# NZ Curriculum Mapping: 2040 – Tuning In To The Documentary – Years 7–10

English teachers - How to use:

To avoid this document expanding across several pages, we have cited the key indicators for one level, trusting that you will understand how they relate to key indicators at other levels.

For example, a key indicator for Processes and Strategies in Listening, Reading, Viewing at Level 3 reads:

“selects and uses a range of processing and comprehension strategies with growing understanding and confidence;”

The related indicator at Level 4 reads similarly:

“selects and uses appropriate processing and comprehension strategies with increasing understanding and confidence;”

And at Level 5:

“selects and uses appropriate processing and comprehension strategies with confidence;”

This lesson is ideally aligned across curriculum levels 3-6, and focuses on Viewing and Creating (Speaking, Writing, and Presenting).

English

## Curriculum Level 3

## Listening, Reading, Viewing

### Processes and Strategies

Students will: Integrate sources of information, processes, and strategies with developing confidence to identify, form, and express ideas.

Key Indicators:

* selects and uses a range of processing and comprehension strategies with growing understanding and confidence;
* thinks critically about texts with developing confidence;

### Ideas

Students will: Show a developing understanding of ideas within, across, and beyond texts.

Key Indicators:

* makes meaning of increasingly complex texts by identifying main and subsidiary ideas in them;

### Structure

Students will: Show a developing understanding of text structures.

Key Indicators:

* understands that the order and organisation of words, sentences, paragraphs, and images contribute to and affect text meaning;

## Speaking, Writing, Presenting

### Processes and Strategies

Students will: Integrate sources of information, processes, and strategies with developing confidence to identify, form, and express ideas.

Key Indicators:

* creates a range of texts by integrating sources of information and processing strategies with developing 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 growing confidence.

### Purposes and Audiences

Students will: Show a developing understanding of how to shape texts for different purposes and audiences.

Key Indicators:

* constructs texts that show a growing awareness of purpose and audience through careful choice of content, language, and text form;

### Ideas

Students will: Select, form, and communicate ideas on a range of topics.

Key Indicators:

* forms and expresses ideas and information with increased clarity, drawing on a range of sources;
* ideas suggest awareness of a range of dimensions or viewpoints.

### Language Features

Students will: Use language features appropriately, showing a developing understanding of their effects.

Key Indicators:

* uses a range of vocabulary to communicate meaning;
* uses an increasing range of strategies to self-monitor and self-correct spelling;

### Structure

Students will: Organise texts, using a range of appropriate structures.

Key Indicators:

* organises written ideas into paragraphs with increasing confidence;
* organises and sequences ideas and information with increasing confidence;

# Science

## Curriculum Level 3

### Nature of Science

Investigating in Science

* Build on prior experiences, working together to share and examine their own and others’ knowledge.

Participating and Contributing

* Use their growing science knowledge when considering issues of concern to them.
* Explore various aspects of an issue and make decisions about possible actions.

## Curriculum Level 4

### Nature of Science

Understanding about science

* Appreciate that science is a way of explaining the world and that science knowledge changes over time.
* Identify ways in which scientists work together and provide evidence to support their ideas.

Investigating in Science

* Build on prior experiences, working together to share and examine their own and others’ knowledge.
* Ask questions, find evidence, explore simple models, and carry out appropriate investigations to develop simple explanations.

Participating and Contributing

* Use their growing science knowledge when considering issues of concern to them.
* Explore various aspects of an issue and make decisions about possible actions.

## Curriculum Level 5

### Nature of Science

Understanding about science

* Understand that scientists’ investigations are informed by current scientific theories and aim to collect evidence that will be interpreted through processes of logical argument.

Participating and Contributing

### Develop an understanding of socio-scientific issues by gathering relevant scientific information in order to draw evidence-based conclusions and to take action where appropriate.

## Curriculum Level 6

### Nature of Science

Understanding about science

* Understand that scientists’ investigations are informed by current scientific theories and aim to collect evidence that will be interpreted through processes of logical argument.

Participating and Contributing

### Develop an understanding of socio-scientific issues by gathering relevant scientific information in order to draw evidence-based conclusions and to take action where appropriate.