# **CB Level 1 Course Outline 3**

# Guide to aid teacher planning only – designed to be printed or viewed in A3, landscape.

## Purpose

This example Course Outline has been produced to help teachers and schools understand the new NCEA Learning and Assessment matrices, and could be used to create a year-long programme of learning. It will give teachers ideas of how the new standards might work to assess the curriculum at a particular level.

## Wai Kai

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| **Significant Learning** | **Learning activities and assessment opportunities**  Throughout the year assessment for learning happens often. Evidence may also be collected for summative assessment. | **Duration**  Total of 32 weeks |
| Explore how mātauranga Māori and Pacific knowledges interact with microorganisms  Consider microorganisms and the taiao as an interconnected entity and explore the role of microorganisms in the taiao  Investigate how changes in conditions in the taiao affect microorganism growth and the mauri of the taiao, including the role of defences in protecting living organisms against harmful microorganisms  Use knowledge of chemicals and their reactions to inform understanding of the mauri of the taiao and the role of kaitiakitanga  Compare the structures of atoms, ions, and molecules  Link quantities and location of chemicals to positive and negative impacts on the taiao | **Ko au te awa, ko te awa ko au**  Compare models and representations used to represent the structure of atoms, ions and molecules and relate to ‘what’s in water’, using ākonga knowledge or media reports. Consider nitrates, lead ions, phosphates, fluoride, and chloride (swimming pools).  Develop a representation of the particles found in a local awa or roto – using models which show the types of particles – atoms, ions, and molecules.  Investigate life processes of microorganisms and link to environmental conditions that affect these. Grow microorganisms using agar or potato media – take samples from local water sources. Compare growth in different environmental conditions (salinity, temperature, pH, nutrients).  Develop a representation showing examples of the living material found in a local awa or roto. These examples must use models to show unicellular/multicellular organisms, populations, communities, and ecosystems.  Use monitoring sites of local councils (eg [Environment Waikato](https://www.waikatoregion.govt.nz/environment/natural-resources/water/rivers/water-quality-monitoring-map/)) to describe the nutrient and microbial changes in a river from source to mouth.  Examine a eutrophic local awa or roto to determine the levels of nutrients such as nitrate and phosphate in the water and the impact on the ecosystem and the kai we gather from there. See [Chemical contamination – NIWA](https://niwa.co.nz/our-science/freshwater/tools/kaitiaki_tools/impacts/chemical-contaminates).  Explore the meaning of the terms mauri and taiao and how they are linked. See [What is Mauri?](https://www.giftofthegulf.org.nz/mauri), [Dirty rivers destroying mauri of our oceans](https://www.newsroom.co.nz/2017/09/11/47259/dirty-rivers-destroying-mauri-of-our-oceans), and pp. 10–15 and 25–30 of [Te Mana o te Taiao - Aotearoa New Zealand Biodiversity Strategy 2020](https://www.doc.govt.nz/globalassets/documents/conservation/biodiversity/anzbs-2020.pdf). See [mauriometer](http://mauriometer.org/) for examples of how to identify aspects of mauri of a taiao.  Use models developed by mana whenua to evaluate the health of a local waterway. For example, use the three domains [identified by Waikato-Tainui](https://www.waikatoregion.govt.nz/assets/Envirolink/PB19-Wai-Ora-Wai-Maori-June-2017.pdf) (Taha Kihokiho, Taha Wairua, Taha Whānau).  Examine how a rāhui could impact a local species.  Explore regulations of water quality, contaminations, and issues around water quality. Review media items on these issues. See [Water – CSIRO](https://www.publish.csiro.au/ebook/notes/6557). | 7 weeks |
| Explore the diverse pathways that have brought people to the Pacific, utilising mātauranga Māori and Pacific knowledges of migration and genealogy so that all students understand their place in New Zealand  Examine the universal nature of the molecular structure of DNA at a basic level and examine the relationship between DNA, chromosomes, genes, and alleles  Explore how microorganisms can be beneficial or harmful  Investigate how changes in conditions in the taiao affect microorganism growth and the mauri of the taiao, including the role of defences in protecting living organisms against harmful microorganisms | **Tuna ā tātou taonga**  Create a resource that tells the story of the [tuna](https://www.doc.govt.nz/nature/native-animals/freshwater-fish/eels/tuna-a-tatou-taonga/) and its Pacific migration, its whakapapa and its links to other eel species around the world. Use this video on the [tuna’s life cycle](https://www.sciencelearn.org.nz/videos/1760-eels), and this [NIWA tuna information resource](https://niwa.co.nz/te-kuwaha/tools-and-resources/tuna-information-resource).  Compare and contrast the whakapapa of the tuna to the story that brought individuals or whānau to New Zealand.  Compare and contrast the long-finned tuna and short-finned tuna. Use multiple models / diagrams to explain the difference between chromosomes, genes, alleles, and DNA. Use these to link changes in genotype to changes in phenotype of New Zealand tuna.  Identify a microorganism that is a pathogen for tuna and explore what this means. See examples on page 30 of this [Eel Learning Resource](http://www.mauricompass.com/uploads/7/9/6/6/7966304/eel_biology_learning_resource_by_ian_ruru.pdf) (flavobacterium diseases, Furunculosis, Haemorrhagic septicaemia, Vibriosis (*V. anguillarum*), white spot disease).  Investigate careers of people that have worked to restore and enhance the mauri of tuna, for example [Tuna relocation](https://tuna.conference.maori.nz/assets/Uploads/be3b4eda66/Allan-Halliday-Hona-Edwards.pdf) or [Tuna Conference Presenters](https://tuna.conference.maori.nz/presenters).  Compare and contrast the effects of traditional eel preservation methods (such as smoking) with more modern techniques (freezing / smoke condensates / canning). Explore how the human body responds if we eat food that has spoiled.  **Opportunity for assessment of CB1.1 - Demonstrate understanding of a microorganism in the taiao**  **Learning covered as part of this unit will contribute to assessment of CB1.3 - Demonstrate understanding of genetic variation in relation to whakapapa** | 3 weeks |
| Use data and information to predict and interpret past and future genetic inheritance and consider how this informs whakapapa  Explore current uses of genomic knowledge that utilise unique genomes  Consider mutation as a source of variation and explore the importance of variation to living things in a local context  Explore the passing down of DNA through the process of fertilisation, which creates further variation | Explain the link between biodiversity and whakapapa, such as [Science Learning Hub](https://www.sciencelearn.org.nz/videos/258-whakapapa-and-biodiversity)  Describe the application of genomic-wide studies to a New Zealand species (eg [Genomics Aotearoa](https://www.genomics-aotearoa.org.nz/)).  Extract DNA from fruit (eg strawberry, kiwifruit, cauliflower).  Describe the use of [eDNA](https://www.epa.govt.nz/community-involvement/open-waters-aotearoa/what-is-edna/) and its potential application in informing biodiversity studies in New Zealand.  Debate who owns the information gained via genomic studies. For example, is it the group that owns the largest population of the organism, the government of the country of origin of the organism, the group that identifies the genome of the organism, the group that is the main current user of the organism, the group with the longest historical ties to the organism. Evaluate the rights of groups to patent genes / genomes.  Describe fertilisation processes in a New Zealand species. Identify the source of genetic variation (mutation) and explain how combinations of alleles are rearranged during gamete formation. Compare the survival challenges of populations with low genetic variation (eg the black robin) with species with higher genetic variation (eg Pukeko).  Explore the possibilities of DNA sequencing as a means to identify variation and what can be done with this information to support populations. (Details of the process not required but allowing students to see that such a process is possible, what it results in and what can be done with the information is the key learning here).  Investigate variation within a species used as food, such as [apples](https://www.sciencelearn.org.nz/resources/839-breeding-red-fleshed-apples-introduction), tomatoes, [sheep](https://www.sciencelearn.org.nz/resources/814-breeding-easy-care-sheep), cows, or [milk (A1/A2)](https://www.sciencelearn.org.nz/images/2553-a1-and-a2-milk-alleles). Opportunity for case studies or to link in with a local grower here. Selective breeding case studies – for example cows (LIC) brassicas or kiwifruit. Profile pathways opportunities within the horticulture and agriculture industries: for example, [Curious Minds](https://www.curiousminds.nz/profiles/).  **Learning covered as part of this unit will contribute to assessment of CB1.3 – Demonstrate understanding of genetic variation in relation to whakapapa** | 7 weeks |
| Recognise that mauri is present in all matter which exists as particles held together by attractive forces  Explore how melting / boiling point and solubility are affected by the relative strength of attractive forces between particles  Explore patterns in melting / boiling points, conductivity, malleability, solubility, ductility and hardness of metallic, ionic, molecular and macromolecular materials  Relate uses of materials to the physical properties of different types of matter | Revisit the concept of [mauri](https://www.giftofthegulf.org.nz/mauri).  Make models to show attractions between particles at an atomic level.  Investigate boiling points of different substances using fractional distillation - eg meths + water. Link to attractive forces at an atomic level.  Investigate how adding salt to water affects the boiling point and conductivity. Compare results of adding salt to adding silt or local sediment.  Investigate common properties of metals (heat conductivity / electrical conductivity / malleability / ductility).  Investigate options for strengthening materials, for example describe alloys, test common materials until destruction.  Identify materials that are soluble in our taiao and those that are not.  Make informed choices over the design of a local civil engineering project. For example, design a bridge over a local waterway. Identify the materials used in your design and justify your choices.  **Learning covered as part of this unit will contribute to assessment of CB1.4 – Demonstrate understanding of the physical properties of materials in the taiao** | 7 weeks |
| Explore patterns of chemical behaviour in neutralisation, combustion, and precipitation reactions  Make predictions using knowledge of patterns of chemical behaviour in neutralisation, combustion, and precipitation reactions  Investigate the conservation of matter during chemical reactions | **Nau te raurau, naku te raurau, ka ora te manuhiri**  Investigate a range of products to identify and evaluate local substances that can be used as pH indicators.  Test the chemical and biological properties of soils from the local area, such as acidity (pH), organic reserves (C, N), fertility (P). Link to soil health and microorganisms. Pathways education opportunities – interview gardeners, farmers, stock and station agents, or local hardware store workers. See [The Mana of Soil – Manaaki Whenua](https://www.landcareresearch.co.nz/uploads/public/Events/Link-series/Mana_Soil.pdf).  Consider the chemicals involved in the process of photosynthesis, in terms of naming the ‘reactants’ and ‘products’. Where do plants get their matter from?  Consider the chemicals involved in the process of cellular respiration, in terms of naming the ‘reactants’ and ‘products’. Where do living things get their energy from?  Explore the chemistry of food. For example, why do we not eat unripe fruit? Investigate why some foods are OK to eat while others are not, and look at the same food at different stages of development. Explore the toxicity of naturally occurring chemicals produced by organic fruits vs artificial sprays that are used to protect them from insect damage.  Explain how hydroelectric dams can be barriers to tuna migration. Explain mitigation strategies.  Identify reactants and products of complete and incomplete combustion, linked to patterns of electricity generation in New Zealand.  Investigate the use of chemicals to increase the yield of produce, and the possible consequences of these chemicals on the environment or other living things.  Pathways education opportunities: visit the supermarket and interview the manager, visit the hardware store to explore chemicals used in community gardens.  Investigate the effect of pH on soils and on the things that grow in them. Conduct an experiment looking at germination or growth in different pH levels/comparison of native vs exotic species in the same pH.  **Opportunity for Assessment of CB1.2 – Demonstrate understanding of a chemical reaction in the taiao** | 8 weeks |

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