Day 1	**Day 2**	**Day 3**	**Day 4**	**Day 5**
Lesson: Human Impact on Water **Essential Question**: What impact can human activities have on water resources?	**Lesson:** Human Impact on Water	**Lesson:** Human Impact on Water	**Lesson:** Human Impact on Water	**Lesson:** Human Impact on Water
Clarifying Objective: **8.E.1.3** Predict the safety and potability of water supplies in North Carolina based on physical and biological factors, including: • Temperature • Dissolved oxygen • pH • Nitrates and phosphates • Turbidity • Bio-indicators **Academic Vocabulary:** Urbanization, point-source pollution, non-point-source pollution, eutrophication, thermal pollution, potable, reservoir	**Clarifying Objective:** **8.E.1.3** Predict the safety and potability of water supplies in North Carolina based on physical and biological factors, including: • Temperature • Dissolved oxygen • pH • Nitrates and phosphates • Turbidity • Bio-indicators **Academic Vocabulary:** Urbanization, point-source pollution, non-point-source pollution, eutrophication, thermal pollution, potable, reservoir	**Clarifying Objective:** **8.E.1.3** Predict the safety and potability of water supplies in North Carolina based on physical and biological factors, including: • Temperature • Dissolved oxygen • pH • Nitrates and phosphates • Turbidity • Bio-indicators **Academic Vocabulary:** Urbanization, point-source pollution, non-point-source pollution, eutrophication, thermal pollution, potable, reservoir	**Clarifying Objective:** **8.E.1.3** Predict the safety and potability of water supplies in North Carolina based on physical and biological factors, including: • Temperature • Dissolved oxygen • pH • Nitrates and phosphates • Turbidity • Bio-indicators **Academic Vocabulary:** Urbanization, point-source pollution, non-point-source pollution, eutrophication, thermal pollution, potable, reservoir	**Clarifying Objective:** **8.E.1.3** Predict the safety and potability of water supplies in North Carolina based on physical and biological factors, including: • Temperature • Dissolved oxygen • pH • Nitrates and phosphates • Turbidity • Bio-indicators **Academic Vocabulary:** Urbanization, point-source pollution, non-point-source pollution, eutrophication, thermal pollution, potable, reservoir
Bell Ringer:	**Bell Ringer:**	**Bell Ringer:**	**Bell Ringer:**	**Bell Ringer:**

Probing Question- Water in the Community Module D- Ecology and Environment Unit 4 Lesson 1 pg 268 **<u>Instructional Tasks:</u>** *****The powerpoint covers** **Use Science Fusion (Module D- Ecology and Environment)** **Pg. 266- 280 teacher pages** **Student pages 206-219** **Options:** **-Read Unit 4 Lesson 1 pg. 206-219** **-Powerpoint with skeletal notes** **-Digital Lesson with skeletal notes** **<u>Summarizer:</u>** **3-2-1 on powerpoint notes or digital lesson** **-3 things you liked, 2 new ideas you learned, 1 question you have.**	Have students create a concept map to list all the places fresh water can be found. In the center, have them write Fresh Water, and list sources in surrounding circles. **<u>Instructional Tasks:</u>** **-Continue/finish day 1 lesson** **-Vocabulary activity on Surface Water and Groundwater** **Word Triangle- example on pg 271** **Card Sort- Found in teacher resources- vocabulary strategies.** **Word Splash- Found in teacher resources- vocabulary strategies.** **(use any strategy you like: ex- Frayer model, word triangle, Four Square, etc.)** **<u>Summarizer:</u>** **Create an Acrostic Poem using one of your**	Probing Questions pg 279. These questions include guided inquiry questions to help with a class discussion on what happens if an area does not have enough water. **<u>Instructional Tasks:</u>** **Options:** **-Students can take a "book walk" through the lesson. Each page of the student book has questions they will answer after reading each section. If using laptops, the program will read to the student. If laptops are not available, you can make a class set of the lesson for students.** **<u>Activity</u>- Can Water Flow Uphill? Pg 268ts to use.** **<u>Activity</u>- Cleaning Water pg 268** **<u>Summarizer:</u>** Think-pair-Share will work for all activities listed.	Have students write which type of water threat they think is the most serious in their community or state (thermal pollution, chemical pollution, biological pollution or eutrophication) Have them explain and discuss with classmates. There is no right or wrong answer. **<u>Instructional Tasks:</u>** **Options-** **<u>1 day to complete-</u>** **<u>Field Lab-</u> Investigating Water Quality pg 269** **<u>Daily Demo</u>- Point-source and Non-point-source Pollution pg 269** **<u>Quick Lab</u>- Turbidity and Water Temperature pg 269** **<u>Quick Lab</u>- Ocean Pollution from Land pg 269** **<u>Activity-</u> Give Me Water! Pg 268** **Or choose an option from the previous**	What can happen to rainwater that enters a storm drain on your street? (It drains into local rivers, streams, and lakes.) **<u>Instructional Tasks:</u>** **<u>One Day Options-</u>** **-Lesson Review pg 219 Module D- Student Edition** **-Traditional Quiz/ Test** **~Complete the previous activity from the previous day.** **<u>Option 2- Two day activities-</u>** **Alternative Assessment- Water Pollution pg 273** **<u>Summarizer:</u>** **Students could present their alternative assessment.** **You can review the Lesson review as a class.**

**** Take it home worksheet found online*****	**vocabulary words. Make sure the words or sentences match the definition of the vocabulary word.** **Card Sort and Word Splash can be used as summarizer.**		**three days that has not been completed.** **Summarizer:** **Review KWL chart from previous activity. Students should be able to fill in the learned column.**	
Assessment: Observation/ Summarizer	**Assessment:** Observation	**Assessment:** summarizer, observation	**Assessment:** summarizer, observation/	**Assessment:** Observation

***Great summarizer website: http://www.cobbk12.org/CheathamHill/LFS%20Update/summarizing_strategies.htm and http://www.christina.k12.de.us/LiteracyLinks/elemresources/lfs_resources/summarizing_strategies.pdf Allows you to pick many different summarizers depending on your activity. ***

Day 6	**Day 7**	**Day 8**	**Day 9**	**Day 10**
Lesson: Protecting Earth's Water, Land, and Air **Essential Question**: How can Earth's resources be used wisely?	**Lesson:** Protecting Earth's Water, Land, and Air	**Lesson:** Protecting Earth's Water, Land, and Air	**Lesson:** Protecting Earth's Water, Land, and Air	**Lesson:** Protecting Earth's Water, Land, and Air
Clarifying Objective: **8.E.1.4** Conclude that the good health of humans requires: • Monitoring of the hydrosphere • Water quality standards • Methods of water treatment • Maintaining safe water quality	**Clarifying Objective:** **8.E.1.4** Conclude that the good health of humans requires: • Monitoring of the hydrosphere • Water quality standards • Methods of water treatment • Maintaining safe water quality	**Clarifying Objective:** **8.E.1.4** Conclude that the good health of humans requires: • Monitoring of the hydrosphere • Water quality standards • Methods of water treatment • Maintaining safe water quality	**Clarifying Objective:** **8.E.1.4** Conclude that the good health of humans requires: • Monitoring of the hydrosphere • Water quality standards • Methods of water treatment • Maintaining safe water quality • Stewardship	**Clarifying Objective:** **8.E.1.4** Conclude that the good health of humans requires: • Monitoring of the hydrosphere • Water quality standards • Methods of water treatment • Maintaining safe water quality • Stewardship

• Stewardship **Academic Vocabulary:** Conservation, stewardship	• Stewardship **Academic Vocabulary:** Conservation, stewardship	• Stewardship **Academic Vocabulary:** Conservation, stewardship	**Academic Vocabulary:** Conservation, stewardship	**Academic Vocabulary:** Conservation, stewardship
Bell Ringer: KWL chart on earth's resources and how to manage them. **Instructional Tasks:** *****The powerpoint covers** **Use Science Fusion (Module D- Ecology and Environment- Unit 4 Lesson 4)** **Pg. 312-326 teacher pages** **Student pages 244-257** **Options:** **-Read Unit 4 Lesson 4 pg. 244-257** **-Powerpoint with skeletal notes** **-Digital Lesson with skeletal notes** **Summarizer:**	**Bell Ringer:** Explain the importance of maintaining water quality and sustainable water use. **Instructional Tasks:** **-Continue/finish day 1 lesson** **-Vocabulary activity on Surface Water and Groundwater** **Word Triangle- example on pg 271** **Card Sort- Found in teacher resources- vocabulary strategies.** **Word Splash- Found in teacher resources- vocabulary strategies.** **(use any strategy you like: ex- Frayer model, word triangle, Four Square, etc.)** **Summarizer:**	**Bell Ringer:** Probing Questions- Energy Use pg 314. **Instructional Tasks:** **Options:** **-Students can take a "book walk" through the lesson. Each page of the student book has questions they will answer after reading each section. If using laptops, the program will read to the student. If laptops are not available, you can make a class set of the lesson for students.** **Activity- Conservation at School pg 314** **Activity- Inside/ Outside Circle pg 316** **Discussion- The Cost of Energy pg 314**	**Bell Ringer:** Formative Assessment questions pg 319 **Instructional Tasks:** **Options-** **1 day to complete-** **Daily Demo- Packaging pg 315** **Quick Lab- Soil Erosion pg 215** **Quick Lab- Investigate the Value of Recycling pg 315** **2 or more days to complete-** **Exploration Lab- Filtering Water pg 315** **Virtual Lab- Human Impact pg 315** **Or choose an option from the previous three days that has not been completed.**	**Bell Ringer:** What are some ways, other than those you read about so far, that you as an individual can practice consercation? **Instructional Tasks:** **One Day Options-** **-Lesson Review pg 237 Module D- Unit 4 Lesson 4 Student Edition** **-Traditional Quiz/ Test** **~Complete the previous activity from the previous day.** **Option 2- Two day activities-** **Alternative Assessment- Water, Land, and Air pg 319** **Summarizer:** **Students could present their alternative**

3-2-1 on powerpoint notes or digital lesson **-3 things you liked, 2 new ideas you learned, 1 question you have.** **** Take it home worksheet – Energy at Home found online*****	**Create an Acrostic Poem using one of your vocabulary words. Make sure the words or sentences match the definition of the vocabulary word.** **Card Sort and Word Splash can be used as summarizer.**	**Summarizer:** Think-pair-Share will work for all activities listed.	**Summarizer:** **Review KWL chart from previous activity. Students should be able to fill in the learned column.**	**assessment.** **You can review the Lesson review as a class.**
Assessment: Observation/ Summarizer	**Assessment:** Observation	**Assessment:** summarizer, observation	**Assessment:** summarizer, observation/	**Assessment:** Observation