Water Cycle Model

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

* Students will create an explanatory model to show how energy from sunlight and the force of gravity drive the cycling of water between oceans, the atmosphere, and land.  Models could include annotated diagrams, flowcharts, video demonstrations, detailed pictures, PowerPoint presentations, or physical models.
* Students should be prepared to present for 1-3 minutes and be able to thoroughly explain the water cycle and how it is affected by energy from the sun and the force of gravity.
* Students should use scientific language to describe their model, terms such as evaporation, precipitation, condensation, runoff, infiltration, transpiration, etc.

Grading Rubric

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| --- | --- | --- | --- |
|  | **Uses scientific language to describe water cycle** | **Accurately able to explain cycling of Earth’s water** | **Has created a model that accurately portrays how energy from the sun and gravity affect the water cycle** |
| 4 | Demonstrates an extended knowledge of scientific terms  | Student understands and can convey the cause and effect relationships of energy and water as it relates to the water cycle | Model can be used to demonstrate not only the water cycle, but other affects, such as fog and inversion |
| 3 | Demonstrates a thorough knowledge of terms involved with the water cycle | Able to describe how the cycling of water through Earth's systems is driven by energy from the Sun, gravitational forces, and density. | Model accurately demonstrates how gravity and energy from the sun affect the water cycle. |
| 2 | Uses some scientific language | Able to demonstrate that water exists in various forms throughout the water cycle | Has a model that demonstrates that water can be found in different states throughout the water cycle |
| 1 | Uses very little scientific language  | Has a vague understanding of how water cycles | Student has a model  |
| Total |  \_\_\_\_/12 = \_\_\_\_ (out of 4) |