

## Victoria Level 1-4 Science Curriculum Standards Framework for Strike a Chord

### Level 1

Strike a Chord exhibits	Strand	Learning Outcomes	INDICATORS <i>This is evident when the student is able to:</i>
All exhibits	Science	1.1 SCSC0101 Describe, using appropriate language, scientific explorations of the chemical, physical and natural world.	<ul style="list-style-type: none"> <li>• use appropriate words in describing scientific phenomena</li> <li>• recount what happened in an experiment he or she undertook</li> <li>• use simple statements or drawings to describe his or her observations</li> <li>• identify scientific ideas learned from his or her scientific explorations</li> </ul>

### Level 2

Strike a Chord exhibits	Strand	Learning Outcomes	INDICATORS <i>This is evident when the student is able to:</i>
All exhibits	Science	2.1 SCSC0201 Identify simple patterns in observations arising from explorations of readily observable phenomena.	<ul style="list-style-type: none"> <li>• make links between aspects of the data collected in scientific explorations</li> <li>• make simple inferences based on observations</li> <li>• use simple statements and drawings to report on patterns identified in scientific explorations.</li> </ul>

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### Level 3

At this level students recognise electricity, light, sound, heat and movement as energy. Through talking about energy changes they infer that energy is changed from one form to another and does not disappear. They talk and write about the energy changes that occur, for example, electrical energy is changed into sound, light and movement in a microwave oven.

### **Skills, processes and procedures**

Students will be able to:

- participate in planning simple investigations into transformations of energy by simple devices
- expand vocabulary to include scientific terms required to describe aspects of energy and forces
- develop awareness of scientific innovations, using information drawn from the media and Internet.

Students understand the structure of plants and animals in terms of systems and their parts. They learn, for example, that sense organs of the nervous system provide information about their surroundings, parts of the digestive system work together to break down and absorb nutrients. At this level students apply appropriate scientific language to the ideas that scientists have about living things and their environment.

### **Examples of contexts and learning activities**

- report on an investigation into how an animal's senses give it information about its environment
- make a model to represent a system, for example, a support, transport or digestive system, showing its main features

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**Level 4**

<b>Strike a Chord exhibits</b>	<b>Strand</b>	<b>Learning Outcomes</b>	<b>INDICATORS</b> <i>This is evident when the student is able to:</i>
Ear Relay Hearing Range Movie Moments Quirky Facts panels Seeing Sound Sounds Strange Vocal Vowels	Structure and function	4.2 SCBS0402 Describe how selected systems of plants and animals function.	<ul style="list-style-type: none"> <li>• describe the features of the main parts of plant systems, that help them carry out their functions</li> <li>• explain how particular systems of plants and animals carry out their function</li> <li>• describe the features of the main parts of animal systems, that help them carry out their functions</li> </ul>
All exhibits	Energy and its uses	4.1 SCPS0401 Design, build and describe the operation of simple devices that transfer or transform energy.	<ul style="list-style-type: none"> <li>• describe the operation of simple devices that transfer or transform energy</li> <li>• distinguish between simple examples of energy transfer and energy transformation</li> <li>• describe the operation of the produced working model in terms of energy transfer or transformation.</li> </ul>