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| **Year:** | | **9** | **Unit:** | **Ecology and Earth Science** | | | | |
| **Subject:** | | **Science** | **Assessment:** | **Exam and Scientific Report** | | | | |
| **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!** |
| **1**  10 Lessons | **SC1** | I can **identify** and **describe** the layers of the earth | | |  |  |  |  |
| **SC2** | I can **recognise** and **identify** the major tectonic plates on a world map | | |  |  |  |  |
| **SC3** | I can **Investigate** how the theory of plate tectonics has developed based on evidence | | |  |  |  |  |
| **SC4** | I can **explain** the movement of tectonic plates with reference to heat energy and convection currents | | |  |  |  |  |
| **SC5** | I can **describe** and **model** the spreading of the sea floor due to tectonic plate movement | | |  |  |  |  |
| **SC6** | I can **investigate** technologies used in the mapping of continental movement | | |  |  |  |  |
| **SC7** | I can **identify** the constructive and destructive tectonic plate boundaries | | |  |  |  |  |
| **SC8** | I can **relate** earthquake and volcanic activity to constructive and destructive tectonic plate boundaries | | |  |  |  |  |
| **SC9** | I can **relate** the movement of tectonic plates to the age and geological stability of the Australian continent. | | |  |  |  |  |
| **SC10** | I can **investigate** the contemporary science issues relating to living in a Pacific country located near plate boundaries | | |  |  |  |  |
| **LG1** | **Students will understand how the theory of plate tectonics explains global patterns of geological activity and continental movement** | | |  |  |  |  |
| **2**  5 Lessons | **SC11** | I can **define**; predator, prey, parasites, symbiosis, competitors, population, habitat, ecosystem, photosynthesis, respiration. | | |  |  |  |  |
| **SC12** | I can **explore** different types of interactions/relationships between organisms e.g. predator/prey, symbiosis | | |  |  |  |  |
| **SC13** | I can **describe** how energy flows in and out of ecosystems through food webs, and must be replaced to maintain the sustainability of the system | | |  |  |  |  |
| **SC14** | I can **describe** how matter (carbon, oxygen and hydrogen) flows through ecosystems such as through the processes of photosynthesis and respiration | | |  |  |  |  |
| **LG2** | **Students will understand that ecosystems consist of communities of interdependent organisms and abiotic components of the environment, matter and energy flow through these systems** | | |  |  |  |  |
| **3**  8 Lessons | **SC15** | I can **design** questions or hypotheses that can be investigated scientifically. | | |  |  |  |  |
| **SC16** | I can **analyse** patterns and trends in data, including **describing** relationships between variables and identifying inconsistencies. | | |  |  |  |  |
| **SC17** | I can **use** knowledge of scientific concepts to **draw conclusions** that are consistent with evidence. | | |  |  |  |  |
| **SC18** | I can **communicate** scientific ideas and information for a particular purpose, including constructing evidence-based arguments and using appropriate scientific language, conventions and representations | | |  |  |  |  |
| **LG3** | **Students will design question and hypothesis that can be answered using knowledge and analysis patterns and trends in data, including describing relationships between variables and identifying inconsistencies** | | |  |  |  |  |