Science Unit

 ‘Up the Pipe’ –Part 1

***Water is a precious taonga***

Term:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Year(s)** | **Level (s)** | **Duration** | **Teacher** | **Classroom** |
|  | **5 and 6** |  |  |  |

|  |
| --- |
| Select the Strand(s) and the Achievement Objectives to be assessed |
| Material World |
| **Chemistry and Society:** link the properties of different groups of substances to the way they are used in society or occur in nature |
| Nature of Science |
| **Investigating in Science:**Develop and carry out more complex investigations, including using models. |
| **Specific Learning Intentions: Students will:*** Understand that water is a precious resource (taonga) that we all must look after for the future
* Explore how they interact with water in their daily lives
* Be motivated to learn about water conversation
* Understand that as water consumers we all have a responsibility to use water carefully
* Recognise that our actions can adversely affect the environment.
* Students will be able to summarise the significance of the water supply.
 |
| **Participating and Contributing:** use growing science knowledge when considering issues of concern to them. |
| **Additional Curriculum areas**🗸 Numeracy 🗸 Literacy 🗸 Technology 🗸 Arts🗸 Drama  | **Assessment criteria** |
| **Key Competencies focus: (Select only those being focused on)*****Thinking*** - develop understanding, making decisions, shaping actions.***Using language, symbols and text*** - Use language of science, communicate scientific information, interpret scientific information.***Managing self*** – Make plans, manage projects, meet challenges.***Participating and contributing*** - Involving family, whanau, community. Contributing effectively, contributing to the quality and sustainability of the environment. |
| **Teaching and Learning Activities*** **Use attached “student learning experiences and activities – panels 7, 8, 25, 26(brief refresher), 28, 30**
 |
| **Resources** |
| **Unit Evaluation** |

Science Unit

 ‘Up the Pipe’ –Part 2

***Are the products we use safe for us and our environment?***

Term:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Year(s)** | **Level(s)** | **Duration** | **Teacher** | **Classroom** |
|  | **5 and 6** |  |  |  |

|  |
| --- |
| Select the Strand(s) and the Achievement Objectives to be assessed |
| Nature of Science |
| **Communicating in science**🞏Students will use a wider range of science vocabulary, symbols and conventions. |
|  Living World |
| .**Ecology**🞏 Students will explain how living things respond to human induced environmental changes. |
| **Specific Learning Intensions: Students will :*** engage in personal and community projects that will help to restore and sustain the health and mauri of our waters.
* Understand how advertising affects people’s choices, and how that can be detrimental to the environment
 |
| **Participating and Contributing:** Students will explore various aspects of an issue and make decisions about possible actions. |
| **Additional Curriculum areas**🗸 Technology 🗸Arts 🗸Mathematics 🗸English  | **Assessment criteria** |
| **Key Competencies focus:** (Select only those being focused on)***Thinking*** - develop understanding, making decisions, shaping actions.***Using language, symbols and text*** - Use language of science, communicate scientific information, interpret scientific information.***Managing self*** – Make plans, manage projects, meet challenges.***Participating and contributing*** - Involving family, whanau, community. Contributing effectively, contributing to the quality and sustainability of the environment. |
| **Teaching and Learning Activities*** **Use student learning experiences and activities – panels 1, 3, 4, 9, 12, 22, 10, 19**
 |
| **Resources** |
| **Unit Evaluation** |