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

## Achievement and learning objectives

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Description automatically generatedThis 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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