New Zealand Curriculum Mapping: SugarByHalf – Sports Sponsorships – English – Years 9 & 10

English

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 4-6, and focuses on Reading and Writing.

## Curriculum Level 4

## Listening, Reading, Viewing

### Processes and Strategies

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

Key Indicators:

* selects and uses appropriate processing and comprehension strategies with increasing understanding and confidence;
* thinks critically about texts with increasing understanding and confidence;

### Purposes and Audiences

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

Key Indicators:

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

### Ideas

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

Key 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

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

Key Indicators:

* uses an increasing vocabulary to make meaning;

## Speaking, Writing, Presenting

### Processes and Strategies

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

Key Indicators:

* 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;

### Purposes and Audiences

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

Key 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

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

Key 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;

### Language Features

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

Key Indicators:

* uses a range of vocabulary to communicate precise meaning;
* demonstrates a good understanding of spelling patterns in written English, with few intrusive errors;

### Structure

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

Key Indicators:

* achieves some coherence and wholeness when constructing texts;
* organises and sequences ideas and information for a particular purpose or effect.