WATER CONSERVATION

Water is Important

PS Presentation Slide WS Student Worksheet A Activity G Game

			QUALITY CRITERIA				
SCIENCE UNDERSTANDING			Insufficient evidence to demonstrate working towards the achievement standard	Working towards the achievement standard	Achieving and demonstrating the achievement standard	Working beyond the achievement standard	Extending with depth beyond the achievement standard
Science as a human endeavour	People use science in their daily lives **(VCSSU041)**	• monitoring information about the environment and Earth's resources, for example, rainfall, water levels and temperature PS 1, 2 A G	Insufficient evidence	**With guidance**, can answer yes/no questions about water in the environment.	**Identify** examples of water as a resource in the environment.	**Identify** and **describe** examples of water as a resource in the environment.	**Identify** an example of water in the environment and **describe** how we monitor its use.
		• identifying the ways humans manage and protect resources, for example, reducing waste and conserving water PS 3, 4 WS 1, 2, 5 A G	Insufficient evidence	**With guidance**, can answer simple questions about how we conserve water and reduce waste.	**Identify** examples of how we conserve water and reduce waste.	**Identify** and **describe** examples of how we conserve water and reduce waste.	**Identify** examples of how we conserve water and **describe** how this protects water as a resource.
Earth and space sciences	Earth's resources are used in a variety of ways **(VCSSU047)**	• identifying Earth's resources, including water, soil and minerals, and describing how they are used at school and in the home PS 1, 2, 3 WS 1, 2, 4 A G	Insufficient evidence	**With guidance**, can **identify** and **describe** examples of how we use water at home and at school.	**Identify** and **describe** examples of how we use water at home and at school.	**Identify** and **describe** a range of examples of how we use water at home and at school.	**Identify** and **describe** a broad range of examples of how we use water at home and at school.
		• considering what might happen to humans if there were a change in a familiar available resource, for example, water PS 2 A G	Insufficient evidence	**With guidance**, can answer simple questions about what might happen to humans if there were a change in the availability of water.	**Consider** what might happen to humans if there were a change in the availability of water.	**Thoughtfully consider** and **describe** what might happen to humans if there were a change in the availability of water.	**Thoughtfully consider** what might happen to humans if there were a change in the availability of water, and **suggest** or **predict** how that change may occur (e.g. flood, drought).
		• identifying actions at school that can conserve resources, for example, turning off dripping taps A G	Insufficient evidence	**With guidance**, can answer simple questions about how we can conserve water at school.	**Identify** actions at school that conserve water.	**Identify** and **describe** actions at school that conserve water.	**Identify**, **describe** and **demonstrate** actions at school that conserve water.

SCIENCE INQUIRY SKILLS			QUALITY CRITERIA				
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Questioning and predicting	Respond to and pose questions, and make predictionsabout familiar objects and events **(VCSIS050)**	• considering questions relating to objects used in everyday life and changes in the weather PS 2, 3 WS 1–4 A G	Insufficient evidence	**With assistance,** can **consider** questions relating to water conservation in everyday life.	Can **consider** questions relating to water conservation in everyday life.	Can **thoughtfully consider** questions relating to water conservation in everyday life by **observing** their own behaviours and the actions of others.	Can **extensively consider** questions relating to water conservation in everyday life and **shows an awareness** of the consequences of waste.
		• thinking about 'What will happen if …?' type questions about everyday objects and events PS 3, 4 WS 6 A	Insufficient evidence	**With assistance,** can **think** about what will happen when using everyday objects with water.	Can **think** about what will happen when using everyday objects with water.	Can **think** about and **describe** what will happen when using everyday objects with water.	Can **think** about and **explain** what will happen when using everyday objects with water.
Planning and conducting	Participate in guided investigations, including making observations using the senses, to explore and answer questions **(VCSIS051)**	• safely using sight, hearing, touch, taste and smell so that students can gather information about the world around them A	Insufficient evidence	Use facial expressions to **describe** taste and smell of potable water and salty water.	Use facial expression and words to **describe** the taste and smell of potable water and salty water and **record** the results.	Use facial expression and words to **describe** the taste and smell of potable water and salty water and **record** the results.	Use facial expression and scientific vocabulary (oral and written) to **describe** the taste and smell of potable water and salty water. and **record** the results.
		• manipulating objects and materials and making observations of the results A	Insufficient evidence	**With assistance**, answer yes/no questions about how we can use objects to **measure** water.	Use objects to **move** and **measure** water, **observing** and **describing** the result.	Confidently use objects to **move** and **measure** water, **observing** and **describing** the result.	Confidently use objects to **move** and **measure** water, **observing** and **describing** the results using scientific language.

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Recording and processing	Use informal measurements in the collection andrecording of observations (**VCSIS052**)	• **using units that are familiar to students from home and school, such as cups (cooking), hand spans (length) and walking paces (distance) to make and compare observations** WS 6 A	Insufficient evidence	**With assistance,** can **use** familiar units to make comparisons and observations.	Can **use** familiar units to make comparisons and observations.	Can **use** and **name** familiar units to make comparisons and observations.	Can **use**, **name** and **think** of appropriate units of measurement to make comparisons and observations. For example, for measuring water a student could **suggest** a cup (informal) or litre (formal).
	Use a range of methods, including drawings and provided tables, to sort information (**VCSIS053**)	• **using matching activities, including identifying similar things, odd-one-out and opposites** A G	Insufficient evidence	**With assistance,** can **use** a matching activity to **identify** opposites or similarity.	Can **use** a matching activity to **identify** opposites or similarity.	Can **confidently use** a matching activity to **identify** opposites or similarity.	Can **confidently use** a matching activity and use appropriate vocabulary to **identify** and **explain** opposites or similarity.
		• **sorting information in provided tables or graphic organisers** PS 3	Insufficient evidence	**With assistance,** can **sort** information into a simple table or graphic organiser.	Can **sort** information into a simple table or graphic organiser.	Can **confidently sort** information into a simple table or graphic organiser.	Can **confidently sort** information into a simple table or graphic organiser, and **communicate** ideas with other students.
		• **constructing column and picture graphs with teacher guidance to record gathered information** PS 3	Insufficient evidence	**With guidance, begin to understand how to construct** a simple column or picture graph.	**With guidance**, can **construct** a simple column or picture graph.	Can **independently construct** a simple column or picture graph.	Can **independently construct** a simple column or picture graph and show their **understanding** of the data by sharing a simple verbal or written explantion.

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Analysing and evaluating	Compare observations and predictions with those of others (**VCSIS054**)	• **discussing, with guidance, why original prediction had been made** PS 3–4 A	Insufficient evidence	**With guidance, begin to discuss** why a prediction can be made.	**With guidance, discuss** why a prediction was made.	**With guidance discuss** why a prediction was made using appropriate scientific vocabulary.	**Independently discuss** why a prediction was made using appropriate scientific vocabulary.
		• **discussing observations with other students to see similarities and differences in results** PS 3–4 A G	Insufficient evidence	**With guidance, begin to discuss** observations of similarity and difference.	Use comparative language to **discuss** observations of similarity and difference.	Use comparative language to **confidently discuss** observations of similarity and difference.	**Confidently discuss** observations of similarity and difference using comparative language to **suggest** reasoning.
Communicating	Represent and communicate observations and ideasabout changes in objects and events in a variety of ways **VCSIS055**	• **discussing with others what was discovered from an investigation** A	Insufficient evidence	**With teacher prompts, discuss** what was discovered during the group activity.	**Discuss** what was discovered during group activity.	**Confidently discuss** what was discovered during group activity.	**Confidently discuss** what was discovered during group activity and **suggest** a reason(s) why.
		• **presenting ideas to other students, both one-to-one and in small groups** A	Insufficient evidence	**With assistance, begin to share** ideas by speaking, writing or drawing.	**Present** and **share** ideas by speaking, writing or drawing.	**Confidently present** and **share** ideas by speaking, writing or drawing.	**Confidently present** and **share** ideas by speaking or writing using scientific vocabulary. Or if drawing, using scientific vocabulary for labels.

FEEDBACK

VIC Curriculum

VCSSU041, VCSSU047, VCSIS050, VCSIS051, VCSIS052, VCSIS053, VCSIS054, VCSIS055