Lesson 9 - Presentations

**Problem statement** Students could use the background information in this lesson to construct a solution to the problem.

Picture this: It’s a beautiful summer day and your family goes to the lake to swim. When you arrive there is a large sign that reads “Lake closed for swimming due to pollution.” While you are bummed out, you overhear a lifeguard stating that he hasn’t seen any salmon either. This gets you thinking about the connection between not being able to swim and the missing salmon.

The health of the environment is at a critical point. The government agency that oversees this, The Environmental Protection Agency (EPA), has lost a big portion of its budget. That means that they are unable to have enough employees to help make sure people are following the laws. Since people are not being held accountable, some people are breaking the laws and causing damage. One piece of the environment that is greatly impacted is the water. Bodies of water, like lakes and rivers, provide homes to many different types of plants and animals. When pollution enters these ecosystems the damage done is difficult to repair.

The Environmental Protection Agency is looking for new ideas to solve the water pollution problem. You will need to convince the EPA that your plan is the right one to solve this problem and save the fish!

**Lesson standards (NGSS, CCSS, CTE):**

**SL.4.5: Presentation of Knowledge and Ideas:** Report on a topic or a text, tell a story, or recount an experience in an organized manner using appropriate facts and relevant, descriptive details to support the main ideas and themes: speak clearly at an understandable pace.

**CCSS.ELA-Literacy.SL.4.3:** Identify the reasons and evidence a speaker provides to support particular points.

**Lesson standards (NGSS, CCSS, CTE):**

If relevant to lesson, include:

Soft skills: leadership and responsibility, productivity and accountability, social and cross-cultural skills

Locally and/or personally relevant for students: Listening to each other present and having to participate in public speaking is a way to celebrate the accomplishments and hard work that the class has participated in over the course of the unit.

Connections to career and educational pathways: Not applicable

**Materials:**

Students need projects that they have worked on.

Have any technology needed to present.

**Lesson preparation:**

It may be more meaningful to students to have guest EPA members like parents, school staff members, and/or the principal present to make the presentations seem more official.

**Time required:** 60 - 90 minutes

**Grouping of students for instruction:** Same groups as lesson 7 and 8.

**What is the instruction?**

|  |  |  |
| --- | --- | --- |
| **Time** | **Teacher** | **Student** |
|  | Gather students in a way that works for your classroom. Introduce problem statement.  Review the KLEWS chart  Tell students that today will be the day for presenting their final solutions to the problem.  Have students present their solutions in a way that works best for your classroom.  Grade their final projects using the teacher rubric. | Listening to problem statement. |

**Accommodations:**

If a group needs more time provide that and the option to present later

**Extensions:**

Students could present to other classrooms.

Students could assess each other using the rubrics as well.

**Assessment:**

Teacher and student rubrics to assess final product.

**References/Resources:**

Not applicable