

Unit 1 - Stage 1



CHAPTER 1

Science Stage 1



S1 - Information Level

S2 - Knowledge

S3 - Know How

S4 - Wisdom

S1 - Information

Stage 1 : Learn new skills and knowledge

LEARNING INTENTION : I can explain the theory of plate tectonics and the relationship to global patterns of geological activity and continental movement.

Step 1 - World Map – ‘Geological Activity’

You will construct a **global map** of areas of major volcanic activity and use this to predict where the Tectonic Plates are positioned.

Your map should include;

* Names of all continents (Including Antarctica) and oceans (Pacific, Atlantic, Indian)

* Major Volcanoes and major plate boundaries

Step 2 - Milestones in the earth evolution – ‘Storyboard of major events’

Choose 6 milestone (important event) that took place in the evolution of Earth. Draw a representation of this event and then write a short explanation on why you think this event was important.

Step 3 - Structure of the Earth

In your SCIENCE workbook, create a **representation** of the inside of the earth (as if it was an apple cut in half) and label all the different layers.

Success Criteria

I can identify important geological locations around the world

I can communicate my learning of geological processes using representations

S2 - Knowledge

Stage 1 : Learn new skills and knowledge

LEARNING INTENTION : I can explain the theory of plate tectonics and the relationship to global patterns of geological activity and continental movement.

Step 1 - World Map – ‘Geological Activity’

In the science workshops you have investigated where major earthquake and volcanic activity occurs on Earth. You will construct a global map of areas of major volcanic activity and use this to predict where the Tectonic Plates are positioned.

Your map should include;

* Names of all continents (Including Antarctica) and oceans (Pacific, Atlantic, Indian)

* Major Volcanoes / Major Plate boundaries

Step 2 - Milestones in the earth evolution – ‘Storyboard of major events’

Six milestone (important events) that took place in the evolution of Earth. Draw a representation of this event and then write a short explanation on why you think this event was important. You must also include how many years ago that it happened.

Step 3 - Plate Tectonics

There are three main types of plate movement that cause stress on tectonic plate boundaries.

Transform

Convergent

Divergent

Draw a representation or make a model that explains how the plates move in each of these cases. Find an example of where each of these types of plate movements can be found, and explain the geological processes that the plate movement has produced.

Success Criteria

I can identify important geological locations around the world

I can communicate my learning of geological processes using representations

S3 - Know How

Stage 1 : Learn new skills and knowledge

LEARNING INTENTION : I can explain the theory of plate tectonics and the relationship to global patterns of geological activity and continental movement.

Step 1 – World Map – ‘Geological Activity’

In the science workshops you have investigated where major earthquake and volcanic activity occurs on Earth. You will construct a global map of areas of major volcanic activity and use this to predict where the Tectonic Plates are positioned.

Your map should include;

- * **Names of all continents (Including Antarctica) and oceans (Pacific, Atlantic, Indian)**
- * **Major Volcanoes and major plate boundaries.**
- ***Major mountain ranges**
- * **Equator**

Step 2 - Milestones in the earth evolution – ‘Storyboard of major events’

1) Six milestones (important events) that took place in the evolution of Earth. Draw a **representation** of these events and then write a short explanation on why you think this event was important. You must also include how many years ago that it happened.

2) **Wegener’s theory of continental drift** was not widely accepted when he first proposed it. Write an explanation of what happened in the 1940s to support his theory and disprove his critics.

Step 3 - Plate Tectonics

In your SCIENCE workbook draw a detailed **representation** of the interior of:

a subduction Zone...and describe the geological processes that occur in these regions, giving an example of where on Earth these are located.

Seafloor spreading ...and describe the geological processes that occur in these regions, giving an example of where on Earth these are located.

Success Criteria

I can identify important geological locations around the world

I can communicate my learning of geological processes using representations

S4 - Wisdom

Stage 1 : Learn new skills and knowledge

LEARNING INTENTION : I can explain the theory of plate tectonics and the relationship to global patterns of geological activity and continental movement.

Step 1 – World Map – ‘Geological Activity’

In the science workshops you have investigated where major earthquake and volcanic activity occurs on Earth. You will construct a global map of areas of major volcanic activity and use this to predict where the Tectonic Plates are positioned.

This map must be glued into your SCIENCE workbook. Your map should include;

- * **Names of all continents (Including Antarctica) and oceans (Pacific, Atlantic, Indian)**
- * **Major Volcanoes and major plate tectonic boundaries.**

Step 2 - Milestones in the earth evolution – ‘Storyboard of major events’

Draw a representation of this event and then write a short explanation on why you think this event was important. You must include how many years ago that it happened.

Wegener’s theory of **continental drift** was not widely accepted when he first proposed it. Write an explanation of what happened in the 1940s to support his theory and disprove his critics.

Step 3 - Plate Tectonics and New Zealand

Using the locations/ areas below in New Zealand (where the Australian and Pacific plates collide) explain what is happening GEOLOGICALLY. You must use labelled diagrams or models. The following link will give you a starting point to investigate further.

<https://www.youtube.com/watch?v=aQTfFCMYEI4>

Alpine Fault (and the other smaller related faults)

Kermadec Trench–Ridge system

Taupo Volcanic Zone

Success Criteria

I can identify important geological locations around the world

I can communicate my learning of geological processes using representations

Stage 1 English Task Card



E1

Learning intention: creating your own advertisement to understand how language both visual, written and implied persuades.

What you will learn: to identify, annotate and define persuasive devices in a glossary and justification.

Step one: select the **product** you are advertising

House participation in the SCSC swimming, athletics or cross country

clothing

food

mobile phone

a car

holiday destination

other

Step two: brainstorming & researching

research your products competitors

develop a catchy slogan

explain your purpose, target audience and intended tone

select how you will present your advertisement – image, poster, video, apple TV?

explain what you are trying to persuade your audience to do/believe?

Step three: annotate your image, poster, video for:

all the persuasive techniques used

the intended effect/impact you want to gain from using this persuasive technique



Step four: written justification.

There is a template on the weebly for you to download and complete.

One detailed paragraph that **must** outline:

the target audience, tone and purpose.

how you developed your slogan.

why you selected your image - the graphics, font, design. (Use your knowledge of Visual Art to comment on the art elements and principles)

the persuasive techniques you used and their overall effectiveness.

E2

Learning intention: creating your own advertisement to understand how language both visual, written and implied persuades.

What you will learn: to identify, annotate and define persuasive devices in a glossary and justification.

Step one: select the **product** you are advertising.

House participation in the SCSC swimming, athletics or cross country clothing

food

mobile phone

cars

holiday destination

Step two: brainstorming & researching.

what persuasive techniques do you intend on using?

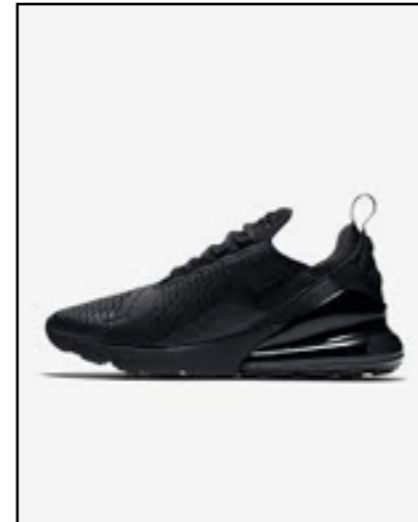
List 3 other competitors your product has

develop a catchy slogan.

what is your purpose? Target audience and intended tone?

how will you present your advertisement – image, poster, video, TV commercial, billboard etc.

explain what are you trying to persuade your audience to do/believe?



Step three: **annotate** your image, poster, video, billboard for:

all the persuasive techniques used. There must be 3-5.

the intended effect/impact you want to gain from using this persuasive technique.

Step four: **written justification.**

One detailed paragraph that **must** outline:

the target audience, tone and purpose.

how you developed your slogan.

why you selected your image - the graphics, font, design. (Use your knowledge of visual art to comment on the art elements and principles)

the persuasive techniques you used and their overall effectiveness.

E3

Learning intention: creating your own advertisement to understand how language both visual, written and implied persuades.

What you will learn: to identify, annotate and define persuasive devices in a glossary and justification.

Step one: select the **product** you are advertising.

House participation in the SCSC swimming, athletics or cross country

clothing

food

mobile phone

cars

holiday destination

Step two: brainstorming & researching.

what persuasive techniques do you intend on using?

list 5 other competitors your product has

develop a catchy slogan.

what is your purpose? Target audience and intended tone?

how will you present your advertisement – image, poster, video, TV commercial, billboard etc.

what are you trying to persuade your audience to do/believe?



Step three: annotate your image, poster, video, billboard for:

all the persuasive techniques used. There must be 5+

the intended effect/impact you want to gain from using this persuasive technique.

Step four: written justification.

Two detailed paragraphs that **must** outline:

the target audience, tone and purpose.

how you developed your slogan.

why you selected your image - the graphics, font, design. (Use your knowledge of visual art to comment on the art elements and principles)

the persuasive techniques you used and their overall effectiveness.

where you would expect to see your advertisement promoted.

E4

Learning intention: creating your own advertisement to understand how language both visual, written and implied persuades.

What you will learn: to identify, annotate and define persuasive devices in a glossary and justification.

Step one: select the **product** you are advertising.

House participation in the SCSC swimming, athletics or cross country

clothing

food

mobile phone

cars

holiday destination

Step two: brainstorming & researching.

what persuasive techniques do you intend on using?

List 7 other competitors your product has

develop a catchy slogan.

what is your purpose? Target audience and intended tone?

how will you present your advertisement – image, poster, video, TV commercial, billboard etc.

what are you trying to persuade your audience to do/believe?



Step three: annotate your image, poster, video, billboard for:

all the persuasive techniques used. There must be 7+

the intended effect/impact you want to gain from using this persuasive technique.

Step four: written justification.

Two detailed paragraphs that **must** outline:

the target audience, tone and purpose.

how you developed your slogan.

why you selected your image - the graphics, font, design. (Use your knowledge of visual art to comment on the art elements and principles)

the persuasive techniques you used and their overall effectiveness to position the audience.

where you would expect to see your advertisement promoted.

Supporting material:

ADVERTISEMENT PARAGRAPH EXAMPLE:

The advertisement I created is promoting the new brand of shoes, "Nike Alive." The advertisements targeted audience is from around the age 18-30 and appeals to people who are interested in exercise and fitness which is displayed through the picture included. The person featuring in the advertisement appears to be athletic and fit with a strong and determined presence which makes the viewer subconsciously believe that by purchasing the product they would possess these qualities. The picture also captures the viewer's' attention with the graphics being well pronounced and clear. The darker tones in the advertisement allows the text to be bold and makes it stand out from the rest of the features. The text is a lighter tone which creates contrast and allows the viewer to be drawn to the text itself. The way the words are placed on the advertisement creates an acrostic poem where the word "Nike" is presented both horizontally and vertically which is a focal point, adding emphasis on the subject. The Nike symbol displayed in the bottom right corner of the advertisement is a well-known logo and is recognized by many as the representation of a good quality product. The use of capital letters in the words "Nike Alive," is incorporating the two words as the name of the introduced product. Overall, the simplicity and the direct wording is captivating and appealing to the viewer.

ADVERTISEMENT PARAGRAPH SENTENCE STARTERS:

The advertisement I created is promoting the product...

The advertisements targeted audience is....

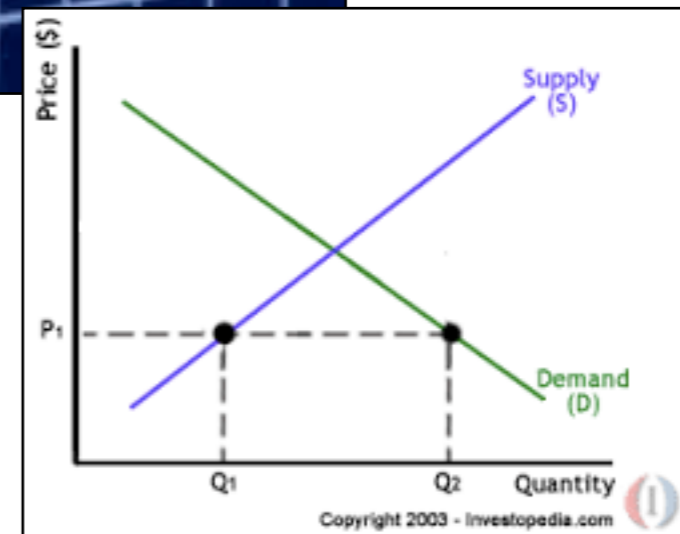
This product appeals to this audience because....

My intended tone was to create a (select a tone: moody, energetic, fun, aggressive etc.) feel.

Discuss the design and layout of your advertisement e.g. colours, emphasis, proportion, balance etc.

Discuss the persuasive techniques you have used and their intended effect on the audience.

Hums Stage 1 Task Card



H1:

Learning Intention: To understand the financial risks involved when making microeconomic decisions.

Step 1: Micro vs. Macro Economics (completed in Tutorial 1)

Create an information text of your choice that identifies the differences between micro and macro economics. You must include an example of how they are both used by individuals or economies (countries).

An information text could be a poster, infographic, tutorial, movie trailer etc... It could be electronic, it might be handwritten.

Step 2: Padlet Glossary

Create a Padlet Wall and name it 'Economics'. Define the following Key Vocab words using either your own words, an image or a link to a video clip.

Consumer

Microeconomics

Macroeconomics

Supply

Demand

Step 3: Investment Response

Respond to the following:

Why would you invest your money in different ways and not just leave it in the bank?

Step 4: Banking and Interest - How the banks make money

What are the reasons people use banks?

How do banks make money from their customers?

Research how much interest is charged on a **credit card** with one of the big 4 banks. Research what interest is *paid* on their **savings accounts**. What is the difference between these two rates?

If credit cards charge high interest rates, why do people use them?

Imagine you have \$1 Million dollars. Research which of the big 4 banks you would put your money in. Make sure you **explain** why you made this decision.

Step 5: Supply and Demand

Create your own supply and demand graph. Make sure you clearly label the following:

Supply

Demand

Equilibrium

Price Axis

Quantity Axis

Success Criteria:

I understand the difference between micro and macro economics.

I can define a number of important microeconomic concepts.

I can identify why risk is involved with who I borrow money from.

H2:

Learning Intention: To understand the financial risks involved when making microeconomic decisions.

Step 1: Micro vs. Macro Economics (completed in Tutorial 1)

Create an information text of your choice that identifies the differences between micro and macro economics. You must include an example of how they are both used by individuals or economies (countries).

An information text could be a poster, infographic, tutorial, movie trailer etc... It could be electronic, it might be handwritten.

Step 2: Padlet Glossary

Create a Padlet Wall and name it 'Economics'. Define the following Key Vocab words using either your own words, an image or a link to a video clip.

Consumer

Microeconomics

Macroeconomics

Supply

Supply

Demand

Step 3: Investment Response

Respond to the following:

Why would you invest your money in different ways and not just leave it in the bank? If you had \$100,000, what percentage (%) of each investment type would you have? Why?

Step 4: Banking and Interest - How the banks make money

What are the reasons people use banks?

How do banks make money from their customers?

Research how much interest is charged on a **credit card** with one of the big 4 banks. Research what interest is *paid* on their **savings accounts**. What is the difference between these two rates?

If credit cards charge high interest rates, why do people use them?

Step 5: Supply and Demand

Create your own supply and demand graph. Make sure you clearly label the following:

Supply

Demand

Equilibrium

Price Axis

Quantity Axis

Success Criteria:

I understand the difference between micro and macro economics.

I can define a number of important microeconomic concepts.

I can identify why risk is involved with who I borrow money from.

H3:

Learning Intention: To understand the financial risks involved when making microeconomic decisions.

Step 1: Micro vs. Macro Economics (completed in Tutorial 1)

Create an information text of your choice that identifies the differences between micro and macro economics. You must include an example of how they are both used by individuals or economies (countries).

An information text could be a poster, infographic, tutorial, movie trailer etc... It could be electronic, it might be handwritten.

Step 2: Padlet Glossary

Create a Padlet Wall and name it 'Economics'. Define the following Key Vocab words using either your own words, an image or a link to a video clip.

Consumer - Microeconomics - Macroeconomics - Investment

Interest - Fixed Interest - Property - Shares - Cash

Supply - Demand

Gross Domestic Product (GDP)

Step 3: Investment Response

Respond to the following:

Why would you invest your money in different ways and not just leave it in the bank? If you had \$100,000, what percentage (%) of each investment type would you have? Why?

Step 4: Banking and Interest - How the banks make money

What are the reasons people use banks?

How do banks make money from their customers?

Research how much interest is charged on a **credit card** with one of the big 4 banks. Research what interest is *paid* on their **savings accounts**. What is the difference between these two rates?

If credit cards charge high interest rates, why do people use them?

Imagine you have \$1 Million dollars. Research which of the big 4 banks you would put your money in. Make sure you **explain** why you made this decision.

Step 5: Supply and Demand

Create your own supply and demand graph. Make sure you clearly label the following:

Supply

Demand

Equilibrium

Price Axis

Quantity Axis

Success Criteria:

I understand the difference between micro and macro economics.

I can define a number of important microeconomic concepts.

I can identify why risk is involved with who I borrow money from.

H4:

Learning Intention: To understand the financial risks involved when making microeconomic decisions.

Step 1: Micro vs. Macro Economics (completed in Tutorial 1)

Create an information text of your choice that identifies the differences between micro and macro economics. You must include an example of how they are both used by individuals or economies (countries).

An information text could be a poster, infographic, tutorial, movie trailer etc... It could be electronic, it might be handwritten.

Step 2: Padlet Glossary

Create a Padlet Wall and name it 'Economics'. Define the following Key Vocab words using either your own words, an image or a link to a video clip.

Consumer - Customer - Microeconomics - Macroeconomics

Investment - Interest - Fixed Interest - Property - Shares - Cash

Supply - Demand

Gross Domestic Product (GDP)

Step 3: Investment Response

Respond to the following:

Why would you invest your money in different ways and not just leave it in the bank? If you had \$100,000, what percentage (%) of each investment type would you have? Why?

Step 4: Banking and Interest - How the banks make money

What are the reasons people use banks?

How do banks make money from their customers?

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Create your own supply and demand graph. Make sure you clearly label the following:

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Equilibrium

Price Axis

Quantity Axis

Success Criteria:

I understand the difference between micro and macro economics.

I can define a number of important microeconomic concepts.

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