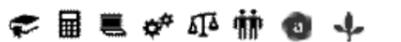


Identify curriculum	Achievement standard	<p>By the end of Year 8, students compare physical and chemical changes and use the particle model to explain and predict the properties and behaviours of substances. They identify different forms of energy and describe how energy transfers and transformations cause change in simple systems. They compare processes of rock formation, including the timescales involved. They analyse the relationship between structure and function at cell, organ and body system levels. Students examine the different science knowledge used in occupations. They explain how evidence has led to an improved understanding of a scientific idea and describe situations in which scientists collaborated to generate solutions to contemporary problems. They reflect on implications of these solutions for different groups in society. Students identify and construct questions and problems that they can investigate scientifically. They consider safety and ethics when planning investigations, including designing field or experimental methods. They identify variables to be changed, measured and controlled. Students construct representations of their data to reveal and analyse patterns and trends, and use these when justifying their conclusions. They explain how modifications to methods could improve the quality of their data and apply their own scientific knowledge and investigation findings to evaluate claims made by others. They use appropriate language and representations to communicate science ideas, methods and findings in a range of text types.</p>				
Teaching and learning	Semester overview	Semester 1		Semester 2		
	<p>Science Understanding BIOLOGY</p> <ul style="list-style-type: none"> Analyse the relationship between structure and function at cell, organ and body system levels <p>Science Inquiry Skills</p> <ul style="list-style-type: none"> Examine the different science knowledge used in occupations. Consider safety and ethics when planning investigations, including designing field or experimental methods. Construct representations of their data to reveal and analyse patterns and trends, and use these when justifying their conclusions. Use appropriate language and representations to communicate science ideas, methods and findings in a range of text types. 	<p>Science Understanding CHEMISTRY</p> <ul style="list-style-type: none"> Compare physical and chemical changes and use the particle model to explain and predict the properties and behaviours of substances. <p>Science Inquiry Skills</p> <ul style="list-style-type: none"> Identify and construct questions and problems that they can investigate scientifically. Consider safety and ethics when planning investigations, including designing field or experimental methods. Construct representations of their data to reveal and analyse patterns and trends, and use these when justifying their conclusions. Explain how modifications to methods could improve the quality of their data and apply their own scientific knowledge and investigation findings to evaluate claims made by others. Use appropriate language and representations to communicate science ideas, methods and findings in a range of text types. 	<p>Science Understanding PHYSICS</p> <ul style="list-style-type: none"> Identify different forms of energy and describe how energy transfers and transformations cause change in simple systems. <p>Science Inquiry Skills</p> <ul style="list-style-type: none"> Identify and construct questions and problems that they can investigate scientifically. Consider safety and ethics when planning investigations, including designing field or experimental methods. Construct representations of their data to reveal and analyse patterns and trends, and use these when justifying their conclusions. Explain how modifications to methods could improve the quality of their data and apply their own scientific knowledge and investigation findings to evaluate claims made by others. Use appropriate language and representations to communicate science ideas, methods and findings in a range of text types. 	<p>Investigation Unit</p> <p>Science Inquiry Skills</p> <ul style="list-style-type: none"> Identify and construct questions and problems that they can investigate scientifically. Identify variables to be changed, measured and controlled. 	<p>Science Understanding Earth and Space</p> <ul style="list-style-type: none"> Compare processes of rock formation, including the time scales involved. <p>Science Inquiry Skills</p> <ul style="list-style-type: none"> Explain how evidence has led to an improved understanding of a scientific idea and describe situations in which scientists collaborated to generate solutions to contemporary problems. Reflect on implications of these solutions for different groups in society. Identify and construct questions Consider safety and ethics when planning investigations, including designing field or experimental methods. Construct representations of their data to reveal and analyse patterns and trends, and use these when justifying their conclusions. Use appropriate language and representations to communicate science ideas, methods and findings in a range of text types. 	
General capabilities and Cross curriculum priorities						

Key to general capabilities and cross-curriculum priorities		 Literacy  Numeracy  ICT capability  Critical and creative thinking  Ethical behaviour  Personal and social capability  Intercultural understanding  Aboriginal and Torres Strait Islander histories and cultures  Asia and Australia's engagement with Asia  Sustainability			
Develop assessment	Assessment	Semester 1		Semester 2	
		Week	Assessment instrument	Week	Assessment instrument
		4-5	Cells and disease assessment	4-5	Rocks assessment
		7-8	Reproduction assessment	7-8	Investigations unit assessment
		13-14	Physical and chemical change assessment	13-14	Energy assessment
	16-17	Chemistry test.	16-17	Energy investigation	
Make judgments and use feedback	Moderation	Semester 1		Semester 2	
		Teachers moderate assessment task to ensure consistency of judgments.			