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** |  |  |  |

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| --- | --- |
| 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** | |