A: Unit Overview	**Interdisciplinary Yearlong Watershed Exploration Unit** **Patricia Hurlburt and Megan Wellford**
Essential Question	**What are the stories of our watershed?**
Enduring Understandings	**Students will**: * Experience the natural, recreational, and cultural resources of the Ausable River and Lake Champlain Basin * Connect with the history and geological origins of the local region. * Understand that their actions impact the ecological and economic sustainability of the larger watershed and beyond * Meet with experts and conduct research to practice authentic inquiry related to social studies, science, and english language arts. * Collaborate and engage in feedback from and with peers in multi-age teams to build and share their expertise with the community.
Common Core Standards	**Next Gen Science Standards:** **MS-ESS2-6** Develop and use a model to describe phenomena. **ESS3.D: Global Climate Change** ● Human activities, such as the release of greenhouse gases from burning fossil fuels, are major factors in the current rise in Earth's mean surface temperature (global warming). Reducing the level of climate change and reducing human vulnerability to whatever climate changes do occur depend on the understanding of climate science, engineering capabilities, and other kinds of knowledge, such as understanding of human behavior and on applying that knowledge wisely in decisions and activities. (MS-ESS3-5) **Grade 3: Disciplinary Core Idea: 3.LS4.C: Adaptation** For any particular environment, some kinds of organisms survive well, some survive less well, and some cannot survive at all. (3-LS4-3)

	Middle School Disciplinary Core Idea: LS2.A: Interdependent Relationships in Ecosystems Organisms, and populations of organisms, are dependent on their environmental interactions both with other living things and with nonliving factors. (MS-LS2-1) **<u>NY State Social Studies Standard 3, Key Idea 1</u>:** **Key Idea 1: Geography can be divided into six essential elements which can be used to analyze important historic, geographic, economic, and environmental questions and issues. These six elements include: the world in spatial terms, places and regions, physical settings (including natural resources), human systems, environment and society, and the use of geography.** **<u>Common Core ELA Standard: CCSS.ELA-LITERACY.W.6.10</u>** **Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.**
Purpose	This unit is designed to be taught in Keene and Keene Valley, NY, along the Ausable River. It may be easily adapted to other areas. It is our hope that this unit will awaken students to the area's rich resources and the stories that result from these local treasures. Since the Keene Central School mission involves instilling a sense of place in each student, as well as a deep respect for the environment, this unit aligns with our district's goals.
What will students know, do, and understand?	KNOW: Students should know the geographical, geological, historical, ecological, and economic stories of their watershed. DO: Students will be able to serve as stewards of their watershed by acting as citizen scientists at the Science Slam and in the larger community. Students will also effectively collaborate and engage in feedback from and with peers in multi-age teams to build and share their expertise with the community. UNDERSTAND: Students will understand what a watershed is, be able to identify our local watershed, and be able to use the stories of the watershed to act as its stewards.