# Sample Scope and Sequence: Physical World Science Life Skills – Years 9–12

*This scope and sequence illustrates the delivery of the Science Life Skills Years 7–10 course and the Physical World Science Life Skills Stage 6 course\* in a multi-stage class.*

| **Term 1** | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** | **Week 8** | **Week 9** | **Week 10** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Working with Forces(25 hours)^ | In this unit, through practical investigations, students explore the effect of contact and non-contact forces and how these forces affect their daily lives. |
| Science Life Skills Years 7–10 outcomes | SCLS-1VA, SCLS-3VA, SCLS-4WS, SCLS-6WS, SCLS-7WS, SCLS-9WS, SCLS-10PW |
| Physical World Science Life Skills Stage 6 outcomes | SCLS6-1, SCLS6-2, SCLS6-3, SCLS6-4, SCLS6-5, SCLS6-6, SCLS6-8, SCLS6-9, SCLS6-12 |

| **Term 2** | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** | **Week 8** | **Week 9** | **Week 10** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Mechanical Forces(25 hours)^ | In this unit, students explore how mechanical forces have contributed to a more efficient society. They participate in a practical investigation to develop an understanding of forces acting when simple machines are used. Students investigate how the ancient Egyptians used simple machines in the construction of buildings, statues and temples and explore how these machines continue to be used today.  |
| Science Life Skills Years 7–10 outcomes | SCLS-3VA, SCLS-4WS, SCLS-5WS, SCLS-6WS, SCLS-8WS, SCLS-10PW |
| Physical World Science Life Skills Stage 6 outcomes | SCLS6-1, SCLS6-2, SCLS6-3, SCLS6-6, SCLS6-12 |

\*This sample scope and sequence has been mapped to the new *Science Life Skills Stage 6 Syllabus* for implementation from 2018.

^The Stage 6 Physical World Life Skills course has an indicative hour requirement of 120 hours per year. Additional activities / programs will be required for Stage 6 students to meet these indicative hours, such as work placement, excursions or projects. Alternatively, outcomes from the Stage 6 Physical World Life Skills course may be integrated into other teaching and learning programs, which may then contribute to the indicative hours. The indicative hour requirement for Stage 5 Science Life Skills is 100 hours per year.

| **Term 3** | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** | **Week 8** | **Week 9** | **Week 10** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Energy transformations(25 hours)^ | In this unit, students explore energy transformations and how these are used in a range of contexts. Students observe and/or experience different forms of energy and recognise that these can be changed for practical use. Students investigate electrical energy and how electricity is moved through a range of electrical circuits in a variety of contexts.  |
| Science Life Skills Years 7–10 outcomes | SCLS-2VA, SCLS-4WS, SCLS-6WS, SCLS-9WS, SCLS-11PW, SCLS-12PW |
| Physical World Science Life Skills Stage 6 outcomes | SCLS6-3, SCLS6-4, SCLS6-7, SCLS6-10 |

| **Term 4** | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** | **Week 8** | **Week 9** | **Week 10** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Being energy efficient(25 hours)^ | In this unit, students explore energy sources and the effects of energy use on our environment. Students investigate ways the use of energy can be reduced, both as a community and an individual. They engage in planning and/or developing a campaign to reduce the use of energy in the home or school. |
| Science Life Skills Years 7–10 outcomes | SCLS-1VA, SCLS-3VA, SCLS-4WS, SCLS-7WS, SCLS-8WS, SCLS-9WS, SCLS-11PW, SCLS-12PW |
| Physical World Science Life Skills Stage 6 outcomes | SCLS6-3, SCLS6-4, SCLS6-7, SCLS6-10 |

\*This sample scope and sequence has been mapped to the new *Science Life Skills Stage 6 Syllabus* for implementation from 2018.

^The Stage 6 Physical World Life Skills course has an indicative hour requirement of 120 hours per year. Additional activities / programs will be required for Stage 6 students to meet these indicative hours, such as excursions or projects. Alternatively, outcomes from the Stage 6 Physical World Life Skills course may be integrated into other teaching and learning programs, which may then contribute to the indicative hours. The indicative hour requirement for Stage 5 Science Life Skills is 100 hours per year.