#### The Arts

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Critically analyse, interpret, and evaluate the artistic features and the communication of ideas in a range of dance works.

Select and apply rehearsal processes, performance skills, and production technologies to enhance the communication and expression of dance works.

Learning area: The Arts Curriculum level: 8 Component: Dance

Strand: Communicating and Interpreting

Learning area: The Arts Curriculum level: 8 Component: Dance

Strand: Communicating and Interpreting

Reflect on and critically evaluate a wide range of works and performances.

Analyse, rehearse, and perform works in a range of dramatic forms, assuming a variety of artistic or technical responsibilities.

Learning area: The Arts Curriculum level: 8 Component: Drama

Strand: Communicating and Interpreting

Learning area: The Arts Curriculum level: 8 Component: Drama

Strand: Communicating and Interpreting

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Critically analyse and evaluate the expressive qualities of music and production processes in order to refine interpretations of music.

Plan, rehearse, present, record, evaluate, and refine performances of music, individually and collaboratively, demonstrating interpretive understandings.

Learning area: The Arts Curriculum level: 8

Component: Music – Sound Arts

Strand: Communicating and Interpreting

Learning area: The Arts Curriculum level: 8

Component: Music - Sound Arts

Strand: Communicating and Interpreting

Critically reflect on, respond to, and evaluate art works.

Research and analyse selected approaches and theories related to visual arts practice.

Learning area: The Arts Curriculum level: 8 Component: Visual Arts

Strand: Communicating and Interpreting

Learning area: The Arts Curriculum level: 8 Component: Visual Arts

Strand: Communicating and Interpreting

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Record and critically reflect on the development and resolution of dance ideas.

Develop a concept and produce original dance works, using appropriate production technologies to communicate choreographic intentions.

Learning area: The Arts Curriculum level: 8 Component: Dance Strand: Developing Ideas

Learning area: The Arts Curriculum level: 8 Component: Dance Strand: Developing Ideas

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

Research, critically evaluate, and refine ideas to create original drama work.

Learning area: The Arts Curriculum level: 8 Component: Music – Sound Arts Strand: Developing Ideas Learning area: The Arts Curriculum level: 8 Component: Drama Strand: Developing Ideas

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Generate, analyse, clarify, and regenerate options in response to selected questions or a proposal in a chosen field.

Reflect on and evaluate composition processes and presentation conventions.

Learning area: The Arts Curriculum level: 8 Component: Visual Arts Strand: Developing Ideas Learning area: The Arts Curriculum level: 8 Component: Music – Sound Arts Strand: Developing Ideas

Extend and refine skills, practices, and use of technologies in a range of dance genres and styles.

Use a systematic approach, selectively informed by recent and established practice, to develop ideas in a body of work.

Learning area: The Arts Curriculum level: 8 Component: Dance

Strand: Developing Practical Knowledge

Learning area: The Arts Curriculum level: 8 Component: Visual Arts Strand: Developing Ideas

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Analyse, apply, and evaluate significant expressive features and stylistic conventions and technologies in a range of music, using aural perception and practical and theoretical skills.

Research, analyse, and integrate elements, techniques, conventions, and technologies in dramatic forms for specific purposes.

Learning area: The Arts Curriculum level: 8

Component: Music – Sound Arts Strand: Developing Practical Knowledge Learning area: The Arts Curriculum level: 8 Component: Drama

Strand: Developing Practical Knowledge

Extend and refine skills in a selected field, using appropriate processes and procedures.

Apply understanding from broad and deep research into the characteristics and constraints of materials, techniques, technologies, and established conventions in a selected field.

Learning area: The Arts Curriculum level: 8 Component: Visual Arts

Strand: Developing Practical Knowledge

Learning area: The Arts Curriculum level: 8 Component: Visual Arts

Strand: Developing Practical Knowledge

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Research, analyse, and critically evaluate how drama, including New Zealand drama, interprets, records, or challenges social and cultural discourse.

Investigate, analyse, and discuss the features, history, issues, and development of dance in New Zealand, including the contribution of selected individuals and groups.

Learning area: The Arts Curriculum level: 8 Component: Drama

Strand: Understanding the Arts in Context

Learning area: The Arts Curriculum level: 8 Component: Dance

Strand: Understanding the Arts in Context

Apply their understandings of the expressive qualities of music from a range of contexts to analyse its impact on their own music practices.

Research, analyse, and evaluate the production and presentation of music works from historical, social, and cultural contexts.

Learning area: The Arts Curriculum level: 8

Component: Music - Sound Arts

Strand: Understanding the Arts in Context

Learning area: The Arts Curriculum level: 8

Component: Music – Sound Arts

Strand: Understanding the Arts in Context

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## English

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Learning Area Cards **DTHM for kaiako** 

Research and analyse contexts relevant to their intentions and to the expression of meanings in their own work.

Use research and analysis to investigate contexts, meanings, intentions, and technological influences related to the making and valuing of art works.

Learning area: The Arts Curriculum level: 8 Component: Visual Arts

Strand: Understanding the Arts in Context

Learning area: The Arts Curriculum level: 8 Component: Visual Arts

Strand: Understanding the Arts in Context

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

indicators:

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

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

indicators:

makes meaning by perceptively understanding sophisticated ideas;

makes connections by analysing, evaluating, and synthesising 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.

Learning area: English Curriculum level: 8

Component: Listening, Reading, and Viewing

Strand: Language features

Learning area: English Curriculum level: 8

Component: Listening, Reading, and Viewing

Strand: Ideas

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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: 8

Component: Listening, Reading, and Viewing

Strand: Purposes and audiences

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 critically about texts with understanding and confidence:

monitors, self evaluates, and describes progress, articulating learning with confidence.

Learning area: English Curriculum level: 8

Component: Listening, Reading, and Viewing

Strand: Processes and strategies

Select, develop, and communicate sustained and insightful ideas on a range of topics.develops, communicates, and sustains 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 perception, depth of thought, and awareness of a range of dimensions or viewpoints.

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.

Learning area: English Curriculum level: 8

Component: Speaking, Writing, Presenting

Strand: Ideas

Learning area: English Curriculum level: 8

Component: Listening, Reading, and Viewing

Strand: Structure

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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: 8

Component: Speaking, Writing, Presenting

Strand: Processes and strategies

Select, integrate, and sustain the use of a range of language features appropriately for a variety of effects.

indicators:

uses a wide range of oral, written, and visual language features coherently, fluently, and with control to create meaning and command attention;

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: 8

Component: Speaking, Writing, Presenting

Strand: Language features

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

indicator:

organises and develops ideas and information for a particular purpose or effect, using the characteristics and conventions of a range of text forms with control.

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

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.

Learning area: English Curriculum level: 8

Component: Speaking, Writing, Presenting

Strand: Structure

Learning area: English Curriculum level: 8

Component: Speaking, Writing, Presenting

Strand: Purposes and audiences

# Health and Physical Education

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# Health and Physical Education

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Critically analyse the interrelationships between people, industry, technology, and legislation on aspects of environmental health.

Establish and justify priorities for equitable distribution of available health and recreational resources and advocate change where necessary.

Learning area: Health and Physical Education

Curriculum level: 8

Component: Healthy Communities and

Environments

Strand: People and the environment

Learning area: Health and Physical Education Curriculum level: 8

Component: Healthy Communities and

Environments

Strand: Community resources

Critically analyse societal attitudes and practices and legislation influencing contemporary health and sporting issues, in relation to the need to promote mentally healthy and physically safe communities.

Demonstrate the use of health promotion strategies by implementing a plan of action to enhance the well-being of the school, community, or environment.

Learning area: Health and Physical Education Curriculum level: 8

Component: Healthy Communities and

Environments

Strand: Societal attitudes and values

Learning area: Health and Physical Education Curriculum level: 8

Component: Healthy Communities and

Environments

Strand: Rights, responsibilities, and laws

# Health and Physical Education

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Devise, apply, and evaluate strategies to improve physical activity performance for themselves and others Devise and apply strategies to ensure that social and cultural needs are met in personal and group physical activities.

Learning area: Health and Physical Education Curriculum level: 8

Component: Movement Concepts and Motor Skills Strand: Movement skills

Learning area: Health and Physical Education Curriculum level: 8

Component: Movement Concepts and Motor Skills Strand: Challenges and social and cultural factors

Critically analyse and experience the application of scientific and technological knowledge and resources to physical activity in a range of environments.

Devise, apply, and appraise strategies through which they and other people can participate responsibly in challenging physical situations.

Learning area: Health and Physical Education Curriculum level: 8 Component: Movement Concepts and Motor Skills Strand: Science and technology Learning area: Health and Physical Education Curriculum level: 8 Component: Movement Concepts and Motor Skills Strand: Positive attitudes

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Critically analyse the impacts that conceptions of personal, cultural, and national identity have on people's well-being. Critically evaluate a range of qualitative and quantitative data to devise strategies to meet their current and future needs for wellbeing.

Learning area: Health and Physical Education

Curriculum level: 8

Component: Personal Health and Physical

Development

Strand: Personal identity

Learning area: Health and Physical Education Curriculum level: 8

Component: Personal Health and Physical

Development

Strand: Personal growth and development

Critically analyse dilemmas and contemporary ethical issues that influence their own health and safety and that of other people.

Critically examine commercial products and programmes that promote physical activity and relate this to personal participation in programmes intended to meet their current well-being needs.

Learning area: Health and Physical Education Curriculum level: 8

Component: Personal Health and Physical

Development

Strand: Safety management

Learning area: Health and Physical Education Curriculum level: 8

Component: Personal Health and Physical

Development

Strand: Regular physical activity

# Health and Physical Education

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# Health and Physical Education

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# Health and Physical Education

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Analyse and evaluate attitudes and interpersonal skills that enable people to participate fully and effectively as community members in various situations.

Critically analyse attitudes, values, and behaviours that contribute to conflict and identify and describe ways of creating more harmonious relationships.

Learning area: Health and Physical Education Curriculum level: 8

Component: Relationships with Other People Strand: Interpersonal skills

Learning area: Health and Physical Education Curriculum level: 8

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

Explore the views of others, developing and sharing personal perspectives. Critically analyse the dynamics of effective relationships in a range of social contexts.

Learning area: Learning Languages
Curriculum level: 8
Component: Communication
Strand: Managing self and relating to others

Learning area: Health and Physical Education Curriculum level: 8 Component: Relationships with Other People

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Strand: Relationships

## Learning Languages

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## Learning Languages

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

Engage in sustained interaction and produce extended text.

Learning area: Learning Languages

Curriculum level: 8

Component: Communication

Strand: Selecting and using language, symbols, and

texts to communicate

Learning area: Learning Languages
Curriculum level: 8
Component: Communication
Strand: Participating and contributing in

communities

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

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

Learning area: Learning Languages Curriculum level: 8 Component: Cultural Knowledge

Strand: N/A

Learning area: Learning Languages Curriculum level: 8 Component: Cultural Knowledge

Strand: N/A

# Learning Languages

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## Learning Languages

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# Mathematics and Statistics

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## Mathematics and Statistics

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Explore how linguistic meaning is conveyed across languages.

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

Learning area: Learning Languages Curriculum level: 8 Component: Language Knowledge Strand: N/A Learning area: Learning Languages Curriculum level: 8 Component: Language Knowledge Strand: N/A

Choose and apply a variety of differentiation, integration, and anti-differentiation techniques to functions and relations, using both analytical and numerical methods.

Identify discontinuities and limits of functions.

Learning area: Mathematics and Statistics Curriculum level: 8 Component: Mathematics Strand: Calculus Learning area: Mathematics and Statistics

Curriculum level: 8 Component: Mathematics

Strand: Calculus

# Mathematics and Statistics

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# Mathematics and Statistics

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## Mathematics and Statistics

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Manipulate trigonometric expressions.

Form differential equations and interpret the solutions.

Learning area: Mathematics and Statistics

Curriculum level: 8
Component: Mathematics

Strand: Equations and expressions

Learning area: Mathematics and Statistics

Curriculum level: 8 Component: Mathematics Strand: Calculus

Form and use systems of simultaneous equations, including three linear equations and three variables, and interpret the solutions in context.

Form and use trigonometric, polynomial, and other non-linear equations.

Learning area: Mathematics and Statistics

Curriculum level: 8 Component: Mathematics

Strand: Equations and expressions

Learning area: Mathematics and Statistics

Curriculum level: 8 Component: Mathematics

Strand: Equations and expressions

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Apply the geometry of conic sections.

Manipulate complex numbers and present them graphically.

Learning area: Mathematics and Statistics

Curriculum level: 8
Component: Mathematics
Strand: Patterns and relationships

Learning area: Mathematics and Statistics

Curriculum level: 8 Component: Mathematics Strand: Equations and expressions

Use permutations and combinations.

Display and interpret the graphs of functions with the graphs of their inverse and/or reciprocal functions.

Learning area: Mathematics and Statistics

Curriculum level: 8 Component: Mathematics Strand: Patterns and relationships Learning area: Mathematics and Statistics

Curriculum level: 8 Component: Mathematics

Strand: Patterns and relationships

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Develop network diagrams to find optimal solutions, including critical paths.

Use curve fitting, log modelling, and linear programming techniques.

Learning area: Mathematics and Statistics

Curriculum level: 8
Component: Mathematics
Strand: Patterns and relationships

Learning area: Mathematics and Statistics

Curriculum level: 8 Component: Mathematics

Strand: Patterns and relationships

Carry out investigations of phenomena, using the statistical enquiry cycle:

finding, using, and assessing appropriate models (including linear regression for bivariate data and additive models for timeseries data), seeking explanations and making predictions;

using informed contextual knowledge, exploratory data analysis, and statistical inference;

communicating findings and evaluating all stages of the cycle.

Investigate situations that involve elements of chance:

calculating probabilities of independent, combined, and conditional events; calculating and interpreting expected values and standard deviations of discrete random variables:

applying distributions such as the Poisson, binomial, and normal.

Learning area: Mathematics and Statistics

Curriculum level: 8 Component: Statistics

Strand: Statistical investigation

Learning area: Mathematics and Statistics

Curriculum level: 8 Component: Statistics Strand: Probability

# Mathematics and Statistics

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#### Science

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#### Science

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Learning Area Cards **DTHM for kaiako** 

Evaluate a wide range of statistically based reports, including surveys and polls, experiments and observational studies: critiquing causal-relationship claims; interpreting margins of error.

Make inferences from surveys and experiments: determining estimates and confidence intervals for means, proportions, and differences, recognising the relevance of the central limit theorem; using methods such as resampling or randomisation to assess the strength of evidence.

Learning area: Mathematics and Statistics

Curriculum level: 8 Component: Statistics Strand: Statistical literacy Learning area: Mathematics and Statistics

Curriculum level: 8 Component: Statistics Strand: Statistical investigation

Explore the evolutionary processes that have resulted in the diversity of life on Earth and appreciate the place and impact of humans within these processes.

Understand the relationship between organisms and their environment.

Learning area: Science Curriculum level: 8 Component: Living World

Strand: Life processes, ecology, and evolution

Learning area: Science Curriculum level: 8 Component: Living World

Strand: Life processes, 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.

Understand how humans manipulate the transfer of genetic information from one generation to the next and make informed judgments about the social, ethical, and biological implications relating to this manipulation.

Learning area: Science Curriculum level: 8

Component: Material World Strand: Chemistry and society Learning area: Science
Curriculum level: 8
Component: Living World

Strand: Life processes, ecology, and evolution

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: 8 Component: Material World Strand: The structure of matter Learning area: Science Curriculum level: 8 Component: Material World

Strand: Properties and changes of matter

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## Science

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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: 8

Component: Nature of Science Strand: Communicating in science Learning area: Science Curriculum level: 8 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: 8
Component: Nature of Science
Strand: Participating and contributing

Learning area: Science Curriculum level: 8 Component: Nature of Science Strand: Investigating in science

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## 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 complex 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: 8

Component: Physical World

Strand: Physical inquiry and physics concepts

Learning area: Science Curriculum level: 8

Component: Nature of Science Strand: Understanding about science

Use physics ideas to explain a technological, biological, or astronomical application of physics and discuss related issues.

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

Learning area: Science Curriculum level: 8 Component: Physical World Strand: Using physics

Learning area: Science
Curriculum level: 8

Component: Physical World

Strand: Physical inquiry and physics concepts

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#### Science

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#### **Social Sciences**

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## **Social Sciences**

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Develop an in-depth understanding of the interrelationship between human activities and the geosphere, hydrosphere, atmosphere, and biosphere over time. Explore recent astronomical events or discoveries, showing understanding of the concepts of distance and time.

Learning area: Science Curriculum level: 8

Component: Planet Earth and Beyond

Strand: Earth systems and interacting systems

Learning area: Science Curriculum level: 8

Component: Planet Earth and Beyond Strand: Astronomical systems

Understand how the nature and size of the New Zealand economy is influenced by interacting internal and external factors.

Understand that well-functioning markets are efficient but that governments may need to intervene where markets fail to deliver efficient or equitable outcomes.

Learning area: Social Sciences Curriculum level: 8 Component: Economics

Strand: N/A

Learning area: Social Sciences Curriculum level: 8 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 interacting processes shape natural and cultural environments, occur at different rates and on different scales, and create spatial variations.

Understand how people's diverse values and perceptions influence the environmental, social, and economic decisions and responses that they make.

Learning area: Social Sciences Curriculum level: 8 Component: Geography Strand: N/A Learning area: Social Sciences Curriculum level: 8 Component: Geography

Strand: N/A

Understand how trends over time reflect social, economic, and political forces.

Understand that the causes, consequences, and explanations of historical events that are of significance to New Zealanders are complex, and how and why they are contested.

Learning area: Social Sciences Curriculum level: 8 Component: History Strand: N/A Learning area: Social Sciences Curriculum level: 8 Component: History Strand: N/A

#### **Social Sciences**

Achievement Objective Curriculum Level 8

## Social Sciences

Achievement Objective Curriculum Level 8

Learning Area Cards

DTHM for kaiako

Learning Area Cards

DTHM for kaiako

## Technology

Achievement Objective Curriculum Level 8

## Technology

Achievement Objective Curriculum Level 8

Learning Area Cards

DTHM for kaiako

Understand how policy changes are influenced by and impact on the rights, roles, and responsibilities of individuals and communities.

Understand how ideologies shape society and that individuals and groups respond differently to these beliefs.

Learning area: Social Sciences Curriculum level: 8 Component: Social Studies Strand: N/A Learning area: Social Sciences Curriculum level: 8 Component: Social Studies Strand: N/A

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

Understand the role of technological modelling as a key part of technological development, justifying its importance on moral, ethical, sustainable, cultural, political, economic, and historical grounds.

Learning area: Technology
Curriculum level: 8
Component: Technological Knowledge
Strand: Technological products

Learning area: Technology
Curriculum level: 8
Component: Technological Knowledge

Strand: Technological modelling

## Technology

Achievement Objective Curriculum Level 8

## Technology

Achievement Objective Curriculum Level 8

Learning Area Cards

DTHM for kaiako

Learning Area Cards

DTHM for kaiako

## Technology

Achievement Objective Curriculum Level 8

# Technology

Achievement Objective Curriculum Level 8

Learning Area Cards

DTHM for kaiako

Understand how technological outcomes can be interpreted and justified as fit for purpose in their historical, cultural, social, and geographical locations.

Understand operational parameters and their role in the design, development, and maintenance of technological systems.

Learning area: Technology Curriculum level: 8

Component: Nature of Technology

Strand: Characteristics of technological outcomes

Learning area: Technology Curriculum level: 8

Component: Technological Knowledge Strand: Technological systems

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

Understand the implications of technology as intervention by design and how interventions have consequences, known and unknown, intended and unintended.

Learning area: Technology Curriculum level: 8

Component: Technological Practice

Strand: Brief development

Learning area: Technology Curriculum level: 8

Component: Nature of Technology Strand: Characteristics of technology

Technology  Achievement Objective  Curriculum Level 8	Technology  Achievement Objective  Curriculum Level 8
Learning Area Cards  DTHM for kaiako	Learning Area Cards  DTHM for kaiako

Critically analyse their own and Critically analyse their own and others' outcomes and fitness-for-purpose determinations in order to inform the others' past and current planning development of ideas for feasible outcomes. Undertake a critical evaluation that is informed by ongoing and management practices in order experimentation and functional modelling, stakeholder to develop and employ project feedback, trialling in the physical and social environments, and an understanding of the issue as it management practices that will relates to the wider context. Use the information gained to select, justify, and develop an outcome. Evaluate this ensure the efficient development of outcome's fitness for purpose against the brief. Justify the an outcome to completion. evaluation, using feedback from stakeholders and demonstrating a critical understanding of the issue that takes account of all contextual dimensions. Learning area: Technology Learning area: Technology Curriculum level: 8 Curriculum level: 8 Component: Technological Practice Component: Technological Practice Strand: Planning for practice Strand: Outcome development and evaluation