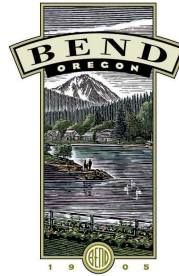


# Our Water System: A Journey through Bend

**The Environmental Center**, in partnership with the City of Bend, presents a series about water in Bend; where it comes from and where it goes along its cycle through the city. Lessons are free and correlate to NGSS standards.



## Classroom presentations

### **Watersheds and Water Users**

Students take a virtual tour of the watershed, learn about Bend's dual source water system, identify ways they connect with water, learn how our community uses water as well as the impacts that result.

### **Ins and Outs of Water:**

Students tour their school grounds to explore how water gets into and out of our schools. They will research water and sewer lines on city maps to gain an understanding of the city infrastructure needed to provide and manage water, including customer pre-treatment and reclamation systems.

### **Sewer Studies**

Students learn what happens to wastewater once it leaves our schools, homes, and businesses and enters the City's sewage system. They learn what can and cannot go down drains and toilets. Lastly, they learn how water is treated at the reclamation facility before it is released back into the environment.

### **Be Water Wise**

Students generate reasons and methods to conserve water based on what they learned during the series. Students explore a personal commitment to conservation based off of their beliefs and interests.

## Field trips

### **From Mountains to Homes**

Take a half day to visit the Bridge Creek Intake and Outback Water Filtration Facility to experience our water sources, the system of pipelines that bring water into the City, and see filtration firsthand.

### **Wastewaters New Life**

Take a second half day to visit the Wastewater Reclamation Facility and adjacent Hatfield Ponds. Students will tour the facility, observe the cleaning process, learn about the hidden organisms that clean water, and see where the cleaned water releases into natural systems.

### **Stormwater QUEST**

Students solve a puzzle as they visit locations along the Deschutes River, including Farewell Bend and River Bend Parks. As they travel along the quest, they will learn about Stormwater and City infrastructure which minimize the impact of Stormwater pollution.

For inquiries and scheduling contact:

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## **NGSS and Common Core Alignment**

### **Watersheds and Water Users**

**MS-ESS2-4.** Develop a model to describe cycling of water through Earth's systems driven by energy from the sun and the force of gravity.

**RI.6.7and RST.6 –8.7.** Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

**SL.6.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

### **Ins and Outs of Water**

**MS-ESS3-1.** Construct a scientific explanation based on evidence for how the uneven distributions of Earth's mineral, energy, and groundwater resources are the result of past and current geoscience processes.

**MS-ESS3-4.** Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems.

**RI.6.7and RST.6 –8.7.** Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

**SL.6.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

### **Sewer Studies**

**MS-ESS3-4.** Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems.

**RI.6.7and RST.6 –8.7.** Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

**SL.6.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

### **Be Water Wise**

**MS-ESS3-3.** Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.

**MS-ETS1-4.** Develop a model to generate data for iterative testing and modification of a proposed object, tool, or process such that an optimal design can be achieved.

**SL.6.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

