

Lesson Number	Essential Question: Why are wetlands important? Focusing question (FQ), learning activities (LA), student evidence (SE) related to KUDs, and assessment strategy (AS)
1 Introductory Activity	FQ: Where does the pollution in our school's parking lot go when it rains? LA: Students evaluate and assess pollutants in lot and where runoff flows SE: Students identify problems and offer solutions to parking lot pollution AS: Students will write potential solutions to problem in journal
2	FQ: What is a watershed? LA: Students are introduced to watersheds w/ Enviroscape Model SE: Students identify pollution sources in watershed and define <i>watershed</i> AS: Journal: illustrate and label land use/pollutant sources near their home
3	FQ: How does land use affect water quality? LA: Students study maps of land use in local watershed SE: Students color map to identify problem/beneficial land use in watershed AS: Colored maps will show how land use is affecting water quality
4	FQ: What role does a wetland play in a watershed? LA: Students listen to presentation given by a visiting wetlands scientist SE: Student can identify where they find wetlands and explain what they are AS: Journal: biotic/abiotic factors of wetlands and role in watershed?
5	FQ: What lives in a wetland? LA: Field trip to local wetland with journals and digital cameras SE: Students identify physical/biological characteristics of wetland habitat AS: Photographic journal shows what's there; creates metaphor for wetland
6	FQ: How do humans make polluted water clean again? LA: Field trip to Westport's Waste Water Treatment Facility SE: Students understand how waste water is treated/returned to water cycle AS: Students describe the step-by-step process of waste water treatment
7	FQ: How is a wetland like a natural water filter? LA: Students build a water filter SE: Students build water filter and understand how a wetland is like a filter AS: Students can build filter and explain how it makes the water clean again
8	FQ: Where does water in your house come from and where does it go? LA: Students research where their water at home comes from/goes SE: Students know and understand how they use water in everyday life AS: Student creates map in journal of where water comes/goes at home
9	FQ: What is a rain garden and how is it similar to a natural wetland? LA: Students visit a local rain garden that successfully processes runoff SE: Students understand basic principles of rain garden engineering AS: Students can explain how rain gardens work, how they are like wetlands
10 Culminating Activity	FQ: How do rain gardens benefit a watershed? LA: Students design and create a rain garden for our school's parking lot SE: Students create a rain garden and describe how it benefits the watershed AS: Rain garden and explanation of benefits will be assessed