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| Year 9 Science Curriculum and assessment plan  [Insert school name, implementation year] |

Use this template to plan an overview or summary of the teaching, learning and assessment for a year level in the Australian Curriculum: Science. For planning advice, refer to the *Planning for teaching, learning and assessment* document available on the Planning tab for each learning area at [www.qcaa.qld.edu.au/p-10/aciq/version-9/learning-areas](http://www.qcaa.qld.edu.au/p-10/aciq/version-9/learning-areas).

**How to use this template:** Type information into the fields (yellow shading). When the plan is complete, delete the highlighted instructions (blue shading). To do so, select the instruction text, click the **Home tab > Styles dropdown > Clear All/Clear Formatting >** text will revert to Normal style and you can delete the text.

| Level description | Context and cohort considerations (if applicable) |
| --- | --- |
| In Year 9 students consider the operation of systems at a range of scales and how those systems respond to external changes in order to maintain stability. They explore ways in which the human body system responds to changes in the external environment through physiological feedback mechanisms and the reproductive processes that enable a species to respond to a changing environment over time.  They are introduced to the notion of the atom as a system of protons, electrons and neutrons, and how this system can change through nuclear decay. They learn that matter can be rearranged through chemical change and that these changes play an important role in many systems. They are introduced to the concepts of conservation of matter and energy and begin to develop a more sophisticated view of energy transfer.  They explore these concepts as they relate to the global carbon cycle. Students begin to consider how well a sample or model represents the phenomena under study and use a range of evidence to support their conclusions.  Inquiry questions can help excite students’ curiosity and challenge their thinking. Following are examples of inquiry questions that could be used to prompt discussion and exploration:   * Why was the discovery of neutrons important? * How is scientific consensus established? What if it isn’t? * Could synthesised organs make organ donation obsolete? * How does the carbon cycle affect life on Earth? * How do different technologies help humans to communicate? | Describe the context and cohort.  Consider the following to make informed professional decisions during the planning process:   * + relevant student data and information, e.g. achievement data   + available resources, e.g. timetabling   + school and sector priorities.   [Insert context and cohort considerations] |

**Note:** Insert/delete rows/columns, as required, to provide an overview of the teaching, learning and assessment sequence across the year level.

| Unit 1 — [Insert unit title] | Unit 2 — [Insert unit title] | Unit 3 — [Insert unit title] | Unit 4 — [Insert unit title] |
| --- | --- | --- | --- |
| Duration: [Insert semester, term and/or weeks] | Duration: [Insert semester, term and/or weeks] | Duration: [Insert semester, term and/or weeks] | Duration: [Insert semester, term and/or weeks] |
| [Insert unit description and learning focus] | [Insert unit description and learning focus] | [Insert unit description and learning focus] | [Insert unit description and learning focus] |

**Note:**

Adjust the table to reflect the number of units you will offer.

Highlight the aspects of the achievement standard that will be assessed within each unit.

|  | Unit 1 | | Unit 2 | | Unit 3 | | Unit 4 | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Assessment — [Insert assessment title] | Timing | Assessment — [Insert assessment title] | Timing | Assessment — [Insert assessment title] | Timing | Assessment — [Insert assessment title] | Timing |
| Assessment | [Insert concise description of assessment]  [Insert technique]  [Insert mode, if applicable]  [Insert conditions] | [Insert week/s or date/s] | [Insert concise description of assessment]  [Insert technique]  [Insert mode, if applicable]  [Insert conditions] | [Insert week/s or date/s] | [Insert concise description of assessment]  [Insert technique]  [Insert mode, if applicable]  [Insert conditions] | [Insert week/s or date/s] | [Insert concise description of assessment]  [Insert technique]  [Insert mode, if applicable]  [Insert conditions] | [Insert week/s or date/s] |
| Achievement standard | By the end of Year 9 students explain how body systems provide a coordinated response to stimuli. They describe how the processes of sexual and asexual reproduction enable survival of the species. They explain how interactions within and between Earth’s spheres affect the carbon cycle. They analyse energy conservation in simple systems and apply wave and particle models to describe energy transfer. They explain observable chemical processes in terms of changes in atomic structure, atomic rearrangement and mass. Students explain the role of publication and peer review in the development of scientific knowledge and explain the relationship between science, technologies and engineering. They analyse the different ways in which science and society are interconnected.  Students plan and conduct safe, reproducible investigations to test or identify relationships and models. They describe how they have addressed any ethical and intercultural considerations when generating or using primary and secondary data. They select and use equipment to generate and record replicable data with precision. They select and construct appropriate representations to organise, process and summarise data and information. They analyse and connect data and information to identify and explain patterns, trends, relationships and anomalies. They analyse the impact of assumptions and sources of error in methods and evaluate the validity of conclusions and claims. They construct logical arguments based on evidence to support conclusions and evaluate claims. They select and use content, language and text features effectively to achieve their purpose when communicating their ideas, findings and arguments to specific audiences. | | By the end of Year 9 students explain how body systems provide a coordinated response to stimuli. 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| Moderation | [Insert moderation details, including when moderation will occur and how it will be conducted] | | [Insert moderation details, including when moderation will occur and how it will be conducted] | | [Insert moderation details, including when moderation will occur and how it will be conducted] | | [Insert moderation details, including when moderation will occur and how it will be conducted] | |

**Note:** Adjust the table to reflect the number of units you will offer. Check or uncheck the columns as appropriate for each unit.

| Content descriptions | Units | | | | Content descriptions | Units | | | | Content descriptions | Units | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Science understanding | 1 | 2 | 3 | 4 | Science as a human endeavour | 1 | 2 | 3 | 4 | Science inquiry | 1 | 2 | 3 | 4 | |
| **Biological sciences**  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 AC9S9U01 |  |  |  |  | **Nature and development of science**  explain how scientific knowledge is validated and refined, including the role of publication and peer review AC9S9H01 |  |  |  |  | **Questioning and predicting**  develop investigable questions, reasoned predictions and hypotheses to test relationships and develop explanatory models AC9S9I01 |  |  |  |  | |
| 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 AC9S9U02 |  |  |  |  | **investigate how advances in technologies enable advances in science, and how science has contributed to developments in technologies and engineering AC9S9H02** |  |  |  |  | **Planning and conducting**  **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 AC9S9I02** |  |  |  |  | |
| **Earth and space sciences**  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) AC9S9U03 |  |  |  |  | **Use and influence of science**  **analyse the key factors that contribute to science knowledge and practices being adopted more broadly by society AC9S9H03** |  |  |  |  | select and use equipment to generate and record data with precision to obtain useful sample sizes and replicable data, using digital tools as appropriate AC9S9I03 |  |  |  |  | |
| **Physical sciences**  use wave and particle models to describe energy transfer through different mediums and examine the usefulness of each model for explaining phenomena AC9S9U04 |  |  |  |  | **examine how the values and needs of society influence the focus of scientific research AC9S9H04** |  |  |  |  | **Processing, modelling and analysing**  **select and construct appropriate representations, including tables, graphs, descriptive statistics, models and mathematical relationships, to organise and process data and information AC9S9I04** |  |  |  |  | |
| apply the law of conservation of energy to analyse system efficiency in terms of energy inputs, outputs, transfers and transformations AC9S9U05 |  |  |  |  |  | | | | | analyse and connect a variety of data and information to identify and explain patterns, trends, relationships and anomalies AC9S9I05 |  |  |  |  | |
| **Chemical sciences**  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 AC9S9U06 |  |  |  |  | **Evaluating**  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 AC9S9I06 |  |  |  |  | |
| 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 AC9S9U07 |  |  |  |  | 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 AC9S9I07 |  |  |  |  | |
|  | | | | | **Communicating**  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 AC9S9I08 |  |  |  |  | |

**Note:** Adjust the table to reflect the number of units you will offer. Check or uncheck the columns as appropriate for each unit.

| General capabilities | Units | | | |  | Cross-curriculum priorities | Units | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | 1 | 2 | 3 | 4 |  |  | 1 | 2 | 3 | 4 |
| Critical and creative thinking |  |  |  |  |  | Aboriginal and Torres Strait Islander histories and cultures |  |  |  |  |
| Digital literacy |  |  |  |  |  | Asia and Australia’s engagement with Asia |  |  |  |  |
| Ethical understanding |  |  |  |  |  | Sustainability |  |  |  |  |
| Intercultural understanding |  |  |  |  |
| Literacy |  |  |  |  |
| Numeracy |  |  |  |  |
| Personal and social capability |  |  |  |  |

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