

# Arbor Day Poster Contest 2010

## ***“Trees are Terrific...and Energy Wise!”***

### **California Fifth Grade Educators and Parents:**

*You and your students are invited to participate in the annual **Arbor Day Poster Contest** sponsored nationally by The National Arbor Day Foundation and locally by the California Department of Forestry and Fire Protection (CAL FIRE) and the California Community Forests Foundation. We hope you will use this contest activity to help your **fifth grade students** learn more about the benefits of trees – especially their role in capturing and conserving energy. The lessons and activities will also help to strengthen their interest in caring for the environment.*

### **Guidelines:**

- Carefully follow **ALL** the contest guidelines described in the poster contest information. Only posters that meet these guidelines will be eligible!
- Posters must depict the theme, **“Trees are Terrific...and Energy Wise!”** The contest slogan must be conspicuous and artistically placed on the poster.
- **ONLY one winner per school or youth group** will be eligible to compete in the state contest. Multiple entries will be disqualified.
- **The deadline for the contest is March 1, 2010 (postmarked).** Mail entries to the address below. Please also include the “winner report form”.

**Awards:** *Provided by the California Community Forests Foundation and other supporters.*

- **\$100 cash award** to the 1<sup>st</sup> place student
- **\$50 cash award** to both 2<sup>nd</sup> – 3<sup>rd</sup> place students
- **Gift certificates** and other items to teachers of the three award winners
- **School assembly** organized by the CAL FIRE to honor the 1<sup>st</sup> place winner
- Recognition to all school winners and teachers who enter the contest
- Posters become part of a year-long traveling exhibit on display throughout California

Mail to: **2010 Arbor Day Poster Contest**  
Department of Forestry and Fire Protection  
PO Box 944246  
Sacramento, CA 94244-2460



**Questions?** Please contact:

Kay Antunez, Contest Coordinator  
California Department of Forestry and Fire Protection  
(916)653-7958 or [Kay.Antunez@fire.ca.gov](mailto:Kay.Antunez@fire.ca.gov)



**Correlations to California's 5<sup>th</sup> Grade  
Science and Visual Arts Standards**  
*For the*  
***"Trees are Terrific....and Energy Wise!"***  
**2010 Arbor Day Poster Contest**

The lessons described in the contest guidelines can help address these California Science Standards:

**Life Sciences**

2. Plants and animals have structures for respiration, digestion, waste disposal, and transport of materials. As a basis for understanding this concept, students know:
  - a. Many multicellular organisms have specialized structures to support the transport of materials.
  - e. How sugar, water, and minerals are transported in a vascular plant.
  - f. Plants use carbon dioxide and energy from sunlight to build molecules of sugar and release oxygen.
  - g. Plants and animal cells break down to obtain energy, forming carbon dioxide and water (respiration).

**Investigation and Experimentation**

6. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept, and to address the content of the other three strands, students should develop their own questions and perform investigations. Students will:
  - a. Classify objects (e.g. Rocks, plants, leaves) based on appropriate criteria.
  - b. Develop a testable question.
  - c. Plan and conduct a simple investigation based on a student-developed question, and write instructions others can follow to carry out the procedure.
  - f. Select appropriate tools (e.g. Thermometers, meter sticks, balances) and make quantitative observations.)
  - g. Record data using appropriate graphic representation (including charts, graphs, and labeled diagrams), and make inferences based on those data).
  - h. Draw conclusions based on scientific evidence and indicate whether further information is needed to support a specific conclusion.

## California Visual Arts for Grade Five

### **1.0 ARTISTIC PERCEPTION**

**Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to the Visual Arts** Students perceive and respond to works of art, objects in nature, events, and the environment. They also use the vocabulary of the visual arts to express their observations.

- 1.1 Identify and describe the principles of design in visual compositions, emphasizing unity and harmony.
- 1.2 Identify and describe characteristics of representational, abstract, and nonrepresentational works of art.
- 1.3 Use their knowledge of all the elements of art to describe similarities and differences in works of art and in the environment.

### **2.0 CREATIVE EXPRESSION**

**Creating, Performing, and Participating in the Visual Arts** Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art.

- 2.1 Use one-point perspective to create the illusion of space.
- 2.2 Create gesture and contour observational drawings.
- 2.7 Communicate values, opinions, or personal insights through an original work of art.

### **3.0 AESTHETIC VALUING**

**Responding to, Analyzing, and Making Judgments About Works in the Visual Arts** Students analyze, assess, and derive meaning from works of art, including their own, according to the elements of art, the principles of design, and aesthetic qualities:

- 4.3 Develop and use specific criteria as individuals and in groups to assess works of art.
- 4.4 Assess their own works of art, using specific criteria, and describe what changes they would make for improvement.