<table>
<thead>
<tr>
<th>Unit Name</th>
<th>Main Ideas</th>
<th>Duration (weeks)</th>
<th>Assessment Item</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 Energy for my lifestyle</td>
<td>Energy appears in different forms including movement (kinetic energy), heat and potential energy, and causes change within systems. <em>(ACSSU155)</em> Students will classify energy forms and use flow diagrams to describe energy transfer and energy transformations. They will conduct fair and safe experiments to collect data which is displayed. Students will also examine Australia’s energy production and use of renewable and non-renewable energy resources, including the impact of solar technology on Australian indigenous and outback communities. Following on from this…</td>
<td>6</td>
<td>Exam 1 hour</td>
<td>Week 6 Monday 20th Aug &amp; Tuesday 21st Aug</td>
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<td>6. What’s up?</td>
<td>…Students will plan and conduct an investigation into the energy transfers of sporting balls. They will plan, test and refine an experiment as well as identify improvements to the method considering safety.</td>
<td>2</td>
<td>Assignment Scientific Report</td>
<td>Week 9 Monday 10th Sept</td>
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<tr>
<td>7. Rock never dies!</td>
<td>Sedimentary, igneous and metamorphic rocks contain minerals and are formed by processes that occur within Earth over a variety of timescales <em>(ACSSU153)</em></td>
<td>5</td>
<td>Assignment Scientific report</td>
<td>(Term4)</td>
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</tbody>
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**Literacy Components**
- Speaking and Listening:
- Reading & Viewing: Read the text
  - Interpret flow charts and diagrams
  - Interpret observations in practical activities
- Writing & Designing: Communicating practical activities in written format
  - Designing experiments to test certain scientific concepts

**Numeracy Components**
- Number: Construct and analyse tables of data
- Algebra:
- Measurement: Gathering quantitative data
- Space:
- Chance & Data:

**ICT/Technology Components**
- Select and use ICTs in the processes of inquiry and research: further revision of content covered in class and to improve performance on scientific report task.
- Select and use ICTs to create a range of responses to suit the purpose and audience: Oral presentation
- Select and use ICTs to collaborate and enhance communication for an identified purpose and audience: Oral presentation
- Develop and apply ethical, safe and responsible practices when working with ICTs: Research
- Use a range of advanced ICT functions and applications: Oral presentation of machine