

The Arts

Achievement Objective
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Reflect on and describe how choreography communicates ideas, feelings, moods, and experiences.

Learning area: The Arts
Curriculum level: 5
Component: Dance
Strand: Communicating and Interpreting

Prepare, rehearse, and perform dance with an awareness of production technologies.

Learning area: The Arts
Curriculum level: 5
Component: Dance
Strand: Communicating and Interpreting

Prepare, rehearse, and present performances of music, using a range of performance skills and techniques.

Learning area: The Arts
Curriculum level: 5
Component: Music – Sound Arts
Strand: Communicating and Interpreting

Present and respond to drama and describe how drama combines elements, techniques, conventions, and technologies to create structure and meaning in their own and others' work.

Learning area: The Arts
Curriculum level: 5
Component: Drama
Strand: Communicating and Interpreting

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Compare and contrast the ways in which ideas and art-making processes are used to communicate meaning in selected objects and images.

Learning area: The Arts
Curriculum level: 5
Component: Visual Arts
Strand: Communicating and Interpreting

Reflect on the expressive qualities of their own and others' music, both live and recorded.

Learning area: The Arts
Curriculum level: 5
Component: Music – Sound Arts
Strand: Communicating and Interpreting

Select and refine ideas to develop drama for specific purposes.

Learning area: The Arts
Curriculum level: 5
Component: Drama
Strand: Developing Ideas

Manipulate the elements and explore the use of choreographic devices and structures to organise dance movement.

Learning area: The Arts
Curriculum level: 5
Component: Dance
Strand: Developing Ideas

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Represent compositions and improvisation frameworks, using appropriate conventions.

Learning area: The Arts
Curriculum level: 5
Component: Music – Sound Arts
Strand: Developing Ideas

Use musical elements, instruments, technologies, and conventions to express, develop, and refine structured compositions and improvisations.

Learning area: The Arts
Curriculum level: 5
Component: Music – Sound Arts
Strand: Developing Ideas

Develop a variety of skills, dance techniques, vocabularies, and movement practices.

Learning area: The Arts
Curriculum level: 5
Component: Dance
Strand: Developing Practical Knowledge

Generate, develop, and refine ideas in response to a variety of motivations, including the study of established practice.

Learning area: The Arts
Curriculum level: 5
Component: Visual Arts
Strand: Developing Ideas

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Apply knowledge of the elements of music, structural devices, stylistic conventions, and technologies through integrating aural, practical, and theoretical skills.

Learning area: The Arts
Curriculum level: 5
Component: Music – Sound Arts
Strand: Developing Practical Knowledge

Select and use techniques, conventions, and relevant technologies for specific drama purposes.

Learning area: The Arts
Curriculum level: 5
Component: Drama
Strand: Developing Practical Knowledge

Compare and contrast dances from a variety of past and present cultures and contexts.

Learning area: The Arts
Curriculum level: 5
Component: Dance
Strand: Understanding the Arts in Context

Apply knowledge of selected conventions from established practice, using appropriate processes and procedures.

Learning area: The Arts
Curriculum level: 5
Component: Visual Arts
Strand: Developing Practical Knowledge

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Compare and contrast the characteristics of music associated with a range of sound environments, in relation to historical, social, and cultural contexts.

Learning area: The Arts
Curriculum level: 5
Component: Music – Sound Arts
Strand: Understanding the Arts in Context

Investigate the characteristics, purposes, and function of drama in a range of contexts.

Learning area: The Arts
Curriculum level: 5
Component: Drama
Strand: Understanding the Arts in Context

Investigate and consider the relationship between the production of art works and their contexts and influences.

Learning area: The Arts
Curriculum level: 5
Component: Visual Arts
Strand: Understanding the Arts in Context

Investigate how music serves a variety of purposes and functions in their own lives and in their communities.

Learning area: The Arts
Curriculum level: 5
Component: Music – Sound Arts
Strand: Understanding the Arts in Context

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Show an understanding of how language features are used for effect within and across texts.

indicators:

identifies oral, written, and visual language features and understands their effects;
uses an increasing vocabulary to make meaning;
understands how a range of text conventions work together to create meaning and effect;
understands that authors have different voices and styles and can identify those differences.

Learning area: English

Curriculum level: 5

Component: Listening, Reading, and Viewing

Strand: Language features

Show an understanding of ideas within, across, and beyond texts.

indicators:

makes meaning by understanding increasingly comprehensive ideas in texts and the links between them;
makes connections by exploring ideas within and between texts from a range of contexts;
recognises that there may be more than one reading available within a text;
makes and supports inferences from texts independently.

Learning area: English

Curriculum level: 5

Component: Listening, Reading, and Viewing

Strand: Ideas

Show an understanding of how texts are shaped for different purposes and audiences.

indicators:

recognises, understands, and considers how texts are constructed for a range of purposes, audiences, and situations;
identifies particular points of view within texts and recognises that texts can position a reader;
evaluates the reliability and usefulness of texts with confidence.

Learning area: English

Curriculum level: 5

Component: Listening, Reading, and Viewing

Strand: Purposes and audiences

Integrate sources of information, processes, and strategies purposefully and confidently to identify, form, and express increasingly sophisticated ideas.

indicators:

selects and reads texts for enjoyment and personal fulfilment;
recognises, understands, and considers the connections between oral, written, and visual language;
integrates sources of information and prior knowledge purposefully and confidently to make sense of increasingly varied and complex texts;
selects and uses appropriate processing and comprehension strategies with confidence;
thinks critically about texts with understanding and confidence;
monitors, self evaluates, and describes progress, articulating learning with confidence.

Learning area: English

Curriculum level: 5

Component: Listening, Reading, and Viewing

Strand: Processes and strategies

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Select, develop, and communicate purposeful ideas on a range of topics.

indicators:

develops and communicates increasingly comprehensive ideas, information, and understandings;
develops ideas by adding details or making links to other ideas and details;
ideas show an awareness of a range of dimensions or viewpoints.

Learning area: English

Curriculum level: 5

Component: Speaking, Writing, Presenting

Strand: Ideas

Show an understanding of a range of structures.

indicator:

identifies and understands the characteristics and conventions of a range of text forms and considers how they contribute to and affect text meaning.

Learning area: English

Curriculum level: 5

Component: Listening, Reading, and Viewing

Strand: Structure

Integrate sources of information, processes, and strategies purposefully and confidently to identify, form, and express increasingly sophisticated ideas.

indicators:

uses an increasing understanding of the connections between oral, written, and visual language when creating texts;
creates a range of increasingly varied and complex texts by integrating sources of information and processing strategies;
seeks feedback and makes changes to texts to improve clarity, meaning, and effect;
is reflective about the production of own texts: monitors and self evaluates progress, articulating learning with confidence.

Learning area: English

Curriculum level: 5

Component: Speaking, Writing, Presenting

Strand: Processes and strategies

Select and use a range of language features appropriately, showing an understanding of their effects.

indicators:

uses a wide range of oral, written, and visual language features to create meaning and effect and to sustain interest;
uses an increasing range of vocabulary to communicate precise meaning;
uses a wide range of text conventions, including grammatical and spelling conventions, appropriately, effectively, and with increasing accuracy.

Learning area: English

Curriculum level: 5

Component: Speaking, Writing, Presenting

Strand: Language features

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Organise texts using a range of appropriate, effective structures.

indicators:

achieves a sense of coherence and wholeness when constructing texts;
organises and develops ideas and information for a particular purpose or effect, using the characteristics and conventions of a range of text forms.

Learning area: English

Curriculum level: 5

Component: Speaking, Writing, Presenting

Strand: Structure

Show an understanding of how to shape texts for different audiences and purposes.

indicators:

constructs a range of texts that demonstrate an understanding of purpose and audience through deliberate choice of content, language, and text form;
conveys and sustains personal voice where appropriate.

Learning area: English

Curriculum level: 5

Component: Speaking, Writing, Presenting

Strand: Purposes and audiences

Investigate and evaluate aspects of the school environment that affect people's well-being and take action to enhance these aspects.

Learning area: Health and Physical Education

Curriculum level: 5

Component: Healthy Communities and Environments

Strand: People and the environment

Investigate community services that support and promote people's well-being and take action to promote personal and group involvement.

Learning area: Health and Physical Education

Curriculum level: 5

Component: Healthy Communities and Environments

Strand: Community resources

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Investigate societal influences on the well-being of student communities.

Learning area: Health and Physical Education
Curriculum level: 5
Component: Healthy Communities and Environments
Strand: Societal attitudes and values

Identify the rights and responsibilities of consumers and use this information to evaluate health and recreational services and products in the community.

Learning area: Health and Physical Education
Curriculum level: 5
Component: Healthy Communities and Environments
Strand: Rights, responsibilities, and laws

Acquire and apply complex motor skills by using basic principles of motor learning.

Learning area: Health and Physical Education
Curriculum level: 5
Component: Movement Concepts and Motor Skills
Strand: Movement skills

Investigate and experience ways in which people's physical competence and participation are influenced by social and cultural factors.

Learning area: Health and Physical Education
Curriculum level: 5
Component: Movement Concepts and Motor Skills
Strand: Challenges and social and cultural factors

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Investigate and experience ways in which scientific, technological, and environmental knowledge and resources assist in and influence people's participation in regular physical activity.

Learning area: Health and Physical Education
Curriculum level: 5
Component: Movement Concepts and Motor Skills
Strand: Science and technology

Develop skills and responsible attitudes in challenging physical situations.

Learning area: Health and Physical Education
Curriculum level: 5
Component: Movement Concepts and Motor Skills
Strand: Positive attitudes

Investigate and describe the ways in which individuals define their own identity and sense of self-worth and how this influences the ways in which they describe other people.

Learning area: Health and Physical Education
Curriculum level: 5
Component: Personal Health and Physical Development
Strand: Personal identity

Describe physical, social, emotional, and intellectual processes of growth and relate these to features of adolescent development and effective self-management strategies.

Learning area: Health and Physical Education
Curriculum level: 5
Component: Personal Health and Physical Development
Strand: Personal growth and development

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Investigate and practise safety procedures and strategies to manage risk situations.

Learning area: Health and Physical Education
Curriculum level: 5
Component: Personal Health and Physical Development
Strand: Safety management

Experience a range of personally enjoyable physical activities and describe how varying levels of involvement affect well-being and lifestyle balance.

Learning area: Health and Physical Education
Curriculum level: 5
Component: Personal Health and Physical Development
Strand: Regular physical activity

Demonstrate a range of interpersonal skills and processes that help them to make safe choices for themselves and other people in a variety of settings.

Learning area: Health and Physical Education
Curriculum level: 5
Component: Relationships with Other People
Strand: Interpersonal skills

Demonstrate an understanding of how attitudes and values relating to difference influence their own safety and that of other people.

Learning area: Health and Physical Education
Curriculum level: 5
Component: Relationships with Other People
Strand: Identity, sensitivity, and respect

Health and Physical Education

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Learning Languages

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Express and respond to personal ideas and opinions.

Learning area: Learning Languages
Curriculum level: 5
Component: Communication
Strand: Managing self and relating to others

Identify issues associated with relationships and describe options to achieve positive outcomes.

Learning area: Health and Physical Education
Curriculum level: 5
Component: Relationships with Other People
Strand: Relationships

Communicate information, ideas, and opinions through different text types.

Learning area: Learning Languages
Curriculum level: 5
Component: Communication
Strand: Selecting and using language, symbols, and texts to communicate

Communicate appropriately in different situations.

Learning area: Learning Languages
Curriculum level: 5
Component: Communication
Strand: Participating and contributing in communities

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Understand ways in which the target language is organised for different purposes.

Learning area: Learning Languages
Curriculum level: 5
Component: Language Knowledge
Strand: N/A

Understand ways in which the target culture(s) is (are) organised for different purposes.

Learning area: Learning Languages
Curriculum level: 5
Component: Cultural Knowledge
Strand: N/A

Convert between metric units, using decimals.

Learning area: Mathematics and Statistics
Curriculum level: 5
Component: Geometry and Measurement
Strand: Measurement

Select and use appropriate metric units for length, area, volume and capacity, weight (mass), temperature, angle, and time, with awareness that measurements are approximate.

Learning area: Mathematics and Statistics
Curriculum level: 5
Component: Geometry and Measurement
Strand: Measurement

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Find the perimeters and areas of circles and composite shapes and the volumes of prisms, including cylinders.

Learning area: Mathematics and Statistics
Curriculum level: 5
Component: Geometry and Measurement
Strand: Measurement

Deduce and use formulae to find the perimeters and areas of polygons and the volumes of prisms.

Learning area: Mathematics and Statistics
Curriculum level: 5
Component: Geometry and Measurement
Strand: Measurement

Interpret points and lines on coordinate planes, including scales and bearings on maps.

Learning area: Mathematics and Statistics
Curriculum level: 5
Component: Geometry and Measurement
Strand: Position and Orientation

Construct and describe simple loci.

Learning area: Mathematics and Statistics
Curriculum level: 5
Component: Geometry and Measurement
Strand: Position and Orientation

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Create accurate nets for simple polyhedra and connect three-dimensional solids with different two-dimensional representations.

Learning area: Mathematics and Statistics
Curriculum level: 5
Component: Geometry and Measurement
Strand: Shape

Deduce the angle properties of intersecting and parallel lines and the angle properties of polygons and apply these properties.

Learning area: Mathematics and Statistics
Curriculum level: 5
Component: Geometry and Measurement
Strand: Shape

Apply trigonometric ratios and Pythagoras' theorem in two dimensions.

Learning area: Mathematics and Statistics
Curriculum level: 5
Component: Geometry and Measurement
Strand: Transformation

Define and use transformations and describe the invariant properties of figures and objects under these transformations.

Learning area: Mathematics and Statistics
Curriculum level: 5
Component: Geometry and Measurement
Strand: Transformation

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Reason with linear proportions.

Learning area: Mathematics and Statistics
Curriculum level: 5
Component: Number and Algebra
Strand: Number strategies and knowledge

Form and solve linear and simple quadratic equations.

Learning area: Mathematics and Statistics
Curriculum level: 5
Component: Number and Algebra
Strand: Equations and expressions

Understand operations on fractions, decimals, percentages, and integers.

Learning area: Mathematics and Statistics
Curriculum level: 5
Component: Number and Algebra
Strand: Number strategies and knowledge

Use prime numbers, common factors and multiples, and powers (including square roots).

Learning area: Mathematics and Statistics
Curriculum level: 5
Component: Number and Algebra
Strand: Number strategies and knowledge

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Know commonly used fraction, decimal, and percentage conversions.

Learning area: Mathematics and Statistics
Curriculum level: 5
Component: Number and Algebra
Strand: Number strategies and knowledge

Use rates and ratios.

Learning area: Mathematics and Statistics
Curriculum level: 5
Component: Number and Algebra
Strand: Number strategies and knowledge

Generalise the properties of operations with fractional numbers and integers.

Learning area: Mathematics and Statistics
Curriculum level: 5
Component: Number and Algebra
Strand: Patterns and relationships

Know and apply standard form, significant figures, rounding, and decimal place value.

Learning area: Mathematics and Statistics
Curriculum level: 5
Component: Number and Algebra
Strand: Number strategies and knowledge

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Compare and describe the variation between theoretical and experimental distributions in situations that involve elements of chance.

Learning area: Mathematics and Statistics
Curriculum level: 5
Component: Statistics
Strand: Probability

Relate tables, graphs, and equations to linear and simple quadratic relationships found in number and spatial patterns.

Learning area: Mathematics and Statistics
Curriculum level: 5
Component: Number and Algebra
Strand: Patterns and relationships

Plan and conduct surveys and experiments using the statistical enquiry cycle: determining appropriate variables and measures; considering sources of variation; gathering and cleaning data; using multiple displays, and re-categorising data to find patterns, variations, relationships, and trends in multivariate data sets; comparing sample distributions visually, using measures of centre, spread, and proportion; presenting a report of findings.

Learning area: Mathematics and Statistics
Curriculum level: 5
Component: Statistics
Strand: Statistical Investigation

Calculate probabilities, using fractions, percentages, and ratios.

Learning area: Mathematics and Statistics
Curriculum level: 5
Component: Statistics
Strand: Probability

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Link the properties of different groups of substances to the way they are used in society or occur in nature.

Learning area: Science
Curriculum level: 5
Component: Material World
Strand: Chemistry and society

Evaluate statistical investigations or probability activities undertaken by others, including data collection methods, choice of measures, and validity of findings.

Learning area: Mathematics and Statistics
Curriculum level: 5
Component: Statistics
Strand: Statistical Literacy

Distinguish between pure substances and mixtures and between elements and compounds.

Learning area: Science
Curriculum level: 5
Component: Material World
Strand: Properties and changes of matter

Investigate the chemical and physical properties of different groups of substances, for example, acids and bases, fuels, and metals.

Learning area: Science
Curriculum level: 5
Component: Material World
Strand: Properties and changes of matter

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Distinguish between an element and a compound, a pure substance and a mixture at particle level.

Learning area: Science
Curriculum level: 5
Component: Material World
Strand: The structure of matter

Describe the structure of the atoms of different elements.

Learning area: Science
Curriculum level: 5
Component: Material World
Strand: The structure of matter

Apply their understandings of science to evaluate both popular and scientific texts (including visual and numerical literacy).

Learning area: Science
Curriculum level: 5
Component: Nature of Science
Strand: Communicating in science

Use a wider range of science vocabulary, symbols, and conventions.

Learning area: Science
Curriculum level: 5
Component: Nature of Science
Strand: Communicating in science

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Describe the basic processes by which genetic information is passed from one generation to the next.

Learning area: Science
Curriculum level: 5
Component: Living World
Strand: Evolution

Investigate the interdependence of living things (including humans) in an ecosystem.

Learning area: Science
Curriculum level: 5
Component: Living World
Strand: Ecology

Show an increasing awareness of the complexity of working scientifically, including recognition of multiple variables.

Learning area: Science
Curriculum level: 5
Component: Nature of Science
Strand: Investigating in science

Develop and carry out more complex investigations, including using models.

Learning area: Science
Curriculum level: 5
Component: Nature of Science
Strand: Investigating in science

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Identify the key structural features and functions involved in the life processes of plants and animals.

Learning area: Science
Curriculum level: 5
Component: Living World
Strand: Life processes

Begin to evaluate the suitability of the investigative methods chosen.

Learning area: Science
Curriculum level: 5
Component: Nature of Science
Strand: Investigating in science

Develop an understanding of socio-scientific issues by gathering relevant scientific information in order to draw evidence-based conclusions and to take action where appropriate.

Learning area: Science
Curriculum level: 5
Component: Nature of Science
Strand: Participating and contributing

Describe the organisation of life at the cellular level.

Learning area: Science
Curriculum level: 5
Component: Living World
Strand: Life processes

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Identify and describe the patterns associated with physical phenomena found in simple everyday situations involving movement, forces, electricity and magnetism, light, sound, waves, and heat. For example, identify and describe energy changes and conservation of energy, simple electrical circuits, and the effect of contact and non-contact on the motion of objects.

Learning area: Science
Curriculum level: 5
Component: Physical World
Strand: Physical inquiry and physics concepts

Understand that scientists' investigations are informed by current scientific theories and aim to collect evidence that will be interpreted through processes of logical argument.

Learning area: Science
Curriculum level: 5
Component: Nature of Science
Strand: Understanding about science

Investigate the conditions on the planets and their moons, and the factors affecting them.

Learning area: Science
Curriculum level: 5
Component: Planet Earth and Beyond
Strand: Astronomical systems

Explore a technological or biological application of physics.

Learning area: Science
Curriculum level: 5
Component: Physical World
Strand: Using physics

Science

Achievement Objective
Curriculum Level 5

Learning Area Cards
DTHM for kaiako

Science

Achievement Objective
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Learning Area Cards
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Social Sciences

Achievement Objective
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Learning Area Cards
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Social Sciences

Achievement Objective
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Learning Area Cards
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Investigate how heat from the Sun, the Earth, and human activities is distributed around Earth by the geosphere, hydrosphere, and atmosphere.

Learning area: Science
Curriculum level: 5
Component: Planet Earth and Beyond
Strand: Interacting systems

Investigate the composition, structure, and features of the geosphere, hydrosphere, and atmosphere.

Learning area: Science
Curriculum level: 5
Component: Planet Earth and Beyond
Strand: Earth systems

Understand how the Treaty of Waitangi is responded to differently by people in different times and places.

Learning area: Social Sciences
Curriculum level: 5
Component: Social Studies
Strand: N/A

Understand how systems of government in New Zealand operate and affect people's lives, and how they compare with another system.

Learning area: Social Sciences
Curriculum level: 5
Component: Social Studies
Strand: N/A

Social Sciences

Achievement Objective
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Social Sciences

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Social Sciences

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Social Sciences

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Learning Area Cards
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Understand that people move between places and how this has consequences for the people and the places.

Learning area: Social Sciences
Curriculum level: 5
Component: Social Studies
Strand: N/A

Understand how cultural interaction impacts on cultures and societies.

Learning area: Social Sciences
Curriculum level: 5
Component: Social Studies
Strand: N/A

Understand how people's management of resources impacts on environmental and social sustainability.

Learning area: Social Sciences
Curriculum level: 5
Component: Social Studies
Strand: N/A

Understand how economic decisions impact on people, communities, and nations.

Learning area: Social Sciences
Curriculum level: 5
Component: Social Studies
Strand: N/A

Social Sciences

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Social Sciences

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Social Sciences

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Learning Area Cards
DTHM for kaiako

Technology

Achievement Objective
Curriculum Level 5

Learning Area Cards
DTHM for kaiako

Understand how people seek and have sought economic growth through business, enterprise, and innovation.

Learning area: Social Sciences
Curriculum level: 5
Component: Social Studies
Strand: N/A

Understand how the ideas and actions of people in the past have had a significant impact on people's lives.

Learning area: Social Sciences
Curriculum level: 5
Component: Social Studies
Strand: N/A

Understand how evidence, reasoning, and decision making in functional modelling contribute to the development of design concepts and how prototyping can be used to justify ongoing refinement of outcomes.

Learning area: Technology
Curriculum level: 5
Component: Technological Knowledge
Strand: Technological modelling

Understand how people define and seek human rights.

Learning area: Social Sciences
Curriculum level: 5
Component: Social Studies
Strand: N/A

Technology

Achievement Objective
Curriculum Level 5

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Technology

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Technology

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Technology

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Learning Area Cards
DTHM for kaiako

Understand the properties of subsystems within technological systems.

Learning area: Technology
Curriculum level: 5
Component: Technological Knowledge
Strand: Technological systems

Understand how materials are selected, based on desired performance criteria.

Learning area: Technology
Curriculum level: 5
Component: Technological Knowledge
Strand: Technological products

Understand how people's perceptions and acceptance of technology impact on technological developments and how and why technological knowledge becomes codified.

Learning area: Technology
Curriculum level: 5
Component: Nature of Technology
Strand: Characteristics of technology

Understand that technological outcomes are fit for purpose in terms of time and context. Understand the concept of malfunction and how "failure" can inform future outcomes.

Learning area: Technology
Curriculum level: 5
Component: Nature of Technology
Strand: Characteristics of technological outcomes

Technology

Achievement Objective
Curriculum Level 5

Learning Area Cards
DTHM for kaiako

Technology

Achievement Objective
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Learning Area Cards
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Technology

Achievement Objective
Curriculum Level 5

Learning Area Cards
DTHM for kaiako

Justify the nature of an intended outcome in relation to the need or opportunity. Describe specifications that reflect key stakeholder feedback and that will inform the development of an outcome and its evaluation.

Learning area: Technology
Curriculum level: 5
Component: Technological Practice
Strand: Brief development

Analyse their own and others' outcomes to inform the development of ideas for feasible outcomes. Undertake ongoing functional modelling and evaluation that takes account of key stakeholder feedback and trialling in the physical and social environments. Use the information gained to select and develop the outcome that best addresses the specifications. Evaluate the final outcome's fitness for purpose against the brief.

Learning area: Technology
Curriculum level: 5
Component: Technological Practice
Strand: Outcome development and evaluation

Analyse their own and others' planning practices to inform the selection and use of planning tools. Use these to support and justify planning decisions (including those relating to the management of resources) that will see the development of an outcome through to completion.

Learning area: Technology
Curriculum level: 5
Component: Technological Practice
Strand: Planning for practice