











LSU Year 7-9 – Australian Curriculum: Science (2019)

Identify curriculum	Achievement standard	Science - LSU Achievement Standard By the end of the year, students describe techniques to separate pure substances from mixtures. They represent and predict the effects of unbalanced forces, including Earth’s gravity, on motion. They explain how the relative positions of Earth, the sun and moon affect phenomena on Earth. They analyse how the sustainable use of resources depends on the way they are formed and cycle through Earth systems. They predict the effect of human and environmental changes on interactions between organisms and classify and organise diverse organisms based on observable differences. Students describe situations where scientific knowledge from different science disciplines and diverse cultures has been used to solve a real-world problem. They explain possible implications of the solution for different groups in society. Students identify questions that can be investigated scientifically. They plan fair experimental methods, identifying variables to be changed and measured. They select equipment that improves fairness and accuracy and describe how they considered safety. Students draw on evidence to support their conclusions. They summarise data from different sources, describe trends and refer to the quality of their data when suggesting improvements to their methods. They communicate their ideas, methods and findings using scientific language and appropriate representations. Source: Australian Curriculum, Assessment and Reporting Authority (ACARA), Australian Curriculum: Geography for Foundation-10, <www.australiancurriculum.edu.au/Science/Curriculum/F-10>.							
		Teaching and learning	Term overview	Term 1		Term 2		Term 3	
1. Life Cycles				2.Mixtures and physical properties		3. Earth and Space		4. Physics - Forces	
Cross curriculum priorities	Sustainability		Sustainability		Sustainability		Sustainability		
General capabilities	Critical and Creative Thinking <ul style="list-style-type: none">Inquiring – identifying, exploring and organising information and ideas Literacy <ul style="list-style-type: none">Comprehending texts through listening, reading and viewingWord Knowledge Numeracy <ul style="list-style-type: none">Interpret maps and diagramsInterpreting statistical information		Critical and Creative Thinking <ul style="list-style-type: none">Inquiring – identifying, exploring and organising information and ideasGenerating ideas, possibilities and actions Literacy <ul style="list-style-type: none">Comprehending texts through listening, reading and viewing Numeracy <ul style="list-style-type: none">Interpret maps and diagramsInterpreting statistical information Information and Communication Technology (ICT) Capability <ul style="list-style-type: none">Locate, generate and access data and information		Critical and Creative Thinking <ul style="list-style-type: none">Generating ideas, possibilities and actionsConsider alternativesReflecting on thinking and processes Literacy <ul style="list-style-type: none">Comprehending texts through listening, reading and viewingWord Knowledge Numeracy <ul style="list-style-type: none">Interpret maps and diagramsInterpreting statistical information		Critical and Creative Thinking <ul style="list-style-type: none">Consider alternativesReflecting on thinking and processes Literacy <ul style="list-style-type: none">Comprehending texts through listening, reading and viewingComposing texts through speaking, writing and creating Numeracy <ul style="list-style-type: none">Interpret maps and diagramsInterpreting statistical information		
Key to general capabilities and cross-curriculum priorities	<div><div> Literacy</div><div> Numeracy</div><div> ICT capability</div><div> Critical and creative thinking</div><div> Ethical behaviour</div><div> Personal and social capability</div><div> Intercultural understanding</div></div> <div><div> Aboriginal and Torres Strait Islander histories and cultures</div><div> Asia and Australia's engagement with Asia</div><div> Sustainability</div></div>								
Develop assessment	Assessment	Term 1		Term 2		Term 3		Term 4	
		Week	Assessment instrument	Week	Assessment instrument	Week	Assessment instrument	Week	Assessment instrument
		-	Ongoing Bookwork	-	Ongoing Bookwork	-	Ongoing Bookwork	-	Ongoing Bookwork

		8	Gardening project	6	Separating mixtures experiments	6	Wind Turbine Project		
Make judgments and use feedback	Moderation	Term 1		Term 2		Term 3		Term 4	
		Teachers moderate the assessment tasks to ensure consistency of judgments.		Teachers moderate the assessment tasks to ensure consistency of judgments.		Teachers moderate the assessment tasks to ensure consistency of judgments.		Teachers moderate the assessment tasks to ensure consistency of judgments.	