**5E Template- Science**

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| **Name: Jessica James** | **Date: 7/2011** |
| **Content Area: Science** | **Grade Level(s): 6** | **Topic(s): Watershed System** |

**Standards (SOL)**

6.1 The student will plan and conduct investigations in which

k) an understanding of the nature of science is developed and reinforced.

6.7 The student will investigate and understand the natural processes and human interactions that

affect watershed systems. Key concepts include

a) the health of ecosystems and the abiotic factors of a watershed;

b) the location and structure of Virginia’s regional watershed systems;

c) divides, tributaries, river systems, and river and stream processes;

f) major conservation, health, and safety issues associated with watersheds;

**Objectives (UKD’s)**

I can investigate the Chesapeake Bay Watershed major tributaries.

**Materials & Resources**

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| * Computer
* Projector
* Laminated Chesapeake Bay Watershed Maps
* Visa-Vis Wet Erase Markers
 | * Google Earth
* Wet paper towels
* Dry paper towels
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**Safety Considerations**

None

**Engage – Time Estimate 5 minutes**

Show students the Google Earth clip jumping from local school through the bodies of water to get to the Chesapeake Bay.

**Explore – Time Estimate 45 minutes**

Have the students use the wet erase markers to outline the major rivers of the Chesapeake Bay Watershed (James, Potomac, York, Susquehanna, Patuxent, Rappahannock) Use coordinates to have them identify the area you live, major cities, Atlantic ocean, Compass rose, mountains and states.

**Explain -- Time Estimate 15 Minutes**

Have students answer these questions in pairs and come back together as a class to discuss

* What relationship do you notice about the location of cities and rivers?
* What pollution concerns are there with cities being so close to rivers?
* How many states have tributaries that flow into the Chesapeake Bay Watershed?

**Extend -- Time Estimate 5 minutes**

What about on a larger scale? Oceans have similar pollution problems. Who is responsible for cleaning that pollution?

**Evaluate -- Time Estimate 15 minutes**

Formal assessment having students identify the rivers and states.

**Plans for Diversity**

Students may need assistance finding the smaller openings between the rivers to outline the watershed.

**Connections**

Encouraging good land use in the local community.