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

citizenship, community involvement, conservation, culture, DoC, environment, environmental education, future focus, GIS, GIS and iwi, identity, location based information, Māori, maps, monitoring change, native species, perspectives, population, recording, recreation, science, scientific research, sustainability, taonga, values

- Watch this video [2] where Duan Wilkins talks with Chris Harwood from the Ministry of Education about how the *Map My Waahi* field trip aligns with the New Zealand curriculum. She also highlights some Tuia 250 resources that fit well within this field trip's themes.

The New Zealand Curriculum - NZC

Key Competencies

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

Key competencies	Examples of rela...
Thinking	Constructing ques...
Using language, symbols and texts	Interpreting and n... in the Background...
Managing self	Numerous content... engage with the n... content.

Relating to others	Videos connect st... actively when see...
Participating and contributing	LEARNZ Virtual Fie... inquiry. They also... context of their ow... action.

(See page 12-13 NZC 2007)

Values

The *Map my Waahi* 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 *Map my Waahi* 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
Place and Environment **Identity, Culture and Organisation** **Continuity and Change**	**Level 1:** *Understand how places in New Zealand are significant for individuals and groups | Understand how the past is impor... to people.* **Level 2:** *Understand how places influence... people and people influence places |*

*Understand that people have social, cultur...
and economic roles, rights, and responsibi...*

Level 3: *Understand how groups make an...
implement rules | Understand how people ...
and use places differently.*

Level 4: *Understand how people pass on ...
sustain culture and heritage for different
reasons and that this has consequences fo...
people | Understand how exploration and
innovation create opportunities and challe...
for people, places, and environments |
Understand how people participate individ...
and collectively in response to community
challenges.*

Technology

Strand	Achievement Aims
Technological Practice	**Brief development**

Level 2: *Explain the outcome they are
developing and describe the attributes it s...
have, taking account of the need or oppor...
and the resources available.*

Level 3: *Describe the nature of an intende...
outcome, explaining how it addresses the ...
or opportunity. Describe the key attributes...
enable development and evaluation of an
outcome.*

Level 4: *Justify the nature of an intended
outcome in relation to the need or opportu...
Describe the key attributes identified in
stakeholder feedback, which will inform th...
development of an outcome and its evalua...*

Technological Knowledge	Technological products

Level 2: *Understand that there is a relatio...
between a material used and its performa...
properties in a technological product.*

Level 3: *Understand the relationship betw...
the materials used and their performance ...*

properties in technological products.

Level 4: *Understand that materials can be formed, manipulated, and/or transformed enhance the fitness for purpose of a technological product.*

Nature of Technology

Characteristics of technology

Level 2: *Understand that technology both reflects and changes society and the environment and increases people's capab*

Level 3: *Understand how society and environments impact on and are influence technology in historical and contemporary contexts and that technological knowledge validated by successful function.*

Level 4: *Understand how technological development expands human possibilities how technology draws on knowledge from wide range of disciplines.*
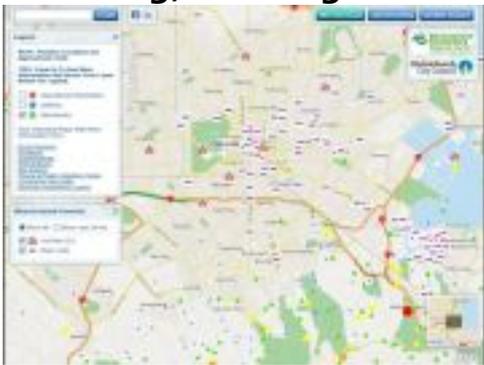
Health and Physical Education

Strand	**Achievement Aims**
Healthy communities and environments - D	**D2 Community Resources** **Level 2:** *Identify and use local commun resources and explain how these contribu healthy community.* **Level 3:** *Participate in communal events describe how such events enhance the well-being of the community.* **Level 4:** *Investigate and/or access a ran community resources that support well-b and evaluate the contribution made by e the well-being of community members.*

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
Speaking, Writing and Presenting	1. uses an increasing understanding o connections between oral, written, visual language when creating text 2. creates a range of texts by integrat sources of information and process strategies with increasing confiden
Listening, Reading and Viewing	1. selects and reads for enjoyment an personal fulfilment 2. recognises connections between or written, and visual language 3. integrates sources of information a prior knowledge confidently to mak sense of increasingly varied and complex texts 4. thinks critically about texts with increasing understanding and confidence

Source URL: https://www.learnz.org.nz/mapping183/curriculum

Links

[1] https://www.learnz.org.nz/mapping183/curriculum
[2] https://drive.google.com/file/d/1mo5DJYmIR6xzHYkTnYc8s2YRI3voCRQH/view
[3] http://www.learnz.org.nz/mapping183/bg-standard-f/maps-and-mapping
[4] http://www.learnz.org.nz/mapping183/bg-standard-f/tools-for-mapping
[5] http://www.learnz.org.nz/mapping183/bg-standard-f/cultural-mapping
[6] http://www.learnz.org.nz/mapping183/bg-standard-f/m%C4%81ori-sense-of-place
[7] http://www.learnz.org.nz/mapping183/bg-standard-f/t%C4%81huhu-k%C5%8Dre ro---background-history
[8] http://www.learnz.org.nz/mapping183/bg-standard-f/latitude%2C-longitude%2C- and-geospatial-data
[9] http://www.learnz.org.nz/mapping183/bg-standard-f/gps-global-positioning-systems
[10] http://www.learnz.org.nz/mapping183/bg-standard-f/adding-more-information-t o-maps-with-gis