



Soil & Water Conservation Virtual Field Trip  
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**Rice Agricultural Sustainability Virtual Field Trip**

**Grades 9-12 Integrated Biology, Integrated Chemistry, Environmental Science  
and Agricultural Science**

**Arkansas NGSS Suggestions:**

**Integrated Biology:**

**Topic 6: Life and Earth's Systems**

**B16-ETS1-3: Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs 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: Constructing Explanations and Designing Solutions (B16-ETS1-3)*

*Connections to Engineering, Technology and Applications of Science:* Influence of Science, Engineering and Technology on Society and the Natural World. (BI16-ETS1-3)

*Disciplinary Core Ideas:* ETS1.B: Developing Possible Solutions

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

*Connections to the Arkansas Mathematical Standards:* MP.2, MP.4

## **Topic 7: Human Impacts on Earth Systems**

**BI-ESS3-1: Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and changes in climate have influenced human activity.**

*Science and Engineering Practices:* Constructing Explanations and Designing Solutions (BI-ESS3-1)

*Crosscutting Concepts:* Cause and Effect (BI-ESS3-1)

*Disciplinary Core Ideas:* ESS3.A: Natural Resources, ESS3.B: Natural Hazards

*Connections to the Arkansas Disciplinary Literacy Standards:* RST.11-12.1, WHST.9-12.2

*Connections to the Arkansas Mathematical Standards:* MP.2, HSN.Q.A.1

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

*Science and Engineering Practices:* Engaging in Argument from Evidence (BI-ESS3-2)

*Connections to Engineering, Technology and Applications of Science:* Influence of Science, Engineering and Technology on Society and the Natural World (BI-ESS3-2). Science Addresses Questions About the Natural and Material World (BI-ESS3-2)

*Disciplinary Core Ideas:* ESS3.A: Natural Resources, ETS1.B: Developing Possible Solutions

*Connections to the Arkansas Disciplinary Literacy Standards:* RST.11-12.1, RST.11-12.8

*Connections to the Arkansas Mathematical Standards:* MP.2

**BI-ESS3-4: Evaluate or refine a technological solution that reduces impacts of human activities on natural systems.**

*Science and Engineering Practices:* Constructing Explanations and Designing Solutions (BI-ESS3-4)

*Crosscutting Concepts:* Stability and Change (BI-ESS3-4)

*Connections to Engineering, Technology and Applications of Science:* Influence of Science, Engineering and Technology on Society and the Natural World (BI-ESS3-4)

*Disciplinary Core Ideas:* ESS3.C: Human Impacts on Earth Systems, ETS1.B: Developing Possible Solutions

*Connections to the Arkansas Disciplinary Literacy Standards:* RST.11-12.1, RST.11-12.8

*Connections to the Arkansas Mathematical Standards:* MP.2, HSN.Q.A.1

**B17-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 (B17-ETS1-1)

*Connections to Engineering, Technology and Applications of Science:* Influence of Science, Engineering and Technology on Society and the Natural World (B17-ETS1-1)

*Disciplinary Core Ideas:* ETS1.A: Defining and Delimiting Engineering Problems

*Connections to the Arkansas Disciplinary Literacy Standards:* RST.11-12.7-9

*Connections to the Arkansas Mathematical Standards:* MP.2, MP.4

### **Integrated Chemistry:**

**Topic One: Matter and Chemical Reactions:**

**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**

**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

*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 2: Energy**

**EVS-ETS1-2: Design a solution to a complex real-world problem by breaking it down into smaller more manageable problems that could be solved through engineering.**

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

*Disciplinary Core Ideas:* ETS1.C: Optimizing the Design Solution

## **Topic 4: Sustainability**

**EVS-ESS3-1: Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and changes in climate have influenced human activity.**

*Science and Engineering Practices:* Constructing Explanations and Designing Solutions (EVS-ESS3-1)

*Crosscutting Concepts:* Cause and Effect (EVS-ESS3-1)

*Connections to Engineering, Technology and Applications of Science:* Influence of Science, Engineering and Technology on Society and the Natural World (EVS-ESS3-1)

*Disciplinary Core Ideas:* ESS3.A: Natural Resources. ESS3.B: Natural Hazards

*Connections to the Arkansas Disciplinary Literacy Standards:* RST.11-12.1, WHST.9-12.2

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

**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-ESS3-3: Create a computational simulation to illustrate the relationships among the management of natural resources, the sustainability of human populations, and biodiversity.**

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

*Crosscutting Concepts:* Stability and Change (EVS-ESS3-3)

*Connections to Engineering, Technology and Applications of Science:* Influence of Science, Engineering and Technology on Society and the Natural World (EVS-ESS3-3)

*Disciplinary Core Ideas:* ESS3.C: Human Impacts on Earth Systems

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

**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

*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

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

*Connections to the Arkansas Mathematic Standards: MP.2*

**EVS4-ETS1-3: Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs 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: Constructing Explanations and Designing Solutions (EVS-ESS3-4)*

*Crosscutting Concepts: Cause and Effect (EVS-ESS3-1)*

*Disciplinary Core Ideas: ESS3.A: Natural Resources*

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

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

**Objective:** Students will understand the importance of rice crop sustainability regarding the environmental impact lessening the loss of nutrients and water have on the local ecosystem. Students will learn that collaboration between farmers and suppliers helps everyone by improving productivity while using innovative techniques to protect the local ecosystems.

**Assessment:** Students will write a reflection paper on what they learned about farmer and supplier collaboration and the innovative techniques farmers use to protect our ecosystem resources, from the Virtual Field Trip video.

**Key Points:** Sustainability in rice production, innovative technology, supply, and demand.

**Materials:**

- You will need to register online if you plan to watch the field trip 'live' on June 29. Once you have registered, you will receive a registration link via Constant Contact. If you do not have a link, email [dyoung@uada.edu](mailto:dyoung@uada.edu) and one will be emailed to you. If you register during the live feed, you will be automatically directed to the site. You will receive an automated email with the link to the live feed and a reminder email with a link one hour before the VFT begins.
- If you plan to watch the recorded 'Rice Agricultural Sustainability Virtual Field Trip', go to [www.uaex.uada.edu/soywhatsup](http://www.uaex.uada.edu/soywhatsup) and click on the 'Virtual Field Trips and Lessons' icon on the left-hand side of the page. This will take you to the link for the video. Keep in mind it will take several days for IT to edit and post.
- Paper writing utensils for students (if in class).

**Preparation:**

If this is being done in class, it is highly recommended that you, the teacher, do research on the key words given below.

**Time Duration: one and a half class period.**

The video is about 60 minutes long (45 minutes plus any questions). Assume about 10 minutes for students to look up vocabulary and prepare questions for the video session, 10 minutes to teach essential concepts and about 10 minutes for group discussion and reflection after the video.

**Elicit:**

Do a KWL Chart about what students know about Agricultural Sustainability. What is sustainability? How is sustainability measured? What are the advantages of practicing sustainability at all economic levels? What are some innovative techniques farmers can use to improve sustainable rice farming? How does sustainability concern at the buyer level help farmers? How can farmers who practice rice sustainability, help buyers? Help consumers?

**Engage:**

Tell the students that they are going to watch a video titled '*Rice Agricultural Sustainability Virtual Field Trip.*' Before they start the video, have the students break into groups to define the following words:

- Sustainability
- Wholesale suppliers and supply chain
- Retailers
- Cultivars
- Alternate wetting and drying (Intermittent Flooding)
- Furrow irrigated rice 'row rice'
- Precision Grading
- Zero Grade
- Greenhouse Gas

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. \****

\*The live video stream will give your students an opportunity to ask questions throughout the field trip. If they are not finding their questions adequately answered during the broadcast, you can send in their questions to be answered at the end of the video.

**Explain:**

**BEFORE THE VIDEO**, be sure the students understand that agricultural sustainability not only benefits the environment, but also the farmer and buyers too. Many rice farmers are aware that water and nutrient conservation can translate into more profits for them. Big businesses take advantage of this by advertising to consumers their choice to go with products from sustainable farms.

*Biology Teachers:* This is a good time to cover/review human impact on ecological systems and how population dynamics/agriculture affect the local ecology and economics.

*Chemistry Teachers:* Cover how today's technology is preserving water and nutrients in our ecosystems.

*Environmental Science Teachers:* This is a good time to cover/review human impact on ecological systems and how population dynamics/agriculture affect the local ecology and economics.

*AG Teachers:* This is a good time to cover/review human impact on ecological systems and how population dynamics/agriculture affect the local ecology, and the economics of rice farming profitability by using innovative technology to improve sustainability.

**Explore:**

Rice farmers are constantly aware of the resources they use to grow their rice crops. Practicing sustainability in the field means less water and chemical (herbicide and insecticide) treatments. This translates into more profit for the farmer and a healthier environment. Many rice farmers are aware that by seeking agricultural sustainability on their farms, they can appeal to big businesses who are interested in marketing products that come from ecological friendly farms.

Show the video '*Agricultural Sustainability; Rice Virtual Field Trip.*'

**Elaborate:**

After the video, break the students into three groups: The *Retailer* group, The *Wholesaler* group, and The *Rice Farmer* group. Have each group brainstorm their area of study and explain to the class how important their area is to sustainability and conservation. Tell students they need to come up with at least six ways total 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 sustainability efforts can affect where they live. They also need to give the answers to their two questions from the video.

**Extend:**



End the lesson with how the conservation practices of rice farmers to decrease their dependence on water and chemicals has also had a huge impact on our personal lives through the water we use and the rice we eat. Reiterate how consumers concern for sustainable ecological friendly products can, in turn, drive how rice farmers and the supply chain approach production.

Assign a brainstorming project that allows students to design their own alternate way of saving water in rice fields or have students research sustainability practices and how they could benefit local rice farmers.

Have an agent from a local company or a local extension agent come to the classroom to explain how farmers and their people can and do collaborate.

Additional Resources:

Row Rice:

<https://talkbusiness.net/2019/03/row-rice-gaining-in-popularity-in-arkansas/>

History of Rice:

<http://www-plb.ucdavis.edu/labs/rost/Rice/introduction/intro.html#:~:text=As%20far%20back%20as%20500,and%20areas%20of%20the%20Mediterranean.>