Science Unit

‘Up the Pipe’ –Part 1

***Water is a precious taonga***

Term:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Year(s)** | **Level (s)** | **Duration** | **Teacher** | **Classroom** |
|  | **3 and 4** |  |  |  |

|  |  |
| --- | --- |
| Select the Strand(s) and the Achievement Objectives to be assessed | |
| Material World | |
| **Chemistry and Society:** relate the observed, characteristic chemical and physical properties of a range of different materials to technological uses and natural processes. | |
| Nature of Science | |
| **Understanding about Science:**  Appreciate that science is a way of explaining the world and that science knowledge changes over time. | |
| **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 water resources can be found in nature in a variety of forms * 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, 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** |
|  | **3 and 4** |  |  |  |

|  |  |
| --- | --- |
| Select the Strand(s) and the Achievement Objectives to be assessed | |
| Nature of Science | |
| **Communicating in science**  🞏Students will begin to use a range of scientific symbols, conventions, and vocabulary.  **Participating and contributing**  🞏Students will explore various aspects of an issue and make decisions about possible actions. | |
| 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. | |
| **Participating and Contributing:** Students will explore various aspects of an issue and make decisions about possible actions. | |
| **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 student learning experiences and activities – panels 1,2,3,4,9,12** | |
| **Resources** | |
| **Unit Evaluation** | |