

Healthy Water Healthy People – Environmental Literacy Correlations

Carts and Horses

Grades 6-8

- 1.A.2 – Develop the ability to clarify questions and direct them towards objects or phenomena that can be described, explained, or predicted by scientific investigation.
- 1.A.4 – Design, analyze, or carry out simple investigations and formulate appropriate conclusions based on data obtained or provided.
- 1.B.2 – Recognize that clear communication is an essential part of doing science.

Grades 9-12

- 1.A.3 – The student will explain scientific concepts and processes through drawing, writing, and/or oral communication.
- 1.A.4 – The student will identify appropriate methods for conducting an investigation (independent and dependent variables, proper controls, etc.).
- 1.A.5 – The student will analyze data to make predictions, decisions, or draw conclusions.

Footprints in the Sand

Part 1

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.)

Grades 9-12

- 1.A.1; 1.B.2; 1.B.3; 7.A.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.B.1; 6.B.1; 7.A.1; 7.D.1; 7.E.1; 7.F.1; 8.A.1; 8.D.1 – The student will evaluate the interrelationship between humans and water quality and quantity.

Part 2:

Grades 9-12

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

From H to OH!

Grades 6-8

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

Grab a Gram

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.

Hitting the Mark

Grades 6-8

- 1.A.4 – Design, analyze, or carry out simple investigations and formulate appropriate conclusions based on data obtained or provided.
- 1.B.2 – Recognize that clear communication is an essential part of doing science.

Grades 9-12

- 1.A.4 – The student will identify appropriate methods for conducting an investigation (independent and dependent variables, proper controls, etc.).
- 1.A.5 – The student will defend the need for verifiable data.

It's Clear to Me!

Grades 6-8

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

Grades 9-12

- 1.A.3 – The student will explain scientific concepts and processes through drawing, writing, and/or oral communication.
- 1.A.4 – The student will identify appropriate methods for conducting an investigation (independent and dependent variables, proper controls, etc.).

Life and Death Situation

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.

Looks Aren't Everything

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.

Multiple Perspectives

Grades 6-8

- 1.A.3 – Participate in group discussions on scientific topics by... expressing alternative positions.
- 1.B.2 – Use effective speaking techniques to deliver ... persuasive presentations.
- 7.D.1 – Evaluate ways citizens use, monitor, and influence the implementation of public policy.

Grades 9-12

- 1.A.1; 1.B.2; 1.B.3; 7.A.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.B.1; 6.C.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.

Pollution – Take It or Leave It!

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.

A Snapshot in Time

Grades 6-8

- 1.A.4 – Design, analyze, or carry out simple investigations and formulate appropriate conclusions based on data obtained or provided.
- 1.A.5 – Interpret tables and graphs produced by others and describe in words the relationships they show.
- 1.B.2 – Recognize that clear communication is an essential part of doing science.
- 2. A.1; 2.B.1 – Cite evidence to demonstrate and explain that physical weathering and chemical weathering cause changes to Earth materials.

Grade 9

- 1.A.5 – The student will organize data appropriately using techniques such as...graphs.
- 1.A.5 – The student will explain factors that produced biased data (incomplete data)

Stone Soup

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.

Upper Level Option:

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.

Grades 9-12

- 1.A.3 – The student will explain scientific concepts and processes through drawing, writing, and/or oral communication.
- 2.B.2 – The student will use models...to extend understanding of scientific concepts.

Turbidity or Not Turbidity

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.
- 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.

Water Quality Monitoring

Grades 9-12

- 1.A.5 – The student will organize data appropriately using techniques such as...graphs.
- 1.A.4 – The student will identify appropriate methods for conducting an investigation (independent and dependent variables, proper controls, etc.).
- 1.A.5 – The student will analyze data to make predictions, decisions, or draw conclusions.