

# Waterworks

## Level 1 and 2 investigating outcomes

| Student | Stage | Key Learning Area | Date |
|---------|-------|-------------------|------|
|         |       | Science           |      |

| Task | Students investigate water usage at home. |
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|------|---|

|                | Investigating unit outcomes  | Beginning  | Developing   | Achieving   |
|----------------|--|--|--|---|
| <b>Level 1</b> | Follow directions to conduct simple investigation about water use in the home. | Students are able to follow directions to investigate some places where water is used in their home. | Students are able to follow directions to investigate four places where water is used in their home and record their observations. | Students are able to follow directions to investigate four places where water is used in their home. Students can record their observations on a graph and describe how water was used in each place. |
|                | Make and describe observations.  | Students can observe how water is used in their home.  | Students can make and share observations about water usage in their home.  | Students can make and share observations about water usage in their home, describing how water is used in each place.   |

|                | Investigating unit outcomes                 | Beginning                       | Developing   | Achieving   |
|----------------|---|---------------------------------|--|---|
| <b>Level 2</b> | Make and record observations.               | Students can make observations. | Students can make and share observations with others.    | Students can make, share and record observations.   |
|                | Identify patterns in a simple column graph. | Students can identify patterns. | Students can identify patterns in a simple column graph. | Students can identify patterns in a simple column graph and summarise the results on the graph. |

# Waterworks

## Level 1 and 2 conceptual outcomes

| Student | Stage | Key Learning Area | Date |
|---------|-------|-------------------|------|
|         |       | Science           |      |

|             |   |
|-------------|---|
| <b>Task</b> | Students reflect on their learning and represent what they know about water and its uses. |
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|                | Conceptual unit outcomes                            | Beginning  | Developing  | Achieving   |
|----------------|---|--|---|---|
| <b>Level 1</b> | Identify and describe uses of water.                | Students can identify uses of water in their home, school and community. | Students can identify and describe uses of water in their home, school and community. | Students can identify and describe the uses of water and explain the importance of water in their home, school and community.                           |
|                | Identify sources of water.                          | Students can identify where water comes from.                            | Students can identify sources of water in their home, school and community.           | Students can identify sources of water in their home, school and community, explaining the process of how the water is transferred to its point of use. |
|                | Identify an action that can help to conserve water. | Students can describe what it means to conserve water.                   | Students can identify an action that can help conserve water.                         | Students can identify an action that can help conserve water and can use evidence to explain how this affects water usage.                              |

|                | Conceptual unit outcomes  | Beginning  | Developing  | Achieving  |
|----------------|---|--|---|--|
| <b>Level 2</b> | Describe differences between own and other's use of water.                | Students can identify how they use water.          | Students can identify how others use water.   | Students can identify, discuss and make comparisons between their own and other's use of water.  |
|                | Describe a way of transferring water from its source to its point of use. | Students can describe a way of transferring water. | Students can use role-play to describe a way of transferring water from its source to its point of use. | Students can use a storyboard to represent a way of transferring water from its source to its point of use, using evidence to explain the process. |
|                | Identify actions that can be taken to conserve water.                     | Students can name an action that can save water.   | Students can identify ways of using water responsibly.  | Students can identify several ways of conserving water and how these affect water usage.   |