



NC Soil & Water Conservation Contest Standards Alignment
Correlated by Curriculum Specialists - June 2019
Grades 3-5 Five Conservation Contest Themes

We All Live in a Watershed

Grade	Subject	Standard
3	Visual Art	3.CX.2.2: Understand how to use information learned in other disciplines, such as math, science, language arts, social studies, and other arts in visual arts.
		3.V.3.2: Use a variety of media with refined skills.
3	Science	3.E.2.1 Compare Earth's saltwater and freshwater features (including oceans, seas, rivers, lakes, ponds, streams, and glaciers).
3	Social Studies	3.G.1.1 Find absolute and relative locations of places within the local community and region.
		3.G.1.3 Exemplify how people adapt to, change and protect the environment to meet their needs
3	ELA	W.3.5 Conduct short research projects that build knowledge about a topic.
		W.3.6 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
		L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
		(WCPSS) EL Module - Water Around the World
4	Art	4.V.1.2: Apply personal choices while creating art.



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		4.V.3.3: Create art using the processes of drawing, painting, weaving, printing, stitchery, collage, mixed media, sculpture, ceramics, and current technology
		4.V.2.2: Use ideas and imagery from North Carolina as sources for creating art.
4	Science	4.L.1.3 Explain how humans can adapt their behavior to live in changing habitats (e.g., recycling wastes, establishing rain gardens, planting trees and shrubs to prevent flooding and erosion).
4	Social Studies	4.G.1.1 Summarize changes that have occurred in North Carolina since statehood (population growth, transportation, communication, landscape).
		4.G.1.2 Explain the impact that human activity has on the availability of natural resources in North Carolina.
4	ELA	W.4.5 Conduct short research projects that build knowledge through investigation of different aspects of a topic.
		L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the 4-5 conventions continuum
5	Art	5.V.3.2: Use appropriate media for the creation of original art.
		5.V.1.5: Apply the Principles of Design in creating compositions.
		5.V.3.3: Create art using the processes of drawing, painting, weaving, printing, stitchery, collage, mixed media, sculpture, ceramics, and current technology.



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5	Science	5.L.2.1: Compare characteristics of several common ecosystems, including estuaries and salt marshes, oceans, lakes and ponds, forests, and grasslands.
		5.L.2.2: Classify the organisms within an ecosystem according to the function they serve: producers, consumers, or decomposers (biotic factors)
		5.L.2.3: Infer the effects that may result from the interconnected relationship of plants and animals to their ecosystem.
		5.P.2.1: Explain how the sun's energy impacts the processes of the water cycle (including evaporation, transpiration, condensation, precipitation, and runoff)
5	Social Studies	5.G.1.2 Explain the positive and negative effects of human activity on the physical environment of the United States, past and present.
5	ELA	W.5.5 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic
		L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the 4-5 conventions continuum.
Activities/Lessons/Resources:		
<ol style="list-style-type: none"> 1. "How to Win the Poster Contest: We All Live in a Watershed" Study Guide by Sheila Jones 2. Rubric for "We All Live in a Watershed Poster Contest: Wake County Schools 3. Enviroscape Watershed Model Demonstration Lesson 		



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4. [Rock Your Watershed Online Game](#)
5. [NC CWEP Site: Cleaner Water for a Brighter Future](#)
6. [Stormwater Management Lesson Plans](#)
7. [Lessons: Using the EnviroScape to Understand Stormwater](#)
8. [Teacher Resources and Lesson Plans for Stormwater Solutions by URI](#)
9. [Restoring Soil Health to Urbanized Lands](#)
10. https://pbskids.org/plumlanding/educators/activities/build_a_watershed_ed.html



We All Live in a Watershed

Grades 6-8 NC Soil and Water Conservation Contests Correlated by Curriculum Specialists - June 2019

Correlation to NC Essential Science Standards and Common Core Standards

6.E.2.4	Conclude that the good health of humans requires: monitoring the lithosphere, maintaining soil quality and stewardship
6.L.2.3	Summarize how the abiotic factors (such as temperature, water, sunlight and soil quality) of biomes (freshwater, marine, forests, grasslands, deserts, Tundra) affect the ability of organisms to grow, survive and/or create their own food through photosynthesis.
7.E.1.2	Explain how the cycling of water in and out of the atmosphere and atmospheric conditions relate to the weather patterns on earth
7.E.1.6	Conclude that the good health of humans requires: monitoring the atmosphere, maintaining air quality and stewardship
8.E.1	Understand the hydrosphere and the impact of humans on local systems and the effects of the hydrosphere on humans.
8.E.1.1	Explain the structure of the hydrosphere including: water distribution on earth; local river basins and water availability.
8.L.3.3	Explain how the flow of energy within food webs is interconnected with the cycling of matter (including water, nitrogen, carbon dioxide and oxygen).
8.L.2	Understand how biotechnology is used to affect living organisms: careers, economic benefits to North Carolina, implications for agriculture.
CCSS.ELA-LITERACY	Common Core Literacy Standards with focus on speaking and listening, informational text and writing.
CCSS.ELA-History/Social Studies	Common Core History/Social Studies 6-8, focus on integration of knowledge and ideas, key ideas and details
CCSS.ELA-Science and Technical Subjects	Common Core Science and Technical Subjects 6-8, Focus on Integration of Knowledge and ideas

More →

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Background Information with Study Guide * please note that some links in study guide do are not active

Engagement Activities Options-

- 1) Visit this [website](#) to determine what river basin your school is in. Have students put in their home addresses to determine what river basin they live in.
- 2) Use the NC Office of Environmental Education website to view a state map showing NC river basins. [Digital Information](#) Read about the 17 NC river basins in the River Basin Story Map [link](#). As students use the NC EE interactive map(s) have students complete an [ABC scavenger hunt](#) to learn more about each river basin. Students should find a related vocabulary terms or ideas important to the river basin information in the website.
- 3) If you have an [Enviroscape Model](#), this [lesson](#) is available. If money is not available to purchase the model, you could build something similar with legos or other resources.
- 4) Use this Watershed [Model Lesson](#) as an activity for students to visualize how geographic features affect the flow and direction of water in a watershed.

Content Development -

Step 1: Learn What a Watershed Is & Why It's Important

Have students read and annotate Pages 1-3 of the [Study Guide](#). Have students Think-Pair-Share and facilitate a discussion about watersheds and why they are important, leading them to a discussion about stormwater. A [video](#) was created about stormwater in North Carolina and [questions](#) to go along with the video.

Step 2: Learn How BMPs Keep a Watershed Healthy

Explain to students the difference between an urban/suburban area and a farming environment (pages 4-7 in the [Study Guide](#)). Have students brainstorm the different ways that watersheds could be negatively affected in each of these areas.

Have students research each of the following Best Management Practices and then share what they have learned with their group.

Urban Solutions:

[Rain gardens](#)

[Healthy Soil](#)

[Riparian Buffers](#)

[Water Quality Monitoring](#)

Farmland Solutions:

[Manure Composting](#)

[Livestock Exclusion Fencing](#)

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NC Department of Environmental Quality stormwater [website](#) has additional information about stormwater BMP's. Students can watch a short media outreach [video](#) from NC Clean Water Education Partnership (CWEP). There are also educational short videos on this page.

[Litter and Trash](#)

[Pet Waste](#)

[Yard Waste](#)

[Pesticides](#)

[Household Chemicals](#)

Step 3: Learn the Definitions

Have the students learn the essential soil vocabulary. Start with the suggested terms then have students add to the list based on their research. Use this [resource](#) for vocabulary instructional support or use your favorite method.

Scientific Terms: (add more terms as needed)

Best Management Practices (BMPs)

Hydrologic Cycle

Low Impact Development

Riparian Buffer

Surface Water

Watershed

Wetland

Groundwater

Impervious Area

Open Space

Stormwater run-off

Sustainable Living

Watershed Stewards

Create Final Product with Contest Details

[NC Soil and Water Conservation Contest Handbook \(2018-2019\)](#) A Comprehensive Document that provides details and guidelines for all grade level contests.

Options available for Final Product:

Please note that not all districts offer all contests. Please check local district for contest availability. [Find your Local District](#)

*Poster Contest for Grades 3-6

*Essay Contest for Grade 6

*Slideshow Contest for Grade 6

*Speech Contest for Grades 7 and 8

*Computer Digital Poster Contest for Grade 9

[Study Guide and Wake County Contest Information](#)

Wake County Soil & Water: We All Live in a Watershed [Rubric](#)

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