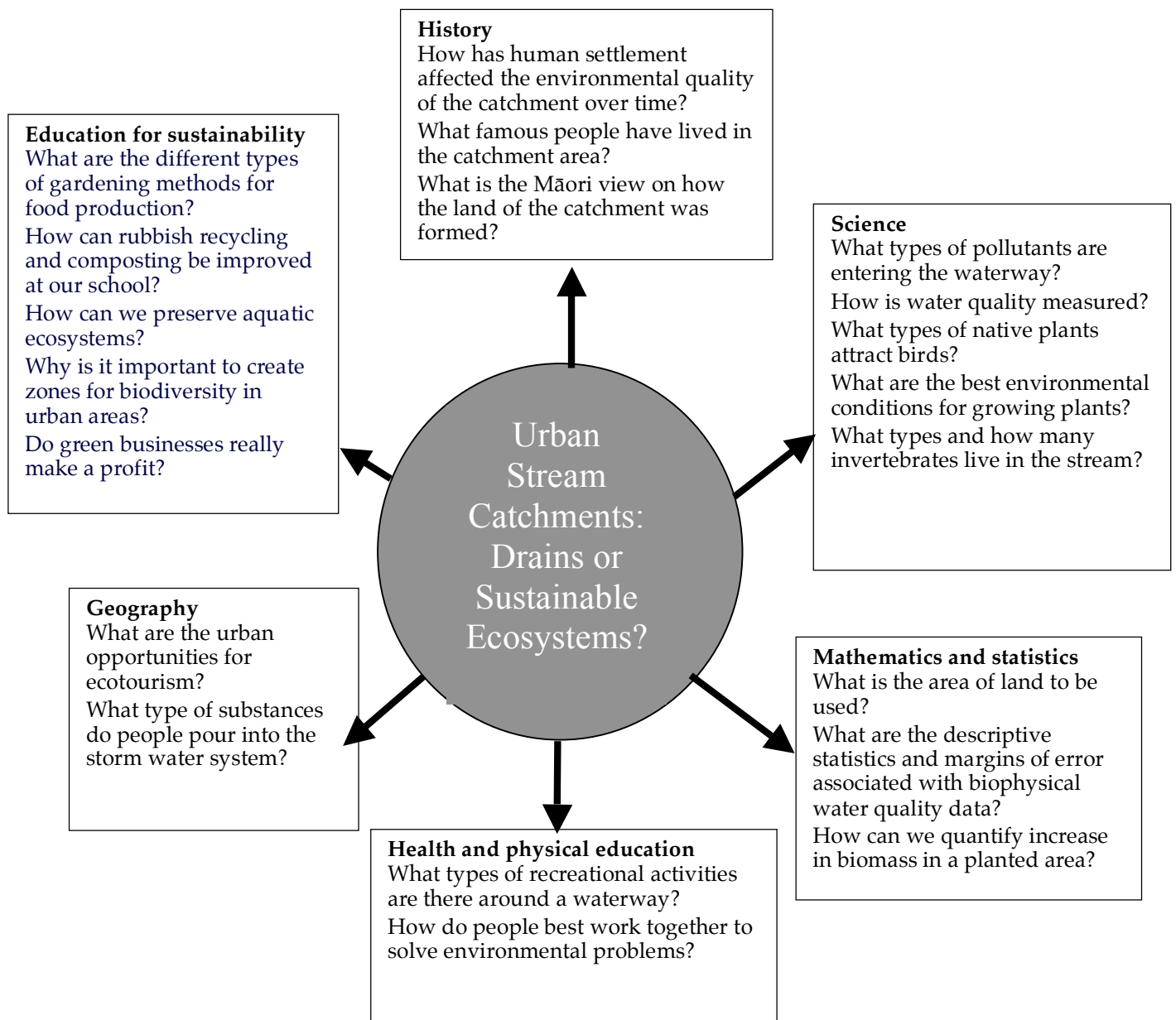


Sample unit plan for an integrated EfS programme



Model of an integrated unit plan

A context or theme is expressed in the central circle. Inquiry-based questions for selected subject areas radiate around it. In consultation with the teacher, students could develop other questions. The chosen context can be suited to the ethos and character of the school, the students, and the community.

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Possible NCEA level 3 assessment for the unit of work above

Assessment for the unit can be undertaken from any of the subject areas and run at times acceptable to teachers and the schools timetable – see examples below.

History AS3.1 90654 (I) – 4 credits: Plan and carry out independent historical research. *A possible context could be an environmental history of human interaction with a local waterway.*

Health AS 3.1 90712 (E) – 5 credits: Examine models of health promotion and the implications for wellbeing. *A possible context could be improving physical health in urban populations by collective environmental action projects that build self worth and empowerment.*

Geography AS3.1 90701 (E) v.2 – 4 credits: Analyse natural processes in the context of a geographical environment. *A possible context could be the spatial and temporal variations in flow rate in an urban stream under base and storm flow conditions.*

Geography AS3.3 90703 (I) v.2 – 4 credits: Explain the contribution of geography to planning and decision making processes. *A possible context could be the conversion of industrially zoned land to green corridor thus improving biodiversity in and around an urban waterway.*

Mathematics (Statistics and Modelling) AS3.1 90641 (I) – 3 credits: Determine the trend for time series data. *A possible context could be seasonal variation in dissolved oxygen concentration in a local waterway.*

Mathematics (Statistics and Modelling) AS3.2 90642 (E) 3 credits: Calculate confidence intervals for population parameters. *A possible context could be temporal and/or spatial variations in nitrate concentrations over one day in a local waterway compared to thresholds for the protection of aquatic ecosystems.*

Science AS3.1 90727 (I) 4 credits: Carry out a practical scientific investigation with guidance. *A possible context could be the effect of pollution on invertebrate distributions in an urban waterway.*

Biology AS3.4 90716 (E) – 4 credits: Describe animal behaviour and plant responses in relation to environmental factors. *A possible context could be the*

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daily foraging behaviour of Koura, or seasonal aquatic plant growth due to nutrient availability, in a waterway.

Media Studies AS3.8 90606 (I) – 6 credits: Create a media product using appropriate technology. *A possible context could be a short film or documentary highlighting human interaction, both positive and negative, with a local freshwater resource.*

Education for Sustainability AS3.1 90828 (I) – 6 credits: Evaluate a planned personal action that contributes to a sustainable future. *A possible context could be establishing a school garden or taking an action that addresses pollution of the waterway at a source*

Education for Sustainability AS3.2 90829 (I) – 4 credits: Investigate the interrelationship between humans and a biophysical environment in relation to a sustainable future. *A possible context could be interactions between the local residents and the stream.*

Integration of EfS with other subjects in the curriculum can happen in many different ways.