

THE WATER CYCLE MODEL

Middle School Earth Science Standard 1.1 (CCSS-MS-ES-2.4) states that a 6th grader should be able to *develop a model to describe the cycling of water through Earth's systems driven by energy from the sun and the force of gravity.*

Due date: **Wednesday, September 26, 2018.** ABSOLUTELY NO LATE PROJECTS WILL BE ACCEPTED.

In Order To Be Successful, You Must:

Create a model that illustrates your understanding of the key components of the water cycle:

- Evaporation
- Transpiration
- Condensation
- Precipitation
- Surface Runoff
- Accumulation
- Groundwater and Aquifers
- Infiltration
- Groundwater Discharge

Each component must have at least 1 visual representation within your model.

Create a physical model (such as a poster board or diorama). No electronic presentations (Prezis, Powerpoints, Powtoons, Glogsters, etc.) will be accepted. Be creative in your use of materials. For example, cotton balls make excellent clouds; construction paper can be folded and cut into any shape. Use your imagination.

Make all pictures, diagrams, and representations by hand. No images may be printed from the internet. You may use these resources as references but you **MUST** create the model yourself.

Include descriptive labels for each part of the water cycle. It should be clear what is happening in each visual and how/why the phenomena is significant to the water cycle. These may be typed or neatly handwritten. Additional explanations may be turned in on a separate sheet of paper if needed.

Include ALL necessary components as outlined in the project rubric.

Visit the 6th grade science page of msbrownteaches6.weebly.com for samples and project ideas.

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THE WATER CYCLE PROJECT RUBRIC

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<p>Model includes diagrams, drawings, figurines, or other student created visuals that clearly show ALL 9 parts of the water cycle.</p> <p>Labels include appropriate use of key vocabulary terms and give <u>full, accurate</u> explanations of the function and significance of all 9 parts of the water cycle including how each interacts with others as outlined on the direction sheet.</p>	<p>Model includes diagrams, drawings, figurines or other student created visuals that clearly show MOST (7-8) parts of the water cycle.</p> <p>Labels include use of key vocabulary terms and give an <u>accurate but not necessarily full</u> explanation of the function and significance of each water cycle component.</p>	<p>Model includes diagrams, drawings, figurines, or other student created visuals that <u>attempt</u> to show SOME (4-6) parts of the water cycle OR includes visuals that were not created by the student.</p> <p>Labels include minimal use of key vocabulary terms and give inaccurate or incomplete explanations of the function and significance of the water cycle components.</p>	<p>Model is missing diagrams, drawings, figurines, or other student created visuals that represent a significant number of water cycle components (6+ missing; 1-3 present).</p> <p>Labels are missing explanations or significant detail that would indicate understanding of corresponding components of the water cycle</p>	<p>Student fails to submit a model or makes no reasonable attempts to fulfill project requirements.</p>