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| **Year:** | | **7** | | **Unit:** | **Resource Management and Astronomy** | | |
| **Subject:** | | **Science** | | **Assessment:** | **Exam and Assignment** | | |
| **LG** | **LEARNING GOALS and SUCCESS CRITERIA** | | | | | **When we did this**  **Refence in notebook** | **Got this covered** |
| **1**  10 Lessons | **SC1** | | I can **define** the following: resource, renewable, non-renewable, regeneration, cycle and impact. | | |  |  |
| **SC2** | | I can **identify** at least two renewable and non-renewable resources. | | |  |  |
| **SC3** | | I can **compare** renewable and non-renewable energy sources (including regeneration time scales) and **justify** how they are used in a range of situations. | | |  |  |
| **SC4** | | I can**demonstrate, identify**and**explain** the different states of water (ice, liquid, vapour) within the water cycle and the processes involved (evaporation, precipitation, condensation, transpiration). | | |  |  |
| **SC5** | | I can **investigate** factors that influence the water cycle in nature including human impacts. | | |  |  |
| **SC6** | | I can **describe** and **explain** the treatment of water in household systems. | | |  |  |
| **SC7** | | I can **consider** issues relating to the use and management of water across a range of cultures and situations, such as farming, land management and gardening. | | |  |  |
| **LG1** | | ***Students will understand that some of the Earth’s resources are renewable, including water that cycles through the environment, that others are non-renewable. (ACSSU116)*** | | |  |  |
| **2**  10 Lessons | **SC8** | | I can **research** different ideas used in the development of models of the solar system (eg: Copernicus and Galileo) and **compare** to the current model. | | |  |  |
| **SC9** | | I can **define** the following: eclipse, lunar, solar, season, orbit, rotation, and phase. | | |  |  |
| **SC10** | | I can **compare** times for the rotation of Earth, the sun and the moon. | | |  |  |
| **SC11** | | I can **compare** the times for the orbits of the Earth and the moon. | | |  |  |
| **SC12** | | I can **identify** and **explain** the phases of the moon. | | |  |  |
| **SC13** | | I can**explain** the difference between a lunar and solar eclipse. | | |  |  |
| **SC14** | | I can **model** the relative movements of the Earth, sun and the moon and **demonstrate** and **explain** how solar and lunar eclipses and phases of the moon occur. | | |  |  |
| **SC15** | | I can **identify** the four seasons and **explain** why different seasons occur. | | |  |  |
| **SC16** | | I can **explain** why different regions of the Earth experience different seasonal conditions | | |  |  |
| **LG2** | | ***Students will be able to understand that predictable phenomena on Earth, including seasons and eclipses, are caused by the relative positions of the sun, Earth and the moon. (ACSSU115)*** | | |  |  |