ATTENTION EDUCATORS AND SCOUT LEADERS

The Erie County Department of Environment & Planning,
through its

Stormwater Education Program

is reaching out to schools in an effort to increase public awareness of strategies to reduce stormwater pollution.

Our presentation includes a hands-on watershed demonstration and a stormwater quiz. Curriculum materials are also available.

Contact Mary Rossi at the Erie County Department of Environment & Planning for more information or to arrange a presentation 858-7583

Funded by a grant from the
New York State Department of Environmental Conservation
In cooperation with the Western New York Stormwater Coalition

WNY Stormwater Coalition

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Teacher Education Packages			
Lesson Plans - Project WET			
Title	**Grade Level**	**Page**	**Issues**
Branching Out	Middle	129	Investigate how water flows through and connects watersheds
Capture, Store & Release	Elementary	133	Simulate how wetlands capture, store, release water
Color Me a Watershed	High	223	How a change in land use can affect water quality.
Macroinvertebrate Mayhem	Elementary/Middle	322	Learn about the effects of environmental stressors on macroinvertebrate populations
Incredible Journey	Elementary/Middle	161	Describe the movement of water within+D12 the water cycle.
Sum of the Parts	Elementary/Middle	267	Recognize ways of reducing stormwater pollution.
Household Guide to Preventing Stormwater Pollution			
Enviroscape Presentations Flier			
Stormwater Quiz Cards			

Excellence in Environmental Education Guidelines For Learning* Grades 5-8

■ Completely meets Standards
□ Partially meets Standards

		Strand 1 - Questioning, Analysis and Interpretation							Strand 2 - Knowledge of Environmental Processes and Systems																	Strand 3 - Skills for Understanding and Addressing Environmental Issues								Strand 4 - Personal & Civic Responsibility			
									Strand 2.1 - Earth as a Physical System			Strand 2.2 - The Living Environment				Strand 2.3 - Humans and Their Societies					Strand 2.4 - Environment and Society					Strand 3.1 - Skills for Analyzing & Investigating Environmental Issues				Strand 3.2 - Decision-Making and Citizenship Skills							
		A. Questioning	B. Designing Investigations	C. Collecting Information	D. Evaluating accuracy and reliability	E. Organizing Information	F. Working with models and simulations	G. Drawing conclusions and developing explanations	A. Processes that shape the Earth	B. Changes in Matter	C. Energy	A. Organisms, populations and communities	B. Heredity and evolution	C. Systems and connections	D. Flow of matter and energy	A. Individuals and groups	B. Culture	C. Political and economic systems	D. Global connections	E. Change and conflict	A. Human/environment interactions	B. Places	C. Resources	D. Technology	E. Environmental issues	A. Identifying and investigating issues	B. Sorting out the consequences of issues	C. Identifying & evaluating alternative solutions & courses of action	D. Working with flexibility, creativity, and openness	A. Forming and evaluating personal views	B. Evaluating the need for citizen action	C. Planning and taking action	D. Evaluating the results of actions	A. Understanding societal values and principles	B. Recognizing citizens' rights and responsibilities	C. Recognizing efficacy	D. Accepting personal responsibility
Page	**Activity**																																				
25	Adventures in Density	□	■	□	□	□	□	■	□	□	□	□														□	□										
289	Aftermath	□		□		■	□	□	■									□				□				□	□										
219	A-maze-ing Water			■		■		□	□			□									■			□		□	□	■			□	□				□	□
63	Aqua Bodies					□		□				□																									
66	Aqua Notes											□																									
293	Back to the Future			□	□	■		■	■							□		□		■	■	□			□	■	□	□	□				□				
129	Branching Out!	□		■	□		■	□	■						□							□															
133	Capture, Store & Release	□		□		□	□	■	■												□	□			□	□											
3	Check it Out!		Depends on Activity																																		
367	Choices and Preferences, Water Index	□	□			■		■								■	□	■		□			■		□	□	■	■	■	■				■			
373	Cold Cash in the Icebox	□	■	■	□	■	□	■		□							□							■													
232	Common Water	□		□		□	□	□	■									□		□	■	■	■	□	□	■	■	■	□		□	□		□			□
377	Dilemma Derby											■	□	□						□	■	□	□		■	■	■	■	■	■	□	□	□		□	□	□
238	A Drop in the Bucket					□		□	□								□		□		■	□	■		□	□											
382	Easy Street			□		□	■	■									■		□			□	■	□	□	□		■		□							□
242	Energetic Water	□	■	■		□	■	■			■								□		□		□	■													
307	Every Drop Counts	□	□	■		■		■								□					□		□	□	■	■	□	■	□	■	■	■	■		□	■	■
136	Get the Ground Water Picture	□	□	□	■	■	■	■	■	□				□							□	□	□														
144	Geyser Guts		■	□		□	■	■	■	■	□											■															
311	A Grave Mistake	□	□	■	■	□		■	■	■											□				□	□	□	□									
150	The Great Stony Brook		□	■		■	■	□	■	■																											
246	Great Water Journeys		□	■	□	■		■	□			■		□			□		■			■															
30	H2Olympics	□	■	□		□		■	■	□																											
35	Hangin' Together	□	■	□		□	□	■	■	■				□																							
316	Humpty Dumpty		□	■		□	■	□	■			□	□								■	□			□	□	□	□	□	□	■	■	□		□	□	□
7	Idea Pools		Depends on Activity																																		
157	Imagine!								■	■	■																										
161	Incredible Journey					□			■	■	□	□		□																							
254	Irrigation Interpretation	□	□	□		□	■		■					□			■	□	□		■	□	□	■	□	□	□	□									
43	Is There Water on Zork?	■	■	■	■	■		■		■						□																					
166	Just Passing Through			□			■	□	■	□		□		□							■	□				□	□	■			□	□					
72	Let's Even Things Out	□	□	■			□			□	□	□																									
9	Let's Work Together		Depends on Activity																																		
76	The Life Box	■	■	■	□	■		■				□			■																						
79	Life in the Fast Lane	□	□	■	□	■	■	■	□		■	■	□	■	■						■	■			□	□	□			□							
260	The Long Haul			□		□		□									□						□	□													
322	Macroinvertebrate Mayhem	□	□	□			□	■	□			■	■	■							■	■			■	□	□										
47	Molecules in Motion			■			■	□		■	□																										
328	Money Down the Drain	□	□	■		■	□	■													□						□	□			□	□				□	
262	Nature Rules!		□	■	□	□			□					□							□	■			□	□	□										
85	No Bellyachers	□		□		□		□						□							□																

Excellence in Environmental Education: Guidelines for Learning. 2004. North American Association for Environmental Education.

Excellence in Environmental Education Guidelines For Learning* Grades 5-8

■ Completely meets Standards
□ Partially meets Standards

		Strand 1 - Questioning, Analysis and Interpretation							Strand 2 - Knowledge of Environmental Processes and Systems																	Strand 3 - Skills for Understanding and Addressing Environmental Issues								Strand 4 - Personal & Civic Responsibility			
									Strand 2.1 - Earth as a Physical System			Strand 2.2 - The Living Environment				Strand 2.3 - Humans and Their Societies					Strand 2.4 - Environment and Society					Strand 3.1 - Skills for Analyzing & Investigating Environmental Issues				Strand 3.2 - Decision-Making and Citizenship Skills							
Page	**Activity**	A. Questioning	B. Designing Investigations	C. Collecting Information	D. Evaluating accuracy and reliability	E. Organizing Information	F. Working with models and simulations	G. Drawing conclusions and developing explanations	A. Processes that shape the Earth	B. Changes in Matter	C. Energy	A. Organisms, populations and communities	B. Heredity and evolution	C. Systems and connections	D. Flow of matter and energy	A. Individuals and groups	B. Culture	C. Political and economic systems	D. Global connections	E. Change and conflict	A. Human/environment interactions	B. Places	C. Resources	D. Technology	E. Environmental issues	A. Identifying and investigating issues	B. Sorting out the consequences of issues	C. Identifying & evaluating alternative solutions & courses of action	D. Working with flexibility, creativity, and openness	A. Forming and evaluating personal views	B. Evaluating the need for citizen action	C. Planning and taking action	D. Evaluating the results of actions	A. Understanding societal values and principles	B. Recognizing citizens' rights and responsibilities	C. Recognizing efficacy	D. Accepting personal responsibility
171	Old Water					□			□	□		□	■																							□	□		
392	Pass the Jug			■		□										■		■		□		□	■		□	■	□	□							□	□		
89	People of the Bog	□	■	■	□	□	■	■	■	□		■	□	■	□						□	■															
397	Perspectives	□	□	■		■		■				□	□	□		■	□	□	□	□	□		□		■	■	■	■	■	■				■	□		
174	Piece it Together	□		■			■	■	■			■		■			□		□			■			□	□											
182	Poetic Precipitation						■	□	□	□	■						□																				
93	Poison Pump		■	■	■	■	□	■						□					□		□		□	□	□	□	□										
338	The Pucker Effect	□	□	■	□	■	■	■	■									□			■			■	□	■	■	□						□			
435	Raining Cats and Dogs															■	■		□			■															
442	The Rainstick	□															■		□			□															
186	Rainy-Day Hike	□	□	■	■	■		■	■	□				□							■	■			□	■	■	□			■	■			□	□	□
344	Reaching Your Limits					□	■	□										□			□	□		□	□	□		□									
99	Salt Marsh Players			□					■		■	■		■	□																						
348	Sparkling Water	□	■	■	■	□		□			□							□			□			■	□		□	□								■	□
191	Stream Sense	□		■		■			□			■		□								■															
267	Sum of the Parts			□		□	■	■	■					□				■		■	■	□	□	□	□	■	■	■		■	□				□	□	■
353	Super Bowl Surge						□							□							■		□	□	■	□	□										
107	Super Sleuths			■		■						□		■					□		□																
116	Thirsty Plants	□	■	■		□		□	□	□	■	■		□											□	□	□	■									
196	The Thunderstorm			■		■	■	■	■		□			□								□															
400	Water: Read All About it!	■	■	■	□	□		□	Depends on Activity (for the rest)																												
12	Water Actions	■	■	■					Depends on Activity																	■	■	■	■	■	■	■	■	□	□	■	■
122	Water Address			□								■	■	□																							
403	Water Bill of Rights								□							□	□	■	□	■	■		■	□	□		□		□	■	■			■	■	■	□
446	Water Celebration			■		□			□		□					□	■					□	□	■				□								■	□
407	Water Concentration																■		□	■	□		□	■				□									
421	Water Crossings											□					■	□		■	□	■	□	■													
450	wAteR in moTion						□		□		■											□															
19	Water Log		Depends on Activity																																		
454	Water Messages in Stone															■	■				□	□		□						□				□			
271	Water Meter			■		■		□													□		■	□													
201	Water Models	□	□	■		□	■	■	■		■	■		■	□				■			□	□														
274	Water Works											□				■		■		■	■	□		■	□	■	■	□	□	□	□			□		□	
457	Water Write		Depends on Activity																																		
206	Wet Vacation		□	■	□	■			■			□		■		□						■	□														
360	Wet-Work Shuffle											□						■		□	■	□	■	■													
212	Wetland Soils in Living Color		□	■		□		■	■	■		■		■								■	■														□
425	What's Happening?	■	■	■	■	■		■	□			□				□	□	□		■	■	□	□		■	■	■	□	■		□	□				□	
54	What's the Solution?	□	□	■		□		■		■																											
279	Where are the Frogs?	□	■	■		■	■	■	■	■		■	□	■							■	□	□	□	■	■	■			□		□				□	
429	Whose Problem is it?			□					□			□	□	□		□		□	■		■	□	□		■	■	■		■	■						□	□
460	Wish Book	□	□	■		□		□								■	■				□	□	□	■													

Excellence in Environmental Education: Guidelines for Learning. 2004. North American Association for Environmental Education.

Excellence in Environmental Education Guidelines For Learning* Grades K-4

■ Completely meets Standards
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		Strand 1 - Questioning, Analysis and Interpretation							Strand 2 - Knowledge of Environmental Processes and Systems																Strand 3 - Skills for Understanding and Addressing Environmental Issues								Strand 4 - Personal & Civic Responsibility			
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219	A-maze-ing Water	□		□		□		□		□		□		■		□					■			□		■		■		□	■	■			□	□	□
63	Aqua Bodies					■	□	□				□									□		□														
66	Aqua Notes											□																									
129	Branching Out!						■		■													□	□													
133	Capture, Store & Release	□		■		□	■	■	■			□									■	□	□													
3	Check it Out!		Depends on Activity																																	
367	Choices and Preferences, Water Index			□		□		□								■				□			□		□				■							
373	Cold Cash in the Icebox	□	■	■	□	■	□	■		■							□				□			■												
232	Common Water								□							■				□	■	□	■		□	□		□									
238	A Drop in the Bucket					□		□	□												□		■													
242	Energetic Water	□	■	■		□	■	■			■								□		□		□	■					□							
307	Every Drop Counts	□	□	■		■		■								□			■		□		■	□	■	■	□	■	□	■	■	■	■		□	■	■
144	Geyser Guts		■	□		□	■	■	■	■	■											□	□													
30	H2Olympics	□	■	□		□		■	■	□																										
155	A House of Seasons			□		□			■					□							■		□													
316	Humpty Dumpty		□	■		□	■	□	■			□		■		□					■	□	□		□	□	□	□	□	□	■	■	□	□	□	■	
7	Idea Pools		Depends on Activity																																	
157	Imagine!								■	■	□											□														
161	Incredible Journey					□			■	■	□	□		□																						
254	Irrigation Interpretation	□	□	□		□	■		■								■		□	□	■	■		■	□	□	□	■								
166	Just Passing Through			□			■	□	■	■		□									■	□				□	□	■			■	□				■	
72	Let's Even Things Out	□		□	□		□			□		□																								
9	Let's Work Together		Depends on Activity																																	
76	The Life Box	■	■	■		■		■				■			■						□															
79	Life in the Fast Lane	□	□	■	□	■	■	■	■	□		■	■	■	□		□		□		■	■	□		■	□	□			□						
260	The Long Haul		□			□		□									■			■	□		■	□										■		
322	Macroinvertebrate Mayhem	□	□	□			□	■	■			■	■	■							■	■			□	□										
47	Molecules in Motion			■			■	■		■	□																									
328	Money Down the Drain	□	□	■		■	□	■								■			□									□			□	□				□	

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Excellence in Environmental Education Guidelines For Learning* Grades K-4

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171	Old Water					□			□	□			■	□																							
392	Pass the Jug																				□		■		□					□							
174	Piece it Together	□		■			■	■	■			■		□			■		□		■	■			□	□											
182	Poetic Precipitation						□	□	□	■	□						□				■																
435	Raining Cats and Dogs																■		□		□	■															
442	The Rainstick	□															■				□																
186	Rainy-Day Hike	■	□	■	■	■		■	■	□											■	■	□		□	■	□	□			■	■			□	□	□
344	Reaching Your Limits					□	■	□										□			■	□	■	□	□	□		□									
99	Salt Marsh Players			□					■			■	■	■	□																						
191	Stream Sense	□		■		■			■			■		□								■															
267	Sum of the Parts			□		□	■	■	■					■		■		■		□	■	□	□	□	□	■	□	■	□	■	□				□	□	■
353	Super Bowl Surge						□							□							■		□	□	■	□	□										
196	The Thunderstorm			■		■	■	■	■		□											□															
122	Water Address			□								■	□	■																							
446	Water Celebration			■		□			□								■					□	□	■	□			□								■	□
407	Water Concentration										□						■	□		■	□		■	■				□									
421	Water Crossings													■			■	□		■	□	□	■	■													
450	wAteR in moTion		□				□		■		■										■	■		□													
19	Water Log	Depends on Activity																																			
50	Water March								□	■											■		□		□					■							
454	Water Messages in Stone																■				□	■	□							□							
271	Water Meter			■		■		□													□		□	□													
201	Water Models	□	□	■		■	■	■	■	■	■	□		■					■			■	■														
274	Water Works													■		■		■		□	■	□	■	□	■	■	■	■	■	□	□			□	□		
457	Water Write	Depends on Activity																																			
360	Wet-Work Shuffle											□						■		□	■	□	■	■													
425	What's Happening?	■	■	■	■	■		■	□			□				□	□	□		■	■	□	□		■	■	■	□	■		□	□				□	
54	What's the Solution?	□	□	■		□		■		■																											
460	Wish Book	□	□	■		□		□								□	■				□	□	□	■													

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Science Content Standards* Grades 5-8

■ Completely meets Standards
□ Partially meets Standards

		Unifying Concepts and Processes					Science as Inquiry		Physical Science			Life Science					Earth and Space Science			Science and Technology		Science in Personal and Social Perspectives					History and Nature of Science		
Page	**Activity**	Systems, order and organization	Evidence, models, and explanation	Change, constancy, and measurement	Evolution and equilibrium	Form and function	Abilities necessary to do scientific inquiry	Understandings about scientific inquiry	Properties and changes of properties in matter	Motions and forces	Transfer of energy	Structure and function in living systems	Reproduction and heredity	Regulation and behavior	Populations and ecosystems	Diversity and adaptations of organisms	Structure of the earth system	Earth's history	Earth in the solar system	Abilities of technological design	Understandings about science and technology	Personal health	Populations, resources, and environments	Natural hazards	Risks and benefits	Science and technology in society	Science as a human endeavor	Nature of science	History of science
25	Adventures in Density						□	□	□																				
289	AfterMath	□	□																					□	□				
219	A-maze-ing Water		□														□					□		□	□				
63	Aqua Bodies	□				□						□																	
66	Aqua Notes	□										□					□												
293	Back to the Future	□	□	□			□	□																□	■			□	
129	Branching Out!	□	□				□	□																					
133	Capture, Store & Release	□	□				□					□					□							□					
3	Check it Out!		Depends on Activity																										
367	Choices and Preferences, Water Index																							□					
373	Cold Cash in the Icebox		□	□			□	□			□									■	□					□		□	□
232	Common Water	□	□	□													□			□	□	□		□	□				
377	Dilemma Derby	□										□			□								□	□	□				
238	A Drop in the Bucket	□	□				□										□						□	□	□				
382	Easy Street						□										□				□					□			
242	Energetic Water		□				□			□	□									■	□					□	□	□	□
307	Every Drop Counts		□				□													□	□		□		□	□			
136	Get the Ground Water Picture	■	□	□			□										□				□			□	□				
144	Geyser Guts	□	□	□	□	□			□		□						□				□			□					
311	A Grave Mistake		□	□			□	□	□								□				□	□	□	□	□		□	□	□
150	The Great Stony Brook	□	□	□			□	□									□	□									□	□	□
246	Great Water Journeys	□										□			□	□	□							□			□		□
30	H2Olympics	□	□				□	□	□								□												
35	Hangin' Together	□	■		□	□	□	□	□								□			□							□	□	
316	Humpty Dumpty	■	□	□	■	□						□			□					■	■		□	□	□		□	□	
7	Idea Pools		Depends on Activity																										
157	Imagine!	□		□		□						□			□		□		□										
161	Incredible Journey	□	□	□					□		□	□					□		□										
254	Irrigation Interpretation		■	□			□	□							□					□	■					□	□	□	■
43	Is There Water on Zork?		□	□			■	■	□								□										□	■	
166	Just Passing Through	□	□	□		□						□					□			□	□			□		□			
72	Let's Even Things Out	□	□		□							□																	
9	Let's Work Together		Depends on Activity																										
76	The Life Box	□	□				■	■			□	□			□													□	
79	Life in the Fast Lane	■	□	■		□	□	□				□	□	■	■												□	□	
260	The Long Haul				□		□														□					□			
322	Macroinvertebrate Mayhem	■	■	□	□	■	□	□				□	□	■	□									□			□	□	
47	Molecules in Motion	□	□	□							□																		
328	Money Down the Drain			□																						□			
262	Nature Rules!																□							□	□				□
85	No Bellyachers											□										□							

*National Academy of Sciences. *National Science Education Standards*. 1996. Washington, D.C.: National Academy Press.

Science Content Standards* Grades 5-8

■ Completely meets Standards
□ Partially meets Standards

		Unifying Concepts and Processes					Science as Inquiry		Physical Science			Life Science					Earth and Space Science			Science and Technology		Science in Personal and Social Perspectives					History and Nature of Science		
Page	Activity	Systems, order and organization	Evidence, models, and explanation	Change, constancy, and measurement	Evolution and equilibrium	Form and function	Abilities necessary to do scientific inquiry	Understandings about scientific inquiry	Properties and changes of properties in matter	Motions and forces	Transfer of energy	Structure and function in living systems	Reproduction and heredity	Regulation and behavior	Populations and ecosystems	Diversity and adaptations of organisms	Structure of the earth system	Earth's history	Earth in the solar system	Abilities of technological design	Understandings about science and technology	Personal health	Populations, resources, and environments	Natural hazards	Risks and benefits	Science and technology in society	Science as a human endeavor	Nature of science	History of science
171	Old Water	□	□									□				□	□	□											
392	Pass the Jug		□												□					□	□					□			□
89	People of the Bog	□	■	□	□	■	□	□				□		□	□		□										□	□	□
397	Perspectives																							□	■				
174	Piece it Together	□	□				□				□						□		□										
182	Poetic Precipitation			□													□												
93	Poison Pump		■				□	□				□									□	□				□	□	□	■
338	The Pucker Effect	□	□	□			■	□									□				□			□		□	□	□	
435	Raining Cats and Dogs	□															□												
442	The Rainstick						□										□												
186	Rainy-Day Hike	□	□				□	□									□							□	□			□	
344	Reaching Your Limits		□	□																	□			□	□	□	□		
99	Salt Marsh Players	■	□	□	□	■						□	□	■	□				□										
348	Sparkling Water	□	□	□			□	□	□								□			□	□		□	□	□				
191	Stream Sense	□		□			□	□						□		□	□												
267	Sum of the Parts	□	□																		□			□	□	□			
353	Super Bowl Surge	□	□																		□			□	□	□			
107	Super Sleuths						□					□										□			□				
116	Thirsty Plants	□	□	□		□	□	□				□		□			□												
196	The Thunderstorm			□			□										□							□					
400	Water: Read All About it!		Depends on Activity																										
12	Water Actions		Depends on Activity																										
122	Water Address				□	□								□		□													
403	Water Bill of Rights																					□		□					
446	Water Celebration		Depends on Activity																										
407	Water Concentration	□																			□					□			□
421	Water Crossings																			■	□								□
450	wAteR in moTion		□			□				□										□									
19	Water Log		Depends on Activity																										
454	Water Messages in Stone																												
271	Water Meter																												
201	Water Models	□	□				□	□			□	□			□		□		□									□	
274	Water Works	□																						□	□				
457	Water Write	□															□			□				□		□			
206	Wet Vacation	□	□														□		□					□					
360	Wet-Work Shuffle	□										□					□				□					□	■		
212	Wetland Soils in Living Color	□	□				□										□												
425	What's Happening?		Depends on Activity																										
54	What's the Solution?		□				□	□	□								□											□	
279	Where Are the Frogs?	□	■	□			■	□	□			□		□	□		□						□	□	□			□	
429	Whose Problem is it?		Depends on Activity																										
																						□				□			

*National Academy of Sciences. *National Science Education Standards.* 1996. Washington, D.C.: National Academy Press.

Science Content Standards* Grades 9-12

■ Completely meets Standards
□ Partially meets Standards

		Unifying Concepts and Processes					Science as Inquiry		Physical Science						Life Science						Earth and Space Science				Science and Technology		Science in Personal and Social Perspectives						History & Nature of Science		
Page	Activity	Systems, order and organization	Evidence, models, and explanation	Change, contancy, and measurement	Evolution and equilibrium	Form and function	Abilities necessary to do scientific inquiry	Understandings about scientific inquiry	Structure of atoms	Structure and properties of matter	Chemical reactions	Motions and forces	Conservation of energy and increase in disorder	Interactions of energy and matter	The cell	Molecular basis of heredity	Biological evolution	Interdependence of organisms	Matter, energy, and organization in living systems	Behavior of organisms	Energy in the earth system	Geochemical cycles	Origin and evolution of the earth system	Origin and evolution of the universe	Abilities of technological design	Understandings about science and technology	Personal and community health	Population growth	Natural resources	Environmental quality	Natural and human-induced hazards	Science & technology in local, national, & global challenges	Science as a human endeavor	Nature of scientific knowledge	Historical perspectives
293	Back to the Future		□	□			□																							□	□	□			
300	The CEO	□																							□	□				□					
3	Check it Out!		Depends on Activity																																
367	Choices and Preferences, Water Index																												□			□			
223	Color Me a Watershed	□	□	□	□																				□				□	□	□	□	□		
377	Dilemma Derby	□																□									□		□	□	□				
303	Dust Bowls & Failed Levees	□																												□	□				
136	Get the Ground Water Picture	□	□	□			□																			□				□	□			□	
311	A Grave Mistake		□	□			□	□		□												□					□		□	□	□		□	□	□
246	Great Water Journeys	□				□											□	□		□		□								□	□		□		□
388	Hot Water		Depends on Activity																																
7	Idea Pools		Depends on Activity																																
9	Let's Work Together		Depends on Activity																																
260	The Long Haul			□																						□						□			
262	Nature Rules!																														□				
89	People of the Bog	□	■	□	□	■	□	□									□																□	□	
397	Perspectives																													□	□	□			
333	The Price is Right	□	□																						■	□			□	□		□	□		
338	The Pucker Effect	□	□	□			□	□																						□	□	□	□		
442	The Rainstick						□																												
348	Sparkling Water	□	□	□			□	□																	□	□			□	□	□	□		□	
353	Super Bowl Surge	□	□																						□	□				□	□	□	□	□	
107	Super Sleuths						□																				□								
400	Water: Read All About it!		Depends on Activity																																
12	Water Actions		Depends on Activity																																
403	Water Bill of Rights																												□	□	□	□	□		
421	Water Court	□																											□	□	□				□
421	Water Crossings																								□	□									
450	wAteR in moTion																																		
19	Water Log		Depends on Activity																																
457	Water Write	□																							□						□	□			
206	Wet Vacation	□	□																	□											□				
360	Wet-Work Shuffle	□															□		□						□										
425	What's Happening?		Depends on Activity																																
429	Whose Problem is it?																																		
460	Wish Book																																		

*National Academy of Sciences. *National Science Education Standards.* 1996. Washington, D.C.: National Academy Press.

Science Content Standards* Grades K-4

■ Completely meets Standards
□ Partially meets Standards

		Unifying Concepts and Processes					Science as Inquiry		Physical Science			Life Science			Earth and Space Science			Science and Technology			Science in Personal and Social Perspectives					History and Nature of Science
Page	**Activity**	Systems, order and organization	Evidence, models, and explanation	Change, constancy, and measurement	Evolution and equilibrium	Form and function	Abilities necessary to do scientific inquiry	Understandings about scientific inquiry	Properties of objects and materials	Position and motion of objects	Light, heat, electricity, and magnetism	The characteristics of organisms	Life cycles of organisms	Organisms and their environments	Properties of earth materials	Objects in the sky	Changes in earth and sky	Abilities of technological design	Understandings about science and technology	Abilities to distinguish between natural objects and objecs made by humans	Personal health	Characteristics and changes in populations	Types of resources	Changes in environments	Science and technology in local challenges	Science as a human endeavor
219	A-maze-ing Water													□	□								□	□		
63	Aqua Bodies											□														
66	Aqua Notes	□										□									□		□			
129	Branching Out!	□	□				□	□																		
133	Capture, Store & Release	□	□																							
3	Check it Out!	Depends on Activity																								
367	Choices and Preferences, Water Index																						□			
373	Cold Cash in the Icebox		□	□			■	□	□									■	□						□	□
232	Common Water	□	□	□										□										□		
238	A Drop in the Bucket	□	□				□					□			□								□			
242	Energetic Water		□				□											■	□	□					□	□
307	Every Drop Counts		□				□											□	□				□		□	
144	Geyser Guts	□	□	□	□	□			□		□				□			□								
30	H2Olympics	□	□				■	■	□						□											□
155	A House of Seasons	□							□								□									
316	Humpty Dumpty	■	□	□	■	□						□		□				■	■				□	■	□	□
7	Idea Pools	Depends on Activity																								
157	Imagine!	□		□		□						□					□						□			
161	Incredible Journey	□	□	□					□			□					□									
254	Irrigation Interpretation		■	□			■	■				□		□			□	■	■				■		□	
166	Just Passing Through	□	□	□		□						□			□			□	□				□	□	□	□
72	Let's Even Things Out	□	□		□							□									□					
9	Let's Work Together	Depends on Activity																								
76	The Life Box	□	□			■	■				□		□										□			
79	Life in the Fast Lane	■	□	■		□	□	□				■	□	■				□							□	
260	The Long Haul			□		□																				
322	Macroinvertebrate Mayhem	■	■	□	□	■	□	□				■	■	□										□		□
47	Molecules in Motion	□	□	□					□																	
328	Money Down the Drain			□			□												□							
85	No Bellyachers											□									□	□				

*National Academy of Sciences. *National Science Education Standards*. 1996. Washington, D.C.: National Academy Press.

Science Content Standards* Grades K-4

■ Completely meets Standards
□ Partially meets Standards

		Unifying Concepts and Processes					Science as Inquiry		Physical Science			Life Science			Earth and Space Science			Science and Technology			Science in Personal and Social Perspectives					History and Nature of Science
Page	**Activity**	Systems, order and organization	Evidence, models, and explanation	Change, constancy, and measurement	Evolution and equilibrium	Form and function	Abilities necessary to do scientific inquiry	Understandings about scientific inquiry	Properties of objects and materials	Position and motion of objects	Light, heat, electricity, and magnetism	The characteristics of organisms	Life cycles of organisms	Organisms and their environments	Properties of earth materials	Objects in the sky	Changes in earth and sky	Abilities of technological design	Understandings about science and technology	Abilities to distinguish between natural objects and objecs made by humans	Personal health	Characteristics and changes in populations	Types of resources	Changes in environments	Science and technology in local challenges	Science as a human endeavor
171	Old Water	□	□												□											
392	Pass the Jug		□									□						□	□				□		□	
174	Piece it Together	□	□				□									□	□								□	
182	Poetic Precipitation			□													□									
435	Raining Cats and Dogs	□															□									
442	The Rainstick						□										□									
186	Rainy-Day Hike	□	□				■	□									□	□						□		
344	Reaching Your Limits		□	□															□					□	□	□
99	Salt Marsh Players	■	□	□	□	■						■	□	□		□										
191	Stream Sense	□		□			□	□	□					□	□						□					
267	Sum of the Parts	□	□											□					□					□	□	
353	Super Bowl Surge	□	□																□					□	□	
196	The Thunderstorm			□			□										□									
122	Water Address				□	□						□		□												
446	Water Celebration	Depends on Activity																								
407	Water Concentration	□																□	□				□		□	
421	Water Crossings																	■	□						□	
450	wAteR in moTion		□	□			□		□									□								
19	Water Log	Depends on Activity																								
50	Water March			□					□															□		
454	Water Messages in Stone																									
271	Water Meter																						□			
201	Water Models	□	□				□	□	□			□			□		□									
274	Water Works	□																					□			
457	Water Write	□							□			□					□	■						□	□	
206	Wet Vacation																									
360	Wet-Work Shuffle	□										□			□				□							□
425	What's Happening?	Depends on Activity																								
54	What's the Solution?		□				■	□	□						□							□				
460	Wish Book																								□	

*National Academy of Sciences. *National Science Education Standards.* 1996. Washington, D.C.: National Academy Press.

Construction sites are a source of eroded soil, dust and debris. Construction site managers try to control the soil erosion by putting up a silt fence and covering dirt piles.

Some foresters harvest trees by "clear cutting." This is when all trees in an area are cut and the best lumber is picked from the fallen trees. Clear cutting exposes large areas of soil, which will erode, and also destroys habitat.

Soil often becomes exposed along streambanks. When wind blows & water runs over the exposed soil, erosion can occur. Eroded soil that enters a stream will create muddy or cloudy water. This harms aquatic life, fills waterways with silt and destroys habitat.

Rainwater and snowmelt that does not soak into the ground runs over the land and as it does, it may pick up pollutants and carry them to waterways.

Rainwater and snowmelt that do not soak into the ground are called runoff.

Runoff will flow from the upper watershed (which are the small streams) to the lower watershed (which are the large rivers, lakes and oceans). Pollutants and eroded soil in the runoff are carried into these waterways.

Some foresters harvest trees by "clear cutting." This is when all trees in an area are cut and the best lumber is picked from the fallen trees. Clear cutting exposes large areas of soil, which will erode, and also destroys habitat.

Use care when changing the oil in your motor vehicles. If the oil leaks onto the driveway, it can be washed into stormsewers and ditches when it rains.

Antifreeze, another automotive fluid, is extremely poisonous. Anti-freeze leaks should be cleaned up immediately.

Storm Sewers

Oil, dirt, litter and anything else that may be on the street or in the gutter, will be washed into storm sewers when it rains or snow melts. Very often, storm sewers drain into a series of pipes and ditches that carry the stormwater, and any pollutants in it, into nearby waterways.

Sometimes people dump waste oil or paint into storm sewers....it will drain directly into nearby waterways....our drinking water!

Fact: A single quart of oil can contaminate up to 2 million gallons of water!

Factories that manufacture chemicals, paper, medicines, steel & other products, can create a lot of pollutants.

Pollution control laws limit what industries can dump into waterways. The laws have greatly reduced water pollution.

Some experts feel the laws are not strict enough to protect aquatic ecosystems.

In the winter, the highway department has the job of making roads safe for driving. One way they do this is by spreading salt on icy or slippery roads to melt the ice.

Too much salt can change the chemistry of waterways and may also damage trees along the road.

What goes up, must come down...

How many times have you noticed:

- a large truck blowing black smoke from its exhaust?
- an old care with a loud muffler?
- a factory smokestack with gray or white smoke coming out?
- fireplaces and campfires?

These are all examples of <u>air emissions</u>. The pollutants in them will settle to the ground and be carried into our waterways by runoff.

If pet owners do not clean up their pet's waste, rain and snowmelt will carry it into nearby waterways and contaminate the water with bacteria. Bacteria in water can make people sick.

Cows produce manure, which can be a good natural fertilizer, but also has a lot of bacteria in it. If the manure enters waterways, the bacteria can make people downstream sick, especially if they get their drinking water from the same waterway.

Trash in waterways can harm or kill wildlife. Thousands of seabirds and mammals die each year after eating or becoming entangled in plastic litter floating in waterways.

When a farmer plows the land, the soil can blow away or wash into waterways causing the water to become muddy or cloudy.

How has the farmer plowed the land on the model?

Chemical pesticides are used to kill pest insects and plants on people's lawns.

Golf courses use pesticides to keep the grass green and neat.

Farmers use pesticides to protect their crops from pest insects and weeds.

People often use chemical fertilizers on their grass to make it grow thick and green.

Fertilizers are also used on golf courses.

Farmers use fertilizers to make sure their crops grow big and healthy.

When most people in the U.S.A. rinse something down the drain, flush the toilet, or do laundry, the waste water goes to a sewage treatment plant where it is purified.

<u>Sewage treatment plants</u> remove dirt, biodegradable material, and many other pollutants from the wastewater. They also treat the wastewater to kill harmful bacteria and viruses. Many plants cannot remove all the chemical pollutants and contaminants.....

WNY Stormwater Coalition

Goal: Utilize regional collaboration to identify existing resources and develop programs to reduce the negative impacts of stormwater pollution.

The following communities and agencies participate in the Western New York Stormwater Coalition:

Erie County

Alden (V)
Alden (T)
Amherst (T)
Angola (V)
Aurora (T)
Blasdell (V)
Boston (T)
Buffalo Sewer Authority
Cheektowaga (T)
Clarence (T)
Depew (V)
East Aurora (V)
Eden (T)
Elma (T)
Evans (T)
Grand Island (T)
Hamburg (V)
Hamburg (T)
Kenmore (V)
Lackawanna (C)
Lancaster (V)
Lancaster (T)
Orchard Park (V)
Orchard Park (T)
Sloan (V)
Tonawanda (C)
Tonawanda (T)
West Seneca (T)
Williamsville (V)

Niagara County

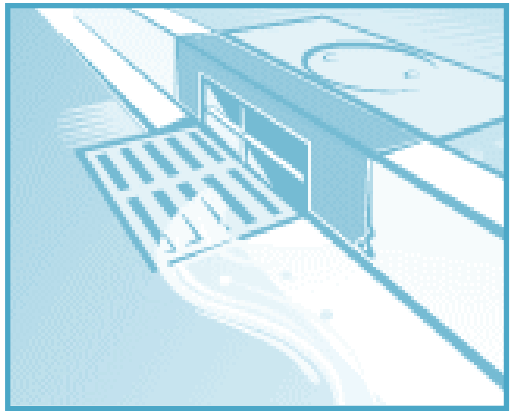
Cambria (T)
Lewiston (V)
Lewiston (T)
Niagara (T)
Niagara Falls Water Board
North Tonawanda (C)
Pendleton (T)
Porter (T)
Wheatfield (T)
Youngstown (V)

Agencies and Consultants

Erie County DEP/DPW/DSM
Niagara County DPW
Peace Bridge Authority
SUNY at Buffalo
Buffalo Niagara Riverkeeper
Erie County Soil & Water Conservation District
Niagara County Soil & Water Conservation District
Connie D. Miner & Co., Grant Consultant
CRA Infrastructure & Engineering
Environmental Design & Research, PC
Foit Albert
Malcolm Pirnie
Marquis Engineering
Metzger Civil Engineering
Nussbaumer & Clarke, Inc.
Parsons
Stearns & Wheler
TVGA Consultants
Wm. Schutt & Associates
Wendel Duchscherer

Western New York Stormwater Coalition
c/o Erie County Department of Environment & Planning
Environmental Compliance Services
95 Franklin Street
Buffalo, New York 14202
(716) 858-6370
www.erie.gov/stormwater

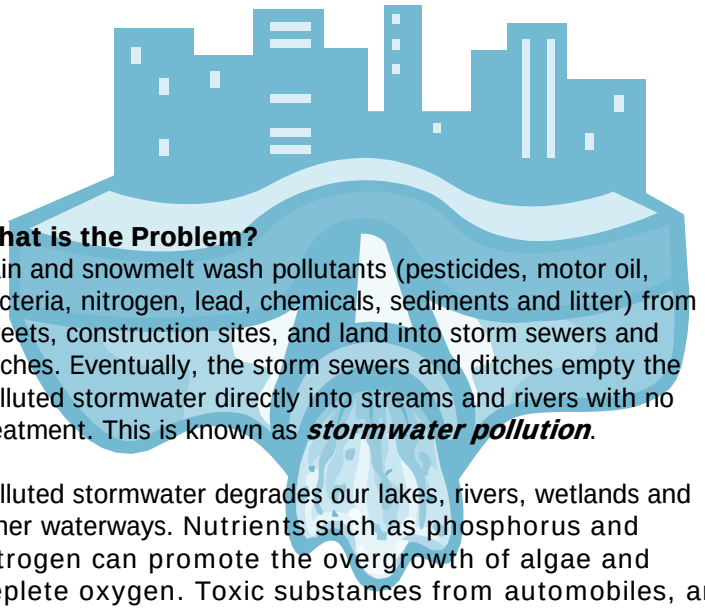
Household Guide to Preventing Stormwater Pollution



A practical guide to help you reduce stormwater pollution and protect our waterways.

WNY Stormwater Coalition

What is Stormwater?
Stormwater is water from rain or melting snow that doesn't soak into the ground and eventually runs off into waterways. It flows from rooftops, over paved areas and bare soil, and through sloped lawns while picking up a variety of materials on its way. As it flows, stormwater runoff collects and transports soil, animal waste, salt, pesticides, fertilizers, oil and grease, debris and other potential pollutants.



What is the Problem?
Rain and snowmelt wash pollutants (pesticides, motor oil, bacteria, nitrogen, lead, chemicals, sediments and litter) from streets, construction sites, and land into storm sewers and ditches. Eventually, the storm sewers and ditches empty the polluted stormwater directly into streams and rivers with no treatment. This is known as ***stormwater pollution***.

Polluted stormwater degrades our lakes, rivers, wetlands and other waterways. Nutrients such as phosphorus and nitrogen can promote the overgrowth of algae and deplete oxygen. Toxic substances from automobiles, and careless application of pesticides, herbicides and fertilizers threaten water quality and can kill fish and other aquatic life. Bacteria from animal wastes and improper connections to sewerage systems can make lakes and waterways unsafe for wading, swimming and fish consumption. Eroded soil is a pollutant as well. It clouds the waterway and interferes with the habitat of fish and plant life.

According to an inventory conducted by the United States Environmental Protection Agency (EPA), half of the impaired waterways are affected by urban/suburban and construction sources of stormwater runoff.

Things You Can Do To Prevent Stormwater Pollution

General Household
Some household products, such as cleaners, insect spray and weed killers, can cause pollution if allowed to drain into a storm sewer. Buy household products labeled “nontoxic” whenever possible.

Paint & Solvents
Clean water-based paints from rollers, pans and brushes in sinks that go into the sanitary sewer system. Use paint thinner to remove oil-based paint from brushes and rollers but do not rinse down sinks or drains.

Automotive
Keep your autos in good repair and watch for possible leaks. Take leftover or used fluids to a household hazardous waste collection. Clean up leaks and spills with an absorbent material such as kitty litter.

Swimming Pool and Spa
Water containing chlorine is harmful to aquatic life. Whenever possible, drain water into the sanitary sewer system. There are established guidelines on the amount of residual chlorine, acceptable pH range, coloration, filter media and acid cleaning wastes when draining into the storm sewer system, and some areas may require a permit. Check with your municipality.

Lawn and Garden
Follow directions carefully when using pesticides and fertilizers; don’t over water or use before a rain. Pesticides and fertilizers adversely impact water quality and aquatic habitat. Pesticide application may require adherence with the Neighbor Notification Law, please call 858-7070 for guidance.

Pet Care
Pick-up pet waste as soon as possible and put it in the trash. Pet waste has harmful bacteria that can get into our waterways.

Contact Erie County’s Household Hazardous Waste program (858-6800) for disposal recommendations on the products listed above.

Information

What is STORMWATER?

Stormwater is water from rain or melting snow that does not soak into the ground. It flows from rooftops, over paved areas, bare soil, and sloped lawns.

What is the problem with STORMWATER?

Rain and snowmelt wash pollutants from streets, construction sites, and land into storm sewers and ditches. Eventually, the storm sewers and ditches empty the polluted stormwater directly into streams and rivers with no treatment. This is known as stormwater pollution.

What can you do to prevent STORMWATER pollution?

Be mindful of household waste that can find its way to the storm sewers and dispose of them properly. Common pollutants found in storm sewers and creeks include:

- Motor oil
- Yard clippings
- Fertilizers and pesticides
- Soapy car wash water
- Litter
- Animal waste

For more information on stormwater, visit the Erie County Department of Environment and Planning at:

http://www.erie.gov/environment/compliance/pollution_sw2.asp

STORMWATER

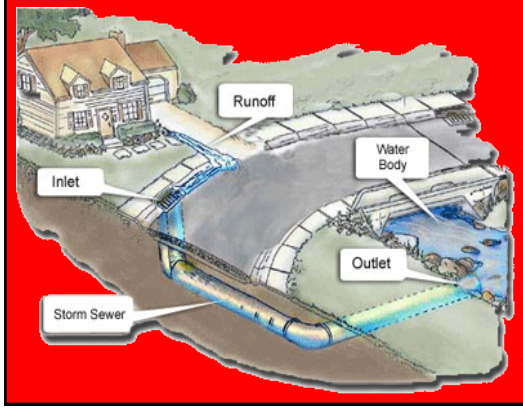
Activity and Information Book

STORMWATER ACTIVITY PAGE

WORD FILL

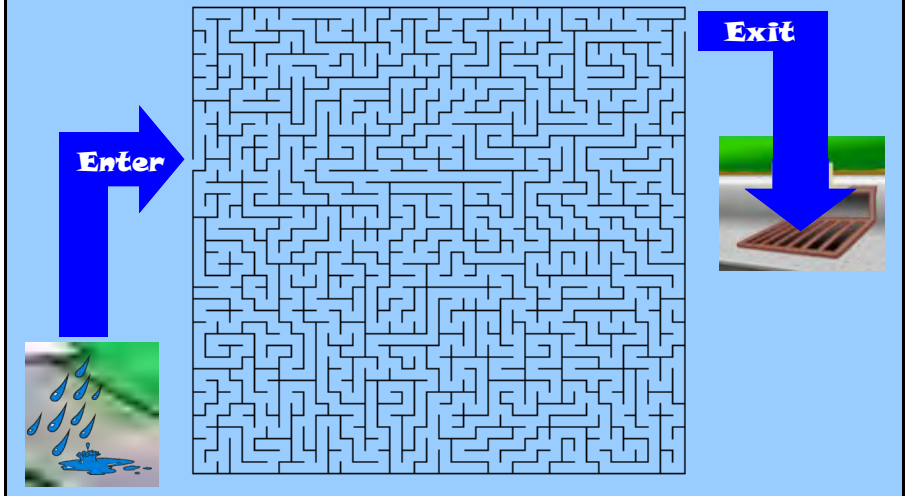
Use the labeled picture to fill in the blanks and complete the information on Stormwater.

When water cannot be absorbed into the soil, it becomes _____ and then it travels downhill until it finds an _____. The water travels underground in a _____ and then it goes out an _____ into a _____.



WATER MAZE

Help the STORMWATER travel to the proper drain.



WORD SEARCH

Find the STORMWATER vocabulary words!

K	R	I	V	T	H	E	S	F	G	R	F	F	G	N	I	R	E	T	L	I	F	W	G	H
J	F	W	J	P	E	S	K	F	E	S	A	F	E	W	T	Y	U	W	V	B	R	I	O	K
R	H	J	O	O	R	N	I	T	G	S	W	G	H	O	L	J	G	D	H	A	B	V	Y	M
F	I	G	P	L	V	O	A	G	H	J	F	F	O	N	U	R	O	N	I	T	W	O	I	I
L	B	V	M	P	T	W	J	A	G	S	Y	F	F	R	G	B	T	N	K	I	L	O	K	Y
A	N	M	E	W	M	O	G	J	G	T	T	Y	B	R	I	O	N	E	R	H	O	F	N	H
K	Y	H	M	R	H	P	S	E	W	E	R	S	D	Q	L	Y	G	D	W	F	H	O	E	F
Y	Q	U	O	A	S	Y	R	K	E	O	Z	U	W	S	R	U	G	G	D	F	G	U	M	S
T	Z	T	H	G	J	U	E	N	R	I	L	R	E	T	A	W	D	N	U	O	R	G	R	A
I	S	T	Y	E	R	O	K	W	S	P	K	O	T	E	R	N	B	X	H	J	T	A	T	L
O	L	U	O	Z	W	I	L	U	T	I	O	P	Q	E	N	V	I	R	O	N	M	E	N	T
N	H	G	L	B	E	R	Y	G	G	N	Q	X	P	R	B	Y	K	J	B	R	R	Y	W	O
L	S	T	N	A	T	U	L	L	O	P	Y	A	Y	T	W	J	E	E	A	Y	A	T	T	I
I	W	E	D	H	L	R	R	B	T	W	R	G	H	S	A	S	W	P	R	T	F	H	H	K
S	A	R	I	G	A	R	T	G	N	I	T	E	J	A	T	S	A	T	U	R	A	T	E	D
A	H	D	C	E	N	L	Y	B	E	S	E	R	C	W	E	O	J	O	E	W	T	G	O	Y
H	N	I	H	D	D	A	W	I	M	C	A	E	U	I	R	L	H	U	H	H	E	I	N	T
A	A	S	A	A	S	K	F	P	I	O	H	G	J	Y	P	P	T	V	T	E	R	E	E	B
F	M	C	P	T	F	E	G	Q	D	W	A	Y	S	K	Y	I	E	B	A	R	T	Y	U	W
D	Y	H	R	H	R	S	Y	A	E	T	T	N	K	U	U	S	T	R	E	A	M	S	H	D
H	E	A	W	N	E	A	L	F	S	U	J	O	O	J	K	A	R	A	R	H	W	Y	J	C
B	T	R	E	O	T	Q	A	R	N	B	S	W	O	N	M	K	R	R	T	M	J	N	T	R
V	E	G	P	Y	I	E	K	E	L	B	A	E	M	R	E	P	M	I	P	I	Y	E	O	F
W	I	E	I	I	N	W	S	K	E	I	S	S	T	U	D	Y	W	H	A	R	O	T	K	W
I	K	W	Y	T	K	W	Y	M	T	N	I	G	K	W	R	U	N	S	D	J	Q	N	I	O

STORM WATER	POLLUTANTS	GROUND WATER	LAKES	SEDIMENT
IMPERMEABLE	RAIN	RUNOFF	STREETS	ENVIRONMENT
SATURATED	SNOW	RIVERS	SEWERS	FILTERING
DISCHARGE	PRECIPITATION	STREAMS	WETLANDS	

WORD SCRAMBLE

Unscramble the STORMWATER vocabulary!

NOAECIRITPTIP _____	AWUNDGORTER _____	RESWES _____
TERNNIVONME _____	MEARBELIPME _____	MIDSENET _____
TROWMRATES _____	TAULPLONTS _____	TILREFING _____

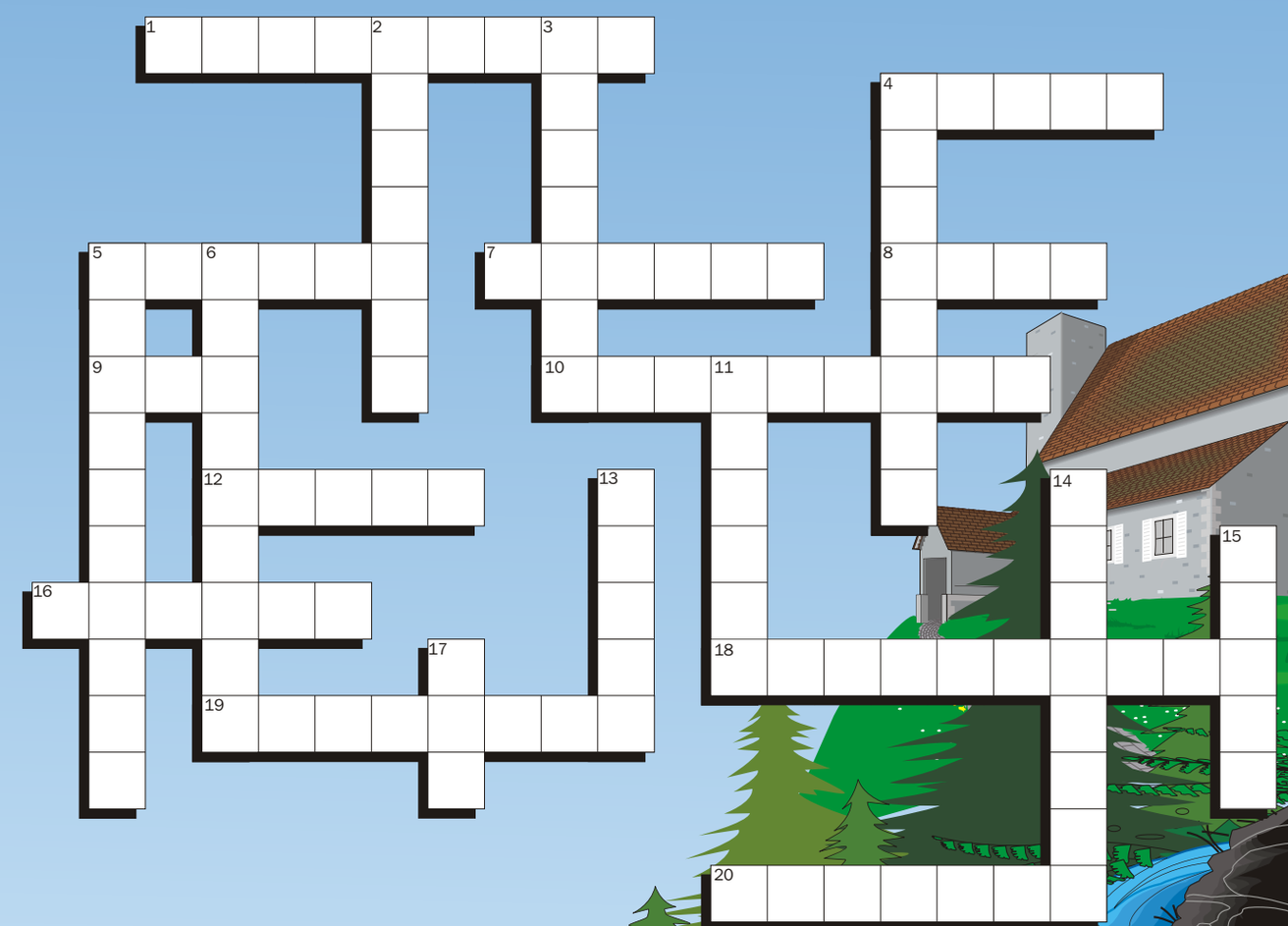
Take the Stormwater Runoff Challenge

Across:

1) The area of land that drains into an estuary, lake, stream, or groundwater is known as a _____.
4) The _____ of speeding boats can erode shorelines.
5) Maintaining your _____ tank will help to prevent bacteria and nutrients from leaking into groundwater and surface waters.
7) Wetland plants act like a natural water _____, removing harmful pollutants from stormwater runoff.
8) Leave your grass clippings on your _____ to reduce the need for commercial fertilizers.
9) A single quart of motor _____, if disposed of improperly, can pollute 2 million gallons of water.
10) Fertilizers and animal wastes contain _____ that "feed" algae and other aquatic plants harmful to water quality.
12) Polluted runoff from both rural and _____ sources has a significant impact on water quality.
16) Storm _____ don't always connect to sewage treatment plants, so runoff can flow directly to rivers, lakes, and coastal waters.
18) Follow directions carefully when applying _____ on your lawn—more isn't always better.
19) Polluted runoff (also called_____ source pollution) comes from so many places that it's hard to "pinpoint" a source.
20) Yard and vegetable food waste are suitable additions to a _____ pile.

Down:

2) Don't dump used motor oil into storm drains. _____ it!
3) _____ of soil from barren land can cloud nearby streams.
4) _____ prevent flooding, improve water quality, and provide habitat for waterfowl, fish, and wildlife.
5) Marking "Do Not Dump, Drains to Bay" on a _____ is one way to educate people about polluted runoff.
6) Excess sediment, nutrients, toxics, and pathogens are all types of runoff _____.
11) Polluted _____ is the nation's #1 water quality problem.
13) The cattail is one wetland _____ that helps purify polluted runoff.
14) Too much _____ in water can harm aquatic life.
15) Proper crop and animal management on _____ helps to control water pollution.
17) _____ impact development helps control stormwater pollution through conservation approaches and techniques.



Choices:

compost	nonpoint	sediment
drains	nutrients	septic
erosion	oil	storm drain
farms	plant	urban
fertilizer	pollution	wakes
filter	recycle	watershed
lawn	runoff	wetlands
Low		

EPA United States Environmental Protection Agency

For more information, please visit EPA's Polluted Runoff web site at www.epa.gov/nps

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Stormwater Quiz !

How many Americans can correctly identify stormwater runoff as a common source of pollution in streams, rivers and oceans?

a. 3 percent
b. 22 percent
c. 31 percent
d. 48 percent

Answer !

b. 22 percent

WNY Stormwater Coalition

Stormwater Quiz !

How much more stormwater runoff is produced by a one-acre parking lot compared to a one-acre meadow?

a. Twice as much
b. Five times as much
c. Ten times as much
d. Sixteen times as much

Answer !

d. Sixteen times as much!!

WNY Stormwater Coalition

Stormwater Quiz !

A single quart of motor oil dumped down a storm sewer creates an oil slick of what size?

a. No slick because the oil travels from the storm sewer to a water treatment plant
b. 160 square feet
c. 2 acres
d. 14 acres

Answer !

c. 2 acres

WNY Stormwater Coalition

Stormwater Quiz !

What percentage of Americans who own a septic system don't know where it is located on their property?

a. 0 percent
b. 2 percent
c. 12 percent
d. 32 percent

Answer !

c. 12 percent

WNY Stormwater Coalition

Stormwater Quiz!

How many fecal coliform bacteria are in an average-sized dog dropping?

a. 50
b. 1,200
c. 55,000
d. 3 billion

Answer !

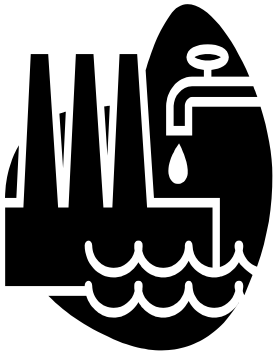
d. 3 billion

WNY Stormwater Coalition

Stormwater Quiz!

Stormwater runoff is...

a. Rain
b. Melted snow
c. Debris
d. All of the above



Answer !

d. All of the above

WNY Stormwater Coalition

Stormwater Quiz!

Stormdrains located along our roadways are the perfect place to dispose of...

a. Rain
b. Chlorinated swimming pool water
c. Used motor oil
d. Lawn clippings

Answer !

a. Rain

WNY Stormwater Coalition

Stormwater Quiz!

How often should you have your septic system inspected?

a. Monthly
b. Once a year
c. Every 3 years
d. Every 10 years

Answer !

b. Once a year

WNY Stormwater Coalition

Stormwater Quiz!

Where is the best place to wash your car?

a. On the driveway
b. On your lawn
c. Commercial car wash
d. Neighborhood car wash

Answer !

c. Commercial car wash

WNY Stormwater Coalition

Stormwater Quiz!

Which of the following are impacts from stormwater pollution?

a. Cloudy water
b. Algae Blooms
c. Fish kills
d. Beach Closures
e. All of the above

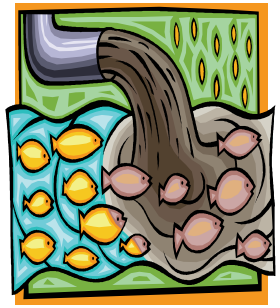
Answer !

e. All of the above

WNY Stormwater Coalition

Stormwater Quiz!

How can you prevent motor oil from contaminating ground and surface waters?



a. Service your car regularly
b. Recycle used motor oil and antifreeze
c. Drive your car below the speed limit
d. Every 10 years

Answer !

b. Recycle used motor oil and antifreeze

WNY Stormwater Coalition

Stormwater Quiz!

How can I cut down on stormwater pollution in my lawn care?

a. Don't over water your lawn
b. Cut back on pesticide use
c. Compost or mulch of grass clippings
d. Cover piles of dirt being used in landscaping projects
e. All of the above

Answer !

e. All of the above

WNY Stormwater Coalition

Stormwater Quiz!

What type of driveway will INCREASE stormwater runoff?

a. Dirt
b. Porous pavement
c. Asphalt or concrete
d. Gravel

Answer !

c. Asphalt or concrete

WNY Stormwater Coalition

Stormwater Quiz!

True or False:

Because it's just rainwater or snowmelt, stormwater is clean and unpolluted.

Answer !

False

Stormwater quality can be harmed when runoff comes in contact with ground-level contaminants such as oil, fertilizer and pesticide residue, and pet waste.

WNY Stormwater Coalition

Stormwater Quiz!

What is a watershed?

a. An historic event
b. The town water tank
c. A private well
d. An area of land that drains stormwater runoff to a body of water

Answer !

d. An area of land that drains stormwater runoff to a body of water

WNY Stormwater Coalition

Stormwater Quiz!

How often should you have your septic system inspected?

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Answer !

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WNY Stormwater Coalition