

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

Conservation, drinking water, environment, fresh water, future focus, infrastructure, managing resources, potable water, recycling, rivers, stormwater, sustainability, wastewater, wastewater treatment, water, water cycle, water management, water quality, Wellington

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.
Relating to others	Videos connect students with a range of

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	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 *People and Water* field trip encourages, models and explores these values:

- innovation, inquiry and curiosity
- ecological sustainability
- community and participation

(see page 10 NZC 2007).

E-learning and pedagogy

The *People and Water* 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).

Social Science

Strand	Achievement Aims	Background Pages	Related Activities
Social Studies	Continuity and Change		<ul style="list-style-type: none">• [3] Activities[4]



- Level 2: Understand how time and change affect people's lives
 - Level 4: Understand that events have causes and effects
- [ALL](#) [2]

Place and Environment

- Level 2: Understand how places influence people and people influence places
- Level 3: Understand how people view and use places differently


Identity, Culture, and Organisation

- Level 4: Understand how people participate individually and collectively in response to community challenges

Economic World

	<ul style="list-style-type: none"> • Level 3: Understand how people make decisions about access to and use of resources • Level 4: Understand how producers and consumers exercise their rights and meet their responsibilities • Level 5: Understand how economic decisions impact on people, communities, and nations.
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Science


Strand	Achievement Aims	Background Pages	Related Activities
<p>The Nature of Science</p> 	<p>Participating and contributing</p> <ul style="list-style-type: none"> • Levels 1-2: Explore and act on issues and questions that link their science learning to their daily 	<p>[5]</p> <ul style="list-style-type: none"> • ALL [2] 	<ul style="list-style-type: none"> • [3]Activities [4]

- 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


	<ul style="list-style-type: none"> • Level 3-4: Begin to use a range of scientific symbols, conventions and vocabulary.
<p>Planet Earth and Beyond</p> 	<p>Earth systems</p> <ul style="list-style-type: none"> • Level 2-4; Appreciate that water, air, rocks and soil and lifeforms make up our planet and recognise these are also Earth's resources. <p>Interacting Systems</p> <ul style="list-style-type: none"> • Level 2-4 Investigate the water cycle and its effect on climate, landforms and life. <ul style="list-style-type: none"> • Water as a Precious Resource [6] • The Water Cycle [7] • Water Treatment [8] • Stormwater [9]

Technology

Strand	Achievement Aims	Background Pages	Related Activities
Nature of Technology	<p>Nature of Technology</p> <ul style="list-style-type: none"> • Level 1-3; 	<ul style="list-style-type: none"> • People and 	<ul style="list-style-type: none"> • [3] Activities


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	<p>Understand how technological development expands human possibilities and how technology draws on knowledge from a wide range of disciplines.</p>	<p>Water [10]</p> <ul style="list-style-type: none"> • Water Treatment [8] • Wastewater [11] • Stormwater [9] • Water Use [12] • Conserving Water [13] 	<p>[4]</p>
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Technology

Mathematics

Strand	Achievement Aims	Background Pages	Related Activities
<p>Number and Algebra</p> 	<p>Level 3: Use a range of additive and simple multiplicative strategies with whole numbers, fractions, decimals, and percentages</p> <p>Level 4: Use a range of multiplicative strategies when operating on whole numbers</p> <p>Level 4: Generalise properties of multiplication and division with whole numbers</p>	<ul style="list-style-type: none"> • Water as a Precious Resource [6] • Water Use [12] • Conserving Water [13] 	<ul style="list-style-type: none"> • [3]Field Trip Number Challenge - Word [14] (32k) PDF [15] (204k) • Let's Work it Out - Word [16] (39k) PDF [17] (292k)

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	Example of Related

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	Strategies Indicators	Field Trip Component
Speaking, Writing and Presenting	<ol style="list-style-type: none">1. uses an increasing understanding of the connections between oral, written, and visual language when creating texts2. creates a range of texts by integrating sources of information and processing strategies with increasing confidence	<ol style="list-style-type: none">1. making the connection between Audioconferences, Background Pages, Videos, and own discussion when generating written responses2. assimilate information from Audioconferences, Background Pages, Videos, and Ask-an-Expert to create a range of texts
Listening, Reading and Viewing	<ol style="list-style-type: none">1. selects and reads for enjoyment and personal fulfilment2. recognises connections between oral, written, and visual language3. integrates sources of information and prior knowledge confidently to make sense of increasingly varied and complex texts4. 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 library2. making links between Audioconferences, Background Pages, and Videos3. Audioconferences, Audioconference Backchannel, Videos, Diaries, and Ask-an-Expert can be used to make sense of Background Pages and Diaries and generate questions to put to experts for further clarification

Source URL: <https://www.learnz.org.nz/water172/curriculum>

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Links

- [1] <https://www.learnz.org.nz/water172/curriculum>
- [2] <http://www.learnz.org.nz/water172/bg-standard>
- [3] <http://www.learnz.org.nz/scienceonice144/activities>
- [4] <http://www.learnz.org.nz/water172/activities>
- [5] <http://www.learnz.org.nz/scienceonice144/bg-standard>
- [6] <http://www.learnz.org.nz/water172/bg-standard-f/water-as-a-precious-resource>
- [7] <http://www.learnz.org.nz/water172/bg-standard-f/the-water-cycle>
- [8] <http://www.learnz.org.nz/water172/bg-standard-f/water-treatment>
- [9] <http://www.learnz.org.nz/water172/bg-standard-f/stormwater>
- [10] <http://www.learnz.org.nz/water172/bg-standard-f/people-and-water>
- [11] <http://www.learnz.org.nz/water172/bg-standard-f/wastewater>
- [12] <http://www.learnz.org.nz/water172/bg-standard-f/water-use>
- [13] <http://www.learnz.org.nz/water172/bg-standard-f/conserving-water>
- [14] https://www.learnz.org.nz/sites/learnz.org.nz/files/field-trip-number-challenge_2.doc
- [15] https://www.learnz.org.nz/sites/learnz.org.nz/files/field-trip-number-challenge_2.pdf
- [16] <https://www.learnz.org.nz/sites/learnz.org.nz/files/geohazards-work-it-out.doc>
- [17] <https://www.learnz.org.nz/sites/learnz.org.nz/files/geohazards-work-it-out.pdf>