

Teacher(s): Tegolin Spink, Jenelle Reynolds & Alex Van De Rhee

Faculty: *Inclusive Education*

Unit Duration: Semester 1 & 2

A '**P**' unit indicates your child has been provided with a learning program that does not align exactly with the year level content prescribed in the Australian Curriculum.

The **Australian Curriculum Achievement Standards** are organised as understanding and skills, emphasising the depth of conceptual understanding, the sophistication of skills and the ability to apply essential knowledge. They describe a broad sequence of expected learning that children will undertake.

The Australian Curriculum: Science enables students to develop an understanding of important science concepts and processes, the practices used to develop scientific knowledge, science's contribution to our culture and society, and its uses in our lives. It supports students to develop the scientific knowledge, understandings and skills needed to make informed decisions about local, national and global issues, and to succeed in science-related careers. Learning science is a valuable pursuit in its own right. Students can experience the joy of scientific discovery. They can nurture their natural curiosity about the world around them.

P Unit Description:

Science: Science learning develops knowledge and understanding of important scientific concepts and processes, the practices used to develop scientific knowledge, science's contribution to our culture and society, and its applications in our lives. Students develop scientific knowledge, understandings and skills to make informed decisions about local, national and global issues.

Living Skills: This unit aims to develop fundamental skills students require to actively participate and effectively engage socially in everyday activities

Students will have the opportunity to develop self-management and self-reflection skills and develop skills to be self-sufficient, such as: shopping, budgeting, cooking.

Essential Learning Outcomes developed from the Achievement Standards of the Australian Curriculum:

1. Poses questions to identify patterns and relationships and makes predictions based on observations [V9.S.4.07]
2. Plans investigations using planning scaffolds, identifies key elements of fair tests and describes how they conduct investigations safely [V9.S.4.08]
3. Communicates ideas and findings for an identified audience and purpose, including using scientific vocabulary when appropriate [V9.S.4.12]

Materials and Equipment Required: Students are expected to arrive at every class with a class book/folder to write notes for that subject, a writing instrument and a Chromebook or similar, appropriate electronic device.

Absences from Class: Students who miss classes due to absence or excursions must negotiate with the class teacher to catch up missed work.

Use of IT in Class: A Google Classroom has been set up for this class. Students will be required to log into this Google Classroom regularly to access course material. Students must bring a personal device (not a smartphone) to all lessons, however, the use of these devices in class will be at the discretion of the teacher.

Homework: All students will be given multiple opportunities to demonstrate growth in proficiency levels across all Essential Learnings during class time. Students may use time at home to complete additional enrichment and extension activities that demonstrate further growth in proficiency levels, or to catch up on missed or unfinished classwork.

Late Work: Extensions may be negotiated with individual teachers before the due date

Plagiarism: Plagiarism is copying or using another's work and claiming it as your own. This includes copying, cutting and pasting text or using ideas directly from a text, the internet or some other source without appropriate referencing. If this happens, work may not be graded and students will be asked to discuss the assessment with the classroom teacher and Executive Teacher for that subject. Parents may be contacted as part of this process.

Assessment Portfolio: This contains evidence of work from the opportunities the students have been provided to demonstrate elements of the achievement standard.

Portfolio Assessment Tasks for this subject will include:	Week / Date Due	Essential Learning
1. Wellbeing Reflection Discussions	Ongoing	1-3
2. Science Journal	Ongoing	4-5
3. Teacher Observation	Ongoing	All
4. Student Self-Assessments	Ongoing	All
5. Work Samples	Ongoing	All

A-E Reporting Grade Descriptors These are the grades and grade descriptors for reporting at the end of each Semester.

A demonstrating **excellent** achievement of what is expected (Consistently achieving excellent growth in proficiency in each of the Essential Learnings)

B demonstrating a **high** achievement of what is expected (Consistently achieving high growth in proficiency in each of the Essential Learnings)

C demonstrating **satisfactory** achievement of what is expected (Achieving satisfactory growth in proficiency across each of the Essential Learnings)

D demonstrating **partial** achievement of what is expected (Achieving partial growth in proficiency across each of the Essential Learnings)

E demonstrating **limited** achievement of what is expected (Achieving limited growth in proficiency across each of the Essential Learnings)

S status is awarded where unavoidable circumstances have prevented assessment. Must be negotiated with the Principal.

Grade Descriptors and the "C" grade

In ACT public schools the Australian Curriculum Achievement Standard is aligned with a 'C' grade. The 'C' grade indicates that your child has demonstrated a satisfactory level of knowledge, understanding and skill in relation to the Achievement Standard.

Appeals

A student must initiate an appeal for any grade with their subject teacher. If a student is dissatisfied with that initial process, they must pursue further appeal through the Faculty Executive Teacher for that subject.

Executive Teacher

Jenelle Reynolds

02/02/2024