

WATER CONSERVATION

Water is Important

SCIENCE UNDERSTANDING			QUALITY CRITERIA				
			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)	<ul style="list-style-type: none"> monitoring information about the environment and Earth's resources, for example, rainfall, water levels and temperature PS 1-3 WS 1-2 A 	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.
		<ul style="list-style-type: none"> identifying the ways humans manage and protect resources, for example, reducing waste and conserving water PS 1-3 WS 3-6 G A 	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)	<ul style="list-style-type: none"> identifying Earth's resources, including water, soil and minerals, and describing how they are used at school and in the home PS 1-2 WS 1-3, 6 	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.
		<ul style="list-style-type: none"> considering what might happen to humans if there were a change in a familiar available resource, for example, water PS 1, 3 	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).
		<ul style="list-style-type: none"> identifying actions at school that can conserve resources, for example, turning off dripping taps PS 2 WS 3-4, 6 A 	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.

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Questioning and predicting	Respond to and pose questions, and make predictions about familiar objects and events (VCS1S050)	<ul style="list-style-type: none"> considering questions relating to objects used in everyday life and changes in the weather PS 1–3 WS 1–5 A 	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 1–3 WS 4 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 (VCS1S051)	<ul style="list-style-type: none"> 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 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 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.	
Recording and processing	Use informal measurements in the collection and recording of observations (VCS1S052)	<ul style="list-style-type: none"> 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 2 	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).

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Recording and processing (cont.)	Use a range of methods, including drawings and provided tables, to sort information (VCSIS053)	<ul style="list-style-type: none"> using matching activities, including identifying similar things, odd-one-out and opposites 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 appropriate vocabulary to identify and explain opposites or similarity.
		<ul style="list-style-type: none"> 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 a graphic organiser, and communicate ideas with other students.
		<ul style="list-style-type: none"> 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 explanation.
Analysing and evaluating	Compare observations and predictions with those of others (VCSIS054)	<ul style="list-style-type: none"> discussing, with guidance, why original prediction had been made WS 2 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.
		<ul style="list-style-type: none"> discussing observations with other students to see similarities and differences in results WS 4 A 	Insufficient evidence	With guidance, begin to discuss observations of similarity and difference.	Uses comparative language to discuss observations of similarity and difference.	Uses 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 ideas about changes in objects and events in a variety of ways (VCSIS055)	<ul style="list-style-type: none"> discussing with others what was discovered from an investigation WS 4 A 	Insufficient evidence	With teacher prompts, discuss what was discovered during the group activity.	Discuss what was discovered during the group activity.	Confidently discuss what was discovered during the group activity.	Confidently discuss what was discovered during the group activity and suggest a reason(s) why.
		<ul style="list-style-type: none"> presenting ideas to other students, both one-to-one and in small groups WS 5-6 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