

Lessons	Essential Question: How does water behave in our watershed and why is it important?
1	<p>Focusing Question: Why is water important?</p> <p>Learning Activities: Brainstorm places they see, use, and interact with water. Create a web to illustrate interactions with water.</p> <p>Assessment: Web discussion and water poems</p>
2	<p>Focusing Question: What is the water cycle?</p> <p>Learning Activities: <i>Wonderful Water Webquest</i>. Collect information about the water cycle and record observations in their "THINKBOOK" journal.</p> <p>Assessment: Completed Wonderful Water Webquest and water observation reflection</p>
3	<p>Focusing Question: Why does water run down hill?</p> <p>Learning Activities: Explore movement of water over land at Redstone Quarry and hypothesize how it flows into the lake based on topographic maps.</p> <p>Assessment: Observation of land, discussion, and predictions of flow pathway</p>
4	<p>Focusing Question: What is a watershed?</p> <p>Learning Activities: Build a watershed model with various elevations to observe how water behaves in a watershed.</p> <p>Assessment: Constructed watershed, "THINKBOOK" journal, and listed steps of water travel</p>
5	<p>Focusing Question: How does the watershed connect to the lake?</p> <p>Learning Activities: Brainstorm impacts in the watershed on the lake based on three items. Students predict impact by connecting the items to the lake.</p> <p>Assessment: Participation, discussion, predictions, reflections, and brainstorm web</p>
6	<p>Focusing Question: How do people impact their local watershed/lake?</p> <p>Learning Activities: Students create a question / concern about human activity on the lake, listen to a presentation, and "Soil on the Run Activity" follow-up lesson</p> <p>Assessment: Questions / Answers and thank you note</p>
7	<p>Focusing Question: What are specific implications of human development and activities on the lake?</p> <p>Learning Activities: Students are assigned to research and present on different points of view in the mock town meeting. Students debate what will be done with 10 acres of shoreline.</p> <p>Assessment: Venn diagram, speech in town meeting, and newspaper article</p>
8	<p>Focusing Question: What can people do to decrease their impact on the lake and improve the health of Lake Champlain?</p> <p>Learning Activities: Students work in groups to create working wax museum demonstrations to show different ways to lessen impact on the lake and protect its future.</p> <p>Assessment: Demonstration assessed by rubric, believability and accuracy of demonstration</p>
9	<p>Focusing Question: What is one specific change that can be implemented at Christ the King to positively impact the polluted water run-off traveling to the lake?</p> <p>Learning Activities: Focus on rain gardens as a form of water treatment, research construction needs, and submit research to school board for approval</p> <p>Assessment: Completed research, planning, budgets, and proposal letter for rain garden</p>
10	<p>Focusing Question: Why should people care about the health of the lake? What can people do to improve the health of the lake? What does the future look like for the lake, with change and without?</p> <p>Learning Activities: Compile knowledge of watersheds and human impact to develop an informative pamphlet about the lake. Create and display mini presentations to highlight their work and educate/inspire the school.</p> <p>Assessment: "Get Your Feet Wet with 5th Grade", pamphlet, compilation of work, and written reflection on how the study has influenced their own lives and choices.</p>