

Appendix B: Hints from teachers who have taught the curriculum before.

Suggestions for

Introducing *Life in the Watershed: Investigating streams and water quality.*

Use newspaper/magazine articles or Headlines about water issues active today.

Resource: <http://calwaternews.blogspot.com> (current list of articles)

- What's the importance of water?
- Do you have any personal issues with water?
- Where do we get our water?
- Why do we need to conserve water? Are we running out?
- What is happening with the salmon?
- Do we get food from water also?
- Have you heard of any water problems/issues in your community?

Suggestions for Assessing Lesson III—Community Plans

- Have students attach an 8 ½ x 11 sheet to their large grid sheet that lists the unique elements that they have included in their plan in order to reduce or eliminate urban run-off pollution.
- Post the designs around the room. Have each team “evaluate” at least 4-5 plans checking off whether or not they followed the basic Act. III guidelines (from Student workbook p. 14) and rate their special elements on a scale of 1-5. Or have teams use rubric for scoring each plan and use that as scale.
- Compile results and Post winners; give grades according to the rubric but take students evaluations into account.

Links with info on community planning to reduce/filter urban runoff.

http://www.epa.gov/nps/toolbox/other/santamonica_urbrochure.pdf

If you have easy access to computers,
have students use research terms: swale. French drains, pervious parking lots,
green strip filters. Find pictures/drawings; report back to class or groups.