

INSTRUCTIONS FOR STUDENTS:

Listen as your teacher reviews the standards and objectives. Your teacher will call on an individual or pair to explain what they mean.

Learning Target:

I can \_\_\_\_\_ how ideas \_\_\_\_\_ in the readings  
the \_\_\_\_\_ of water sustainability.

*articulate* – speak or write clearly about something

*present* – show

*clarify* – make something easier to understand

*topic* – subject

*connections* – links

*multiple* – more than one

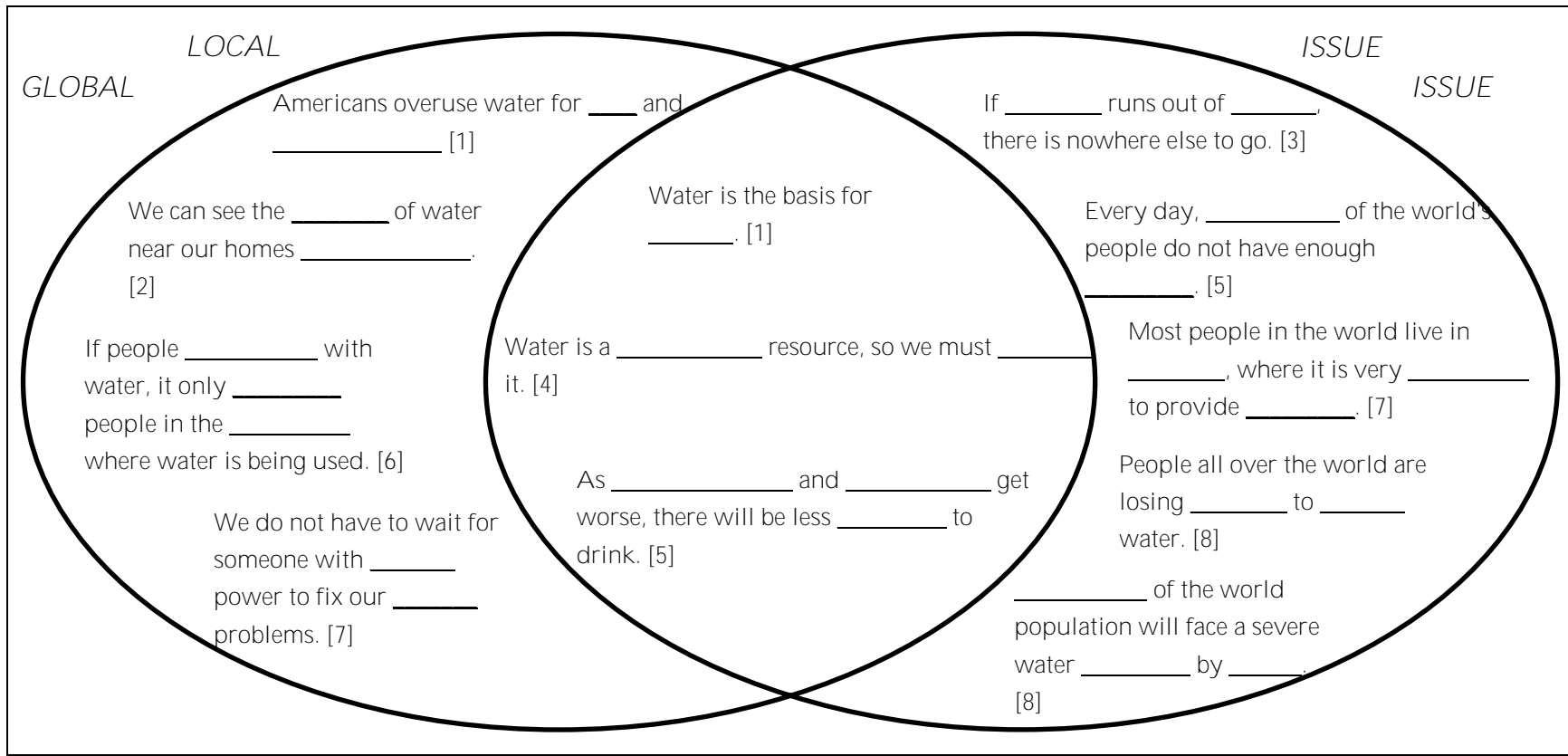
Learning Target:

I can make \_\_\_\_\_ among \_\_\_\_\_ texts.

INSTRUCTIONS FOR STUDENTS:

Work with a partner to fill out the graphic organizer. This is a Venn diagram. In the left circle, write evidence, or facts, that water sustainability is a *local* issue, or problem. In the right circle, provide evidence that water sustainability is a *global* issue. In the center, where the circles overlap, provide evidence that water sustainability is both local and a global issue. Use information you have gathered in your Water Note-Catchers from all of the lessons in the unit. *Hint:* lesson numbers are in [brackets].

2025, \_\_\_\_\_, \_\_\_\_\_, cities, \_\_\_\_\_, \_\_\_\_\_, difficult, earth,  
everywhere, \_\_\_\_\_, \_\_\_\_\_, lawns, life, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_,  
\_\_\_\_\_, pollution, \_\_\_\_\_, \_\_\_\_\_, water



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