Aquatic WILD Maryland E-Lit Correlations

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Correlations –Aquatic WILD
Activities sorted alphabetically

A Whale of an Issue (Grades 6-12)
E-Lit Standards
• 1.A.4 – Design and conduct the research
• 1.A.5 – Use data and references to interpret findings to form conclusions
• 4.B.1 – Analyze the growth or decline of populations and identify a variety of responsible factors.
• 5.A.1 – Analyze the effects of human activities on earth’s natural processes
• 5.A.2 – Analyze the effects of human activities that deliberately or inadvertently alter the equilibrium of earth’s natural processes.
• 5.B.1 – Analyze, from local to global levels, the relationship between human activities and the earth’s resources.

Alice in Waterland (Grades 4-8)
E-Lit Standards:
• 1.A.1 – Identify an environmental problem
• 1.A.4 - Design and conduct the research
• 1.B.1 – Use recommendations to develop and implement an action plan
• 5.B.1 – Analyze, from local to global levels, the relationship between human activities and the earth’s resources
• 7.D.1 – Understand how different political systems account for, manage, and affect natural resources and environmental quality

Aqua Words (Grades K-5)
E-Lit Standards - None

Aquatic Roots (Grades K-5)
E-Lit Standards:
• 1.A.1 – Identify an environmental issue
• 1.A.2 – Develop and write research questions related to an environmental issue
• 1.B.1 – Use recommendations to develop and implement an environmental action plan
• 4.B.1 – Analyze the growth or decline of populations and identify a variety of responsible factors
• 5.A.2 – Analyze the effect of human activities that deliberately or inadvertently alter the equilibrium of natural processes

Aquatic Times (Grades 5-12)
E-Lit Standards:
• 1.A.2 – Develop and write research questions related to an environmental issue
• 1.A.4 - Design and conduct the research
Are You Me? (Grades K-3)

*E-Lit Standards:*
- 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 4-8)

*E-Lit Standards*
- 1.A.4 – Design and conduct research
- 5.A.2 – Analyze the effect of human activities that deliberately or inadvertently alter the equilibrium of natural processes

Conservation Messaging (Grades 6-12)

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

Dam Design (Grades 6-12)

*E-Lit Standards*
- 1.A.1 – Identify an environmental issue
- 1.A.2 – Develop and write research questions related to an environmental issue
- 1.B.1 – Use recommendations to develop and implement an environmental action plan

Designing a Habitat (Grades 4-8)

*E-Lit Standards*
- 1.A.4 – Design and conduct research

Dragonfly Pond (Grades 4-8)

*E-Lit Standards*
- 1.A.1 – Identify an environmental issue
- 1.A.3 – Given a specific issue, communicate the issue, the stakeholders involved, and the stakeholders’ beliefs and values
- 1.B.1 – Use recommendations to develop...an environmental action plan
- 5.A.2 – Analyze the effect of human activities that deliberately or inadvertently alter the equilibrium of natural processes
- 6.B.1 – Describe and explain that many changes to the environment designed by humans bring benefits to society as well as cause risks
**Eat and Glow** (Grades 9-12)  
*E-Lit Standards:*  
- 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 4-8)  
*E-Lit Standards:*  
**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 6-12)  
*E-Lit Standards - None*

**Fashion a Fish** (Grades K-5)  
*E-Lit Standards*  
- 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.
**Fishable Waters** (Grades 6-12)

*E-Lit Standards*
- 2.B.2 – Use models and computer simulations to extend his/her understanding of scientific concepts
- 4.B.1 – Analyze the growth or decline of populations and identify a variety of responsible factors.
- 5.A.1 – Analyze the effects of human activities on earth’s natural processes
- 5.A.2 – Analyze the effects of human activities that deliberately or inadvertently alter the equilibrium of earth’s natural processes.
- 5.B.1 – Analyze, from local to global levels, the relationship between human activities and the earth’s resources.

**Fishy Who’s Who** (Grades 4-5)

*E-Lit Standards*
- 1.A.4 – Design and conduct research

**Gone Fishing!** (Grades 6-12)

*E-Lit Standards*
- 1.A.2 – Develop and write research questions related to an environmental issue
- 1.A.4 – Design and conduct the research
- 1.A.5 – Use data and references to interpret findings to form conclusions

**Got Water?** (Grades 4-5)

*E-Lit Standards*
- 1.A.2 – Develop and write research questions related to an environmental issue
- 1.A.4 – Design and conduct the research
- 1.A.5 – Use data and references to interpret findings to form conclusions

**Hooks and Ladders** (Grades 6-8)

*E-Lit Standards*
- 1.A.1 – Identify an environmental issue
- 4.B.1 – Analyze the growth or decline of populations and identify a variety of responsible factors.
- 5.A.2 – Analyze the effect of human activities that deliberately or inadvertently alter the equilibrium of natural processes

**How Wet Is Our Planet?** (Grades 6-8)

*E-Lit Standards*
- 1.A.1 – Identify an environmental issue
- 5.A.2 – Analyze the effect of human activities that deliberately or inadvertently alter the equilibrium of natural processes

**Kelp Help** (Grades 4-5)

*E-Lit Standards - None*
Living Research: Aquatic Heroes and Heroines (Grades 9-12)
E-Lit Standards - None

Marsh Munchers (Grades 4-5)
E-Lit Standards
- 4.A.1 – Explain how organisms are linked by the transfer and transformation of matter and energy at the ecosystem level

Mermaids and Manatees (Grades 4-8)
E-Lit Standards - None

Micro Odyssey (Grades 4-8)
E-Lit Standards
- 4.A.1 – Explain how organisms are linked by the transfer and transformation of matter and energy at the ecosystem level

Migration Headache (Grades 6-8)
E-Lit Standards
- 2.B.2 – Use models and computer simulations to extend his/her understanding of scientific concepts
- 4.B.1 – Analyze the growth or decline of populations and identify a variety of responsible factors.
- 5.A.1 – Analyze the effects of human activities on earth’s natural processes
- 5.A.2 – Analyze the effects of human activities that deliberately or inadvertently alter the equilibrium of earth’s natural processes.
- 5.B.1 – Analyze, from local to global levels, the relationship between human activities and the earth’s resources.

Net Gain, Net Effect (Grades 6-8)
E-Lit Standards
- 2.B.2 – Use models and computer simulations to extend his/her understanding of scientific concepts
- 4.B.1 – Analyze the growth or decline of populations and identify a variety of responsible factors.
- 5.A.1 – Analyze the effects of human activities on earth’s natural processes
- 5.A.2 – Analyze the effects of human activities that deliberately or inadvertently alter the equilibrium of earth’s natural processes.
- 5.B.1 – Analyze, from local to global levels, the relationship between human activities and the earth’s resources.
Plastic Voyages (Grades 4-5)

E-Lit Standards

- 2.B.2 – Use models and computer simulations to extend his/her understanding of scientific concepts
- 5.A.1 – Analyze the effects of human activities on earth’s natural processes
- 5.A.2 – Analyze the effects of human activities that deliberately or inadvertently alter the equilibrium of earth’s natural processes.

Pond Succession (Grades 6-8)

E-Lit Standards:
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 6-8)

E-Lit Standards

- 1.A.2 – Develop and write research questions related to an environmental issue
- 1.A.4 – Design and conduct the research
- 1.A.5 – Use data and references to interpret findings to form conclusions

Riparian Retreat (Grades 4-5)

E-Lit Standards – None

Sea Turtles International (Grades 9-12)

E-Lit Standards

- 4.B.1 – Analyze the growth or decline of populations and identify a variety of responsible factors.
- 5.A.1 – Analyze the effects of human activities on earth’s natural processes
- 5.A.2 – Analyze the effects of human activities that deliberately or inadvertently alter the equilibrium of earth’s natural processes.
- 5.B.1 – Analyze, from local to global levels, the relationship between human activities and the earth’s resources.
Silt: A Dirty Word (Grades 4-5)

E-Lit Standards
- 2.B.2 – Use models and computer simulations to extend his/her understanding of scientific concepts
- 5.A.1 – Analyze the effects of human activities on earth’s natural processes
- 5.A.2 – Analyze the effects of human activities that deliberately or inadvertently alter the equilibrium of earth’s natural processes.

Sockeye Scents (Grades 4-5)

E-Lit Standards
- 2.B.2 – Use models and computer simulations to extend his/her understanding of scientific concepts
- 5.A.1 – Analyze the effects of human activities on earth’s natural processes
- 5.A.2 – Analyze the effects of human activities that deliberately or inadvertently alter the equilibrium of earth’s natural processes.

Something’s Fishy Here (Grades 6-8)

E-Lit Standards
- 1.A.2 – Develop and write research questions related to an environmental issue
- 1.A.4 – Design and conduct the research
- 1.A.5 – Use data and references to interpret findings to form conclusions

The Glass Menagerie (Grades 9-12)

E-Lit Standards
- 2.B.2 – Use models and computer simulations to extend his/her understanding of scientific concepts
- 5.A.1 – Analyze the effects of human activities on earth’s natural processes
- 5.A.2 – Analyze the effects of human activities that deliberately or inadvertently alter the equilibrium of earth’s natural processes.

To Dam or Not to Dam (Grades 6-8)

E-Lit Standards
- 1.A.2 – Develop and write research questions related to an environmental issue
- 1.A.4 – Design and conduct the research
- 1.A.5 – Use data and references to interpret findings to form conclusions
- 5.A.1 – Analyze the effects of human activities on earth’s natural processes
- 5.A.2 – Analyze the effects of human activities that deliberately or inadvertently alter the equilibrium of earth’s natural processes.
**Turtle Hurdles** (Grades 4-8)

_E-Lit Standards_
- 2.B.2 – Use models and computer simulations to extend his/her understanding of scientific concepts
- 4.B.1 – Analyze the growth or decline of populations and identify a variety of responsible factors.
- 5.A.1 – Analyze the effects of human activities on earth’s natural processes
- 5.A.2 – Analyze the effects of human activities that deliberately or inadvertently alter the equilibrium of earth’s natural processes.
- 5.B.1 – Analyze, from local to global levels, the relationship between human activities and the earth’s resources.

**Urban Waterway Checkup** (Grades 6-8)

_E-Lit Standards_
- 5.A.1 – Analyze the effects of human activities on earth’s natural processes
- 5.A.2 – Analyze the effects of human activities that deliberately or inadvertently alter the equilibrium of earth’s natural processes.

**Water Canaries** (Grades 6-12)

_E-Lit Standards_
- 1.A.2 – Develop and write research questions related to an environmental issue
- 1.A.4 – Design and conduct the research
- 1.A.5 – Use data and references to interpret findings to form conclusions
- 4.B.1 – Analyze the growth or decline of populations and identify a variety of responsible factors.
- 5.A.1 – Analyze the effects of human activities on earth’s natural processes
- 5.A.2 – Analyze the effects of human activities that deliberately or inadvertently alter the equilibrium of earth’s natural processes.

**Water Plant Art** (Grades K-5)

_E-Lit Standards_ - None

**Water Safari** (Grades K-3)

_E-Lit Standards_
- 1.A.2 – Develop and write research questions related to an environmental issue
- 1.A.4 – Design and conduct the research
- 1.A.5 – Use data and references to interpret findings to form conclusions

**Water We Eating?** (Grades 4-5)

_E-Lit Standards_
- 1.A.2 – Develop and write research questions related to an environmental issue
- 1.A.4 – Design and conduct the research
- 1.A.5 – Use data and references to interpret findings to form conclusions
**Water Wings** (Grades 4-8)
*E-Lit Standards – None*

**Water Works** (Grades 4-8)
*E-Lit Standards*
- 5.A.1 – Analyze the effects of human activities on earth’s natural processes
- 5.A.2 – Analyze the effects of human activities that deliberately or inadvertently alter the equilibrium of earth’s natural processes.

**Watered-Down History** (Grades 6-8)
*E-Lit Standards*
- 5.A.1 – Analyze the effects of human activities on earth’s natural processes

**Watershed** (Grades 6-12)
*E-Lit Standards*
- 1.A.4 – Design and conduct the research
- 1.A.5 – Use data and references to interpret findings to form conclusions
- 5.A.1 – Analyze the effects of human activities on earth’s natural processes

**Wetland Metaphors** (Grades 4-5)
*E-Lit Standards*
- 2.B.2 – Use models and computer simulations to extend his/her understanding of scientific concepts
- 5.A.1 – Analyze the effects of human activities on earth’s natural processes

**Whale of a Tail** (Grades 6-8)
*E-Lit Standards – None*

**What’s in the Air?** (Grades 6-8)
*E-Lit Standards*
- 1.A.4 – Design and conduct the research
- 1.A.5 – Use data and references to interpret findings to form conclusions
- 5.A.1 – Analyze the effects of human activities on earth’s natural processes

**What’s in the Water?** (Grades 6-8)
*E-Lit Standards*
- 1.A.5 – Use data and references to interpret findings to form conclusions
- 2.B.2 – Use models and computer simulations to extend his/her understanding of scientific concepts
- 5.A.1 – Analyze the effects of human activities on earth’s natural processes
**Where Does Water Run?** (Grades 6-12)

*E-Lit Standards*

- 1.A.2 – Develop and write research questions related to an environmental issue
- 1.A.4 – Design and conduct the research
- 1.A.5 – Use data and references to interpret findings to form conclusions
- 2.B.2 – Use models and computer simulations to extend his/her understanding of scientific concepts
- 5.A.1 – Analyze the effects of human activities on earth’s natural processes

**Where Have All the Salmon Gone?** (Grades 6-12)

*E-Lit Standards*

- 1.A.5 – Use data and references to interpret findings to form conclusions
- 4.B.1 – Analyze the growth or decline of populations and identify a variety of responsible factors.
- 5.A.1 – Analyze the effects of human activities on earth’s natural processes
- 5.A.2 – Analyze the effects of human activities that deliberately or inadvertently alter the equilibrium of earth’s natural processes.
- 5.B.1 – Analyze, from local to global levels, the relationship between human activities and the earth’s resources.

**Working for Wildlife** (Grades 6-12)

*E-Lit Standards* - None