

CURRICULUM LINKS

Social Sciences:

Social Studies

Students will gain knowledge, skills, and experience to:

Understand how the ways in which leadership of groups is acquired and exercised have consequences for communities and societies.

Understand how people pass on and sustain culture and heritage for different reasons and that this has consequences for people.

Understand how exploration and innovation create opportunities and challenges for people, places, and environments.

English:

Listening, Reading and viewing

Students will:

Integrate sources of information, processes, and strategies confidently to identify, form, and express ideas.

Indicators:

selects and reads texts for enjoyment and personal fulfilment

recognises and understands the connections between oral, written, and visual language

integrates sources of information and prior knowledge confidently to make sense of increasingly varied and complex texts

selects and uses appropriate processing and comprehension strategies with increasing understanding and confidence

thinks critically about texts with increasing understanding and confidence

monitors, self-evaluates, describes progress, and articulates learning with confidence.

Purposes and audiences

By using these processes and strategies when listening, reading, or viewing, students will:

Show an increasing understanding of how texts are shaped for different purposes and audiences.

Indicators:

recognises and understands how texts are constructed for a range of purposes, audiences, and situations

identifies particular points of view and recognises that texts can position a reader

evaluates the reliability and usefulness of texts with increasing confidence.

Ideas

Show an increasing understanding of ideas within, across, and beyond texts.

Indicators:

makes meaning of increasingly complex texts by identifying and understanding main and subsidiary ideas and the links between them

makes connections by thinking about underlying ideas within and between texts from a range of contexts

recognises that there may be more than one reading available within a text

makes and supports inferences from texts with increasing independence.

Language features

Show an increasing understanding of how language features are used for effect within and across texts.

Indicators:

identifies oral, written, and visual features used and recognises and describes their effects

uses an increasing vocabulary to make meaning

shows an increasing knowledge of how a range of text conventions can be used appropriately and effectively

knows that authors have different voices and styles and can identify and describe some of these differences.

Structure

Show an increasing understanding of text structures.

Indicators:

understands that the order and organisation of words, sentences, paragraphs, and images contribute to and affect meaning in a range of texts

identifies an increasing range of text forms and recognises and describes their characteristics and conventions.

Speaking, writing and presenting

Processes and strategies

Students will:

Integrate sources of information, processes, and strategies confidently to identify, form, and express ideas.

Indicators:

uses an increasing understanding of the connections between oral, written, and visual language when creating texts

creates a range of texts by integrating sources of information and processing strategies with increasing confidence

seeks feedback and makes changes to texts to improve clarity, meaning, and effect

is reflective about the production of own texts: monitors and self-evaluates progress, articulating learning with confidence.

By using these processes and strategies when speaking, writing, or presenting, students will:

Purposes and audiences

Show an increasing understanding of how to shape texts for different purposes and audiences.

Indicators:

constructs texts that show an awareness of purpose and audience through deliberate choice of content, language, and text form

conveys and sustains personal voice where appropriate.

Ideas

Select, develop, and communicate ideas on a range of topics.

Indicators:

forms and communicates ideas and information clearly, drawing on a range of sources

adds or changes details and comments to support ideas, showing thoughtful selection in the process

ideas show increasing awareness of a range of dimensions or viewpoints.

Language features

Use a range of language features appropriately, showing an increasing understanding of their effects.

Indicators:

uses a range of oral, written, and visual features to create meaning and effect and to sustain interest

uses a range of vocabulary to communicate precise meaning

demonstrates a good understanding of spelling patterns in written English, with few intrusive errors

uses a wide range of strategies to self-monitor and self-correct spelling

writes with increasing speed and endurance to suit the nature of the task and its purpose, without significant loss of legibility

uses a range of text conventions, including grammatical conventions, appropriately, effectively, and with increasing accuracy.

Structure

Organise texts, using a range of appropriate structures.

Indicators:

achieves some coherence and wholeness when constructing texts

organises and sequences ideas and information for a particular purpose or effect

uses a variety of sentence structures, beginnings, and lengths for effect.

Health and Physical Education

Relationships with other people

C1 Relationships

Identify the effects of changing situations, roles, and responsibilities on relationships and describe appropriate responses.

C3 Interpersonal skills

Describe and demonstrate a range of assertive communication skills and processes that enable them to interact appropriately with other people.

Science

Understanding about science

Appreciate that science is a way of explaining the world and that science knowledge changes over time.

Planet Earth and Beyond

Earth systems

Develop an understanding that water, air, rocks and soil, and life forms make up our planet and recognise that these are also Earth's resources.

Technology

Characteristics of technological outcomes

Understand that technological outcomes can be interpreted in terms of how they might be used and by whom and that each has a proper function as well as possible alternative functions.

Learning Languages

Language Learning- Level 1

Te Reo Māori

1.1 greet, farewell, and acknowledge people and respond to greetings and acknowledgments;

1.2 introduce themselves and others and respond to introductions;

1.4 communicate about personal information, such as name, parents' and grandparents' names, iwi, hapū, mountain, and river, or home town and place of family origin;

- Level 2

2.1 Communicate about relationships between people

The Arts- Level 4

Visual Arts

Explore and describe ways in which meanings can be communicated and interpreted in their own and others' work.

Understanding music – Sound arts in context

Identify and describe the characteristics of music associated with a range of sound environments, in relation to historical, social, and cultural contexts.

Explore ideas about how music serves a variety of purposes and functions in their lives and in their communities.

Tecnology- Level 4

Technological practice

Planning for practice

Undertake planning that includes reviewing the effectiveness of past actions and resourcing, exploring implications for future actions and accessing of resources, and consideration of stakeholder feedback, to enable the development of an outcome.

Brief development

Justify the nature of an intended outcome in relation to the need or opportunity. Describe the key attributes identified in stakeholder feedback, which will inform the development of an outcome and its evaluation.

Outcome development and evaluation

Investigate a context to develop ideas for feasible outcomes. Undertake functional modelling that takes account of stakeholder feedback in order to select and develop the outcome that best addresses the key attributes. Incorporating stakeholder feedback, evaluate the outcome's fitness for purpose in terms of how well it addresses the need or opportunity.

Key competencies

Capabilities for living and lifelong learning

The New Zealand Curriculum identifies five key competencies:

- thinking
- using language, symbols, and texts
- managing self
- relating to others
- participating and contributing

