

Stile

Scope and Sequence

The Australian Curriculum, Version 9.0

**A world class science
education for every student**

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Stile helps teachers bring their science classes to life with beautiful lessons based on real-world science and global issues.

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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

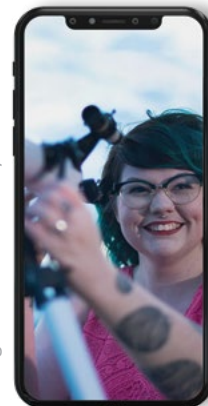
Acknowledgement of Country

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



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

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

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 phone app

- Front-load the unit's scientific terminology through flashcards and quizzes

Stile Classroom

Engage in real-world phenomena through:

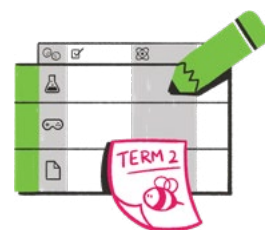
- Labs
- Projects
- Lessons
- Hands-on activities
- Simulations
- Engineering challenges
- Open-ended investigations
- Extension lessons

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 for everyday use in your classroom. Our resources are designed to help students be the best learners they can be and to give you the tools to do what you do best: teach.

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.

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

Suggested Scope & Sequence



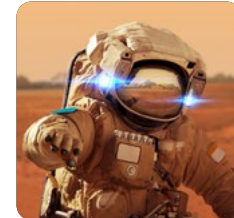
All units have a Stile X booklet with videos, flashcards and quizzes available in the Stile X app. Find out more about Stile X at stileapp.com/go/stilex

*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.*





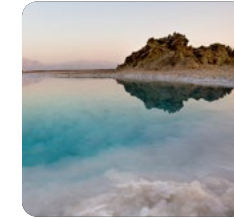
Introduction to Science
What is science and how can it help us solve global problems?



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



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



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

Term 1

Week 1



Term 3

Week 1



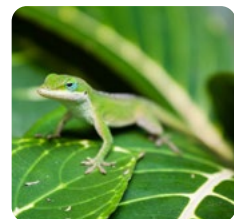
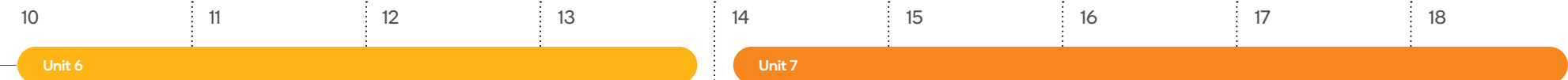
Term 2

Week 1



Term 4

Week 1



Forces
How can you scale a wall like a gecko?

AC9S7U04

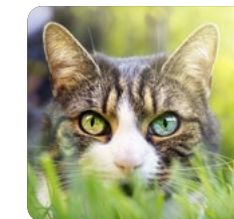
investigate and represent balanced and unbalanced forces, including gravitational force, acting on objects, and relate changes in an object's motion to its mass and the magnitude and direction of forces acting on it



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



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

Year 7 | Science inquiry

	Introduction to Science	States of Matter	Mixtures	Our Place in Space	Forces	Classification and Biodiversity	Food Chains and Food Webs
	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7
<p>AC9S7101</p> <p>develop investigable questions, reasoned predictions and hypotheses to explore scientific models, identify patterns and test relationships</p>	✓	✓			✓	✓	
<p>AC9S7102</p> <p>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</p>	✓	✓	✓		✓		
<p>AC9S7103</p> <p>select and use equipment to generate and record data with precision, using digital tools as appropriate</p>	✓	✓	✓	✓	✓		
<p>AC9S7104</p> <p>select and construct appropriate representations, including tables, graphs, models and mathematical relationships, to organise and process data and information</p>	✓	✓	✓	✓	✓		✓
<p>AC9S7105</p> <p>analyse data and information to describe patterns, trends and relationships and identify anomalies</p>	✓	✓	✓	✓	✓	✓	✓
<p>AC9S7106</p> <p>analyse methods, conclusions and claims for assumptions, possible sources of error, conflicting evidence and unanswered questions</p>	✓	✓	✓	✓	✓		
<p>AC9S7107</p> <p>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</p>	✓				✓	✓	
<p>AC9S7108</p> <p>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</p>	✓		✓		✓	✓	✓

Year 7 | Science as a human endeavour

	Introduction to Science Unit 1	States of Matter Unit 2	Mixtures Unit 3	Our Place in Space Unit 4	Forces Unit 5	Classification and Biodiversity Unit 6	Food Chains and Food Webs Unit 7
<p>AC9S7H01</p> <p>explain how new evidence or different perspectives can lead to changes in scientific knowledge</p> <p> </p>		✓		✓	✓	✓	
<p>AC9S7H02</p> <p>investigate how cultural perspectives and world views influence the development of scientific knowledge</p> <p></p>				✓			
<p>AC9S7H03</p> <p>examine how proposed scientific responses to contemporary issues may impact on society and explore ethical, environmental, social and economic considerations</p> <p> </p>	✓		✓		✓		✓
<p>AC9S7H04</p> <p>explore the role of science communication in forming individual viewpoints and community policies and regulations</p> <p> </p>	✓	✓		✓		✓	

Year 8

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

Pizza in a wood-fired oven
Researchers have found that the magic formula for cooking a pizza is two minutes at about 315°C.

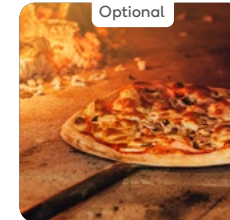




Energy
What can we learn from nature's energy engineers?

AC9S8U05

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



Optional

Heat
How do you make the best pizza?

AC9S8U05

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



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



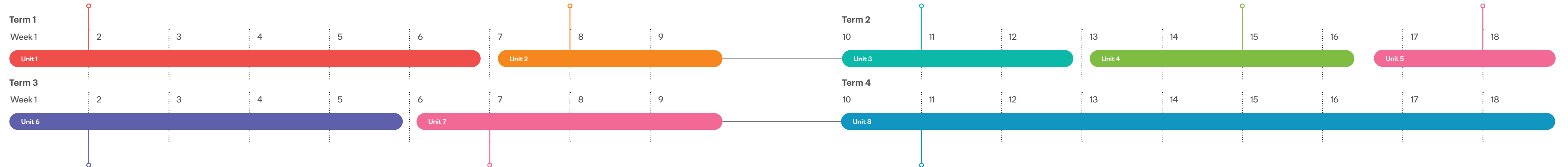
Physical and Chemical Change
What does chemistry have to do with chocolate making?

AC9S8U07

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



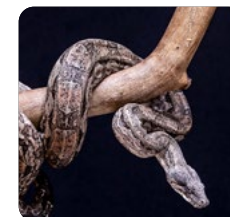
Student Research Project



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

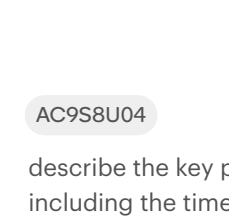
analyse the relationship between structure and function of cells, tissues and organs in a plant and an animal organ system and explain how these systems enable survival of the individual



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

	Energy	Heat	Elements and Compounds	Physical and Chemical Change	Student Research Project	Cells	Body Systems	Active Earth
	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
AC9S8101 develop investigable questions, reasoned predictions and hypotheses to explore scientific models, identify patterns and test relationships	✓	✓	✓	✓	✓			✓
AC9S8102 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	✓	✓	✓	✓	✓		✓	✓
AC9S8103 select and use equipment to generate and record data with precision, using digital tools as appropriate	✓	✓	✓	✓	✓			✓
AC9S8104 select and construct appropriate representations, including tables, graphs, models and mathematical relationships, to organise and process data and information	✓	✓	✓		✓		✓	✓
AC9S8105 analyse data and information to describe patterns, trends and relationships and identify anomalies	✓	✓	✓	✓	✓		✓	✓
AC9S8106 analyse methods, conclusions and claims for assumptions, possible sources of error, conflicting evidence and unanswered questions	✓	✓	✓		✓			
AC9S8107 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		✓	✓	✓	✓	✓	✓	✓
AC9S8108 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			✓	✓	✓	✓	✓	✓

Year 8 | Science as a human endeavour

	Energy	Heat	Physical and Chemical Change	Elements and Compounds	Student Research Project	Cells	Body Systems	Active Earth
	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
<p>AC9S8H01</p> <p>explain how new evidence or different perspectives can lead to changes in scientific knowledge</p> <p> </p>	✓	✓	✓			✓	✓	✓
<p>AC9S8H02</p> <p>investigate how cultural perspectives and world views influence the development of scientific knowledge</p> <p></p>				✓		✓		✓
<p>AC9S8H03</p> <p>examine how proposed scientific responses to contemporary issues may impact on society and explore ethical, environmental, social and economic considerations</p> <p> </p>	✓		✓			✓	✓	✓
<p>AC9S8H04</p> <p>explore the role of science communication in informing individual viewpoints and community policies and regulations</p> <p> </p>						✓		✓

Year 9

Suggested Scope & Sequence



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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.

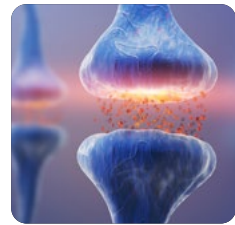




Earth Systems
How does our planet recycle?

AC9S9U03

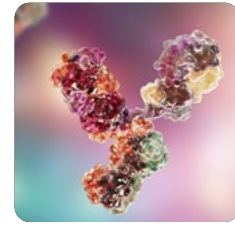
represent the carbon cycle and examine how key processes including combustion, photosynthesis and respiration rely on interactions between Earth's spheres (the geosphere, biosphere, hydrosphere and atmosphere)



The Nervous System
How can your gut influence your mood?

AC9S9U01

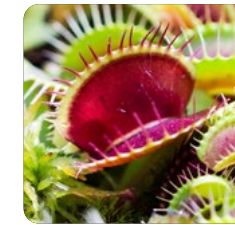
compare the role of body systems in regulating and coordinating the body's response to a stimulus, and describe the operation of a negative feedback mechanism



The Immune System
How can we protect communities from diseases?

AC9S9U01

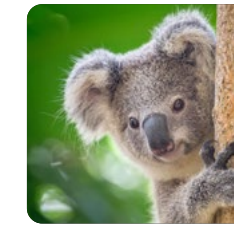
compare the role of body systems in regulating and coordinating the body's response to a stimulus, and describe the operation of a negative feedback mechanism



Plants
How do predatory plants survive?

AC9S9U02

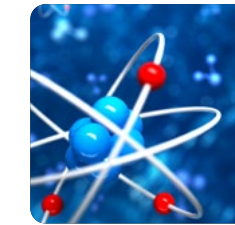
describe the form and function of reproductive cells and organs in animals and plants, and analyse how the processes of sexual and asexual reproduction enable survival of the species



The Survival of Species
How do reproductive strategies help a species stay alive?

AC9S9U02

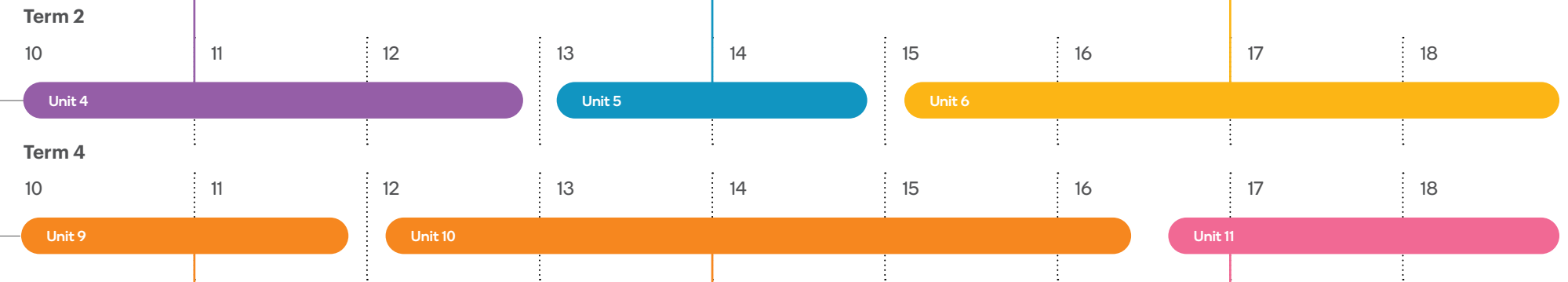
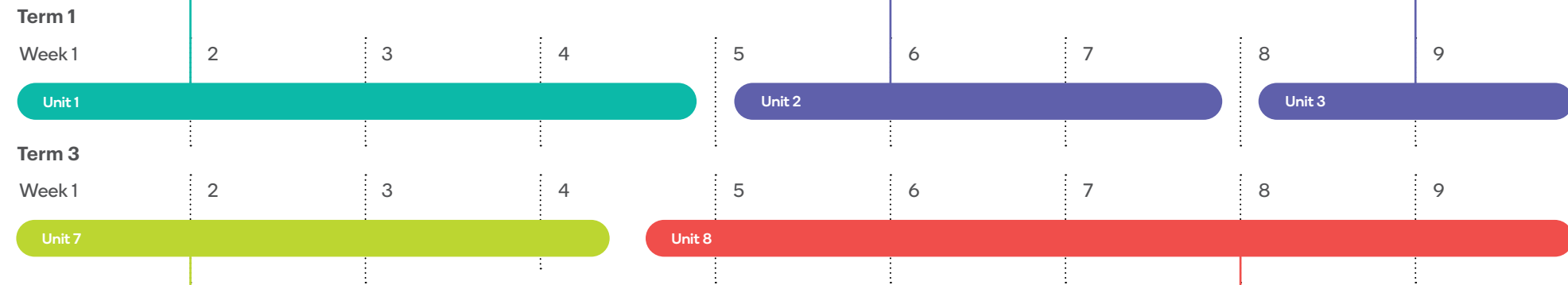
describe the form and function of reproductive cells and organs in animals and plants, and analyse how the processes of sexual and asexual reproduction enable survival of the species



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



Chemical Reactions
What happens when sodium explodes in water?

AC9S9U07

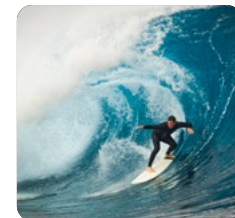
model the rearrangement of atoms in chemical reactions using a range of representations, including word and simple balanced chemical equations, and use these to demonstrate the law of conservation of mass



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

AC9S9U04

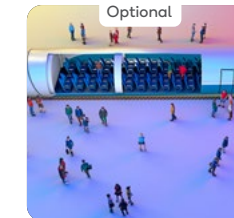
use wave and particle models to describe energy transfer through different mediums and examine the usefulness of each model for explaining phenomena



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



Optional
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 Nervous System	The Immune System	Plants	The Survival of Species	Atoms	Chemical Reactions	Waves	Energy Conservation	Non-contact Forces and Electricity	Student Research Project
	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11
<p>AC9S9I01</p> <p>develop investigable questions, reasoned predictions and hypotheses to test relationships and develop explanatory models</p>		✓	✓	✓			✓	✓	✓	✓	✓
<p>AC9S9I02</p> <p>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</p>	✓		✓	✓			✓			✓	✓
<p>AC9S9I03</p> <p>select and use equipment to generate and record data with precision to obtain useful sample sizes and replicable data, using digital tools as appropriate</p>	✓		✓				✓				✓
<p>AC9S9I04</p> <p>select and construct appropriate representations, including tables, graphs, descriptive statistics, models and mathematical relationships, to organise and process data and information</p>	✓		✓	✓				✓		✓	✓
<p>AC9S9I05</p> <p>analyse and connect a variety of data and information to identify and explain patterns, trends, relationships and anomalies</p>	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓
<p>AC9S9I06</p> <p>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</p>	✓	✓	✓			✓					✓
<p>AC9S9I07</p> <p>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</p>	✓	✓	✓		✓	✓		✓	✓	✓	✓
<p>AC9S9I08</p> <p>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</p>	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓

Year 9 | Science as a human endeavour

	Earth Systems Unit 1	The Nervous System Unit 2	The Immune System Unit 3	Plants Unit 4	The Survival of Species Unit 5	Atoms Unit 6	Chemical Reactions Unit 7	Waves Unit 8	Energy Conservation Unit 9	Non-contact Forces and Electricity Unit 10	Student Research Project Unit 11
<p>AC9S9H01</p> <p>explain how scientific knowledge is validated and refined, including the role of publication and peer review</p> <p> </p>		✓	✓	✓			✓				
<p>AC9S9H02</p> <p>investigate how advances in technologies enable advances in science, and how science has contributed to developments in technologies and engineering</p> <p> </p>		✓	✓		✓	✓		✓		✓	
<p>AC9S9H03</p> <p>analyse the key factors that contribute to science knowledge and practices being adopted more broadly by society</p> <p> </p>	✓	✓	✓					✓		✓	
<p>AC9S9H04</p> <p>examine how the values and needs of society influence the focus of scientific research</p> <p> </p>	✓	✓	✓		✓			✓	✓	✓	

Year 10

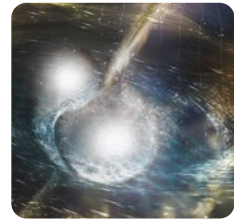
Suggested Scope & Sequence



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



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



Climate Change
Climate change... Is there even a debate?

AC9S10U04

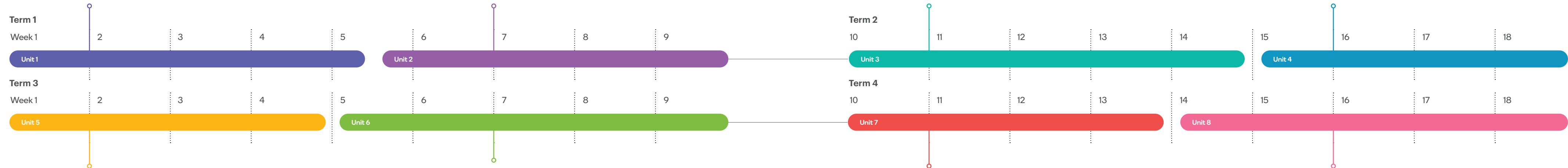
use models of energy flow between the geosphere, biosphere, hydrosphere and atmosphere to explain patterns of global climate change



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



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



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

















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

Year 10 | Science inquiry

	The Periodic Table	Reaction Types	Climate Change	The Universe	Genetics	Evolution	Newton's Laws of Motion	Kinematics
	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
<p>AC9S10101 develop investigable questions, reasoned predictions and hypotheses to test relationships and develop explanatory models</p> <p> </p>						✓	✓	
<p>AC9S10102 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</p> <p></p>			✓	✓		✓	✓	✓
<p>AC9S10103 select and use equipment to generate and record data with precision to obtain useful sample sizes and replicable data, using digital tools as appropriate</p> <p> </p>	✓	✓	✓		✓	✓	✓	✓
<p>AC9S10104 select and construct appropriate representations, including tables, graphs, descriptive statistics, models and mathematical relationships, to organise and process data and information</p> <p> </p>		✓	✓					✓
<p>AC9S10105 analyse and connect a variety of data and information to identify and explain patterns, trends, relationships and anomalies</p> <p> </p>	✓	✓	✓	✓		✓	✓	✓
<p>AC9S10106 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</p> <p> </p>			✓				✓	✓
<p>AC9S10107 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</p> <p></p>		✓	✓				✓	✓
<p>AC9S10108 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</p> <p> </p>	✓	✓	✓	✓	✓	✓	✓	✓

Year 10 | Science as a human endeavour

	The Periodic Table	Reaction Types	Climate Change	The Universe	Genetics	Evolution	Newton's Laws of Motion	Kinematics
	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
<p>AC9S10H01 explain how scientific knowledge is validated and refined, including the role of publication and peer review</p> <p> </p>	✓		✓	✓		✓		
<p>AC9S10H02 investigate how advances in technologies enable advances in science, and how science has contributed to developments in technologies and engineering</p> <p> </p>			✓	✓	✓	✓	✓	✓
<p>AC9S10H03 analyse the key factors that contribute to science knowledge and practices being adopted more broadly by society</p> <p> </p>			✓	✓	✓		✓	✓
<p>AC9S10H04 examine how the values and needs of society influence the focus of scientific research</p> <p> </p>		✓	✓	✓		✓		

Supplementary units

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

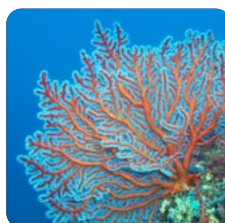


Metals

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

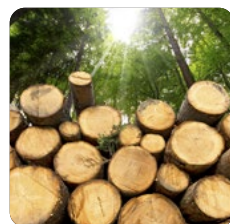


Reactions and Energy

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

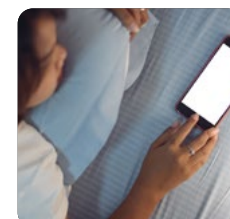


Resources

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

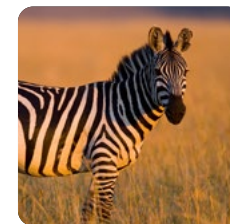


The Endocrine System

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

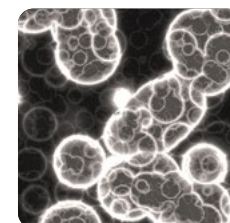


Classification

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

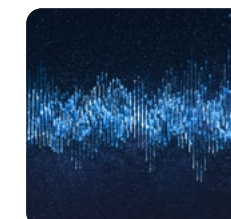


Light

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

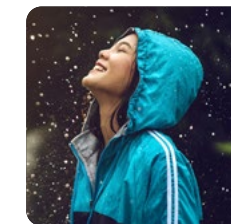


Sound

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

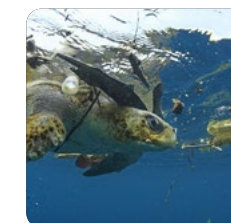


The Water Cycle

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

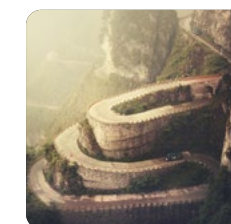


Ecosystems

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



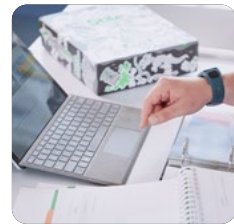
Science news lessons
Real-world science based on the news



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.