

## Level 4 Curriculum Links

### Principles

All of the principles are encompassed in this topic. In particular this topic offers a unique opportunity for active student participation in community engagement, and has a strong future focus. The sustainability of our shellfish resource is investigated by students, which leads to decision-making about being a responsible citizen.

### Learning Areas

#### Science

##### *Living World*

- Recognise that there are life processes common to all living things and that these occur in different ways
- Explain how living things are suited to their particular habitat and how they respond to environmental changes, both natural and human-induced
- Begin to group plants, animals, and other living things into science-based classifications

##### *Nature of Science*

- Use their growing science knowledge when considering issues of concern to them
- Explore various aspects of an issue and make decisions about possible actions

#### Social Studies

- Understand that events have causes and effects
- Understand how people participate individually and collectively in response to community challenges

#### Mathematics

##### *Number and Algebra*

Find fractions, decimals, and percentages of amounts expressed as whole numbers, simple fractions, and decimals.

##### *Measurement*

- use appropriate scales, devices and metric units for length
- interpret and use scales, timetables, and charts

##### *Statistics*

- plan and conduct investigations using the statistical enquiry cycle

#### English

##### *Listening, Reading & Viewing, Speaking, Writing & Presenting*

- Integrate sources of information, processes, and strategies confidently to identify, form, and express ideas

### Values

Core values in this topic include

- community and participation for the common good
- ecological sustainability

Through this topic students will learn how others value shellfish, and the importance of caring for this ecosystem.

### Key Competencies

*Thinking* - the shellfish monitoring unit will stimulate students' intellectual curiosity and provide an opportunity for them to make sense of a range of information sources, utilising their own experiences.

*Using language, symbols, and text* - a cross-curricular approach to this unit enables students to work with a range of language, symbol, and text systems, within the context of shellfish monitoring.

*Managing self* - the shellfish survey provides an excellent opportunity for students to develop their self motivation skills to accomplish a goal.

*Relating to others* - students are able to communicate and work with others from their community, taking different roles, and working effectively together.

*Participating and contributing* - students contribute to their community and society by participating in the HGF shellfish monitoring programme, taking action to improve the quality and sustainability of their environment.