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| **Year:** | | **7** | | **Unit:** | **Introduction to the Laboratory & Separating Mixtures – Sizzling Science** | | | | |
| **Subject:** | | **Science** | | **Assessment:** | **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**  6 Lessons | **SC1** | | I can **define** the scientific method | | |  |  |  |  |
| **SC2** | | I can **identify** the difference between every day and scientific language | | |  |  |  |  |
| **SC3** | | I can **explain** the importance of scientific writing and using the correct format | | |  |  |  |  |
| **SC4** | | I can **outline** the conditions required for questioning and predicting in science inquiry | | |  |  |  |  |
| **SC5** | | I can **list** 3 steps needed to **evaluate** experiments (did my experiment provide an answer to my question, how good was my data, what would I change?) | | |  |  |  |  |
| **SC6** | | I can **present** my scientific report using digital technology | | |  |  |  |  |
| **SC7** | | I **understand** the school’s assessment and plagiarism policy (p 31-32 School Diary) | | |  |  |  |  |
| **LG1** | | **Students can identify problems related to separation which can be investigated experimentally and plan and conduct an experiment.** | | |  |  |  |  |
| **2**  6 Lessons | **SC8** | | I can **define** independent and dependent variables | | |  |  |  |  |
| **SC9** | | I can **explain** why examining how data was collected is important. | | |  |  |  |  |
| **SC10** | | I can **collect** and **manipulate** data in tables and graphs using digital technology | | |  |  |  |  |
| **SC11** | | I can **interpret** data and **produce** an argued statement based on results | | |  |  |  |  |
| **LG2** | | **Students will be able to use evidence to support their conclusions and be able to communicate their ideas, methods and findings using scientific language** | | |  |  |  |  |
| **3**  3 Lessons | **SC12** | | I can **define** pure substances and mixtures. | | |  |  |  |  |
| **SC13** | | I can **list** 3 examples of both mixtures and pure substances. | | |  |  |  |  |
| **SC14** | | I can **identify** and **explain** the differences between homogenous solutions and heterogeneous mixtures | | |  |  |  |  |
| **SC15** | | I can **recognise** the difference between solutes and solvents in solutions, and **identify** the solvent and solute in solutions | | |  |  |  |  |
| **SC16** | | I can **explain** the significance of solubility of substance | | |  |  |  |  |
| **LG3** | | **Students will understand that substances can be classified into two groups: mixtures and pure substances, and identify at least two examples of each** | | |  |  |  |  |
| **4**  12 lessons | **SC17** | | I can **investigate** and/or **use** the following methods of separation:   * filtering * dissolving * chromatography * distillation * centrifuging * decanting * evaporation * magnetism | | |  |  |  |  |
| **SC18** | | I can **identify** where separation techniques are used in everyday application | | |  |  |  |  |
| **SC19** | | I can **explain** the role of water as a solvent | | |  |  |  |  |
| **SC20**  **SC21**  **SC22** | | I can **evaluate** the characteristics of a mixture and **determine** the most appropriate method of separation  I can **investigate** techniques used by Aboriginal and Torres Strait Islander peoples, such as hand picking, sieving, winnowing, yandying, filtering, cold-pressing and steam distilling  I can explore and **compare** separation methods used in the home | | |  |  |  |  |
| **LG4** | | **Students will understand that mixtures, including solutions, contain a number of pure substances that can be separated using a range of techniques** | | |  |  |  |  |