

Y9 Science Overview

| Unit # | Unit title | Key Concept | Related Concept | Global Context and Explorations | Statement of Inquiry | Skills | Assessment Criteria |
|---------------|------------------------|--------------------|--------------------------|--|---|--|--|
| 1 | Light and Sound | Systems | Energy Models | Orientation in Space and Time <i>- scale, duration, frequency and variability.</i> | The wave model allows us to understand the phenomena of light and sound. | Thinking – Critical thinking skills <i>- Interpret data</i> <i>- Draw reasonable conclusions</i> | A- Knowing and Understanding B- Inquiring and Designing C- Processing and Evaluating |
| 2 | Disease | Relationships | Consequences Environment | Identities and Relationships <i>- Physical, psychological and social development; transitions; health and well-being; lifestyle choices</i> | The relationships between organisms and their environments have consequences. | Thinking - Transfer Skills <i>- Utilizing skills and knowledge in multiple contexts</i> <i>- Apply skills and knowledge in unfamiliar situations</i> | A- Knowing and Understanding D- Reflecting on the impact of science |
| 3 | Acids, Bases and Salts | Relationships | Interaction Models | Scientific and Technical Innovation <i>-Systems, models, methods; products, processes and solutions</i> | Models are helpful for understanding relationships and predicting interactions. | Thinking – Critical thinking skills <i>- Analyzing and evaluating issues and ideas</i> <i>- Draw reasonable conclusions and generalizations</i> | A- Knowing and Understanding B- Inquiring and Designing C- Processing and Evaluating |
| 4 | Reproduction | Relationships | Consequences Environment | Identities and Relationships <i>- physical development and human relationships</i> | Human relationships have consequences for the environment. | Research-Information Literacy Skills <i>- Finding, interpreting, judging, and creating information</i> <i>- Collect and analyse data to identify solutions and make informed decisions</i> | D- Reflecting on the impact of science |

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| 5 | Hit or Miss Interdisciplinary unit | Systems | Awareness | Scientific and Technical Innovation | Solving complex problems requires the awareness of past and future knowledge and skills. | Critical Thinking Creative Thinking Collaboration | Formative - B- Inquiring and Designing |
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