



E-Lit Correlations – Project WILD Terrestrial Guide - All Grades

Adaptation Artistry (Grades 5-8)

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...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.

And the Wolf Wore Shoes (Grades K-4)

No E-Lit correlations

Animal Charades (Grades K-4)

Grades PK-2

- 4.E.1 – Observe a variety of familiar...animals to describe how they are alike and how they are different.

Animal Poetry (Grades 5-8)

No E-Lit correlations

Ants on a Twig (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...observing what things are like.
- 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.

Arctic Survival (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.
- 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 energy resources
- 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.
- 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 biological resources.

Back from the Brink (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 land use and other environmental issues.
- 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 biological resources.

Bearly Growing (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.5 – Make use of and analyze models, such as tables and graphs, to summarize and interpret data.

Grades 6-8

- 1.A.5 – Interpret tables and graphs produced by others and describe in words the relationships they show.

Beautiful Basics (Grades K-4)

Grades PK-2

- 4.B.1; 4.C.1 – Describe ways that animals and plants interact with each other and with their environment.

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.

Bird Song Survey (Grades 9-12)

Grades 9-12

- 1.A.5 – The student will analyze data to make predictions, decisions, or draw conclusions.
- 3.C.1 – Investigate how natural...changes in environmental conditions will affect individual organisms and the dynamics of populations.

Birds of Prey (Grades 9-12)

Grades 9-12

- 1.A.5 – The student will analyze data to make predictions, decisions, or draw conclusions.

- 3.C.1 – Investigate how natural...changes in environmental conditions will affect individual organisms and the dynamics of populations.

Bottleneck Genes (Grades 9-12)

Grades 9-12

- 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 and the dynamics of populations.
- 4.E.1 – Provide examples and evidence to show that a greater diversity of genes, species, and/or environments increases the chance that at least some living things will survive in the face of large changes in the environment.
- 5.A.2; 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 biological resources.

Cabin Conflict (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 land use and other environmental issues.
- 7.C.1; 8.B.1 – Evaluate the way...local governments develop policy to address land use issues.

Can Do! (Grades 9-12)

- Standard 1.0 – The student will investigate and analyze environmental issues...and develop and implement a local action plan that protects, sustains, or enhances the natural environment.

Career Critters (Grades 5-6)

Grades 3-5

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

Carrying Capacity (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
- 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 and the dynamics of populations.

Cartoons and Bumper Stickers (Grades 5-8)

No E-Lit correlations

Changing Attitudes (Grades 5-8)

Grades 3-5

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

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.
- 5.B.1 – Recognize and explain the impact of a changing human population on the use of natural resources.
- 6.B.1 – Describe ways people modify their environment to meet their needs.
- 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.

Changing the Land (Grades 6-8)

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.
- 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.
- 8.A.1 – Identify and explain land use issues that illustrate the conflict between economic growth and using the environment.

Changing Societies (Grades 7-8)

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...
- 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.
- 7.C.1 – Describe how location and environment influenced early world cultures.
- 7.E.1 – Compare how scarce resources affected the decisions of consumers...in different regions of the United States.

Checks and Balances (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.
- 1.A.5 – Make use of and analyze models such as tables and graphs to summarize and interpret data.
- 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.5 – Interpret tables and graphs produced by others and explain in words the relationships they show.
- 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.

Classroom Carrying Capacity (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...trying things out.

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.

Color Crazy (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.

Deer Crossing (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.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 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...

Deer Dilemma (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 land use and other environmental 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 biological resources.

Does Wildlife Sell? (Grades 5-8)

No E-Lit correlations

Drawing on Nature (Grades 5-8)

No E-Lit correlations

Dropping in on Deer (Grades 9-12)

Grades 9-12

- 1.A.4 – Design and conduct the research.
- 1.A.5 – Use data and references to interpret findings to form conclusions

Eco-Enrichers (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; 4.D.2 – Explain ways that individuals and groups of individuals interact with each other and their environment.

Grades 6-8

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

Ecosystem Facelift (Grades 7-8)

Grades 6-8

- 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.
- 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.

Energy Pipeline (Grades 7-8)

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.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.

Enviro-Ethics (Grades 5-8)

Grades 3-5

- 1.A.3 – Identify and describe that an environmental issue affects individual people and groups of people differently.
- 1.B.2 – Communicate, evaluate, and justify personal views on environmental issues and alternate ways to address them.

- 8.A.1 – Describe why and how people make decisions about protecting the environment.

Grades 6-8

- 1.A.1 – Identify and describe a local, regional, or global environmental issue.
- 1.B.2 – Communicate, evaluate, and justify personal views on environmental issues and alternate ways to address them.
- 1.B.1; 1.B.2 – Propose and justify solutions to social studies problems.

Environmental Barometer (Grades PK-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...
- 1.A.4; 1.A.5 – Seek information through reading, observation, exploration, and investigations.
- 4.B.1; 4.C.1 – Describe ways that animals...interact ...with their environment.

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.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.

Ethi-Reasoning (Grades 5-8)

Grades 3-5

- 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.A.3 – Identify and describe that an environmental issue affects individual people and groups of people differently.
- 1.B.2 – Communicate, evaluate, and justify personal views on environmental issues and alternate ways to address them.
- 8.A.1 – Describe why and how people make decisions about protecting the environment.

Grades 6-8

- 1.A.1 – Identify and describe a local, regional, or global environmental issue.
- 1.B.2 – Communicate, evaluate, and justify personal views on environmental issues and alternate ways to address them.
- 1.B.1; 1.B.2 – Propose and justify solutions to social studies problems.

Ethi-Thinking (Grades K-4)

Grades PK-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 – Describe how and why people protect or fail to protect the environment.

Everybody Needs a Home (Grades K-4)

Grades PK-2

- 5.A.2; 6.B.1 – Identify aspects of the environment that are made by humans and those that are not made by humans.
- 7.C.1 – Identify similarities and differences in people’s ...living patterns to describe how they meet the same 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.
- 4.C.1; 5.A.1; 5.A.2; 7.A.1; 7.B.1 – Describe how people adapt to and modify the natural environment.

Fire Ecologies (Grades 9-12)

Grades 9-12

- 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.D.1; 7.E.1; 7.F.1; 8.A.1; 8.D.1 – The student will evaluate the interrelationship between humans and biological resources.
- 7.B.1 – The student will evaluate the role of government in addressing... environmental issues.

First Impressions (Grades K-4)

Grades PK-2

- 1.A.4; 1.A.5 – Seek information through reading, observation, exploration, and investigations.
- 1.B.2 – Communicate, evaluate, and justify personal views on environmental issues and alternate ways to address them.

Grades 3-5

- 1.B.2 – Communicate, evaluate, and justify personal views on environmental issues and alternate ways to address them.

Flip the Switch for Wildlife (Grades 5-8)

Grades 3-5

- 1.A.1 – Describe the responsibilities of being an effective citizen...
- 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.

For Your Eyes Only (Grades 5-8)

No E-Lit correlations

Forest in a Jar (Grades 9-12)

Grades 9-12

- 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.
- 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...

From Bison to Bread: The American Prairie (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.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 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 biological resources
- 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 land resources.

Good Buddies (Grades 5-8)

No E-Lit correlations

Graphanimal (Grades PK-4)

Grades PK-2

- 3.C.1 – Investigate a variety of familiar places where plants and animals live to describe the place and the living things found there.
- 3.C.1; 4.C.1; 4.D.1 – Explain that organisms can grow and survive in many very different habitats.

- 4.E.1 – Recognize that living things are found almost everywhere and that there are somewhat different kinds of living things in different places.

Grades 3-5

- 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.
- 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.

Grasshopper Gravity (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...
- 1.A.3 – Describe things as accurately as possible and compare observations with those of others.
- 1.A.4; 1.A.5 – Seek information through reading, observation, exploration, and investigations.
- 1.A.4 – Use tools such as...magnifiers, rulers to extend their senses...
- 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.
- 4.A.1; 4.C.1 – Describe some of the ways animals depend on plants...
- 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, collecting specimens for analysis.
- 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.

Habitat Lap Sit (Grades 5-8)

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.

Grades 6-8

- 3.C.1; 4.B.1; 4.C.1; 4.D.1; 4.D.2 – 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.

Habitat Rummy (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; 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.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...
- 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.

Habittracks (Grades K-4)

Grades PK-2

- 4.B.1; 4.C.1 – Describe ways that animals and plants interact with each other and with their environment, such as...deer eating plants.

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.

Habitrekking (Grades 3-4)

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...observing what things are like.
- 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.
- 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.

Hazardous Links, Possible Solutions (Grades 7-8)

Grades 6-8

- 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; 7.A.1 - Recognize and describe that environmental changes can have local, regional and global consequences.
- 4.A.1 – Explain that the transfer and transformation of matter and energy links organisms to one another.
- 5.A.1; 5.A.2 – Analyze why and how people modify their natural environment and the impact of those modifications.

Here Today, Gone Tomorrow (Grades 5-8)

Grades 3-5

- 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.
- 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.

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.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.

History of Wildlife Management (Grades 5-8)

Grades 3-5

- 8.D.1 – Analyze the role of Maryland government regarding public policy and issues.

Grades 6-8

- 8.A.1 – Explain how land use and environmental issues, such as environmental preservation, are addressed by government policy.
- 8.D.1 – Evaluate the effectiveness of the various policies of governments in addressing issues, such as environmental concerns.

How Many Bears Can Live in This Forest? (Grades 5-8)

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.
- 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.

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...
- 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 Hunter (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; 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; 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.A.3 - Identify and describe that an environmental issue affects individual people and groups of people differently.

Grades 6-8

- 1.A.1 – Identify and describe a local, regional, or global environmental issue.

Improving Wildlife Habitat in the Community (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.
- 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.

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.
- 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.

I'm Thirsty (Grades 6-8)

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

Interview a Spider (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; 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.

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

Know Your Legislation: What’s In It For Wildlife? (Grades 9-12)

Grades 9-12

- 7.B.1 – Examine the powers of local legislative bodies in Maryland.
- 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.A.1; 8.B.1; 8.E.1 – Evaluate the way national, state, and local governments develop policy to address...environmental issues.

Learning to Look, Learning to See (Grades PK-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.

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...observing what things are like.

Let’s Talk Turkey (Grades 5-8)

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.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.
- 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.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.
- 4.E.1 – Explain that in any particular environment, the growth and survival of organisms and species depend on the physical conditions.
- 5.B.1; 8.D.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...

Litter We Know (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.
- 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 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; 1.B.2 – Propose and justify solutions to social studies problems.

Lobster in Your Lunchbox (Grades 5-8)

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

Grades 6-8

- 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.
- 5.B.1 – Analyze, from local to global levels, the relationship between human activities and the earth's resources.

Make a Coat! (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.
- 5.B.1 – Recognize that natural resources, such as water, trees and plants, are used to make products.

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.

Microtrek Treasure Hunt (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...observing what things are like.
- 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.
- 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...
- 4.E.1 – Explain that in any particular environment, the growth and survival of organisms and species depend on the physical conditions.

Migration Barriers (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.
- 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 accomplish a community goal or 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.

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

Museum Search for Wildlife (Grades 5-8)

No E-Lit correlations

Muskox Maneuvers (Grades 5-8)

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.

- 4.A.1 – Recognize food as the source of materials that all living things need to grow and survive.
- 2.B.1 – Examine and modify models and discuss their limitations.

Grades 6-8

- 3.A.1; 4.A.1 – Explain that the transfer and transformation of matter and energy links organisms to one another...
- 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.

My Kingdom for a Shelter (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.
- 2.B.1 – Examine and modify models and discuss their limitations.
- 1.A.1; 3.C.1; 4.B.1; 4.C.1; 4.D.1; 4.D.2 – Explain ways that individual...organisms interact with...their environment.

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.

No Water Off a Duck’s Back (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.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; 4.D.2 – Analyze the value and the limitations of different types of models in explaining real things and processes.

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.

Noisy Neighbors (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.
- 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.
- 8.D.1 – Evaluate the effectiveness of the various policies of government in addressing issues such as...environmental concerns.

Oh Deer! (Grades 5-8)

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.
- 1.A.5 – Make use of and analyze models, such as tables and graphs, to summarize and interpret data.

Grades 6-8

- 1.A.5 – Interpret tables and graphs produced by others and describe in words the relationships they show.
- 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.

Owl Pellets (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; 4.D.2 – Explain ways that individuals and groups of organisms interact with each other....

Grades 6-8

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

Pay to Play (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.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.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 the use of natural resources
- 7.D.1 – Explain how regional population patterns, trends, and projections affect the environment and influence government policies.

Philosophical Differences (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.

A Picture Is Worth a Thousand Words (Grades 9-12)

Grades 9-12

No E-Lit correlations

Planning for People and Wildlife (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.
- 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.

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.
- 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.

Planting Animals (Grades 5-8)

Grades 3-5

- 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.
- 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.
- 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.

Playing Lightly on the Earth (Grades PK-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.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.
- 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; 6.C.1 – Explain how the growth of communities and suburbs have had consequences on the environment.
- 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.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.

Polar Bears in Phoenix? (Grades 5-8)

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...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

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

Power of a Song (Grades 5-8)

No E-Lit correlations

Prairie Memoirs (Grades 5-8)

Grades 3-5

- 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.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.

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.
- 6.B.1 – Describe ways people modify their environment to meet their needs, such as cultivating land, building roads, etc.
- 8.A.1 – Identify and explain land use issues that illustrate the conflict between economic growth and using the environment.

Pro and Con: Consumptive and Nonconsumptive Uses of Wildlife (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.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.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 the use of natural resources
- 7.D.1 – Explain how regional population patterns, trends, and projections affect the environment and influence government policies.

Quick-Frozen Critters (Grades 5-8)

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 food as the source of materials that all living things need to grow and survive.

Grades 6-8

- 3.A.1; 4.A.1 – Explain that the transfer of matter and energy links organisms to one another...

Rainfall and the Forest (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; 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.

Grades 6-8

- 3.C.1; 4.B.1; 4.C.1; 4.D.1; 4.D.2 – 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.

Rare Bird Eggs for Sale (Grades 5-8)

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

Riparian Zone (Grades 5-8)

Grades 3-5

- 1.A.3 - Identify and describe that an environmental issue affects individual people and groups of people differently.
- 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.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.
- 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.

- 7.B.1 – Explain the decision making process used to accomplish a community goal or 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.B.1 – Identify and describe that ecosystems can be impacted by human activities.
- 8.D.1 – Evaluate the effectiveness of the various policies of government in addressing issues such as...environmental concerns.

Saturday Morning Wildlife Watching (Grades 5-8)

No E-Lit correlations

Seed Need (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; 4.D.2 – Explain ways that individuals and groups of organisms interact with each other and their environment.

Grades 6-8

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

Seeing is Believing (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.
- 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; 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.
- 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.

Shrinking Habitat (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.
- 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 accomplish a community goal or solve a community problem.
- 8.C.1 – Describe how people in a community modify their environment to meet changing needs for transportation...

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; 8.C.1 – Describe ways people modify their environment to meet their needs, such as cultivating land, building roads, etc.

Smokey Bear Said What? (Grades 5-8)

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

Spider Web Geometry (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.
- 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.

Stormy Weather (Grades 5-8)

No E-Lit correlations

Surprise Terrarium (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...
- 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.1; 4.D.2 – 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.

Sustainability: Then, Now, Later(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 land use and other environmental 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.

Thicket Game (Grades PK-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.
- 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.1; 4.D.2 – 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.

Time Lapse (Grades 5-8)

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

Too Close for Comfort (Grades K-4)

No E-Lit correlations

To Zone or Not to Zone (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 accomplish a community goal or 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.B.1 – Identify and describe that ecosystems can be impacted by human activities.
- 8.D.1 – Evaluate the effectiveness of the various policies of government in addressing issues such as...environmental concerns.

Tracks (Grades 5-8)

No E-Lit correlations

Turkey Trouble (Grades 9-12)

Grades 9-12

- 1.A.5 – The student will analyze data to make predictions, decisions, or draw conclusions

Urban Nature Search (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...observing what things are like.
- 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.
- 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.

We're in This Together(Grades 9-12)

Grades 9-12

- 1.A.1 – Identify an environmental issue and formulate related research questions.
- 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 – The student will analyze data to...draw conclusions.
- 5.A.1; 5.B.1; 6.B.1; 7.A.1; 7.D.1;7.E.1; 7.F.1; 8.A.1; 8.B.1; 8.C.1; 8.D.1 – The student will evaluate the interrelationship between humans and biological resources.

What Bear Goes Where? (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

- 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.
- 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.

What Did Your Lunch Cost Wildlife? (Grades 5-8)

Grades 3-5

- 1.A.1; 6.C.1 – Explain how the growth of communities...has had consequences on the environment.

Grades 6-8

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

What You Wear Is What They Were (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.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.
- 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.

What's for Dinner? (Grades 5-8)

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

Grades 6-8

- 4.A.1 – Explain that the transfer and transformation of matter and energy links organisms to one another and to their physical setting.

What's That, Habitat? (Grades K-4)

Grades PK-2

- 5.A.2; 6.B.1 – Identify aspects of the environment that are made by humans and those that are not made by humans.
- 7.C.1 – Identify similarities and differences in people's ...living patterns to describe how they meet the same 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.
- 4.C.1; 5.A.1; 5.A.2; 7.A.1; 7.B.1 – Describe how people adapt to and modify the natural environment.

What's Wild? (Grades K-4)

Grades PK-2

- 4.E.1 – Observe a variety of familiar...animals to describe how they are alike and how they are different.

Which Niche? (Grades 5-8)

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.

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.

Who Fits 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 includes... reviewing appropriate print resources.
- 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.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.

Wild Bill's Fate (Grades 9-12)

Grades 9-12

- 7.B.1 – Examine the powers of local legislative bodies in Maryland.
- 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.A.1; 8.B.1; 8.E.1 – Evaluate the way national, state, and local governments develop policy to address...environmental issues.

Wild Words (Grades 5-8)

No E-Lit correlations

Wildwork (Grades 5-8)

No E-Lit correlations

Wildlife Bibliography (Grades 5-8)

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.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

- 4.B.1 - Identify and describe physical characteristics that influenced human settlement.
- 4.B.1 – Analyze how geographic characteristics stimulated regional growth
- 4.B.1 – Identify why people migrate.
- 5.B.1 – Recognize and explain the impact of a changing human population on the use of natural resources and on environmental quality.

Wildlife on Coins and Stamps (Grades 9-12)

No E-Lit correlations

Wildlife Issues: Community Attitude Survey (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 – The student will analyze data to make predictions, decisions, or draw conclusions.
- 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 biological resources.

Wildlife in National Symbols (Grades 5-8)

No E-Lit correlations

Wildlife Research (Grades 9-12)

Grades 9-12)

- 1.A.1 – Identify an environmental issue.
- 1.A.2 – Develop and write research questions related to an environmental issue.
- 1.A.3 – Given a specific issue, communicate the issue, the stakeholders involved and the stakeholders beliefs and values.
- 1.A.4 – Design and conduct the research.
- 1.A.5 – Use data and references to interpret findings to form conclusions

World Travelers (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.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 how human activities produce changes in natural processes – introduction of non-native species
- 3.C.1; 4.B.1; 4.D.1 – Give reasons supporting the fact that the number of organisms an environment can support depends on...resources available.
- 4.E.1 – Explain that in any particular environment, the growth and survival of organisms and species depend on the physical conditions.
- 5.A.2; 5.B.1; 8.A.1; 8.B.1 - Recognize and explain that human-caused changes have consequences for Maryland's environment, as well as for other places and future times.