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| **Year:** | **7** | **Unit:**  | **SIZZLING SCIENCE** |
| **Subject:** | **SCIENCE** | **Assessment:**  | **Investigation and Report – Separating a Mixture** |
| **LG** | **LEARNING GOALS and SUCCESS CRITERIA** | **I feel confident with this…(Date/Ref)** | **I only need a little help with this** | **I can do some of this but need a lot of help** | **I don’t know this at all-yet!** |
|  A 8 Lessons | **SCa** | I can **recall** and **apply** the MSHS science laboratory rules |  |  |  |  |
| **SCb** | I can **identify, locate** and **use** the safety equipment in the laboratory (eye bath, shower, main gas switch, main power switch, fire extinguishers) |  |  |  |  |
| **SCc** | I can **recall** the correct procedure to follow if an accident or spill happens in the science laboratory |  |  |  |  |
| **SCd** | I can **identify** commonly used pieces of science laboratory equipment and **recall** what each is used for (beaker, test tube, test tube rack, test tube brush, flasks – flat bottom/round bottom/conical, measuring cylinder, retort stand, clamp, tongs, thermometer, Bunsen burner, gauze mat, tripod, clay triangle, crucible, evaporating basin, watch glass, mortar and pestle, stirring rod, spatula, funnel, dropper, wash bottle, scales, heatproof mat) |  |  |  |  |
| **SCe** | I can **identify** the parts of a Bunsen burner and **recall** their function |  |  |  |  |
| **SCf**  | I can safely light and **use** a Bunsen burner |  |  |  |  |
| **SCg** | I can **identify** the two different flame types of a Bunsen burner, and **explain** their functions |  |  |  |  |
| **LGA** | **Students will be able to work safely in a science laboratory** |  |  |  |  |