

Scope and Sequence

NSW Syllabus for the Australian Curriculum

Acknowledgement of Country

As a science education company, Stile recognises and appreciates the immense knowledge and understandings of both science and education that are held within the Aboriginal and Torres Strait Islander communities.

Stile HQ is located on the traditional lands of the Boon Wurrung and Woiwurrung (Wurundjeri) peoples of the Kulin Nation. We acknowledge that sovereignty was never ceded and pay our respects to Elders past, present and future.



Artist: Tasha McAlpine (née Victor)
Language group: Nyul Nyul / Nyikina

A note from our Head of Education



A handwritten signature in black ink that reads "Clare Feeney".

Clare Feeney | Head of Education
and the whole Stile team

Stile is for everyday use in your classroom. It facilitates vibrant, collaborative learning with a mixture of rich, interactive activities that collectively cover every outcome of the Years 7–10 Science curriculum.

To support you, we've created this scope and sequence document to give you guidance on how you can use Stile as a program of learning across Years 7–10. This sequence is designed to be used as a guide – a way to ensure you are covering the curriculum with our resources – but as with everything at Stile you can customise it to best suit your classes. Make as few or as many changes as you like; it's all about teaching in your style and doing what works for your students. Our curriculum-aligned lessons are ready to teach straight out of the box and have built-in customisation and editing tools that let you tailor them to your classroom. We have created these resources to do some of the work for you so you can do what you do best: teach.

If you have any questions or would like to chat more about our science program please reach out. We're a bunch of teachers and science nerds based in Melbourne, with team members across the country, and we love chatting with fellow educators about awesome science education.



Contents

Stage 4 | Year 7

Scope & Sequence	6
Curriculum alignment	7

Stage 4 | Year 8

Scope & Sequence	10
Curriculum alignment	11

Stage 5 | Year 9

Scope & Sequence	14
Curriculum alignment	15

Stage 5 | Year 10

Scope & Sequence	18
Curriculum alignment	19

Supplementary resources

	22
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All units in Stile address the **general capabilities of the Australian Curriculum**. We have used the following symbols to indicate this:

-  Ethical understanding
-  Literacy
-  Critical and creative thinking
-  Numeracy
-  Personal and social capability
-  Digital literacy
-  Intercultural understanding

Stage 4 – Year 7 Scope & Sequence



Stile X booklets are available for all units in this scope and sequence. With Stile X, you can offer support and extension for students in class or give them the tools to review and master knowledge independently.



Introduction to Science
What is science and how can it help us solve global problems?



Mixtures
Can we 3D-print new bones to replace broken ones?



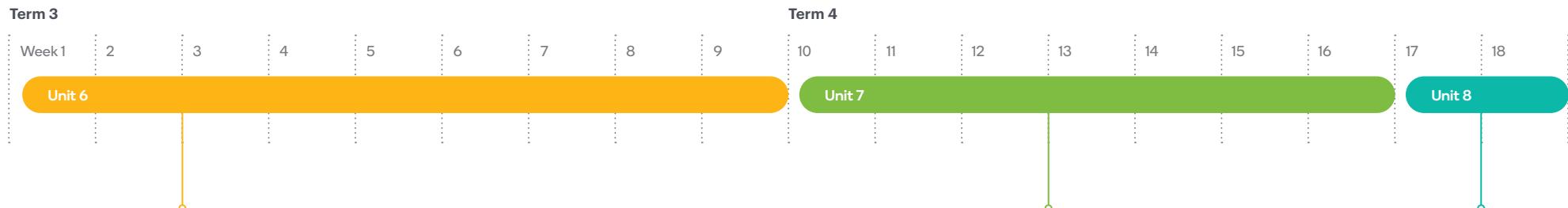
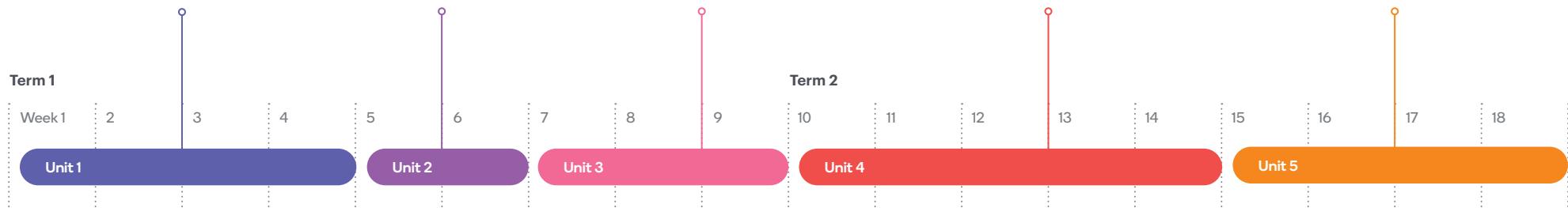
Resources
How has our use of resources changed over time?



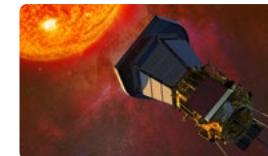
Classification and Biodiversity
Do we need to save the bees?



Food Chains and Food Webs
Why do cats have slit-shaped pupils?



Forces
How can you scale a wall like a gecko?



Our Place in Space
Can we travel to the Sun?



The Water Cycle
Would you ever drink your own urine?

Stage 4 – Year 7 Curriculum alignment

2023 Edition, Version 1

	Unit 1 Introduction to Science	Unit 2 Mixtures	Unit 3 Resources	Unit 4 Classification and Biodiversity
Knowledge and Understanding	This unit focuses on Science as a human endeavour and Science inquiry strands.	SC4-17CW explains how scientific understanding of, and discoveries about, the properties of elements, compounds and mixtures relate to their uses in everyday life	SC4-13ES explains how advances in scientific understanding of processes that occur within and on the Earth, influence the choices people make about resource use and management	SC4-14LW relates the structure and function of living things to their classification, survival and reproduction
Skills	SC4-4WS identifies questions and problems that can be tested or researched and makes predictions based on scientific knowledge SC4-5WS collaboratively and individually produces a plan to investigate questions and problems SC4-6WS follows a sequence of instructions to safely undertake a range of investigation types, collaboratively and individually SC4-7WS follows a sequence of instructions to safely undertake a range of investigation types, collaboratively and individually SC4-8WS selects and uses appropriate strategies, understanding and skills to produce creative and plausible solutions to identified problems SC4-9WS presents science ideas, findings and information to a given audience using appropriate scientific language, text types and representations	SC4-5WS collaboratively and individually produces a plan to investigate questions and problems SC4-6WS follows a sequence of instructions to safely undertake a range of investigation types, collaboratively and individually SC4-7WS processes and analyses data from a first-hand investigation and secondary sources to identify trends, patterns and relationships, and draw conclusions SC4-9WS presents science ideas, findings and information to a given audience using appropriate scientific language, text types and representations	SC4-4WS identifies questions and problems that can be tested or researched and makes predictions based on scientific knowledge SC4-5WS collaboratively and individually produces a plan to investigate questions and problems SC4-7WS processes and analyses data from a first-hand investigation and secondary sources to identify trends, patterns and relationships, and draw conclusions SC4-8WS selects and uses appropriate strategies, understanding and skills to produce creative and plausible solutions to identified problems SC4-9WS presents science ideas, findings and information to a given audience using appropriate scientific language, text types and representations	

Stage 4 – Year 7 Curriculum alignment

Unit 5	Food Chains and Food Webs	Unit 6	Forces	Unit 7	Our Place in Space	Unit 8	The Water Cycle
Knowledge and Understanding							
Skills							
SC4-15LW explains how new biological evidence changes people's understanding of the world		SC4-10PW describes the action of unbalanced forces in everyday situations		SC4-12ES describes the dynamic nature of models, theories and laws in developing scientific understanding of the Earth and solar system		SC4-13ES explains how advances in scientific understanding of processes that occur within and on the Earth, influence the choices people make about resource use and management	
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Smog-free skies in Los Angeles

In March 2020, when 40 million residents were ordered to stay home due to the COVID-19 pandemic, the city experienced the longest stretch of good air quality since 1995!



Stage 4 – Year 8 Scope & Sequence



Stile X booklets are available for all units in this scope and sequence. With Stile X, you can offer support and extension for students in class or give them the tools to review and master knowledge independently.



Cells
Are you ready to meet lab-grown meat?



Body Systems
What does it take to be a cold-blooded killer?



Optional extra: Plants
How do predatory plants survive?



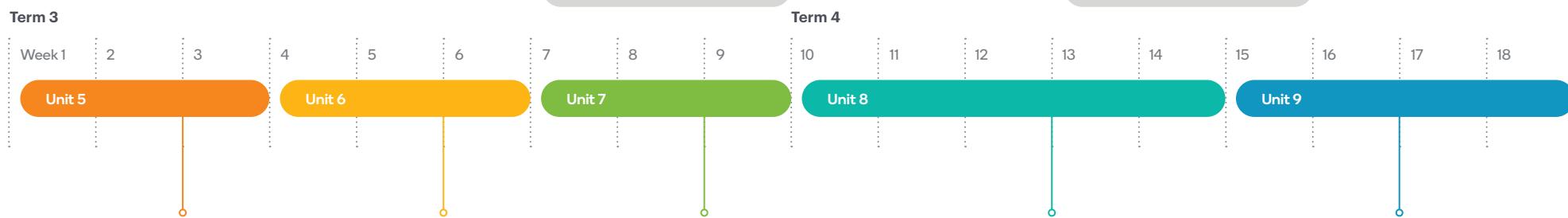
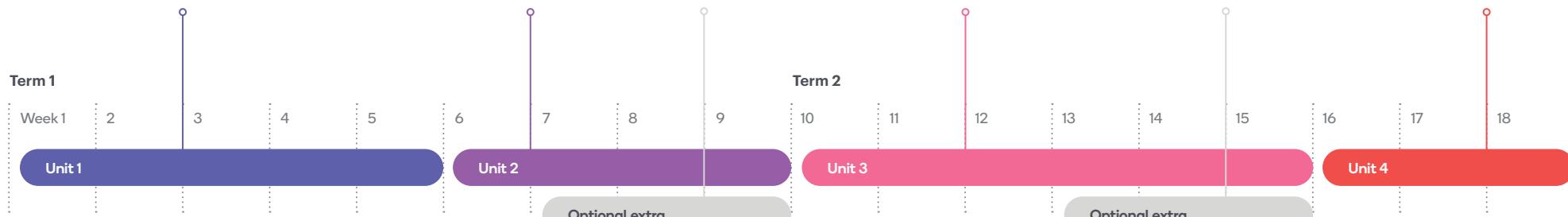
Energy
What can we learn from nature's energy engineers?



Optional extra:
Student Research Project



Heat
How can I cook the perfect pizza?



Magnetism
What is wireless electricity?



Physical and Chemical Change
What does chemistry have to do with chocolate making?



Elements and Compounds
Why is helium so rare?



States of Matter
Why is liquid water so important for humans to live on Mars?



Active Earth (Part 1): Rocks
How do we build future-ready cities?

Stage 4 – Year 8 Curriculum alignment

	Unit 1 Cells	Unit 2 Body Systems	Optional Plants	Unit 3 Energy
Knowledge and Understanding	SC4-14LW relates the structure and function of living things to their classification, survival and reproduction	SC4-14LW relates the structure and function of living things to their classification, survival and reproduction	SC4-14LW relates the structure and function of living things to their classification, survival and reproduction <i>This outcome is addressed in the Cells and Body Systems units, however Plants has been included as an optional extra if you wish to examine the structure and function of plants in relation to their classification, survival and reproduction.</i>	SC4-11PW discusses how scientific understanding and technological developments have contributed to finding solutions to problems involving energy transfers and transformations
Skills	SC4-4WS identifies questions and problems that can be tested or researched and makes predictions based on scientific knowledge SC4-5WS collaboratively and individually produces a plan to investigate questions and problems SC4-7WS processes and analyses data from a first-hand investigation and secondary sources to identify trends, patterns and relationships, and draw conclusions SC4-8WS selects and uses appropriate strategies, understanding and skills to produce creative and plausible solutions to identified problems SC4-8WS selects and uses appropriate strategies, understanding and skills to produce creative and plausible solutions to identified problems SC4-9WS presents science ideas, findings and information to a given audience using appropriate scientific language, text types and representations	SC4-5WS collaboratively and individually produces a plan to investigate questions and problems SC4-7WS processes and analyses data from a first-hand investigation and secondary sources to identify trends, patterns and relationships, and draw conclusions SC4-8WS selects and uses appropriate strategies, understanding and skills to produce creative and plausible solutions to identified problems SC4-9WS presents science ideas, findings and information to a given audience using appropriate scientific language, text types and representations	SC4-4WS identifies questions and problems that can be tested or researched and makes predictions based on scientific knowledge SC4-5WS collaboratively and individually produces a plan to investigate questions and problems SC4-6WS follows a sequence of instructions to safely undertake a range of investigation types, collaboratively and individually	SC4-4WS identifies questions and problems that can be tested or researched and makes predictions based on scientific knowledge SC4-5WS collaboratively and individually produces a plan to investigate questions and problems SC4-7WS processes and analyses data from a first-hand investigation and secondary sources to identify trends, patterns and relationships, and draw conclusions

Stage 4 – Year 8 Curriculum alignment

	Unit 4 Heat	Unit 5 Magnetism	Unit 6 Physical and Chemical Change	Unit 7 Elements and Compounds
Knowledge and Understanding	SC4-11PW discusses how scientific understanding and technological developments have contributed to finding solutions to problems involving energy transfers and transformations	SC4-11PW discusses how scientific understanding and technological developments have contributed to finding solutions to problems involving energy transfers and transformations	SC4-17CW explains how scientific understanding of, and discoveries about the properties of elements, compounds and mixtures relate to their uses in everyday life	SC4-16CW describes the observed properties and behaviour of matter, using scientific models and theories about the motion and arrangement of particles
Skills	SC4-4WS identifies questions and problems that can be tested or researched and makes predictions based on scientific knowledge SC4-5WS  collaboratively and individually produces a plan to investigate questions and problems SC4-6WS  follows a sequence of instructions to safely undertake a range of investigation types, collaboratively and individually SC4-7WS  processes and analyses data from a first-hand investigation and secondary sources to identify trends, patterns and relationships, and draw conclusions	SC4-5WS  collaboratively and individually produces a plan to investigate questions and problems SC4-7WS  processes and analyses data from a first-hand investigation and secondary sources to identify trends, patterns and relationships, and draw conclusions	SC4-4WS identifies questions and problems that can be tested or researched and makes predictions based on scientific knowledge SC4-5WS  collaboratively and individually produces a plan to investigate questions and problems SC4-6WS  follows a sequence of instructions to safely undertake a range of investigation types, collaboratively and individually SC4-7WS  processes and analyses data from a first-hand investigation and secondary sources to identify trends, patterns and relationships, and draw conclusions SC4-8WS  selects and uses appropriate strategies, understanding and skills to produce creative and plausible solutions to identified problems SC4-9WS  presents science ideas, findings and information to a given audience using appropriate scientific language, text types and representations	SC4-4WS identifies questions and problems that can be tested or researched and makes predictions based on scientific knowledge SC4-5WS  collaboratively and individually produces a plan to investigate questions and problems SC4-6WS  follows a sequence of instructions to safely undertake a range of investigation types, collaboratively and individually SC4-7WS  processes and analyses data from a first-hand investigation and secondary sources to identify trends, patterns and relationships, and draw conclusions SC4-8WS  selects and uses appropriate strategies, understanding and skills to produce creative and plausible solutions to identified problems SC4-9WS  presents science ideas, findings and information to a given audience using appropriate scientific language, text types and representations

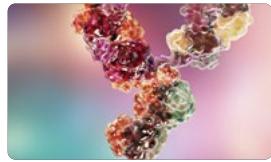
Stage 4 – Year 8 Curriculum alignment

Knowledge and Understanding	Unit 8	States of Matter	Unit 9	Active Earth (Part 1): Rocks
	SC4-16CW	describes the observed properties and behaviour of matter, using scientific models and theories about the motion and arrangement of particles	SC4-12ES	describes the dynamic nature of models, theories and laws in developing scientific understanding of the Earth and solar system
Skills				
SC4-4WS		identifies questions and problems that can be tested or researched and makes predictions based on scientific knowledge	SC4-4WS	identifies questions and problems that can be tested or researched and makes predictions based on scientific knowledge
SC4-5WS		collaboratively and individually produces a plan to investigate questions and problems	SC4-5WS	
SC4-7WS		processes and analyses data from a first-hand investigation and secondary sources to identify trends, patterns and relationships, and draw conclusions	SC4-6WS	
SC4-8WS		selects and uses appropriate strategies, understanding and skills to produce creative and plausible solutions to identified problems	SC4-7WS	
SC4-9WS		presents science ideas, findings and information to a given audience using appropriate scientific language, text types and representations	SC4-8WS	
				selects and uses appropriate strategies, understanding and skills to produce creative and plausible solutions to identified problems
			SC4-9WS	
				presents science ideas, findings and information to a given audience using appropriate scientific language, text types and representations

Stage 5 – Year 9 Scope & Sequence



Stile X booklets are available for all units shown except Student Research Project. With Stile X, you can offer support and extension for students in class or give them the tools to review and master knowledge independently.



The Immune System
How can we protect communities from diseases?



Optional extra:
The Endocrine System
Will staring at your phone screen before bed affect your sleep?



Ecosystems
How can we prevent plastic from harming marine life?



Optional extra:
The Nervous System
Could machines sniff out cancers better than dogs?



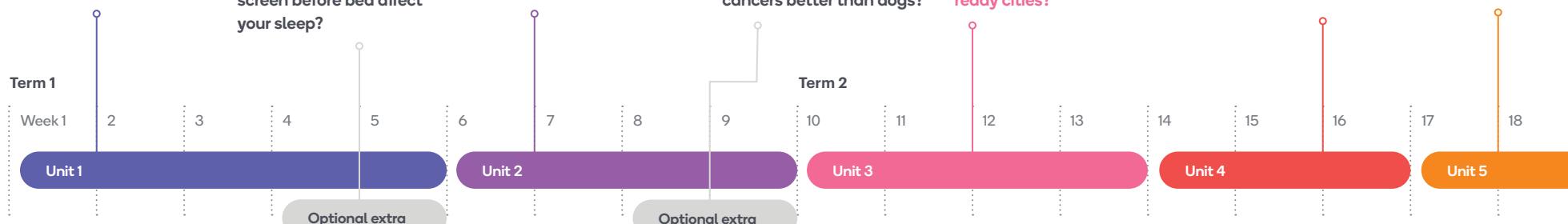
Active Earth (Part 2):
Plate Tectonics
How do we build future-ready cities?



Reactions and Energy
Are bionic leaves better than the real thing?



Sound
In space no one can hear you scream – or can they?



Light
How can my smartphone be used as a microscope?



Non-contact Forces and Electricity
Are we on track for sustainable transport?



Atoms
How can the building blocks of atoms help us see further?



Chemical Reactions
What happens when sodium explodes in water?



Optional extra: Acids and Bases
Why are our oceans becoming more acidic?

Stage 5 – Year 9 Curriculum alignment

	Unit 1 The Immune system	Optional The Endocrine System	Optional The Nervous System	Unit 2 Ecosystems
Knowledge and Understanding	SC5-14LW analyses interactions between components and processes within biological systems	SC5-14LW analyses interactions between components and processes within biological systems <i>This outcome is addressed in The Immune System, however The Endocrine System has been included as an optional extra if you wish to examine another example of coordinated and interdependent internal systems.</i>	SC5-14LW analyses interactions between components and processes within biological systems <i>This outcome is addressed in The Immune System, however The Nervous System has been included as an optional extra if you wish to examine another example of coordinated and interdependent internal systems.</i>	SC5-14LW analyses interactions between components and processes within biological systems
Skills	<p>SC5-4WS develops questions or hypotheses to be investigated scientifically</p> <p>SC5-5WS </p> <p>produces a plan to investigate identified questions, hypotheses or problems, individually and collaboratively</p> <p>SC5-6WS </p> <p>undertakes first-hand investigations to collect valid and reliable data and information, individually and collaboratively</p> <p>SC5-7WS </p> <p>processes, analyses and evaluates data from first-hand investigations and secondary sources to develop evidence-based arguments and conclusions</p> <p>SC5-9WS </p> <p>presents science ideas and evidence for a particular purpose and to a specific audience, using appropriate scientific language, conventions and representations</p>	<p>SC5-7WS </p> <p>processes, analyses and evaluates data from first-hand investigations and secondary sources to develop evidence-based arguments and conclusions</p> <p>SC5-9WS </p> <p>presents science ideas and evidence for a particular purpose and to a specific audience, using appropriate scientific language, conventions and representations</p>	<p>SC5-6WS </p> <p>undertakes first-hand investigations to collect valid and reliable data and information, individually and collaboratively</p> <p>SC5-7WS </p> <p>processes, analyses and evaluates data from first-hand investigations and secondary sources to develop evidence-based arguments and conclusions</p>	<p>SC5-4WS develops questions or hypotheses to be investigated scientifically</p> <p>SC5-5WS </p> <p>produces a plan to investigate identified questions, hypotheses or problems, individually and collaboratively</p> <p>SC5-6WS </p> <p>undertakes first-hand investigations to collect valid and reliable data and information, individually and collaboratively</p> <p>SC5-7WS </p> <p>processes, analyses and evaluates data from first-hand investigations and secondary sources to develop evidence-based arguments and conclusions</p> <p>SC5-8WS </p> <p>A student applies scientific understanding and critical thinking to suggest possible solutions to identified problems</p> <p>SC5-9WS </p> <p>presents science ideas and evidence for a particular purpose and to a specific audience, using appropriate scientific language, conventions and representations</p>

Stage 5 – Year 9 Curriculum alignment

	Unit 3 Active Earth (Part 2): Plate Tectonics	Unit 4 Reactions and Energy	Unit 5 Sound	Unit 6 Light
Knowledge and Understanding	SC5-12ES describes changing ideas about the structure of the Earth and the universe to illustrate how models, theories and laws are refined over time by the scientific community	SC5-17CW discusses the importance of chemical reactions in the production of a range of substances, and the influence of society on the development of new materials	SC5-10PW applies models, theories and laws to explain situations involving energy, force and motion	SC5-10PW applies models, theories and laws to explain situations involving energy, force and motion
Skills	SC5-4WS develops questions or hypotheses to be investigated scientifically SC5-5WS produces a plan to investigate identified questions, hypotheses or problems, individually and collaboratively SC5-7WS processes, analyses and evaluates data from first-hand investigations and secondary sources to develop evidence-based arguments and conclusions SC5-9WS presents science ideas and evidence for a particular purpose and to a specific audience, using appropriate scientific language, conventions and representations	SC5-4WS develops questions or hypotheses to be investigated scientifically SC5-5WS produces a plan to investigate identified questions, hypotheses or problems, individually and collaboratively SC5-6WS follows a sequence of instructions to safely undertake a range of investigation types, collaboratively and individually SC5-7WS processes, analyses and evaluates data from first-hand investigations and secondary sources to develop evidence-based arguments and conclusions SC5-9WS presents science ideas and evidence for a particular purpose and to a specific audience, using appropriate scientific language, conventions and representations	SC5-5WS produces a plan to investigate identified questions, hypotheses or problems, individually and collaboratively SC5-7WS processes, analyses and evaluates data from first-hand investigations and secondary sources to develop evidence-based arguments and conclusions	SC5-6WS follows a sequence of instructions to safely undertake a range of investigation types, collaboratively and individually SC5-7WS processes, analyses and evaluates data from first-hand investigations and secondary sources to develop evidence-based arguments and conclusions

Stage 5 – Year 9 Curriculum alignment

	Unit 7 Non-contact Forces and Electricity	Unit 8 Atoms	Unit 9 Chemical Reactions	Optional Acids and Bases
Knowledge and Understanding	<p>SC5-11PW explains how scientific understanding about energy conservation, transfers and transformations is applied in systems</p>	<p>SC5-16CW explains how models, theories and laws about matter have been refined as new scientific evidence becomes available</p>	<p>SC5-17CW discusses the importance of chemical reactions in the production of a range of substances, and the influence of society on the development of new materials</p>	<p>SC5-17CW discusses the importance of chemical reactions in the production of a range of substances, and the influence of society on the development of new materials</p> <p><i>This outcome is addressed in the Chemical Reactions and Reaction Types units, however Acids and Bases has been included as an optional extra if you wish to examine acid-base reactions in the context of ocean acidification.</i></p>
Skills	<p>SC5-4WS develops questions or hypotheses to be investigated scientifically</p> <p>SC5-5WS       produces a plan to investigate identified questions, hypotheses or problems, individually and collaboratively</p> <p>SC5-7WS       processes, analyses and evaluates data from first-hand investigations and secondary sources to develop evidence-based arguments and conclusions</p> <p>SC5-8WS  A student applies scientific understanding and critical thinking to suggest possible solutions to identified problems</p> <p>SC5-9WS    presents science ideas and evidence for a particular purpose and to a specific audience, using appropriate scientific language, conventions and representations</p>	<p>SC5-7WS      processes, analyses and evaluates data from first-hand investigations and secondary sources to develop evidence-based arguments and conclusions</p> <p>SC5-9WS    presents science ideas and evidence for a particular purpose and to a specific audience, using appropriate scientific language, conventions and representations</p>	<p>SC5-4WS develops questions or hypotheses to be investigated scientifically</p> <p>SC5-5WS       produces a plan to investigate identified questions, hypotheses or problems, individually and collaboratively</p> <p>SC5-6WS      undertakes first-hand investigations to collect valid and reliable data and information, individually and collaboratively</p> <p>SC5-7WS    processes, analyses and evaluates data from first-hand investigations and secondary sources to develop evidence-based arguments and conclusions</p> <p>SC5-9WS   presents science ideas and evidence for a particular purpose and to a specific audience, using appropriate scientific language, conventions and representations</p>	

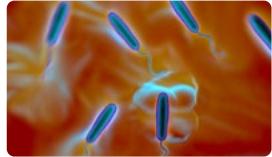
Stage 5 – Year 10 Scope & Sequence



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Genetics
Can genes increase the risk of cancer?



Evolution
Are we responsible for the rise of antibiotic-resistant superbugs?



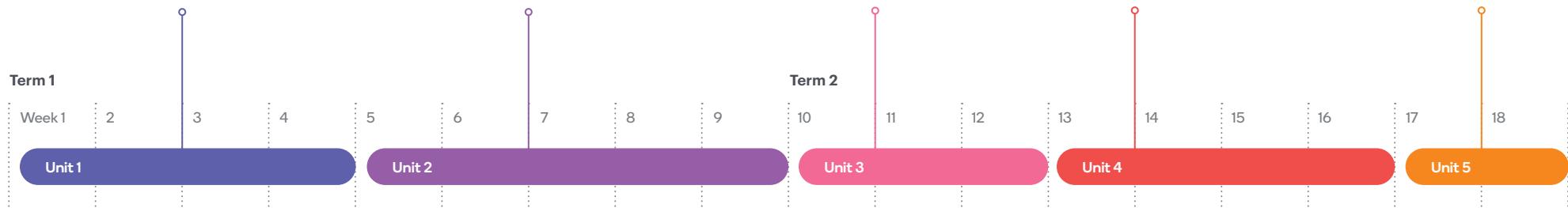
Kinematics
Are self-driving cars the way of the future?



Newton's Laws of Motion
How can we apply Newton's Laws to car crash investigations?



Energy Conservation
Can we use ocean waves to produce electricity?



The Periodic Table
How do exploding stars create heavy metals?



Optional extra:
Student Research Project



Reaction Types
Are self-healing space suits science fiction or just science?



Earth Systems
Climate change... is there even a debate?



The Universe
How do gravitational waves give us a new way of understanding the universe?

Stage 5 – Year 10 Curriculum alignment

2023 Edition, Version 1

	Unit 1 Genetics	Unit 2 Evolution	Unit 3 Kinematics	Unit 4 Newton's Laws of Motion
Knowledge and Understanding	<p>SC5-15LW explains how biological understanding has advanced through scientific discoveries, technological developments and the needs of society</p>	<p>SC5-15LW explains how biological understanding has advanced through scientific discoveries, technological developments and the needs of society</p>	<p>SC5-10PW applies models, theories and laws to explain situations involving energy, force and motion</p>	<p>SC5-10PW applies models, theories and laws to explain situations involving energy, force and motion</p>
Skills	<p>SC5-5WS      </p> <p>produces a plan to investigate identified questions, hypotheses or problems, individually and collaboratively</p> <p>SC5-6WS      </p> <p>undertakes first-hand investigations to collect valid and reliable data and information, individually and collaboratively</p> <p>SC5-7WS    </p> <p>processes, analyses and evaluates data from first-hand investigations and secondary sources to develop evidence-based arguments and conclusions</p> <p>SC5-9WS   </p> <p>presents science ideas and evidence for a particular purpose and to a specific audience, using appropriate scientific language, conventions and representations</p>	<p>SC5-4WS develops questions or hypotheses to be investigated scientifically</p> <p>SC5-5WS      </p> <p>produces a plan to investigate identified questions, hypotheses or problems, individually and collaboratively</p> <p>SC5-6WS     </p> <p>undertakes first-hand investigations to collect valid and reliable data and information, individually and collaboratively</p> <p>SC5-7WS    </p> <p>processes, analyses and evaluates data from first-hand investigations and secondary sources to develop evidence-based arguments and conclusions</p> <p>SC5-9WS   </p> <p>presents science ideas and evidence for a particular purpose and to a specific audience, using appropriate scientific language, conventions and representations</p>	<p>SC5-5WS      </p> <p>produces a plan to investigate identified questions, hypotheses or problems, individually and collaboratively</p> <p>SC5-6WS     </p> <p>undertakes first-hand investigations to collect valid and reliable data and information, individually and collaboratively</p> <p>SC5-7WS    </p> <p>processes, analyses and evaluates data from first-hand investigations and secondary sources to develop evidence-based arguments and conclusions</p> <p>SC5-9WS   </p> <p>presents science ideas and evidence for a particular purpose and to a specific audience, using appropriate scientific language, conventions and representations</p>	<p>SC5-4WS develops questions or hypotheses to be investigated scientifically</p> <p>SC5-5WS     </p> <p>produces a plan to investigate identified questions, hypotheses or problems, individually and collaboratively</p> <p>SC5-6WS     </p> <p>undertakes first-hand investigations to collect valid and reliable data and information, individually and collaboratively</p> <p>SC5-7WS    </p> <p>processes, analyses and evaluates data from first-hand investigations and secondary sources to develop evidence-based arguments and conclusions</p> <p>SC5-9WS   </p> <p>presents science ideas and evidence for a particular purpose and to a specific audience, using appropriate scientific language, conventions and representations</p>

Stage 5 – Year 10 Curriculum alignment

2023 Edition, Version 1

	Unit 5 Energy Conservation	Unit 6 The Periodic Table	Unit 7 Reaction Types	Unit 8 Earth Systems	Unit 9 The Universe
Knowledge and Understanding	<p>SC5-11PW explains how scientific understanding about energy conservation, transfers and transformations is applied in systems</p>	<p>SC5-16CW explains how models, theories and laws about matter have been refined as new scientific evidence becomes available</p>	<p>SC5-17CW discusses the importance of chemical reactions in the production of a range of substances, and the influence of society on the development of new materials</p>	<p>SC5-13ES explains how scientific knowledge about global patterns of geological activity and interactions involving global systems can be used to inform decisions related to contemporary issues</p>	<p>SC5-12ES describes changing ideas about the structure of the Earth and the universe to illustrate how models, theories and laws are refined over time by the scientific community</p>
Skills	<p>SC5-7WS     </p> <p>processes, analyses and evaluates data from first-hand investigations and secondary sources to develop evidence-based arguments and conclusions</p> <p>SC5-9WS   </p> <p>presents science ideas and evidence for a particular purpose and to a specific audience, using appropriate scientific language, conventions and representations</p>	<p>SC5-5WS      </p> <p>produces a plan to investigate identified questions, hypotheses or problems, individually and collaboratively</p> <p>SC5-6WS      </p> <p>undertakes first-hand investigations to collect valid and reliable data and information, individually and collaboratively</p> <p>SC5-7WS   </p> <p>processes, analyses and evaluates data from first-hand investigations and secondary sources to develop evidence-based arguments and conclusions</p>	<p>SC5-5WS      </p> <p>produces a plan to investigate identified questions, hypotheses or problems, individually and collaboratively</p> <p>SC5-7WS   </p> <p>processes, analyses and evaluates data from first-hand investigations and secondary sources to develop evidence-based arguments and conclusions</p> <p>SC5-9WS  </p> <p>presents science ideas and evidence for a particular purpose and to a specific audience, using appropriate scientific language, conventions and representations</p>	<p>SC5-4WS develops questions or hypotheses to be investigated scientifically</p> <p>SC5-5WS      </p> <p>produces a plan to investigate identified questions, hypotheses or problems, individually and collaboratively</p> <p>SC5-6WS     </p> <p>undertakes first-hand investigations to collect valid and reliable data and information, individually and collaboratively</p> <p>SC5-7WS   </p> <p>processes, analyses and evaluates data from first-hand investigations and secondary sources to develop evidence-based arguments and conclusions</p> <p>SC5-9WS  </p> <p>presents science ideas and evidence for a particular purpose and to a specific audience, using appropriate scientific language, conventions and representations</p>	<p>SC5-5WS      </p> <p>produces a plan to investigate identified questions, hypotheses or problems, individually and collaboratively</p> <p>SC5-7WS   </p> <p>processes, analyses and evaluates data from first-hand investigations and secondary sources to develop evidence-based arguments and conclusions</p> <p>SC5-9WS  </p> <p>presents science ideas and evidence for a particular purpose and to a specific audience, using appropriate scientific language, conventions and representations</p>

A hawksbill turtle

Hawksbill turtles play an important role in coral reef ecosystems. By feeding on sponges, they provide corals with more space to grow.



Supplementary resources



Acids and bases
How can metals help us fight cancer?

SC5-17CW

discusses the importance of chemical reactions in the production of a range of substances, and the influence of society on the development of new materials



Human Impacts on Ecosystems
Are corals going extinct...again?

SC5-14LW

analyses interactions between components and processes within biological systems



Optional extra: Plants
How do predatory plants survive?

SC5-14LW

analyses interactions between components and processes within biological systems



The Endocrine System
Will staring at your phone screen before bed affect your sleep?

SC5-14LW

analyses interactions between components and processes within biological systems



Simple Machines
How do machines make life easier?

SC4-10PW

describes the action of unbalanced forces in everyday situations



Metals
How do machines make life easier?

SC4-17CW

explains how scientific understanding of, and discoveries about the properties of elements, compounds and mixtures relate to their uses in everyday life



Radiation
Why is cosmic radiation so dangerous?

SC5-10PW

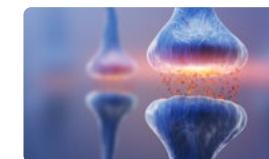
applies models, theories and laws to explain situations involving energy, force and motion



Optional extra: The Nervous System
Could machines sniff out cancers better than dogs?

SC5-14LW

analyses interactions between components and processes within biological systems



Optional extra: The Nervous System
How can your gut influence your mood?

Supplementary resources



Escape rooms
Engage your students in fun scientific puzzles



Women in STEM career profiles
Explore a range of careers in STEM



Science news lessons
Real-world science based on the news



Skill builders
Lessons to boost your students' science inquiry skills



Student research project
Lessons designed to teach students how to complete scientific research



*A mountain river in Switzerland
This landscape captures the interaction
of some of Earth's systems.*



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 Swing by the office to say hi!
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Stile HQ is located on the traditional lands of the Boon Wurrung and Woiwurrung (Wurundjeri) peoples of the Kulin Nation. We acknowledge that sovereignty was never ceded and pay our respects to Elders past, present and future.