

SCIENCE UNIT: WATER WATCH – LESSON SEQUENCE

CURRUMBIN COMMUNITY FARM CAMPUS

PRE CAMP ACTIVITIES C2C Sci Yr7 Unit1: Water - waste not want not!	RESIDENTIAL CAMP PROGRAM Australian Curriculum	POST CAMP ACTIVITIES C2C Sci Yr7 Unit2: Water - waste not want not!
<p>TOPIC: WATER</p> <p>Exploring water as a resource (1 of 4)</p> <ul style="list-style-type: none"> • Demonstrate the amount of fresh water on Earth • Discuss the importance of water • Create a water use chart <p>Discovering the water cycle (2 of 4)</p> <ul style="list-style-type: none"> • Review the water cycle • Perform water cycle experiments <p>Exploring the water cycle (3 of 4)</p> <ul style="list-style-type: none"> • Investigate human elements of the water cycle • Introduce phase changes in the water cycle • Perform a water cycle activity • Identify water as a renewable resource • Define aquifers 	<div data-bbox="981 344 1258 520" data-label="Image"> </div> <p>Water Quality Testing</p> <ul style="list-style-type: none"> • Perform water quality tests of Currumbin Creek: Acidity (pH), water colour, odour & turbidity <p>Defining a Catchment</p> <ul style="list-style-type: none"> • Investigate farm model to discuss the definition of a catchment. • Demonstrate a local river story “Currumbin Valley Water Drop” <p>Water Filtration</p> <ul style="list-style-type: none"> • Review filtration in water treatment • Demonstrate a water filter • Design and build a water filter • Perform water filtering challenge <p>Water Quality Testing</p> <ul style="list-style-type: none"> • Identify the relationship between humans and water quality • Explore the local creek using nets and collecting trays to catch live bugs (macro invertebrate) • Implement dichotomous keys to identify the collected species and assess the creeks water quality <p>Indigenous Water Connection</p> <ul style="list-style-type: none"> • Compare indigenous water values and sustainable techniques of locating and consuming water 	<p>TOPIC: WATER TREATMENT</p> <p>Reviewing separation techniques (1 of 3)</p> <p><input checked="" type="checkbox"/> Lesson 1 to be completed during camp learning experiences</p> <p>Identifying water treatment processes (2 of 3)</p> <ul style="list-style-type: none"> • Review water quality tests • Explore the movement of water through a treatment plant • Identify water quality tests and treatment options • Compare treatment processes to separation techniques <p>Comparing artificial and natural processes (3 of 3)</p> <ul style="list-style-type: none"> • Compare water treatment processes to the natural water cycle • Compare available water with water requirements • Discuss the need for additional treatment processes <p>TOPIC: WATER USAGE</p> <p>Evaluating access to water (1 of 3)</p> <ul style="list-style-type: none"> • Identify water quality standards • Summarise collected water-use data • Compare access to water in different countries <p>Exploring water usage (2 of 3)</p> <ul style="list-style-type: none"> • Complete a water-use survey • Compare average water usage to Australian - other countries • Create graphs to display data <p>Evaluating water usage (3 of 3)</p> <ul style="list-style-type: none"> • Compare water costs of different products • Evaluate the real cost in water of our lifestyle • Present plans to change habits and reduce water
<p>Evaluating water quality (4 of 4)</p> <p><input checked="" type="checkbox"/> Lesson 4 to be completed during camp learning experiences</p>		
<p>TOPIC: MIXTURES</p> <ul style="list-style-type: none"> • Investigating mixtures (1 of 2) • Exploring chromatography (2 of 2) <p>TOPIC: SEPARATION</p> <ul style="list-style-type: none"> • Exploring separation techniques (1 of 4) • Revising separation techniques (2 of 4) • Assessment: Separating a mixture (3 of 4) • Assessment: Separating a mixture (4 of 4) 	<p align="center">ASSESSING STUDENT LEARNING – TOPIC: WATER USE</p>	
<p align="center">Scaffolding a persuasive argument (1 of 4)</p> <ul style="list-style-type: none"> • Research, plan and construct a persuasive argument on a water issue. 	<p align="center">Persuasive Argument - Water issue (2–4 of 4)</p> <ul style="list-style-type: none"> • Research, plan and construct a persuasive argument on a water issue. 	