

## [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

adaptations of plants, biodiversity, community involvement, conservation, early settlers, ecology, ecosystems, environment, environmental action, environmental education, environmental impacts, future focus, human impacts, kauri, life cycle, local iwi, managing resources, Māori, native species, perspectives, pests, plant biology, plants, protected environments, publicity, restoration, sustainability, threatened species, values, viewpoints

## The New Zealand Curriculum - NZC

### Key Competencies

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

Key competencies	Examples of relationships
Thinking	Constructing questions
Using language, symbols and texts	Interpreting and making meaning in the Background
Managing self	Numerous content pieces that engage with the multimedia content.
Relating to others	Videos connect students actively when seen.
Participating and contributing	LEARNZ Virtual Field Trips

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inquiry. They also  
context of their own  
action.

(See page 12-13 NZC 2007)

## Values

The *Kauri Dieback* 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 *Kauri Dieback* 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

<b>Strand</b>	<b>Achievement Aims</b>
<b>Nature of Science</b> 	<b>Participating and contributing</b> <ul style="list-style-type: none"><li>• <b>Levels 1-2:</b> Explore and act on issues and questions that link their science learning to their daily living.</li><li>• <b>Level 3-4:</b> Use their growing science knowledge when considering issues of concern to them   Explore various aspects of an issue and make decisions.</li></ul>

	<p><i>about possible actions.</i></p>
<p style="text-align: center;"><b>Living World</b></p> 	<p><b>Life Processes</b></p> <ul style="list-style-type: none"> <li>• <b>Level 2:</b> <i>Recognise that all living things have certain requirements so they stay alive.</i></li> <li>• <b>Level 3-4:</b> <i>Recognise that there are processes common to all living things and that these occur in different ways.</i></li> </ul> <p><b>Ecology</b></p> <ul style="list-style-type: none"> <li>• <b>Levels 2:</b> <i>Recognise that living things are suited to their particular habitats.</i></li> <li>• <b>Level 3-4:</b> <i>Explain how living things are suited to their particular habitats and how they respond to environmental changes, both natural and human-induced.</i></li> </ul>

**Social Science**



<p><b>Strand</b></p> <p style="text-align: center;"><b>Continuity and Change</b></p>  <p style="text-align: center;"><b>Place and Environment</b></p> 	<p><b>Achievement Aims</b></p> <p><b>Level 2:</b> <i>Understand how places influence people and people influence places.</i></p> <p><b>Level 3:</b> <i>Understand how groups make and implement rules   Understand how people make decisions about access to and use of resources   Understand how people view and use places differently.</i></p> <p><b>Level 4:</b> <i>Understand how exploration and innovation create opportunities and challenges for people, places, and environments   Understand how people participate individually and collectively in response to community challenges</i></p>

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## 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
<b>Speaking, Writing and Presenting</b> 	<ol style="list-style-type: none"><li>1. uses an increasing understanding of connections between oral, written, and visual language when creating texts</li><li>2. creates a range of texts by integrating sources of information and processes strategies with increasing confidence</li></ol>
<b>Listening, Reading and Viewing</b> 	<ol style="list-style-type: none"><li>1. selects and reads for enjoyment and personal fulfilment</li><li>2. recognises connections between oral, written, and visual language</li><li>3. integrates sources of information and prior knowledge confidently to make sense of increasingly varied and complex texts</li><li>4. thinks critically about texts with increasing understanding and confidence</li></ol>

**Source URL:** <https://www.learnz.org.nz/kauri182/curriculum>

### Links

[1] <https://www.learnz.org.nz/kauri182/curriculum>

[2]

<http://www.learnz.org.nz/kauri182/bg-standard-f/kauri-dieback---a-deadly-disease>

[3] <http://www.learnz.org.nz/kauri182/bg-standard-f/where-did-kauri-dieback-come-from%3F>

[4] <http://www.learnz.org.nz/kauri182/bg-standard-f/using-science-and-technology-to-fight-kauri-dieback>

[5] <http://www.learnz.org.nz/kauri182/bg-standard-f/the-people-factor%3A-sending-the-right-message>

[6] <http://www.learnz.org.nz/kauri182/bg-standard-f/agathis-australis---kauri>

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[7] <http://www.learnz.org.nz/kauri182/bg-standard-f/kauri---a-national-taonga>