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Analyse, explain, and discuss aspects of performance and choreography in a range of dance works.

Apply rehearsal and performance skills to a range of dances, using appropriate techniques and expression to communicate specific intentions.

Learning area: The Arts Curriculum level: 7 Component: Dance

Strand: Communicating and Interpreting

Learning area: The Arts Curriculum level: 7 Component: Dance

Strand: Communicating and Interpreting

Respond to and make critical judgments about rehearsal processes and performances.

Rehearse and perform works in a range of dramatic forms.

Learning area: The Arts Curriculum level: 7 Component: Drama

Strand: Communicating and Interpreting

Learning area: The Arts Curriculum level: 7 Component: Drama

Strand: Communicating and Interpreting

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Analyse and evaluate the expressive qualities of music and production processes to inform interpretations of music.

Prepare, rehearse, present, record, and evaluate sustained performances of music, individually and collaboratively, that demonstrate interpretive understandings.

Learning area: The Arts Curriculum level: 7

Component: Music – Sound Arts

Strand: Communicating and Interpreting

Learning area: The Arts Curriculum level: 7

Component: Music - Sound Arts

Strand: Communicating and Interpreting

Use critical analysis to interpret and respond to art works.

Research and analyse how art works are constructed and presented to communicate meanings.

Learning area: The Arts Curriculum level: 7 Component: Visual Arts

Strand: Communicating and Interpreting

Learning area: The Arts Curriculum level: 7 Component: Visual Arts

Strand: Communicating and Interpreting

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Generate, plan, and record choreographic ideas and processes.

Choreograph solo and group dance works, using choreographic processes, devices, structures, and technologies to communicate choreographic intentions.

Learning area: The Arts Curriculum level: 7 Component: Dance Strand: Developing Ideas Learning area: The Arts Curriculum level: 7 Component: Dance Strand: Developing Ideas

Create, structure, refine, and represent compositions and musical arrangements, using technical and musical skills and technologies to express imaginative thinking and personal understandings.

Research, critically evaluate, and refine ideas to develop drama in specific dramatic forms.

Learning area: The Arts Curriculum level: 7 Component: Music – Sound Arts Strand: Developing Ideas

Learning area: The Arts Curriculum level: 7 Component: Drama Strand: Developing Ideas

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Generate, analyse, clarify, and extend ideas in a selected field related to established practice.

Reflect on and evaluate composition processes and presentation conventions.

Learning area: The Arts Curriculum level: 7 Component: Visual Arts Strand: Developing Ideas Learning area: The Arts Curriculum level: 7

Component: Music – Sound Arts Strand: Developing Ideas

Extend skills in the vocabulary, practices, and technologies of selected dance genres and styles.

Use a systematic approach to the development of ideas in a body of work.

Learning area: The Arts Curriculum level: 7 Component: Dance

Strand: Developing Practical Knowledge

Learning area: The Arts Curriculum level: 7 Component: Visual Arts Strand: Developing Ideas

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Apply knowledge of expressive features, stylistic conventions, and technologies through an integration of aural perception and practical and theoretical skills and analyse how they are used in a range of music.

Select and refine the use of techniques, conventions, and technologies in specific dramatic forms.

Learning area: The Arts Curriculum level: 7

Component: Music – Sound Arts Strand: Developing Practical Knowledge Learning area: The Arts Curriculum level: 7 Component: Drama

Strand: Developing Practical Knowledge

Extend skills, in a range of materials, techniques, and technologies.

Apply understanding from research into a range of established practice to extend skills for particular artmaking purposes, using appropriate processes and procedures in selected fields.

Learning area: The Arts Curriculum level: 7 Component: Visual Arts

Strand: Developing Practical Knowledge

Learning area: The Arts Curriculum level: 7 Component: Visual Arts

Strand: Developing Practical Knowledge

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Research the purposes of production, performance, and technologies of drama in a range of contexts, including New Zealand drama.

Investigate and evaluate the effects of individual, social, cultural, and technological influences on the development of a variety of dance genres and styles.

Learning area: The Arts Curriculum level: 7 Component: Drama

Strand: Understanding the Arts in Context

Learning area: The Arts Curriculum level: 7 Component: Dance

Strand: Understanding the Arts in Context

Research and analyse music from a range of sound environments, styles, and genres, in relation to historical, social, and cultural contexts, considering the impact on music making and production.

Explore how drama reflects our cultural diversity.

Learning area: The Arts
Curriculum level: 7

Component: Music – Sound Arts

Strand: Understanding the Arts in Context

Learning area: The Arts Curriculum level: 7 Component: Drama

Strand: Understanding the Arts in Context

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Research and analyse the influences of contexts on the characteristics and production of art works.

Apply their understandings of the expressive qualities of music from a range of contexts to a consideration of their influence on their own music practices.

Learning area: The Arts Curriculum level: 7 Component: Visual Arts

Strand: Understanding the Arts in Context

Learning area: The Arts Curriculum level: 7

Component: Music – Sound Arts

Strand: Understanding the Arts in Context

Show a discriminating understanding of ideas, within, across, and beyond texts.

indicators:

makes meaning by understanding increasingly sophisticated ideas;

makes connections by analysing ideas within and between texts from a range of contexts; understands that there may be multiple readings available within a text; makes and supports inferences from texts independently.

Research and analyse the influence of relevant contexts on their own work.

Learning area: English
Curriculum level: 7

Component: Listening, Reading, and Viewing

Strand: Ideas

Learning area: The Arts Curriculum level: 7 Component: Visual Arts

Strand: Understanding the Arts in Context

English

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

indicators:

selects and reads texts for enjoyment and personal fulfilment;

recognises, understands, and appreciates the connections between oral, written, and visual language; integrates sources of information and prior knowledge purposefully, confidently, and precisely to make sense of increasingly varied and complex texts; selects and uses appropriate processing and comprehension strategies with confidence and discrimination; thinks critical

Learning area: English Curriculum level: 7

Component: Listening, Reading, and Viewing

Strand: Processes and strategies

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

indicators:

identifies a range of increasingly sophisticated oral, written, and visual language features and understands their effects;

uses an increasing vocabulary to make meaning; understands and analyses how text conventions work together to create meaning and effect; understands that authors have different voices and styles and appreciates these differences.

Learning area: English Curriculum level: 7

Component: Listening, Reading, and Viewing

Strand: Language features

Show a discriminating understanding of a range of structures.

indicator:

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

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

indicators:

recognises, understands, and appreciates how texts are constructed for a range of intentions and situations:

identifies particular points of view within texts and understands that texts can position a reader;

evaluates the reliability and usefulness of texts.

Learning area: English Curriculum level: 7

Component: Listening, Reading, and Viewing

Strand: Structure

Learning area: English Curriculum level: 7

Component: Listening, Reading, and Viewing

Strand: Purposes and audiences

English

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Select and integrate a range of language features appropriately for a variety of effects. indicators:

uses a wide range of oral, written, and visual language features fluently and with control to create meaning and effect and to sustain interest;

uses an increasing vocabulary to communicate precise meaning;

uses a wide range of text conventions, including grammatical and spelling conventions, appropriately, effectively, and with accuracy.

Learning area: English Curriculum level: 7

Component: Speaking, Writing, Presenting

Strand: Language features

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

indicators:

develops, communicates, and sustains increasingly sophisticated ideas, information, and understandings;

creates coherent, planned whole texts by adding details to ideas or making links to other ideas and details;

ideas show depth of thought and awareness of a range of dimensions or viewpoints.

Learning area: English Curriculum level: 7

Component: Speaking, Writing, Presenting

Strand: Ideas

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

indicators:

constructs a range of texts that demonstrate an understanding and appreciation of purpose and audience through deliberate choice of content, language, and text form;

conveys and sustains personal voice where appropriate.

Integrate sources of information, processes, and strategies purposefully, confidently, and precisely 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 coherent, 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: 7

Component: Speaking, Writing, Presenting

Strand: Purposes and audiences

Learning area: English Curriculum level: 7

Component: Speaking, Writing, Presenting

Strand: Processes and strategies

English

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Health and Physical Education

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Health and Physical Education

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Learning Area Cards **DTHM for kaiako**

Evaluate school and community initiatives that promote young people's well-being and develop an action plan to instigate or support these.

Organise texts, using a range of appropriate, coherent, and effective structures.

indicator: organises

Learning area: Health and Physical Education

Curriculum level: 7

Component: Healthy Communities and

Environments

Strand: Community resources

Learning area: English Curriculum level: 7

Component: Speaking, Writing, Presenting

Strand: Structure

Evaluate laws, policies, practices, and regulations in terms of their contribution to social justice at school and in the wider community.

Analyse ways in which the environment and the well-being of a community are affected by population pressure and technological processes.

Learning area: Health and Physical Education Curriculum level: 7

Component: Healthy Communities and

Environments

Strand: Rights, responsibilities, and laws

Learning area: Health and Physical Education

Curriculum level: 7

Component: Healthy Communities and

Environments

Strand: People and the environment

Health and Physical Education

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Health and Physical Education

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Health and Physical Education

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Learning Area Cards **DTHM for kaiako**

Appraise, adapt, and use physical activities to ensure that specific social and cultural needs are met.

Analyse ways in which events and social organisations promote healthy communities and evaluate the effects they have.

Learning area: Health and Physical Education Curriculum level: 7

Component: Movement Concepts and Motor Skills Strand: Challenges and social and cultural factors Learning area: Health and Physical Education Curriculum level: 7 Component: Healthy Communities and Environments

Strand: Societal attitudes and values

Adapt skills and appraise responsible attitudes in challenging physical situations and unfamiliar environments.

Appraise specialised motor skills and adapt them to extend physical competence and recreational opportunities.

Learning area: Health and Physical Education
Curriculum level: 7

Component: Movement Concepts and Motor Skills Strand: Positive attitudes Learning area: Health and Physical Education Curriculum level: 7

Component: Movement Concepts and Motor Skills Strand: Movement skills

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Learning Area Cards **DTHM for kaiako**

Assess their health needs and identify strategies to ensure personal well-being across their lifespan.

Apply relevant scientific, technological, and environmental knowledge and use appropriate resources to improve performance in a specialised physical activity.

Learning area: Health and Physical Education

Curriculum level: 7

Component: Personal Health and Physical

Development

Strand: Personal growth and development

Learning area: Health and Physical Education Curriculum level: 7

Component: Movement Concepts and Motor Skills Strand: Science and technology

Plan, implement, and evaluate a physical activity programme and examine factors used to justify physical activity as a means of enhancing well-being.

Critically evaluate societal attitudes, values, and expectations that affect people's awareness of their personal identity and sense of self-worth in a range of life situations.

Learning area: Health and Physical Education Curriculum level: 7

Component: Personal Health and Physical

Development

Strand: Regular physical activity

Learning area: Health and Physical Education Curriculum level: 7

Component: Personal Health and Physical

Development

Strand: Personal identity

Health and Physical Education

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Learning Area Cards **DTHM for kaiako**

Analyse the beliefs, attitudes, and practices that reinforce stereotypes and role expectations, identifying ways in which these shape people's choices at individual, group, and societal levels.

Analyse the difference between perceived and residual risks in physical and social environments and develop skills and behaviour for managing responsible action.

Learning area: Health and Physical Education Curriculum level: 7

Component: Relationships with Other People Strand: Identity, sensitivity, and respect

Learning area: Health and Physical Education Curriculum level: 7

Component: Personal Health and Physical

Development

Strand: Safety management

Analyse the nature and benefits of meaningful interpersonal relationships.

Evaluate information, make informed decisions, and use interpersonal skills effectively to manage conflict, competition, and change in relationships.

Learning area: Health and Physical Education Curriculum level: 7 Component: Relationships with Other People Strand: Relationships Learning area: Health and Physical Education Curriculum level: 7

Component: Relationships with Other People Strand: Interpersonal skills

Learning Languages

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Engage in sustained interaction and produce extended text.

Explore the views of others, developing and sharing personal perspectives.

Learning area: Learning Languages

Curriculum level: 7

Component: Communication

Strand: Participating and contributing in

communities

Learning area: Learning Languages Curriculum level: 7

Component: Communication

Strand: Managing self and relating to others

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

Communicate information, ideas, and opinions through increasingly complex and varied texts.

Learning area: Learning Languages Curriculum level: 7

Component: Cultural Knowledge

Strand: N/A

Learning area: Learning Languages

Curriculum level: 7

Component: Communication

Strand: Selecting and using language, symbols, and

texts to communicate

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DTHM for kaiako

Analyse ways in which the target language is organised in different texts and for different purposes.

Analyse how the use of the target language expresses cultural meanings.

Learning area: Learning Languages Curriculum level: 7 Component: Language Knowledge Strand: N/A Learning area: Learning Languages Curriculum level: 7 Component: Cultural Knowledge Strand: N/A

Sketch the graphs of functions and their gradient functions and describe the relationship between these graphs. Explore how linguistic meaning is conveyed across languages.

Learning area: Mathematics and Statistics Curriculum level: 7 Component: Mathematics Strand: Calculus Learning area: Learning Languages Curriculum level: 7 Component: Language Knowledge Strand: N/A

Mathematics and Statistics

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Mathematics and Statistics

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Manipulate rational, exponential, and logarithmic algebraic expressions.

Apply differentiation and antidifferentiation techniques to polynomials.

Learning area: Mathematics and Statistics

Curriculum level: 7

Component: Mathematics

Strand: Equations and expressions

Learning area: Mathematics and Statistics

Curriculum level: 7

Component: Mathematics

Strand: Calculus

Form and use pairs of simultaneous equations, one of which may be non-linear.

Form and use linear, quadratic, and simple trigonometric equations.

Learning area: Mathematics and Statistics

Curriculum level: 7

Component: Mathematics

Strand: Equations and expressions

Learning area: Mathematics and Statistics

Curriculum level: 7

Component: Mathematics

Strand: Equations and expressions

Mathematics and Statistics

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Learning Area Cards **DTHM for kaiako**

Display the graphs of linear and non-linear functions and connect the structure of the functions with their graphs. Apply co-ordinate geometry techniques to points and lines.

Learning area: Mathematics and Statistics

Curriculum level: 7 Component: Mathematics Strand: Patterns and relationships Learning area: Mathematics and Statistics

Curriculum level: 7 Component: Mathematics Strand: Patterns and relationships

Apply trigonometric relationships, including the sine and cosine rules, in two and three dimensions.

Use arithmetic and geometric sequences and series.

Learning area: Mathematics and Statistics

Curriculum level: 7 Component: Mathematics Strand: Patterns and relationships Learning area: Mathematics and Statistics

Curriculum level: 7 Component: Mathematics

Strand: Patterns and relationships

Mathematics and Statistics

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Investigate situations that involve elements of chance: comparing theoretical continuous distributions, such as the normal distribution, with experimental distributions; calculating probabilities, using such tools as two-way tables, tree diagrams, simulations, and technology.

Choose appropriate networks to find optimal solutions.

Learning area: Mathematics and Statistics

Curriculum level: 7 Component: Statistics Strand: Probability Learning area: Mathematics and Statistics

Curriculum level: 7 Component: Mathematics Strand: Patterns and relationships

Make inferences from surveys and experiments:

making informal predictions, interpolations, and extrapolations; using sample statistics to make point estimates of population parameters;

recognising the effect of sample size on the variability of an estimate.

Carry out investigations of phenomena, using the statistical enquiry cycle: conducting surveys that require random sampling techniques, conducting experiments, and using existing data sets; evaluating the choice of measures for variables and the sampling and data collection methods used:

using relevant contextual knowledge, exploratory data analysis, and statistical inference.

Learning area: Mathematics and Statistics

Curriculum level: 7 Component: Statistics

Strand: Statistical investigation

Learning area: Mathematics and Statistics

Curriculum level: 7
Component: Statistics

Strand: Statistical investigation

Mathematics and Statistics

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Science

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Science

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Learning Area Cards **DTHM for kaiako**

Explore ecological distribution patterns and explain possible causes for these patterns.

Evaluate statistically based reports: interpreting risk and relative risk; identifying sampling and possible non-sampling errors in surveys, including polls.

Learning area: Science Curriculum level: 7 Component: Living World Strand: Ecology

Learning area: Mathematics and Statistics Curriculum level: 7 Component: Statistics

Strand: Statistical literacy

Understand that DNA and the environment interact in gene expression.

Explain how the interaction between ecological factors and natural selection leads to genetic changes within populations.

Learning area: Science Curriculum level: 7 Component: Living World Strand: Evolution Learning area: Science Curriculum level: 7 Component: Living World Strand: Ecology and evolution

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Apply knowledge of chemistry to explain aspects of the natural world and how chemistry is used in society to meet needs, resolve issues, and develop new technologies. Explore the diverse ways in which animals and plants carry out the life processes.

Learning area: Science Curriculum level: 7

Component: Material World Strand: Chemistry and society Learning area: Science Curriculum level: 7 Component: Living World Strand: Life processes

Relate properties of matter to structure and bonding.

Investigate and measure the chemical and physical properties of a range of groups of substances, for example, acids and bases, oxidants and reductants, and selected organic and inorganic compounds.

Learning area: Science Curriculum level: 7 Component: Material World Strand: The structure of matter Learning area: Science
Curriculum level: 7

Component: Material World

Strand: Properties and changes of matter

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Use accepted science knowledge, vocabulary, symbols, and conventions when evaluating accounts of the natural world and consider the wider implications of the methods of communication and/ or representation employed.

Develop an understanding of and use the fundamental concepts of chemistry (for example, equilibrium and thermochemical principles) to interpret observations.

Learning area: Science Curriculum level: 7

Component: Nature of Science Strand: Communicating in science Learning area: Science Curriculum level: 7 Component: Material World Strand: The structure of matter

Use relevant information to develop a coherent understanding of socioscientific issues that concern them, to identify possible responses at both personal and societal levels. Develop and carry out investigations that extend their science knowledge, including developing their understanding of the relationship between investigations and scientific theories and models.

Learning area: Science
Curriculum level: 7
Component: Nature of Science
Strand: Participating and contributing

Learning area: Science Curriculum level: 7 Component: Nature of Science Strand: Investigating in science

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Investigate physical phenomena (in the areas of mechanics, electricity, electromagnetism, light and waves, and atomic and nuclear physics) and produce qualitative and quantitative explanations for a variety of unfamiliar situations.

Understand that scientists have an obligation to connect their new ideas to current and historical scientific knowledge and to present their findings for peer review and debate.

Learning area: Science Curriculum level: 7

Component: Physical World

Strand: Physical inquiry and physics concepts

Learning area: Science Curriculum level: 7

Component: Nature of Science Strand: Understanding about science

Use physics ideas to explain a technological or biological application of physics.

Analyse data to deduce complex trends and relationships in physical phenomena.

Learning area: Science Curriculum level: 7 Component: Physical World Strand: Using physics Learning area: Science Curriculum level: 7

Component: Physical World

Strand: Physical inquiry and physics concepts

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Social Sciences

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Social Sciences

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Develop an understanding of the causes of natural hazards and their interactions with human activity on Earth.

Explain the nature and life cycles of different types of stars in terms of energy changes and time.

Learning area: Science Curriculum level: 7

Component: Planet Earth and Beyond

Strand: Earth systems and interacting systems

Learning area: Science Curriculum level: 7

Component: Planet Earth and Beyond Strand: Astronomical systems

Understand how government policies and contemporary issues interact.

Understand how economic concepts and models provide a means of analysing contemporary New Zealand issues.

Learning area: Social Sciences Curriculum level: 7 Component: Economics

Strand: N/A

Learning area: Social Sciences Curriculum level: 7 Component: Economics

Strand: N/A

Social Sciences

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Social Sciences

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Social Sciences

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Understand how the processes that shape natural and cultural environments change over time, vary in scale and from place to place, and create spatial patterns. Understand how people's perceptions of and interactions with natural and cultural environments differ and have changed over time.

Learning area: Social Sciences Curriculum level: 7 Component: Geography Strand: N/A Learning area: Social Sciences Curriculum level: 7 Component: Geography Strand: N/A

Understand how people's interpretations of events that are of significance to New Zealanders differ.

Understand how historical forces and movements have influenced the causes and consequences of events of significance to New Zealanders.

Learning area: Social Sciences Curriculum level: 7 Component: History Strand: N/A Learning area: Social Sciences Curriculum level: 7 Component: History Strand: N/A

Social Sciences

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Technology

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Technology

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Understand how conflicts can arise from different cultural beliefs and ideas and be addressed in different ways with differing outcomes. Understand how communities and nations meet their responsibilities and exercise their rights in local, national, and global contexts.

Learning area: Social Sciences Curriculum level: 7 Component: Social Studies Strand: N/A

Learning area: Social Sciences Curriculum level: 7 Component: Social Studies Strand: N/A

Understand the concepts and processes employed in materials evaluation and the implications of these for design, development, maintenance, and disposal of technological products.

Understand how the "should" and "could" decisions in technological modelling rely on an understanding of how evidence can change in value across contexts and how different tools are used to ascertain and mitigate risk.

Learning area: Technology Curriculum level: 7

Component: Technological Knowledge Strand: Technological products Learning area: Technology Curriculum level: 7

Component: Technological Knowledge Strand: Technological modelling

Technology

Achievement Objective Curriculum Level 7

Technology

Achievement Objective Curriculum Level 7

Learning Area Cards

DTHM for kaiako

Learning Area Cards

DTHM for kaiako

Technology

Achievement Objective Curriculum Level 7

Technology

Achievement Objective
Curriculum Level 7

Learning Area Cards

DTHM for kaiako

Understand that technological outcomes are a resolution of form and function priorities and that malfunction affects how people view and accept outcomes.

Understand the concepts of redundancy and reliability and their implications for the design, development, and maintenance of technological systems.

Learning area: Technology Curriculum level: 7

Component: Nature of Technology

Strand: Characteristics of technological outcomes

Learning area: Technology Curriculum level: 7

Component: Technological Knowledge Strand: Technological systems

Justify the nature of an intended outcome in relation to the issue to be resolved and justify specifications in terms of key stakeholder feedback and wider community considerations.

Understand the implications of ongoing contestation and competing priorities for complex and innovative decision making in technological development.

Learning area: Technology Curriculum level: 7

Component: Technological Practice

Strand: Brief development

Learning area: Technology Curriculum level: 7

Component: Nature of Technology Strand: Characteristics of technology

Technology Achievement Objective Curriculum Level 7	Technology Achievement Objective Curriculum Level 7
Learning Area Cards DTHM for kaiako	Learning Area Cards DTHM for kaiako

Critically analyse their own and others' outcomes and Critically analyse their own and evaluative practices to inform the development of ideas others' past and current planning for feasible outcomes. Undertake a critical evaluation that is informed by ongoing experimentation and functional and management practices in order modelling, stakeholder feedback, and trialling in the to develop and employ project physical and social environments. Use the information gained to select, justify, and develop an outcome. management practices that will Evaluate this outcome's fitness for purpose against the brief. Justify the evaluation, using feedback from ensure the effective development of stakeholders and demonstrating a critical understanding an outcome to completion. of the issue. Learning area: Technology Learning area: Technology Curriculum level: 7 Curriculum level: 7 Component: Technological Practice Component: Technological Practice Strand: Outcome development and evaluation Strand: Planning for practice