

Name: _____

Water, Water Everywhere

Aligned to the following standards:
CS.03; CS.04; NRS.01; NRS.02; NRS.04; FFA.PL-A; FFA.PL-B; FFA.PL-C; FFA.PL-D;
FFA.PL-F; FFA.PL-H; FFA.PL-M; FFA.PL-N; FFA.PL-O; AG3; AG4; AG-NR1; AG-NR2;
AG-NR4; CCSS.ELA.W.9-10.2; CCSS.ELA.SL.9-10.1; CCSS.ELA.SL.9-10.6; CCSS.ELA.L.9-
10.6; CCSS.ELA.RST.9.10.4; CCSS.ELA.RST.11-12.9 CCSS.ELA.WHST.9.10.1; MPI; MP2;
MP4; CCSS.HSS.ID.A.1; HS-ETS1-3; CRP.02; CRP.04; CRP.05; CRP.06; CRP.08; CRP.11;

Directions: Read a brief article (Appendix 1: Where Does Our Water Come From? Understanding Water Sources). As you read, highlight or underline eight key vocabulary terms that relate to water sources and supply. Define each of the terms and answer comprehension questions from the article below.

Vocabulary Term	Definition (One sentence)

Comprehension Questions:

1. Explain the difference between groundwater and surface water.
2. Describe how precipitation connects to other types of water sources.
3. Why is it important to understand where your water comes from? How can this knowledge affect your water use?

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Our Community, Our Water

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FFA.PL-F; FFA.PL-H; FFA.PL-M; FFA.PL-N; FFA.PL-O; AG3; AG4; AG-NR1; AG-NR2;
AG-NR4; CCSS.ELA.W.9-10.2; CCSS.ELA.SL.9-10.1; CCSS.ELA.SL.9-10.6; CCSS.ELA.L.9-10.6; CCSS.ELA.RST.9.10.4; CCSS.ELA.RST.11-12.9 CCSS.ELA.WHST.9.10.1; MP1; MP2; MP4; CCSS.HSS.ID.A.1; HS-ETS1-3; CRP.02; CRP.04; CRP.05; CRP.06; CRP.08; CRP.11;

Directions: Research water in your state or community and answer the questions below.

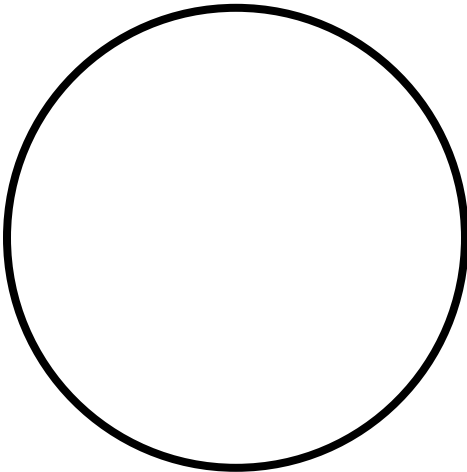
1. List the main sources of water in your community and which type of water source (from the article) they are.

Water Source	Type of Source

2. How is the water distributed from these sources to your community? (Who or what is involved in the process?)

3. List the categories of water usage in your community (i.e., agricultural, industrial, residential, etc.) and the amount or percentage used for each category. (You may not use all lines.)

Water Usage Category	Amount of Water Used <i>(Volume or Percentage)</i>



4. Use the provided circle to create a pie chart representing water use in your community. Be sure to label each section with which category it represents.

Name: _____

5. Pick two of the largest water use categories in your community and further break them down into specific activities within each category. (For example, breaking down residential use into washing dishes, showering, etc.)

Selected Category 1:

List at least five activities you can think of within this category.

- a.
- b.
- c.
- d.
- e.

Selected Category 2:

List at least five activities you can think of within this category.

- a.
- b.
- c.
- d.
- e.

Now, highlight one activity from each list above, and next to it, write a potential water conservation practice that could reduce water consumption for that activity in your community.

6. What surprised you the most about where your community's water comes from and how it is used?
7. What challenges or opportunities do you think your community will face in the future when it comes to water conservation and management?
8. What are some solutions you think could help improve the sustainability of water use in your community?

Let's Talk About Water

CS.03; CS.04; NRS.01; NRS.02; NRS.04; FFA.PL-A; FFA.PL-B; FFA.PL-C; FFA.PL-D;
FFA.PL-F; FFA.PL-H; FFA.PL-M; FFA.PL-N; FFA.PL-O; AG3; AG4; AG-NR1; AG-NR2;
AG-NR4; CCSS.ELA.W.9-10.2; CCSS.ELA.SL.9-10.1; CCSS.ELA.SL.9-10.6; CCSS.ELA.L.9-
10.6; CCSS.ELA.RST.9.10.4; CCSS.ELA.RST.11-12.9 CCSS.ELA.WHST.9.10.1; MPI; MP2;
MP4; CCSS.HSS.ID.A.1; HS-ETS1-3; CRP.02; CRP.04; CRP.05; CRP.06; CRP.08; CRP.11;

Directions: Read the role card that you've been assigned for this activity and use the table below to explain your role and begin to think through how you want to approach the community conversation.

Part 2

1. List the groups that were part of the conversation you participated in and their final water allotments in the table below.

Water User	Amount of Water Allotted
Total:	

Name: _____

2. How did your group prioritize water needs among the different roles?
3. Were there any disagreements about how to allocate the water? How did your group resolve them?
4. What were the most challenging decisions in allocating water?
5. If there was more water available, would you have distributed it differently?
6. What was the impact of not allocating enough water to certain sectors (e.g., farms, schools, factories)?
7. What is one thing you learned today about the balance between water conservation and maintaining essential services?