Changes to Community Waters 2018-19

We made edits to the Community Waters Teacher Manual, based on feedback from teacher surveys and a focus group. If you are teaching the unit and have not (or will not) meet with an IslandWood staff person, please read this closely! Go to https://communitywaters.org/teaching-community-waters/ to find the manual and more details about the changes in our "change log."

Reason for change	**Change or adaptation made***
Models were not drying out between multiple tests of student solutions, giving skewed results from tests.	Additional models are supplied so that for each engineering team of students, one model will have the initial test of the solution, and a second model will be used for the optimization and testing. This means students will need to build more site models during **lesson 9** and that in **lesson 14** they will be creating their optimized solution in a different site model than their original solution. (*see back for a helpful diagram!*)
Lessons were too long to get through in one session.	"Pausing points" were added, marked with a yield sign icon, to help identify where a lesson might be broken into two parts.
Not enough soil components for all models.	We're working with the Science Materials Center on this. The addition of more site models (above) will not put more strain on the materials as we use half as much soil (and just 500 ml of water) in the site models Currently, materials can be split between 2 models and still meet the needs of the activities.
Additional scaffolding, including images, would be helpful for English learners and others.	Images/icons are being added to the word wall cards and vocabulary list. Translations have been done into 8 languages for take-home materials and worksheets. The Somali and Vietnamese version are currently being tested by community liaisons so please get the most recent versions from the web when you need them.
Need for more assessment support.	We are working on a rubric for the explanatory models during our Year 2 Teacher Trainings and will post it this Fall.
Desire to increase understandings of student's prior knowledge and support teacher adaptation of unit.	Created a **pre-unit** take home "interview" with questions for the student to ask an adult. Added a table at the end of **lesson 1** to support teacher use of the student's explanatory models.

Community Waters models

With the 8 bins from lesson 4 -
Take each of 7 bins and split soil in half among 14 bins.
Use half the soil from the 8th bin for the teacher model (leaving half left over as extra).

In **Lesson 9,** each engineering team makes 2 models matching the Teacher Example:
half of the engineering team builds site model A, the other half builds site model B.

For **Lesson 12**, the whole engineering team builds a solution in model A.

In **Lesson 13** they test the solution in model A.

In **Lesson 14**, the engineering team builds an optimized solution in model B and runs a test.