

## Alignment and Links with the New Zealand Curriculum and other Learning Areas

Agribusiness is a multidisciplinary subject, which has strong connections with other learning areas. Opportunities exist for links to be made between Agribusiness and other learning programmes. Agribusiness contexts offer opportunities to integrate learning, concepts and achievement objectives from a range of different subjects or learning areas including Science, Technology, Social Sciences and Mathematics and Statistics. Integrated learning can be planned for by Agribusiness teachers joining with other teachers from other curriculum areas to jointly plan learning; or teachers in other curriculum areas teach Agribusiness related learning as part of their regular programme.

### Innovation Strand

Level 7:	Level 8:
<b>Technology. Students will gain knowledge, skills, and experience to:</b>	
<p><i>Technological Practice</i>  <b>Planning for practice</b></p> <ul style="list-style-type: none"> <li>Critically analyse their own and others' past and current planning and management practices in order to develop and employ project management practices that will ensure the effective development of an outcome to completion.</li> </ul> <p><b>Brief development</b></p> <ul style="list-style-type: none"> <li>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.</li> </ul> <p><b>Outcome development and evaluation</b></p> <ul style="list-style-type: none"> <li>Critically analyse their own and others' outcomes and evaluative practices to inform the development of ideas for feasible outcomes. Undertake a critical evaluation that is informed by ongoing experimentation and functional modelling, stakeholder feedback, and trialling in the physical and social environments. Use the information gained to select, justify, and develop an outcome. Evaluate this outcome's fitness for purpose against the brief. Justify the evaluation, using feedback from stakeholders and demonstrating a critical understanding of the issue.</li> </ul> <p><i>Technological Knowledge</i>  <b>Technological modelling</b></p> <ul style="list-style-type: none"> <li>Understand how the "should" and "could" decisions in technological modelling rely on an understanding of how evidence can change in</li> </ul>	<p><i>Technological Practice</i>  <b>Planning for practice</b></p> <ul style="list-style-type: none"> <li>Critically analyse their own and others' past and current planning and management practices in order to develop and employ project management practices that will ensure the efficient development of an outcome to completion.</li> </ul> <p><b>Brief development</b></p> <ul style="list-style-type: none"> <li>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.</li> </ul> <p><b>Outcome development and evaluation</b></p> <ul style="list-style-type: none"> <li>Critically analyse their own and others' outcomes and fitness-for-purpose determinations in order to inform the development of ideas for feasible outcomes. Undertake a critical evaluation that is informed by ongoing experimentation and functional modelling, stakeholder feedback, trialling in the physical and social environments, and an understanding of the issue as it relates to the wider context. Use the information gained to select, justify, and develop an outcome. Evaluate this outcome's fitness for purpose against the brief. Justify the evaluation, using feedback from stakeholders and demonstrating a critical understanding of the issue that takes account of all contextual dimensions.</li> </ul> <p><i>Technological Knowledge</i>  <b>Technological modelling</b></p>

value across contexts and how different tools are used to ascertain and mitigate risk.

#### **Technological products**

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

#### **Technological systems**

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

#### *Nature of Technology*

#### **Characteristics of technology**

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

#### **Characteristics of technological outcomes**

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

- 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.

#### **Technological products**

- 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.

#### **Technological systems**

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

#### *Nature of Technology*

#### **Characteristics of technology**

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

#### **Characteristics of technological outcomes**

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

**Science. Students will gain knowledge, skills, and experience to:**

#### *Nature of Science*

#### **Understanding about science**

- 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.

#### **Investigating in science**

- Develop and carry out investigations that extend their science knowledge, including developing their understanding of the relationship between investigations and scientific theories and models.

#### **Communicating in science**

- 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.

#### **Participating and contributing**

- Use relevant information to develop a coherent understanding of socio-scientific issues that concern them, to identify possible responses at both personal and societal levels.

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*Living World*

**Life processes**

- Explore the diverse ways in which animals and plants carry out the life processes.

*Planet Earth and Beyond*

**Earth systems and interacting systems**

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

*Physical World*

**Physical inquiry and physics concepts**

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

**Using physics**

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

*Material World*

**Properties and changes of matter**

- 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.

**The structure of matter**

- Relate properties of matter to structure and bonding.
- Develop an understanding of and use the fundamental concepts of chemistry (for example, equilibrium and thermochemical principles) to interpret observations.

**Chemistry and society**

- 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.

*Living World*

**Life processes, ecology, and evolution**

- Understand the relationship between organisms and their environment.
- 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.

*Planet Earth and Beyond*

**Earth systems and interacting systems**

- Develop an in-depth understanding of the interrelationship between human activities and the geosphere, hydrosphere, atmosphere, and biosphere over time.

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*Social Studies*

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

*Social Studies*

- 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.

### *Geography*

- 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.

### *Economics*

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

### *History*

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

### *Geography*

- 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.

### *Economics*

- Understand that well-functioning markets are efficient but that governments may need to intervene where markets fail to deliver efficient or equitable outcomes.
- Understand how the nature and size of the New Zealand economy is influenced by interacting internal and external factors.

## Science and Technology Strand

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#### *History*

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

#### *Geography*

- Understand how interacting processes shape natural and cultural environments, occur at different rates and on different scales, and create spatial variations.
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- Understand that well-functioning markets are efficient but that governments may need to intervene where markets fail to deliver efficient or equitable outcomes.
- Understand how the nature and size of the New Zealand economy is influenced by interacting internal and external factors.

## Management and Finance Strand

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

*Geography*

- 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.

*Economics*

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

- 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.

*Economics*

- Understand that well-functioning markets are efficient but that governments may need to intervene where markets fail to deliver efficient or equitable outcomes.
- Understand how the nature and size of the New Zealand economy is influenced by interacting internal and external factors.

## Marketing Strand

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