New Zealand Achievement Standards Alignment (F-H)

The presentations offered by The Educated Choices Program provide support for teaching and learning of the following standards:

Health and Physical Education, Years (7-13)		Environment and Modern Agriculture	Healthful Eating
Years 7-8 Level 3	Personal Health and Physical Development; Movement Concepts and Motor Skills; Relationships with Other People; Healthy Communities and Environments Students will be able to: Personal growth and development ● Identify factors that affect personal, physical, social, and emotional growth and develop skills to manage changes. Regular physical activity ● Maintain regular participation in enjoyable physical activities in a range of environments and describe how these assist in the promotion of wellbeing. Safety management ● Identify risks and their causes and describe safe practices to manage these. Personal identity ● Describe how their own feelings, beliefs, and actions, and those of other people, contribute to their personal sense of self-worth. Movement skills ● Develop more complex movement sequences and strategies in a	✔	✔

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| | range of situations.
Positive attitudes
   ● Develop movement skills in challenging situations and describe how these challenges impact on themselves and others.
Science and technology
   ● Participate in and describe how their body responds to regular and vigorous physical activity in a range of environments.
Challenges and social and cultural factors
   ● Participate in co-operative and competitive activities and describe how co-operation and competition can affect people's behavior and the quality of the experiences
Relationships
   ● Identify and compare ways of establishing relationships and managing changing relationships.
Identity, sensitivity, and respect
   ● Identify ways in which people discriminate and ways to act responsibly to support themselves and other people.
Interpersonal skills
   ● Identify the pressures that can influence interactions with other people and demonstrate basic assertiveness strategies to manage these.
Societal attitudes and values
   ● Identify how health care and physical activity practices are influenced by community and environmental factors.
Community resources
   ● Participate in communal events and describe how such events enhance the wellbeing of the community.
Rights, responsibilities, and laws
   ● Research and describe current health and safety guidelines and practices in their school and take action to enhance their | | |

	effectiveness. People and the environment ● Plan and implement a programme to enhance an identified social or physical aspect of their classroom or school environment.		
Years 7-11 Level 4	Personal Health and Physical Development; Movement Concepts and Motor Skills; Relationships with Other People; Healthy Communities and Environments Students will be able to: Personal growth and development ● Describe the characteristics of pubertal change and discuss positive adjustment strategies. Regular physical activity ● Demonstrate an increasing sense of responsibility for incorporating regular and enjoyable physical activity into their personal lifestyle to enhance well-being. Safety management ● Access and use information to make and action safe choices in a range of contexts. Personal identity ● Describe how social messages and stereotypes, including those in the media, can affect feelings of self worth. Movement skills ● Demonstrate consistency and control of movement in a range of situations. Positive attitudes ● Demonstrate willingness to accept challenges, learn new skills and strategies, and extend their abilities in movement-related activities. Science and technology ● Experience and demonstrate how science, technology, and the	✔	✔

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	environment influence the selection and use of equipment in a variety of settings. Challenges and social and cultural factors ● Participate in and demonstrate an understanding of how social and cultural practices are expressed through movement. Relationships ● Identify the effects of changing situations, roles, and responsibilities on relationships and describe appropriate responses. Identity, sensitivity, and respect ● Recognise instances of discrimination and act responsibly to support their own rights and feelings and those of other people. Interpersonal skills ● Describe and demonstrate a range of assertive communication skills and processes that enable them to interact appropriately with other people. Societal attitudes and values ● Investigate and describe lifestyle factors and media influences that contribute to the well-being of people in New Zealand. Community resources ● Investigate and/or access a range of community resources that support well-being and evaluate the contribution made by each to the well-being of community members. Rights, responsibilities, and laws; People and the environment ● Specify individual responsibilities and take collective action for the care and safety of other people in their school and in the wider community.		
Years 7-13 Level 5	Personal Health and Physical Development; Movement Concepts and Motor Skills; Relationships with Other People; Healthy Communities and Environments	✔	✔

| | | Students will be able to:
Personal growth and development
• Describe physical, social, emotional, and intellectual processes of growth and relate these to features of adolescent development and effective self management strategies.
Regular physical activity
• Experience a range of personally enjoyable physical activities and describe how varying levels of involvement affect wellbeing and lifestyle balance.
Safety management
• Investigate and practise safety procedures and strategies to manage risk situations.
Personal identity
• Investigate and describe the ways in which individuals define their own identity and sense of self-worth and how this influences the ways in which they describe other people.
Movement skills
• Acquire and apply complex motor skills by using basic principles of motor learning.
Positive attitudes
• Develop skills and responsible attitudes in challenging physical situations.
Science and technology
• Investigate and experience ways in which scientific, technological, and environmental knowledge and resources assist in and influence people's participation in regular physical activity.
Challenges and social and cultural factors
• Investigate and experience ways in which people's physical competence and participation are influenced by social and cultural factors. | | |

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	Relationships
	    ● Identify issues associated with relationships and describe options to achieve positive outcomes.
	Identity, sensitivity, and respect
	    ● Demonstrate an understanding of how attitudes and values relating to difference influence their own safety and that of other people.
	Interpersonal skills
	    ● Demonstrate a range of interpersonal skills and processes that help them to make safe choices for themselves and other people in a variety of settings.
	Societal attitudes and values
	    ● Investigate societal influences on the well-being of student communities.
	Community resources
	    ● Investigate community services that support and promote people's wellbeing and take action to promote personal and group involvement.
	Rights, responsibilities, and laws
	    ● Identify the rights and responsibilities of consumers and use this information to evaluate health and recreational services and products in the community.
	People and the environment
	    ● Investigate and evaluate aspects of the school environment that affect people's well-being and take action to enhance these aspects.		

Years 9-13 Level 6	Personal Health and Physical Development; Movement Concepts and Motor Skills; Relationships with Other People; Healthy Communities and Environments Students will be able to: Personal growth and development	✔	✔

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	● Investigate and understand reasons for the choices people make that affect their well-being and explore and evaluate options and consequences. Regular physical activity ● Choose and maintain ongoing involvement in appropriate physical activities and examine factors influencing their participation. Safety management ● Demonstrate understanding of responsible behaviours required to ensure that challenges and risks are managed safely in physical and social environments. Personal identity ● Demonstrate an understanding of factors that contribute to personal identity and celebrate individuality and affirm diversity. Movement skills ● Acquire, apply, and refine specialised motor skills by using the principles of motor skill learning. Positive attitudes ● Demonstrate and examine responsible attitudes in challenging physical situations. Science and technology ● Apply scientific and technological knowledge and resources to enhance physical abilities in a range of environments. Challenges and social and cultural factors ● Demonstrate understanding and affirmation of people's diverse social and cultural needs and practices when participating in physical activities. Relationships ● Demonstrate an understanding of how individuals and groups affect relationships by influencing people's behaviour, beliefs, decisions, and sense of self-worth.		

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	Identity, sensitivity, and respect ● Plan and evaluate strategies recognising their own and other people's rights and responsibilities to avoid or minimise risks in social situations. Interpersonal skills ● Plan strategies and demonstrate interpersonal skills to respond to challenging situations appropriately. Societal attitudes and values ● Analyse societal influences that shape community health goals and physical activity patterns. Community resources ● Advocate for the development of services and facilities to meet identified needs in the school and the community. Rights, responsibilities, and laws ● Compare and contrast personal values and practices with policies, rules, and laws and investigate how the latter contribute to safety in the school and community. People and the environment ● Investigate the roles and the effectiveness of local, national, and international organisations that promote well-being and environmental care.		
Years 10-13 Level 7	Personal Health and Physical Development; Movement Concepts and Motor Skills; Relationships with Other People; Healthy Communities and Environments Students will be able to: Personal growth and development ● Assess their health needs and identify strategies to ensure personal well-being across their lifespan. Regular physical activity	✔	✔

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- Plan, implement, and evaluate a physical activity programme and examine factors used to justify physical activity as a means of enhancing wellbeing.

Safety management
- Analyse the difference between perceived and residual risks in physical and social environments and develop skills and behaviour for managing responsible action.

Personal identity
- Critically evaluate societal attitudes, values, and expectations that affect people's awareness of their personal identity and sense of self-worth in a range of life situations.

Movement skills
- Appraise specialised motor skills and adapt them to extend physical competence and recreational opportunities.

Positive attitudes
- Adapt skills and appraise responsible attitudes in challenging physical situations and unfamiliar environments.

Science and technology
- Apply relevant scientific, technological, and environmental knowledge and use appropriate resources to improve performance in a specialised physical activity.

Challenges and social and cultural factors
- Appraise, adapt, and use physical activities to ensure that specific social and cultural needs are met.

Relationships
- Analyse the nature and benefits of meaningful interpersonal relationships.

Identity, sensitivity, and respect
- Analyse the beliefs, attitudes, and practices that reinforce stereotypes and role expectations, identifying ways in which these shape people's

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	choices at individual, group, and societal levels. **Interpersonal skills** • Evaluate information, make informed decisions, and use interpersonal skills effectively to manage conflict, competition, and change in relationships. **Societal attitudes and values** • Analyse ways in which events and social organisations promote healthy communities and evaluate the effects they have. **Community resources** • Evaluate school and community initiatives that promote young people's wellbeing and develop an action plan to instigate or support these. **Rights, responsibilities, and laws** • Evaluate laws, policies, practices, and regulations in terms of their contribution to social justice at school and in the wider community. **People and the environment** • Analyse ways in which the environment and the well-being of a community are affected by population pressure and technological processes.		
Years 12-13 Level 8	Personal Health and Physical Development; Movement Concepts and Motor Skills; Relationships with Other People; Healthy Communities and Environments Students will be able to: **Personal growth and development** • Critically evaluate a range of qualitative and quantitative data to devise strategies to meet their current and future needs for well-being. **Regular physical activity** • Critically examine commercial products and programmes that	✔	✔

promote physical activity and relate this to personal participation in programmes intended to meet their current well-being needs.

Safety management
- Critically analyse dilemmas and contemporary ethical issues that influence their own health and safety and that of other people.

Personal identity
- Critically analyse the impacts that conceptions of personal, cultural, and national identity have on people's well-being.

Movement skills
- Devise, apply, and evaluate strategies to improve physical activity performance for themselves and others.

Positive attitudes
- Devise, apply, and appraise strategies through which they and other people can participate responsibly in challenging physical situations.

Science and technology
- Critically analyse and experience the application of scientific and technological knowledge and resources to physical activity in a range of environments.

Challenges and social and cultural factors
- Devise and apply strategies to ensure that social and cultural needs are met in personal and group physical activities.

Relationships
- Critically analyse the dynamics of effective relationships in a range of social contexts.

Identity, sensitivity, and respect
- Critically analyse attitudes, values, and behaviours that contribute to conflict and identify and describe ways of creating more harmonious relationships.

Interpersonal skills
- Analyse and evaluate attitudes and interpersonal skills that enable

	people to participate fully and effectively as community members in various situations. Societal attitudes and values ● Critically analyse societal attitudes and practices and legislation influencing contemporary health and sporting issues, in relation to the need to promote mentally healthy and physically safe communities. Community resources ● Establish and justify priorities for equitable distribution of available health and recreational resources and advocate change where necessary. Rights, responsibilities, and laws ● Demonstrate the use of health promotion strategies by implementing a plan of action to enhance the well-being of the school, community, or environment. People and the environment ● Critically analyse the interrelationships between people, industry, technology, and legislation on aspects of environmental health.		

Mathematics and Statistics, Years 7-13		Environment and Modern Agriculture	Healthful Eating
Years 7-8 Level 3	Number and Algebra; Geometry and Measurement; Statistics Students will be able to: Number strategies ● Use a range of additive and simple multiplicative strategies with whole numbers, fractions, decimals, and percentages. Number knowledge	✔	✔

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- Know basic multiplication and division facts.
- Know counting sequences for whole numbers.
- Know how many tenths, tens, hundreds, and thousands are in whole numbers.
- Know fractions and percentages in everyday use.

Equations and expressions
- Record and interpret additive and simple multiplicative strategies, using words, diagrams, and symbols, with an understanding of equality.

Patterns and relationships
- Generalise the properties of addition and subtraction with whole numbers.
- Connect members of sequential patterns with their ordinal position and use tables, graphs, and diagrams to find relationships between successive elements of number and spatial patterns.

Measurement
- Use linear scales and whole numbers of metric units for length, area, volume and capacity, weight (mass), angle, temperature, and time.
- Find areas of rectangles and volumes of cuboids by applying multiplication.

Shape
- Classify plane shapes and prisms by their spatial features.
- Represent objects with drawings and models. Position and orientation
- Use a co-ordinate system or the language of direction and distance to specify locations and describe paths.

Transformation
- Describe the transformations (reflection, rotation, translation, or enlargement) that have mapped one object onto another.

Statistical investigation
- Conduct investigations using the statistical enquiry cycle: – gathering,

	sorting, and displaying multivariate category and wholenumber data and simple time-series data to answer questions; – identifying patterns and trends in context, within and between data sets; – communicating findings, using data displays. Statistical literacy • Evaluate the effectiveness of different displays in representing the findings of a statistical investigation or probability activity undertaken by others. Probability • Investigate simple situations that involve elements of chance by comparing experimental results with expectations from models of all the outcomes, acknowledging that samples vary.		
Years 7-11 Level 4	Number and Algebra; Geometry and Measurement; Statistics Students will be able to: Number strategies and knowledge • Use a range of multiplicative strategies when operating on whole numbers. • Understand addition and subtraction of fractions, decimals, and integers. • Find fractions, decimals, and percentages of amounts expressed as whole numbers, simple fractions, and decimals. • Apply simple linear proportions, including ordering fractions. • Know the equivalent decimal and percentage forms for everyday fractions. • Know the relative size and place value structure of positive and negative integers and decimals to three places. Equations and expressions • Form and solve simple linear equations. Patterns and relationships	✔	✔

- Generalise properties of multiplication and division with whole numbers.
- Use graphs, tables, and rules to describe linear relationships found in number and spatial patterns.

Measurement
- Use appropriate scales, devices, and metric units for length, area, volume and capacity, weight (mass), temperature, angle, and time.
- Convert between metric units, using whole numbers and commonly used decimals.
- Use side or edge lengths to find the perimeters and areas of rectangles, parallelograms, and triangles and the volumes of cuboids.
- Interpret and use scales, timetables, and charts.

Shape
- Identify classes of two- and threedimensional shapes by their geometric properties.
- Relate three-dimensional models to two-dimensional representations, and vice versa.

Position and orientation
- Communicate and interpret locations and directions, using compass directions, distances, and grid references.

Transformation
- Use the invariant properties of figures and objects under transformations (reflection, rotation, translation, or enlargement).

Statistical investigation
- Plan and conduct investigations using the statistical enquiry cycle: – determining appropriate variables and data collection methods; – gathering, sorting, and displaying multivariate category, measurement, and time-series data to detect patterns, variations, relationships, and trends; – comparing distributions visually; – communicating findings, using appropriate displays.

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	Statistical literacy
	    ● Evaluate statements made by others about the findings of statistical investigations and probability activities.
	Probability
	    ● Investigate situations that involve elements of chance by comparing experimental distributions with expectations from models of the possible outcomes, acknowledging variation and independence.
	    ● Use simple fractions and percentages to describe probabilities.		

Years 7-13
Level 5
	Number and Algebra; Geometry and Measurement; Statistics
	Students will be able to:
	Number strategies and knowledge
	    ● Reason with linear proportions.
	    ● Use prime numbers, common factors and multiples, and powers (including square roots).
	    ● Understand operations on fractions, decimals, percentages, and integers.
	    ● Use rates and ratios.
	    ● Know commonly used fraction, decimal, and percentage conversions.
	    ● Know and apply standard form, significant figures, rounding, and decimal place value.
	Equations and expressions
	    ● Form and solve linear and simple quadratic equations.
	Patterns and relationships
	    ● Generalise the properties of operations with fractional numbers and integers.
	    ● Relate tables, graphs, and equations to linear and simple quadratic relationships found in number and spatial patterns.
	Measurement
	    ● Select and use appropriate metric units for length, area, volume and
		✔	✔

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capacity, weight (mass), temperature, angle, and time, with awareness that measurements are approximate.
- Convert between metric units, using decimals.
- Deduce and use formulae to find the perimeters and areas of polygons and the volumes of prisms.
- Find the perimeters and areas of circles and composite shapes and the volumes of prisms, including cylinders. Shape
- Deduce the angle properties of intersecting and parallel lines and the angle properties of polygons and apply these properties.
- Create accurate nets for simple polyhedra and connect three-dimensional solids with different two-dimensional representations.

Position and orientation
- Construct and describe simple loci.
- Interpret points and lines on co-ordinate planes, including scales and bearings on maps. Transformation
- Define and use transformations and describe the invariant properties of figures and objects under these transformations.
- Apply trigonometric ratios and Pythagoras' theorem in two dimensions.

Statistical investigation
- Plan and conduct surveys and experiments using the statistical enquiry cycle: – determining appropriate variables and measures; – considering sources of variation; – gathering and cleaning data; – using multiple displays, and re-categorising data to find patterns, variations, relationships, and trends in multivariate data sets; – comparing sample distributions visually, using measures of centre, spread, and proportion; – presenting a report of findings.

Statistical literacy
- Evaluate statistical investigations or probability activities undertaken

	by others, including data collection methods, choice of measures, and validity of findings. Probability ● Compare and describe the variation between theoretical and experimental distributions in situations that involve elements of chance. ● Calculate probabilities, using fractions, percentages, and ratios.		
Years 9-13 Level 6	Number and Algebra; Geometry and Measurement; Statistics Students will be able to: Number strategies and knowledge ● Apply direct and inverse relationships with linear proportions. ● Extend powers to include integers and fractions. ● Apply everyday compounding rates. ● Find optimal solutions, using numerical approaches. Equations and expressions ● Form and solve linear equations and inequations, quadratic and simple exponential equations, and simultaneous equations with two unknowns. Patterns and relationships ● Generalise the properties of operations with rational numbers, including the properties of exponents. ● Relate graphs, tables, and equations to linear, quadratic, and simple exponential relationships found in number and spatial patterns. ● Relate rate of change to the gradient of a graph. Measurement ● Measure at a level of precision appropriate to the task. ● Apply the relationships between units in the metric system, including the units for measuring different attributes and derived measures. ● Calculate volumes, including prisms, pyramids, cones, and spheres,	✔	✔

using formulae.

Shape
- Deduce and apply the angle properties related to circles.
- Recognise when shapes are similar and use proportional reasoning to find an unknown length.
- Use trigonometric ratios and Pythagoras' theorem in two and three dimensions.

Position and orientation
- Use a co-ordinate plane or map to show points in common and areas contained by two or more loci.

Transformation
- Compare and apply single and multiple transformations.
- Analyse symmetrical patterns by the transformations used to create them.

Statistical investigation
- Plan and conduct investigations using the statistical enquiry cycle: – justifying the variables and measures used; – managing sources of variation, including through the use of random sampling; – identifying and communicating features in context (trends, relationships between variables, and differences within and between distributions), using multiple displays; – making informal inferences about populations from sample data; – justifying findings, using displays and measures.

Statistical literacy
- Evaluate statistical reports in the media by relating the displays, statistics, processes, and probabilities used to the claims made.

Probability
- Investigate situations that involve elements of chance: – comparing discrete theoretical distributions and experimental distributions, appreciating the role of sample size; – calculating probabilities in discrete situations.

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| Years 10-13 Level 7 | Mathematics; Statistics
Students will be able to:
Patterns and relationships
● Apply co-ordinate geometry techniques to points and lines.
● Display the graphs of linear and nonlinear functions and connect the structure of the functions with their graphs.
● Use arithmetic and geometric sequences and series.
● Apply trigonometric relationships, including the sine and cosine rules, in two and three dimensions.
● Choose appropriate networks to find optimal solutions.
Equations and expressions
● Manipulate rational, exponential, and logarithmic algebraic expressions.
● Form and use linear, quadratic, and simple trigonometric equations.
● Form and use pairs of simultaneous equations, one of which may be non-linear.
Calculus
● Sketch the graphs of functions and their gradient functions and describe the relationship between these graphs.
● Apply differentiation and antidifferentiation techniques to polynomials.
Statistical investigation
● Carry out investigations of phenomena, using the statistical enquiry cycle: – conducting surveys that require random sampling techniques, conducting experiments, and using existing data sets; – evaluating the choice of measures for variables and the sampling and data collection methods used; – using relevant contextual knowledge, exploratory data analysis, and statistical inference.
● Make inferences from surveys and experiments: – making informal predictions, interpolations, and extrapolations; – using sample | ✔ | ✔ |

	statistics to make point estimates of population parameters; – recognising the effect of sample size on the variability of an estimate. Statistical literacy • Evaluate statistically based reports: – interpreting risk and relative risk; – identifying sampling and possible non-sampling errors in surveys, including polls. Probability • Investigate situations that involve elements of chance: – comparing theoretical continuous distributions, such as the normal distribution, with experimental distributions; – calculating probabilities, using such tools as two-way tables, tree diagrams, simulations, and technology.		
Years 12-13 Level 8	Mathematics; Statistics Students will be able to: Patterns and relationships • Apply the geometry of conic sections. • Display and interpret the graphs of functions with the graphs of their inverse and/or reciprocal functions. • Use permutations and combinations. • Use curve fitting, log modelling, and linear programming techniques. • Develop network diagrams to find optimal solutions, including critical paths. Equations and expressions • Manipulate trigonometric expressions. • Form and use trigonometric, polynomial, and other non-linear equations. • Form and use systems of simultaneous equations, including three linear equations and three variables, and interpret the solutions in context. • Manipulate complex numbers and present them graphically.	✔	✔

Calculus
- Identify discontinuities and limits of functions.
- Choose and apply a variety of differentiation, integration, and antidifferentiation techniques to functions and relations, using both analytical and numerical methods.
- Form differential equations and interpret the solutions.

Statistical investigation
- Carry out investigations of phenomena, using the statistical enquiry cycle: – conducting experiments using experimental design principles, conducting surveys, and using existing data sets; – finding, using, and assessing appropriate models (including linear regression for bivariate data and additive models for timeseries data), seeking explanations, and making predictions; – using informed contextual knowledge, exploratory data analysis, and statistical inference; – communicating findings and evaluating all stages of the cycle.
- Make inferences from surveys and experiments: – determining estimates and confidence intervals for means, proportions, and differences, recognising the relevance of the central limit theorem; – using methods such as resampling or randomisation to assess the strength of evidence.

Statistical literacy
- Evaluate a wide range of statistically based reports, including surveys and polls, experiments, and observational studies: – critiquing causal-relationship claims; – interpreting margins of error.

Probability
- Investigate situations that involve elements of chance: – calculating probabilities of independent, combined, and conditional events; – calculating and interpreting expected values and standard deviations of discrete random variables; – applying distributions such as the Poisson, binomial, and normal.