



E-Lit Correlations – Project WILD Aquatic- All Grades

Alice in Waterland (Grades 5-8)

Grades 3-5

- 1.A.1; 5.B.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.
- 8.A.1 – Understand and apply the basic concept of sustainability to...human communities.

Grades 6-8

- 1.A.1 – Identify and describe problems associated with obtaining, using, and distributing natural resources.
- 1.B.1 – Identify and describe that ecosystems can be impacted by human activities.
- 3.B.2 – Cite evidence to explain the relationship between the hydrosphere and atmosphere.
- 7.F.1 – Investigate and examine the social and environmental impacts of various technologies and technological systems on the environment.
- 8.A.1 – Understand and apply the basic concept of sustainability to natural and human communities.

Aqua Words (Grades K-4)

No E-Lit correlations

Aquatic Roots (Grades 5-8)

Grades 3-5

- 1.A.1; 3.C.1; 4.B.1; 4.D.1 – Explain ways that individuals and groups of organisms 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.
- 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.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 local, regional, or global environmental issue.
- 1.B.1 – Identify and describe that ecosystems can be impacted by human activities.
- 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 and resources available.
- 4.E.1 – Explain that in any particular environment, the growth and survival of organisms and species depend on the physical conditions.

- 7.A.1 – Evaluate the effectiveness of the various policies of government in addressing issues such as environmental concerns.

Aquatic Times (Grades 5-8)

No E-Lit correlations

Are You Me? (Grades K-4)

Grades PK-2

- 1.A.4; 1.A.5 – Seek information through reading, observation, exploration, and investigations.
- 4.E.1 – Observe, describe and compare different kinds of animals and their offspring.

Blue-Ribbon Niche (Grades 5-8)

Grades 3-5

- 3.C.1; 4.B.1; 4.D.1 – Explain ways that individuals and groups of organisms interact with each other and their environment.
- 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.
- 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; 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.
- 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 and resources available.
- 4.E.1 – Explain that in any particular environment, the growth and survival of organisms and species depend on the physical conditions.

Dam Design (Grades 9-12)

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.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...

Designing a Habitat (Grades 5-8)

Grades 3-5

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

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

Dragonfly Pond (Grades 5-8)

Grades 3-5

- 1.A.1; 6.C.1 – Explain how the growth of communities and suburbs have had consequences on the environment.
- 1.A.3 – Identify and describe that an environmental issue affects individual people and groups of people differently.
- 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.B.1 – Explain why and how people adapt to and modify the natural environment and the impact of these modifications.
- 7.B.1 – Explain the decision making process used to...solve a community problem.

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.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.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.
- 6.B.1 – Describe ways people modify their environment to meet their needs, such as cultivating land, building roads, etc.
- 7.F.1 – Realize that design usually requires taking constraints into account. (Constraints, including economic, political, social, ethical, and aesthetic ones limit choices.)
- 8.A.1 – Identify and explain land use issues that illustrate the conflict between economic growth and using the environment.

Eat and Glow (Grades 7-10)

Grades 6-8

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

- 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.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.)
- 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...

Edge of Home (Grades 5-8)

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

- 1.A.4 – Design, analyze, or carry out simple investigations and formulate appropriate conclusions based on data obtained or provided.
- 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 and resources available.
- 4.E.1 – Explain that in any particular environment, the growth and survival of organisms and species depend on the physical conditions.

Facts and Falsehoods (Grades 9-12)

Grades 9-12

- 1.A.5 – The student will recognize data that are biased
- 1.A.5 – The student will explain factors that produce biased data (incomplete data, using data inappropriately, conflicts of interest, etc.

Fashion a Fish (Grades K-4)

Grades PK-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

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

Fishy Who's Who (Grades 5-8)

Grades 3-5

- 1.A.1; 5.B.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.
- 3.C.1; 4.B.1; 4.D.1 – Explain ways that individuals and groups of organisms interact with each other and their environment.
- 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

- 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...
- 3.A.1; 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 Glass Menagerie (Grades 9-12)

Grades 9-12

- 1.A.4 – The student will identify the 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.
- 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

Hooks and Ladders (Grades 5-8)

Grades 3-5

- 3.C.1; 4.B.1; 4.D.1 – Explain ways that individuals and groups of organisms interact with each other and their environment.
- 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; 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.
- 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.E.1 – Explain that in any particular environment, the growth and survival of organisms and species depend on the physical conditions.

How Wet Is Our Planet? (Grades 5-8)

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; 5.B.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.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.4 – Design, analyze, or carry out simple investigations and formulate appropriate conclusions based on data obtained or provided.
- 3.B.2 – Cite evidence to explain the relationship between the hydrosphere and atmosphere.

Kelp Help (Grades 5-8)

Grades 3-5

- 1.A.1; 5.B.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; 3.C.1; 4.B.1; 4.D.1 – Explain ways that individuals and groups of organisms 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

- 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...
- 3.A.1; 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.

Living Research: Aquatic Heroes and Heroines (Grades 9-12)

No E-Lit correlations

Marsh Munchers (Grades K-4)

Grades PK-2

- 3.A.1; 4.A.1; 4.C.1 – Describe some of the ways in which animals depend on plants and on each other.
- 4.B.1; 4.C.1 – Describe ways that plants and animals interact with each other and with their environment.

Grades 3-5

- 3.C.1; 4.B.1; 4.D.1 – Explain ways that individuals and groups of organisms interact with each other and their environment.
- 3.A.1; 4.A.1 – Recognize food as the source of materials that all living things need to grow and survive.

Mermaids and Manatees (Grades 5-8)

No E-Lit correlations

Micro Odyssey (Grades 5-8)

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.

Grades 6-8

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

Migration Headache (Grades 5-8)

Grades 3-5

- 3.C.1; 4.B.1; 4.D.1 – Explain ways that individuals and groups of organisms interact with each other and their environment.
- 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.
- 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; 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.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.
- 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.E.1 – Explain that in any particular environment, the growth and survival of organisms and species depend on the physical conditions.

Net Gain, Net Effect (Grades 5-8)

Grades 3-5

- 1.A.1 - Recognize and explain how renewable and nonrenewable resources are used by humans in Maryland to meet basic needs
- 1.A.1; 1.B.3; 5.A.1 – Recognize and describe that people in Maryland depend on, change and are affected by the environment.

- 1.A.1; 1.B.3; 5.A.1 – Recognize and explain that decisions influencing the use of natural resources may have benefits, drawbacks, unexpected consequences and tradeoffs.
- 1.B.3 - Recognize and describe that consequences may occur when Earth’s natural resources are used.
- 4.C.1 – Analyze why and how people adapt to and modify their natural environment and the impact of those modifications.
- 2.B.2; 4.D.1 – Examine and modify models and discuss their limitations.
- 5.B.1 – Explain that people must make choices because resources are limited relative to unlimited wants for goods.

Grades 6-8

- 1.A.1 – Recognize and describe problems associated with obtaining, using and distributing natural resources.
- 4.C.1; 5.A.1; 5.B.1- Analyze why and how people modify their natural environment and the impact of those modifications.
- 4.D.1, 2 – Analyze the value and limitations of different types of models in explaining real things and processes.
- 5.B.1; 8.A.1 – Recognize and explain the impact of a changing human population on the use of natural resources
- 7.A.1 – Evaluate the effectiveness of the various policies of governments in addressing issues such as...environmental concerns.
- 7.F.1 - Analyze how technological changes affected consumption and production in the contemporary world.

Plastic Jellyfish (Grades K-4)

Grades PK-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.4; 1.A.5 – Seek information through reading, observation, 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.

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.
- 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.B.1 – Explain why and how people adapt to and modify the natural environment and the impact of these modifications.

Pond Succession (Grades 5-8)

Grades 3-5

- 2.A.1 – Describe ways that the following processes contribute to changes always occurring on the Earth’s surface – weathering, erosion, deposition

- 3.C.1; 4.B.1; 4.D.1 – Explain ways that individuals and groups of organisms 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.A.1; 2.B.1 – Cite evidence to demonstrate and explain that physical weathering and chemical weathering cause changes to Earth materials,
- 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.E.1 – Explain that in any particular environment, the growth and survival of organisms and species depend on the physical conditions.

Puddle Wonders (Grades 5-8)

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

- 1.A.4 – Design, analyze, or carry out simple investigations and formulate appropriate conclusions based on data obtained or provided.
- 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.E.1 – Explain that in any particular environment, the growth and survival of organisms and species depend on the physical conditions.

Riparian Retreat (Grades 5-8)

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.

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.

Sea Turtle International (Grades 9-12)

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.1; 4.C.1; 7.B.1; 8.C.1 – The student will evaluate the role of government in addressing...environmental issues.
- 7.A.1; 7.C.1; 8.D.1– Evaluate the effect that international, national, and regional interests have on shaping environmental policy...
- 7.A.1 – Analyze contemporary concerns that affect international relationships and government policies.
- 7.D.1 – Examine the impact of government decisions on individuals and groups...

Silt: A Dirty Word (Grades 3-4)

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.
- 2.A.1 - Describe ways that the following processes contribute to changes in the Earth's surface – erosion, deposition
- 4.B.1 - Explain the idea that in any particular environment, some kinds of animals survive well, some less well, and some cannot survive at all.

Sockeye Scents (Grades 3-4)

Grades 3-5

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

Something's Fishy Here! (Grades 5-8)

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 reviewing appropriate print resources, observing what is happening somewhere...
- 1.A.1; 3.C.1; 4.B.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; 5.A.2; 7.A.1; 8.B.1; 8.C.1; 8.D.1; 8.E.1 – Recognize and describe that people...depend on, change, and are affected by the environment.
- 1.A.1 – Describe the responsibilities of being an effective citizen, such as cleaning up your neighborhood...
- 1.A.2; 1.A.3 – Identify a problem/situation that requires further study.

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.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.B.1 – Identify and describe that ecosystems can be impacted by human activities.

To Dam or Not to Dam (Grades 5-8)

Grades 3-5

- 1.A.1; 6.C.1 – Explain how the growth of communities and suburbs have had consequences on the environment.
- 1.A.3 – Identify and describe that an environmental issue affects individual people and groups of people differently.
- 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.B.1 – Explain why and how people adapt to and modify the natural environment and the impact of these modifications.
- 7.B.1 – Explain the decision making process used to...solve a community problem.

Grades 6-8

- 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.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.
- 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.

Turtle Hurdles (Grades 5-8)

Grades 3-5

- 3.C.1; 4.B.1; 4.D.1 – Explain ways that individuals and groups of organisms interact with each other and their environment.
- 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; 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.
- 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.E.1 – Explain that in any particular environment, the growth and survival of organisms and species depend on the physical conditions.

Water Canaries (Grades 5-8)

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.

- 3.C.1; 4.B.1; 4.D.1 – Explain ways that individuals and groups of organisms 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

- 1.A.4 – Design, analyze, or carry out simple investigations and formulate appropriate conclusions based on data obtained or provided.
- 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.E.1 – Explain that in any particular environment, the growth and survival of organisms and species depend on the physical conditions.

Water Plant Art (Grades K-4)

Grades PK-2

- 3.A.1; 4.A.1; 4.C.1 – Describe some of the ways in which animals depend on plants...
- 4.B.1; 4.C.1 – Describe ways that plants and animals interact with each other and with their environment.

Grades 3-5

- 3.C.1; 4.B.1; 4.D.1 – Explain ways that individuals and groups of organisms 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.

Water We Eating? (Grades K-4)

Grades PK-2

- 1.A.1; 7.D.1; 8.A.1; 8.B.1; 8.C.1 - Recognize and explain how Earth's natural resources are used to meet human needs.
- 1.A.4; 1.A.5 – Seek information through reading, observation, exploration, and investigations.
- 5.B.1 – Recognize that natural resources are used to make products.

Grades 3-5

- 1.A.1; 5.B.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.
- 4.A.1 – Recognize food as the source of materials that all living things need to grow and survive.

Water Wings (Grades 5-8)

Grades 3-5

- 3.A.1; 4.A.1 – Recognize that materials continue to exist even though they change from one form to another.

Grades 6-8

- 3.B.2 – Cite evidence to explain the relationship between the hydrosphere and atmosphere.

Watered Down History (Grades 5-8)

Grades 3-5

- 1.A.1; 6.C.1 – Explain how the growth of communities and suburbs have had consequences on the environment.
- 2.A.1; 2.B.1 – Cite and describe the processes that cause rapid or slow changes in Earth's surface.
- 2.A.1 – Describe ways that the following processes contribute to changes always occurring on the Earth's surface – weathering, erosion, deposition
- 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.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; 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.

Water's Going On? (Grades 5-8)

Grades 3-5

- 1.A.1; 1.A.2 – Gather and question data from many different forms of scientific investigations...
- 1.A.1; 5.B.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 – 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.

Watershed (Grades 5-8)

Grades 3-5

- 1.A.1; 1.A.3; 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.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.
- 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.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.

Wetland Metaphors (Grades 5-8)

Grades 3-5

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

Grades 6-8

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

Whale of a Tail (Grades 5-8)

No E-Lit correlations

What’s in the Air? (Grades 5-8)

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; 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.
- 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 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.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.
- 3.B.2 – Cite evidence to explain the relationship between the hydrosphere and atmosphere.

What's in the Water (Grades 5-8)

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.1 – Explain ways that individuals and groups of organisms interact with each other and their environment.
- 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.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 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.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 – Identify and describe that ecosystems can be impacted by human activities.

When a Whale Is Right (Grades 9-12)

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; 4.C.1; 7.B.1; 8.C.1 – The student will evaluate the role of government in addressing...environmental issues.
- 7.A.1; 7.C.1; 8.D.1– Evaluate the effect that international, national, and regional interests have on shaping environmental policy...
- 7.A.1 – Analyze contemporary concerns that affect international relationships and government policies.
- 7.D.1 – Examine the impact of government decisions on individuals and groups...
- 7.D.1 – The student will examine regulatory agencies and their social, economic, and political impact on the country

Where Does Water Run? (Grades 5-8)

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; 6.C.1 – Explain how the growth of communities and suburbs have had consequences on the environment.

- 1.A.5 – Use data...to interpret findings to form conclusions.
- 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; 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.

Where Have All the Salmon Gone? (Grades 5-8)

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 reviewing appropriate print resources....
- 1.A.1; 5.B.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.
- 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.
- 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.F.1 – Examine how technology affects the way people live, work, and play

Grades 6-8

- 1.A.1 – Identify and describe a local, regional, or global environmental issue.
- 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.
- 5.B.1; 8.D.1 – Recognize and explain the impact of a changing human population on the use of natural resources.
- 7.A.1 – Evaluate the effectiveness of the various policies of government in addressing issues such as environmental concerns.