




New Zealand Achievement Standards Alignment (A-E)

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

The Arts (Dance, Drama, Music, Visual Arts), Years 7-13		Environment and Modern Agriculture	Healthful Eating
Years 7-8 Level 3	<p>Understanding the Arts in Context; Developing Practical Knowledge; Developing Ideas; Communicating and Interpreting</p> <p>Dance</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> ● Explore and describe dances from a variety of cultures. ● Use the dance elements to develop and share their personal movement vocabulary. ● Select and combine dance elements in response to a variety of stimuli. ● Prepare and share dance movements individually and in pairs or groups. ● Use the elements of dance to describe dance movements and respond to dances from a variety of cultures. <p>Drama</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> ● Investigate the functions and purposes of drama in cultural and historical contexts. ● Use techniques and relevant technologies to explore drama elements and conventions. 		

- Initiate and develop ideas with others to create drama.
- Present and respond to drama, identifying ways in which elements, techniques, conventions, and technologies combine to create meaning in their own and others' work.

Music – Sound Arts


Students will be able to:

- 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.
- Explore and identify how sound is made and changed, as they listen and respond to music and apply knowledge of the elements of music, structural devices, and technologies.
- Express and shape musical ideas, using musical elements, instruments, and technologies in response to sources of motivation.
- Represent sound and musical ideas in a variety of ways.
- Prepare and present brief performances of music, using performance skills and techniques.
- Respond to and reflect on live and recorded music.

Visual Arts

Students will be able to:

- Investigate the purpose of objects and images from past and present cultures and identify the contexts in which they were or are made, viewed, and valued.
- Explore some art-making conventions, applying knowledge of elements and selected principles through the use of materials and processes.
- Develop and revisit visual ideas, in response to a variety of motivations, observation, and imagination, supported by the study of

	<p>artists' works.</p> <ul style="list-style-type: none"> Describe the ideas their own and others' objects and images communicate. 		
<p>Years 7-11 Level 4</p>	<ul style="list-style-type: none"> Understanding the Arts in Context; Developing Practical Knowledge; Developing Ideas; Communicating and Interpreting <p>Dance</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> Explore and describe how dance is used for different purposes in a variety of cultures and contexts. Apply the dance elements to extend personal movement skills and vocabularies and to explore the vocabularies of others. Combine and contrast the dance elements to express images, ideas, and feelings in dance, using a variety of choreographic processes. Prepare and present dance, with an awareness of the performance context. Describe and record how the purpose of selected dances is expressed through the movement. <p>Drama</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> Investigate the functions, purposes, and technologies of drama in cultural and historical contexts. Select and use techniques and relevant technologies to develop drama practice. Use conventions to structure drama. Initiate and refine ideas with others to plan and develop drama. Present and respond to drama, identifying ways in which elements, techniques, conventions, and technologies create meaning in their own and others' work. 		

Music – Sound Arts


Students will be able to:


- 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.
- Apply knowledge of the elements of music, structural devices, and technologies through integrating aural, practical, and theoretical skills.
- Express, develop, and refine musical ideas, using the elements of music, instruments, and technologies in response to sources of motivation.
- Represent sound and musical ideas in a variety of ways.
- Prepare, rehearse, and present performance of music, using performance skills and techniques.
- Reflect on the expressive qualities of their own and others' music, both live and recorded.

Visual Arts

Students will be able to:

- Investigate the purpose of objects and images from past and present cultures and identify the contexts in which they were or are made, viewed, and valued.
- Explore and use art-making conventions, applying knowledge of elements and selected principles through the use of materials and processes.
- Develop and revisit visual ideas, in response to a variety of motivations, observation, and imagination, supported by the study of artists' works.
- Explore and describe ways in which meanings can be communicated and interpreted in their own and others' work.

<p>Years 7-13 Level 5</p>	<p>Understanding the Arts in Context; Developing Practical Knowledge; Developing Ideas; Communicating and Interpreting</p> <p>Dance</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> • Compare and contrast dances from a variety of past and present cultures and contexts. • Develop a variety of skills, dance techniques, vocabularies, and movement practices. • Manipulate the elements and explore the use of choreographic devices and structures to organise dance movement. • Prepare, rehearse, and perform dance with an awareness of production technologies. • Reflect on and describe how choreography communicates ideas, feelings, moods, and experiences. <p>Drama</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> • Investigate the characteristics, purposes, and function of drama in a range of contexts. • Select and use techniques, conventions, and relevant technologies for specific drama purposes. • Select and refine ideas to develop drama for specific purposes. • Present and respond to drama and describe how drama combines elements, techniques, conventions, and technologies to create structure and meaning in their own and others' work. <p>Music – Sound Arts</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> • Compare and contrast the characteristics of music associated with a range of sound environments, in relation to historical, social, and cultural contexts. • Investigate how music serves a variety of purposes and functions in 		
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	<p>their lives and in their communities.</p> <ul style="list-style-type: none"> ● Apply knowledge of the elements of music, structural devices, stylistic conventions, and technologies through integrating aural, practical, and theoretical skills. ● Use musical elements, instruments, technologies, and conventions to express, develop, and refine structured compositions and improvisations. ● Represent compositions and improvisation frameworks, using appropriate conventions. ● Prepare, rehearse, and present performances of music, using a range of performance skills and techniques. ● Reflect on the expressive qualities of their own and others' music, both live and recorded. <p>Visual Arts Students will be able to:</p> <ul style="list-style-type: none"> ● Investigate and consider the relationship between the production of art works and their contexts and influences. ● Apply knowledge of selected conventions from established practice, using appropriate processes and procedures. ● Generate, develop, and refine ideas in response to a variety of motivations, including the study of established practice. ● Compare and contrast the ways in which ideas and art making processes are used to communicate meaning in selected objects and images. 		
<p>Years 9-13 Level 6</p>	<p>Understanding the Arts in Context; Developing Practical Knowledge; Developing Ideas; Communicating and Interpreting Dance Students will be able to:</p> <ul style="list-style-type: none"> ● Explore, investigate, and describe the features and backgrounds of a 		

variety of dance genres and styles.

- Develop and demonstrate skills in selected dance genres and styles and explore the use of a variety of technologies.
- Select and use choreographic devices, structures, processes, and technologies to develop and give form to dance ideas.
- Prepare, rehearse, and perform a range of dances and demonstrate an understanding of the performance requirements of the genres and contexts.
- Describe, explain, and respond to the ways that dance uses elements, devices, structures, performance skills, and production technologies to communicate images, themes, feelings, and moods.

Drama

Students will be able to:

- Investigate the forms and purposes of drama in different historical or contemporary contexts, including New Zealand drama.
- Select and use techniques, conventions, and technologies in a range of dramatic forms.
- Research, evaluate, and refine ideas in a range of dramatic forms to develop drama.
- Perform and respond to drama and make critical judgments about how elements, techniques, conventions, and technologies are used to create form and meaning in their own and others' work.

Music – Sound Arts

Students will be able to:

- Analyse music from a range of sound environments, styles, and genres, in relation to historical, social, and cultural contexts.
- Consider and reflect on the influence of music in their own music making and in their lives.
- Apply knowledge of expressive features, stylistic conventions, and technologies through an integration of aural perception and practical


and theoretical skills and describe how they are used in a range of music.

- Create, structure, refine, and represent compositions using the elements of music, instruments, technologies, and conventions to express imaginative thinking and personal understandings.
- Reflect on composition processes and presentation conventions.
- Prepare, rehearse, interpret, and present performances of music individually and collaboratively, using a range of performance skills and techniques.
- Reflect on the expressive qualities of music and evaluate their own and others' music, both live and recorded.

Visual Arts

Students will be able to:

- Investigate and analyse the relationship between the production of art works and the contexts in which they are made, viewed, and valued.
- Consider and reflect on the contexts underlying their own and others' work.
- Apply knowledge of a range of conventions from established practice, using appropriate processes and procedures.
- Generate, develop, and clarify ideas, showing some understanding of established practice.
- Sequence and link ideas systematically as they solve problems in a body of work, using observation and invention with an appropriate selection of materials.
- Identify and analyse processes and procedures from established practice that influence ways of communicating meaning.
- Investigate, analyse, and evaluate ideas and interpret artists' intentions in art works.

<p>Years 10-13 Level 7</p>	<p>Understanding the Arts in Context; Developing Practical Knowledge; Developing Ideas; Communicating and Interpreting Dance Students will be able to:</p> <ul style="list-style-type: none"> ● Investigate and evaluate the effects of individual, social, cultural, and technological influences on the development of a variety of dance genres and styles. ● Extend skills in the vocabulary, practices, and technologies of selected dance genres and styles. ● Choreograph solo and group dance works, using choreographic processes, devices, structures, and technologies to communicate choreographic intentions. ● Generate, plan, and record choreographic ideas and processes. ● Apply rehearsal and performance skills to a range of dances, using appropriate techniques and expressions to communicate specific intentions. ● Analyse, explain, and discuss aspects of performance and choreography in a range of dance works. <p>Drama Students will be able to:</p> <ul style="list-style-type: none"> ● Research the purposes of production, performance, and technologies of drama in a range of contexts, including New Zealand drama. ● Explore how drama reflects our cultural diversity. ● Select and refine the use of techniques, conventions, and technologies in specific dramatic forms. ● Research, critically evaluate, and refine ideas to develop drama in specific dramatic forms. ● Rehearse and perform works in a range of dramatic forms. ● Respond to and make critical judgments about rehearsal processes and performances. 		
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Music – Sound Arts


Students will be able to:

- Research and analyse music from a range of sound environments, styles, and genres, in relation to historical, social, and cultural contexts, considering the impact on music making and production.
- Apply their understandings of the expressive qualities of music from a range of contexts to a consideration of their influence on their own music practices.
- Apply knowledge of expressive features, stylistic conventions, and technologies through an integration of aural perception and practical and theoretical skills and analyse how they are used in a range of music.
- Create, structure, refine, and represent compositions and musical arrangements, using technical and musical skills and technologies to express imaginative thinking and personal understandings.
- Reflect on and evaluate composition processes and presentation conventions.
- Prepare, rehearse, present, record, and evaluate sustained performances of music, individually and collaboratively, that demonstrate interpretive understandings.
- Analyse and evaluate the expressive qualities of music and production processes to inform interpretations of music.

Visual Arts

Students will be able to:

- Research and analyse the influences of contexts on the characteristics and production of art works.
- Research and analyse the influence of relevant contexts on their own work.
- Apply understanding from research into a range of established practice to extend skills for particular art-making purposes, using

	<p>appropriate processes and procedures in selected fields.</p> <ul style="list-style-type: none"> ● Extend skills, in a range of materials, techniques, and technologies. ● Generate, analyse, clarify, and extend ideas in a selected field related to established practice. ● Use a systematic approach to the development of ideas in a body of work. ● Research and analyse how art works are constructed and presented to communicate meanings. ● Use critical analysis to interpret and respond to art works. 		
<p>Years 12-13 Level 8</p>	<p>Understanding the Arts in Context; Developing Practical Knowledge; Developing Ideas; Communicating and Interpreting Dance Students will be able to:</p> <ul style="list-style-type: none"> ● Investigate, analyse, and discuss the features, history, issues, and development of dance in New Zealand, including the contribution of selected individuals and groups. ● Extend and refine skills, practices, and use of technologies in a range of dance genres and styles. ● Develop a concept and produce original dance works, using appropriate production technologies to communicate choreographic intentions. ● Record and critically reflect on the development and resolution of dance ideas. ● Select and apply rehearsal processes, performance skills, and production technologies to enhance the communication and expression of dance works. ● Critically analyse, interpret, and evaluate the artistic features and the communication of ideas in a range of dance works. <p>Drama</p>		

Students will be able to:

- Research, analyse, and critically evaluate how drama, including New Zealand drama, interprets, records, or challenges social and cultural discourse.
- Research, analyse, and integrate elements, techniques, conventions, and technologies in dramatic forms for specific purposes.
- Research, critically evaluate, and refine ideas to create original drama work.
- Analyse, rehearse, and perform works in a range of dramatic forms, assuming a variety of artistic or technical responsibilities.
- Reflect on and critically evaluate a wide range of works and performances.

Music – Sound Arts

Students will be able to:

- Research, analyse, and evaluate the production and presentation of music works from historical, social, and cultural contexts.
- Apply their understandings of the expressive qualities of music from a range of contexts to analyse its impact on their own music practices.
- Analyse, apply, and evaluate significant expressive features and stylistic conventions and technologies in a range of music, using aural perception and practical and theoretical skills.
- Create, structure, refine, and represent compositions and musical arrangements, using secure technical and musical skills and technologies to express imaginative thinking and personal understandings.
- Reflect on and evaluate composition processes and presentation conventions.
- Plan, rehearse, present, record, evaluate, and refine performances of music, individually and collaboratively, demonstrating interpretive understandings.

- Critically analyse and evaluate the expressive qualities of music and production processes in order to refine interpretations of music.

Visual Arts

Students will be able to:

- Use research and analysis to investigate contexts, meanings, intentions, and technological influences related to the making and valuing of art works.
- Research and analyse contexts relevant to their intentions and to the expression of meanings in their own work.
- Apply understanding from broad and deep research into the characteristics and constraints of materials, techniques, technologies, and established conventions in a selected field.
- Extend and refine skills in a selected field, using appropriate processes and procedures.
- Generate, analyse, clarify, and regenerate options in response to selected questions or a proposal in a chosen field.
- Use a systematic approach, selectively informed by recent and established practice, to develop ideas in a body of work.
- Research and analyse selected approaches and theories related to visual arts practice.
- Critically reflect on, respond to, and evaluate art works.

English, Years 7-13	Environment and Modern Agriculture	Healthful Eating	
<p>Years 7-8 Level 3</p>	<p>Listening, Reading, and Viewing Processes and strategies Students will be able to:</p> <ul style="list-style-type: none"> Integrate sources of information, processes, and strategies with developing confidence to identify, form, and express ideas. indicators: <ul style="list-style-type: none"> – 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 with developing confidence to make sense of increasingly varied and complex texts; – selects and uses a range of processing and comprehension strategies with growing understanding and confidence; – thinks critically about texts with developing confidence; – monitors, self-evaluates, and describes progress with growing confidence. <p>By using these processes and strategies when listening, reading, or viewing, students will be able to:</p> <p>Purposes and audiences</p> <ul style="list-style-type: none"> Show a developing 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 begins to recognise that texts can position a reader; – evaluates the reliability and usefulness of texts with increasing confidence. <p>Ideas</p> <ul style="list-style-type: none"> Show a developing understanding of ideas within, across, and beyond 	<p>✓</p>	<p>✓</p>

texts. indicators: – uses their personal experience and world and literacy knowledge confidently to make meaning from texts; – makes meaning of increasingly complex texts by identifying main and subsidiary ideas in them; – starts to make connections by thinking about underlying ideas in and between texts; – 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 a developing understanding of how language features are used for effect within and across texts. indicators: – identifies oral, written, and visual language features used in texts and recognises their effects; – uses an increasing vocabulary to make meaning; – shows an increasing knowledge of how a range of text conventions can be used appropriately; – knows that authors have different voices and styles and can identify some of these differences.

Structure

- Show a developing understanding of text structures. indicators: – understands that the order and organisation of words, sentences, paragraphs, and images contribute to and affect text meaning; – identifies a range of text forms and recognises some of their characteristics and conventions.

Speaking, Writing, and Presenting

Processes and strategies

Students will be able to:

- Integrate sources of information, processes, and strategies with developing confidence to identify, form, and express ideas. indicators: – uses a developing 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 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.

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

Purposes and audiences



- Show a developing understanding of how to shape texts for different purposes and audiences. Indicators:
 - constructs texts that show a growing awareness of purpose and audience through careful choice of content, language, and text form;
 - conveys and sustains personal voice where appropriate.

Ideas

- Select, form, and communicate ideas on a range of topics. Indicators:
 - forms and expresses ideas and information with increased clarity, drawing on a range of sources;
 - adds or changes details and comments to support ideas, showing some selectivity in the process;
 - ideas suggest awareness of a range of dimensions or viewpoints.

Language features

- Use language features appropriately, showing a developing understanding of their effects. indicators:
 - uses oral, written, and visual language features to create meaning and effect and engage interest;
 - uses a range of vocabulary to communicate meaning;
 - demonstrates good understanding of all basic spelling patterns

	<p>and sounds in written English;</p> <ul style="list-style-type: none"> ○ uses an increasing range of strategies to self-monitor and selfcorrect spelling; ○ writes legibly, fluently, and with ease when creating texts; ○ uses a range of text conventions, including most grammatical conventions, appropriately and with increasing accuracy. <p>Structure</p> <ul style="list-style-type: none"> ● Organise texts, using a range of appropriate structures. Indicators: <ul style="list-style-type: none"> ○ organises written ideas into paragraphs with increasing confidence; ○ organises and sequences ideas and information with increasing confidence; uses a variety of sentence structures, beginnings, and lengths. 		
<p>Years 7-11 Level 4</p>	<p>Listening, Reading, and Viewing Processes and strategies Students will be able to:</p> <ul style="list-style-type: none"> ● Integrate sources of information, processes, and strategies confidently to identify, form, and express ideas. indicators: <ul style="list-style-type: none"> ○ selects and reads texts for enjoyment and personal fulfillment; ○ 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.

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

Purposes and audiences

- 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 be able to:



- 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 be able to:

Purposes and audiences

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

	<ul style="list-style-type: none"> ○ 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. <p>Ideas</p> <ul style="list-style-type: none"> ● Select, develop, and communicate ideas on a range of topics. <p>Indicators:</p> <ul style="list-style-type: none"> ○ 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. <p>Language features</p> <ul style="list-style-type: none"> ● Use a range of language features appropriately, showing an increasing understanding of their effects. indicators: <ul style="list-style-type: none"> ○ 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 <p>Structure</p>		
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	<ul style="list-style-type: none"> ● 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. 		
<p>Years 7-13 Level 5</p>	<p>Listening, Reading, and Viewing Processes and strategies Students will be able to:</p> <ul style="list-style-type: none"> ● Integrate sources of information, processes, and strategies purposefully and confidently to identify, form, and express increasingly sophisticated ideas. indicators: <ul style="list-style-type: none"> ○ selects and reads texts for enjoyment and personal fulfillment; ○ recognises, understands, and considers the connections between oral, written, and visual language; ○ integrates sources of information and prior knowledge purposefully and confidently to make sense of increasingly varied and complex texts; ○ selects and uses appropriate processing and comprehension strategies with confidence; ○ thinks critically about texts with understanding and confidence; ○ monitors, self-evaluates, and describes progress, articulating learning with confidence. <p>By using these processes and strategies when listening, reading, or viewing, students will be able to: Purposes and audiences</p>		

- Show an understanding of how texts are shaped for different purposes and audiences. indicators:
 - recognises, understands, and considers how texts are constructed for a range of purposes, audiences, and situations;
 - identifies particular points of view within texts and recognises that texts can position a reader;
 - evaluates the reliability and usefulness of texts with confidence.

Ideas

- Show an understanding of ideas within, across, and beyond texts. indicators:
 - makes meaning by understanding increasingly comprehensive ideas in texts and the links between them;
 - makes connections by exploring 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 independently.

Language features

- Show an understanding of how language features are used for effect within and across texts. indicators:
 - identifies oral, written, and visual language features and understands their effects;
 - uses an increasing vocabulary to make meaning;
 - understands how a range of text conventions work together to create meaning and effect;
 - understands that authors have different voices and styles and can identify those differences.

Structure

- Show an understanding of a range of structures. indicator:

- identifies and understands the characteristics and conventions of a range of text forms and considers how they contribute to and affect text meaning.

Speaking, Writing, and Presenting

Processes and strategies

Students will be able to:

- Integrate sources of information, processes, and strategies purposefully and confidently to identify, form, and express increasingly sophisticated ideas. indicators:
 - uses an increasing understanding of the connections between oral, written, and visual language when creating texts;
 - creates a range of increasingly varied and complex texts by integrating sources of information and processing strategies;
 - 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 be able to:

Purposes and audiences

- Show an understanding of how to shape texts for different audiences and purposes. indicators:
 - constructs a range of texts that demonstrate an understanding 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 purposeful ideas on a range of

	<p>topics. indicators:</p> <ul style="list-style-type: none"> ○ develops and communicates increasingly comprehensive ideas, information, and understandings; ○ develops ideas by adding details or making links to other ideas and details; ○ ideas show an awareness of a range of dimensions or viewpoints. <p>Language features</p> <ul style="list-style-type: none"> ● Select and use a range of language features appropriately, showing an understanding of their effects. indicators: <ul style="list-style-type: none"> ○ uses a wide range of oral, written, and visual language features to create meaning and effect and to sustain interest; ○ uses an increasing range of vocabulary to communicate precise meaning; ○ uses a wide range of text conventions, including grammatical and spelling conventions, appropriately, effectively, and with increasing accuracy <p>Structure</p> <ul style="list-style-type: none"> ● Organise texts using a range of appropriate, effective structures. indicators: <ul style="list-style-type: none"> ○ achieves a sense of coherence and wholeness when constructing texts; ○ organises and develops ideas and information for a particular purpose or effect, using the characteristics and conventions of a range of text forms. 		
<p>Years 9-13 Level 6</p>	<p>Listening, Reading, and Viewing Speaking, Writing, and Presenting Processes and strategies</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> ● Integrate sources of information, processes, and strategies 		

purposefully and confidently to identify, form, and express increasingly sophisticated ideas. indicators:

- selects and reads texts for enjoyment and personal fulfilment;
- recognises, understands, and considers the connections between oral, written, and visual language;
- integrates sources of information and prior knowledge purposefully and confidently to make sense of increasingly varied and complex texts;
- selects and uses appropriate processing and comprehension strategies with confidence;
- thinks critically about texts with understanding and confidence;
- monitors, self-evaluates, and describes progress, articulating learning with confidence.

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

Purposes and audiences

- Show a developed understanding of how texts are shaped for different purposes and audiences. indicators:
 - recognises, understands, and considers how texts are constructed for a range of purposes, audiences, and situations;
 - identifies particular points of view within texts and recognises that texts can position a reader;
 - evaluates the reliability and usefulness of texts with confidence.

Ideas

- Show a developed understanding of ideas within, across, and beyond texts. indicators:
 - makes meaning by understanding comprehensive ideas;

- makes connections by interpreting 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 independently.

Language features

- Show a developed understanding of how language features are used for effect within and across texts. indicators:
 - identifies a range of oral, written, and visual language features and understands their effects;
 - uses an increasing vocabulary to make meaning;
 - understands and interprets how text conventions work together to create meaning and effect;
 - understands that authors have different voices and styles and identifies and can explain these differences.

Structure

- Show a developed understanding of a range of structures. Indicator: identifies and understands the characteristics and conventions of a range of text forms and considers how they contribute to and affect text meaning.

Speaking, Writing, and Presenting

Processes and strategies

Students will be able to:

- Integrate sources of information, processes, and strategies purposefully and confidently to identify, form, and express increasingly sophisticated ideas. indicators:
 - uses an increasing understanding of the connections between oral, written, and visual language when creating texts;

- creates a range of increasingly varied and complex texts by integrating sources of information and processing strategies;
- 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 be able to:

Purposes and audiences



- Show a developed understanding of how to shape texts for different audiences and purposes. indicators:
 - constructs a range of texts that demonstrate an understanding 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 connected ideas on a range of topics. indicators:
 - develops and communicates comprehensive ideas, information, and understandings;
 - works towards creating coherent, planned whole texts by adding details to ideas or making links to other ideas and details;
 - ideas show an understanding and awareness of a range of dimensions or viewpoints.

Language features

- Select and use a range of language features appropriately for a variety of effects. indicators:
 - uses a wide range of oral, written, and visual language features

	<p>with control to create meaning and effect and to sustain interest;</p> <ul style="list-style-type: none"> ○ uses an increasing vocabulary to communicate precise meaning; ○ uses a wide range of text conventions, including grammatical and spelling conventions, appropriately, effectively, and with accuracy. <p>Structure</p> <ul style="list-style-type: none"> ● Organise texts, using a range of appropriate, effective structures. Indicators: indicators: <ul style="list-style-type: none"> ○ achieves a sense of coherence and wholeness when constructing texts; organises and develops ideas and information for a particular purpose or effect, using the characteristics and conventions of a range of text forms. 		
<p>Years 10-13 Level 7</p>	<p>Listening, Reading, and Viewing Speaking, Writing, and Presenting Processes and strategies Students will be able to:</p> <ul style="list-style-type: none"> ● Integrate sources of information, processes, and strategies purposefully, confidently, and precisely to identify, form, and express increasingly sophisticated ideas. indicators: <ul style="list-style-type: none"> ○ selects and reads texts for enjoyment and personal fulfilment; ○ recognises, understands, and appreciates the connections between oral, written, and visual language; ○ integrates sources of information and prior knowledge purposefully, confidently, and precisely to make sense of increasingly varied and complex texts; ○ selects and uses appropriate processing and comprehension strategies with confidence and discrimination; ○ thinks critically about texts with understanding and 		

confidence;

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

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

Purposes and audiences

- Show a discriminating understanding of how texts are shaped for different purposes and audiences. indicators:
 - recognises, understands, and appreciates how texts are constructed for a range of intentions and situations;
 - identifies particular points of view within texts and understands that texts can position a reader;
 - evaluates the reliability and usefulness of texts.

Ideas

- Show a discriminating understanding of ideas within, across, and beyond texts. indicators:
 - makes meaning by understanding increasingly sophisticated ideas;
 - makes connections by analyzing ideas within and between texts from a range of contexts;
 - understands that there may be multiple readings available within a text;
 - makes and supports inferences from texts independently

Language features

- Show a discriminating understanding of how language features are used for effect within and across texts. indicators:
 - identifies a range of increasingly sophisticated oral, written, and visual language features and understands their effects;
 - uses an increasing vocabulary to make meaning; –

understands and analyses how text conventions work together to create meaning and effect;

- understands that authors have different voices and styles and appreciates these differences.

Structure

- Show a discriminating understanding of a range of structures.

indicator:

- identifies and understands the characteristics and conventions of a range of text forms and appreciates how they contribute to and affect text meaning.

Speaking, Writing, and Presenting

Processes and strategies

Students will be able to:

- Integrate sources of information, processes, and strategies purposefully, confidently, and precisely to identify, form, and express increasingly sophisticated ideas. indicators:
 - uses an increasing understanding of the connections between oral, written, and visual language when creating texts;
 - creates a range of increasingly coherent, varied, and complex texts by integrating sources of information and processing strategies;
 - 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 be able to:

Purposes and audiences

- Show a discriminating understanding of how to shape texts for different audiences and purposes. indicators:
 - constructs a range of texts that demonstrate an understanding and appreciation 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 sustained ideas on a range of topics. indicators:
 - develops, communicates, and sustains increasingly sophisticated ideas, information, and understandings;
 - creates coherent, planned whole texts by adding details to ideas or making links to other ideas and details;
 - ideas show depth of thought and awareness of a range of dimensions or viewpoints.

Language features

- Select and integrate a range of language features appropriately for a variety of effects. indicators:
 - uses a wide range of oral, written, and visual language features fluently and with control to create meaning and effect and to sustain interest;
 - uses an increasing vocabulary to communicate precise meaning;
 - uses a wide range of text conventions, including grammatical and spelling conventions, appropriately, effectively, and with accuracy.

Structure

- Organise texts, using a range of appropriate, coherent, and effective structures. indicator:
 - organises and develops ideas and information for a particular

	purpose or effect, using the characteristics and conventions of a range of text forms with control.		
Years 12-13 Level 8	<p>Listening, Reading, and Viewing Processes and strategies</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> ● Integrate sources of information, processes, and strategies purposefully, confidently, and precisely to identify, form, and express increasingly sophisticated ideas. indicators: <ul style="list-style-type: none"> ○ selects and reads texts for enjoyment and personal fulfilment; ○ recognises, understands, and appreciates the connections between oral, written, and visual language; ○ integrates sources of information and prior knowledge purposefully, confidently, and precisely to make sense of increasingly varied and complex texts; ○ selects and uses appropriate processing and comprehension strategies with confidence and discrimination; ○ thinks critically about texts with understanding and confidence; ○ monitors, self-evaluates, and describes progress, articulating learning with confidence. <p>By using these processes and strategies when listening, reading, or viewing, students will be able to:</p> <p>Purposes and audiences</p> <ul style="list-style-type: none"> ● Show a discriminating understanding of how texts are shaped for different purposes and audiences. indicators: <ul style="list-style-type: none"> ○ recognises, understands, and appreciates how texts are constructed for a range of intentions and situations; ○ identifies particular points of view within texts and 	✓	✓

	<p>understands that texts can position a reader;</p> <ul style="list-style-type: none"> ○ evaluates the reliability and usefulness of texts. <p>Ideas</p> <ul style="list-style-type: none"> ● Show a discriminating and insightful understanding of ideas within, across, and beyond texts. indicators: <ul style="list-style-type: none"> ○ makes meaning by perceptively understanding sophisticated ideas; ○ makes connections by analysing, evaluating, and synthesising ideas within and between texts from a range of contexts; ○ understands that there may be multiple readings available within a text; ○ makes and supports inferences from texts independently. <p>Language features</p> <ul style="list-style-type: none"> ● Show a discriminating and insightful understanding of how language features are used for effect within and across texts. indicators: <ul style="list-style-type: none"> ○ identifies a range of sophisticated oral, written, and visual language features and understands their effects; ○ uses an increasing vocabulary to make meaning; ○ understands, analyses, and evaluates how text conventions work together to create meaning and effect; ○ understands that authors have different voices and styles and appreciates these differences. <p>Structure</p> <ul style="list-style-type: none"> ● Show a discriminating understanding of a range of structures. Indicator: identifies and understands the characteristics and conventions of a range of text forms and appreciates how they contribute to and affect text meaning. <p>Speaking, Writing, and Presenting Processes and strategies</p>		
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Students will be able to:

- Integrate sources of information, processes, and strategies purposefully, confidently, and precisely to identify, form, and express increasingly sophisticated ideas. indicators:
 - uses an increasing understanding of the connections between oral, written, and visual language when creating texts;
 - creates a range of increasingly coherent, varied, and complex texts by integrating sources of information and processing strategies;
 - 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 be able to:

Purposes and audiences

- Show a discriminating understanding of how to shape texts for different purposes and audiences. indicators:
 - constructs a range of texts that demonstrate an understanding and appreciation 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 sustained and insightful ideas on a range of topics. indicators:
 - develops, communicates, and sustains sophisticated ideas, information, and understandings;
 - creates coherent, planned whole texts by adding details to ideas or making links to other ideas and details;

	<ul style="list-style-type: none"> ○ ideas show perception, depth of thought, and awareness of a range of dimensions or viewpoints. <p>Language features</p> <ul style="list-style-type: none"> ● Select, integrate, and sustain the use of a range of language features appropriately for a variety of effects. indicators: <ul style="list-style-type: none"> ○ uses a wide range of oral, written, and visual language features coherently, fluently, and with control to create meaning and command attention; ○ uses an increasing vocabulary to communicate precise meaning; ○ uses a wide range of text conventions, including grammatical and spelling conventions, appropriately, effectively, and with accuracy. <p>Structure</p> <ul style="list-style-type: none"> ● Organise texts, using a range of appropriate, coherent, and effective structures. Indicator: organises and develops ideas and information for a particular purpose or effect, using the characteristics and conventions of a range of text forms with control. 		
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