

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
Level 1	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
Level 2	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	

Task	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
Level 1	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
Level 2	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.