

Curriculum [1]



All LEARNZ field trips targeting primary and secondary schools are closely linked to the New Zealand curriculum, in particular science, social studies and geography. They can also be used by other subject teachers.

Key concepts

Biodiversity, changing values, EBM, ecology, ecosystem-based management, ecosystems, future focus, guardianship, kaitiaki, kaitiakitanga, marine communities, marine ecosystems, marine environment, marine research, marine science, matauranga, monitoring change, oceans, perspectives, recreation, scientific research, sea, sustainability, sustainable seas, tikanga, tourism, values.

The New Zealand Curriculum - NZC

Key Competencies

LEARNZ virtual field trips contribute to the development of all five key competencies:

Key Competencies	Examples of Related Field Trip Components
Thinking	Constructing questions to put to experts during web conferences.
Using language, symbols and texts	Interpreting and making meaning of a variety of language and symbols in the Background Pages and throughout the web site.
Managing self	Numerous content-related Activities provide students with chances to engage with the material and create their own interpretation of the content.

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Relating to others	Videos connect students with a range of expert opinions. Students listen actively when seeking answers to video questions.
Participating and contributing	LEARNZ Virtual Field Trips are an ideal medium for group-based topic inquiry. They also enable students to transfer new learning into the context of their own communities where they are encouraged to take action.

(See page 12-13 NZC 2007)

Values

The Sustainable Seas field trip encourages, models and explores these values:

- innovation, inquiry and curiosity
- diversity
- community and participation

(see page 10 NZC 2007).

E-learning and pedagogy

The Sustainable Seas field trip directly involves learning that is supported by information and communication technology (ICT). In particular, the trip will:

- 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.
- Enhance opportunities to learn by offering students virtual experiences and tools that save them time, allowing them to take their learning further (Page 36 NZC 2007).

Science

Strand	Achievement Aims
The Nature of Science	Participating and contributing <ul style="list-style-type: none">• Levels 1-2: Explore and act on issues and questions that link



their science learning to their daily living.

- Level 3-4: Use their growing science knowledge when considering issues of concern to them.

Understanding about science

- Levels 1-2: 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.
- Level 3-4: Identify ways in which scientists work together and provide evidence to support their ideas.

Communicating in science

- Level 3-4: Begin to use a range of scientific symbols, conventions and vocabulary.

Planet Earth and Beyond



Earth systems

- Level 2-5; Explore and describe natural features and resources

Interacting systems

- Level 2-5; Describe how natural features are changed and resources affected by natural events and human actions.

Physical World

Physical inquiry and physics concepts

- Level 2-5; Explore everyday examples of physical phenomena, such as movement, forces, electricity and

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	<p>magnetism, light, sound, waves, and heat. Seek and describe simple patterns in physical phenomena</p>
<p style="text-align: center;">Living World</p> 	<p>Ecology</p> <ul style="list-style-type: none"> • Level 2-5; Explain how living things are suited to their particular habitat and how they respond to environmental changes.

Social Science

<p>Strand</p>	<p>Achievement Aims</p>
<p style="text-align: center;">Social Studies</p> 	<p>Place and Environment</p> <ul style="list-style-type: none"> • Level 2 Understand how places influence people and people influence places • Level 3 Understand how people view and use places differently • Level 5 Understand how people's management of resources impacts on environmental and social sustainability

Technology

<p>Strand</p>	<p>Achievement Aims</p>
<p>Technological Knowledge</p>	<p>Technological Products</p> <ul style="list-style-type: none"> • Level 1-3; Understand the relationship between the materials used and their

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performance properties in technological products.

Nature of Technology



Nature of Technology

- Level 1-3; Understand how technological development expands human possibilities and how technology draws on knowledge from a wide range of disciplines.

English

The selected processes and strategies indicators used in the table below are from Level three of the NZC, but aim to cover indicators from levels two to four.

Strand	Processes and Strategies Indicators	Example of Related Field Trip Component
Listening, Reading and Viewing 	<ol style="list-style-type: none"> 1. selects and reads for enjoyment and personal fulfilment 2. recognises connections between oral, written, and visual language 3. integrates sources of information and prior knowledge confidently to make sense of increasingly varied and complex texts 4. thinks critically about texts with increasing understanding and confidence 	<ol style="list-style-type: none"> 1. printed copies of Background Pages could be part of classroom library 2. making links between Web conferences, Background Pages, and Videos 3. Web conferences, Videos, and Diaries can be used to make sense of Background Pages and Diaries and generate questions to put to experts for further clarification
Speaking, Writing and	<ol style="list-style-type: none"> 1. uses an increasing 	<ol style="list-style-type: none"> 1. making the

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Presenting



- understanding of the connections between oral, written, and visual language when creating texts
2. creates a range of texts by integrating sources of information and processing strategies with increasing confidence

- connection between Web conferences, Background Pages, Videos, and own discussion when generating written responses
2. assimilate information from Web conferences, Background Pages, and Videos to create a range of texts

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Links

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