



7E and GRC-3D Lesson Guides for the Soil Moisture and Irrigation Scheduling Practices Virtual Field Trip



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SOIL & WATER

CONSERVATION VIRTUAL FIELD TRIP

UofA DIVISION OF AGRICULTURE
RESEARCH & EXTENSION
University of Arkansas System

USDA United States Department of Agriculture
Natural Resources Conservation Service

By Diedre Young, Soybean Science Challenge



7E Lesson for

Judd Hill Foundation Farm

Soil Moisture and Irrigation Scheduling Practices Virtual Field Trip

Grade 9-12 Integrated Chemistry, Environmental Science and Agricultural Science

Arkansas NGSS Suggestions:

Chemistry:

Topic One: Matter and Chemical Reactions:

CI-ESS2-5: Plan and conduct an investigation of the properties of water and its effects on Earth materials and surface processes.

Science and Engineering Practices: Planning and Carrying Out Investigations (CL-ESS2-5)

Crosscutting Concepts: Structure and Function (CL-ESS2-5)

Disciplinary Core Ideas: ESS2.C: The roles of water in Earth's Surface Processes (CL-ESS2-5)

Connections to the Arkansas Disciplinary Literacy Standards: WHST.9-12.7

Connections to the Arkansas Mathematic Standards: HSN.Q.A.3

CI1-ETS1-2: Design a solution to a complex real-world problem by breaking it down into smaller, more manageable problems that can be solved through engineering

Science and Engineering Practices: Constructing Explanations and Designing Solutions (CI1-ETS1-2)

Disciplinary Core Ideas: ETS1.C: Optimizing the Design Solution (CI1-ETS1-2)

Connections to the Arkansas Mathematic Standards: MP.4

Environmental Science:

Topic One: Systems

EVS-ESS2-5: Plan and conduct an investigation of the properties of water and its effects on Earth materials and surface processes.

Science and Engineering Practices: Planning and Carrying Out Investigations (EVS-ESS2-5)

Crosscutting Concepts: Structure and Function (EVS-ESS2-5)

Disciplinary Core Ideas: ESS2.C The roles of water in Earth's Surface Processes (EVS-ESS2-5)

Connections to the Arkansas Disciplinary Literacy Standards: WHST.9-12.7

Connections to the Arkansas Mathematic Standards: HSN.Q.A.3

EVS1-ETS1-1: Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants.

Science and Engineering Practices: Asking Questions and Defining Problems. (EVS1-ETS1-1)

Crosscutting Concepts: Influence of Engineering, Technology and Science on Society and the Natural World. (EVS1-ETS1-1)

Disciplinary Core Ideas: ETS1.A: Defining and Delimiting Engineering Problems. (EVS1-ETS1-1)

Connections to the Arkansas Disciplinary Literacy Standards: RST.11-12.7, RST.11-12.8, RST.11-12.9

Connections to the Arkansas Mathematic Standards: MP.2, MP.4

Topic 4: Sustainability

EVS-ESS3-2: Evaluate competing design solutions for developing, managing and utilizing energy and mineral resources based on cost-benefit ratios.

Science and Engineering Practices: Engage an Argument from Evidence (EVS-ESS3-2)

Crosscutting Concepts: Influence of Science, Engineering and Technology on Society and the Natural World. Science Addresses Questions about the Natural and Material World. (EVS-ESS3-2).

Disciplinary Core Ideas: ESS3.A: Natural Resources. ETS1.B: Developing Possible Solutions (EVS-ESS3-2),

Connections to the Arkansas Disciplinary Literacy Standards: RST.11-12.8

Connections to the Arkansas Mathematic Standards: MP.2

EVS-LS2-7: Design, evaluate and refine a solution for reducing the impacts of human activities on the environment and biodiversity.

Science and Engineering Practices: Constructing Explanations and Designing Solutions (EVS-LS2-7).

Crosscutting Concepts: Stability and Change (EVS-LS2-7)

Disciplinary Core Ideas: LS2.C: Ecosystem Dynamics, Functioning, and Resilience, ESS3.A: Natural Resources, ESS3.C: Human Impacts on Earth Systems, ETS1.B: Developing Possible Solutions. (EVS-LS2-7).

Connections to the Arkansas Disciplinary Literacy Standards: RST.9-10.8, RST.11-12.1, RST.11-12.8, WHST.9-12.7

Connections to the Arkansas Mathematic Standards: MP.2, HSN.Q.A.1, HSN.Q.A.2, HSN.Q.A.3

EVS-LS4-6: Create or revise a simulation to test a solution to mitigate adverse impacts of human activity on biodiversity.

Science and Engineering Practices: Using Mathematics and Computational Thinking (EVS-LS4-6).

Crosscutting Concepts: Cause and Effect (EVS-LS4-6).

Disciplinary Core Ideas: LS4.C: Adaptation, LS4.D: Biodiversity and Humans, ETS1.B: Developing Possible Solutions (EVS-LS4-6).

Connections to the Arkansas Disciplinary Literacy Standards: WHST.9-12.5, WHST.9-12.7.

EVS4-ETS1-3: Evaluate a solution to a complex real world problem based on prioritized criteria and tradeoffs that account for a range of constraints, including cost, safety, reliability, and aesthetics as well as possible social, cultural, and environmental impacts

Science and Engineering Practices: Using Mathematics and Computational Thinking (EVS-ESS3-3)

Crosscutting Concepts: Cause and Effect (EVS-LS4-6), Stability and Change (EVS-ESS3-3), Systems and System Models (EVS-ESS3-6)

Disciplinary Core Ideas: ETS1.B: Developing Possible Solutions (EVS-LS4-6).

Connections to the Arkansas Mathematic Standards: MP.2.

Objective: Students will understand the importance of irrigation watering in regards to conservation of water and the lessening of the environmental impact contaminated runoff water will have on the local ecosystem.

Assessment: Students will write a reflection paper on what they learned about irrigation conservation in the Judd Hill Virtual Field Trip video.

Key Points: Conservation Tillage Management, aquifer recharge, soil moisture, soil runoff chemistries.

Materials:

- Access to the Internet to watch the Judd Hill Soil and Water Conservation Field Trip. Go to www.uaex.edu/soywhatsup and click on the 'teacher curriculum' icon on the left hand side of the page. This will take you to the link for the video.
- Paper writing utensils for students.

Preparation:

No significant preparation time is necessary.

Time Duration: 1-2 class periods

The video is about 45 minutes long. Assume about 15 minutes for students to look up vocabulary and prepare questions for the video session, 15 minutes to teach essential concepts and about 15 minutes for group discussion and reflection after the video.

Elicit:

Do a KWL Chart about irrigation and runoff water. Where does the water for irrigation in Arkansas come from? What happens if a farm isn't located near a water source? Get students thinking about the drawbacks of irrigation runoff by asking students how do farmers keep plants healthy (fertilizers) and do they think all the fertilizer that is placed on the field goes into the plant? If not, where does the excess fertilizer go? Considering the properties of water and the interaction water has on the environment, how could this excess fertilizer impact our ecosystem?

Engage:

Tell the students that they are going to watch a video titled '*Judd Hill Soil and Water Conservation Virtual Field Trip*'. Before they start the video, have the students break into groups to define the following word groups:

- Conservation Tillage Management
- Conventional Tillage of Furrow
- Conservation Tillage of Furrow
- Poly-Pipe tubing furrow irrigation
- Cover Cropping
- Soil Horizon
- Hydrologist
- Hypoxic Zone
- Alluvial Aquifer in Arkansas
- Watermark Granular Matrix Sensors
- Cotton lint yield
- Nitrates in water
- Nitrites in water
- Ammonia in water
- Water Quality Analysis; focus on salts, pH, Salinity, Sediments and Solids in water.

Once all the words are defined, have each group come up with two questions they have about the above word groups that may be answered in the video. ***Their jobs are to turn in the questions and the answers by the end of the virtual field trip.***

Explain:

BEFORE THE VIDEO be sure the students understand that their city drinking water comes from the Alluvial Aquifer. If they are on a well, most likely their water is coming from either the Alluvial or the Sparta Aquifer.

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If you are in chemistry, this is a good time to discuss the water cycle, the properties of water, the structure and function of the dipole molecule and its impact on systems around it.

Environmental Science concepts could involve ecosystem dynamics, natural resources, human impact and the role of water in surrounding systems.

Explore:

Farmers have to be constantly aware of the amount of water they use to irrigate their crops. Water availability has dropped in recent years so farmers are always looking for ways to conserve; lower water usage means less cost, better sustainability and less contaminated water runoff.

Show the video *Judd Hill Soil and Water Conservation Virtual Field Trip*.

Elaborate:

After the video, break the students into three groups; the *Aquifer Recharge* Group, the *Conservation Tillage of Furrow* group and the *Water Quality Analysis* group. Have each group brainstorm how their conservation effort affects their daily lives. Tell students they need to come up with at least five ways and then report them to the rest of the class.

Evaluate:
Students will turn in a two paragraph reflection paper on what they learned and how these conservation efforts affect their personal lives and the answers to their two questions from the video.

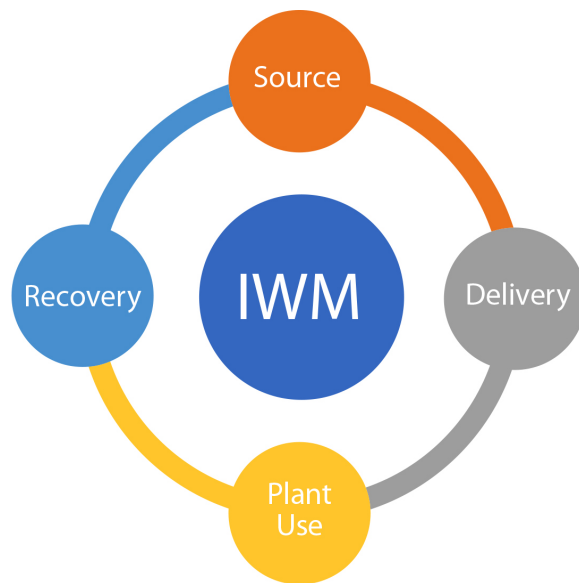
Extend:

End the lesson with how conservation practices of farmers also have a huge impact our personal lives through the water we use and the food we eat.

Assign a brainstorming project that allows students to design their own aquifer recharging project or alternate irrigation method.

Have an extension agent or local farmer come to your classroom and talk about irrigation of crops in your local community.

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HUB of
every
irrigation



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NOTES



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3D-Student Science Performance

Author: Diedre Young

Grade 9-12 Integrated Chemistry, Environmental Science and Agricultural Science

Lesson Topics:

- Water Quality
- Water Availability
- Water Conservation in Farming
- Water Ecology
- Essential Chemistries in Irrigation Water



Judd Hill Foundation Farm

Soil Moisture and Irrigation Scheduling Practices

Virtual Field Trip

Performance Expectations (Standard) from State Standards or NGSS:

Chemistry:

Topic One: Matter and Chemical Reactions:

CI-ESS2-5: Plan and conduct an investigation of the properties of water and its effects on Earth materials and surface processes. [Clarification Statement: Emphasis on mechanical and chemical investigations with water and a variety of solid materials to provide the evidence for connections between the hydrologic cycle and system interactions commonly known as the rock cycle. Examples of mechanical investigations include stream transportation and deposition using a stream table, erosion using variations in soil moisture content, or frost wedging by the expansion of water as it freezes. Examples of chemical investigations include chemical weathering and recrystallization (by testing the solubility of different materials) or melt generation (by examining how water lowers the melting temperature of most solids.)]

CI1-ETS1-2: Design a solution to a complex real-world problem by breaking it down into smaller, more manageable problems that can be solved through engineering. [AR Clarification Statement: Examples of real-world problems could include wastewater treatment, production of biofuels, and the impact of heavy metals or phosphate pollutants on the environment.]

Connections to the Arkansas Disciplinary Literacy Standards:

WHST.9-12.7: Integrate and evaluate multiple sources of information presented in diverse formats and media in order to address a question or solve a problem.

Connections to the Arkansas Mathematic Standards:

HSN.Q.A.3: Choose a level of accuracy appropriate to limitations on measuring when reporting.

MP.4: Model with mathematics.

Environmental Science:

Topic One: Systems

EVS-ESS2-5: Plan and conduct an investigation of the properties of water and its effects on Earth materials and surface processes. [Clarification Statement: Emphasis on mechanical and chemical investigations with water and a variety of solid materials to provide the evidence for connections between the hydrologic cycle and system interactions commonly known as the rock cycle. Examples of mechanical investigations include stream transportation and deposition using a stream table, erosion using variations in soil moisture content, or frost wedging by the expansion of water as it freezes. Examples of chemical investigations include chemical weathering and recrystallization (by testing the solubility of different materials) or melt generation (by examining how water lowers the melting temperature of most solids.)]

EVS1-ETS1-1: Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants. [AR Clarification Statement: Qualitative and quantitative constraints can be used to analyze a major global challenge. Examples could include water quality with relation to biosphere, atmosphere, cryosphere and geosphere.]

Topic 4: Sustainability

EVS-ESS3-2: Evaluate competing design solutions for developing, managing and utilizing energy and mineral resources based on cost-benefit ratios. [AR Clarification Statement: Emphasis is on conservation, sustainability, (e.g., recycling and reuse of resources), and minimizing impacts (e.g., Low Impact Design).]

EVS-ESS3-4: Evaluate or refine a technological solution that reduces impacts of human activities on natural systems. [AR Clarification Statement: Examples of data on the impacts of human activities could include the sequencing of traffic lights, adding lanes to main traffic arteries, docking and dredging of waterways, transportation of goods to market, use of drones, and use of alternate energies.]

EVS-LS2-7: Design, evaluate and refine a solution for reducing the impacts of human activities on the environment and biodiversity. [AR Clarification Statement: Emphasis in this course is on Arkansas-specific solutions. Examples of human activities can include land use (agriculture, forestry, recreation, industry); sustainable and non-sustainable practices) crop rotations, eradication of invasive species); and solution resources may include Low Impact Design (LID) or bioremediation (Faulkner County, AR; Gulf of Mexico hypoxia zone.)]

EVS-LS4-6: Create or revise a simulation to test a solution to mitigate adverse impacts of human activity on biodiversity. [AR Clarification Statement: Emphasis is on designing solutions for a proposed problem (e.g., micro-bead pollution, invasive species, effects of sedimentation on the Arkansas Fatmucket, White-nose Syndrome affecting bat populations, and environmental pollution from hormones and antibiotics.)]

EVS4-ETS1-3: Evaluate a solution to a complex real-world problem based on prioritized criteria and tradeoffs that account for a range of constraints, including cost, safety, reliability, and aesthetics as well as possible social, cultural, and environmental impacts. [AR Clarification Statement: Modeling complex real world problems using computer software could include simulating future population growth in terms of limited resources or evaluating water flow through different Earth and geoenvironmental materials.]

Connections to the Arkansas Disciplinary Literacy Standards:

WHST.9-12.7: Integrate and evaluate multiple sources of information presented in diverse formats and media in order to address a question or solve a problem.

RST.11-12.7: Integrate and evaluate multiple sources of information presented in diverse formats and media in order to address a question or solve a problem.

RST.11-12.8: Evaluate the hypotheses, data, analysis, and or conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusion with other sources of information.

RST.11-12.9: Synthesize information from a range of sources into a coherent understanding of a process, phenomenon or concept, resolving conflicting information when possible.

RST.9-10.8: Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem.

RST.11-12.1: Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.

WHST.9-12.7: Conduct short and well as more sustained research projects to answer a question or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

WHST.9-12.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Connections to the Arkansas Mathematics Standards:

HSN.Q.A.3: Choose a level of accuracy appropriate to limitations on measuring when reporting.

MP.2: Reason abstractly and quantitatively.

MP.4: Model with mathematics.

HSN.Q.A.1: Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.

HSN.Q.A.2: Define appropriate quantities for the purpose of descriptive modeling.

Lesson Performance Expectations:

- Students will understand the importance of irrigation conservation in farming.
- Students will understand how irrigation water quality monitoring has a widespread impact.
- Students will understand how irrigation conservation impacts their lives through food and water usage.

Objective: Students will understand the importance of irrigation watering with regard to conservation of water and the lessening of the environmental impact contaminated runoff water will have on the local ecosystem.

Assessment: Students will write a reflection paper on what they learned about irrigation conservation in the Judd Hill Virtual Field Trip video.

Key Points: Conservation Tillage Management, aquifer recharge, soil moisture, soil runoff chemistries.

Materials:

- Access to the Internet to watch the Judd Hill Soil and Water

Student Science Performance

Phenomenon: Irrigation leads to water loss from local water sources and contaminated water run-off. Conservation Irrigation has been shown through experimentation to decrease water loss and contaminated run off.

Gather (In this section students will generally be asking questions, obtaining information, planning and carrying out an investigation, using mathematical and computational thinking, or using models to gather and organize data and/or information.)

1. Students will break into groups to define the following word groups:

- Conservation Tillage Management
- Conventional Tillage of Furrow
- Conservation Tillage of Furrow
- Poly-Pipe tubing furrow irrigation
- Cover Cropping
- Soil Horizon
- Hydrologist
- Hypoxic Zone
- Alluvial Aquifer in Arkansas.
- Watermark Granular Matrix Sensors
- Cotton lint yield
- Nitrates in water
- Nitrites in water
- Ammonia in water
- Water Quality Analysis; focus on salts, pH, Salinity, Sediments and Solids in water.

Reason (In this section students are generally: evaluating information, analyzing data, using mathematical/computational thinking, constructing explanations, developing arguments, and/or using models to reason, predict, and develop evidence.)

1. Students in groups will come up with two questions they have about the above word groups that may be answered in the video.

Class Discussion:

Questions to initiate Discussion:

- Q: Where does water for Arkansas irrigation come from?
- Q: What happens if a farm isn't located near a water source?
- Q: How do farmers keep plants healthy?
- Q: Does all fertilizer placed on a field end up in a plant?

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Conservation Field Trip. Go to

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and click on the 'teacher curriculum' icon on the left hand side of the page. This will take you to the link for the video.

- Paper writing utensils for students.

Preparation:

No significant preparation time is necessary.

Time Duration: 1-2 class periods

The video is about 45 minutes long. Assume about 15 minutes for students to look up vocabulary and prepare questions for the video session, 15 minutes to teach essential concepts and about 15 minutes for group discussion after the video.

Elicit:

Do a KWL Chart about irrigation and

Q: Where does the excess fertilizer go?

Q: Considering the properties of water and the interaction water has on the environment, how could this affect ecology?

Teaching Suggestion:

Do a KWL Chart about irrigation and runoff water. Ask the above questions, where does the water for irrigation in Arkansas come from? What happens if a farm isn't located near a water source? Get students thinking about the drawbacks of irrigation runoff by asking students how do farmers keep plants healthy (fertilizers) and do they think all the fertilizer that is placed on the field goes into the plant? If not, where does the excess fertilizer go? Considering the properties of water and the interaction water has on the environment, how could this impact our ecosystem?

Tell the students that they are going to watch a video titled '*Judd Hill Soil and Water Conservation Virtual Field Trip*'. Before they start the video, have the students break into groups to define word groups.

Once all the words are defined, have each group come up with two questions they have about the above word groups that may be answered in the video. ***Their jobs are to turn in the questions and the answers by the end of the virtual field trip.***

BEFORE THE VIDEO be sure the students understand that their city drinking water comes from the Alluvial Aquifer. If they are on a well, most likely their water is coming from either the Alluvial or the Sparta Aquifer.

If you are in chemistry, this is a good time to discuss the water cycle, the properties of water, the structure and function of the dipole molecule and its impact on systems around it.

Environmental Science concepts could involve ecosystem dynamics, natural resources, human impact and the role of water in surrounding systems.

Communicate (In this section students will be communicating information, communicating arguments (written and oral for how their evidence supports or refutes an explanation, and using models to communicate their reasoning and make their thinking visible.)

After the video, break the students into three groups; the *Aquifer Recharge* Group, the *Conservation Tillage of Furrow* group and the *Water Quality Analysis* group. Have each group brainstorm how their conservation effort affects their daily lives. Tell students they need to come up with at least five ways and then report them to the rest of the class.

Students will turn in a two paragraph reflection paper on what they learned and how these conservation efforts affect their personal lives and the answers to their two questions from the video.

runoff water. Where does the water for irrigation in Arkansas come from? What happens if a farm isn't located near a water source? Get students thinking about the drawbacks of irrigation runoff by asking students how do farmers keep plants healthy (fertilizers) and do they think all the fertilizer that is placed on the field goes into the plant? If not, where does the excess fertilizer go? Considering the properties of water and the interaction water has on the environment, how could this impact our ecosystem?

Engage:

Tell the students that they are going to watch a video titled *'Judd Hill Soil and Water Conservation Virtual Field Trip'*. Before they start the video, have the student break into groups to define the following word groups:

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- Conservation Tillage Management
- Conventional Tillage of Furrow
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Once all the words are defined, have each group come up with two questions

they have about the above word groups that may be answered in the video. ***Their jobs are to turn in the questions and the answers by the end of the virtual field trip.***

Explain:

BEFORE THE VIDEO

be sure the students understand that their city drinking water comes from the Alluvial Aquifer. If they are on a well, most likely their water is coming from either the Alluvial or the Sparta Aquifer.

If you are in chemistry, this is a good time to discuss the water cycle, the properties of water, the structure and function of the dipole molecule and its impact on systems around it.

Environmental Science concepts could involve ecosystem dynamics, natural resources, human impact and the role of water in surrounding systems.

Explore:

Farmers have to be constantly aware of the amount of water they use to irrigate their crops. Water availability has dropped in recent years so farmers are always looking for ways to conserve; lower water usage means less cost, better sustainability and less contaminated water runoff.

Show the video *Judd Hill Soil and Water Conservation Virtual Field Trip*.

Elaborate:

After the video, break the students into three groups; the *Aquifer Recharge* Group, the *Conservation Tillage of Furrow* group and the *Water Quality Analysis* group. Have each group brainstorm how their conservation effort affects their daily lives. Tell students they need to come up with at least five ways and then report them

to the rest of the class.

Evaluate:

Students will turn in a two paragraph reflection paper on what they learned and how these conservation efforts affect their personal lives and the answers to their two questions from the video.

Extend:

End the lesson with how conservation practices of farmers also have a huge impact on our personal lives through the water we use and the food we eat.

Assign a brainstorming project that allows students to design their own aquifer recharging project or alternate irrigation method.

Have an extension agent or local farmer come to your classroom and talk about irrigation of crops in your local community.

Formative Assessment for Student Learning

Elicit Evidence of Learning: This box is the individual communication performance from the student prompts in Appendix A

<p>Evidence of Student Proficiency</p> <p>Students will understand the importance of irrigation watering with regard to conservation of water and the lessening of the environmental impact contaminated runoff water will have on the local ecosystem.</p>	<p>Range of Typical Student Responses</p> <p>This section provides a range of typical student responses, often using a three-point scale.</p> <p>Descriptors of grade-level appropriate student responses:</p> <ul style="list-style-type: none"> • <i>Full understanding: Student will have all the vocabulary defined, two questions for the video and will participate fully in the post video discussion, coming up with five different ways irrigation conservation impacts their personal lives. Reflection paper will show full connection between what they experienced and understand.</i> • <i>Partial understanding: student will have 75% of the vocabulary defined, one question for the video and an average of three questions from the post video group. Reflection paper will only show partial connection between what they experienced and understand.</i> • <i>Limited understanding: Student will have 50% or less of vocabulary defined, no questions for the video and show no understanding of what was learned in the reflection paper.</i> 	<p>Acting on Evidence of Learning</p> <p>This is a brief description of the instructional actions to take based on the students' performance. When the action includes extensive descriptors and/or materials you may wish to use Appendix C.</p> <p>Description of instruction action and response to support student learning.</p> <ul style="list-style-type: none"> • <i>Action for student who displays partial or limited understanding: student will be partnered with a student who has full understanding and material will be reviewed with mentoring from the teaching student.</i> • <i>Extensions of learning for student who displays full understanding: Assign a brainstorming project that allows students to design their own aquifer recharging project or alternate irrigation method.</i>
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<p>SEP, CCC, DCI Featured in Lesson</p>	<p>Science Essentials (Student Performance Expectations From Appendix C, D, E)</p>
<p>Science Practices</p>	<ul style="list-style-type: none"> • Plan and conduct an investigation individually and collaboratively to produce data to serve as the basis for evidence, and in the design: decide on types, how much, and accuracy of data needed to produce reliable measurements and consider limitations on the precision of the data and refine the design accordingly. • Design a solution to a complex real-world problem, based on scientific knowledge, student-generated sources of evidence, prioritized criteria, and tradeoff considerations. • Analyze complex real world-problems by specifying criteria and constraints for successful solutions. • Evaluate competing design solutions to a real-world problem based on scientific ideas and principles, empirical evidence, and logical arguments regarding relevant factors. • Create a computational model or simulation of a phenomenon, designed device, process, or system.
<p>Planning and Carrying Out Investigations</p>	
<p>Constructing Explanations and Designing Solutions</p>	
<p>Asking Questions and Defining Problems.</p>	
<p>Engage an Argument from Evidence</p>	
<p>Using Mathematics and Computational Thinking</p>	

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<p>Crosscutting Concepts</p>	<ul style="list-style-type: none"> • The functions and properties of natural and designed objects and systems can be inferred from their overall structure, the way their components are shaped and used, and the molecular substructures of its various materials. • New technologies can have deep impacts on society and the environment, including some that were not anticipated. Analysis of costs and benefits is a critical aspect of decisions about technology. • Science knowledge indicates what can happen in natural systems—not what should happen. The latter involves ethics, values and human decisions about the use of knowledge. • Change and rates of change can be quantified and modeled over very short or very long periods of time. Some system changes are irreversible. • Empirical evidence is required to differentiate between cause and correlation and make claims about specific causes and effects. • When investigating or describing a system, the boundaries and initial conditions of the system need to be defined and their inputs and outputs analyzed and described using models.
<p>Structure and Function</p> <p>Influence of Engineering, Technology and Science on Society and the Natural World</p> <p>Science Addresses Questions About the Natural and Material World</p> <p>Stability and Change</p> <p>Cause and Effect</p> <p>Systems and System Models</p>	<p>Disciplinary Core Ideas</p> <ul style="list-style-type: none"> • The abundance of liquid water on Earth’s surface and its unique combination of physical and chemical properties are central to the planet’s dynamics. These properties include water’s exceptional capacity to absorb, store and release large amounts of energy, transmit sunlight, expand upon freezing, dissolve and transport materials, and lower the viscosities and melting points of rocks. • Criteria may need to be broken down into simpler ones that can be approached systematically, and decision about the priority of certain criteria over others may be needed. • Humanity faces major global challenges today, such as the need for supplies of clean water and food or for an energy source that minimize pollution, which can be addressed through engineering. These global challenges also may have manifestations in local communities. • Resource availability has guided the development of human society. • Both physical models and computers can be used in various ways to aid in the engineering design process. Computers are useful for a variety of purposes, such as running simulations to test different ways of solving a problem or to see which one is most efficient or economical; and in making a persuasive presentation to a client about how a given design will fit his or her needs. • Scientists and engineers can make major contributions by developing technologies that produce less pollution and waste and that preclude ecosystem degradation. • Changes in the physical environment whether naturally occurring or human induced, have thus contributed to the expansion of some species, the emergence of new distinct species as populations diverge under different conditions, and the decline-and sometimes
<p>ESS2.C: The roles of water in Earth’s Surface Processes</p> <p>ETS1.C: Optimizing the Design Solution</p> <p>ETS1.A: Defining and Delimiting Engineering Problems</p> <p>ESS3.A: Natural Resources</p> <p>ETS1.B: Developing Possible Solutions</p> <p>ESS3.C: Human Impacts on Earth Systems</p> <p>LS4.C: Adaptation</p> <p>LS4.D: Biodiversity and Humans</p>	

the extinction of some species.

- Humans depend on the living world for the resources and other benefits provided by biodiversity. But human activity is also having adverse impacts on biodiversity through overpopulation, overexploitation, habitat destruction, pollution, introduction to invasive species, and climate change. Thus sustaining biodiversity so that ecosystem functioning and productivity are maintained is essential to supporting and enhancing life on Earth. Sustaining biodiversity also aids humanity by preserving landscapes of recreational or inspirational value.

Appendix A - Student Prompts

Student Prompts for the Lesson

Phenomenon: *Irrigation leads to water loss from local water sources and contaminated water run-off. Conservation Irrigation has been shown through experimentation to decrease water loss and contaminated run off.*

Group Performances:

1. **Ask questions to plan an investigation** for understanding that conservation irrigation can decrease water loss and contaminated run off.
2. **Plan an investigation** by defining the words necessary and having questions ready for the video.
3. **Construct an explanation** by forming groups and discussing how conservation irrigation can affect a person's everyday life.
4. **Use a model to** explain water loss in our local aquifers and to show the ways irrigation conservation can help.

Class Discussion

Individual Performances:

5. **Develop an argument** for understanding how irrigation conservation can and does help our economy and ecology.

Appendix B –

Materials:

- Access to the Internet to watch the Judd Hill Soil and Water Conservation Field Trip. Go to www.uaex.edu/soywhatsup and click on the 'teacher curriculum' icon on the left hand side of the page. This will take you to the link for the video.
- Paper writing utensils for students.

SOIL&WATER CONSERVATION VIRTUAL FIELD TRIP

Preparation:

No significant preparation time is necessary.

Time Duration: 1-2 class periods

The video is about 45 minutes long. Assume about 15 minutes for students to look up vocabulary and prepare questions for the video session, 15 minutes to teach essential concepts and about 15 minutes for group discussion and reflection after the video.

Appendix C – Below are good resources for understanding irrigation conservation better.

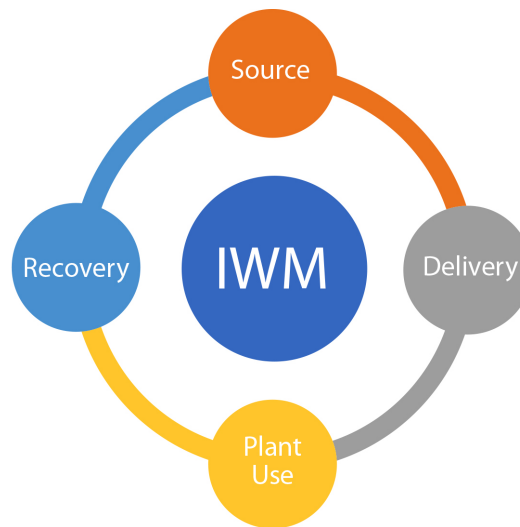
<https://www.uaex.edu/publications/pdf/FSA-2156.pdf> Cover crops

<https://www.uaex.edu/publications/pdf/FSA-2156.pdf> Understanding cover crops

<https://www.uaex.edu/publications/PDF/FSA-1015.pdf> Reduced tillage soybean information

<https://pubs.usgs.gov/fs/2005/3008/> Models of the Alluvial and Sparta Aquifers

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NOTES



www.uaex.edu/soywhatsup

Free Educational Resources and Materials Available from the Soybean Science Challenge at www.uaex.edu/soywhatsup

The Arkansas Soybean Science Challenge is a science enrichment program open to students in grades 9-12.

The Arkansas Soybean Science Challenge research program includes:

- \$300 cash awards for high school student science projects impacting sustainability at Arkansas regional science fairs and Arkansas FFA Agriscience Fair; \$1000 first place, \$500 second place and \$250 Honorable Mention at the Arkansas state science fair.
- \$200 cash awards to teachers whose students win the Soybean Science Challenge at regional. Teacher awards at state are \$300 for first place, \$200 for second place and
- \$100 for Honorable Mention.

STUDENT ONLINE COURSE – 6 MODULES

- The Science of Soybean Production
- The Miracle Bean: Food
- The Miracle Bean: Fuel
- The Miracle Bean: Feed
- The Faces & Challenges of Farming: Emerging Issues
- Ready...Set...Research!

9-12th grade students who successfully complete the Soybean Science Challenge online course and enter a project in one of the Arkansas regional and state science fairs are eligible to have their projects judged for cash awards.

For more information about the Soybean Science Challenge Program, contact:
Dr. Julie Robinson (jrobinson@uaex.edu)
Diedre Young (dyoung@uaex.edu)
Phone 501-671-2086

FREE CLASSROOM RESOURCES

Teacher In-Service Online Course
7 Hours ADE Approved – 6 Modules

Teacher Resources Course for Classroom Use
6 Modules, Tests, Answer Keys and over 50 other soybean-related articles and resources

Teacher Classroom Lessons in 7E & GRC-3D (NGSS Aligned) Format

High School Science Curriculum Resource Guide

Arkansas High-School Science Project Development Guide

Soybean Science Challenge Brochure

Free Soybean Science Challenge Seed Store for Student Research Projects

Several Virtual Field Trip videos that include Teacher Guides

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