



## Lesson 1

### Identify what climate change is and why the climate is changing

#### Quiz score

3 or less correct

4 or 5 correct

6 correct

#### Level of engagement

Briefly reads facts and engages with online activities.

Writes concise responses and engages with activities.

Writes detailed responses and is deeply engaged with activities.

Can contribute ideas to the class discussion.

Fully engaged in class discussions and shares their ideas.

Can provide a basic description of the greenhouse effect.

Can briefly describe the greenhouse effect and its role in climate change.

Can thoroughly describe the greenhouse effect, its causes, and its role in climate change.

Understanding of climate change is limited.

Can briefly explain what climate change is and the role of fossil fuels.

Can thoroughly explain what climate change is and the role of fossil fuels.

**Needs practice**

**Satisfactory**

**Excellent**



## Lesson 2

### Identify some key impacts of climate change on the world

#### Quiz score

3 or less correct

4 or 5 correct

6 correct

#### Level of engagement

Briefly reads facts and engages with online activities.

Writes concise responses and engages with online activities.

Writes detailed responses and is deeply engaged with online activities.

Understanding of the effects of climate change is limited.

Explains the effects of climate change on the world.

Can give examples of how Aotearoa, New Zealand will be affected by climate change.

Thoroughly explains why climate change will have a negative impact on the world.

Can give examples of how Aotearoa, New Zealand will be affected by climate change - justifies why and how these changes may occur with detailed explanations.

Can identify basic information from graphs showing Earth's temperature increase.

Can interpret graphs showing Earth's temperature increase and draw simple conclusions.

Can analyse graphs showing Earth's temperature increase, draw complex conclusions, and relate the data to climate change impacts.

**Needs practice**

**Satisfactory**

**Excellent**



## Lesson 3

### Understand the personal impact an individual has on climate change

#### Quiz score

3 or less correct

4 or 5 correct

6 correct

#### Level of engagement

Briefly reads facts and engages with online activities.

Writes concise responses and engages with online activities.

Writes detailed responses and is deeply engaged with online activities.

Can provide a basic definition of a carbon footprint.

Can explain what a carbon footprint is and give examples of how they can reduce their own carbon footprint.

Can thoroughly explain the concept of a carbon footprint, its significance, and give various examples of how they can reduce their own carbon footprint.

Can, with support, use mathematics to calculate CO<sub>2</sub> emissions from a school journey.

Uses knowledge of mathematical concepts to calculate CO<sub>2</sub> emissions from a school journey.

Uses knowledge of mathematics to confidently and independently calculate CO<sub>2</sub> emissions from a school journey.

Understanding of kaitiakitanga is limited.

Can briefly describe kaitiakitanga.

Can thoroughly explain kaitiakitanga and why it is so important.

**Needs practice**

**Satisfactory**

**Excellent**



## Lesson 4

### Identify road safety rules for pedestrians, bikes and scooters and their importance

#### Quiz score

3 or less correct

4 or 5 correct

6 correct

#### Level of engagement

Briefly reads facts and engages with online activities.

Writes concise responses and engages with online activities.

Writes detailed responses and is deeply engaged with online activities.

Can describe, with support, why safety rules and messages are necessary.

Concise explains why safety rules and messages are necessary.

Carefully considers and explains the reasons behind safety rules and messages.

Can identify some of the rules to stay safe when riding a bike.

Can identify many rules to stay safe when riding a bike.

Can thoroughly explain the rules to stay safe when riding a bike.

Can identify basic safety rules for one mode of transport (pedestrian, cyclist, or scooter rider).

Can identify key safety rules for two modes of transport.

Can identify and explain detailed safety rules for pedestrians, cyclists, and scooter riders.

Can briefly, with support explain what manaakitanga means when travelling.

Can explain manaakitanga and why respect and safety are important when travelling.

Can fully explain manaakitanga and the reasons that respect and safety are important when travelling.

**Needs practice**

**Satisfactory**

**Excellent**



## Lesson 5

### Recognise actions that are polite and safe when using public transport

#### Quiz score

3 or less correct

4 or 5 correct

6 correct

#### Level of engagement

Briefly reads facts and engages with online activities.

Writes concise responses and engages with online activities.

Writes detailed responses and is deeply engaged with online activities.

Can, with support, identify why public transport safety messages are necessary.

Identifies why public transport safety messages are necessary.

Identifies why public transport safety messages are necessary in detail.

Can, with support, classify the behaviours needed when using public transport.

Can classify the behaviours needed when using public transport.

Can classify all the behaviours and manners needed when using public transport.

Can briefly, with support explain what manaakitanga means when using public transport.

Can explain manaakitanga and why respect and safety are important when using public transport.

Can fully explain manaakitanga and the reasons that respect and safety are important when using public transport.

Can identify one or two steps in making a journey using public transport.

Can identify most steps in making a journey using public transport.

Can identify and explain all steps in making a journey using public transport in detail.

**Needs practice**

**Satisfactory**

**Excellent**



## Lesson 6

### Plan journeys using the AT journey planner

#### Quiz score

3 or less correct

4 or 5 correct

6 correct

#### Level of engagement

Briefly reads facts and engages with online activities.

Writes concise responses and engages with online activities.

Writes detailed responses and is deeply engaged with online activities.

Plans their journey to school and identifies one or two important steps needed to take public transport.

Plans their journey to school and identifies most of the important steps needed to take public transport.

Plans their journey to school and identifies all the important steps needed to take public transport.

Is able, with support, to use the AT journey planner to find transport to places in Auckland.

Is able to use the AT journey planner to find transport to places in Auckland.

Is able to confidently use the AT journey planner to find transport to places in Auckland.

Can plan a simple journey using one mode of public transport.

Can plan a journey using two different modes of public transport.

Can plan complex journeys using multiple modes of public transport (bus, train, and ferry) efficiently.

**Needs practice**

**Satisfactory**

**Excellent**