



LESSON 5: OUTLINE

DRIVING QUESTION: HOW CAN I BE INVOLVED WITH WATER?

Lesson Time: 50-60 min. plus presentation time

Objectives: Students will be able to 1) explore careers related to water, 2) identify requirements for a career of interest, and 3) present their work to other people beyond their classmates and teacher.

Standards:

English Language Arts

CCSS.ELA-LITERACY.WHST.6-8.2: Writing. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through selection, organization, and analysis of relevant content.

CCSS.ELA-LITERACY.WHST.6-8.7: Writing. Conduct short research projects to answer a question, drawing on several sources and generating additional related focused questions that allow for multiple avenues of exploration.

CCSS.ELA-LITERACY.SL.6-8.4: Speaking & Listening. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes.

Materials:

- Computer lab with internet access
- Water careers presentation rubric (1 per student)
- Small water bottles (1 per student)

Preparation: preview *Dive into Water Careers!*, an online learning tool available at www.agfoundation.org. Reach out to administration, agriculture industry representatives, and community members who would be willing to evaluate student presentation. Write the titles of the four previous water-related lessons on the whiteboard.

Activity Steps:

1. Refer to the previous lesson titles displayed on the whiteboard. Ask students to recall one fact they

learned from each lesson. As they recall each fact, they are to raise one finger. When they have four fingers extended, ask students to hold up their hand. Elicit responses and capture key discoveries on the whiteboard.

2. Ask students to consider the qualities they would like in their ideal job. Have volunteers share.
3. Tell students that there are vast opportunities for careers connected to water.
4. Set context for activity.
 - a. Students will review 10 water-related careers.
 - b. Students will select one career and use the online tool to research key information.
 - c. Students will create a presentation about their selected career that includes key information from the learning tool as well as current job opportunities in that field.
 - d. Students will deliver their presentations to other people beyond their classmates and teacher.
5. Distribute the presentation rubric and clarify expectations.
6. Monitor student work time. You may elect to have students finish presentation preparation outside of class time.
7. Facilitate presentations and celebrate success.
8. Conclusion: Give each student a small water bottle. Review information from unit through facilitated discussion.
 - a. *Why do we need water?* Listen for examples of related to body function and food production.
 - b. *Where does water come from?* Listen for major steps in the water cycle and information about water distribution.
 - c. *Is all water the same?* Listen for factors affecting water quality for drinking and food production.
 - d. *How can we responsibly use water?* Listen for information about giving each plant the exact water it needs, as well as technology used by farmers.

Names: _____ Date: _____ Class Period: _____

Lesson 5: Student Resource

Water Careers Presentation Rubric

	Advanced	Proficient	Novice
Description of Selected Career	Career is clearly and accurately described. The student understands the roles and responsibilities associated with the career.	Description of career is missing one or more key components.	No clear description of the selected career is given.
Education/Training Required	Education and/or training required for the job are clearly communicated. The student includes information regarding where he/she could obtain schooling or training for the job.	Description of education and/or training required is missing one or more key components.	No clear description of education and/or training required is given.
Annual Salary Range	Annual salary range is clearly communicated.	Annual salary wage is missing key information.	No clear annual salary range is given.
Current Job Opportunities	One or more current job opportunities related to the selected career are identified. The student identifies where the job is and what he/she would need to do to apply for the job.	Description of current job opportunities is missing one or more key components.	No description of current job opportunities is given.