



Arizona Water Festival Curriculum Unit –
Based on *Project WET Curriculum and Activity Guide 2.0*



Students should complete the Pre Student Questionnaire before starting lessons.

PRE-LESSON Sequence

Day 1	Day 2	Day 3	Day 4	Day 5
WATERSHEDS	WATERSHEDS	WATER CYCLE	GROUNDWATER	WATER CONSERVATION
Focus Questions: What is a watershed? How do we “manage” it to make sure our water is clean and plentiful?	Focus Questions: What is a watershed? How do we “manage” it to make sure our water is clean and plentiful?	Focus Question: How does water move and change form in the earth’s natural system?	Focus Question: How is the groundwater system connected to the water cycle?	Focus Questions: Why do we conserve water? How can we conserve water?
“Seeing Watersheds” Warm-Up (Project WET Curriculum Guide 2.0, pg. 187)	“Branching Out”	“Water Cycle Model” (diagram handout) and “Water Cycle in a Jar”** (instruction and observation sheet handouts)	Groundwater Models, “Get the Groundwater Picture” Parts 1 & 2 (PW 2.0, pg. 143)	“Blue Planet” Website Activity (www.discoverwater.org) and “A Drop in the Bucket” (PW 2.0, pg. 257)
Vocab: Evidence Claim	Vocab: Watershed Ridge Valley	Vocab: Evaporation Condensation Precipitation Saturate	Vocab: Groundwater Pore spaces Permeable layer Impermeable layer	Vocab: Potable Conservation Renewable resource

**Optional – observations for this activity can be made over a multi-day period before the Festival

POST-LESSON Sequence

Teacher Resource page:

<https://arizonawet.arizona.edu/content/arizona-water-festival-teacher-resources>



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<p>Focus Questions: What is a watershed? How do we “manage” it to make sure our water is clean and plentiful?</p>	<p>Focus Questions: What is a watershed? How do we “manage” it to make sure our water is clean and plentiful?</p>	<p>Focus Question: How does water move and change form in the earth’s natural system?</p>	<p>Focus Question: How is the groundwater system connected to the water cycle?</p>	<p>Focus Questions: Why do we conserve water? How can we conserve water?</p>
<p>“Storm Water” Parts 1 & 2 (PW 2.0, pg. 395, data sheet handout)</p>	<p>“Sum of the Parts” (PW 2.0, pg. 283, picture handout)</p>	<p>“Blue Traveler” Website Activity (www.discoverwater.org) and “Thirsty Plants”(optional data sheet handout)</p>	<p>“Common Water” (PW 2.0, pg. 249)</p>	<p>“Use Water Wisely” water detectives’ activity (www.discoverwater.org)</p>
<p>Vocab: Pollution Permeable/ Impermeable Best Management Practices</p>	<p>Vocab: Pollution Cumulative Effect</p>	<p>Vocab: Evaporation Condensation Precipitation Surface Flow Percolation Transpiration Gas or Vapor</p>	<p>Vocab: Renewable resource Nonrenewable resource Safe Yield Overdraft</p>	<p>Vocab: Conservation</p>
<p>Students should complete the Post Student Questionnaire after completing all lessons.</p>				

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