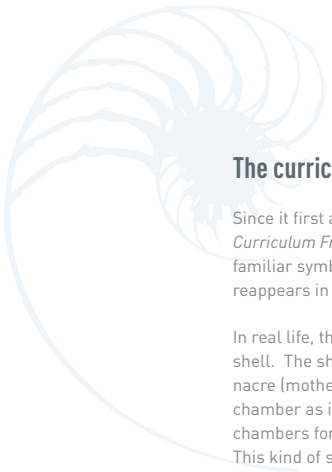
MINISTRY OF EDUCATION
TE TĀHUHU O TE MĀTAURANGA

The New Zealand Curriculum

for English-medium teaching and learning in years 1–13



The curriculum nautilus

Since it first appeared on the cover of *The New Zealand Curriculum Framework* in 1993, the nautilus has become a familiar symbol for the New Zealand Curriculum. It reappears in this curriculum with a new look.

In real life, the nautilus is a marine animal with a spiral shell. The shell has as many as thirty chambers lined with nacre (mother-of-pearl). The nautilus creates a new chamber as it outgrows each existing one, the successive chambers forming what is known as a logarithmic spiral. This kind of spiral appears elsewhere in nature, for example, in sunflower and cauliflower heads, cyclones, and spiral galaxies.

Physician, writer, and poet Oliver Wendell Holmes (1809–94) saw the spiral shell of the nautilus as a symbol of intellectual and spiritual growth. He suggested that people outgrew their protective shells and discarded them as they became no longer necessary: "One's mind, once stretched by a new idea, never regains its original dimensions."

It is as a metaphor for growth that the nautilus is used as a symbol for the New Zealand Curriculum.

The New Zealand Curriculum

The diagram on page 35 is based on the work of Drs Graeme Aitken and Claire Sinnema of Auckland University.

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Contents

Foreword

Tēnā koutou katoa

It is my pleasure to introduce this revision of the New Zealand Curriculum. Like its predecessors, it is the work of many people who are committed to ensuring that our young people have the very best of educational opportunities.

The previous curriculum, implemented from 1992 onwards, was our first outcomes-focused curriculum: a curriculum that sets out what we want students to know and to be able to do. Since it was launched, there has been no slowing of the pace of social change. Our population has become increasingly diverse, technologies are more sophisticated, and the demands of the workplace are more complex. Our education system must respond to these and the other challenges of our times. For this reason, a review of the curriculum was undertaken in the years 2000–02.

Following this review, Cabinet agreed that the national curriculum should be revised. A widely representative reference group oversaw a development process that included trials in schools, collaborative working parties, online discussions, and an inquiry into relevant national and international research. This process led to the publication of *The New Zealand Curriculum: Draft for Consultation 2006*. The Ministry of Education received more than 10 000 submissions in response. These were collated and analysed and were taken into consideration when the document that you now have in your hands was being written.

The New Zealand Curriculum is a clear statement of what we deem important in education. It takes as its starting point a vision of our young people as lifelong learners who are confident and creative, connected, and actively involved. It includes a clear set of principles on which to base curriculum decision making. It sets out values that are to be encouraged, modelled, and explored. It defines five key competencies that are critical to sustained learning and effective participation in society and that underline the emphasis on lifelong learning.

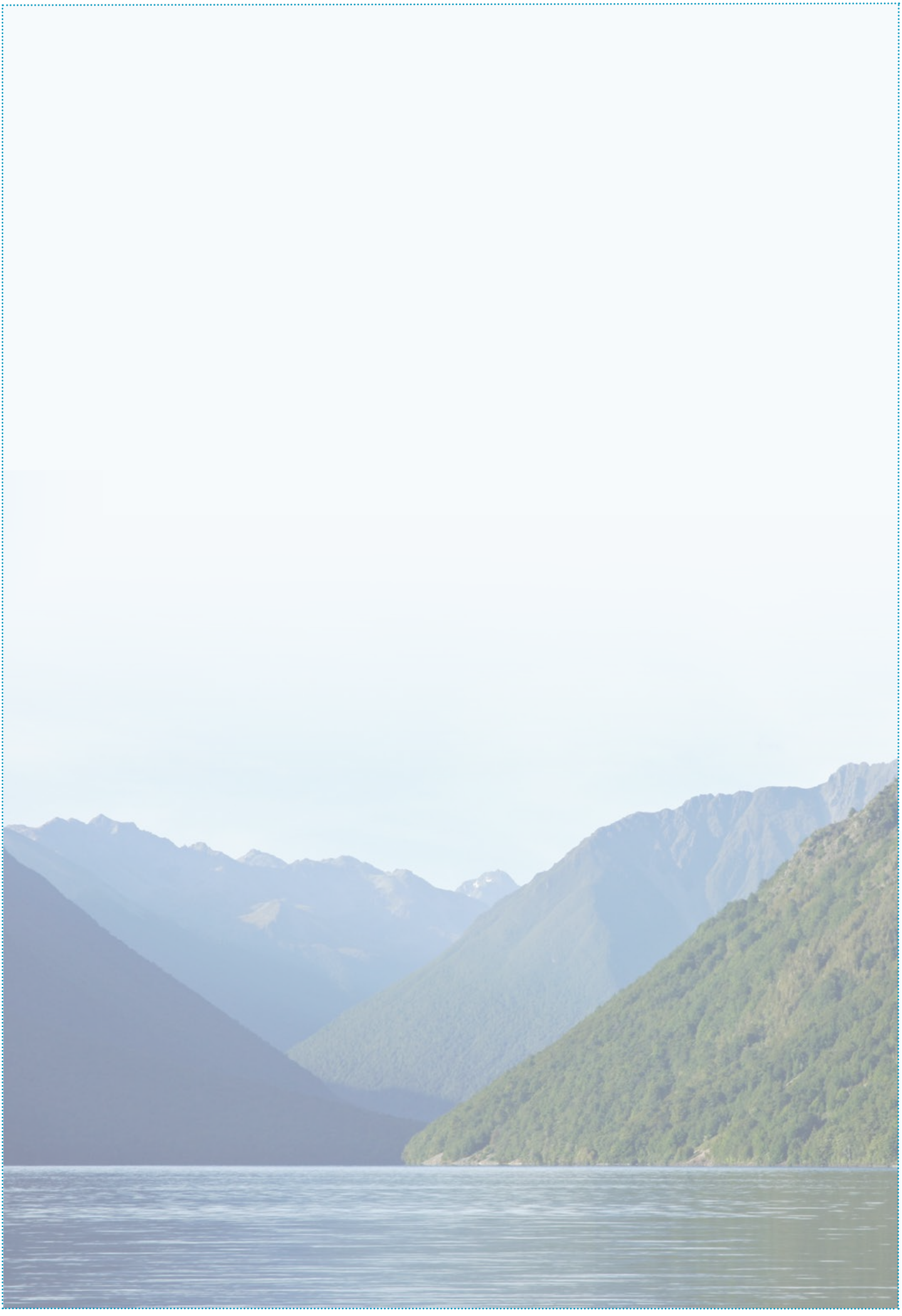
The New Zealand Curriculum states succinctly what each learning area is about and how its learning is structured. The sets of achievement objectives have been carefully revised by teams of academics and teachers to ensure that they are current, relevant, and well-defined outcomes for students. A new learning area, learning languages, has been added to encourage students to participate more actively in New Zealand's diverse, multicultural society and in the global community.

My thanks go to all who have contributed to the development of *The New Zealand Curriculum*: members of the reference group, teachers, principals, school boards, parents, employer representatives, curriculum associations, education sector bodies, academics, and the wider community. You can be proud of the part you have played in creating this sound framework for teaching and learning; a framework designed to ensure that all young New Zealanders are equipped with the knowledge, competencies, and values they will need to be successful citizens in the twenty-first century.

The challenge now is to build on this framework, offering our young people the most effective and engaging teaching possible and supporting them to achieve to the highest of standards.

Nāku noa

Karen Sewell
Secretary for Education



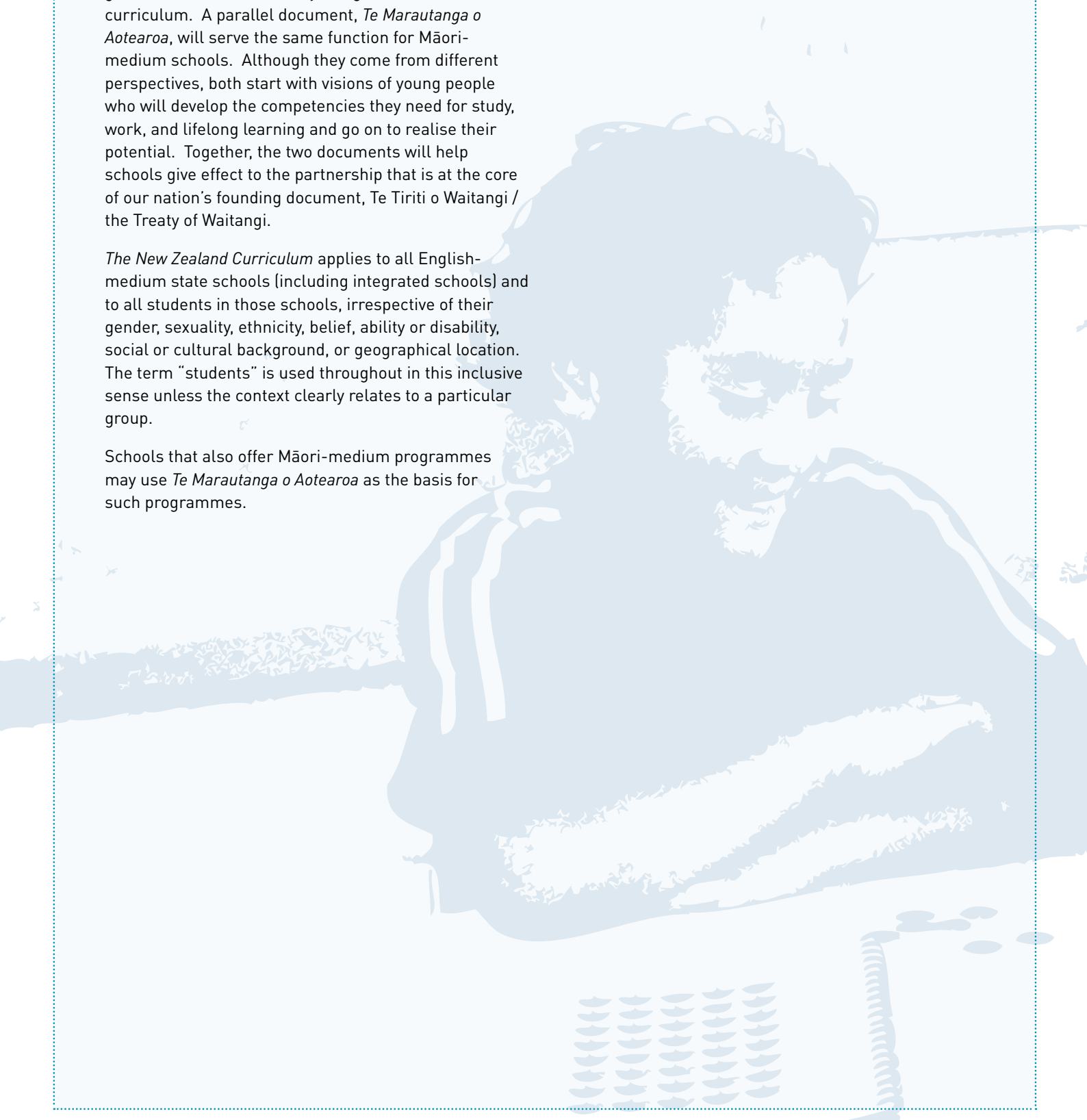
Purpose and Scope

A statement of official policy

The New Zealand Curriculum is a statement of official policy relating to teaching and learning in English-medium New Zealand schools. Its principal function is to set the direction for student learning and to provide guidance for schools as they design and review their curriculum. A parallel document, *Te Marautanga o Aotearoa*, will serve the same function for Māori-medium schools. Although they come from different perspectives, both start with visions of young people who will develop the competencies they need for study, work, and lifelong learning and go on to realise their potential. Together, the two documents will help schools give effect to the partnership that is at the core of our nation's founding document, Te Tiriti o Waitangi / the Treaty of Waitangi.

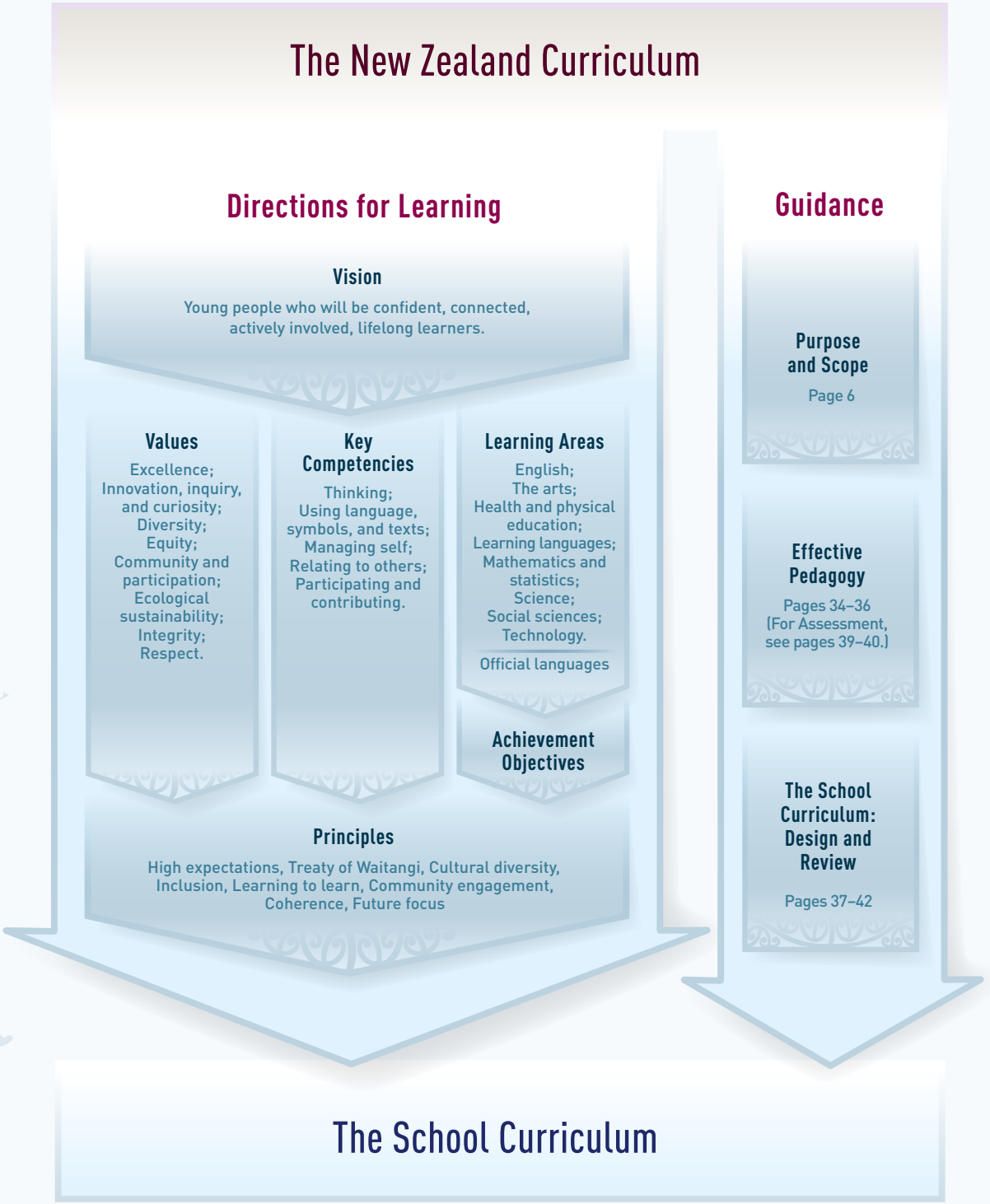
The New Zealand Curriculum applies to all English-medium state schools (including integrated schools) and to all students in those schools, irrespective of their gender, sexuality, ethnicity, belief, ability or disability, social or cultural background, or geographical location. The term "students" is used throughout in this inclusive sense unless the context clearly relates to a particular group.

Schools that also offer Māori-medium programmes may use *Te Marautanga o Aotearoa* as the basis for such programmes.



Overview

A schematic view of this document



Vision

What we want for our young people

Our vision is for young people:

- who will be creative, energetic, and enterprising;
- who will seize the opportunities offered by new knowledge and technologies to secure a sustainable social, cultural, economic, and environmental future for our country;
- who will work to create an Aotearoa New Zealand in which Māori and Pākehā recognise each other as full Treaty partners, and in which all cultures are valued for the contributions they bring;
- who, in their school years, will continue to develop the values, knowledge, and competencies that will enable them to live full and satisfying lives;
- who will be confident, connected, actively involved, and lifelong learners.

Confident

Positive in their own identity
Motivated and reliable
Resourceful
Enterprising and entrepreneurial
Resilient

Connected

Able to relate well to others
Effective users of communication tools
Connected to the land and environment
Members of communities
International citizens

Actively involved

Participants in a range of life contexts
Contributors to the well-being of New Zealand –
social, cultural, economic, and environmental

Lifelong learners

Literate and numerate
Critical and creative thinkers
Active seekers, users, and creators of knowledge
Informed decision makers

Principles

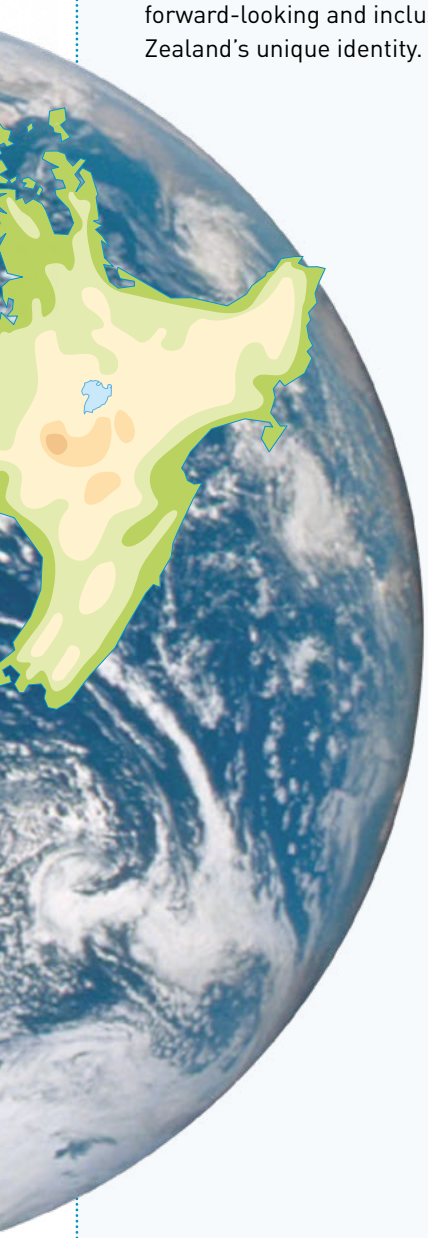
Foundations of curriculum decision making

The principles set out below embody beliefs about what is important and desirable in school curriculum – nationally and locally. They should underpin all school decision making.

These principles put students at the centre of teaching and learning, asserting that they should experience a curriculum that engages and challenges them, is forward-looking and inclusive, and affirms New Zealand's unique identity.

Although similar, the principles and the values have different functions. The principles relate to how curriculum is formalised in a school; they are particularly relevant to the processes of planning, prioritising, and review. The values are part of the everyday curriculum – encouraged, modelled, and explored.

All curriculum should be consistent with these eight statements:



High expectations

The curriculum supports and empowers all students to learn and achieve personal excellence, regardless of their individual circumstances.

Treaty of Waitangi

The curriculum acknowledges the principles of the Treaty of Waitangi and the bicultural foundations of Aotearoa New Zealand. All students have the opportunity to acquire knowledge of te reo Māori me ōna tikanga.

Cultural diversity

The curriculum reflects New Zealand's cultural diversity and values the histories and traditions of all its people.

Inclusion

The curriculum is non-sexist, non-racist, and non-discriminatory; it ensures that students' identities, languages, abilities, and talents are recognised and affirmed and that their learning needs are addressed.

Learning to learn

The curriculum encourages all students to reflect on their own learning processes and to learn how to learn.

Community engagement

The curriculum has meaning for students, connects with their wider lives, and engages the support of their families, whānau, and communities.

Coherence

The curriculum offers all students a broad education that makes links within and across learning areas, provides for coherent transitions, and opens up pathways to further learning.

Future focus

The curriculum encourages students to look to the future by exploring such significant future-focused issues as sustainability, citizenship, enterprise, and globalisation.

Values

To be encouraged, modelled, and explored

Values are deeply held beliefs about what is important or desirable. They are expressed through the ways in which people think and act.

Every decision relating to curriculum and every interaction that takes place in a school reflects the values of the individuals involved and the collective values of the institution.

The values on the list below enjoy widespread support because it is by holding these values and acting on them that we are able to live together and thrive. The list is neither exhaustive nor exclusive.

Students will be encouraged to value:

- **excellence**, by aiming high and by persevering in the face of difficulties;
- **innovation, inquiry, and curiosity**, by thinking critically, creatively, and reflectively;
- **diversity**, as found in our different cultures, languages, and heritages;
- **equity**, through fairness and social justice;
- **community and participation** for the common good;
- **ecological sustainability**, which includes care for the environment;
- **integrity**, which involves being honest, responsible, and accountable and acting ethically;

and to **respect** themselves, others, and human rights.

The specific ways in which these values find expression in an individual school will be guided by dialogue between the school and its community. They should be evident in the school's philosophy, structures, curriculum, classrooms, and relationships. When the school community has developed strongly held and clearly articulated values, those values are likely to be expressed in everyday actions and interactions within the school.

Through their learning experiences, students will learn about:

- their own values and those of others;
- different kinds of values, such as moral, social, cultural, aesthetic, and economic values;
- the values on which New Zealand's cultural and institutional traditions are based;
- the values of other groups and cultures.

Through their learning experiences, students will develop their ability to:

- express their own values;
- explore, with empathy, the values of others;
- critically analyse values and actions based on them;
- discuss disagreements that arise from differences in values and negotiate solutions;
- make ethical decisions and act on them.

All the values listed above can be expanded into clusters of related values that collectively suggest their fuller meanings. For example, *community and participation for the common good* is associated with values and notions such as peace, citizenship, and manaakitanga.

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.

People use these competencies to live, learn, work, and contribute as active members of their communities. More complex than skills, the competencies draw also on knowledge, attitudes, and values in ways that lead to action. They are not separate or stand-alone. They are the key to learning in every learning area.

The development of the competencies is both an end in itself (a goal) and the means by which other ends are achieved. Successful learners make use of the competencies in combination with all the other resources available to them. These include personal goals, other people, community knowledge and values, cultural tools (language, symbols, and texts), and the knowledge and skills found in different learning areas. As they develop the competencies, successful learners are also motivated to use them, recognising when and how to do so and why.

Opportunities to develop the competencies occur in social contexts. People adopt and adapt practices that they see used and valued by those closest to them, and they make these practices part of their own identity and expertise.

The competencies continue to develop over time, shaped by interactions with people, places, ideas, and things. Students need to be challenged and supported to develop them in contexts that are increasingly wide-ranging and complex.

Thinking

Thinking is about using creative, critical, and metacognitive processes to make sense of information, experiences, and ideas. These processes can be applied to purposes such as developing understanding, making decisions, shaping actions, or constructing knowledge. Intellectual curiosity is at the heart of this competency.

Students who are competent thinkers and problem-solvers actively seek, use, and create knowledge. They reflect on their own learning, draw on personal knowledge and intuitions, ask questions, and challenge the basis of assumptions and perceptions.

Using language, symbols, and texts

Using language, symbols, and texts is about working with and making meaning of the codes in which knowledge is expressed. Languages and symbols are systems for representing and communicating information, experiences, and ideas. People use languages and symbols to produce texts of all kinds: written, oral/aural, and visual; informative and imaginative; informal and formal; mathematical, scientific, and technological.

Students who are competent users of language, symbols, and texts can interpret and use words, number, images, movement, metaphor, and technologies in a range of contexts. They recognise how choices of language, symbol, or text affect people's understanding and the ways in which they respond to communications. They confidently use ICT (including, where appropriate, assistive technologies) to access and provide information and to communicate with others.

Managing self

This competency is associated with self-motivation, a "can-do" attitude, and with students seeing themselves as capable learners. It is integral to self-assessment.

Students who manage themselves are enterprising, resourceful, reliable, and resilient. They establish personal goals, make plans, manage projects, and set high standards. They have strategies for meeting challenges. They know when to lead, when to follow, and when and how to act independently.

Relating to others

Relating to others is about interacting effectively with a diverse range of people in a variety of contexts. This competency includes the ability to listen actively, recognise different points of view, negotiate, and share ideas.

Students who relate well to others are open to new learning and able to take different roles in different situations. They are aware of how their words and actions affect others. They know when it is appropriate to compete and when it is appropriate to co-operate. By working effectively together, they can come up with new approaches, ideas, and ways of thinking.

Participating and contributing

This competency is about being actively involved in communities. Communities include family, whānau, and school and those based, for example, on a common interest or culture. They may be drawn together for purposes such as learning, work, celebration, or recreation. They may be local, national, or global. This competency includes a capacity to contribute appropriately as a group member, to make connections with others, and to create opportunities for others in the group.

Students who participate and contribute in communities have a sense of belonging and the confidence to participate within new contexts. They understand the importance of balancing rights, roles, and responsibilities and of contributing to the quality and sustainability of social, cultural, physical, and economic environments.

Official Languages

English
Te Reo Māori
New Zealand Sign Language

Te reo Māori and New Zealand Sign Language (NZSL) are official languages of New Zealand.[1] English, the medium for teaching and learning in most schools, is a de facto official language by virtue of its widespread use. For these reasons, these three languages have special mention in *The New Zealand Curriculum.*

All three may be studied as first or additional languages. They may also be the medium of instruction across all learning areas. Requirements for the teaching of English are outlined on page 18. Guidelines specific to the learning of te reo Māori and NZSL (published separately) provide detailed information for schools that choose to offer them.

Te Reo Māori

Ko te reo te manawa pou o te Māori,
Ko te ihi te waimanawa o te tangata,
Ko te roimata, ko te hūpē te waiaroha.

Ko tōku nui, tōku wehi, tōku whakatiketike, tōku reo.

Te reo Māori is indigenous to Aotearoa New Zealand. It is a taonga recognised under the Treaty of Waitangi, a primary source of our nation's self-knowledge and identity, and an official language. By understanding and using te reo Māori, New Zealanders become more aware of the role played by the indigenous language and culture in defining and asserting our point of difference in the wider world.

Ko te reo Māori te kākahu o te whakaaro,
te huarahi i te ao tūroa.

By learning te reo and becoming increasingly familiar with tikanga, Māori students strengthen their identities, while non-Māori journey towards shared cultural understandings. All who learn te reo Māori help to secure its future as a living, dynamic, and rich language. As they learn, they come to appreciate that diversity is a key to unity.

Te reo Māori underpins Māori cultural development and supports Māori social and economic development in Aotearoa New Zealand and internationally. Understanding te reo Māori stretches learners cognitively, enabling them to think in different ways and preparing them for leadership.

By learning te reo Māori, students are able to:

- participate with understanding and confidence in situations where te reo and tikanga Māori predominate and to integrate language and cultural understandings into their lives;
- strengthen Aotearoa New Zealand's identity in the world;
- broaden their entrepreneurial and employment options to include work in an ever-increasing range of social, legal, educational, business, and professional settings.

Ko te manu e kai ana i te miro, nōna te ngahere.
Ko te manu e kai ana i te mātauranga, nōna te ao.

Ko te reo te mauri o te mana Māori.

New Zealand Sign Language

Unique to New Zealand, NZSL is a complete visual-gestural language with its own grammar, vocabulary, and syntax. Like other signed languages, it uses the hands, the body, and facial expressions (including lip patterns) to express meaning and the eyes to perceive meaning. Like any language, it is capable of communicating an infinite number of ideas. Face-to-face interaction is particularly important in NZSL because it has no written form. There are, however, notation systems that are used for recording signs on paper.

NZSL is primarily used by members of New Zealand's Deaf community and those affiliated in some way with this community, for example, hearing people who have Deaf relatives or people (such as interpreters) who work with Deaf people.

For many Deaf people, NZSL is essential for effective daily communication and interactions. New Zealand needs more people who are fluent users of the language and who have an appreciation of Deaf culture. By learning NZSL, hearing students are able to communicate with their Deaf peers and participate in the Deaf community. Skilled communicators may find career opportunities that involve working with Deaf people. As Deaf people come to have a wider circle to converse with, our society becomes more inclusive.

Learning NZSL can be a positive and enriching experience for both deaf and hearing people of any age. By learning NZSL, Deaf children and hearing children of Deaf parents gain a sense of belonging in the Deaf community.

For hearing students who wish to learn a second or subsequent language, NZSL may be offered as another option alongside the spoken languages offered by their school. In such cases, schools need to consult with their Deaf communities and ensure that, wherever possible, students have access to Deaf role models with NZSL as their first language. Learners need to have opportunities for sustained conversations with other users of NZSL, and they need to be exposed to language role models in a variety of situations.

[1] The Māori Language Act 1987 and the New Zealand Sign Language Act 2006

Learning Areas

Important for a broad, general education

The New Zealand Curriculum specifies eight learning areas: English, the arts, health and physical education, learning languages, mathematics and statistics, science, social sciences, and technology.

The learning associated with each area is part of a broad, general education and lays a foundation for later specialisation. Like the key competencies, this learning is both end and means: valuable in itself and valuable for the pathways it opens to other learning.

While the learning areas are presented as distinct, this should not limit the ways in which schools structure the learning experiences offered to students. All learning should make use of the natural connections that exist between learning areas and that link learning areas to the values and key competencies.

Learning areas and language

Each learning area has its own language or languages. As students discover how to use them, they find they are able to think in different ways, access new areas of knowledge, and see their world from new perspectives.

For each area, students need specific help from their teachers as they learn:

- the specialist vocabulary associated with that area;
- how to read and understand its texts;
- how to communicate knowledge and ideas in appropriate ways;
- how to listen and read critically, assessing the value of what they hear and read.

In addition to such help, students who are new learners of English or coming into an English-medium environment for the first time need explicit and extensive teaching of English vocabulary, word forms, sentence and text structures, and language uses.

As language is central to learning and English is the medium for most learning in the New Zealand Curriculum, the importance of literacy in English cannot be overstated.

In **English**, students study, use, and enjoy language and literature communicated orally, visually, or in writing.

In **the arts**, students explore, refine, and communicate ideas as they connect thinking, imagination, senses, and feelings to create works and respond to the works of others.

In **health and physical education**, students learn about their own well-being, and that of others and society, in health-related and movement contexts.

In **learning languages**, students learn to communicate in an additional language, develop their capacity to learn further languages, and explore different world views in relation to their own.

In **mathematics and statistics**, students explore relationships in quantities, space, and data and learn to express these relationships in ways that help them to make sense of the world around them.

In **science**, students explore how both the natural physical world and science itself work so that they can participate as critical, informed, and responsible citizens in a society in which science plays a significant role.

In the **social sciences**, students explore how societies work and how they themselves can participate and take action as critical, informed, and responsible citizens.

In **technology**, students learn to be innovative developers of products and systems and discerning consumers who will make a difference in the world.

English

Ko te reo te tuakiri
Ko te reo tōku ahurei
Ko te reo te ora.

What is English about?

English is the study, use, and enjoyment of the English language and its literature, communicated orally, visually, and in writing, for a range of purposes and audiences and in a variety of text forms. Learning English encompasses learning the language, learning through the language, and learning about the language.

Understanding, using, and creating oral, written, and visual texts of increasing complexity is at the heart of English teaching and learning. By engaging with text-based activities, students become increasingly skilled and sophisticated speakers and listeners, writers and readers, presenters and viewers.

Why study English?

Literacy in English gives students access to the understanding, knowledge, and skills they need to participate fully in the social, cultural, political, and economic life of New Zealand and the wider world. To be successful participants, they need to be effective oral, written, and visual communicators who are able to think critically and in depth.

By understanding how language works, students are equipped to make appropriate language choices and apply them in a range of contexts. Students learn to deconstruct and critically interrogate texts in order to understand the power of language to enrich and shape their own and others' lives.

Students appreciate and enjoy texts in all their forms. The study of New Zealand and world literature contributes to students' developing sense of identity, their awareness of New Zealand's bicultural heritage, and their understanding of the world.

Success in English is fundamental to success across the curriculum. All learning areas (with the possible exception of languages) require students to receive, process, and present ideas or information using the English language as a medium. English can be studied both as a heritage language and as an additional language.

English presents students with opportunities to engage with and develop the key competencies in diverse contexts.

How is the learning area structured?

English is structured around two interconnected strands, each encompassing the oral, written, and visual forms of the language. The strands differentiate between the modes in which students are primarily:

- making meaning of ideas or information they receive (**Listening, Reading, and Viewing**);
- creating meaning for themselves or others (**Speaking, Writing, and Presenting**).

The achievement objectives within each strand suggest progressions through which most students move as they become more effective oral, written, and visual communicators. Using a set of underpinning processes and strategies, students develop knowledge, skills, and understandings related to:

- text purposes and audiences;
- ideas within language contexts;
- language features that enhance texts;
- the structure and organisation of texts.

Students need to practise *making meaning* and *creating meaning* at each level of the curriculum. This need is reflected in the way that the achievement objectives are structured. As they progress, students use their skills to engage with tasks and texts that are increasingly sophisticated and challenging, and they do this in increasing depth.

The Arts

Te toi whakairo, ka ihiihi, ka wehiwehi,
ka aweawe te ao katoa.

What are the arts about?

The arts are powerful forms of expression that recognise, value, and contribute to the unique bicultural and multicultural character of Aotearoa New Zealand, enriching the lives of all New Zealanders. The arts have their own distinct languages that use both verbal and non-verbal conventions, mediated by selected processes and technologies. Through movement, sound, and image, the arts transform people's creative ideas into expressive works that communicate layered meanings.

Why study the arts?

Arts education explores, challenges, affirms, and celebrates unique artistic expressions of self, community, and culture. It embraces toi Māori, valuing the forms and practices of customary and contemporary Māori performing, musical, and visual arts.

Learning in, through, and about the arts stimulates creative action and response by engaging and connecting thinking, imagination, senses, and feelings. By participating in the arts, students' personal well-being is enhanced. As students express and interpret ideas within creative, aesthetic, and technological frameworks, their confidence to take risks is increased. Specialist studies enable students to contribute their vision, abilities, and energies to arts initiatives and creative industries.

In the arts, students learn to work both independently and collaboratively to construct meanings, produce works, and respond to and value others' contributions. They learn to use imagination to engage with unexpected outcomes and to explore multiple solutions.

Arts education values young children's experiences and builds on these with increasing sophistication and complexity as their knowledge and skills develop. Through the use of creative and intuitive thought and action, learners in the arts are able to view their world from new perspectives. Through the development of arts literacies, students, as creators, presenters, viewers, and listeners, are able to participate in, interpret, value, and enjoy the arts throughout their lives.

How is the learning area structured?

The arts learning area comprises four disciplines: dance, drama, music – sound arts, and visual arts. Within each, students develop literacies as they build on skills, knowledge, attitudes, and understandings at each of the eight levels of the curriculum. Through arts practices and the use of traditional and new technologies, students' artistic ideas are generated and refined through cycles of action and reflection.

Each discipline is structured around four interrelated strands: **Understanding the Arts in Context**, **Developing Practical Knowledge** in the arts, **Developing Ideas** in the arts, and **Communicating and Interpreting** in the arts. The achievement objectives for each discipline reflect its distinct body of knowledge and practices. By building on and revisiting learning from previous levels, arts programmes in each discipline provide progressions of learning opportunities in all four strands. This spiral process ensures that students' learning is relevant, in-depth, and meaningful.

Over the course of years 1–8, students will learn in all four disciplines. Over the course of years 9–10, they will learn in at least two. Students in years 11–13 may specialise in one or more of the disciplines or undertake study in multimedia and other new technologies.

Dance

Dance is expressive movement that has intent, purpose, and form. In dance education, students integrate thinking, moving, and feeling. They explore and use dance elements, vocabularies, processes, and technologies to express personal, group, and cultural identities, to convey and interpret artistic ideas, and to strengthen social interaction. Students develop literacy in dance as they learn about, and develop skills in, performing, choreographing, and responding to a variety of genres from a range of historical and contemporary contexts.

Drama

Drama expresses human experience through a focus on role, action, and tension, played out in time and space. In drama education, students learn to structure these elements and to use dramatic conventions, techniques, and technologies to create imagined worlds. Through

purposeful play, both individual and collaborative, they discover how to link imagination, thoughts, and feelings.

As students work with drama techniques, they learn to use spoken and written language with increasing control and confidence and to communicate effectively using body language, movement, and space. As they perform, analyse, and respond to different forms of drama and theatre, they gain a deeper appreciation of their rich cultural heritage and language and new power to examine attitudes, behaviours, and values.

By means of the drama that they create and perform, students reflect and enrich the cultural life of their schools, whānau, and communities.

Music – Sound Arts

Sound from natural, acoustic, and digital environments is the source material for expressive ideas in music. These ideas are manipulated and extended into forms, genres, and styles that are recognised as music. Music is a fundamental form of expression, both personal and cultural. Value is placed upon the musical heritages of New Zealand's diverse cultures, including traditional and contemporary Māori musical arts. By making, sharing, and responding to music, students contribute to the cultural life of their schools, whānau, peer groups, and communities. As they engage with and develop knowledge and deeper understandings of music, they draw on cultural practices and on histories, theories, structures, technologies, and personal experiences.

In music education, students work individually and collaboratively to explore the potential of sounds and technologies for creating, interpreting, and representing music ideas. As they think about and explore innovative sound and media, students have rich opportunities to further their own creative potential.

Students develop literacies in music as they listen and respond, sing, play instruments, create and improvise, read symbols and notations, record sound and music works, and analyse and appreciate music. This enables them to develop aural and theoretical skills and to value and understand the expressive qualities of music.

As students learn to communicate musically with increasing sophistication, they lay a foundation for lifelong enjoyment of and participation in music. Some will go on to take courses in musicology, performance, or composition. These may be steps on the way to music-related employment.

Visual Arts

Through engaging in the visual arts, students learn how to discern, participate in, and celebrate their own and others' visual worlds. Visual arts learning begins with children's curiosity and delight in their senses and stories and extends to communication of complex ideas and concepts. An understanding of Māori visual culture is achieved through exploration of Māori contexts. The arts of European, Pasifika, Asian, and other cultures add significant dimensions to New Zealand visual culture.

In visual arts education, students develop visual literacy and aesthetic awareness as they manipulate and transform visual, tactile, and spatial ideas to solve problems. They explore experiences, stories, abstract concepts, social issues, and needs, both individually and collaboratively. They experiment with materials, using processes and conventions to develop their visual enquiries and create both static and time-based art works. They view art works, bringing their own experiences, sharing their responses, and generating multiple interpretations. Their meaning making is further informed by investigation of the contexts in which art works are created, used, and valued. As they develop their visual literacy, students are able to engage with a wider range of art experiences in increasingly complex and conscious ways.

The visual arts develop students' conceptual thinking within a range of practices across drawing, sculpture, design, painting, printmaking, photography, and moving image. Art history may include a study of theories of the arts, architecture, and design. Theoretical investigations also inform practical enquiry. Opportunities to explore and communicate in the visual arts continue to expand as technologies and multi-disciplinary practices evolve.

Health and Physical Education

He oranga ngākau, he pikinga waiora.

What is health and physical education about?

In health and physical education, the focus is on the well-being of the students themselves, of other people, and of society through learning in health-related and movement contexts.

Four underlying and interdependent concepts are at the heart of this learning area:

- **Hauora** – a Māori philosophy of well-being that includes the dimensions taha wairua, taha hinengaro, taha tinana, and taha whānau, each one influencing and supporting the others.
- **Attitudes and values** – a positive, responsible attitude on the part of students to their own well-being; respect, care, and concern for other people and the environment; and a sense of social justice.
- The **socio-ecological perspective** – a way of viewing and understanding the interrelationships that exist between the individual, others, and society.
- **Health promotion** – a process that helps to develop and maintain supportive physical and emotional environments and that involves students in personal and collective action.

Why study in this learning area?

Through learning and by accepting challenges in health-related and movement contexts, students reflect on the nature of well-being and how to promote it. As they develop resilience and a sense of personal and social responsibility, they are increasingly able to take responsibility for themselves and contribute to the well-being of those around them, of their communities, of their environments (including natural environments), and of the wider society.

This learning area makes a significant contribution to the well-being of students beyond the classroom, particularly when it is supported by school policies and procedures and by the actions of all people in the school community.

How is the learning area structured?

The learning activities in health and physical education arise from the integration of the four concepts above, the following four strands and their achievement objectives, and seven key areas of learning.

The four strands are:

- **Personal Health and Physical Development**, in which students develop the knowledge, understandings, skills, and attitudes that they need in order to maintain and enhance their personal well-being and physical development;
- **Movement Concepts and Motor Skills**, in which students develop motor skills, knowledge and understandings about movement, and positive attitudes towards physical activity;
- **Relationships with Other People**, in which students develop understandings, skills, and attitudes that enhance their interactions and relationships with others;
- **Healthy Communities and Environments**, in which students contribute to healthy communities and environments by taking responsible and critical action.

The seven key areas of learning are:

mental health, sexuality education, food and nutrition, body care and physical safety, physical activity, sport studies, and outdoor education.

All seven areas are to be included in teaching and learning programmes at both primary and secondary levels.

Note that:

- it is expected that schools will consult with their communities when developing health and sexuality education programmes;
- it is expected that all students will have had opportunities to learn basic aquatics skills by the end of year 6 and practical cooking skills by the end of year 8;
- outdoor education programmes must follow safe practice and meet legal requirements.

Health and physical education encompasses three different but related subjects: health education, physical education, and home economics. These subjects share a conceptual framework and achievement objectives.

Health education

In health education, students develop their understanding of the factors that influence the health of individuals, groups, and society: lifestyle, economic, social, cultural, political, and environmental factors. Students develop competencies for mental wellness, reproductive health and positive sexuality, and safety management, and they develop understandings of nutritional needs. Students build resilience through strengthening their personal identity and sense of self-worth, through managing change and loss, and through engaging in processes for responsible decision making. They learn to demonstrate empathy, and they develop skills that enhance relationships. Students use these skills and understandings to take critical action to promote personal, interpersonal, and societal well-being.

Physical education

In physical education, the focus is on movement and its contribution to the development of individuals and communities. By learning in, through, and about movement, students gain an understanding that movement is integral to human expression and that it can contribute to people's pleasure and enhance their lives. They learn to understand, appreciate, and move their bodies, relate positively to others, and demonstrate constructive attitudes and values. This learning takes place as they engage in play, games, sport, exercise, recreation, adventure, and expressive movement in diverse physical and social environments. Physical education encourages students to engage in movement experiences that promote and support the development of physical and social skills. It fosters critical thinking and action and enables students to understand the role and significance of physical activity for individuals and society.

Home economics

In home economics, students develop an understanding of the factors that influence the well-being of individuals and families within the home and community and of the actions people take to enhance and sustain those environments. In the context of food and nutrition, students evaluate current issues and theories of nutrition, identify and reflect on factors that influence people's choices and behaviours, and use this knowledge to make informed decisions. Through the processes of selecting, preparing, cooking, and serving food, students develop their creativity and experience a sense of accomplishment. At the same time, they develop personal and interpersonal understandings and skills that contribute to well-being.

Learning Languages

Ko tōu reo, ko tōku reo,
te tuakiri tangata.
Tīhei uriuri, tīhei nakonako.

What is learning languages about?

Learning a new language provides a means of communicating with people from another culture and exploring one's own personal world.

Languages are inseparably linked to the social and cultural contexts in which they are used. Languages and cultures play a key role in developing our personal, group, national, and human identities. Every language has its own ways of expressing meanings; each has intrinsic value and special significance for its users.

This learning area provides the framework for the teaching and learning of languages that are additional to the language of instruction. Level 1 of the curriculum is the entry level for students with no prior knowledge of the language being learned, regardless of their school year.

Why study a language?

Languages link people locally and globally. They are spoken in the community, used internationally, and play a role in shaping the world. Oral, written, and visual forms of language link us to the past and give us access to new and different streams of thought and to beliefs and cultural practices.

Te reo Māori and New Zealand Sign Language (NZSL) are official languages of New Zealand. Because of New Zealand's close relationships with the peoples of the Pacific, Pasifika languages also have a special place.

By learning an additional language and its related culture(s), students come to appreciate that languages and cultures are systems that are organised and used in particular ways to achieve meaning. Learning a new language extends students' linguistic and cultural understanding and their ability to interact appropriately with other speakers. Interaction in a new language, whether face to face or technologically facilitated, introduces them to new ways of thinking about, questioning, and interpreting the world and their place in it. Through such interaction, students acquire knowledge, skills, and attitudes that equip them for living in a world of diverse peoples, languages, and cultures. As they move between, and respond to, different languages and different cultural practices, they are challenged to consider their own identities and assumptions.

As they learn a language, students develop their understanding of the power of language. They discover new ways of learning, new ways of knowing, and more about their own capabilities. Learning a language provides students with the cognitive tools and strategies to learn further languages and to increase their understanding of their own language(s) and culture(s).

How is the learning area structured?

This learning area puts students' ability to communicate at the centre by making Communication the core strand. This strand is supported by two further strands, which are directed specifically at developing the linguistic and cultural awareness needed for communicative competence.

In the core **Communication** strand, students learn to use the language to make meaning. As their linguistic and cultural knowledge increases, they become more effective communicators, developing the receptive skills of listening, reading, and viewing and the productive skills of speaking, writing, and presenting or performing.

In the supporting **Language Knowledge** strand, students study the language in order to understand how it works. They learn about the relationships between different words and different structures, how speakers adjust their language when negotiating meaning in different contexts and for different purposes, and how different types of text are organised. This strand helps students to develop explicit knowledge of the language, which will, over time, contribute to greater accuracy of use.

In the supporting **Cultural Knowledge** strand, students learn about culture and the interrelationship between culture and language. They grow in confidence as they learn to recognise different elements of the belief systems of speakers of the target language. They become increasingly aware of the ways in which these systems are expressed through language and cultural practices. As they compare and contrast different beliefs and cultural practices, including their own, they understand more about themselves and become more understanding of others.

The content of the learning area is specified in terms of a general proficiency statement for each progressive pair of levels, together with achievement objectives for

the core strand and the two supporting strands. The achievement objectives in the Communication strand provide the basis for assessment. The two supporting strands are only assessed indirectly through their contribution to the Communication strand.

The achievement objectives are generic in order to encompass all languages that may be offered for learning in schools. Language-specific guidelines provide further information.

Mathematics and Statistics

Kei hopu tōu ringa ki te aka tāepa,
engari kia mau ki te aka matua.

What is mathematics and statistics about?

Mathematics is the exploration and use of patterns and relationships in quantities, space, and time. Statistics is the exploration and use of patterns and relationships in data. These two disciplines are related but different ways of thinking and of solving problems. Both equip students with effective means for investigating, interpreting, explaining, and making sense of the world in which they live.

Mathematicians and statisticians use symbols, graphs, and diagrams to help them find and communicate patterns and relationships, and they create models to represent both real-life and hypothetical situations. These situations are drawn from a wide range of social, cultural, scientific, technological, health, environmental, and economic contexts.

Why study mathematics and statistics?

By studying mathematics and statistics, students develop the ability to think creatively, critically, strategically, and logically. They learn to structure and to organise, to carry out procedures flexibly and accurately, to process and communicate information, and to enjoy intellectual challenge.

By learning mathematics and statistics, students develop other important thinking skills. They learn to create models and predict outcomes, to conjecture, to justify and verify, and to seek patterns and generalisations. They learn to estimate with reasonableness, calculate with precision, and understand when results are precise and when they must be interpreted with uncertainty. Mathematics and statistics have a broad range of practical applications in everyday life, in other learning areas, and in workplaces.

How is the learning area structured?

The achievement objectives are presented in three strands. It is important that students can see and make sense of the many connections within and across these strands.

Number and Algebra. Number involves calculating and estimating, using appropriate mental, written, or machine calculation methods in flexible ways. It also involves knowing when it is appropriate to use estimation and being able to discern whether results are reasonable. Algebra involves generalising and representing the patterns and relationships found in numbers, shapes, and measures.

Geometry and Measurement. Geometry involves recognising and using the properties and symmetries of shapes and describing position and movement. Measurement involves quantifying the attributes of objects, using appropriate units and instruments. It also involves predicting and calculating rates of change.

Statistics involves identifying problems that can be explored by the use of appropriate data, designing investigations, collecting data, exploring and using patterns and relationships in data, solving problems, and communicating findings. Statistics also involves interpreting statistical information, evaluating data-based arguments, and dealing with uncertainty and variation.

Science

Mā te whakaaro nui e hanga te whare;
mā te mātauranga e whakaū.

What is science about?

Science is a way of investigating, understanding, and explaining our natural, physical world and the wider universe. It involves generating and testing ideas, gathering evidence – including by making observations, carrying out investigations and modelling, and communicating and debating with others – in order to develop scientific knowledge, understanding, and explanations. Scientific progress comes from logical, systematic work and from creative insight, built on a foundation of respect for evidence. Different cultures and periods of history have contributed to the development of science.

Why study science?

Science is able to inform problem solving and decision making in many areas of life. Many of the major challenges and opportunities that confront our world need to be approached from a scientific perspective, taking into account social and ethical considerations.

By studying science, students:

- develop an understanding of the world, built on current scientific theories;
- learn that science involves particular processes and ways of developing and organising knowledge and that these continue to evolve;
- use their current scientific knowledge and skills for problem solving and developing further knowledge;
- use scientific knowledge and skills to make informed decisions about the communication, application, and implications of science as these relate to their own lives and cultures and to the sustainability of the environment.

How is the learning area structured?

The fundamental aims of science education are expressed as a series of achievement aims, grouped by strand. (For these, see the chart of achievement objectives for science, available separately.) The achievement objectives at each level are derived from the aims and are similarly grouped by strand.

The **Nature of Science** strand is the overarching, unifying strand. Through it, students learn what science is and how scientists work. They develop the skills, attitudes, and values to build a foundation for understanding the world. They come to appreciate that while scientific knowledge is durable, it is also constantly re-evaluated in the light of new evidence. They learn how scientists carry out investigations, and they come to see science as a socially valuable knowledge system. They learn how science ideas are communicated and to make links between scientific knowledge and everyday decisions and actions. These outcomes are pursued through the following major contexts in which scientific knowledge has developed and continues to develop.

The **Living World** strand is about living things and how they interact with each other and the environment. Students develop an understanding of the diversity of life and life processes, of where and how life has evolved, of evolution as the link between life processes and ecology, and of the impact of humans on all forms of life. As a result, they are able to make more informed decisions about significant biological issues. The emphasis is on the biology of New Zealand, including the sustainability of New Zealand's unique fauna and flora and distinctive ecosystems.

The **Planet Earth and Beyond** strand is about the interconnecting systems and processes of the Earth, the other parts of the solar system, and the universe beyond. Students learn that Earth's subsystems of geosphere (land), hydrosphere (water), atmosphere (air), and biosphere (life) are interdependent and that all are important. They come to appreciate that humans can affect this interdependence in both positive and negative ways.

Students also learn that Earth provides all the resources required to sustain life except energy from the Sun, and that, as humans, we act as guardians of these finite resources. This means knowing and understanding the numerous interactions of Earth's four systems with the solar system. Students can then confront the issues facing our planet and make informed decisions about the protection and wise use of Earth's resources.

The **Physical World** strand provides explanations for a wide range of physical phenomena, including light, sound, heat, electricity, magnetism, waves, forces, and motion, united by the concept of energy, which is transformed from one form to another without loss. By studying physics, students gain an understanding of interactions between parts of the physical world and of

the ways in which they can be represented. Knowing about physics enables people to understand a wide range of contemporary issues and challenges and potential technological solutions.

The **Material World** strand involves the study of matter and the changes it undergoes. In their study of chemistry, students develop understandings of the composition and properties of matter, the changes it undergoes, and the energy involved. They use their understanding of the fundamental properties of chemistry to make sense of the world around them. They learn to interpret their observations by considering the properties and behaviour of atoms, molecules, and ions. They learn to communicate their understandings, using the symbols and conventions of chemistry. Using their knowledge of chemistry, they are better able to understand science-related challenges, such as environmental sustainability and the development of new materials, pharmaceuticals, and sources of energy.

The core strand, Nature of Science, is required learning for all students up to year 10. The other strands provide contexts for learning. Over the course of years 1–10, science programmes should include learning in all four context strands.

Students in years 11–13 are able to specialise in one or more science disciplines, depending on the choices offered in their schools. The achievement objectives in the context strands provide for strand-based specialisations, but a wider range of programmes is possible; for example, schools may offer programmes in biochemistry, education for sustainability, agriculture, horticulture, human biology, or electronics.

Social Sciences

Unuhia te rito o te harakeke kei whea te kōmako e kō?
Whakatairangitia – rere ki uta, rere ki tai;
Ui mai koe ki ahau he aha te mea nui o te ao,
Māku e kī atu he tangata, he tangata, he tangata!

What are the social sciences about?

The social sciences learning area is about how societies work and how people can participate as critical, active, informed, and responsible citizens. Contexts are drawn from the past, present, and future and from places within and beyond New Zealand.

Why study the social sciences?

Through the social sciences, students develop the knowledge and skills to enable them to: better understand, participate in, and contribute to the local, national, and global communities in which they live and work; engage critically with societal issues; and evaluate the sustainability of alternative social, economic, political, and environmental practices.

Students explore the unique bicultural nature of New Zealand society that derives from the Treaty of Waitangi. They learn about people, places, cultures, histories, and the economic world, within and beyond New Zealand. They develop understandings about how societies are organised and function and how the ways in which people and communities respond are shaped by different perspectives, values, and viewpoints. As they explore how others see themselves, students clarify their own identities in relation to their particular heritages and contexts.

How is the learning area structured?

Achievement objectives for social studies at levels 1–5 integrate concepts from one or more of four conceptual strands:

Identity, Culture, and Organisation – Students learn about society and communities and how they function. They also learn about the diverse cultures and identities of people within those communities and about the effects of these on the participation of groups and individuals.

Place and Environment – Students learn about how people perceive, represent, interpret, and interact with places and environments. They come to understand the relationships that exist between people and the environment.

Continuity and Change – Students learn about past events, experiences, and actions and the changing ways in which these have been interpreted over time. This helps them to understand the past and the present and to imagine possible futures.

The **Economic World** – Students learn about the ways in which people participate in economic activities and about the consumption, production, and distribution of goods and services. They develop an understanding of their role in the economy and of how economic decisions affect individuals and communities.

Understandings in relation to the achievement objectives can be developed through a range of approaches. Using a social inquiry approach, students:

- ask questions, gather information and background ideas, and examine relevant current issues;
- explore and analyse people's values and perspectives;
- consider the ways in which people make decisions and participate in social action;
- reflect on and evaluate the understandings they have developed and the responses that may be required.

Inquiry in the social sciences is also informed by approaches originating from such contributing disciplines as history, geography, and economics.

Learning based on the level 1–5 social studies achievement objectives establishes a foundation for the separate social science disciplines offered in the senior secondary school. At levels 6–8, students are able to specialise in one or more of these, depending on the choices offered by their schools. Achievement objectives are provided for social studies, economics, geography, and history, but the range of possible social science disciplines that schools can offer is much broader, including, for example, classical studies, media studies, sociology, psychology, and legal studies.

Technology

Kaua e rangiruatia te hāpai o te hoe;
e kore tō tātou waka e ū ki uta.

What is technology about?

Technology is intervention by design: the use of practical and intellectual resources to develop products and systems (technological outcomes) that expand human possibilities by addressing needs and realising opportunities. Adaptation and innovation are at the heart of technological practice. Quality outcomes result from thinking and practices that are informed, critical, and creative.

Technology makes enterprising use of its own particular knowledge and skills, together with those of other disciplines. Graphics and other forms of visual representation offer important tools for exploration and communication.

Technology is never static. It is influenced by and in turn impacts on the cultural, ethical, environmental, political, and economic conditions of the day.

Why study technology?

The aim is for students to develop a broad technological literacy that will equip them to participate in society as informed citizens and give them access to technology-related careers. They learn practical skills as they develop models, products, and systems. They also learn about technology as a field of human activity, experiencing and/or exploring historical and contemporary examples of technology from a variety of contexts.

Technology is associated with the transformation of energy, information, and materials. Technological areas include structural, control, food, and information and communications technology and biotechnology. Relevant contexts can be as varied as computer game software, food products, worm farming, security systems, costumes and stage props, signage, and taonga.

How is the learning area structured?

The learning area comprises three strands: Technological Practice, Technological Knowledge, and Nature of Technology. Teaching and learning programmes will integrate all three, though a particular unit of work may focus on just one or two.

Knowledge and skills are learned in context. By offering a variety of contexts, teachers help their students to recognise links and develop generic understandings. Students should be encouraged to access relevant knowledge and skills from other learning areas.

In the **Technological Practice** strand, students examine the practice of others and undertake their own. They develop a range of outcomes, including concepts, plans, briefs, technological models, and fully realised products or systems. Students investigate issues and existing outcomes and use the understandings gained, together with design principles and approaches, to inform their own practice. They also learn to consider ethics, legal requirements, protocols, codes of practice, and the needs of and potential impacts on stakeholders and the environment.

Through the **Technological Knowledge** strand, students develop knowledge particular to technological enterprises and environments and understandings of how and why things work. Students learn how functional modelling is used to evaluate design ideas and how prototyping is used to evaluate the fitness for purpose of systems and products as they are developed. An understanding of material properties, uses, and development is essential to understanding how and why products work the way they do. Similarly, an understanding of the constituent parts of systems and how these work together is essential to understanding how and why systems operate in the way they do.

Through the **Nature of Technology** strand, students develop an understanding of technology as a discipline and of how it differs from other disciplines. They learn to critique the impact of technology on societies and the environment and to explore how developments and outcomes are valued by different peoples in different times. As they do so, they come to appreciate the socially embedded nature of technology and become increasingly able to engage with current and historical issues and to explore future scenarios.

In years 11–13, students work with fewer contexts in greater depth. This requires them to continue to draw fully on learning from other disciplines. For example, students working with materials and/or food technology will need to refer to chemistry, and students working on an architectural project will find that an understanding of art history is invaluable. Some schools may offer courses such as electronics and horticulture as technology specialisations.

Learning for senior students opens up pathways that can lead to technology-related careers. Students may access the workplace learning opportunities available in a range of industries or move on to further specialised tertiary study.

Effective Pedagogy

Teacher actions promoting student learning

While there is no formula that will guarantee learning for every student in every context, there is extensive, well-documented evidence about the kinds of teaching approaches that consistently have a positive impact on student learning. This evidence tells us that students learn best when teachers:

- create a supportive learning environment;
- encourage reflective thought and action;
- enhance the relevance of new learning;
- facilitate shared learning;
- make connections to prior learning and experience;
- provide sufficient opportunities to learn;
- inquire into the teaching–learning relationship.

Creating a supportive learning environment

Learning is inseparable from its social and cultural context. Students learn best when they feel accepted, when they enjoy positive relationships with their fellow students and teachers, and when they are able to be active, visible members of the learning community. Effective teachers foster positive relationships within environments that are caring, inclusive, non-discriminatory, and cohesive. They also build good relationships with the wider school community, working with parents and caregivers as key partners who have unique knowledge of their children and countless opportunities to advance their children's learning. Effective teachers attend to the cultural and linguistic diversity of all their students. The classroom culture exists within and alongside many other cultures, including the cultures of the wider school and the local community, the students' peer culture, and the teacher's professional culture.

Encouraging reflective thought and action

Students learn most effectively when they develop the ability to stand back from the information or ideas that they have engaged with and think about these objectively. Reflective learners assimilate new learning, relate it to what they already know, adapt it for their own purposes, and translate thought into action. Over time, they develop their creativity, their ability to think critically about information and ideas, and their metacognitive ability (that is, their ability to think about their own thinking). Teachers encourage such thinking when they design tasks and opportunities that require students to critically evaluate the material they use and consider the purposes for which it was originally created.

Enhancing the relevance of new learning

Students learn most effectively when they understand what they are learning, why they are learning it, and how they will be able to use their new learning. Effective teachers stimulate the curiosity of their students, require them to search for relevant information and ideas, and challenge them to use or apply what they discover in new contexts or in new ways. They look for opportunities to involve students directly in decisions relating to their own learning. This encourages them to see what they are doing as relevant and to take greater ownership of their own learning.

Facilitating shared learning

Students learn as they engage in shared activities and conversations with other people, including family members and people in the wider community. Teachers encourage this process by cultivating the class as a learning community. In such a community, everyone, including the teacher, is a learner; learning conversations and learning partnerships are encouraged; and challenge, support, and feedback are always available. As they engage in reflective discourse with others, students build the language that they need to take their learning further.

Making connections to prior learning and experience

Students learn best when they are able to integrate new learning with what they already understand. When teachers deliberately build on what their students know and have experienced, they maximise the use of learning time, anticipate students' learning needs, and avoid unnecessary duplication of content. Teachers can help students to make connections across learning areas as well as to home practices and the wider world.

Providing sufficient opportunities to learn

Students learn most effectively when they have time and opportunity to engage with, practise, and transfer new learning. This means that they need to encounter new learning a number of times and in a variety of different tasks or contexts. It also means that when curriculum coverage and student understanding are in competition, the teacher may decide to cover less but cover it in greater depth. Appropriate assessment helps the teacher to determine what "sufficient" opportunities

mean for an individual student and to sequence students' learning experiences over time.

Teaching as inquiry

Since any teaching strategy works differently in different contexts for different students, effective pedagogy requires that teachers inquire into the impact of their teaching on their students.

Inquiry into the teaching–learning relationship can be visualised as a cyclical process that goes on moment by moment (as teaching takes place), day by day, and over the longer term. In this process, the teacher asks:

- What is important (and therefore worth spending time on), given where my students are at?

  This *focusing inquiry* establishes a baseline and a direction. The teacher uses all available information to determine what their students have already learned and what they need to learn next.

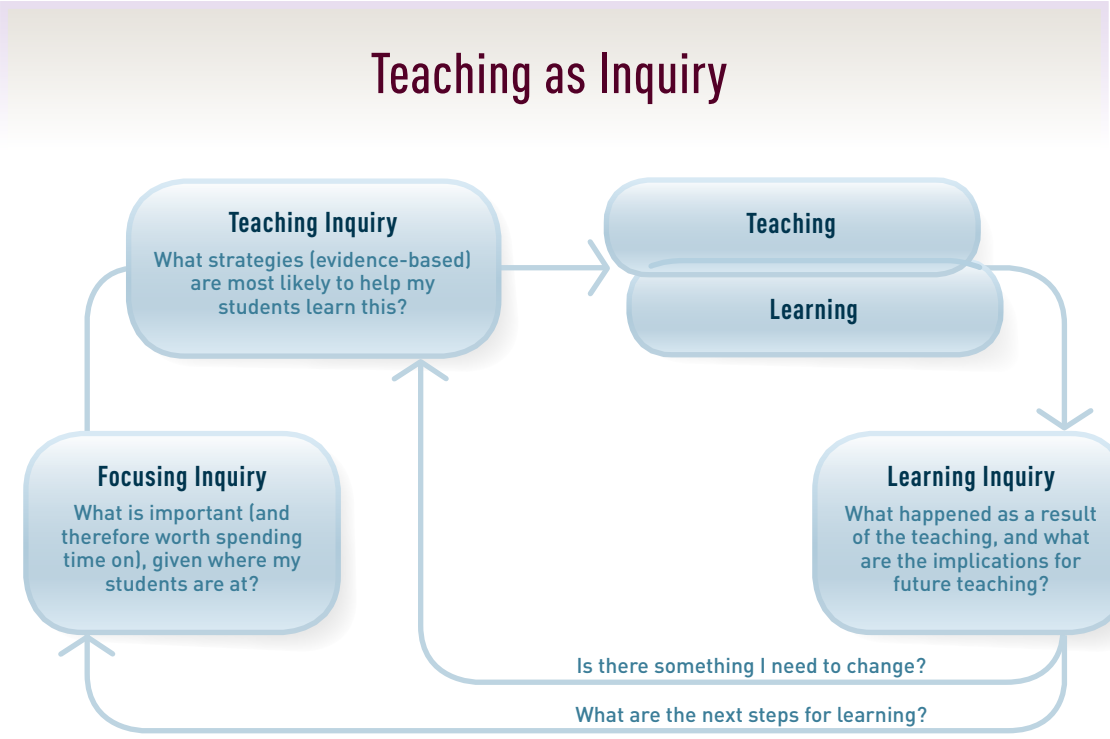
- What strategies (evidence-based) are most likely to help my students learn this?

  In this *teaching inquiry*, the teacher uses evidence from research and from their own past practice and that of colleagues to plan teaching and learning opportunities aimed at achieving the outcomes prioritised in the focusing inquiry.

- What happened as a result of the teaching, and what are the implications for future teaching?

  In this *learning inquiry*, the teacher investigates the success of the teaching in terms of the prioritised outcomes, using a range of assessment approaches. They do this both while learning activities are in progress and also as longer-term sequences or units of work come to an end. They then analyse and interpret the information to consider what they should do next.

See pages 39–40 for a discussion of purposeful assessment.



E-learning and pedagogy

Information and communication technology (ICT) has a major impact on the world in which young people live. Similarly, e-learning (that is, learning supported by or facilitated by ICT) has considerable potential to support the teaching approaches outlined in the above section.

For instance, e-learning may:

- assist the making of *connections* by enabling students to enter and explore new learning environments, overcoming barriers of distance and time;
- facilitate *shared learning* by enabling students to join or create communities of learners that extend well beyond the classroom;
- assist in the creation of *supportive learning environments* by offering resources that take account of individual, cultural, or developmental differences;
- enhance *opportunities to learn* by offering students virtual experiences and tools that save them time, allowing them to take their learning further.

Schools should explore not only how ICT can supplement traditional ways of teaching but also how it can open up new and different ways of learning.

The School Curriculum: Design and Review

From New Zealand Curriculum to school curriculum

Curriculum design and review is a continuous, cyclic process. It involves making decisions about how to give effect to the national curriculum in ways that best address the particular needs, interests, and circumstances of the school's students and community. It requires a clear understanding of the intentions of the New Zealand Curriculum and of the values and expectations of the community. Above all, it clarifies priorities for student learning, the ways in which those priorities will be addressed, and how student progress and the quality of teaching and learning will be assessed. Curriculum change should build on existing good practice and aim to maximise the use of local resources and opportunities.

Curriculum is designed and interpreted in a three-stage process: as the national curriculum, the school curriculum, and the classroom curriculum. The national curriculum provides the framework and common direction for schools, regardless of type, size, or location. It gives schools the scope, flexibility, and authority they need to design and shape their curriculum so that teaching and learning is meaningful and beneficial to their particular communities of students. In turn, the design of each school's curriculum should allow teachers the scope to make interpretations in response to the particular needs, interests, and talents of individuals and groups of students in their classes.

All New Zealand students, regardless of where they are situated, should experience a rich and balanced education that embraces the intent of the national curriculum. The *principles* should underpin and guide the design, practice, and evaluation of curriculum at every stage. The *values, key competencies*, and *learning areas* provide the basis for teaching and learning across schools and within schools. This learning will contribute to the realisation of a vision of young people who will be confident, connected, actively involved, lifelong learners.

Key considerations

- The relationship between the New Zealand Curriculum and the school curriculum
- Principles
- Values, key competencies, and learning areas
- Achievement objectives
- Assessment
- Learning pathways

The relationship between the New Zealand Curriculum and the school curriculum

The New Zealand Curriculum sets the direction for teaching and learning in English-medium New Zealand schools. But it is a framework rather than a detailed plan. This means that while every school curriculum must be clearly aligned with the intent of this document, schools have considerable flexibility when determining the detail. In doing this, they can draw on a wide range of ideas, resources, and models.

Schools are required to base their curriculum on the principles of the New Zealand Curriculum, to encourage and model the values, and to develop the key competencies at all year levels.

In years 1–10, schools are required to provide teaching and learning in English, the arts, health and physical education, mathematics and statistics, science, the social sciences, and technology.

Principles

The principles are foundations of curriculum decision-making. They embody beliefs about the nature of the educational experience and the entitlement of students; they apply equally to all schools and to every aspect of the curriculum. Schools should be able to clearly demonstrate their commitment to the principles and to articulate how they are given effect in teaching and learning.

Values, key competencies, and learning areas

The New Zealand Curriculum identifies *values* to be encouraged and modelled and to be explored by students, *key competencies* that students will develop over time and in a range of settings, and *learning areas* that describe what they will come to know and do. Schools need to consider how each of these aspects of the curriculum will be promoted and developed in teaching and learning. They can do this in different ways.

Schools may, for example, decide to organise their curriculum around one of these three aspects (values, key competencies, or learning areas) and deliberately weave the other two through their programmes. Alternatively, they may decide to organise their

curriculum around central themes, integrating values, key competencies, knowledge, and skills across a number of learning areas. Or they may use another approach or a combination of approaches.

The values, competencies, knowledge, and skills that students will need for addressing real-life situations are rarely confined to one part of the curriculum. Wherever possible, schools should aim to design their curriculum so that learning crosses apparent boundaries.

Values

Every school has a set of values. They are expressed in its philosophy, in the way it is organised, and in interpersonal relationships at every level. Following discussions with their communities, many schools list their values in their charters.

The New Zealand Curriculum identifies a number of values that have widespread community support. These values are to be encouraged and modelled, and they are to be explored by students. Schools need to consider how they can make the values an integral part of their curriculum and how they will monitor the effectiveness of the approach taken.

Key competencies

The key competencies are both end and means. They are a focus for learning – and they enable learning. They are the capabilities that young people need for growing, working, and participating in their communities and society.

The school curriculum should challenge students to use and develop the competencies across the range of learning areas and in increasingly complex and unfamiliar situations. Opportunities for doing this can often be integrated into existing programmes of work. Use can also be made of opportunities provided by the ways in which school environments and events are structured. There will be times when students can initiate activities themselves. Such activities provide meaningful contexts for learning and self-assessment.

In practice, the key competencies are most often used in combination. When researching an issue of interest, for example, students are likely to need to:

- set and monitor personal goals, manage time frames, arrange activities, and reflect on and respond to ideas they encounter *(managing self)*;
- interact, share ideas, and negotiate with a range of people *(relating to others)*;
- call on a range of communities for information and use that information as a basis for action *(participating and contributing)*;
- analyse and consider a variety of possible approaches to the issue at hand *(thinking)*;
- create texts to record and communicate ideas, using language and symbols appropriate to the relevant learning area(s) *(using language, symbols, and texts)*.

When designing and reviewing their curriculum, schools will need to consider how to encourage and monitor the development of the key competencies. They will need to clarify their meaning for their students. They will also need to clarify the conditions that will help or hinder the development of the competencies, the extent to which they are being demonstrated, and how the school will evaluate the effectiveness of approaches intended to strengthen them.

With appropriate teacher guidance and feedback, all students should develop strategies for self-monitoring and collaborative evaluation of their performance in relation to suitable criteria. Self-assessments might involve students examining and discussing various kinds of evidence, making judgments about their progress, and setting further goals.

Learning areas

The learning area statements (pages 18–33) describe the essential nature of each learning area, how it can contribute to a young person's education, and how it is structured. These statements, rather than the achievement objectives, should be the starting point for developing programmes of learning suited to students' needs and interests. Schools are then able to select achievement objectives to fit those programmes.

None of the strands in the required learning areas is optional, but in some learning areas, particular strands may be emphasised at different times or in different years. Schools should have a clear rationale for doing this and should ensure that each strand receives due emphasis over the longer term.

Links between learning areas should be explored. This can lead, for example, to units of work or broad programmes designed to:

- develop students' knowledge and understandings in relation to major social, political, and economic shifts of the day, for example, through studies of Asia and the Pacific Rim;
- develop students' financial capability, positioning them to make well-informed financial decisions throughout their lives.

Future focus

Future-focused issues are a rich source of learning opportunities. They encourage the making of connections across the learning areas, values, and key competencies, and they are relevant to students' futures. Such issues include:

- **sustainability** – exploring the long-term impact of social, cultural, scientific, technological, economic, or political practices on society and the environment;
- **citizenship** – exploring what it means to be a citizen and to contribute to the development and well-being of society;
- **enterprise** – exploring what it is to be innovative and entrepreneurial;
- **globalisation** – exploring what it means to be part of a global community and to live amongst diverse cultures.

Achievement objectives

The achievement objectives found in the New Zealand Curriculum set out selected learning processes, knowledge, and skills relative to eight levels of learning. These desirable levels of knowledge, understanding, and skills represent progress towards broader outcomes that ultimately amount to deeper learning. When designing and reviewing their curriculum, schools choose achievement objectives from each area to fit the learning needs of their students.

Some achievement objectives relate to skills or understandings that can be mastered within a particular learning level. Others are more complex and are developed with increasing sophistication across a number of learning levels. The broader and more complex an objective, the more significant it is likely to be for a student's learning.

It is important for both planning and teaching purposes that schools provide clear statements of learning expectations that apply to particular levels or across a number of levels. These expectations should be stated in ways that help teachers, students, and parents to recognise, measure, discuss, and chart progress.

A school's curriculum is likely to be well designed when:

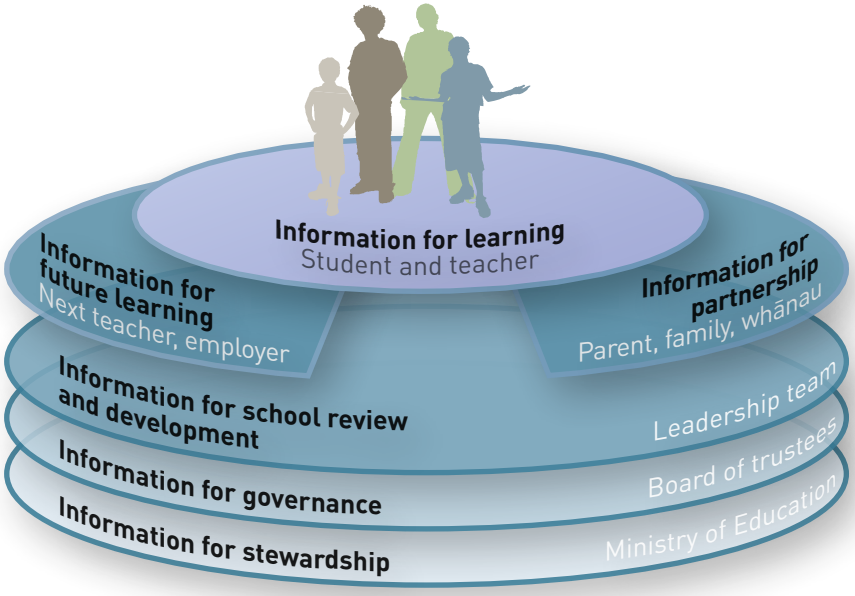
- Principals and teachers can show what it is that they want their students to learn and how their curriculum is designed to achieve this.
- Students are helped to build on existing learning and take it to higher levels. Students with special needs are given quality learning experiences that enable them to achieve, and students with special abilities and talents are given opportunities to work beyond formally described objectives.
- The long view is taken: each student's ultimate learning success is more important than the covering of particular achievement objectives.

Curriculum design and practice should begin with the premise that all students can learn and succeed (see the *high expectations* principle) and should recognise that, as all students are individuals, their learning may call for different approaches, different resourcing, and different goals (see the *inclusion* principle).

Assessment

The primary purpose of assessment is to improve students' learning and teachers' teaching as both student and teacher respond to the information that it provides. With this in mind, schools need to consider how they will gather, analyse, and use assessment information so that it is effective in meeting this purpose.

Assessment for the purpose of improving student learning is best understood as an ongoing process that arises out of the interaction between teaching and learning. It involves the focused and timely gathering, analysis, interpretation, and use of information that can provide evidence of student progress. Much of this evidence is "of the moment". Analysis and interpretation often take place in the mind of the teacher, who then uses the insights gained to shape their actions as they continue to work with their students.



Uses of assessment information

The adjacent diagram shows the different groups of people involved in supporting students' learning and the purposes for which they need assessment information.

Some characteristics of effective assessment

Effective assessment:

- **benefits students** – It clarifies for them what they know and can do and what they still need to learn. When students see that they are making progress, their motivation is sustained and their confidence increases.
- **involves students** – They discuss, clarify, and reflect on their goals, strategies, and progress with their teachers, their parents, and one another. This develops students' capacity for self- and peer assessment, which lead in turn to increased self-direction.
- **supports teaching and learning goals** – Students understand the desired outcomes and the criteria for success. Important outcomes are emphasised, and the teacher gives feedback that helps the students to reach them.
- **is planned and communicated** – Outcomes, teaching strategies, and assessment criteria are carefully matched. Students know in advance how and why they are to be assessed. The teacher's programme planning is flexible so that they can make changes in response to new information, opportunities, or insights.
- **is suited to the purpose** – Evidence is obtained through a range of informal and formal assessment approaches. These approaches are chosen to suit the nature of the learning being assessed, the varied characteristics and experiences of the students, and the purpose for which the information is to be used.
- **is valid and fair** – Teachers obtain and interpret information from a range of sources and then base decisions on this evidence, using their professional judgment. Conclusions are most likely to be valid when the evidence for them comes from more than one assessment.

Assessment is integral to the teaching inquiry process (see page 35) because it is the basis for both the focusing inquiry and the learning inquiry.

School-wide assessment

Schools need to know what impact their programmes are having on student learning. An important way of getting this information is by collecting and analysing school-wide assessment data. Schools can then use this information as the basis for changes to policies or programmes or changes to teaching practices as well as for reporting to the board of trustees, parents, and the Ministry of Education. Assessment information may also be used to compare the relative achievement of different groups of students or to compare the achievement of the school's students against national standards.

Assessment for national qualifications

The New Zealand Curriculum provides the basis for the ongoing development of achievement standards and unit standards registered on the National Qualifications Framework, which are designed to lead to the award of qualifications in years 11–13. These include the National Certificate of Educational Achievement and other national certificates that schools may choose to offer.

The New Zealand Curriculum, together with the Qualifications Framework, gives schools the flexibility to design and deliver programmes that will engage all students and offer them appropriate learning pathways. The flexibility of the qualifications system also allows schools to keep assessment to levels that are manageable and reasonable for both students and teachers. Not all aspects of the curriculum need to be formally assessed, and excessive high-stakes assessment in years 11–13 is to be avoided.

Learning pathways

As students journey from early childhood through secondary school and, in many cases, on to tertiary training or tertiary education in one of its various forms, they should find that each stage of the journey prepares them for and connects well with the next. Schools can design their curriculum so that students find the transitions positive and have a clear sense of continuity and direction.

Early childhood learning

Te Whāriki: He Whāriki Mātauranga mō ngā Mokopuna o Aotearoa, the curriculum for early childhood education, provides children with a foundation for ongoing learning. It is based on four principles: Empowerment, Holistic Development, Family and Community, and Relationships.

Te Whāriki includes five curriculum strands: Exploration – Mana Aotūroa, Communication – Mana Reo, Well-being – Mana Atua, Contribution – Mana Tangata, and Belonging – Mana Whenua. Together, they provide a foundation for lifelong learning. These strands correspond to the key competencies identified in this document.

Learning in years 1–6

The transition from early childhood education to school is supported when the school:

- fosters a child's relationships with teachers and other children and affirms their identity;
- builds on the learning experiences that the child brings with them;
- considers the child's whole experience of school;
- is welcoming of family and whānau.

This new stage in children's learning builds upon and makes connections with early childhood learning and experiences. Teaching and learning programmes are developed through a wide range of experiences across all learning areas, with a focus on literacy and numeracy along with the development of values and key competencies.

Learning in years 7–10

During these years, students have opportunities to achieve to the best of their abilities across the breadth and depth of the New Zealand Curriculum – values, key competencies, and learning areas – laying a foundation for living and for further learning.

A responsive curriculum will recognise that students in these years are undergoing rapid physical development, becoming increasingly socially aware, and encountering increasingly complex curriculum contexts. Particularly important are positive relationships with adults, opportunities for students to be involved in the community, and authentic learning experiences.

Students' learning progress is closely linked to their ongoing development of literacy and numeracy skills. These continue to require focused teaching.

Learning in years 11–13

The New Zealand Curriculum allows for greater choice and specialisation as students approach the end of their school years and as their ideas about future direction become clearer. Schools recognise and provide for the diverse abilities and aspirations of their senior students in ways that enable them to appreciate and keep open a range of options for future study and work. Students can specialise within learning areas or take courses across or outside learning areas, depending on the choices that their schools are able to offer.

In these years, students gain credits towards a range of recognised qualifications. Schools can extend this range by making it possible for students to participate in programmes or studies offered by workplaces and tertiary institutions. Credits gained in this way can often be later transferred to tertiary qualifications.

The values and key competencies gain increasing significance for senior school students as they appreciate that these are the values and capabilities they will need as adults for successful living and working and for continued learning.

Tertiary education and employment

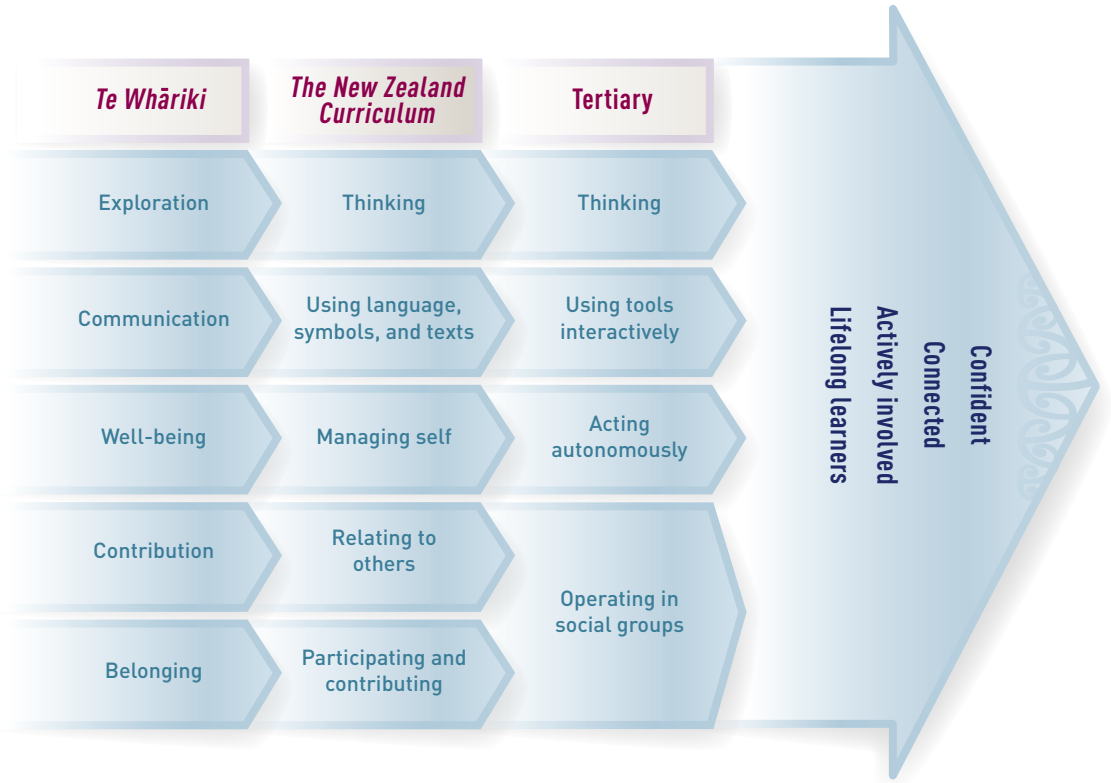
Tertiary education in its various forms offers students wide-ranging opportunities to pursue an area or areas of particular interest. Some tertiary education focuses on the highly specific skills and discipline knowledge required, for example, by trades, ICT, and health professions. In other cases, the emphasis is on more broadly applicable skills and theoretical understandings, developed and explored in depth, which provide a foundation for knowledge creation.

Tertiary education builds on the values, competencies, discipline knowledge, and qualifications that students have developed or gained during their school years. Recognising the importance of key competencies to success at tertiary level, the sector has identified four as crucial: thinking, using tools interactively, acting autonomously, and operating in social groups. These correspond closely to the five key competencies defined in this document.

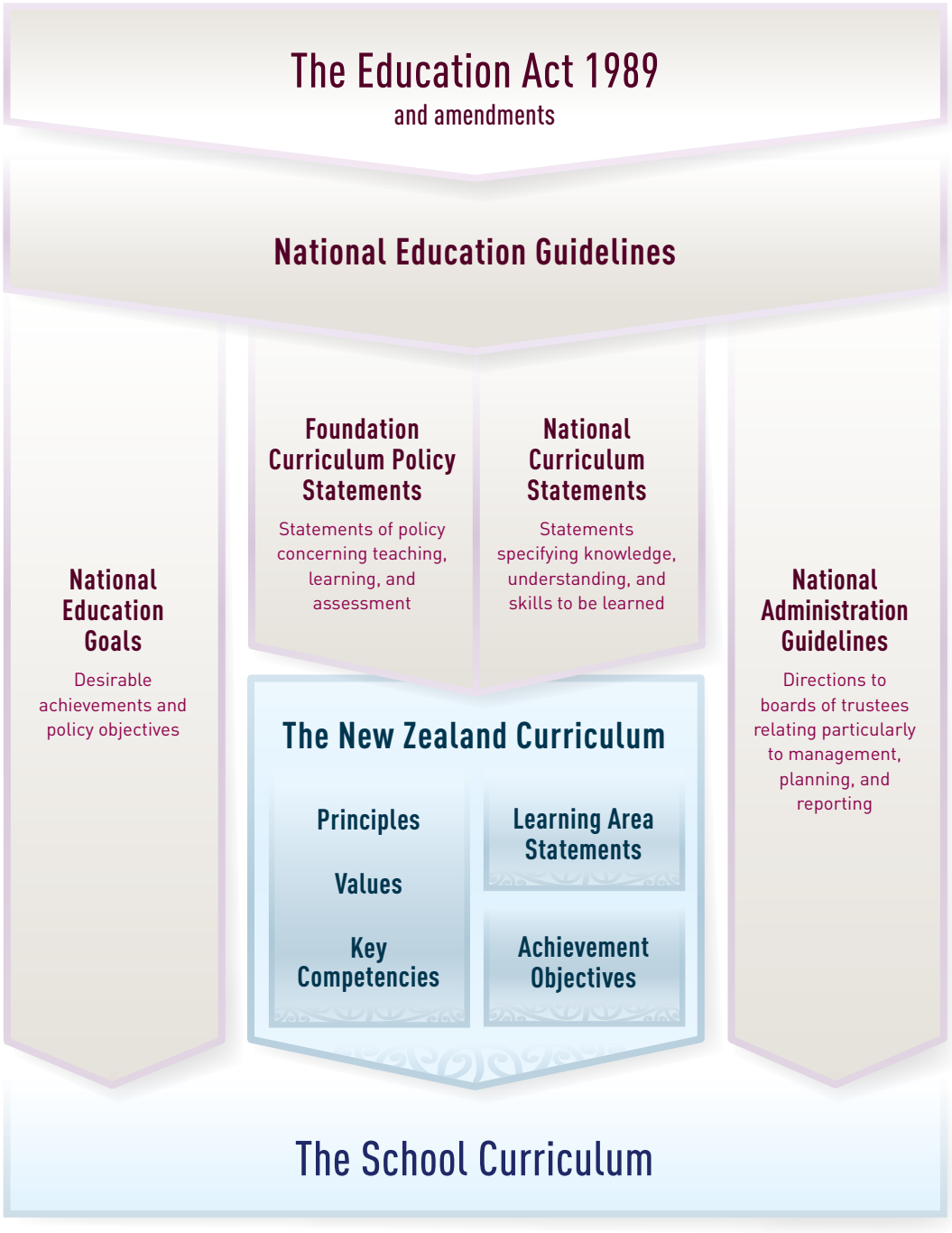
In the past, many young people finished all formal learning when they left school. Today, all school leavers, including those who go directly into paid employment, should take every opportunity to continue learning and developing their capabilities. New Zealand needs its young people to be skilled and educated, able to contribute fully to its well-being, and able to meet the changing needs of the workplace and the economy.

The key competencies: Cross-sector alignment

This diagram suggests how the tertiary competencies align with those of *Te Whāriki* and *The New Zealand Curriculum*:



The Education Act and the Curriculum



Requirements for Boards of Trustees

Each board of trustees, through the principal and staff, is required to develop and implement a curriculum for students in years 1–13:

- that is underpinned by and consistent with the principles set out on page 9;
- in which the values set out on page 10 are encouraged and modelled and are explored by students;
- that supports students to develop the key competencies set out on pages 12–13.

Each board of trustees, through the principal and staff, is required to provide all students in years 1–10 with effectively taught programmes of learning in:

English, as specified on page 18; the arts, as specified on pages 20–21; health and physical education, as specified on pages 22–23; mathematics and statistics, as specified on page 26; science, as specified on pages 28–29; social sciences, as specified on page 30; and technology, as specified in the supplement.

When designing and reviewing their curriculum, schools select achievement objectives from each area in response to the identified interests and learning needs of their students. For learning in digital technologies, schools need to provide learning opportunities in line with the progress outcomes from the technology learning area.

Note: All schools with students in years 7–10 should be working towards offering students opportunities for learning a second or subsequent language. Teaching programmes should be based on the learning languages statement found on pages 24–25 and the achievement objectives for this learning area. Teaching programmes for students in years 11–13 should be based, in the first instance, on the appropriate national curriculum statements.

Each board of trustees, through the principal and staff, is required:

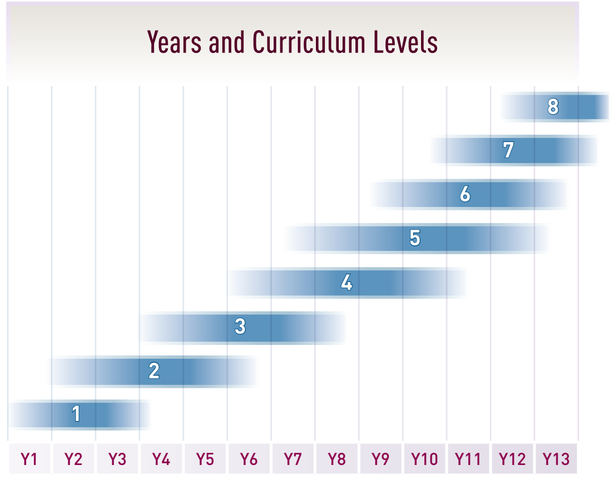
- to gather information that is sufficiently comprehensive to enable evaluation of student progress and achievement;
- to identify students and groups of students who are not achieving, who are at risk of not achieving, or who have special needs and to identify aspects of the curriculum that require particular attention;
- in consultation with the school's Māori community, to develop and make known its plans and targets for improving the achievement of Māori students.

Each board of trustees, through the principal and staff, is required to implement its curriculum in accordance with the priorities set out in the National Education Goals and the National Administration Guidelines.

These requirements will be confirmed by notice in *The New Zealand Gazette.*

Years and Curriculum Levels

This diagram shows how curriculum levels typically relate to years at school. Many students do not, however, fit this pattern. They include those with special learning needs, those who are gifted, and those who come from non-English-speaking backgrounds. Students learning an additional language are also unlikely to follow the suggested progression: level 1 is the entry level for those with no prior knowledge of the language being learned, regardless of their school year.



Achievement Objectives by Level

The fold-out charts that follow group achievement objectives by level. This format facilitates cross-curricular collaborative planning and assessment. The achievement objectives are also available in a format that sets them out by levels within learning areas. In some cases, this second set of charts provides additional information.

Level One English

Listening, Reading, and Viewing

Processes and strategies

Students will:

- Acquire and begin to use sources of information, processes, and strategies to identify, form, and express ideas.

  INDICATORS:
  - selects and reads texts for enjoyment and personal fulfilment;
  - has an awareness of the connections between oral, written, and visual language;
  - uses sources of information (meaning, structure, visual and grapho-phonic information) and prior knowledge to make sense of a range of texts;
  - associates sounds with letter clusters as well as with individual letters;
  - uses processing and some comprehension strategies with some confidence;
  - is developing the ability to think critically about texts;
  - begins to monitor, self-evaluate, and describe progress.

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

Purposes and audiences

- Recognise that texts are shaped for different purposes and audiences.

  INDICATORS:
  - identifies the purposes of simple texts;
  - evaluates the usefulness of simple texts.

Ideas

- Recognise and identify ideas within and across texts.

  INDICATORS:
  - understands that personal experience can influence the meaning gained from texts;
  - makes meaning of texts by identifying ideas in some texts.

Language features

- Recognise and begin to understand how language features are used for effect within and across texts.

  INDICATORS:
  - begins to recognise that oral, written, and visual language features can be used for effect;
  - recognises a large bank of high-frequency and some topic-specific words;
  - shows some knowledge of text conventions, such as: capital letters, full stops, and word order; volume and clarity; and simple symbols.

Structure

- Recognise and begin to understand text structures.

  INDICATORS:
  - understands that the order and organisation of words, sentences, and images contribute to text meaning;
  - recognises some text forms and some differences between them.

Speaking, Writing, and Presenting

Processes and strategies

Students will:

- Acquire and begin to use sources of information, processes, and strategies to identify, form, and express ideas.

  INDICATORS:
  - has an awareness of the connections between oral, written, and visual language when creating text;
  - creates texts by using meaning, structure, visual and grapho-phonic sources of information, prior knowledge, and some processing strategies with some confidence;
  - seeks feedback and makes changes to texts;
  - is becoming reflective about the production of own texts;
  - begins to monitor, self-evaluate, and describe progress.

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

Purposes and audiences

- Recognise how to shape texts for a purpose and an audience.

  INDICATORS:
  - constructs texts that demonstrate some awareness of purpose and audience through appropriate choice of content, language, and text form;
  - expects the texts they create to be understood, responded to, and appreciated by others;
  - is developing and conveying personal voice where appropriate.

Ideas

- Form and express ideas on a range of topics.

  INDICATORS:
  - forms and expresses simple ideas and information, usually drawing from personal experience and knowledge;
  - begins to support ideas with some detail.

Language features

- Use language features, showing some recognition of their effects.

  INDICATORS:
  - uses some oral, written, and visual language features to create meaning and effect;
  - uses a range of high-frequency, topic-specific, and personal-content words to create meaning;
  - spells some high-frequency words correctly and begins to use some common spelling patterns;
  - begins to use some strategies to self-correct and monitor spelling;
  - writes most letters and number forms legibly when creating texts;
  - begins to gain control of text conventions, such as: capital letters and full stops; some basic grammatical conventions; volume, clarity, and tone; and simple symbols.

Structure

- Organise texts, using simple structures.

  INDICATORS:
  - uses knowledge of word and sentence order to communicate meaning in simple texts;
  - begins to sequence ideas and information;
  - uses simple sentences with some variation in beginnings;
  - may attempt compound and complex sentences.

Level One The Arts

Understanding the Arts in Context	Developing Practical Knowledge	Developing Ideas	Communicating and Interpreting
Dance			
Students will:			
• Demonstrate an awareness of dance in their lives and in their communities.	• Explore movement with a developing awareness of the dance elements of body, space, time, energy, and relationships.	• Improvise and explore movement ideas in response to a variety of stimuli.	• Share dance movement through informal presentation and share their thoughts and feelings in response to their own and others' dances.
Drama			
Students will:			
• Demonstrate an awareness that drama serves a variety of purposes in their lives and in their communities.	• Explore the elements of role, focus, action, tension, time, and space through dramatic play.	• Contribute and develop ideas in drama, using personal experience and imagination.	• Share drama through informal presentation and respond to ways in which drama tells stories and conveys ideas in their own and others' work.
Music – Sound Arts			
Students will:			
• Explore and share ideas about music from a range of sound environments and recognise that music serves a variety of purposes and functions in their lives and in their communities.	• Explore how sound is made, as they listen and respond to the elements of music: beat, rhythm, pitch, tempo, dynamics, and tone colour.	• Explore and express sounds and musical ideas, drawing on personal experience, listening, and imagination. • Explore ways to represent sound and musical ideas.	• Share music making with others. • Respond to live and recorded music.
Visual Arts			
Students will:			
• Share ideas about how and why their own and others' works are made and their purpose, value, and context.	• Explore a variety of materials and tools and discover elements and selected principles.	• Investigate visual ideas in response to a variety of motivations, observation, and imagination.	• Share the ideas, feelings, and stories communicated by their own and others' objects and images.

Level One Health and Physical Education

Personal Health and Physical Development

Students will:

Personal growth and development

- Describe feelings and ask questions about their health, growth, development, and personal needs and wants.

Regular physical activity

- Participate in creative and regular physical activities and identify enjoyable experiences.

Safety management

- Describe and use safe practices in a range of contexts and identify people who can help.

Personal identity

- Describe themselves in relation to a range of contexts.

Movement Concepts and Motor Skills

Students will:

Movement skills; Science and technology

- Develop a wide range of movement skills, using a variety of equipment and play environments.

Positive attitudes; Challenges and social and cultural factors

- Participate in a range of games and activities and identify the factors that make participation safe and enjoyable.

Relationships with Other People

Students will:

Relationships

- Explore and share ideas about relationships with other people.

Identity, sensitivity, and respect

- Demonstrate respect through sharing and co-operation in groups.

Interpersonal skills

- Express their own ideas, needs, wants, and feelings clearly and listen to those of other people.

Healthy Communities and Environments

Students will:

Community resources

- Identify and discuss obvious hazards in their home, school, and local environment and adopt simple safety practices.

Rights, responsibilities, and laws; People and the environment

- Take individual and collective action to contribute to environments that can be enjoyed by all.

Key Competencies

- *Thinking*
- *Using language, symbols, and texts*
- *Managing self*
- *Relating to others*
- *Participating and contributing*

Level One Mathematics and Statistics

In a range of meaningful contexts, students will be engaged in thinking mathematically and statistically. They will solve problems and model situations that require them to:

Number and Algebra

Number strategies

- Use a range of counting, grouping, and equal-sharing strategies with whole numbers and fractions.

Number knowledge

- Know the forward and backward counting sequences of whole numbers to 100.
- Know groupings with five, within ten, and with ten.

Equations and expressions

- Communicate and explain counting, grouping, and equal-sharing strategies, using words, numbers, and pictures.

Patterns and relationships

- Generalise that the next counting number gives the result of adding one object to a set and that counting the number of objects in a set tells how many.
- Create and continue sequential patterns.

Geometry and Measurement

Measurement

- Order and compare objects or events by length, area, volume and capacity, weight (mass), turn (angle), temperature, and time by direct comparison and/or counting whole numbers of units.

Shape

- Sort objects by their appearance.

Position and orientation

- Give and follow instructions for movement that involve distances, directions, and half or quarter turns.
- Describe their position relative to a person or object.

Transformation

- Communicate and record the results of translations, reflections, and rotations on plane shapes.

Statistics

Statistical investigation

- Conduct investigations using the statistical enquiry cycle:
  - posing and answering questions;
  - gathering, sorting and counting, and displaying category data;
  - discussing the results.

Statistical literacy

- Interpret statements made by others from statistical investigations and probability activities.

Probability

- Investigate situations that involve elements of chance, acknowledging and anticipating possible outcomes.

See separate chart Learning Languages

Levels One and Two Science

Nature of Science

Students will:

Understanding about science

- Appreciate that scientists ask questions about our world that lead to investigations and that open-mindedness is important because there may be more than one explanation.

Investigating in science

- Extend their experiences and personal explanations of the natural world through exploration, play, asking questions, and discussing simple models.

Communicating in science

- Build their language and develop their understandings of the many ways the natural world can be represented.

Participating and contributing

- Explore and act on issues and questions that link their science learning to their daily living.

Living World

Students will:

Life processes

- Recognise that all living things have certain requirements so they can stay alive.

Ecology

- Recognise that living things are suited to their particular habitat.

Evolution

- Recognise that there are lots of different living things in the world and that they can be grouped in different ways.
- Explain how we know that some living things from the past are now extinct.

Planet Earth and Beyond

Students will:

Earth systems

- Explore and describe natural features and resources.

Interacting systems

- Describe how natural features are changed and resources affected by natural events and human actions.

Astronomical systems

- Share ideas and observations about the Sun and the Moon and their physical effects on the heat and light available to Earth.

Physical World

Students will:

Physical inquiry and physics concepts

- Explore everyday examples of physical phenomena, such as movement, forces, electricity and magnetism, light, sound, waves, and heat.
- Seek and describe simple patterns in physical phenomena.

Material World

Students will:

Properties and changes of matter

- Observe, describe, and compare physical and chemical properties of common materials and changes that occur when materials are mixed, heated, or cooled.

Chemistry and society

- Find out about the uses of common materials and relate these to their observed properties.

Level One Social Sciences

Social Studies

Students will gain knowledge, skills, and experience to:

- Understand how belonging to groups is important for people.
- Understand that people have different roles and responsibilities as part of their participation in groups.
- Understand how the past is important to people.
- Understand how places in New Zealand are significant for individuals and groups.
- Understand how the cultures of people in New Zealand are expressed in their daily lives.

Level One Technology

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Technological Practice

Students will:

Planning for practice

- Outline a general plan to support the development of an outcome, identifying appropriate steps and resources.

Brief development

- Describe the outcome they are developing and identify the attributes it should have, taking account of the need or opportunity and the resources available.

Outcome development and evaluation

- Investigate a context to communicate potential outcomes. Evaluate these against attributes; select and develop an outcome in keeping with the identified attributes.

Technological Knowledge

Students will:

Technological modelling

- Understand that functional models are used to represent reality and test design concepts and that prototypes are used to test technological outcomes.

Technological products

- Understand that technological products are made from materials that have performance properties.

Technological systems

- Understand that technological systems have inputs, controlled transformations, and outputs.

Nature of Technology

Students will:

Characteristics of technology

- Understand that technology is purposeful intervention through design.

Characteristics of technological outcomes

- Understand that technological outcomes are products or systems developed by people and have a physical nature and a functional nature.

Level Two English

Listening, Reading, and Viewing

Processes and strategies

Students will:

- Select and use sources of information, processes, and strategies with some confidence to identify, form, and express ideas.

  INDICATORS:
  - selects and reads texts for enjoyment and personal fulfilment;
  - recognises connections between oral, written, and visual language;
  - selects and uses sources of information (meaning, structure, visual and grapho-phonic information) and prior knowledge with growing confidence to make sense of increasingly varied and complex texts;
  - uses an increasing knowledge of letter clusters, affixes, roots, and compound words to confirm predictions;
  - selects and uses processing strategies and an increasing range of comprehension strategies with some understanding and confidence;
  - thinks critically about texts with some confidence;
  - monitors, self-evaluates, and describes progress with some confidence.

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

Purposes and audiences

- Show some understanding of how texts are shaped for different purposes and audiences.

  INDICATORS:
  - recognises how texts are constructed for different purposes, audiences, and situations;
  - understands that texts are created from a particular point of view;
  - evaluates the reliability and usefulness of texts with some confidence.

Ideas

- Show some understanding of ideas within, across, and beyond texts.

  INDICATORS:
  - uses their personal experience and world and literacy knowledge to make meaning from texts;
  - makes meaning of increasingly complex texts by identifying main ideas;
  - makes and supports inferences from texts with some independence.

Language features

- Show some understanding of how language features are used for effect within and across texts.

  INDICATORS:
  - recognises that oral, written, and visual language features can be used for effect;
  - uses a large and increasing bank of high-frequency, topic-specific, and personal-content words to make meaning;
  - shows an increasing knowledge of the conventions of text;
  - recognises that authors have different voices and styles.

Structure

- Show some understanding of text structures.

  INDICATORS:
  - understands that the order and organisation of words, sentences, paragraphs, and images contribute to text meaning;
  - recognises an increasing range of text forms and differences between them.

Speaking, Writing, and Presenting

Processes and strategies

Students will:

- Select and use sources of information, processes, and strategies with some confidence to identify, form, and express ideas.

  INDICATORS:
  - shows some understanding of the connections between oral, written, and visual language when creating texts;
  - creates texts by using meaning, structure, visual and grapho-phonic sources of information, and processing strategies with growing confidence;
  - seeks feedback and makes changes to texts to improve clarity and meaning;
  - is reflective about the production of texts: monitors, self-evaluates, and describes progress with some confidence.

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

Purposes and audiences

- Show some understanding of how to shape texts for different purposes and audiences.

  INDICATORS:
  - constructs texts that demonstrate a growing awareness of audience and purpose through appropriate choice of content, language, and text form;
  - expects the texts they create to be understood, responded to, and appreciated by others;
  - develops and conveys personal voice where appropriate.

Ideas

- Select, form, and express ideas on a range of topics.

  INDICATORS:
  - forms and expresses ideas and information with reasonable clarity, often drawing on personal experience and knowledge;
  - begins to add or delete details and comments, showing some selectivity in the process.

Language features

- Use language features appropriately, showing some understanding of their effects.

  INDICATORS:
  - uses oral, written, and visual language features to create meaning and effect;
  - uses a large and increasing bank of high-frequency, topic-specific, and personal-content words to create meaning;
  - spells most high-frequency words correctly and shows growing knowledge of common spelling patterns;
  - uses a range of strategies to self-monitor and self-correct spelling;
  - writes legibly and with increasing fluency when creating texts;
  - gains increasing control of text conventions, including some grammatical conventions.

Structure

- Organise texts, using a range of structures.

  INDICATORS:
  - uses knowledge of word and sentence order to communicate meaning when creating text;
  - organises and sequences ideas and information with some confidence;
  - begins to use a variety of sentence structures, beginnings, and lengths.

Level Two The Arts

Understanding the Arts in Context	Developing Practical Knowledge	Developing Ideas	Communicating and Interpreting
Dance			
Students will:			
• Identify and describe dance in their lives and in their communities.	• Explore and identify, through movement, the dance elements of body, space, time, energy, and relationships.	• Use the elements of dance in purposeful ways to respond to a variety of stimuli.	• Share dance movement through informal presentation and identify the use of the elements of dance.
Drama			
Students will:			
• Identify and describe how drama serves a variety of purposes in their lives and their communities.	• Explore and use elements of drama for different purposes.	• Develop and sustain ideas in drama, based on personal experience and imagination.	• Share drama through informal presentation and respond to elements of drama in their own and others' work.
Music – Sound Arts			
Students will:			
• Explore and share ideas about music from a range of sound environments and recognise that 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 the elements of music and structural devices.	• Improvise, explore, and express musical ideas, drawing on personal experience, listening, and imagination. • Explore ways to represent sound and musical ideas.	• Share music making with others, using basic performance skills and techniques. • Respond to live and recorded music.
Visual Arts			
Students will:			
• Share ideas about how and why their own and others' works are made and their purpose, value, and context.	• Explore a variety of materials and tools and discover elements and selected principles.	• Investigate and develop visual ideas in response to a variety of motivations, observation, and imagination.	• Share the ideas, feelings, and stories communicated by their own and others' objects and images.

Level Two Health and Physical Education

Personal Health and Physical Development

Students will:

Personal growth and development

- Describe their stages of growth and their development needs and demonstrate increasing responsibility for self-care.

Regular physical activity

- Experience creative, regular, and enjoyable physical activities and describe the benefits to well-being.

Safety management

- Identify risk and use safe practices in a range of contexts.

Personal identity

- Identify personal qualities that contribute to a sense of self-worth.

Movement Concepts and Motor Skills

Students will:

Movement skills

- Practise movement skills and demonstrate the ability to link them in order to perform movement sequences.

Positive attitudes

- Participate in and create a variety of games and activities and discuss the enjoyment that these activities can bring to them and others.

Science and technology

- Use modified equipment in a range of contexts and identify how this enhances movement experiences.

Challenges and social and cultural factors

- Develop and apply rules and practices in games and activities to promote fair, safe, and culturally appropriate participation for all.

Relationships with Other People

Students will:

Relationships

- Identify and demonstrate ways of maintaining and enhancing relationships between individuals and within groups.

Identity, sensitivity, and respect

- Describe how individuals and groups share characteristics and are also unique.

Interpersonal skills

- Express their ideas, needs, wants, and feelings appropriately and listen sensitively to other people and affirm them.

Healthy Communities and Environments

Students will:

Societal attitudes and values

- Explore how people's attitudes, values, and actions contribute to healthy physical and social environments.

Community resources

- Identify and use local community resources and explain how these contribute to a healthy community.

Rights, responsibilities, and laws; People and the environment

- Contribute to and use simple guidelines and practices that promote physically and socially healthy classrooms, schools, and local environments.

Key Competencies

- *Thinking*
- *Using language, symbols, and texts*
- *Managing self*
- *Relating to others*
- *Participating and contributing*

Level Two Mathematics and Statistics

In a range of meaningful contexts, students will be engaged in thinking mathematically and statistically. They will solve problems and model situations that require them to:

Number and Algebra

Number strategies

- Use simple additive strategies with whole numbers and fractions.

Number knowledge

- Know forward and backward counting sequences with whole numbers to at least 1000.
- Know the basic addition and subtraction facts.
- Know how many ones, tens, and hundreds are in whole numbers to at least 1000.
- Know simple fractions in everyday use.

Equations and expressions

- Communicate and interpret simple additive strategies, using words, diagrams (pictures), and symbols.

Patterns and relationships

- Generalise that whole numbers can be partitioned in many ways.
- Find rules for the next member in a sequential pattern.

Geometry and Measurement

Measurement

- Create and use appropriate units and devices to measure length, area, volume and capacity, weight (mass), turn (angle), temperature, and time.
- Partition and/or combine like measures and communicate them, using numbers and units.

Shape

- Sort objects by their spatial features, with justification.
- Identify and describe the plane shapes found in objects.

Position and orientation

- Create and use simple maps to show position and direction.
- Describe different views and pathways from locations on a map.

Transformation

- Predict and communicate the results of translations, reflections, and rotations on plane shapes.

Statistics

Statistical investigation

- Conduct investigations using the statistical enquiry cycle:
  - posing and answering questions;
  - gathering, sorting, and displaying category and whole-number data;
  - communicating findings based on the data.

Statistical literacy

- Compare statements with the features of simple data displays from statistical investigations or probability activities undertaken by others.

Probability

- Investigate simple situations that involve elements of chance, recognising equal and different likelihoods and acknowledging uncertainty.

See separate chart Learning Languages

Levels One and Two Science

Nature of Science

Students will:

Understanding about science

- Appreciate that scientists ask questions about our world that lead to investigations and that open-mindedness is important because there may be more than one explanation.

Investigating in science

- Extend their experiences and personal explanations of the natural world through exploration, play, asking questions, and discussing simple models.

Communicating in science

- Build their language and develop their understandings of the many ways the natural world can be represented.

Participating and contributing

- Explore and act on issues and questions that link their science learning to their daily living.

Living World

Students will:

Life processes

- Recognise that all living things have certain requirements so they can stay alive.

Ecology

- Recognise that living things are suited to their particular habitat.

Evolution

- Recognise that there are lots of different living things in the world and that they can be grouped in different ways.
- Explain how we know that some living things from the past are now extinct.

Planet Earth and Beyond

Students will:

Earth systems

- Explore and describe natural features and resources.

Interacting systems

- Describe how natural features are changed and resources affected by natural events and human actions.

Astronomical systems

- Share ideas and observations about the Sun and the Moon and their physical effects on the heat and light available to Earth.

Physical World

Students will:

Physical inquiry and physics concepts

- Explore everyday examples of physical phenomena, such as movement, forces, electricity and magnetism, light, sound, waves, and heat.
- Seek and describe simple patterns in physical phenomena.

Material World

Students will:

Properties and changes of matter

- Observe, describe, and compare physical and chemical properties of common materials and changes that occur when materials are mixed, heated, or cooled.

Chemistry and society

- Find out about the uses of common materials and relate these to their observed properties.

Level Two Social Sciences

Social Studies

Students will gain knowledge, skills, and experience to:

- Understand that people have social, cultural, and economic roles, rights, and responsibilities.
- Understand how people make choices to meet their needs and wants.
- Understand how cultural practices reflect and express people's customs, traditions, and values.
- Understand how time and change affect people's lives.
- Understand how places influence people and people influence places.
- Understand how people make significant contributions to New Zealand's society.
- Understand how the status of Māori as tangata whenua is significant for communities in New Zealand.

Level Two Technology

Technological Practice

Students will:

Planning for practice

- Develop a plan that identifies the key stages and the resources required to complete an outcome.

Brief development

- Explain the outcome they are developing and describe the attributes it should have, taking account of the need or opportunity and the resources available.

Outcome development and evaluation

- Investigate a context to develop ideas for potential outcomes. Evaluate these against the identified attributes; select and develop an outcome. Evaluate the outcome in terms of the need or opportunity.

Technological Knowledge

Students will:

Technological modelling

- Understand that functional models are used to explore, test, and evaluate design concepts for potential outcomes and that prototyping is used to test a technological outcome for fitness of purpose.

Technological products

- Understand that there is a relationship between a material used and its performance properties in a technological product.

Technological systems

- Understand that there are relationships between the inputs, controlled transformations, and outputs occurring within simple technological systems.

Nature of Technology

Students will:

Characteristics of technology

- Understand that technology both reflects and changes society and the environment and increases people's capability.

Characteristics of technological outcomes

- Understand that technological outcomes are developed through technological practice and have related physical and functional natures.

Level Three English

Listening, Reading, and Viewing

Processes and strategies

Students will:

- Integrate sources of information, processes, and strategies with developing confidence 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 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.

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

Purposes and audiences

- 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.

Ideas

- Show a developing understanding of ideas within, across, and beyond 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:

- 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:

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 and sounds in written English;
  - uses an increasing range of strategies to self-monitor and self-correct 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.

Structure

- Organise texts, using a range of appropriate structures.

  INDICATORS:
  - 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.

Level Three The Arts

Understanding the Arts in Context	Developing Practical Knowledge	Developing Ideas	Communicating and Interpreting
Dance			
Students will:			
• 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 movement individually and in pairs or groups. • Use the elements of dance to describe dance movements and respond to dances from a variety of cultures.
Drama			
Students will:			
• 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:			
• 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:			
• 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 artists' works.	• Describe the ideas their own and others' objects and images communicate.

Level Three Health and Physical Education

Personal Health and Physical Development

Students will:

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 well-being.

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 Concepts and Motor Skills

Students will:

Movement skills
- Develop more complex movement sequences and strategies in a 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 behaviour and the quality of the experience.

Relationships with Other People

Students will:

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.

Healthy Communities and Environments

Students will:

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 well-being 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.

Key Competencies

- *Thinking*
- *Using language, symbols, and texts*
- *Managing self*
- *Relating to others*
- *Participating and contributing*

Level Three Mathematics and Statistics

In a range of meaningful contexts, students will be engaged in thinking mathematically and statistically. They will solve problems and model situations that require them to:

Number and Algebra

Number strategies

- Use a range of additive and simple multiplicative strategies with whole numbers, fractions, decimals, and percentages.

Number knowledge

- 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.

Geometry and Measurement

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.

Statistics

Statistical investigation

- Conduct investigations using the statistical enquiry cycle:
  - gathering, sorting, and displaying multivariate category and whole-number 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.

See separate chart Learning Languages

Level Three Science

Nature of Science

Students will:

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.

Communicating in science

- Begin to use a range of scientific symbols, conventions, and vocabulary.
- Engage with a range of science texts and begin to question the purposes for which these texts are constructed.

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.

Living World

Students will:

Life processes

- Recognise that there are life processes common to all living things and that these occur in different ways.

Ecology

- Explain how living things are suited to their particular habitat and how they respond to environmental changes, both natural and human-induced.

Evolution

- Begin to group plants, animals, and other living things into science-based classifications.
- Explore how the groups of living things we have in the world have changed over long periods of time and appreciate that some living things in New Zealand are quite different from living things in other areas of the world.

Planet Earth and Beyond

Students will:

Earth systems

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

Interacting systems

- Investigate the water cycle and its effect on climate, landforms, and life.

Astronomical systems

- Investigate the components of the solar system, developing an appreciation of the distances between them.

Physical World

Students will:

Physical inquiry and physics concepts

- Explore, describe, and represent patterns and trends for everyday examples of physical phenomena, such as movement, forces, electricity and magnetism, light, sound, waves, and heat. For example, identify and describe the effect of forces (contact and non-contact) on the motion of objects; identify and describe everyday examples of sources of energy, forms of energy, and energy transformations.

Material World

Students will:

Properties and changes of matter

- Group materials in different ways, based on the observations and measurements of the characteristic chemical and physical properties of a range of different materials.
- Compare chemical and physical changes.

Chemistry and society

- Relate the observed, characteristic chemical and physical properties of a range of different materials to technological uses and natural processes.

Level Three Social Sciences

Social Studies

Students will gain knowledge, skills, and experience to:

- Understand how groups make and implement rules and laws.
- Understand how cultural practices vary but reflect similar purposes.
- Understand how people view and use places differently.
- Understand how people make decisions about access to and use of resources.
- Understand how people remember and record the past in different ways.
- Understand how early Polynesian and British migrations to New Zealand have continuing significance for tangata whenua and communities.
- Understand how the movement of people affects cultural diversity and interaction in New Zealand.

Level Three Technology

Technological Practice

Students will:

Planning for practice

- Undertake planning to identify the key stages and resources required to develop an outcome. Revisit planning to include reviews of progress and identify implications for subsequent decision making.

Brief development

- Describe the nature of an intended outcome, explaining how it addresses the need or opportunity. Describe the key attributes that enable development and evaluation of an outcome.

Outcome development and evaluation

- Investigate a context to develop ideas for potential outcomes. Trial and evaluate these against key attributes to select and develop an outcome to address the need or opportunity. Evaluate this outcome against the key attributes and how it addresses the need or opportunity.

Technological Knowledge

Students will:

Technological modelling

- Understand that different forms of functional modelling are used to inform decision making in the development of technological possibilities and that prototypes can be used to evaluate the fitness of technological outcomes for further development.

Technological products

- Understand the relationship between the materials used and their performance properties in technological products.

Technological systems

- Understand that technological systems are represented by symbolic language tools and understand the role played by the "black box" in technological systems.

Nature of Technology

Students will:

Characteristics of technology

- Understand how society and environments impact on and are influenced by technology in historical and contemporary contexts and that technological knowledge is validated by successful function.

Characteristics of technological outcomes

- Understand that technological outcomes are recognisable as fit for purpose by the relationship between their physical and functional natures.

Level Four English

Listening, Reading, and Viewing

Processes and strategies

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.

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

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:

- 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.

Level Four The Arts

Understanding the Arts in Context	Developing Practical Knowledge	Developing Ideas	Communicating and Interpreting
Dance			
Students will:			
• 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.
Drama			
Students will:			
• 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:			
• 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:			
• 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.

Level Four Health and Physical Education

Personal Health and Physical Development

Students will:

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 Concepts and Motor Skills

Students will:

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 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 with Other People

Students will:

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.

Healthy Communities and Environments

Students will:

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.

Key Competencies

- *Thinking*
- *Using language, symbols, and texts*
- *Managing self*
- *Relating to others*
- *Participating and contributing*

Level Four Mathematics and Statistics

In a range of meaningful contexts, students will be engaged in thinking mathematically and statistically. They will solve problems and model situations that require them to:

Number and Algebra

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.

Geometry and Measurement

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 three-dimensional 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).

Statistics

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.

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.

See separate chart Learning Languages

Level Four Science

Nature of Science

Students will:

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.

Communicating in science

- Begin to use a range of scientific symbols, conventions, and vocabulary.
- Engage with a range of science texts and begin to question the purposes for which these texts are constructed.

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.

Living World

Students will:

Life processes

- Recognise that there are life processes common to all living things and that these occur in different ways.

Ecology

- Explain how living things are suited to their particular habitat and how they respond to environmental changes, both natural and human-induced.

Evolution

- Begin to group plants, animals, and other living things into science-based classifications.
- Explore how the groups of living things we have in the world have changed over long periods of time and appreciate that some living things in New Zealand are quite different from living things in other areas of the world.

Planet Earth and Beyond

Students will:

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.

Interacting systems

- Investigate the water cycle and its effect on climate, landforms, and life.

Astronomical systems

- Investigate the components of the solar system, developing an appreciation of the distances between them.

Physical World

Students will:

Physical inquiry and physics concepts

- Explore, describe, and represent patterns and trends for everyday examples of physical phenomena, such as movement, forces, electricity and magnetism, light, sound, waves, and heat. For example, identify and describe the effect of forces (contact and non-contact) on the motion of objects; identify and describe everyday examples of sources of energy, forms of energy, and energy transformations.

Material World

Students will:

Properties and changes of matter

- Group materials in different ways, based on the observations and measurements of the characteristic chemical and physical properties of a range of different materials.
- Compare chemical and physical changes.

The structure of matter

- Begin to develop an understanding of the particle nature of matter and use this to explain observed changes.

Chemistry and society

- Relate the observed, characteristic chemical and physical properties of a range of different materials to technological uses and natural processes.

Level Four 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.
- Understand that events have causes and effects.
- Understand how producers and consumers exercise their rights and meet their responsibilities.
- Understand how formal and informal groups make decisions that impact on communities.
- Understand how people participate individually and collectively in response to community challenges.

Level Four Technology

Technological Practice

Students will:

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.

Technological Knowledge

Students will:

Technological modelling

- Understand how different forms of functional modelling are used to explore possibilities and to justify decision making and how prototyping can be used to justify refinement of technological outcomes.

Technological products

- Understand that materials can be formed, manipulated, and/or transformed to enhance the fitness for purpose of a technological product.

Technological systems

- Understand how technological systems employ control to allow for the transformation of inputs to outputs.

Nature of Technology

Students will:

Characteristics of technology

- Understand how technological development expands human possibilities and how technology draws on knowledge from a wide range of disciplines.

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.

REPLACE & REFER INSERT

Level Five English

Listening, Reading, and Viewing

Processes and strategies

Students will:

- 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:

Purposes and audiences

- 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:

- 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:

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 topics.

INDICATORS:

- 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.

Language features

- Select and use a range of language features appropriately, showing an understanding of their effects.

INDICATORS:

- 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.

Structure

- Organise texts using a range of appropriate, effective structures.

INDICATORS:

- 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.

Level Five The Arts

Understanding the Arts in Context	Developing Practical Knowledge	Developing Ideas	Communicating and Interpreting
Dance			
Students will:			
• 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.
Drama			
Students will:			
• 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.
Music – Sound Arts			
Students will:			
• 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 their lives and in their communities.	• 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.
Visual Arts			
Students will:			
• 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.

Level Five Health and Physical Education

Personal Health and Physical Development

Students will:

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 well-being 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 Concepts and Motor Skills

Students will:

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.

Relationships with Other People

Students will:

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.

Healthy Communities and Environments

Students will:

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 well-being 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.

Key Competencies

- *Thinking*
- *Using language, symbols, and texts*
- *Managing self*
- *Relating to others*
- *Participating and contributing*

Level Five Mathematics and Statistics

In a range of meaningful contexts, students will be engaged in thinking mathematically and statistically. They will solve problems and model situations that require them to:

Number and Algebra

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.

Geometry and Measurement

Measurement

- Select and use appropriate metric units for length, area, volume and 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.

Statistics

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.

See separate chart Learning Languages

Level Five Science

Nature of Science

Students will:

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.

Investigating in science

- Develop and carry out more complex investigations, including using models.
- Show an increasing awareness of the complexity of working scientifically, including recognition of multiple variables.
- Begin to evaluate the suitability of the investigative methods chosen.

Communicating in science

- Use a wider range of science vocabulary, symbols, and conventions.
- Apply their understandings of science to evaluate both popular and scientific texts (including visual and numerical literacy).

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.

Living World

Students will:

Life processes

- Identify the key structural features and functions involved in the life processes of plants and animals.
- Describe the organisation of life at the cellular level.

Ecology

- Investigate the interdependence of living things (including humans) in an ecosystem.

Evolution

- Describe the basic processes by which genetic information is passed from one generation to the next.

Planet Earth and Beyond

Students will:

Earth systems

- Investigate the composition, structure, and features of the geosphere, hydrosphere, and atmosphere.

Interacting systems

- Investigate how heat from the Sun, the Earth, and human activities is distributed around Earth by the geosphere, hydrosphere, and atmosphere.

Astronomical systems

- Investigate the conditions on the planets and their moons, and the factors affecting them.

Physical World

Students will:

Physical inquiry and physics concepts

- Identify and describe the patterns associated with physical phenomena found in simple everyday situations involving movement, forces, electricity and magnetism, light, sound, waves, and heat. For example, identify and describe energy changes and conservation of energy, simple electrical circuits, and the effect of contact and non-contact on the motion of objects.

Using physics

- Explore a technological or biological application of physics.

Material World

Students will:

Properties and changes of matter

- Investigate the chemical and physical properties of different groups of substances, for example, acids and bases, fuels, and metals.
- Distinguish between pure substances and mixtures and between elements and compounds.

The structure of matter

- Describe the structure of the atoms of different elements.
- Distinguish between an element and a compound, a pure substance and a mixture at particle level.

Chemistry and society

- Link the properties of different groups of substances to the way they are used in society or occur in nature.

Level Five Social Sciences

Social Studies

Students will gain knowledge, skills, and experience to:

- Understand how systems of government in New Zealand operate and affect people's lives, and how they compare with another system.
- Understand how the Treaty of Waitangi is responded to differently by people in different times and places.
- Understand how cultural interaction impacts on cultures and societies.
- Understand that people move between places and how this has consequences for the people and the places.
- Understand how economic decisions impact on people, communities, and nations.
- Understand how people's management of resources impacts on environmental and social sustainability.
- Understand how the ideas and actions of people in the past have had a significant impact on people's lives.
- Understand how people seek and have sought economic growth through business, enterprise, and innovation.
- Understand how people define and seek human rights.

Level Five Technology

Technological Practice

Students will:

Planning for practice

- Analyse their own and others' planning practices to inform the selection and use of planning tools. Use these to support and justify planning decisions (including those relating to the management of resources) that will see the development of an outcome through to completion.

Brief development

- Justify the nature of an intended outcome in relation to the need or opportunity. Describe specifications that reflect key stakeholder feedback and that will inform the development of an outcome and its evaluation.

Outcome development and evaluation

- Analyse their own and others' outcomes to inform the development of ideas for feasible outcomes. Undertake ongoing functional modelling and evaluation that takes account of key stakeholder feedback and trialling in the physical and social environments. Use the information gained to select and develop the outcome that best addresses the specifications. Evaluate the final outcome's fitness for purpose against the brief.

Technological Knowledge

Students will:

Technological modelling

- Understand how evidence, reasoning, and decision making in functional modelling contribute to the development of design concepts and how prototyping can be used to justify ongoing refinement of outcomes.

Technological products

- Understand how materials are selected, based on desired performance criteria.

Technological systems

- Understand the properties of subsystems within technological systems.

Nature of Technology

Students will:

Characteristics of technology

- Understand how people's perceptions and acceptance of technology impact on technological developments and how and why technological knowledge becomes codified.

Characteristics of technological outcomes

- Understand that technological outcomes are fit for purpose in terms of time and context. Understand the concept of malfunction and how "failure" can inform future outcomes.

Level Six English

Listening, Reading, and Viewing

Processes and strategies

Students will:

- 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:

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:

- 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:

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 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, effective structures.

INDICATORS:

- 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.

Level Six The Arts

Understanding the Arts in Context	Developing Practical Knowledge	Developing Ideas	Communicating and Interpreting
Dance			
Students will:			
• 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:			
• 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:			
• 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:			
• 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.

Level Six Health and Physical Education

Personal Health and Physical Development

Students will:

Personal growth and development

- 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 Concepts and Motor Skills

Students will:

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 with Other People

Students will:

Relationships

- Demonstrate an understanding of how individuals and groups affect relationships by influencing people's behaviour, beliefs, decisions, and sense of self-worth.

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.

Healthy Communities and Environments

Students will:

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.

Key Competencies

- *Thinking*
- *Using language, symbols, and texts*
- *Managing self*
- *Relating to others*
- *Participating and contributing*

Level Six Mathematics and Statistics

In a range of meaningful contexts, students will be engaged in thinking mathematically and statistically. They will solve problems and model situations that require them to:

Number and Algebra

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.

Geometry and Measurement

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.

Statistics

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.

See separate chart Learning Languages

Level Six Science

Nature of Science

Students will:

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.

Investigating in science

- Develop and carry out more complex investigations, including using models.
- Show an increasing awareness of the complexity of working scientifically, including recognition of multiple variables.
- Begin to evaluate the suitability of the investigative methods chosen.

Communicating in science

- Use a wider range of science vocabulary, symbols, and conventions.
- Apply their understandings of science to evaluate both popular and scientific texts (including visual and numerical literacy).

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.

Living World

Students will:

Life processes

- Relate key structural features and functions to the life processes of plants, animals, and micro-organisms and investigate environmental factors that affect these processes.

Ecology

- Investigate the impact of natural events and human actions on a New Zealand ecosystem.

Evolution

- Explore patterns in the inheritance of genetically controlled characteristics.
- Explain the importance of variation within a changing environment.

Planet Earth and Beyond

Students will:

Earth systems

- Investigate the external and internal processes that shape and change the surface features of New Zealand.

Interacting systems

- Develop an understanding of how the geosphere, hydrosphere, atmosphere, and biosphere interact to cycle carbon around Earth.

Astronomical systems

- Investigate the interactions between the solar, lunar, and Earth cycles and the effect of these on Earth.

Physical World

Students will:

Physical inquiry and physics concepts

- Investigate trends and relationships in physical phenomena (in the areas of mechanics, electricity, electromagnetism, heat, light and waves, and atomic and nuclear physics).
- Demonstrate an understanding of physical phenomena and concepts by explaining and solving questions and problems that relate to straightforward situations.

Using physics

- Investigate how physics knowledge is used in a technological or biological application.

Material World

Students will:

Properties and changes of matter

- Identify patterns and trends in the properties of a range of groups of substances, for example, acids and bases, metals, metal compounds, and hydrocarbons.
- Explore factors that affect chemical processes.

The structure of matter

- Distinguish between atoms, molecules, and ions (includes covalent and ionic bonding).
- Link atomic structure to the organisation of the periodic table.
- Use particle theory to explain factors that affect chemical processes.

Chemistry and society

- Investigate how chemical knowledge is used in a technological application of chemistry.

Level Six Social Sciences

Students will gain knowledge, skills, and experience to:

Social Studies

- Understand how individuals, groups, and institutions work to promote social justice and human rights.
- Understand how cultures adapt and change and that this has consequences for society.

History

- Understand how the causes and consequences of past events that are of significance to New Zealanders shape the lives of people and society.
- Understand how people's perspectives on past events that are of significance to New Zealanders differ.

Geography

- Understand that natural and cultural environments have particular characteristics and how environments are shaped by processes that create spatial patterns.
- Understand how people interact with natural and cultural environments and that this interaction has consequences.

Economics

- Understand how, as a result of scarcity, consumers, producers, and government make choices that affect New Zealand society.
- Understand how the different sectors of the New Zealand economy are interdependent.

Level Six Technology

Technological Practice

Students will:

Planning for practice

- Critically analyse their own and others' past and current planning practices in order to make informed selection and effective use of planning tools. Use these to support and justify ongoing planning that will see the development of an outcome through to completion.

Brief development

- Justify the nature of an intended outcome in relation to the need or opportunity and justify specifications in terms of key stakeholder feedback and wider community considerations.

Outcome development and evaluation

- Critically analyse their own and others' outcomes to inform the development of ideas for feasible outcomes. Undertake ongoing experimentation and functional modelling, taking account of stakeholder feedback and trialling in the physical and social environments. Use the information gained to select, justify, and develop a final outcome. Evaluate this outcome's fitness for purpose against the brief and justify the evaluation, using feedback from stakeholders.

Technological Knowledge

Students will:

Technological modelling

- Understand the role and nature of evidence and reasoning when managing risk through technological modelling.

Technological products

- Understand how materials are formed, manipulated, and transformed in different ways, depending on their properties, and understand the role of material evaluation in determining suitability for use in product development.

Technological systems

- Understand the implications of subsystems for the design, development, and maintenance of technological systems.

Nature of Technology

Students will:

Characteristics of technology

- Understand the interdisciplinary nature of technology and the implications of this for maximising possibilities through collaborative practice.

Characteristics of technological outcomes

- Understand that some technological outcomes can be perceived as both product and system. Understand how these outcomes impact on other outcomes and practices and on people's views of themselves and possible futures.

Level Seven English

Listening, Reading, and Viewing

Processes and strategies

Students will:

- Integrate sources of information, processes, and strategies purposefully, confidently, and precisely to identify, form, and express increasingly sophisticated ideas.

INDICATORS:

- 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:

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 analysing 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:

- 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:

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.

Level Seven The Arts

Understanding the Arts in Context

Dance

Students will:

- Investigate and evaluate the effects of individual, social, cultural, and technological influences on the development of a variety of dance genres and styles.

Drama

Students will:

- 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.

Music – Sound Arts

Students will:

- 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.

Visual Arts

Students will:

- 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.

Developing Practical Knowledge

Dance

- Extend skills in the vocabulary, practices, and technologies of selected dance genres and styles.

Drama

- Select and refine the use of techniques, conventions, and technologies in specific dramatic forms.

Music – Sound Arts

- 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.

Visual Arts

- Apply understanding from research into a range of established practice to extend skills for particular art-making purposes, using appropriate processes and procedures in selected fields.
- Extend skills, in a range of materials, techniques, and technologies.

Developing Ideas

Dance

- 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.

Drama

- Research, critically evaluate, and refine ideas to develop drama in specific dramatic forms.

Music – Sound Arts

- 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.

Visual Arts

- 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.

Communicating and Interpreting

Dance

- Apply rehearsal and performance skills to a range of dances, using appropriate techniques and expression to communicate specific intentions.
- Analyse, explain, and discuss aspects of performance and choreography in a range of dance works.

Drama

- Rehearse and perform works in a range of dramatic forms.
- Respond to and make critical judgments about rehearsal processes and performances.

Music – Sound Arts

- 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

- Research and analyse how art works are constructed and presented to communicate meanings.
- Use critical analysis to interpret and respond to art works.

Level Seven Health and Physical Education

Personal Health and Physical Development

Students will:

Personal growth and development

- Assess their health needs and identify strategies to ensure personal well-being across their lifespan.

Regular physical activity

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

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 Concepts and Motor Skills

Students will:

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 with Other People

Students will:

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 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.

Healthy Communities and Environments

Students will:

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 well-being 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.

Key Competencies

- *Thinking*
- *Using language, symbols, and texts*
- *Managing self*
- *Relating to others*
- *Participating and contributing*

Level Seven Mathematics and Statistics

In a range of meaningful contexts, students will be engaged in thinking mathematically and statistically. They will solve problems and model situations that require them to:

Mathematics

Patterns and relationships

- Apply co-ordinate geometry techniques to points and lines.
- Display the graphs of linear and non-linear 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 anti-differentiation techniques to polynomials.

Statistics

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.

See separate chart Learning Languages

Level Seven Science

Nature of Science

Students will:

Understanding about science

- Understand that scientists have an obligation to connect their new ideas to current and historical scientific knowledge and to present their findings for peer review and debate.

Investigating in science

- Develop and carry out investigations that extend their science knowledge, including developing their understanding of the relationship between investigations and scientific theories and models.

Communicating in science

- Use accepted science knowledge, vocabulary, symbols, and conventions when evaluating accounts of the natural world and consider the wider implications of the methods of communication and/or representation employed.

Participating and contributing

- Use relevant information to develop a coherent understanding of socio-scientific issues that concern them, to identify possible responses at both personal and societal levels.

Living World

Students will:

Life processes

- Explore the diverse ways in which animals and plants carry out the life processes.

Ecology

- Explore ecological distribution patterns and explain possible causes for these patterns.

Evolution

- Understand that DNA and the environment interact in gene expression.

Ecology and evolution

- Explain how the interaction between ecological factors and natural selection leads to genetic changes within populations.

Planet Earth and Beyond

Students will:

Earth systems and interacting systems

- Develop an understanding of the causes of natural hazards and their interactions with human activity on Earth.

Astronomical systems

- Explain the nature and life cycles of different types of stars in terms of energy changes and time.

Physical World

Students will:

Physical inquiry and physics concepts

- Investigate physical phenomena (in the areas of mechanics, electricity, electromagnetism, light and waves, and atomic and nuclear physics) and produce qualitative and quantitative explanations for a variety of unfamiliar situations.
- Analyse data to deduce complex trends and relationships in physical phenomena.

Using physics

- Use physics ideas to explain a technological or biological application of physics.

Material World

Students will:

Properties and changes of matter

- Investigate and measure the chemical and physical properties of a range of groups of substances, for example, acids and bases, oxidants and reductants, and selected organic and inorganic compounds.

The structure of matter

- Relate properties of matter to structure and bonding.
- Develop an understanding of and use the fundamental concepts of chemistry (for example, equilibrium and thermochemical principles) to interpret observations.

Chemistry and society

- Apply knowledge of chemistry to explain aspects of the natural world and how chemistry is used in society to meet needs, resolve issues, and develop new technologies.

Level Seven Social Sciences

Students will gain knowledge, skills, and experience to:

Social Studies

- Understand how communities and nations meet their responsibilities and exercise their rights in local, national, and global contexts.
- Understand how conflicts can arise from different cultural beliefs and ideas and be addressed in different ways with differing outcomes.

History

- Understand how historical forces and movements have influenced the causes and consequences of events of significance to New Zealanders.
- Understand how people's interpretations of events that are of significance to New Zealanders differ.

Geography

- Understand how the processes that shape natural and cultural environments change over time, vary in scale and from place to place, and create spatial patterns.
- Understand how people's perceptions of and interactions with natural and cultural environments differ and have changed over time.

Economics

- Understand how economic concepts and models provide a means of analysing contemporary New Zealand issues.
- Understand how government policies and contemporary issues interact.

Level Seven Technology

Technological Practice

Students will:

Planning for practice

- Critically analyse their own and others' past and current planning and management practices in order to develop and employ project management practices that will ensure the effective development of an outcome to completion.

Brief development

- Justify the nature of an intended outcome in relation to the issue to be resolved and justify specifications in terms of key stakeholder feedback and wider community considerations.

Outcome development and evaluation

- Critically analyse their own and others' outcomes and evaluative practices to inform the development of ideas for feasible outcomes. Undertake a critical evaluation that is informed by ongoing experimentation and functional modelling, stakeholder feedback, and trialling in the physical and social environments. Use the information gained to select, justify, and develop an outcome. Evaluate this outcome's fitness for purpose against the brief. Justify the evaluation, using feedback from stakeholders and demonstrating a critical understanding of the issue.

Technological Knowledge

Students will:

Technological modelling

- Understand how the "should" and "could" decisions in technological modelling rely on an understanding of how evidence can change in value across contexts and how different tools are used to ascertain and mitigate risk.

Technological products

- Understand the concepts and processes employed in materials evaluation and the implications of these for design, development, maintenance, and disposal of technological products.

Technological systems

- Understand the concepts of redundancy and reliability and their implications for the design, development, and maintenance of technological systems.

Nature of Technology

Students will:

Characteristics of technology

- Understand the implications of ongoing contestation and competing priorities for complex and innovative decision making in technological development.

Characteristics of technological outcomes

- Understand that technological outcomes are a resolution of form and function priorities and that malfunction affects how people view and accept outcomes.

Level Eight English

Listening, Reading, and Viewing

Processes and strategies

Students will:

- Integrate sources of information, processes, and strategies purposefully, confidently, and precisely to identify, form, and express increasingly sophisticated ideas.

  INDICATORS:
  - 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:

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 and insightful understanding of ideas within, across, and beyond texts.

  INDICATORS:
  - 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.

Language features

- Show a discriminating and insightful understanding of how language features are used for effect within and across texts.

  INDICATORS:
  - 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.

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:

- 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:

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;
  - ideas show perception, depth of thought, and awareness of a range of dimensions or viewpoints.

Language features

- Select, integrate, and sustain the use of a range of language features appropriately for a variety of effects.

  INDICATORS:
  - 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.

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.

Level Eight The Arts

Understanding the Arts in Context	Developing Practical Knowledge	Developing Ideas	Communicating and Interpreting
Dance			
Students will:			
• 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.
Drama			
Students will:			
• 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:			
• 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:			
• 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.

Level Eight Health and Physical Education

Personal Health and Physical Development	Movement Concepts and Motor Skills	Relationships with Other People	Healthy Communities and Environments
Students will:	*Students will:*	*Students will:*	*Students will:*
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.	**Movement skills** • Devise, apply, and evaluate strategies to improve physical activity performance for themselves and others.	**Relationships** • Critically analyse the dynamics of effective relationships in a range of social contexts.	**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.
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.	**Positive attitudes** • Devise, apply, and appraise strategies through which they and other people can participate responsibly in challenging physical situations.	**Identity, sensitivity, and respect** • Critically analyse attitudes, values, and behaviours that contribute to conflict and identify and describe ways of creating more harmonious relationships.	**Community resources** • Establish and justify priorities for equitable distribution of available health and recreational resources and advocate change where necessary.
Safety management • Critically analyse dilemmas and contemporary ethical issues that influence their own health and safety and that of other people.	**Science and technology** • Critically analyse and experience the application of scientific and technological knowledge and resources to physical activity in a range of environments.	**Interpersonal skills** • Analyse and evaluate attitudes and interpersonal skills that enable people to participate fully and effectively as community members in various situations.	**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.
Personal identity • Critically analyse the impacts that conceptions of personal, cultural, and national identity have on people's well-being.	**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.		**People and the environment** • Critically analyse the interrelationships between people, industry, technology, and legislation on aspects of environmental health.

Key Competencies

- *Thinking*
- *Using language, symbols, and texts*
- *Managing self*
- *Relating to others*
- *Participating and contributing*

Level Eight Mathematics and Statistics

In a range of meaningful contexts, students will be engaged in thinking mathematically and statistically. They will solve problems and model situations that require them to:

Mathematics

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 anti-differentiation techniques to functions and relations, using both analytical and numerical methods.
- Form differential equations and interpret the solutions.

Statistics

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 time-series 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.

See separate chart Learning Languages

Level Eight Science

Nature of Science

Students will:

Understanding about science

- Understand that scientists have an obligation to connect their new ideas to current and historical scientific knowledge and to present their findings for peer review and debate.

Investigating in science

- Develop and carry out investigations that extend their science knowledge, including developing their understanding of the relationship between investigations and scientific theories and models.

Communicating in science

- Use accepted science knowledge, vocabulary, symbols, and conventions when evaluating accounts of the natural world and consider the wider implications of the methods of communication and/or representation employed.

Participating and contributing

- Use relevant information to develop a coherent understanding of socio-scientific issues that concern them, to identify possible responses at both personal and societal levels.

Living World

Students will:

Life processes, ecology, and evolution

- Understand the relationship between organisms and their environment.
- Explore the evolutionary processes that have resulted in the diversity of life on Earth and appreciate the place and impact of humans within these processes.
- Understand how humans manipulate the transfer of genetic information from one generation to the next and make informed judgments about the social, ethical, and biological implications relating to this manipulation.

Planet Earth and Beyond

Students will:

Earth systems and interacting systems

- Develop an in-depth understanding of the interrelationship between human activities and the geosphere, hydrosphere, atmosphere, and biosphere over time.

Astronomical systems

- Explore recent astronomical events or discoveries, showing understanding of the concepts of distance and time.

Physical World

Students will:

Physical inquiry and physics concepts

- Investigate physical phenomena (in the areas of mechanics, electricity, electromagnetism, light and waves, and atomic and nuclear physics) and produce qualitative and quantitative explanations for a variety of complex situations.
- Analyse and evaluate data to deduce complex trends and relationships in physical phenomena.

Using physics

- Use physics ideas to explain a technological, biological, or astronomical application of physics and discuss related issues.

Material World

Students will:

Properties and changes of matter

- Investigate and measure the chemical and physical properties of a range of groups of substances, for example, acids and bases, oxidants and reductants, and selected organic and inorganic compounds.

The structure of matter

- Relate properties of matter to structure and bonding.
- Develop an understanding of and use the fundamental concepts of chemistry (for example, equilibrium and thermochemical principles) to interpret observations.

Chemistry and society

- Apply knowledge of chemistry to explain aspects of the natural world and how chemistry is used in society to meet needs, resolve issues, and develop new technologies.

Level Eight Social Sciences

Students will gain knowledge, skills, and experience to:

Social Studies

- Understand how policy changes are influenced by and impact on the rights, roles, and responsibilities of individuals and communities.
- Understand how ideologies shape society and that individuals and groups respond differently to these beliefs.

History

- Understand that the causes, consequences, and explanations of historical events that are of significance to New Zealanders are complex and how and why they are contested.
- Understand how trends over time reflect social, economic, and political forces.

Geography

- Understand how interacting processes shape natural and cultural environments, occur at different rates and on different scales, and create spatial variations.
- Understand how people's diverse values and perceptions influence the environmental, social, and economic decisions and responses that they make.

Economics

- Understand that well-functioning markets are efficient but that governments may need to intervene where markets fail to deliver efficient or equitable outcomes.
- Understand how the nature and size of the New Zealand economy is influenced by interacting internal and external factors.

Level Eight Technology

Technological Practice

Students will:

Planning for practice

- Critically analyse their own and others' past and current planning and management practices in order to develop and employ project management practices that will ensure the efficient development of an outcome to completion.

Brief development

- Justify the nature of an intended outcome in relation to the context and the issue to be resolved. Justify specifications in terms of key stakeholder feedback and wider community considerations.

Outcome development and evaluation

- Critically analyse their own and others' outcomes and fitness-for-purpose determinations in order to inform the development of ideas for feasible outcomes. Undertake a critical evaluation that is informed by ongoing experimentation and functional modelling, stakeholder feedback, trialling in the physical and social environments, and an understanding of the issue as it relates to the wider context. Use the information gained to select, justify, and develop an outcome. Evaluate this outcome's fitness for purpose against the brief. Justify the evaluation, using feedback from stakeholders and demonstrating a critical understanding of the issue that takes account of all contextual dimensions.

Technological Knowledge

Students will:

Technological modelling

- Understand the role of technological modelling as a key part of technological development, justifying its importance on moral, ethical, sustainable, cultural, political, economic, and historical grounds.

Technological products

- Understand the concepts and processes employed in materials development and evaluation and the implications of these for design, development, maintenance, and disposal of technological products.

Technological systems

- Understand operational parameters and their role in the design, development, and maintenance of technological systems.

Nature of Technology

Students will:

Characteristics of technology

- Understand the implications of technology as intervention by design and how interventions have consequences, known and unknown, intended and unintended.

Characteristics of technological outcomes

- Understand how technological outcomes can be interpreted and justified as fit for purpose in their historical, cultural, social, and geographical locations.

Levels One and Two Learning Languages

Proficiency Descriptor

Students can understand and use familiar expressions and everyday vocabulary. Students can interact in a simple way in supported situations. (Adapted from *Common European Framework for Languages*, Global Scale Level A1: Basic User; Council of Europe, 2001.)

Communication

In selected linguistic and sociocultural contexts, students will:

Selecting and using language, symbols, and texts to communicate

- Receive and produce information.

Managing self and relating to others

- Produce and respond to questions and requests.

Participating and contributing in communities

- Show social awareness when interacting with others.

Language Knowledge

Students will:

- Recognise that the target language is organised in particular ways.
- Make connections with their own language(s).

Cultural Knowledge

Students will:

- Recognise that the target culture(s) is (are) organised in particular ways.
- Make connections with known culture(s).

Levels Three and Four Learning Languages

Proficiency Descriptor

Students can understand and construct simple texts using their knowledge of the target language. Students can describe aspects of their own background and immediate environment. (Adapted from *Common European Framework for Languages*, Global Scale Level A1: Basic User; Council of Europe, 2001.)

Communication

In selected linguistic and sociocultural contexts, students will:

Selecting and using language, symbols, and texts to communicate

- Understand and produce information and ideas.

Managing self and relating to others

- Express and respond to personal needs and interests.

Participating and contributing in communities

- Use cultural knowledge to communicate appropriately.

Language Knowledge

Students will:

- Recognise and describe ways in which the target language is organised.
- Compare and contrast languages.

Cultural Knowledge

Students will:

- Recognise and describe ways in which the target culture(s) is (are) organised.
- Compare and contrast cultural practices.

Key Competencies

- *Thinking*
- *Using language, symbols, and texts*
- *Managing self*
- *Relating to others*
- *Participating and contributing*

Levels Five and Six Learning Languages

Proficiency Descriptor

Students can understand and produce more complex language. They can communicate beyond the immediate context, for example, past and future events. Students can understand and produce a variety of text types. (Adapted from *Common European Framework for Languages*, Global Scale Level A2: Strong Waystage Performance; Council of Europe, 2001.)

Communication

In selected linguistic and sociocultural contexts, students will:

Selecting and using language, symbols, and texts to communicate

- Communicate information, ideas, and opinions through different text types.

Managing self and relating to others

- Express and respond to personal ideas and opinions.

Participating and contributing in communities

- Communicate appropriately in different situations.

Language Knowledge

Students will:

- Understand ways in which the target language is organised for different purposes.

Cultural Knowledge

Students will:

- Understand ways in which the target culture(s) is (are) organised for different purposes.

Levels Seven and Eight Learning Languages

Proficiency Descriptor

Students can use language variably and effectively to express and justify their own ideas and opinions, and support or challenge those of others. They are able to use and identify the linguistic and cultural forms that guide interpretation and enable them to respond critically to texts. (Adapted from *Common European Framework for Languages*, Global Scale Level B1: Independent User; Council of Europe, 2001.)

Communication

In selected linguistic and sociocultural contexts, students will:

Selecting and using language, symbols, and texts to communicate

- Communicate information, ideas, and opinions through increasingly complex and varied texts.

Managing self and relating to others

- Explore the views of others, developing and sharing personal perspectives.

Participating and contributing in communities

- Engage in sustained interaction and produce extended text.

Language Knowledge

Students will:

- Analyse ways in which the target language is organised in different texts and for different purposes.
- Explore how linguistic meaning is conveyed across languages.

Cultural Knowledge

Students will:

- Analyse ways in which the target culture(s) is (are) organised for different purposes and for different audiences.
- Analyse how the use of the target language expresses cultural meanings.

Glossary

Hauora (page 22)

In health and physical education, the use of the word hauora is based on Mason Durie's Te Whare Tapa Whā model (Durie, 1994). Hauora and well-being, though not synonyms, share much common ground. Taha wairua relates to spiritual well-being; taha hinengaro to mental and emotional well-being; taha tinana to physical well-being; and taha whānau to social well-being.

Whakataukī

Te Reo Māori (page 14)

Ko te reo te manawa pou o te Māori, Ko te ihi te waimanawa o te tangata, Ko te roimata, ko te hūpē te waiaroha.	Language is the lifeblood of Māori, The life force and the sacred energy of man. Tears and mucus are the spiritual expressions of feelings.
Ko tōku nui, tōku wehi, tōku whakatiketike, tōku reo.	My language is my greatness, my inspiration, that which I hold precious.
Ko te reo Māori te kākahu o te whakaaro, te huarahi i te ao tūroa.	The Māori language is the cloak of thought and the pathway to this natural world.
Ko te manu e kai ana i te miro, nōna te ngahere. Ko te manu e kai ana i te mātauranga, nōna te ao.	The bird that partakes of the miro berry reigns in the forest. The bird that partakes of the power of knowledge has access to the world.
Ko te reo te mauri o te mana Māori.	Language is the life force of Māori.

English (page 18)

Ko te reo te tuakiri Ko te reo tōku ahurei Ko te reo te ora.	Language is my identity. Language is my uniqueness. Language is life.

The Arts (page 20)

Te toi whakairo, ka ihiihi, ka wehiwehi, ka aweawe te ao katoa.	Artistic excellence makes the world sit up in wonder.

Health and Physical Education (page 22)

He oranga ngākau, he pikinga waiora.	Positive feelings in your heart will enhance your sense of self-worth.

Learning Languages (page 24)

Ko tōu reo, ko tōku reo, te tuakiri tangata. Tīhei uriuri, tīhei nakonako.	Your voice and my voice are expressions of identity. May our descendants live on and our hopes be fulfilled.

Mathematics and Statistics (page 26)

Kei hopu tōu ringa ki te aka tāepa, engari kia mau ki te aka matua.	Cling to the main vine, not the loose one.

Science (page 28)

Mā te whakaaro nui e hanga te whare; mā te mātauranga e whakaū.	Big ideas create the house; knowledge maintains it.

Social Sciences (page 30)

Unuhia te rito o te harakeke kei whea te kōmako e kō? Whakatairangitia – rere ki uta, rere ki tai; Ui mai koe ki ahau he aha te mea nui o te ao, Māku e kī atu he tangata, he tangata, he tangata!	Remove the heart of the flax bush and where will the kōmako sing? Proclaim it to the land, proclaim it to the sea; Ask me, "What is the greatest thing in the world?" I will reply, "It is people, people, people!"

Technology (page 32)

Kaua e rangiruatia te hāpai o te hoe; e kore tō tātou waka e ū ki uta.	Don't paddle out of unison; our canoe will never reach the shore.

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