

WATER WISE



Two Great Class Programs Enhance Water & Science Education

Water Pollution Prevention... You're The Connection

Grades K - 6 Free

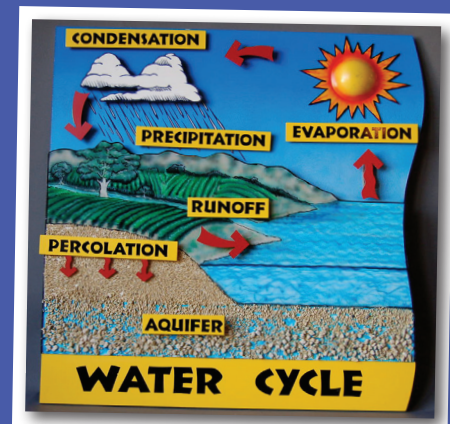
This 40-minute class presentation helps students understand that water runoff from their homes, eventually enters storm drains, which dump untreated water into our creeks, and finally the ocean. Students will manipulate two, 3-D display boards to help reduce runoff and pollution. The program is interactive, fun, and educational!



The Story of Your Water

Grades 3 - 6 Free

This interactive, 45-minute class program will teach students about the water cycle, water treatment, reclamation and water conservation in the home and yard. The presentation includes vivid graphics and follow-up materials to use in your classroom.



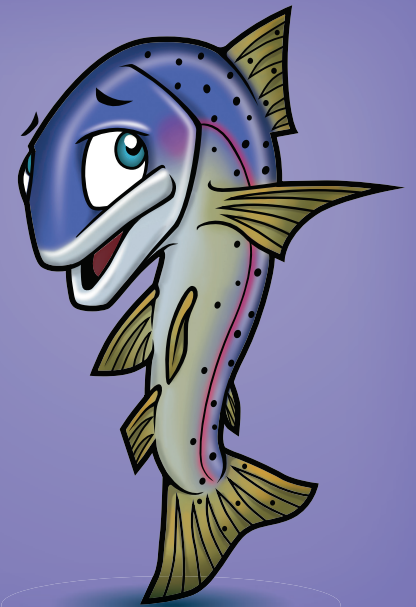
All programs are correlated to the current CA Content Standards (see inside).

To schedule these free programs or for more information call 805-781-8341.

Sponsored by the
County of San Luis Obispo
Public Works Department



California Science, Health Education and History-Social Science Content Standards Correlations



WATER POLLUTION PREVENTION

K

EARTH SCIENCES

3. Earth is composed of land, air and water
 - a. Students know characteristics of local landforms
 - c. Identify resources from Earth and understand many resources can be conserved

PERSONAL & COMMUNITY HEALTH

- Standard 1: Essential Concepts
- 1.3.P Define “germs”
 - 1.4.P Explain why the transmission of germs may be harmful to health
 - 1.5.P Identify practices that are good for the environment

1st

LIFE SCIENCES

2. Plants and animals meet their needs in different ways
 - a. Different plants and animals inhabit different kinds of environments
 - b. Plants and animals need water

PERSONAL & COMMUNITY HEALTH

- Standard 1: Essential Concepts
- 1.7.P Individual behavior affects the environment and community

A CHILD’S PLACE IN TIME & SPACE

- 1.2 Students compare and contrast the absolute and relative locations of places and people and describe the physical and/or human characteristics of places
4. Describe factors that affect the way people live

2nd

LIFE SCIENCES

2. Plants and animals have predictable life cycles
 - e. Environmental stress can affect plants

EARTH SCIENCES

3. Earth is made of materials that have distinct properties and provide resources for human activities
 - e. Water, plants and soil provide many resources that humans use

PEOPLE WHO MAKE A DIFFERENCE

- 2.2 Describe the absolute and relative locations of people, places and environments
4. Compare/contrast basic land use
- 2.4 Students understand basic economic concepts and their individual roles in the economy
 1. The roles of land and water resources

3rd

LIFE SCIENCES

3. Adaptions in physical structure or behavior may improve an organism’s chance for survival
 - c. Living things cause changes in the environment in which they live
 - d. When the environment changes some plants and animals survive... others die or move

MENTAL & EMOTIONAL & SOCIAL HEALTH

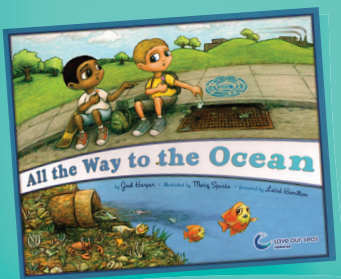
- Standard 1: Essential Concepts
- 1.2.M Responsibility within the family and community

PERSONAL & COMMUNITY HEALTH

- Standard 1: Essential Concepts
- 1.3.P Identify positive health practices
 - 1.5.P Healthy environment is essential
- Standard 7: Practicing Health Enhancing Behaviors
- 7.1.P Transmission of communicable diseases

CONTINUITY & CHANGE

- Standard 2: Health Promotion
- 2.P Promote a healthy environment
- 3.1 Students describe the physical and human geography to organize information about people, places, and environments in a spatial context
 - 3.1-1 Identify geographical features in their local region
 - 3.1-2 Modify the physical environment
 - 3.4 Rules and laws in our daily lives and the basic structure of the U.S. government
 - 3.4-2 The role of citizens of the local region
 - 3.5 Understanding of the economy of the local region
 - 3.5-3 Evaluation of benefits and costs



Free Book

Receive a free book when you sign up your K through 2nd grade class for our presentation.

THE STORY OF YOUR WATER

3rd

4th

5th

6th

PHYSICAL SCIENCES

- 1 e. Matter has three forms
- f. Evaporation/melting occur during heating
- g. When two or more substances are combined a new substance with new properties can be formed

LIFE SCIENCES

- 3 c. Living things cause changes in the environment

I & E

- 5 d. Predict the outcome of a simple investigation

LIFE SCIENCES

- 2 b. Producers and consumers compete for resources
- c. Decomposers recycle matter
- 3 d. Most microorganisms are beneficial

EARTH SCIENCES

- 5 c. Moving water erodes and reshapes the land

PHYSICAL SCIENCES

- 1 a. When two substances react they may form substances with new properties

EARTH SCIENCES

- 3 a. Most of the Earth's water contains salt
- b. When liquid water evaporates it changes form
- c. Water moves in the air from place to place
- d. Fresh water is limited
- e. Origin of water used by local communities

EARTH SCIENCES

- 4 a. The sun is the major energy source powering the water cycle
- 6 a. The utility of energy sources is determined by factors
- b. Classify different energy sources as renewable or nonrenewable

ON... YOU'RE THE CONNECTION

4th

5th

6th

LIFE SCIENCES

2. All organisms need energy and matter to live and grow
 - a. Plants are the primary source of matter and energy in food chains
 - b. Producers and consumers (herbivores, carnivores, omnivores, decomposers) compete for food
3. Environment impacts survival ability of organisms
 - a. Ecosystems can be characterized by living and non-living components
 - b. Different environments influence species survival rates
 - c. Plants and animals have interdependent relationships
 - d. Microorganisms can be beneficial

EARTH SCIENCES

5. Waves, wind, water and ice shape the earths surfaces
 - c. Moving water erodes land forms (weathering, transport and deposition)

INVESTIGATION & EXPERIMENTATION

6. Scientific progress is made by asking meaningful questions and conducting careful investigations
 - c. Formulate and justify predictions based on cause-and-effect relationships

HISTORY & SOCIAL SCIENCE

4. 1 Physical and human geographic features define parts of California
3. CA regions are comprised of unique characteristics and physical environments that effect human activity

EARTH SCIENCES

3. Water on Earth moves between oceans and land through evaporation and condensation
 - d. Fresh water is limited (rivers, lakes, underground sources and glaciers)
 - e. Students know origin of the water used by their local communities

INVESTIGATION & EXPERIMENTATION

6. Scientific progress is made by asking meaningful questions and conducting careful investigations
 - d. Identify dependent and controlled variables in an investigation
 - e. Formulate and justify predictions based on cause-and-effect relationships
 - h. Draw conclusions from scientific evidence

LIFE SCIENCES

Ecology:

5. Organisms exchange energy and nutrients among themselves and with the environment
 - a. Sunlight energy is transferred to producers, used for photosynthesis, and transferred through food webs
 - b. Matter is transferred over time
 - e. Organism survival dependent on various abiotic factors

EARTH SCIENCES

2. Topography is reshaped by the weathering of rock and soil and by the transportation and deposition of sediment
 - a. Water running downhill is dominant in shaping landscape, including California landscape
 - b. Rivers and streams are dynamic systems (erosion, sediment transportation, floods)
 - c. Beaches are dynamic systems (movement of sand)

Grades K-2 are a 30-Minute Class | Grades 3-6 are a 45-Minute Class



PROMOTE A HEALTHY ENVIRONMENT!

After participating in these class programs, students will understand that they can have a direct and positive impact in preserving and improving water quality where they live.

Students will understand that untreated water runoff from our neighborhoods eventually enters our creeks, ground water supplies and oceans. They will learn that water quality is vital to a healthy aquatic ecosystem.

Finally, students will be able to translate their understanding into habits that promote a healthy environment.

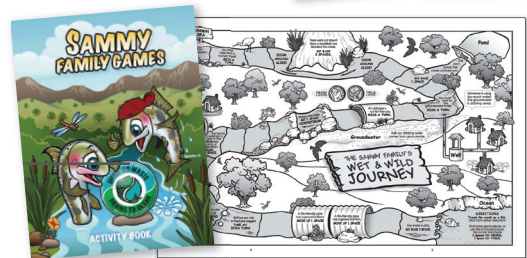
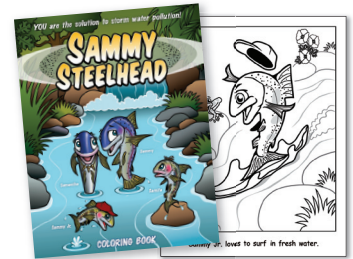
Printed on Recycled Paper. 

WHAT'S THAT ROUND SYMBOL I SEE ON THE CURB?



National surveys indicate that almost half of the people questioned believe that storm drains deliver water to a treatment or water reclamation facility. However, this is not the case - all water, chemicals and trash that enter our storm drain are delivered to local creeks, eventually emptying into the ocean.

All students in the class programs receive a FREE Sammy Steelhead coloring book or Sammy Family Games activity book.



**Contact us today to schedule your free
WATER POLLUTION PREVENTION...
YOU'RE THE CONNECTION
programs for your class!**

Call: 781-8341

or

E-mail: schedulemyprogram@gmail.com

or

FAX: the form to the right to 781-8343

Serving schools in SLO County since 2007



**STORMWATER
Management Program**
County of San Luis Obispo



Name: _____

School: _____

Grade Level: _____ School Phone: _____

Best Time to Call: _____

<u>Program</u>	<u>Date of 1st Choice</u>	<u>Date of 2nd Choice</u>
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Water Pollution Prevention:	_____	_____
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The Story of Your Water:	_____	_____
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Questions / Comments: _____
