

# Hato Petera



## JUNIOR TECHNOLOGY

## TECHNOLOGY

“Technology is intervention by design: the use of practical and intellectual resources to develop products and systems (technological outcomes) that expand human possibilities by addressing needs and realising opportunities. Adaptation and innovation are at the heart of technological practice. Quality outcomes result from thinking and practices that are informed, critical, and creative.

Technology makes enterprising use of its own particular knowledge and skills, together with those of other disciplines. Graphics and other forms of visual representation offer important tools for exploration and communication.

Technology is never static. It is influenced by and in turn impacts on the cultural, ethical, environmental, political, and economic conditions of the day.” (The NZ Curriculum Online)

Strands	Unit/Topic & Time allotment	Curriculum level	Curriculum statement/Learning Outcomes Students are able to:
<b>Technological Practice</b>	Technological Focus:  <b>Term 1:</b> Material Technology “Korowai”	4	<i>Students will:</i>  <b>Planning for practice</b> <ul style="list-style-type: none"> <li>Undertake planning that includes reviewing the effectiveness of past actions and resourcing, exploring implications for future actions and accessing of resources, and consideration of stakeholder feedback, to enable the development of an outcome.</li> </ul>
	<b>Term 2:</b> Digital Technology  <b>Term 3:</b> Electrical Technology  <b>Term 4:</b> Food Technology	5	<i>Students will:</i> <ul style="list-style-type: none"> <li>Analyse their own and others’ planning practices to inform the selection and use of planning tools.</li> <li>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.</li> </ul>
<b>Technological Knowledge</b>	Digital Technology	4	<i>Students will:</i>  <b>Technological modelling</b> <ul style="list-style-type: none"> <li>Understand how different forms of functional modelling are used to explore possibilities and to justify decision making and how prototyping can be used to justify refinement of technological outcomes.</li> </ul> <b>Technological products</b> <ul style="list-style-type: none"> <li>Understand that materials can be formed, manipulated, and/or transformed to enhance the fitness for purpose of a technological product.</li> </ul>
		5	<i>Students will:</i> <ul style="list-style-type: none"> <li>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.</li> </ul>

Strands	Unit/Topic & Time allotment	Curriculum level	Curriculum statement/Learning Outcomes Students are able to:
Nature of Technology	Digital Technology	4	<p data-bbox="655 304 820 336"><i>Students will:</i></p> <p data-bbox="655 376 1015 407"><b>Characteristics of technology</b></p> <ul data-bbox="655 414 1500 517" style="list-style-type: none"> <li data-bbox="655 414 1500 517">• Understand how technological development expands human possibilities and how technology draws on knowledge from a wide range of disciplines.</li> </ul> <p data-bbox="655 546 1169 577"><b>Characteristics of technological outcomes</b></p> <ul data-bbox="655 607 1513 710" style="list-style-type: none"> <li data-bbox="655 607 1513 710">• Understand that technological outcomes can be interpreted in terms of how they might be used and by whom and that each has a proper function as well as possible alternative functions.</li> </ul> <hr data-bbox="646 712 1532 721"/> <p data-bbox="655 775 820 806"><i>Students will:</i></p> <ul data-bbox="655 813 1525 916" style="list-style-type: none"> <li data-bbox="655 813 1525 916">• Show understanding of how people’s perceptions and acceptance of technology impact on technological developments and how and why technological knowledge becomes codified.</li> </ul>