# Sample Scope and Sequence: Living World Science Life Skills – Year 12

***Sample for implementation for Year 12 from Term 4, 2018***

| **Term 4** | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** | **Week 8** | **Week 9** | **Week 10** |
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| *Working with Plants*  In this unit, students investigate how the environment affects plant growth, and develop an understanding of sustainable alternatives to the use of chemicals to control plants. Students may also undertake fieldwork such as visiting local gardens to further develop their understanding. Students use the knowledge and understanding gained to design and safely plant and maintain a garden. Finally, students explore career options in the gardening industry. | | | | | | | | | | |
| SCLS6-1, SCLS6-2, SCLS6-3, SCLS6-4, SCLS6-5, SCLS6-6, SCLS6-7, SCLS6-10 | | | | | | | | | | |

| **Term 1** | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** | **Week 8** | **Week 9** | **Week 10** |
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| *Protecting our oceans*  Students explore the ocean ecosystem and what makes it unique. They participate in a secondary-sourced investigation to create a multimedia presentation on the characteristics of ocean ecosystems, threats to our oceans and ways to manage these threats. | | | | | | | | | | |
| SCLS6-1, SCLS6-3, SCLS6-4, SCLS6-6, SCLS6-7, SCLS6-10 | | | | | | | | | | |

| **Term 2** | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** | **Week 8** | **Week 9** | **Week 10** |
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| *There’s no one like me*  In this unit, students develop an understanding of genetic traits and how these make us unique. They investigate common traits and how inherited traits are shared by family members. Students use their understanding to compose a creative text about a future world where genetic selection is accepted or debated by the society that occupies this world. | | | | | | | | | | |
| SCLS6-1, SCLS6-4, SCLS6-5, SCLS6-6, SCLS6-14, SCLS6-15 | | | | | | | | | | |

| **Term 3** | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** | **Week 8** | **Week 9** | **Week 10** |
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| *Prevention is better than a cure*  Students learn about common infectious diseases and participate in investigations to develop an understanding of the causes of infectious diseases and how the spread of infectious diseases can be controlled. Students explore the Black Death in England including the causes, symptoms, effects and treatment. They consider whether or not a similar outbreak could occur today. | | | | | | | | | | |
| SCLS6-4, SCLS6-5, SCLS6-7, SCLS6-9, SCLS6-12 | | | | | | | | | | |