wide enough and does it have sufficient, accessible resources to allow all four skills to be taught and assessed?
- Is the topic wide enough to provide for both formative assessment **and** summative assessment thereby easing the learning burden for students. For example, with the topic the Millennium Development Goals it was possible to:
 - use Goal 1, the eradication of poverty and hunger for formative reading and writing, and a different goal for the summative work.
 - OR to use the Millennium Development Goals for formative work and formative assessment and then use the Sustainable Development Goals for summative work.
- Will the topic will remain current for some time?

Factors to consider when adapting the Teaching and Learning Sequences

For the unit standard you have selected

- Locate the Learning Tasks.
 - The *Learning Tasks* are divided into a series of *Teaching and learning sequences* and are designed to scaffold students to meet the requirements of the standard.
 - Each *Teaching and learning sequence* focuses on a specific skill that students needs to develop and is linked to the performance criteria of the unit standards
- For each Teaching and learning sequence either:
 - adapt the suggested tasks to your context
 - or select different tasks that will assist your students to meet the requirements of the specific performance criteria. A range of strategies can be found in the ESOL teaching strategies section of ESOL Online (<http://esolonline.tki.org.nz/ESOL-Online/Teacher-needs/Pedagogy/ESOL-teaching-strategies>)

Example adaptation: *Unit standard 22891: Deliver an oral presentation in English for an academic purpose*

Factors to consider when adapting the Teaching and Learning Sequences

Teaching and learning sequence 1: Using appropriate academic conventions and language

- Teaching and learning purpose - no changes required
- Student learning outcomes - no changes required
- Tasks
 - Task 1: KWL activity - change the headings on the student task to match your topic
 - Task 2: Jigsaw reading - adapt the task for your topic. This will require you to:
 - Find a suitable text that can be divided into a 3- 5 parts for use as a jigsaw reading
 - Adapt the student worksheet to reflect the reading you have chosen
 - Task 3: Concept Star - no changes required
 - Task 4: Articulate - adapt the task for your topic. This will require you to:
 - Choose keywords and phrases from your topic
 - Task 5: Ranking activity - adapt the task for your topic. This will require you to:
 - Change the question so that it is appropriate to your topic e.g. What progress has been made towards making New Zealand Pest free? Are genetically engineered organisms safe?
 - Task 6: Shared dictation - no changes required
 - Task 7: Trash or treasure - adapt the task for your topic. This will require you to:
 - Find suitable materials of varying relevance to the topic for students to decide if it is 'trash' or 'treasure'
 - Task 8: Learning log - no changes required

Factors to consider when adapting the Formative Assessment

The task

In this task students need to decide on their own research question and academic purpose.

- Choose a wide topic which will enable students to choose different aspects to develop their presentation on. Provide some possible examples.
- Ensure the topic links to other unit standards you are using so that students begin with a sound knowledge base of the topic.

The assessment schedule

- Remove the examples and include examples from the topic you have provided in the task.

The same process can be followed to create summative assessment tasks and assessment schedules.