Stile

Scope and Sequence

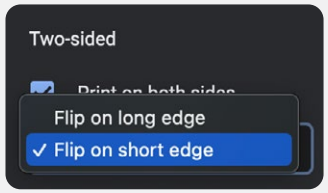
The Australian Curriculum, Version 9.0

Years 7–10 Science, 2024

A world-class science education for *every* student

Recommendations

When **printing**, select *Flip on short edge* from the *Two-sided* selection.



Click here for the best digital viewing version

2024 Edition, Version 2.0

Stile is for schools that are **serious about science.**
Serious about challenging their students.
Serious about supporting their teachers.

Contents

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

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.

Learn more from Indigenous astronomer, Karlie Noon

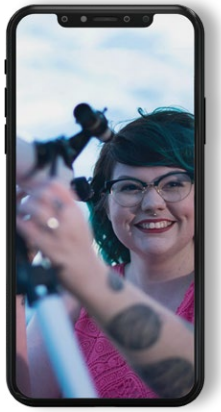


Image credit: University of Newcastle

Watch this video!

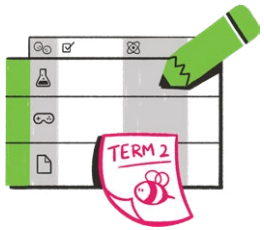
stileapp.com/go/karlie

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

Everything in one place

Teacher resources

Student resources



Before class

Find out everything you need to know from the unit's **Teaching Plan** and **Lab Guide**.

In **Prepare Mode** for each lesson, you can:
- Read the detailed teaching notes
- Print a copy to refer to in class
- Customise resources for the needs of your students

Stile X phone app
- Front-load the unit's scientific terminology through flashcards and quizzes

During class

Within **Teach Mode** you can:
- Implement explicit teaching with learning goals and Key Questions
- Use videos, images and text to guide your instruction
- Facilitate discussion with live brainstorms and polls
- View student data instantly to inform your teaching

Stile Digital
- Engage in real-world phenomena through:
  - Labs
  - Projects
  - Lessons
  - Hands-on activities
  - Simulations
  - Engineering challenges
  - Open-ended investigations
  - Extension lessons

After class

To **Analyse** student work:
- View data in Analyse Mode to determine your next teaching steps
- See a bird's-eye view of student progress in the Markbook
- Release model answers to students
- Provide written feedback where it matters most

Stile X booklets
- Consolidate and revise material learned in class by:
  - Creating structured revision notes
  - Recording definitions in the glossary
  - Completing practice test questions

Stile X phone app
- 60-second summary videos recap key ideas from the Stile lesson

Scan here to view **The Stile Guide**, the essential guide to supercharging your teaching with Stile

A note from our Head of Education

Clare Feeney | Head of Education
and the whole Stile team

Stile is a complete, coherent curriculum for Australian science classrooms. Our resources are designed to help students be the best learners they can be while supporting teachers to maximise their impact through evidence-based teaching strategies.

This scope and sequence document offers a world-class starting point for designing your school's science curriculum. It can be used in its current format alongside our comprehensive teaching plans to provide the support that graduate teachers need, or it can be customised to best suit your unique context and provide the flexibility that experienced teachers demand.

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.

Call us on 1300 918 292

Email us at community@stileeducation.com

Year 7

An artist's impression of an astronaut on Mars
If humans are to colonise Mars, we'll need to learn how to keep water in the states we can use.

Suggested Scope & Sequence

All units have a Stile X booklet with videos, flashcards and quizzes available in the Stile X app. Find out more about Stile X at **stileapp.com/go/stilex**

Year 7 | Science understanding

Download an editable spreadsheet version **here**.

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?

AC9S7U06

use a particle model to describe differences between pure substances and mixtures and apply understanding of properties of substances to separate mixtures

States of Matter

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

AC9S7U05

use particle theory to describe the arrangement of particles in a substance, including the motion of and attraction between particles, and relate this to the properties of the substance

Term 1

Week 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9

Unit 1 — Unit 2 — Unit 3

Term 3

Week 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9

Unit 6

Forces

How have people used forces for thousands of years?

AC9S7U04

investigate and represent balanced and unbalanced forces, including gravitational force, acting on objects, and relate changes in an object's motion to its mass and the magnitude and direction of forces acting on it

Optional — Units marked as optional are not required for curriculum coverage, however they are recommended by the Stile team.

Food Chains and Food Webs

Why do cats have slit-shaped pupils?

AC9S7U02

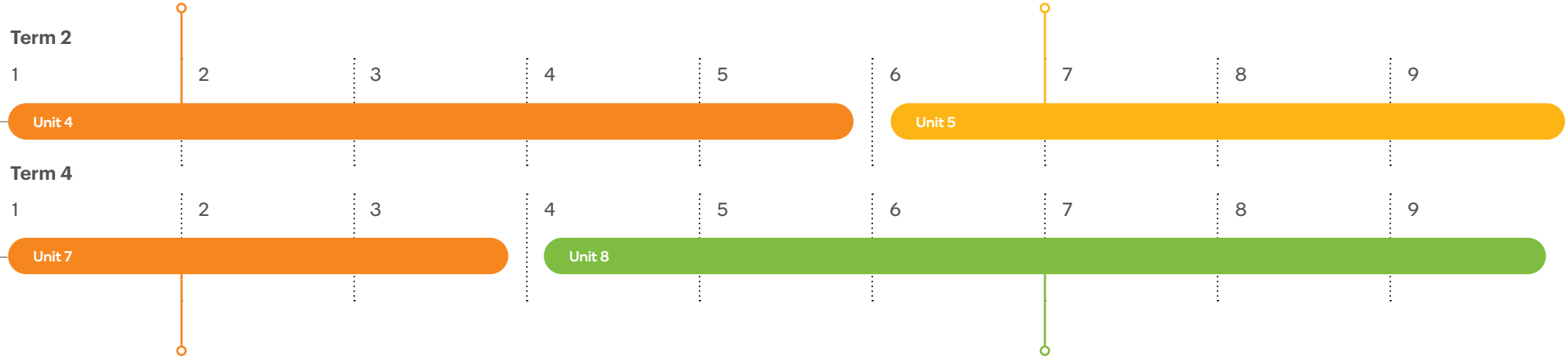
use models, including food webs, to represent matter and energy flow in ecosystems and predict the impact of changing abiotic and biotic factors on populations

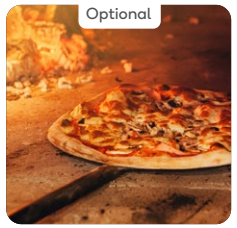
Classification and Biodiversity

Do we need to save the bees?

AC9S7U01

investigate the role of classification in ordering and organising the diversity of life on Earth and use and develop classification tools including dichotomous keys





Heat

How do you make the best pizza?

AC9S7U05

use particle theory to describe the arrangement of particles in a substance, including the motion of and attraction between particles, and relate this to the properties of the substance

Our Place in Space

Can we travel to the Sun?

AC9S7U03

model cyclic changes in the relative positions of the Earth, sun and moon and explain how these cycles cause eclipses and influence predictable phenomena on Earth, including seasons and tides

Year 7 | Science inquiry

		Introduction to Science	Mixtures	States of Matter
		Unit 1	Unit 2	Unit 3
AC9S7I01	develop investigable questions, reasoned predictions and hypotheses to explore scientific models, identify patterns and test relationships	✓		✓
AC9S7I02	plan and conduct reproducible investigations to answer questions and test hypotheses, including identifying variables and assumptions and, as appropriate, recognising and managing risks, considering ethical issues and recognising key considerations regarding heritage sites and artefacts on Country/Place	✓	✓	✓
AC9S7I03	select and use equipment to generate and record data with precision, using digital tools as appropriate	✓	✓	✓
AC9S7I04	select and construct appropriate representations, including tables, graphs, models and mathematical relationships, to organise and process data and information	✓	✓	✓
AC9S7I05	analyse data and information to describe patterns, trends and relationships and identify anomalies	✓	✓	✓
AC9S7I06	analyse methods, conclusions and claims for assumptions, possible sources of error, conflicting evidence and unanswered questions	✓	✓	✓
AC9S7I07	construct evidence-based arguments to support conclusions or evaluate claims and consider any ethical issues and cultural protocols associated with using or citing secondary data or information	✓		
AC9S7I08	write and create texts to communicate ideas, findings and arguments for specific purposes and audiences, including selection of appropriate language and text features, using digital tools as appropriate	✓	✓	

Food Chains and Food Webs	Classification and Biodiversity	Forces	Heat	Our Place in Space
Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
	✓	✓	✓	
		✓	✓	
		✓	✓	✓
✓		✓	✓	✓
✓	✓	✓	✓	✓
		✓	✓	✓
	✓	✓	✓	
✓	✓	✓		

Year 7 | Science as a human endeavour

		Introduction to Science Unit 1	Mixtures Unit 2	States of Matter Unit 3
AC9S7H01	explain how new evidence or different perspectives can lead to changes in scientific knowledge			✓
AC9S7H02	investigate how cultural perspectives and world views influence the development of scientific knowledge			
AC9S7H03	examine how proposed scientific responses to contemporary issues may impact on society and explore ethical, environmental, social and economic considerations	✓	✓	
AC9S7H04	explore the role of science communication in forming individual viewpoints and community policies and regulations	✓		✓

Food Chains and Food Webs	Classification and Biodiversity	Forces	Heat	Our Place in Space
Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
	✓	✓	✓	✓
		✓		✓
✓		✓	✓	
	✓			✓

Year 8

Unwrapping the secrets of chocolate
Cocoa beans are turned into delicious, melt-in-your-mouth chocolate by a sequence of physical and chemical changes.

Suggested Scope & Sequence

All units listed, except for Student Research Project, have a Stile X booklet with videos, flashcards and quizzes available in the Stile X app. Find out more about Stile X at **stileapp.com/go/stilex**

Year 8 | Science understanding

Download an editable spreadsheet version **here**.

Cells

Would you eat lab-grown meat?

AC9S8U01

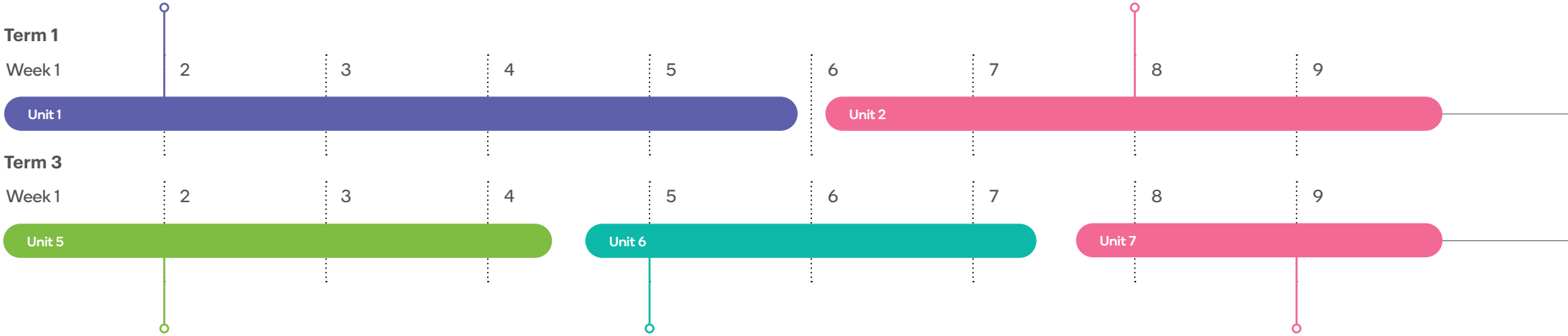
recognise cells as the basic units of living things, compare plant and animal cells, and describe the functions of specialised cell structures and organelles

Body Systems

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

AC9S8U02

analyse the relationship between structure and function of cells, tissues and organs in a plant and an animal organ system and explain how these systems enable survival of the individual



Physical and Chemical Change

What does chemistry have to do with chocolate making?

AC9S8U07

compare physical and chemical changes and identify indicators of energy change in chemical reactions

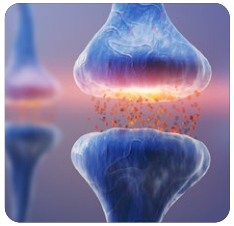
Elements and Compounds

Why is helium so rare?

AC9S8U06

classify matter as elements, compounds or mixtures and compare different representations of these, including 2-dimensional and 3-dimensional models, symbols for elements and formulas for molecules and compounds

Student Research Project



The Nervous System

How can your gut influence your mood?

AC9S8U02

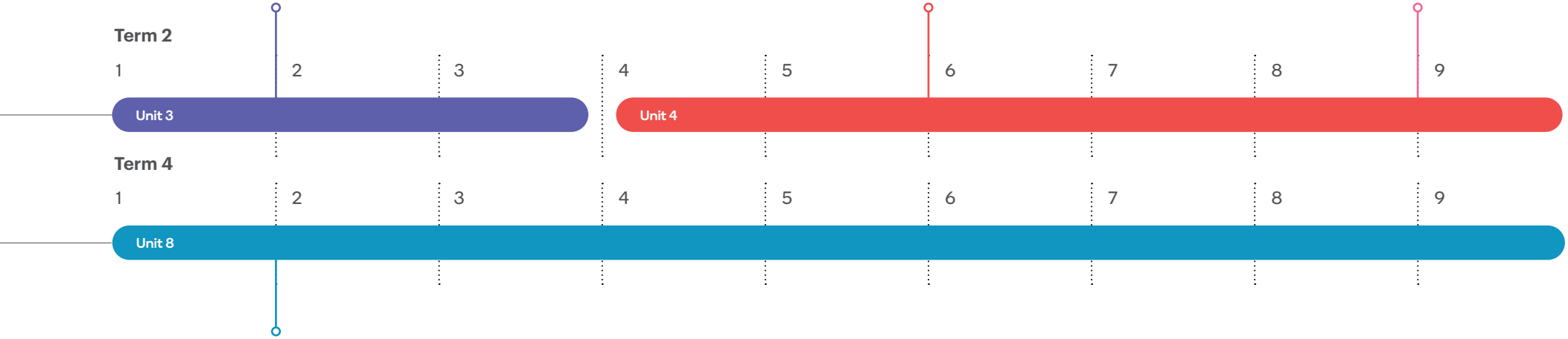
analyse the relationship between structure and function of cells, tissues and organs in a plant and an animal organ system and explain how these systems enable survival of the individual

Energy

What can we learn from nature's energy engineers?

AC9S8U05

classify different types of energy as kinetic or potential and investigate energy transfer and transformations in simple systems



Active Earth

How do we build future-ready cities?

AC9S8U03

investigate tectonic activity including the formation of geological features at divergent, convergent and transform plate boundaries and describe the scientific evidence for the theory of plate tectonics

AC9S8U04

describe the key processes of the rock cycle, including the timescales over which they occur, and examine how the properties of sedimentary, igneous and metamorphic rocks reflect their formation and influence their use

Year 8 | Science inquiry

		Cells	Body Systems	The Nervous System
		Unit 1	Unit 2	Unit 3
AC9S8I01	develop investigable questions, reasoned predictions and hypotheses to explore scientific models, identify patterns and test relationships			✓
AC9S8I02	plan and conduct reproducible investigations to answer questions and test hypotheses, including identifying variables and assumptions and, as appropriate, recognising and managing risks, considering ethical issues and recognising key considerations regarding heritage sites and artefacts on Country/Place		✓	
AC9S8I03	select and use equipment to generate and record data with precision, using digital tools as appropriate			
AC9S8I04	select and construct appropriate representations, including tables, graphs, models and mathematical relationships, to organise and process data and information		✓	
AC9S8I05	analyse data and information to describe patterns, trends and relationships and identify anomalies		✓	✓
AC9S8I06	analyse methods, conclusions and claims for assumptions, possible sources of error, conflicting evidence and unanswered questions			✓
AC9S8I07	construct evidence-based arguments to support conclusions or evaluate claims and consider any ethical issues and cultural protocols associated with using or citing secondary data or information	✓	✓	✓
AC9S8I08	write and create texts to communicate ideas, findings and arguments for specific purposes and audiences, including selection of appropriate language and text features, using digital tools as appropriate	✓	✓	

Energy	Physical and Chemical Change	Elements and Compounds	Student Research Project	Active Earth
Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
✓	✓	✓	✓	✓
✓	✓	✓	✓	✓
✓	✓	✓	✓	✓
✓		✓	✓	✓
✓	✓	✓	✓	✓
✓		✓	✓	
	✓	✓	✓	✓
	✓	✓	✓	✓

Year 8 | Science as a human endeavour

		Cells	Body Systems	The Nervous System
		Unit 1	Unit 2	Unit 3
AC9S8H01	explain how new evidence or different perspectives can lead to changes in scientific knowledge	✓	✓	
AC9S8H02	investigate how cultural perspectives and world views influence the development of scientific knowledge	✓		
AC9S8H03	examine how proposed scientific responses to contemporary issues may impact on society and explore ethical, environmental, social and economic considerations	✓	✓	✓
AC9S8H04	explore the role of science communication in informing individual viewpoints and community policies and regulations	✓		✓

Energy	Physical and Chemical Change	Elements and Compounds	Student Research Project	Active Earth
Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
✓	✓			✓
		✓		✓
✓	✓			✓
				✓

Year 9

The aurora borealis or northern lights
This beautiful phenomenon is caused by energetic particles from the Sun interacting with the atmosphere, which is one of Earth's four systems.

Suggested Scope & Sequence

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Year 9 | Science understanding

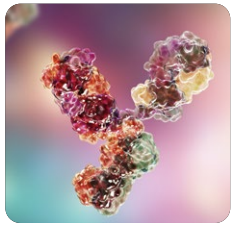
Download an editable spreadsheet version **here**.

Earth Systems

How does our planet recycle?

AC9S9U03

represent the carbon cycle and examine how key processes including combustion, photosynthesis and respiration rely on interactions between Earth's spheres (the geosphere, biosphere, hydrosphere and atmosphere)

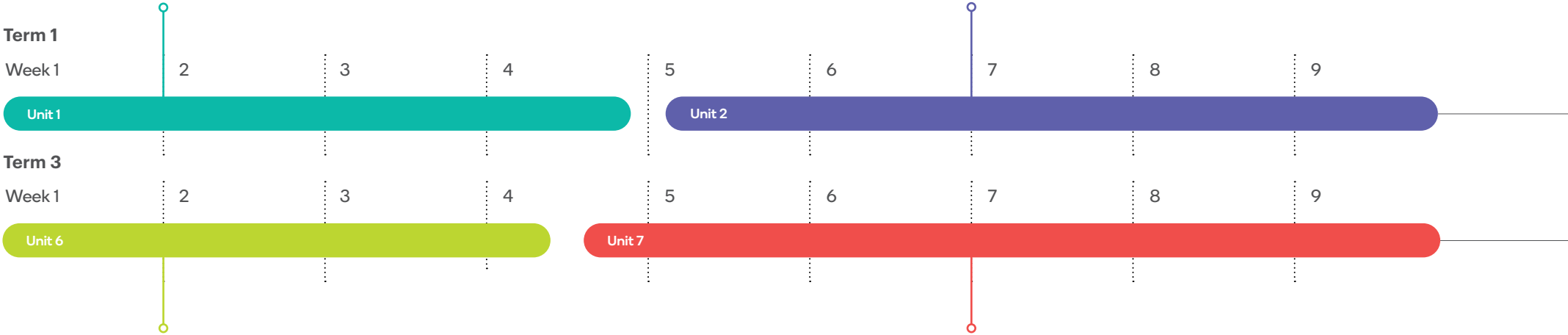


The Immune System

How can we protect communities from diseases?

AC9S9U01

compare the role of body systems in regulating and coordinating the body's response to a stimulus, and describe the operation of a negative feedback mechanism



Chemical Reactions

What happens when sodium explodes in water?

AC9S9U07

model the rearrangement of atoms in chemical reactions using a range of representations, including word and simple balanced chemical equations, and use these to demonstrate the law of conservation of mass

Waves

How does someone on the other side of the world see and hear you?

AC9S9U04

use wave and particle models to describe energy transfer through different mediums and examine the usefulness of each model for explaining phenomena

Plants

How do predatory plants survive?

AC9S9U02

describe the form and function of reproductive cells and organs in animals and plants, and analyse how the processes of sexual and asexual reproduction enable survival of the species

The Survival of Species

How do reproductive strategies help a species stay alive?

AC9S9U02

describe the form and function of reproductive cells and organs in animals and plants, and analyse how the processes of sexual and asexual reproduction enable survival of the species

Atoms

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

AC9S9U06

explain how the model of the atom changed following the discovery of electrons, protons and neutrons and describe how natural radioactive decay results in stable atoms

Term 2

1 2 3 4 5 6 7 8 9

Unit 3 | Unit 4 | Unit 5

Term 4

1 2 3 4 5 6 7 8 9

Unit 8 | Unit 9 | Unit 10

Energy Conservation

Can we use ocean waves to produce electricity?

AC9S9U05

apply the law of conservation of energy to analyse system efficiency in terms of energy inputs, outputs, transfers and transformations

Non-contact Forces and Electricity

Are we on track for sustainable transport?

AC9S9U04

use wave and particle models to describe energy transfer through different mediums and examine the usefulness of each model for explaining phenomena

Student Research Project

Year 9 | Science inquiry

		Earth Systems	The Immune System	Plants
		Unit 1	Unit 2	Unit 3
AC9S9I01	develop investigable questions, reasoned predictions and hypotheses to test relationships and develop explanatory models		✓	✓
AC9S9I02	plan and conduct valid, reproducible investigations to answer questions and test hypotheses, including identifying and controlling for possible sources of error and, as appropriate, developing and following risk assessments, considering ethical issues, and addressing key considerations regarding heritage sites and artefacts on Country/Place	✓	✓	✓
AC9S9I03	select and use equipment to generate and record data with precision to obtain useful sample sizes and replicable data, using digital tools as appropriate	✓	✓	
AC9S9I04	select and construct appropriate representations, including tables, graphs, descriptive statistics, models and mathematical relationships, to organise and process data and information	✓	✓	✓
AC9S9I05	analyse and connect a variety of data and information to identify and explain patterns, trends, relationships and anomalies	✓	✓	✓
AC9S9I06	assess the validity and reproducibility of methods and evaluate the validity of conclusions and claims, including by identifying assumptions, conflicting evidence and areas of uncertainty	✓	✓	
AC9S9I07	construct arguments based on analysis of a variety of evidence to support conclusions or evaluate claims, and consider any ethical issues and cultural protocols associated with accessing, using or citing secondary data or information	✓	✓	
AC9S9I08	write and create texts to communicate ideas, findings and arguments effectively for identified purposes and audiences, including selection of appropriate content, language and text features, using digital tools as appropriate	✓	✓	✓

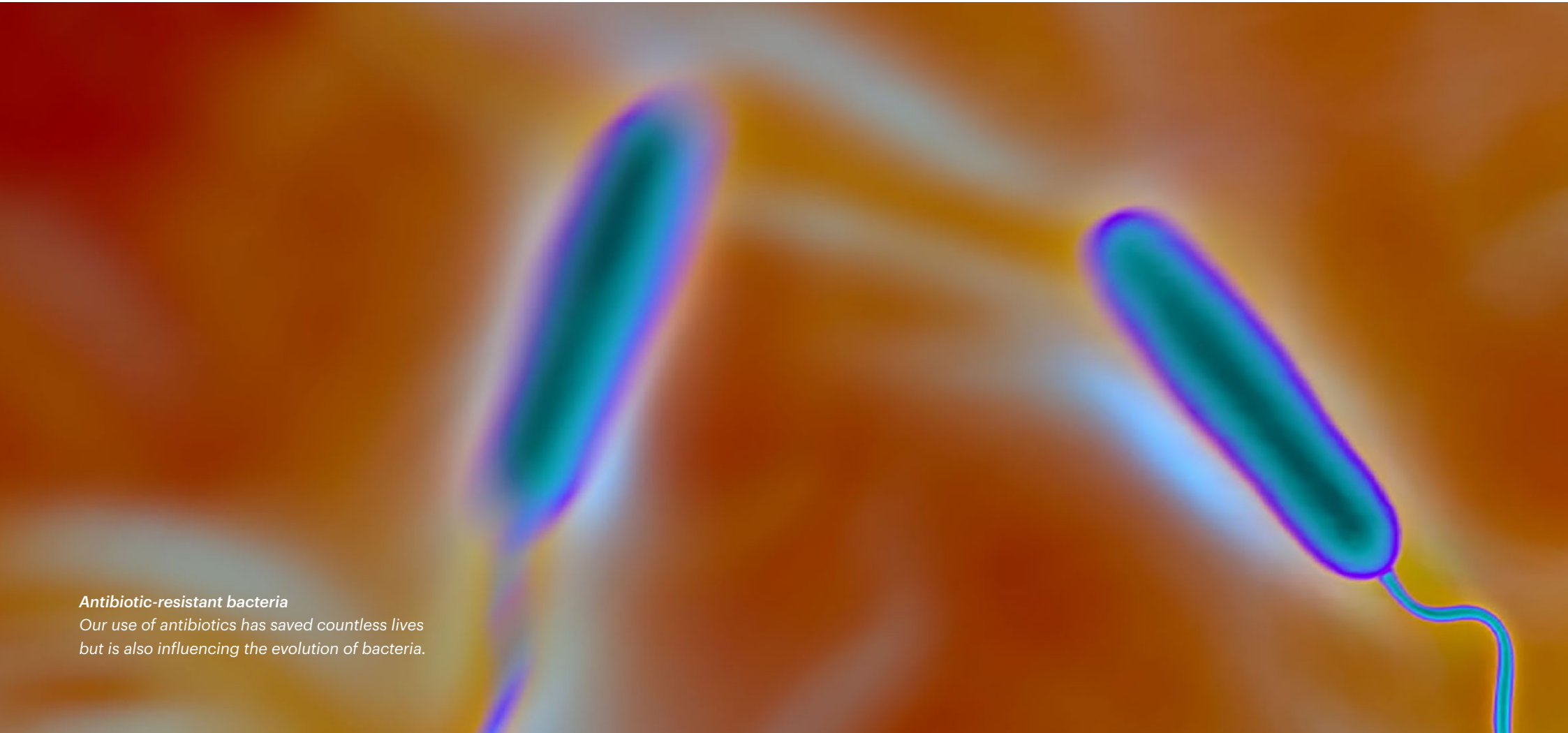
The Survival of Species	Atoms	Chemical Reactions	Waves	Energy Conservation	Non-contact Forces and Electricity	Student Research Project
Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10
		✓	✓	✓	✓	✓
		✓			✓	✓
		✓				✓
			✓		✓	✓
✓	✓	✓		✓	✓	✓
		✓				✓
✓	✓		✓	✓	✓	✓
✓	✓	✓		✓	✓	✓

Year 9 | Science as a human endeavour

		Earth Systems	The Immune System	Plants
		Unit 1	Unit 2	Unit 3
AC9S9H01	explain how scientific knowledge is validated and refined, including the role of publication and peer review		✓	✓
AC9S9H02	investigate how advances in technologies enable advances in science, and how science has contributed to developments in technologies and engineering		✓	
AC9S9H03	analyse the key factors that contribute to science knowledge and practices being adopted more broadly by society	✓	✓	
AC9S9H04	examine how the values and needs of society influence the focus of scientific research	✓	✓	

The Survival of Species	Atoms	Chemical Reactions	Waves	Energy Conservation	Non-contact Forces and Electricity	Student Research Project
Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10
		✓				
✓	✓		✓		✓	
			✓		✓	
✓			✓	✓	✓	

Year 10



Antibiotic-resistant bacteria
Our use of antibiotics has saved countless lives but is also influencing the evolution of bacteria.

Suggested Scope & Sequence

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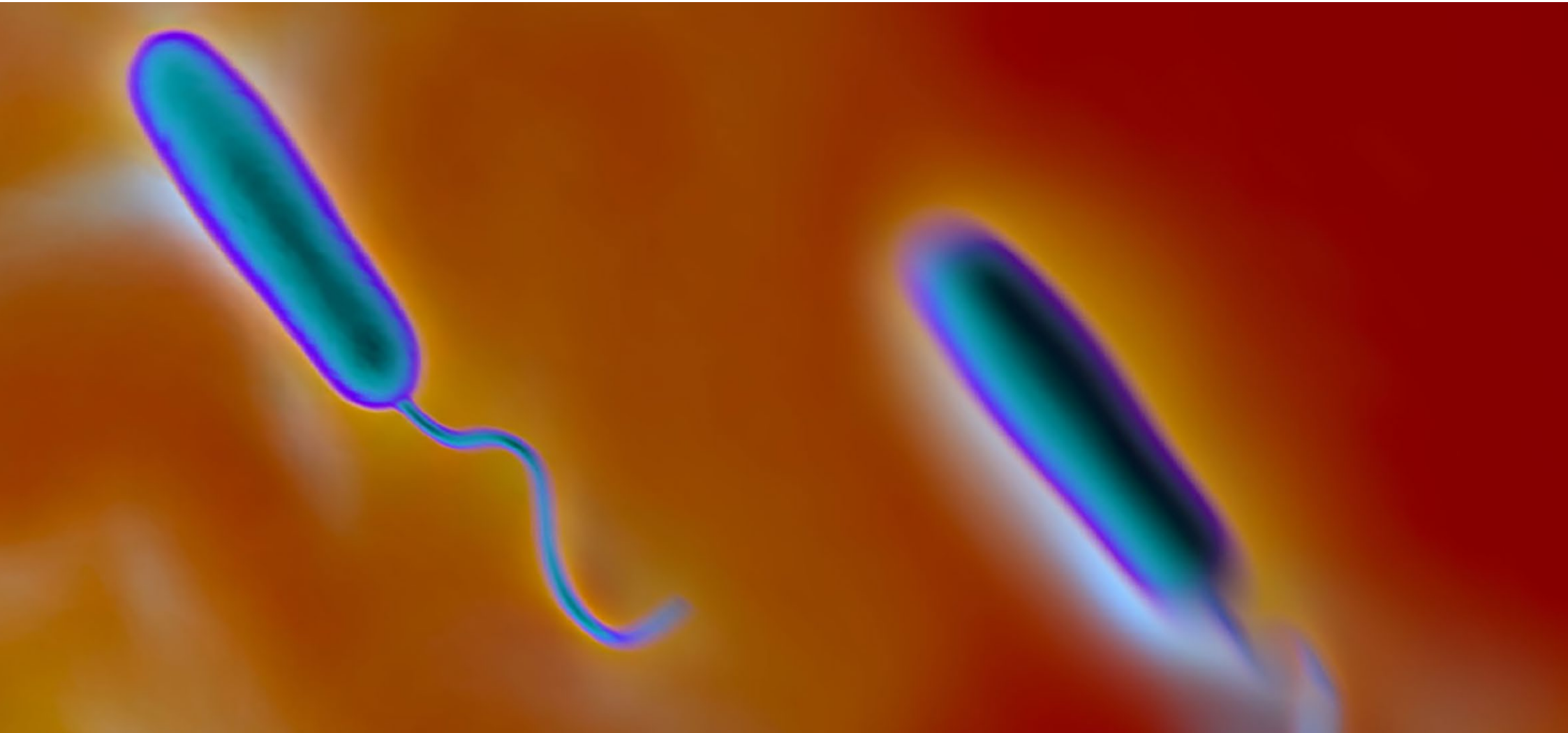


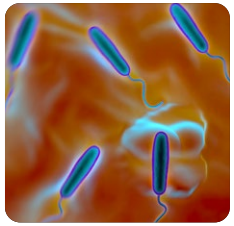
Download an editable spreadsheet version **here**.

Genetics

Can genes increase the risk of cancer?

AC9S10U01

explain the role of meiosis and mitosis and the function of chromosomes, DNA and genes in heredity and predict patterns of Mendelian inheritance

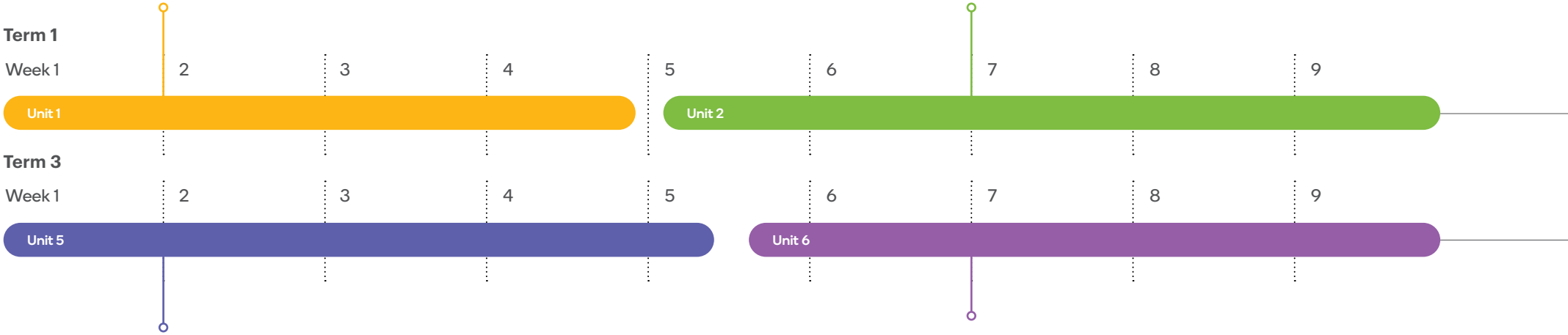


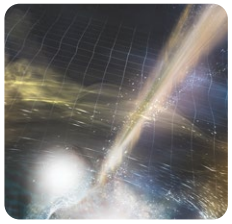
Evolution

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

AC9S10U02

use the theory of evolution by natural selection to explain past and present diversity and analyse the scientific evidence supporting the theory





The Periodic Table

How do exploding stars create heavy metals?

AC9S10U06

explain how the structure and properties of atoms relate to the organisation of the elements in the periodic table

Reaction Types

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

AC9S10U07

identify patterns in synthesis, decomposition and displacement reactions and investigate the factors that affect reaction rates

Kinematics

Are self-driving cars the way of the future?

AC9S10U05

investigate Newton's laws of motion and quantitatively analyse the relationship between force, mass and acceleration of objects

Newton's Laws of Motion

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

AC9S10U05

investigate Newton's laws of motion and quantitatively analyse the relationship between force, mass and acceleration of objects

Term 2

1 2 3 4 5 6 7 8 9

Unit 3 Unit 4

Term 4

1 2 3 4 5 6 7 8 9

Unit 7 Unit 8

Climate Change

Climate change... Is there even a debate?

AC9S10U04

use models of energy flow between the geosphere, biosphere, hydrosphere and atmosphere to explain patterns of global climate change

The Universe

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

AC9S10U03

describe how the big bang theory models the origin and evolution of the universe and analyse the supporting evidence for the theory

Year 10 | Science inquiry

		Genetics	Evolution	Kinematics
		Unit 1	Unit 2	Unit 3
AC9S10I01	develop investigable questions, reasoned predictions and hypotheses to test relationships and develop explanatory models		✓	
AC9S10I02	plan and conduct valid, reproducible investigations to answer questions and test hypotheses, including identifying and controlling for possible sources of error and, as appropriate, developing and following risk assessments, considering ethical issues, and addressing key considerations regarding heritage sites and artefacts on Country/Place		✓	✓
AC9S10I03	select and use equipment to generate and record data with precision to obtain useful sample sizes and replicable data, using digital tools as appropriate	✓	✓	✓
AC9S10I04	select and construct appropriate representations, including tables, graphs, descriptive statistics, models and mathematical relationships, to organise and process data and information			✓
AC9S10I05	analyse and connect a variety of data and information to identify and explain patterns, trends, relationships and anomalies		✓	✓
AC9S10I06	assess the validity and reproducibility of methods and evaluate the validity of conclusions and claims, including by identifying assumptions, conflicting evidence and areas of uncertainty			✓
AC9S10I07	construct arguments based on analysis of a variety of evidence to support conclusions or evaluate claims, and consider any ethical issues and cultural protocols associated with accessing, using or citing secondary data or information			✓
AC9S10I08	write and create texts to communicate ideas, findings and arguments effectively for identified purposes and audiences, including selection of appropriate content, language and text features, using digital tools as appropriate	✓	✓	✓

Newton's Laws of Motion	The Periodic Table	Reaction Types	Climate Change	The Universe
Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
✓				
✓			✓	✓
✓	✓	✓	✓	
		✓	✓	
✓	✓	✓	✓	✓
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✓	✓	✓	✓	✓

Year 10 | Science as a human endeavour

		Genetics Unit 1	Evolution Unit 2	Kinematics Unit 3
AC9S10H01	explain how scientific knowledge is validated and refined, including the role of publication and peer review		✓	
AC9S10H02	investigate how advances in technologies enable advances in science, and how science has contributed to developments in technologies and engineering	✓	✓	✓
AC9S10H03	analyse the key factors that contribute to science knowledge and practices being adopted more broadly by society	✓		✓
AC9S10H04	examine how the values and needs of society influence the focus of scientific research		✓	

Newton's Laws of Motion	The Periodic Table	Reaction Types	Climate Change	The Universe
Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
	✓		✓	✓
✓			✓	✓
✓			✓	✓
		✓	✓	✓

Supplementary units

These units can be used in addition to those within the scope and sequence to elaborate on the content descriptors listed.

Metals

How can metals help us fight cancer?

AC9S10U07

identify patterns in synthesis, decomposition and displacement reactions and investigate the factors that affect reaction rates

Human Impacts on Ecosystems

Are corals going extinct...again?

AC9S7U02

use models, including food webs, to represent matter and energy flow in ecosystems and predict the impact of changing abiotic and biotic factors on populations

Electrical Circuits

How can wearable electronics help us?

AC9S9U04

use wave and particle models to describe energy transfer through different mediums and examine the usefulness of each model for explaining phenomena

Acids and Bases

Why are our oceans becoming more acidic?

AC9S9U07

model the rearrangement of atoms in chemical reactions using a range of representations, including word and simple balanced chemical equations, and use these to demonstrate the law of conservation of mass

Radiation

Why is cosmic radiation so dangerous?

AC9S9U06

explain how the model of the atom changed following the discovery of electrons, protons and neutrons and describe how natural radioactive decay results in stable atoms

Reactions and Energy

How can metals help us fight cancer?

AC9S9U07

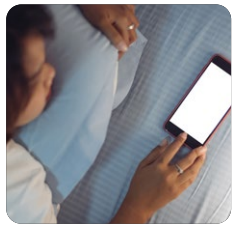
model the rearrangement of atoms in chemical reactions using a range of representations, including word and simple balanced chemical equations, and use these to demonstrate the law of conservation of mass

Resources

How has our use of resources changed over time?

AC9S7U02

use models, including food webs, to represent matter and energy flow in ecosystems and predict the impact of changing abiotic and biotic factors on populations



The Endocrine System

Will staring at your phone screen before bed affect your sleep?

AC9S9U01

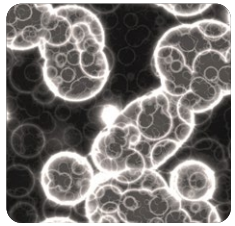
compare the role of body systems in regulating and coordinating the body's response to a stimulus, and describe the operation of a negative feedback mechanism

Classification

Why do zebras have stripes?

AC9S7U01

investigate the role of classification in ordering and organising the diversity of life on Earth and use and develop classification tools including dichotomous keys



Reproduction

Which was the first species to have sex?

AC9S9U02

describe the form and function of reproductive cells and organs in animals and plants, and analyse how the processes of sexual and asexual reproduction enable survival of the species

Light

Can you turn your smartphone into a microscope?

AC9S9U04

use wave and particle models to describe energy transfer through different mediums and examine the usefulness of each model for explaining phenomena

Sound

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

AC9S9U04

use wave and particle models to describe energy transfer through different mediums and examine the usefulness of each model for explaining phenomena

The Water Cycle

Would you ever drink your own urine?

AC9S7U05

use particle theory to describe the arrangement of particles in a substance, including the motion of and attraction between particles, and relate this to the properties of the substance

Ecosystems

How can we prevent plastic from harming marine life?

AC9S9U03

represent the carbon cycle and examine how key processes including combustion, photosynthesis and respiration rely on interactions between Earth's spheres (the geosphere, biosphere, hydrosphere and atmosphere)

Simple Machines

How do machines make life easier?

AC9S7U04

investigate and represent balanced and unbalanced forces, including gravitational force, acting on objects, and relate changes in an object's motion to its mass and the magnitude and direction of forces acting on it

Supporting resources

Use these units to support students' learning beyond the science understanding strand of the Australian Curriculum.

Skill builders

Lessons to boost your students' science inquiry skills

Women in STEM career profiles

Explore a range of careers in STEM

Science news lessons

Real-world science based on the news

Breaking news lessons

Short, literacy-focused lessons about news you need to know

Escape rooms

Engage your students in fun scientific puzzles

Teacher Resources and Templates

Useful resources to help you get the most out of Stile

stileeducation.com

Call us on 1300 918 292

Email us at community@stileeducation.com

Swing by the office to say hi!
Level 5, 128 Exhibition Street, Melbourne, Victoria

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.