Post-Unit Assessment (Optional)
Students show what they have learned about their watershed.

FOCUSING QUESTION
What is the water cycle?
What is a watershed?
And where is our watershed?
Who lives there?

PROCEDURE
1. Ask students to create a watershed map for their community.
   (15 minutes)

Or
Ask students: (10–15 minutes)
   a. To state where the water that supports this community comes from.
   b. To state where this water goes.
   c. To create a diagram and/or a narrative describing the water's journey.

Or
Ask students to do the following in writing: (20–30 minutes)
   a. Create as extensive a list as possible of the watershed's native inhabitants.
   b. Create as extensive a timeline as possible that reflects the geological, natural and human history of their watershed quest site.
   c. Create two lists, each as extensive as possible, one listing watershed challenges and the other listing success stories.

ASSESSMENT
1. Students have created a community watershed map.
2. Students have created a diagram and/or a narrative describing how water moves through this community.
3. Students have created an inhabitant list, a timeline, a list of challenges and a list of successes.
# Evaluation Rubric

<table>
<thead>
<tr>
<th>PRODUCT</th>
<th>Unacceptable</th>
<th>Beginning to progress</th>
<th>Getting closer</th>
<th>Meets standard</th>
<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Watershed map</td>
<td>Map is neither accurate nor complete nor neat</td>
<td>Map is either complete or neat, but not accurate</td>
<td>Map is both complete and neat, but not accurate</td>
<td>Map is neat, complete and accurate</td>
<td>Meets standard, plus is rich in detail and carefully executed</td>
</tr>
<tr>
<td>Water cycle narrative</td>
<td>Includes neither source nor destination nor water cycle</td>
<td>Includes either source or destination or water cycle</td>
<td>Includes two of the following: source, destination and water cycle</td>
<td>Includes source, destination and water cycle</td>
<td>Meets standard, plus is rich in details and well composed</td>
</tr>
<tr>
<td>Inhabitant list</td>
<td>0–6 species noted</td>
<td>7–9 species noted</td>
<td>12–15 species noted</td>
<td>12–15 species noted</td>
<td>16 or more species noted</td>
</tr>
<tr>
<td>Watershed timeline</td>
<td>0–1 points on watershed timeline</td>
<td>2–3 points on watershed timeline</td>
<td>4–5 points on watershed timeline</td>
<td>6–7 points on watershed timeline</td>
<td>8 or more points on watershed timeline</td>
</tr>
<tr>
<td>Challenges/successes</td>
<td>Created neither a challenges list nor a successes list</td>
<td>Created either a challenges list or a successes list</td>
<td>Created both a challenges list and a successes list, but lists are incomplete</td>
<td>Created both lists, and lists demonstrate a full grasp of challenges and successes</td>
<td>Meets standard, plus is rich in detail and carefully executed</td>
</tr>
</tbody>
</table>
FURTHER REFERENCES
Additional educator resources for Jean-Michel Cousteau Ocean Adventures can be found at pbs.org/oceanadventures.

For further information on questing, see Questing: A Guide to Creating Community Treasure Hunts, by Delia Clark and Steven Glazer (Hanover, NH: University Press of New England, 2004).

Quests have been published in Valley Quest: 89 Treasure Hunts in the Upper Valley (White River Junction, VT: Vital Communities, 2001) and Valley Quest II: 75 More Treasure Hunts in the Upper Valley (White River Junction, VT: Vital Communities, 2004).

AUTHOR
Steven Glazer is the Valley Quest Coordinator for Vital Communities, a regional nonprofit organization based in White River Junction, Vt., that works to engage citizens in community life and to foster the long-term balance of cultural, economic, environmental and social well-being in the region.

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CREDITS
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