

## UNIT OVERVIEW

<b>Teacher/Class:</b>	<b>Date:</b>
<b>Unit Title: Fishing For The Future</b> <b>Focus: Marine Life and its conservation</b>	<b>Learning Areas: Science/Social Studies/Literacy</b>
<b>Learning Intentions:</b> <b># Transactional Writing:</b> # Is able to write a factual account about an endangered species, express a personal viewpoint and organise and link ideas logically. <b># Processes</b> # Is able to gather, record and present structured information using different technologies (Transactional Writing)  Success Criteria Students will be able to: # write a report using an introduction, body and conclusion # use some paragraphing to explain reasons with supporting information # sequence ideas logically.	
<b>Key Competencies linked to:</b> <b>Communication skills</b> personal expression <b>Social and co-operative skills</b> group feedback <b>Problem-solving skills</b> plan, experiment, explore(inquiry) <b>Self-management and competitive skills</b> set goals, persevere	<b>Learning Styles/Modalities Addressed:</b> <b># Linguistic</b> <b>Thinking Tools:</b> <b># Graphic Organisers</b> <b># Inquiry based learning</b>
<b>Teaching and Learning Context:</b> The aim of this unit is for the students to develop information research study skills through a variety of reading approaches, gathering and ordering information, action planning, question setting, resource selection, skim-reading, note taking, summarising, and use of electronic resources, eg. Web sites to enable students to use information to write a report. * Discuss and brainstorm in small groups: Inquiry Based Quest o What do we know about marine life and conservation? o What do we want to find out? o How can we find out about? o Where will we look to find answers to our questions? o How can we record our findings?	
<b>Teaching and Learning Sequence:</b> # Reading Shared, guided, reciprocal and independent reading will be ongoing throughout this unit. Resources will include: school journals, National Library books, videos, Web sites, including webquests and information from local experts. # Using inquiry model students will identify their focus, formalise the questions to focus their inquiry. # Students will: 1. Brainstorm 2. Map ideas 3. Explore key words, key concepts, key questions 4. Use relevant sources and resources 5. Select and reject information 6. Draft 7. Edit, proof-read 8. Present outcomes	
<b>ICT Component:</b> Presentation tools - Powerpoint/Keynote, Pages, Word, Imovie/Moviemaker Worldwide Web	
<b>Assessment Activity:</b> Using multimedia presentation students will write reports using appropriate language features.	<b>Assessment Criteria:</b> assessment rubric developed with students

### **Ideas for Topics/Themes for Inquiry Quest to be based on:**

- **Marine Life**
- **Conservation of our fisheries**
- **Impact of commercial fisheries**
- **Marine Reserves**
- **Maori Protocols linked to marine life and conservation**
- **Impact of leisure time fishing**
- **What conservation organisations are doing**
- **Damage created by environmental waste**
- **Famous Marine conservationists/scientists**
- **Career pathways linked to topic**
- **Explore and investigation a solution to a key issue**

### **Supporting Websites:**

<http://www.nzbgfc.org.nz>

<http://www.guardians.org.nz/>

<http://www.abc.net.au/oceans/alive.htm>

<http://marinebio.org/MarineBio/MindGames>

[http://www.kellytarltons.co.nz/home/page.aspx?page\\_id=120&site\\_id=1](http://www.kellytarltons.co.nz/home/page.aspx?page_id=120&site_id=1)

[http://www.tki.org.nz/r/hot\\_topics/oceans\\_e.php](http://www.tki.org.nz/r/hot_topics/oceans_e.php)

<http://www.westmarine.org.nz/newonsite.aspx>

<http://www.library.auckland.ac.nz/subjects/marine/marmeta.htm>

<http://www.fish.govt.nz/en-nz/Starfish/default.htm>

<http://www.teara.govt.nz/EarthSeaAndSky/SeaLife/DeepSeaCreatures/4/en>

<http://www.nzs.com/recreation/fishing/>

<http://fishnkids.dpi.nsw.govt.au/>



