

## Science integration with Technology

### [The relationship between Science and Technology, Dr Vicki Compton 2004](#)

This is a brief discussion paper that provides clarity on the difference between these two domains.

### [Level 3 - Nature of science achievement objectives](#)

*Students will:*

#### **Understanding about science**

Appreciate that science is a way of explaining the world and that science knowledge changes over time.

**Like and through Technology**

Identify ways in which scientists work together and provide evidence to support their ideas. **Using**

**Technology with Technologists**

#### **Participating and contributing**

Use their growing science knowledge when considering issues of concern to them. **Like Technology and using Technology**

Explore various aspects of an issue and make decisions about possible actions. **Like Technological knowledge**

#### **Living World**

Ecology

Explain how living things are suited to their particular habitat and how they respond to environmental changes, both natural and human-induced.

**Technology provides causes and solutions.**

#### **Planet Earth and Beyond**

Astronomical systems

Investigate the components of the solar system, developing an appreciation of the distances between them. **Technology is vital to research.**

### **Physical inquiry and physics concepts**

Explore, describe, and represent patterns and trends for everyday examples of physical phenomena, such as movement, forces, electricity and magnetism, light, sound, waves, and heat. For example, identify and describe the effect of forces (contact and non-contact) on the motion of objects; identify and describe everyday examples of sources of energy, forms of energy, and energy transformations. -

**Systems Technology (Technological systems component)**

### **Chemistry and society**

Relate the observed, characteristic chemical and physical properties of a range of different materials to technological uses and natural processes. - **Technological knowledge of materials (Technological products component)**