

# Sounds sensational

## Level 1 and 2 investigating outcomes

Student	Stage	Key Learning Area	Date
		Science	

<b>Task</b>	Students plan and conduct an investigation of how to change the pitch of a sound producer.
-------------	--

	Investigating unit outcomes	Beginning	Developing	Achieving
<b>Level 1</b>	Students follow directions to conduct simple investigations about sound.	Follow directions to conduct simple investigations about sound.	Students demonstrate limited ability to investigate sound.	Students mostly follow directions to investigate sound.
	Make and share observations.	Students make limited observations.	Students make and share limited observations.	Students often make and share observations.

	Investigating unit outcomes	Beginning	Developing	Achieving
<b>Level 2</b>	Identify some variables that can be investigated.	Students have limited understanding of variables.	Students identify that an investigation involves variables.	Students identify some variables that can be investigated.
	Make and record observations about sounds.	Students make observations about sounds.	Students make and attempt to record observations about sounds.	Students make and record observations about sounds.

# Sounds sensational

## Level 1 and 2 conceptual outcomes

Student	Stage	Key Learning Area	Date
		Science	

<b>Task</b>	Students represent what they know about sound and reflect on their learning during the unit.
-------------	--

	Conceptual unit outcomes	Beginning	Developing	Achieving
<b>Level 1</b>	Identify sources of sound.	Students identify few sources of sound.	Students identify some sources of sound.	Students identify several sources of sound.
	Describe some uses of sound.	Students identify sounds used in their environment.	Students describe few uses of sound.	Students describe some uses of sound.
	Describe several characteristics of different sounds, such as loud, soft, high, low.	Students describe few characteristics of different sounds.	Students describe some characteristics of different sounds.	Students describe several characteristics of different sounds, such as loud, soft, high, low.
	Identify that sound travels through different materials and can provide examples.	Students understand that sound travels.	Students understand that sound travels through some materials.	Students understand that sound travels through different materials and can provide examples.

	Conceptual unit outcomes	Beginning	Developing	Achieving
<b>Level 2</b>	Describe vibrations as the cause of sound using a range of examples.	Students demonstrate limited ability to describe vibrations as the cause of sound.	Students describe vibrations as the cause of sound using limited examples.	Students describe vibrations as the cause of sound using a range of examples.
	Compare sounds in terms of loudness and pitch.	Students describe a sound as loud or soft.	Students describe the loudness and pitch of a sound.	Students compare sounds in terms of loudness and pitch.
	Compare the transmission of sounds through different materials.	Students represent sound travelling.	Students represent sound travelling through materials.	Students compare the transmission of sounds through different materials.
	Explain how to change the pitch of a sound produced by a sound source.	Students identify the difference between pitch and loudness.	Students describe the pitch of a sound produced by a sound source.	Students explain how to change the pitch of a sound produced by a sound source.