## **Exploring Financial Identity through Englis****h**

## Achievement and learning objectives

This resource supports students to understand the ways advertising impacts on people’s financial behaviours and identities. Students explore the way financial messages are conveyed and analyse spending, saving/te whakaputu and money/moni management behaviours.

This is an integrated, cross-curricular resource, supporting the theme **identity** and can be used in multiple ways. Related resources are available for social sciences, maths, and technology (digital technologies).

References:

* [**Financial identity - resource introduction**](http://sortedinschools.org.nz/sorted-resources/financial-identity/)
* [**Pedagogy and methodology** overview](http://sortedinschools.org.nz/teachers/curriculum-info/pedagogical-design/) for the frameworks underpinning the development of this resource.



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| **English achievement objectives****Level 4**Listening, reading, and viewing* Processes and strategies: Students will integrate sources of information, processes, and strategies confidently to identify, form, and express ideas.
* Purposes and audiences: Students will show an increasing understanding of how texts are shaped for different purposes and audiences.
* Ideas: Students will show an increasing understanding of ideas within, across, and beyond texts.
* Language features: Students will show an increasing understanding of how language features are used for effect within and across texts**.**
* Structure: Students will show an increasing understanding of text structures.

Speaking, writing, and presenting* Processes and strategies: Students will integrate sources of information, processes, and strategies confidently to identify, form, and express ideas.
* Purposes and audiences: Students will show an increasing understanding of how to shape texts for different purposes and audiences.
* Ideas: Students will select, develop, and communicate ideas on a range of topics.
* Language features: Students will use a range of language features appropriately, showing an increasing understanding of their effects.
* Structure: Students will organise texts, using a range of appropriate structures.

**Level 5**Listening, reading, and viewing* A picture containing logo  Description automatically generatedProcesses and strategies: Students will integrate sources of information, processes, and strategies purposefully and confidently to identify, form, and express increasingly sophisticated ideas.
* Purposes and audiences: Students will show an understanding of how texts are shaped for different purposes and audiences.
* Ideas: Students will show an understanding of ideas within, across, and beyond texts.
* Language features: Students will show an understanding of how language features are used for effect within and across texts.
* Structure: Students will show an understanding of a range of structures.

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.
* Purposes and audiences: Students will show an understanding of how to shape texts for different audiences and purposes.
* Ideas: Students will select, develop, and communicate purposeful ideas on a range of topics.
* Language features: Students will select and use a range of language features appropriately, showing an understanding of their effects.
* Structure: Students will organise texts, using a range of appropriate, effective structures.
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