Project WET Environmental Literacy Correlations

Adventures in Density (Middle School)
Grades 6-8

- 1.A.4 – Design, analyze, or carry out simple investigations and formulate appropriate conclusions based on data obtained or provided.
- 2.B.2; 4.D.1; 4.D.2 – Analyze the value and the limitations of different types of models in explaining real things and processes.

A-Mazing Water (Lower Elementary, Upper Elementary, Middle School)
Grades K-2

- 1.A.1; 1.B.3; 5.A.1; 5.A.2; 7.A.1; 7.B.1; 7.D.1; 7.E.1; 8.A.1; 8.B.1; 8.C.1 – Recognize and describe that the activities of individuals or groups of individuals can affect the environment.
- 1.A.1; 7.D.1; 8.A.1; 8.B.1; 8.C.1 - Recognize and explain how Earth's natural resources (water) are used to meet human needs.
- 5.A.1; 5.A.2; 6.B.1; 7.A.1; 7.B.1; 7.E.1; 8.D.1; 8.E.1 – Recognize that caring for the environment is an important human activity.

Grades 3-5

- 1.A.1; 5.B.1 – Recognize and explain how renewable and nonrenewable natural resources are used by humans to meet basic needs.
- 1.A.1; 6.C.1 – Explain how the growth of communities and suburbs have had consequences on the environment.
- 1.B.2; 1.B.3; 5.A.1; 6.B.1; 7.E.1 – Recognize and describe that consequences may occur when Earth's natural resources are used.
- 2.B.2; 4.D.1 – Examine and modify models and discuss their limitations.
- 7.F.1 – Examine how technology affects the way people live, work, and play.

Grades 6-8

- 1.A.1 – Identify and describe problems associated with obtaining, using, and distributing natural resources.
- 1.A.1 – Identify and describe a local, regional, or global environmental issue.
- 1.A.4 – Design, analyze, or carry out simple investigations and formulate appropriate conclusions based on data obtained or provided.
- 1.B.1 – Identify and describe that ecosystems can be impacted by human activities.
- 2.B.2; 4.D.1; 4.D.2 – Analyze the value and the limitations of different types of models in explaining real things and processes.

Aqua Bodies (Lower Elementary, Upper Elementary)
Grades K-2

- 1.A.1; 1.A.2 - Raise questions about the world around them and be willing to seek answers to some of them by making careful observations and trying things out.
- 1.A.1; 5.B.1; 7.D.1; 8.A.1 – Recognize and explain how Earth's natural resources (water) are used to meet human needs.
- 1.A.4; 1.A.5 – Seek information through reading, observation, exploration, and investigations.
- 3.A.1; 4.A.1 - Develop an awareness of the relationship of features of living things and their ability to satisfy basic needs that support their growth and survival.

Grades 3-5

- 1.A.1; 5.B.1 – Recognize and explain how renewable and nonrenewable natural resources are used by humans to meet basic needs.
- 3.C.1; 4.B.1; 4.D.1 – Explain ways that individuals and groups of organisms interact with each other and their environment (available water).
- 4.E.1 – Explain the idea that in any particular environment, some kinds of plants and animals survive well, some less well, and some cannot survive at all .

Aqua Notes (Lower Elementary, Upper Elementary)
Grades K-2

- 1.A.1; 5.B.1; 7.D.1; 8.A.1 – Recognize and explain how Earth's natural resources (water) are used to meet human needs.

Grades 3-5

- 1.A.1; 5.B.1 – Recognize and explain how renewable and nonrenewable natural resources are used by humans to meet basic needs.

Back to the Future (Middle School, High School)
Grades 6-8

- 1.A.1 – Identify and describe a local, regional, or global environmental issue.
- 1.A.4 – Design, analyze, or carry out simple investigations and formulate appropriate conclusions based on data obtained or provided.
- 1.A.4 – Interpret tables and graphs produced by others and describe in words the relationships they show.
- 1.B.1; 1.B.2 – Propose and justify solutions to social studies problems.
- 6.B.1 – Describe ways people modify their environment to meet their needs, such as cultivating land, building roads, etc.
- 7.D.1 – Explain how regional population patterns, trends, and projections affect the environment and influence government policies.
- 8.A.1 – Identify and explain land use issues that illustrate the conflict between economic growth and using the environment.

Grades 9-12

- 1.A.1; 1.B.2; 1.B.3; 7.A.1; 7.B.1 – The student will recognize that real problems have more than one solution and decisions to accept one solution over another are made on the basis of many issues.
- 1.A.1; 6.B.1; 7.B.1; 7.E.1 – Evaluate how the principles of economic costs, benefits, and opportunity cost are used to address public policy issues, such as environmental concerns.
- 1.A.5 – The student will analyze data to make predictions, decisions, or draw conclusions.
- 3.C.1; 4.B.1; 5.A.1; 6.A.1; 7.A.1 – The student will investigate how natural and man-made changes in environmental conditions will affect individual organisms…
- 5.A.2; 5.B.1; 6.B.1; 7.A.1; 7.F.1; 8.A.1; 8.D.1 – The student will evaluate the interrelationship between humans and water quality and quantity.

Branching Out! (Middle School)
Grades 6-8

- 1.A.4 – Design, analyze, or carry out simple investigations and formulate appropriate conclusions based on data obtained or provided.
- 2.B.2; 4.D.1; 4.D.2 – Analyze the value and the limitations of different types of models in explaining real things and processes.

Capture, Store, and Release (Upper Elementary)
Grades 3-5

- 2.B.2; 4.D.1 – Examine and modify models and discuss their limitations.

The CEO (High School)
Grades 9-12

- 1.A.1; 1.B.2; 1.B.3; 7.A.1; 7.B.1 – The student will recognize that real problems have more than one solution and decisions to accept one solution over another are made on the basis of many issues.
- 1.A.1; 6.B.1; 7.B.1; 7.E.1 – Evaluate how the principles of economic costs, benefits, and opportunity cost are used to address public policy issues, such as… environmental concerns.

Cold Cash in the Icebox (Lower Elementary, Upper Elementary)
Grades K-2

- 1.A.1; 1.A.2 - Raise questions about the world around them and be willing to seek answers to some of them by making careful observations and trying things out.
- 1.A.1; 7.D.1; 8.A.1; 8.B.1; 8.C.1 - Recognize and explain how Earth's natural resources (water) are used to meet human needs.
- 7.F.1 – Begin to be aware of technology and how it affects daily life.
- 7.F.1 – Describe how tools and products have affected the way people live, work, or play.

Grades 3-5

- 1.A.1; 1.A.2; 1.A.4 - Gather and question data from many different forms of scientific investigations, which include…observing what things are like and doing experiments.
- 7.F.1 – Examine how technology affects the way people live, work, and play
- 7.F.1 – Identify factors that must be considered in any technological design.

Color Me a Watershed (High School)
Grades 9-12

- 5.A.2; 5.B.1; 6.B.1; 7.A.1; 7.F.1; 8.A.1; 8.D.1 – The student will evaluate the interrelationship between humans and water quality and quantity.
- Wrap Up and Action
    - 1.A.1; 4.C.1 – The student will evaluate the role of government in addressing land use and other environmental issues.
    - 7.A.1; 7.C.1; 8.D.1– Evaluate the effect that …regional interests have on shaping environmental policy, such as logging forested areas.
    - 7.B.1; 8.C.1 – The student will evaluate the role of government in addressing land use and other environmental issues.
    - 7.C.1; 8.B.1 – Evaluate the way…local governments develop policy to address land use issues, such as urban sprawl, Smart Growth.
    - 8.A.1; 8.E.1 – Analyze the role of the state executive branch in addressing **land use, such as Smart Growth, deforestation…and urban sprawl.**

Common Water (Middle School, K-2 Option)
K-2 Option

- 1.A.1; 1.A.2 - Raise questions about the world around them and be willing to seek answers to some of them by making careful observations and trying things out.
- 1.A.1; 1.B.3; 5.A.1; 5.A.2; 7.A.1; 7.B.1; 7.D.1; 7.E.1; 8.A.1; 8.B.1; 8.C.1 – Recognize and describe that the activities of individuals or groups of individuals can affect the environment.
- 1.A.1; 7.D.1; 8.A.1; 8.B.1; 8.C.1 - Recognize and explain how Earth's natural resources (water) are used to meet human needs.
- 1.A.1 – Explain that some natural resources are limited and need to be used wisely.
- 4.C.1; 5.A.1; 5.B.1 - Explain how people modify, protect and adapt to their environment.
- 5.A.1; 5.A.2; 6.B.1; 7.A.1; 7.B.1; 7.E.1; 8.D.1; 8.E.1 – Recognize that caring for the environment is an important human activity.
- 5.B.1 – Recognize that natural resources, such as water, trees and plants, are used to make products.
- 6.C.1; 7.A.1 – Identify ways that people change their environment to meet their needs, such as planting crops…

Grades 6-8

- 1.A.1 – Identify and describe problems associated with obtaining, using, and distributing natural resources.
- 1.A.1 – Identify and describe a local, regional, or global environmental issue.
- 1.A.1; 5.A.1; 5.B.1; 6.C.1; 7.A.1; 7.B.1 – Analyze why and how people modify their natural environment and the impact of those modifications.
- 1.A.1; 5.B.1 – Analyze the decisions that people made because resources were limited relative to economic wants for goods and services.

- 1.B.3; 5.A.1; 5.A.2; 5.B.1; 6.B.1; 7.D.1 – Recognize and describe that environmental changes can have local, regional, or global consequences.
- 2.B.2; 4.D.1; 4.D.2 – Analyze the value and the limitations of different types of models in explaining real things and processes.
- 5.B.1 – Recognize and explain the impact of a changing human population on the use of natural resources.
- 7.E.1 – Compare how scarce resources affected the decisions of consumers and producers in different regions of the United States.

Dilemma Derby (Middle School, High School)
Grades 6-8

- 1.A.1 – Identify and describe problems associated with obtaining, using, and distributing natural resources.
- 1.A.1 – Identify and describe a local, regional, or global environmental issue.
- 1.B.1 – Identify and describe that ecosystems can be impacted by human activities.
- 1.B.1; 1.B.2 – Propose and justify solutions to social studies problems.
- 8.A.1 – Understand and apply the basic concept of sustainability to natural and human communities.

Grades 9-12

- 1.A.1; 1.B.2; 1.B.3; 7.A.1; 7.B.1 – The student will recognize that real problems have more than one solution and decisions to accept one solution over another are made on the basis of many issues.
- 5.A.2; 5.B.1; 6.B.1; 7.A.1; 7.F.1; 8.A.1; 8.D.1 – The student will evaluate the interrelationship between humans and water quality and quantity.

A Drop in the Bucket (Middle School, K-2 Option)
K-2 Option

- 1.A.1 – Explain that some natural resources are limited and need to be used wisely.
- 5.A.1; 5.A.2; 6.B.1; 7.A.1; 7.B.1; 7.E.1; 8.D.1; 8.E.1 – Recognize that caring for the environment is an important human activity.

Grades 6-8

- 1.A.1 – Identify and describe problems associated with obtaining, using, and distributing natural resources.
- 1.A.4 – Design, analyze, or carry out simple investigations and formulate appropriate conclusions based on data obtained or provided.

Dust Bowls and Failed Levees (High School)
Grades 9-12

- 1.A.5; 1.B.1; 6.B.1; 8.C.1; 8.F.1 – The student will analyze the consequences and/or trade-offs between technological changes and their effect on the individual, society, and the environment.
- 3.C.1; 4.B.1; 5.A.1; 6.A.1; 7.A.1 – The student will investigate how natural and man-made changes in environmental conditions will affect individual organisms…

Easy Street (Middle School)
Grades 6-8

- 1.A.1 – Identify and describe problems associated with obtaining, using, and distributing natural resources.
- 1.B.1; 1.B.2 – Propose and justify solutions to social studies problems.
- 5.A.1; 5.A.2; 6.B.1; 7.A.1 – Recognize and explain how human activities can accelerate or magnify many naturally occurring changes.
- 7.F.1 – Analyze how technological changes have affected consumption and production in the contemporary world.
- 8.A.1 – Understand and apply the basic concept of sustainability to natural and human communities.

- 8.D.1 – Recognize and explain the impact of a changing human population on the use of natural resources.

Energetic Water (Upper Elementary, Middle School)
Grades 3-5
- 1.A.1; 1.A.2; 1.A.4 - Gather and question data from many different forms of scientific investigations, which include…observing what things are like and doing experiments.
- 2.B.2; 4.D.1 – Examine and modify models and discuss their limitations.
- 7.F.1 – Examine how technology affects the way people live, work, and play.

Grades 6-8
- 1.A.4 – Design, analyze, or carry out simple investigations and formulate appropriate conclusions based on data obtained or provided.
- 2.B.2; 4.D.1; 4.D.2 – Analyze the value and the limitations of different types of models in explaining real things and processes.
- 7.F.1 – Realize that design usually requires taking constraints into account. (Some constraints, such as gravity or the properties of the materials to be used, are unavoidable.)

Every Drop Counts (Upper Elementary, Middle School)
Grades 3-5
- 1.A.1; 5.B.1 – Recognize and explain how renewable and nonrenewable natural resources are used by humans to meet basic needs.
- 1.A.1; 5.A.2; 6.B.1; 7.D.1; 8.B.1; 8.C.1; 8.D.1; 8.E.1 – Recognize and explain that decisions influencing the use of natural resources may have benefits, drawbacks, unexpected consequences, and tradeoffs.
- 1.B.2; 1.B.3; 5.A.1; 6.B.1; 7.E.1 – Recognize and describe that consequences may occur when Earth's natural resources are used.

Grades 6-8
- 1.A.1 – Identify and describe problems associated with obtaining, using, and distributing natural resources.
- 1.A.1 – Identify and describe a local, regional, or global environmental issue.
- 7.F.1 – Analyze how technological changes have affected consumption…in the contemporary world.
- 8.A.1 – Understand and apply the basic concept of sustainability to natural and human communities.

Get the Ground Water Picture (Middle School, High School)
Grades 6-8
- 1.A.4 – Design, analyze, or carry out simple investigations and formulate appropriate conclusions based on data obtained or provided.
- 2.B.2; 4.D.1; 4.D.2 – Analyze the value and the limitations of different types of models in explaining real things and processes.

Grades 9-12
- 1.A.5 – The student will analyze data to make predictions, decisions, or draw conclusions.
- 3.A.1; 3.C.1; 4.A.1 – Demonstrate that matter cycles through and between living systems and the physical environment, constantly being recombined in different ways.
- 5.A.2; 5.B.1; 6.B.1; 7.A.1; 7.F.1; 8.A.1; 8.D.1 – The student will evaluate the interrelationship between humans and water quality and quantity.

Geyser Guts (Upper Elementary, Middle School)
Grades 3-5
- 1.A.1; 1.A.2; 1.A.4 - Gather and question data from many different forms of scientific investigations, which include…observing what things are like and doing experiments.
- 2.B.2; 4.D.1 – Examine and modify models and discuss their limitations.

Grades 6-8

- 1.A.4 – Design, analyze, or carry out simple investigations and formulate appropriate conclusions based on data obtained or provided.
- 2.B.2; 4.D.1; 4.D.2 – Analyze the value and the limitations of different types of models in explaining real things and processes.

A Grave Mistake (Middle School, High School)
Grades 6-8

- 1.A.1 – Identify and describe problems associated with obtaining, using, and distributing natural resources.
- 1.A.1 – Identify and describe a local, regional, or global environmental issue.
- 1.A.1; 5.A.1; 5.B.1; 6.C.1; 7.A.1; 7.B.1 – Analyze why and how people modify their natural environment and the impact of those modifications.
- 1.A.3 – Identify a problem/situation that requires further study.
- 1.A.4 – Design, analyze, or carry out simple investigations and formulate appropriate conclusions based on data obtained or provided.
- 1.B.1 – Identify and describe that ecosystems can be impacted by human activities.
- 1.B.2; 1.B.3; 5.A.1; 5.A.2; 6.B.1 – Recognize and explain that human-caused changes have consequences for Maryland's environment as well as for other places and future times.

Grades 9-12

- 1.A.5; 1.B.1; 6.B.1; 8.C.1; 8.F.1 – The student will analyze the consequences and/or trade-offs between technological changes and their effect on the individual, society, and the environment.
- 1.A.5 – The student will explain factors that produce biased data (incomplete data)
- 1.A.5 – The student will analyze data to make predictions, decisions, or draw conclusions.
- 3.A.1; 3.C.1; 4.A.1 – Demonstrate that matter cycles through and between living systems and the physical environment…
- 3.C.1; 4.B.1; 5.A.1; 6.A.1; 7.A.1 – The student will investigate how natural and man-made changes in environmental conditions will affect individual organisms…
- 5.A.2; 5.B.1; 6.B.1; 7.A.1; 7.F.1; 8.A.1; 8.D.1 – The student will evaluate the interrelationship between humans and water quality and quantity.

The Great Stony Book (Middle School)
Grades 6-8

- 1.A.4 – Design, analyze, or carry out simple investigations and formulate appropriate conclusions based on data obtained or provided.
- 2.A.1; 2.B.1 – Cite evidence to demonstrate and explain that physical weathering and chemical weathering cause changes to Earth materials.
- 2.B.2; 4.D.1; 4.D.2 – Analyze the value and the limitations of different types of models in explaining real things and processes.

H$_2$Olympics (Upper Elementary, Middle School)
Grades 3-5

- 1.A.1; 1.A.2; 1.A.4 - Gather and question data from many different forms of scientific investigations, which includes doing experiments.

Grades 6-8

- 1.A.4 – Design, analyze, or carry out simple investigations and formulate appropriate conclusions based on data obtained or provided.
- 2.B.2; 4.D.1; 4.D.2 – Analyze the value and the limitations of different types of models in explaining real things and processes.

Hangin' Together (Middle School)
Grades 6-8

- 1.A.4 – Design, analyze, or carry out simple investigations and formulate appropriate conclusions based on data obtained or provided.

- 2.B.2; 4.D.1; 4.D.2 – Analyze the value and the limitations of different types of models in explaining real things and processes.

Hot Water (High School)
Grades 9-12
- 1.A.1; 1.B.2; 1.B.3; 7.A.1; 7.B.1 – The student will recognize that real problems have more than one solution and decisions to accept one solution over another are made on the basis of many issues.

House of Seasons (Lower Elementary)
Grades K-2
- 1.A.1 - Raise questions about the world around them and be willing to seek answers to some of them by making careful observations...
- 3.A.2 – Describe observable changes in water on the surface of the Earth.
- 3.A.3 – Describe that some events in nature have repeating patterns.

Humpty Dumpty (Upper Elementary, Middle School)
Grades 3-5
- 1.A.1; 1.A.3; 1.A.4 – Gather and question data from many different forms of scientific investigations which includes doing experiments.
- 1.A.1; 3.C.1; 4.B.1; 4.C.1; 4.D.2 – Explain ways that individuals and groups of individuals interact with each other and their environment.
- 1.A.1; 1.B.3; 5.A.2; 7.A.1; 8.B.1; 8.C.1; 8.D.1; 8.E.1 – Recognize and describe that people in Maryland depend on, change, and are affected by the environment.
- 1.A.1; 5.A.2; 6.B.1; 7.D.1; 8.B.1; 8.C.1; 8.D.1; 8.E.1 – Recognize and explain that decisions influencing the use of natural resources may have benefits, drawbacks, unexpected consequences, and tradeoffs.
- 1.B.2; 1.B.3; 5.A.1; 6.B.1; 7.E.1 – Recognize and describe that consequences may occur when Earth's natural resources are used.
- 2.B.2; 4.D.1 – Examine and modify models and discuss their limitations.
- 4.C.1; 5.A.1; 5.A.2; 7.A.1; 7.B.1 – Describe how people adapt to, modify, and impact the natural environment.
- 7.A.1; 7.D.1; 8.F.1 – Explain the effects that regional interests have on shaping policy in and around Maryland, such as Chesapeake Bay issues.
- 7.A.1; 7.B.1 – Explain why and how people adapt to and modify the natural environment and the impact of these modifications.

Grades 6-8
- 1.A.1; 1.B.1; 1.B.3 – Identify and describe how human activities produce changes in natural processes.
- 1.A.1; 5.A.1; 5.B.1; 6.C.1; 7.A.1; 7.B.1 – Analyze why and how people modify their natural environment and the impact of those modifications.
- 1.B.1 – Identify and describe that ecosystems can be impacted by human activities.
- 1.B.2; 1.B.3; 5.A.1; 5.A.2; 5.B.1; 6.B.1; 8.A.18.B.1 – Recognize and explain that human-caused changes have consequences for Maryland's environment as well as for other places and future times.
- 2.B.2; 4.D.1; 4.D.2 – Analyze the value and the limitations of different types of models in explaining real things and processes.

Imagine! (Upper Elementary, Middle School)
Grades 3-5
- 2.A.1; 2.B.1 – Cite and describe the processes that cause rapid or slow changes in Earth's surface.
- 1.A.1; 3.A.1; 4.A.1 – Recognize that materials continue to exist even though they change from one form to another.

Grades 6-8

- 2.A.1 – Cite evidence to explain the relationship between the hydrosphere and atmosphere.

The Incredible Journey (Upper Elementary, Middle School)
Grades 3-5

- 1.A.1; 3.A.1; 4.A.1 – Recognize that materials continue to exist even though they change from one form to another
- 2.B.2; 4.D.1 – Examine and modify models and discuss their limitations.

Grades 6-8

- 2.A.1 – Cite evidence to explain the relationship between the hydrosphere and atmosphere.
- 2.B.2; 4.D.1; 4.D.2 – Analyze the value and the limitations of different types of models in explaining real things and processes.

Irrigation Interpretation (Upper Elementary, Middle School, K-2 Option)
K-2 Option

- 1.A.1; 1.A.2 - Raise questions about the world around them and be willing to seek answers to some of them by…trying things out.
- 1.A.4; 1.A.5 – Seek information through…exploration, and investigations.
- 1.A.1; 7.D.1; 8.A.1; 8.B.1; 8.C.1 - Recognize and explain how Earth's natural resources (water) are used to meet human needs.
- 3.A.1; 4.A.1 - Develop an awareness of the relationship of features of living things and their ability to satisfy basic needs that support their growth and survival.

Grades 3-5

- 1.A.1; 1.A.2; 1.A.4 - Gather and question data from many different forms of scientific investigations, which include…observing what things are like and doing experiments.
- 1.A.1; 7.D.1; 8.A.1; 8.B.1; 8.C.1 - Recognize and explain how renewable and nonrenewable natural resources are used by humans to meet basic needs.
- 2.B.2; 4.D.1 – Examine and modify models and discuss their limitations.
- 7.F.1 – Examine how technology affects the way people live, work, and play
- 7.F.1 – Identify factors that must be considered in any technological design.

Grades 6-8

- 1.A.1 – Identify and describe problems associated with obtaining, using, and distributing natural resources.
- 1.A.1; 5.A.1; 5.B.1; 6.C.1; 7.A.1; 7.B.1 – Analyze why and how people modify their natural environment and the impact of those modifications.
- 1.A.4 – Design, analyze, or carry out simple investigations and formulate appropriate conclusions based on data obtained or provided.
- 1.B.3; 5.A.1; 5.A.2; 5.B.1; 6.B.1; 7.D.1 – Recognize and describe that environmental changes can have local, regional, or global consequences.
- 2.B.2; 4.D.1; 4.D.2 – Analyze the value and the limitations of different types of models in explaining real things and processes.
- 4.E.1 – Explain that in any particular environment, the growth and survival of organisms and species depend on the physical conditions.

Is There Water on Zork? (Middle School)
Grades 6-8

- 1.A.4 – Design, analyze, or carry out simple investigations and formulate appropriate conclusions based on data obtained or provided.

Just Passing Through (Upper Elementary, Middle School)
Grades 3-5

- 2.A.1 – Describe ways that the following processes contribute to changes always occurring on the Earth's surface – erosion, deposition
- 2.B.1; – Examine and modify models and discuss their limitations.

- 3.C.1; 4.B.1; 4.C.1; 4.D.1 – Explain ways that individuals and groups of organisms interact with each other and their environment.

Grades 6-8

- 2.A.1; 2.B.1 – Cite evidence to demonstrate and explain that physical weathering and chemical weathering cause changes to Earth materials.
- 2.B.2; 4.D.1; 4.D.2 – Analyze the value and the limitations of different types of models in explaining real things and processes.
- 3.B.3; 4.C.1; 5.A.1; 5.A.2; 5.B.1; 6.B.1; 7.A.1 – Recognize and explain how human activities can accelerate or magnify many naturally occurring changes.

Let's Even Things Out (Upper Elementary, Middle School)

Grades 6-8

- 2.B.2; 4.D.1; 4.D.2 – Analyze the value and the limitations of different types of models in explaining real things and processes.

The Life Box (Lower Elementary, Upper Elementary)

Grades K-2

- 1.A.1; 7.D.1; 8.A.1; 8.B.1; 8.C.1 - Recognize and explain how Earth's natural resources (water) are used to meet human needs.

Grades 3-5

- 1.A.1; 5.B.1 – Recognize and explain how renewable and nonrenewable natural resources are used by humans to meet basic needs.

Life in the Fast Lane (Upper Elementary, Middle School)

Grades 3-5

- 1.A.1; 1.A.2; 1.A.4 - Gather and question data from many different forms of scientific investigations, which include…observing what things are like and doing experiments.
- 1.A.1; 3.C.1; 4.B.1; 4.C.1; 4.D.2 – Explain ways that individuals and groups of individuals interact with each other and their environment.
- 4.B.1; 4.E.1 – Explain the idea that in any particular environment, some kinds of plants and animals survive well, some less well, and some cannot survive at all

Grades 6-8

- 2.B.2; 4.D.1; 4.D.2 – Analyze the value and the limitations of different types of models in explaining real things and processes.
- 3.C.1; 4.B.1; 4.C.1; 4.D.1 – Give reasons supporting the fact that the number of organisms an environment can support depends on the physical conditions…
- 4.A.1 – Explain that the transfer and transformation of matter and energy links organisms to one another and to their physical setting.
- 4.E.1 – Explain that in any particular environment, the growth and survival of organisms and species depend on the physical conditions.

The Long Haul (K-12)

Grades K-2

- 1.A.1; 1.A.2 - Raise questions about the world around them and be willing to seek answers to some of them by…trying things out.
- 1.A.1; 7.D.1; 8.A.1; 8.B.1; 8.C.1 - Recognize and explain how Earth's natural resources (water) are used to meet human needs.
- 1.A.4; 1.A.5 – Seek information through…exploration, and investigations.
- 5.A.1; 5.A.2; 6.B.1; 7.A.1; 7.B.1; 7.E.1; 8.D.1; 8.E.1 – Recognize that caring for the environment is an important human activity.
- 7.C.1 – Identify similarities and differences in people's characteristics, habits, and living patterns to describe how they meet the same human needs.
- 7.F.1 – Begin to be aware of technology and how it affects daily life.
- 7.F.1 – Describe how tools and products have affected the way people lie, work, or play.

- 7.F.1 – Recognize that tools are used to do things better or more easily…

Grades 3-5

- 1.A.1; 7.D.1; 8.A.1; 8.B.1; 8.C.1 - Recognize and explain how renewable and nonrenewable natural resources are used by humans to meet basic needs.
- 7.C.1 – Describe how environment and location influenced lifestyle
- 7.F.1 – Examine how technology affects the way people live, work, and play.

Grades 6-8

- 1.A.1 – Identify and describe problems associated with obtaining, using, and distributing natural resources.

Macroinvertebrate Mayhem (Upper Elementary, Middle School)

Grades 3-5

- 1.A.1; 3.C.1; 4.B.1; 4.C.1; 4.D.1 – Explain ways that individuals and groups of organisms interact with each other and their environment.
- 1.A.1; 1.B.3; 8.A.1; 8.B.1; 8.C.1; 8.D.1; 8.E.1 – Recognize and describe that people in Maryland depend on, change, and are affected by the environment.
- 1.A.1; 6.C.1 – Explain how the growth of communities and suburbs have had consequences on the environment.
- 4.B.1; 4.E.1 – Explain the idea that in any particular environment, some kinds of plants and animals survive well, some less well, and some cannot survive at all.
- 5.A.1; 5.A.2; 7.A.1; 7.B.1 – Describe how people adapt to, modify, and impact the natural environment.

Grades 6-8

- 1.A.1; 5.A.1; 5.B.1; 6.C.1; 7.A.1; 7.B.1 – Analyze why and how people modify their natural environment and the impact of those modifications.
- 1.B.1 – Identify and describe that ecosystems can be impacted by human activities.
- 4.B.1; 4.C.1; 4.D.1 – Give reasons supporting the fact that the number of organisms an environment can support depends on the physical conditions…
- 4.E.1 – Explain that in any particular environment, the growth and survival of organisms and species depend on the physical conditions.

Molecules in Motion (Upper Elementary)

Grades 3-5

- 1.A.1; 1.A.2; 1.A.4 - Gather and question data from many different forms of scientific investigations, which include…observing what things are like and doing experiments.
- 1.A.1; 3.A.1; 4.A.1 – Recognize that materials continue to exist even though they change from one form to another.
- 1.A.4; 1.A.5 – Seek information through reading, observation, exploration, and investigations.
- 2.B.1; – Examine and modify models and discuss their limitations.

Money Down the Drain (Upper Elementary, Middle School)

Grades 3-5

- 1.A.1; 1.A.2; 1.A.4 - Gather and question data from many different forms of scientific investigations, which include doing experiments.

Grades 6-8

- 1.A.1 – Identify and describe problems associated with obtaining, using, and distributing natural resources.
- 1.A.1 – Identify and describe a local, regional, or global environmental issue.
- 1.A.4 – Design, analyze, or carry out simple investigations and formulate appropriate conclusions based on data obtained or provided.
- 2.B.2; 4.D.1; 4.D.2 – Analyze the value and the limitations of different types of models in explaining real things and processes.

Nature Rules! (Middle School, High School)
Grades 6-8

- 3.B.3; 4.C.1; 5.A.1; 5.A.2; 5.B.1; 6.B.1; 7.A.1 – Recognize and explain how human activities can accelerate or magnify many naturally occurring changes.
- 1.A.1; 5.A.1; 5.B.1; 6.C.1; 7.A.1; 7.B.1 – Analyze why and how people modify their natural environment and the impact of those modifications

Grades 9-12

- 3.C.1; 4.B.1; 5.A.1; 6.A.1; 7.A.1 – The student will investigate how natural and man-made changes in environmental conditions will affect individual organisms…

No Bellyachers (Upper Elementary, Middle School)
Grades 3-5

- 1.A.1; 3.C.1; 4.B.1; 4.C.1; 4.D.1 – Explain ways that individuals and groups of organisms interact with each other and their environment.
- 1.A.1; 1.B.3; 8.A.1; 8.B.1; 8.C.1; 8.D.1; 8.E.1 – Recognize and describe that people in Maryland depend on, change, and are affected by the environment.
- 1.A.1; 5.A.2; 6.B.1; 7.D.1; 8.B.1; 8.C.1; 8.D.1; 8.E.1 – Recognize and explain that decisions influencing the use of natural resources may have benefits, drawbacks, unexpected consequences, and tradeoffs.

Grades 6-8

- 1.A.1 – Identify and describe problems associated with obtaining, using, and distributing natural resources.
- 2.B.2; 4.D.1; 4.D.2 – Analyze the value and the limitations of different types of models in explaining real things and processes.

Pass the Jug (Middle School, K-2 Option)
K-2 Option

- 1.A.1; 7.D.1; 8.A.1; 8.B.1; 8.C.1 - Recognize and explain how Earth's natural resources (water) are used to meet human needs.
- 1.A.1 – Explain that some natural resources are limited and need to be used wisely.

Grades 6-8

- 1.A.1 – Identify and describe problems associated with obtaining, using, and distributing natural resources.
- 1.A.1; 5.B.1 – Analyze the decisions that people made because resources were limited relative to economic wants for goods and services.
- 1.B.1; 1.B.2 – Propose and justify solutions to social studies problems.
- 5.B.1 – Recognize and explain the impact of a changing human population on the use of natural resources.
- 7.D.1 – Explain how regional population patterns, trends, and projections affect the environment and influence government policies.
- 7.E.1 – Compare how scarce resources affected the decisions of consumers and producers in different regions of the United States.
- 8.A.1 – Understand and apply the basic concept of sustainability to natural and human communities.

People of the Bog (Middle School, High School)
Grades 6-8

- 1.A.4 – Design, analyze, or carry out simple investigations and formulate appropriate conclusions based on data obtained or provided.
- 2.B.2; 4.D.1; 4.D.2 – Analyze the value and the limitations of different types of models in explaining real things and processes.
- 4.E.1 – Explain that in any particular environment, the growth and survival of organisms and species depend on the physical conditions.

Grades 9-12

- 1.A.2 – The student will identify meaningful, answerable scientific questions.

- 1.A.4 – The student will identify the appropriate methods for conducting an investigation (independent and dependent variables, proper controls, etc.)
- 2.B.2 – The student will use models…to extend his/her understanding of scientific concepts.
- 3.A.1; 3.C.1; 4.A.1 – Demonstrate that matter cycles through and between living systems and the physical environment, constantly being recombined in different ways.

Perspectives (Middle School, High School)
Grades 6-8
- 1.A.1 – Identify and describe problems associated with obtaining, using, and distributing natural resources.
- 1.A.1 – Identify and describe a local, regional, or global environmental issue.
- 1.B.1; 1.B.2 – Propose and justify solutions to social studies problems.

Grades 9-12
- 1.A.1; 1.B.2; 1.B.3; 7.A.1; 7.B.1 – The student will recognize that real problems have more than one solution and decisions to accept one solution over another are made on the basis of many issues.

Piece It Together (Upper Elementary, Middle School)
Grades 3-5
- 1.A.1; 3.C.1; 4.B.1; 4.C.1; 4.D.1; 4.D.2 – Explain ways that individuals and groups of organisms interact with each other and their environment.
- 3.A.1; 4.A.1 – Recognize that some source of energy is needed for all organisms to grow and survive.
- 3.B.3 – Explain that the sun is the main source of energy that causes the changes in the water on Earth.
- 4.C.1; 5.A.1; 5.A.2; 7.A.1; 7.B.1 – Describe how people adapt to, modify, and impact the natural environment.

Grades 6-8
- 1.A.1 – Identify and describe problems associated with obtaining, using, and distributing natural resources.
- 1.A.1; 4.C.1; 5.A.1; 5.A.2; B.1; 7.A.1; 7.B.1 – Analyze why and how people modify their natural environment and the impact of those modifications.
- 2.A.1; 3.B.2 – Cite evidence to explain the relationship between the hydrosphere and atmosphere.
- 3.B.1 – Recognize and describe that as the Earth orbits the sun, the tilt of the Earth's axis causes seasonal differences in the northern and southern latitudes.
- 3.B.3; 6.A.1 – Recognize and describe the various factors that affect climate.

Poetic Precipitation (Upper Elementary, Middle School)
Grades 3-5
- 1.A.1; 3.A.1; 4.A.1 – Recognize that materials continue to exist even though they change from one form to another.
- 2.B.1; – Examine and modify models and discuss their limitations.

Grades 6-8
- 2.B.2; 4.D.1; 4.D.2 – Analyze the value and the limitations of different types of models in explaining real things and processes.

Poison Pump (Middle School)
Grades 6-8
- 1.A.1 – Identify and describe problems associated with obtaining, using, and distributing natural resources.
- 1.A.4 – Design, analyze, or carry out simple investigations and formulate appropriate conclusions based on data obtained or provided.
- 7.D.1 – Evaluate ways citizens use, monitor, and influence the implementation of public policy.

The Price Is Right (High School)
Grades 9-12

- 1.A.1; 1.B.2; 1.B.3; 7.A.1; 7.B.1 – The student will recognize that real problems have more than one solution and decisions to accept one solution over another are made on the basis of many issues.
- 1.A.1; 6.B.1; 7.B.1; 7.E.1 – Evaluate how the principles of economic costs, benefits, and opportunity cost are used to address public policy issues, such as environmental concerns.
- 1.A.5 – The student will analyze data to make predictions, decisions, or draw conclusions.

The Pucker Effect (Middle School, High School)
Grades 6-8

- 1.A.1 – Identify and describe problems associated with obtaining, using, and distributing natural resources.
- 1.A.1; 5.A.1; 5.B.1; 6.C.1; 7.A.1; 7.B.1 – Analyze why and how people modify their natural environment and the impact of those modifications.
- 1.A.4 – Design, analyze, or carry out simple investigations and formulate appropriate conclusions based on data obtained or provided.
- 1.B.1 – Identify and describe that ecosystems can be impacted by human activities.
- 1.B.2; 1.B.3; 5.A.1; 5.A.2; 6.B.1 – Recognize and explain that human-caused changes have consequences for Maryland's environment as well as for other places and future times.
- 2.B.2; 4.D.1; 4.D.2 – Analyze the value and the limitations of different types of models in explaining real things and processes.

Grades 9-12

- 3.A.1; 3.C.1; 4.A.1 – Demonstrate that matter cycles through and between living systems and the physical environment…
- 5.A.2; 5.B.1; 6.B.1; 7.A.1; 7.F.1; 8.A.1; 8.D.1 – The student will evaluate the interrelationship between humans and water quality and quantity.

Raining Cats and Dogs (Upper Elementary, Middle School)
Grades 6-8

- 7.C.1 – Investigate cultural perspectives and dynamics and apply their understanding in context.

The Rainstick (Upper Elementary, Middle School, High School)
Grades 6-8

- 7.C.1 – Investigate cultural perspectives and dynamics and apply their understanding in context.
- 7.C.1 – Apply understandings of the elements of culture to the studies of the modern world regions, such as art, music…beliefs and customs.

Rainy- Day Hike (Upper Elementary, Middle School)
Grades 3-5

- 1.A.1; 1.A.2; 1.A.4 - Gather and question data from many different forms of scientific investigations, which include…observing what things are like.
- 2.A.1 – Describe ways that the following processes contribute to changes always occurring to the Earth's surface – weathering, erosion, deposition.
- 2.B.1 – Cite and describe the processes that cause rapid or slow changes in Earth's surface.

Grades 6-8

- 1.A.3 – Identify a problem/situation that requires further study.
- 1.A.4 – Design, analyze, or carry out simple investigations and formulate appropriate conclusions based on data obtained or provided.

Reaching Your Limits (Upper Elementary, Middle School)
Grades 3-5

- 5.A.1; 5.B.1; 7.B.1 – Explain how people modify, protect, and adapt to their environment.
- 7.B.1 – Explain the decision making process used to…solve a community problem.

- 7.F.1 – Examine how technology affects the way people live, work, and play.
- 8.D.1 – Explain the role of…groups in creating rules and laws to…protect citizens, and provide services.
- 4.B.1; 4.E.1 (Extension) – Explain the idea that in any particular environment, some kinds of plants and animals survive well, some less well, and some cannot survive at all.

Grades 6-8

- 1.A.1 – Identify and describe problems associated with obtaining, using, and distributing natural resources.
- 7.A.1 – Evaluate the effectiveness of the various policies of government in addressing issues such as environmental concerns.
- 7.D.1 – Understand how different political systems account for, manage, and affect natural resources and environmental quality.
- 7.F.1 – Analyze how technological changes have affected consumption and production in the contemporary world.

Salt Marsh Players (Upper Elementary)

Grades 3-5

- 1.A.1; 3.C.1; 4.B.1; 4.C.1; 4.D.1; 4.D.2 – Explain ways that individuals and groups of individuals interact with each other and their environment.
- 4.A.1 – Recognize that some source of energy is needed for all organisms to grow and survive.
- 4.A.1 – Recognize food as the source of materials that all living things need to grow and survive.
- 4.B.1; 4.E.1 – Explain the idea that in any particular environment, some kinds of plants and animals survive well, some less well, and some cannot survive at all.

Sparkling Water (Middle School, High School)

Grades 6-8

- 1.A.1 – Identify and describe problems associated with obtaining, using, and distributing natural resources.
- 1.A.4 – Design, analyze, or carry out simple investigations and formulate appropriate conclusions based on data obtained or provided.
- 2.B.2; 4.D.1; 4.D.2 – Analyze the value and the limitations of different types of models in explaining real things and processes.
- 7.F.1 – Analyze how technological changes have affected consumption and production in the contemporary world.

Grades 9-12

- 1.A.1; 6.B.1; 7.B.1; 7.E.1 – Evaluate how the principles of economic costs, benefits, and opportunity cost are used to address public policy issues, such as environmental concerns.
- 5.A.2; 5.B.1; 6.B.1; 7.A.1; 7.F.1; 8.A.1; 8.D.1 – The student will evaluate the interrelationship between humans and water quality and quantity.

Stream Sense (Lower Elementary, Upper Elementary)

Grades K-2

- 1.A.1 - Raise questions about the world around them and be willing to seek answers to some of them by making careful observations...
- 1.A.4; 1.A.5 – Seek information through…exploration, and investigations.

Grades 3-5

- 1.A.1; 1.A.2; 1.A.4 - Gather and question data from many different forms of scientific investigations, which include…observing what things are like and doing experiments.

Sum of the Parts (Upper Elementary, Middle School)

Grades 3-5

- 1.A.1; 1.B.3; 8.A.1; 8.B.1; 8.C.1; 8.D.1; 8.E.1 – Recognize and describe that people in Maryland depend on, change, and are affected by the environment.

- 1.A.1; 3.C.1; 4.B.1; 4.C.1; 4.D.1; 4.D.2 – Explain ways that individuals and groups of individuals interact with each other and their environment.
- 5.A.1; 5.A.2; 5.B.1; 7.A.1; 7.B.1 – Explain why and how people adapt to and modify the natural environment and the impact of these modifications.

Grades 6-8

- 1.A.1 - Identify and describe a range of local issues that have an impact on people in other places.
- 1.A.1; 5.A.1; 5.B.1; 6.C.1; 7.A.1; 7.B.1 – Analyze why and how people modify their natural environment and the impact of those modifications.
- 1.B.1 – Identify and describe that ecosystems can be impacted by human activities.
- 5.B.1 – Recognize and explain the impact of a changing human population on…environmental quality.
- 6.B.1 – Describe ways people modified their environment to meet their needs.
- 7.F.1 – Realize that design usually requires taking constraints into account. (Constraints, including economic, political, social, ethical, and aesthetic ones limit choices.)

Super Bowl Surge

Part 1- Upper Elementary, Middle School

Grades 3-5

- 2.B.2; 4.D.1 – Examine and modify models and discuss their limitations.
- 7.B.1 – Explain the decision making process used to accomplish a community goal or solve a community problem.
- 7.F.1 – Examine how technology affects the way people live, work, and play.

Grades 6-8

- 1.A.1 – Identify and describe problems associated with obtaining, using, and distributing natural resources.
- 1.A.4 – Design, analyze, or carry out simple investigations and formulate appropriate conclusions based on data obtained or provided.
- 1.B.1 – Identify and describe that ecosystems can be impacted by human activities.
- 2.B.2; 4.D.1; 4.D.2 – Analyze the value and the limitations of different types of models in explaining real things and processes.
- 7.F.1 – Analyze how technological changes have affected consumption and production in the contemporary world.

Part II – High School

Grades 9-12

- 1.A.1; 1.B.2; 1.B.3; 7.A.1; 7.B.1 – The student will recognize that real problems have more than one solution and decisions to accept one solution over another are made on the basis of many issues.
- 1.A.1; 6.B.1; 7.B.1; 7.E.1 – Evaluate how the principles of economic costs, benefits, and opportunity cost are used to address public policy issues, such as environmental concerns.
- 5.A.2; 5.B.1; 6.B.1; 7.A.1; 7.F.1; 8.A.1; 8.D.1 – The student will evaluate the interrelationship between humans and water quality and quantity.

Super Sleuths (Middle School, High School)

Grades 6-8

- 1.A.1 – Identify and describe problems associated with obtaining, using, and distributing natural resources.
- 1.A.4 – Design, analyze, or carry out simple investigations and formulate appropriate conclusions based on data obtained or provided.

Grades 9-12

- 5.A.2; 5.B.1; 6.B.1; 7.A.1; 7.F.1; 8.A.1; 8.D.1 – The student will evaluate the interrelationship between humans and water quality and quantity.

Thirsty Plants (Middle School)
Grades 6-8

- 1.A.4 – Design, analyze, or carry out simple investigations and formulate appropriate conclusions based on data obtained or provided.
- 2.A.1; 2.B.2 – Cite evidence to explain the relationship between the hydrosphere and atmosphere.
- 3.A.1; 4.A.1 – Explain that the transfer of matter and energy links organisms…to their physical environment.

The Thunderstorm (Lower Elementary, Upper Elementary)
Grades 3-5

- 1.A.1; 1.A.2; 1.A.4 - Gather and question data from many different forms of scientific investigations…
- 1.A.5 – Use data…to interpret findings to form conclusions.

Water: Read All About It! (Middle School, High School)
Grades 6-8

- 1.A.1 – Identify and describe problems associated with obtaining, using, and distributing natural resources.
- 1.A.1 – Identify and describe a local, regional, or global environmental issue.
- 1.B.1; 1.B.2 – Propose and justify solutions to social studies problems.

Water Address (Upper Elementary, Middle School, K-2 Option)
Grades K-2

- 3.A.1; 4.A.1 - Develop an awareness of the relationship of features of living things and their ability to satisfy basic needs that support their growth and survival.

Grades 3-5

- 1.A.1; 3.C.1; 4.B.1; 4.C.1; 4.D.2 – Explain ways that individuals and groups of individuals interact with each other and their environment.
- 4.B.1 – Explain that individuals of the same kind differ in their characteristics, and sometimes the differences give individuals an advantage in surviving and reproducing.
- 4.B.1; 4.E.1 – Explain the idea that in any particular environment, some kinds of plants and animals survive well, some less well, and some cannot survive at all.

Grades 6-8

- 4.E.1 – Explain that in any particular environment, the growth and survival of organisms and species depend on the physical conditions.

Water Bill of Rights (Middle School, High School)
Grades 6-8

- 1.A.1 – Identify and describe problems associated with obtaining, using, and distributing natural resources.
- 7.A.1 – Evaluate the effectiveness of the various policies of government in addressing issues such as environmental concerns.
- 7.D.1 – Understand how different political systems account for, manage, and affect natural resources and environmental quality.
- 8.A.1 – Understand and apply the basic concept of sustainability to natural and human communities.

Grades 9-12

- 5.A.2; 5.B.1; 6.B.1; 7.A.1; 7.F.1; 8.A.1; 8.D.1 – The student will evaluate the interrelationship between humans and water quality and quantity.

Water Celebration (Upper Elementary, Middle School)
Grades 6-8

- 7.C.1 – Investigate cultural perspectives and dynamics and apply their understanding in context.

Water Concentration (Upper Elementary)
Grades 3-5

- 1.A.1; 7.D.1; 8.A.1; 8.B.1; 8.C.1 - Recognize and explain how renewable and nonrenewable natural resources are used by humans to meet basic needs.
- 1.A.1; 6.C.1 – Explain how the growth of communities and suburbs have had consequences on the environment.
- 7.F.1 – Examine how technology affects the way people live, work, and play.

Water Court (High School)
Grades 9-12

- 1.A.1; 1.B.2; 1.B.3; 7.A.1; 7.B.1 – The student will recognize that real problems have more than one solution and decisions to accept one solution over another are made on the basis of many issues.
- 5.A.2; 5.B.1; 6.B.1; 7.A.1; 7.F.1; 8.A.1; 8.D.1 – The student will evaluate the interrelationship between humans and water quality and quantity.

Water Crossings (Upper Elementary, Middle School, High School)
Grades 3-5

- 4.C.1; 5.A.1; 5.A.2; 7.A.1; 7.B.1 – Describe how people adapt to, modify, and impact the natural environment.
- 7.B.1 – Explain the decision making process used to accomplish a community goal or solve a community problem.
- 8.E.1 – Describe how geographic characteristics of places and regions change over time and influence the way people live and work

Grades 6-8

- 2.B.2; 4.D.1; 4.D.2 – Analyze the value and the limitations of different types of models in explaining real things and processes.
- 7.F.1 – Realize that design usually requires taking constraints into account.

wAteR in moTion (Upper Elementary)
Grades 3-5

- 2.B.2; 4.D.1 – Examine and modify models and discuss their limitations.

Water Match (Lower Elementary)
Grades K-2

- 3.A.2 – Describe observable changes in water on the surface of the Earth.

Water Messages in Stone (Lower Elementary, Upper Elementary, Middle School)
Grades 6-8

- 7.C.1 – Investigate cultural perspectives and dynamics and apply their understanding in context.

Water Meter (Upper Elementary, Middle School)
Grades 3-5

- 1.A.1; 1.A.2 – Gather and question data from many different forms of scientific investigations…
- 1.A.1; 7.D.1; 8.A.1; 8.B.1; 8.C.1 - Recognize and explain how renewable and nonrenewable natural resources are used by humans to meet basic needs.
- 1.A.5 – Use data…to interpret findings to form conclusions.
- 8.A.1 – Understand and apply the basic concept of sustainability to…human communities.
- 1.B.1 (Extension) – Use recommendation(s) to develop and implement an environmental action plan.

Grades 6-8

- 1.A.1 – Identify and describe problems associated with obtaining, using, and distributing natural resources.
- 1.A.4 – Design, analyze, or carry out simple investigations and formulate appropriate conclusions based on data obtained or provided.

- 8.A.1 – Understand and apply the basic concept of sustainability to natural and human communities.

Water Models (Upper Elementary, Middle School)
Grades 3-5
- 1.A.1; 1.A.2 – Gather and question data from many different forms of scientific investigations.
- 1.A.1; 1.A.2 - Raise questions about the world around them and be willing to seek answers to some of them by making careful observations and trying things out.
- 2.B.2; 4.D.1 – Examine and modify models and discuss their limitations.
- 3.A.1; 4.A.1 – Recognize that materials continue to exist even though they change from one form to another.
- 3.A.2 – Explain that the sun is the main source of energy that causes the changes in the water on Earth.

Grades 6-8
- 1.A.4 – Design, analyze, or carry out simple investigations and formulate appropriate conclusions based on data obtained or provided.
- 2.A.1; 2.B.2 – Cite evidence to explain the relationship between the hydrosphere and atmosphere.
- 2.B.2; 4.D.1; 4.D.2 – Analyze the value and the limitations of different types of models in explaining real things and processes.
- 4.A.1 – Explain that the transfer of matter and energy links organisms to one another and to their physical setting.
- 4.B.1; 4.C.1; 4.D.1 – Give reasons supporting the fact that the number of organisms an environment can support depends on the physical conditions…

Water Works (Upper Elementary, Middle School)
Grades 3-5
- 1.A.1; 7.D.1; 8.A.1; 8.B.1; 8.C.1 - Recognize and explain how renewable and nonrenewable natural resources are used by humans to meet basic needs.
- 5.B.1; 7.E.1 – Give examples of when limited resources affect the decisions producers make.
- 5.B.1; 7.A.1; 7.E.1 – Explain that people must make choices because resources are limited relative to unlimited wants for goods and services.
- 7.F.1 – Explain how technological changes have affected production and consumption.

Grades 6-8
- 1.A.1 – Identify and describe problems associated with obtaining, using, and distributing natural resources.
- 5.B.1 – Analyze the decisions that people make because natural resources are limited relative to economic wants for goods and services.
- 7.F.1 – Analyze how technological changes have affected consumption and production in the contemporary world.
- 8.C.1 – Identify the tradeoffs of using resources to pursue economic opportunities v. preserving the environment, such as water use.
- 8.E.1 – Explain how the physical …characteristics of a region affect its economic growth and the way people make a living.

Wet Vacation (Middle School, High School)
Grades 6-8
- 2.A.1; 2.B.2 – Cite evidence to explain the relationship between the hydrosphere and atmosphere.
- 3.B.3; 6.A.1 – Recognize and describe the various factors that affect climate.
- 3.B.1 – Recognize and describe that as the Earth orbits the sun, the tilt of the Earth's axis causes changes in the angle of the sun in the sky during the year.

Grades 9-12
- 3.B.2; 3.C.1 – Analyze how the transfer of energy between atmosphere, land masses and oceans results in areas of different temperatures and densities that produce weather patterns.
- 4.B.1 – Compare climate, land use, natural resources…of the United States.

Wetland Soils in Living Color (Middle School)
Grades 6-8

- 1.A.4 – Design, analyze, or carry out simple investigations and formulate appropriate conclusions based on data obtained or provided.

What's Happening? (Upper Elementary, Middle School, High School)
Grades 3-5

- 1.A.1; 1.A.2 – Gather and question data from many different forms of scientific investigations.
- 1.A.1; 7.D.1; 8.A.1; 8.B.1; 8.C.1 - Recognize and explain how renewable and nonrenewable natural resources are used by humans to meet basic needs.
- 1.A.3 – Identify and describe that an environmental issue affects individual people and groups of people differently.

What's the Solution? (Upper Elementary, Middle School)
Grades 3-5

- 1.A.1; 1.A.2 – Gather and question data from many different forms of scientific investigations.

Grades 6-8

- 1.A.4 – Design, analyze, or carry out simple investigations and formulate appropriate conclusions based on data obtained or provided.

Where Are the Frogs? (Middle School)
Grades 6-8

- 1.A.4 – Design, analyze, or carry out simple investigations and formulate appropriate conclusions based on data obtained or provided.
- 2.A.1 – Cite evidence to explain the relationship between the hydrosphere and atmosphere.
- 4.B.1; 4.C.1; 4.D.1 – Give reasons supporting the fact that the number of organisms an environment can support depends on the physical conditions…
- 4.E.1 – Explain that in any particular environment, the growth and survival of organisms and species depend on the physical conditions.

Whose Problem Is It? (Middle School, High School)
Grades 6-8

- 1.A.1 – Identify and describe problems associated with obtaining, using, and distributing natural resources.
- 1.A.1 – Identify and describe a local, regional, or global environmental issue.
- 1.B.3; 5.A.1; 5.A.2; 5.B.1; 6.B.1; 7.D.1 – Recognize and describe that environmental changes can have local, regional, or global consequences.

Grades 9-12

- 1.A.1; 6.B.1; 7.B.1; 7.E.1 – Evaluate how the principles of economic costs, benefits, and opportunity cost are used to address public policy issues, such as environmental concerns.
- 5.A.2; 5.B.1; 6.B.1; 7.A.1; 7.F.1; 8.A.1; 8.D.1 – The student will evaluate the interrelationship between humans and water quality and quantity.
- 7.A.1; 7.E.1 – Evaluate the effect that international, national, and regional interests have on shaping environmental policy…pollution.

Wish Book (Upper Elementary, Middle School, High School)
Grades 6-8

- 7.C.1 – Investigate cultural perspectives and dynamics and apply their understanding in context.