**Alice in Waterland** (Grades 5-8)
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.

**Aquatic Roots** (Grades 5-8)
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.

**Blue-Ribbon Niche** (Grades 5-8)
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.
- 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.

**Designing a Habitat** (Grades 5-8)
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 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 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.

**Edge of Home** (Grades 5-8)
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.

**Fishy Who’s Who** (Grades 5-8)
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…
• 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.

**Hooks and Ladders** (Grades 5-8)

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.
• 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 5-80

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 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.

**Micro Odyssey** (Grades 5-8)

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 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 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.

**Pond Succession** (Grades 5-8)
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 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 6-8
• 4.E.1 – Explain that in any particular environment, the growth and survival of organisms and species depend on the physical conditions.
Something’s Fishy Here! (Grades 5-8)
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 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 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 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 Wings** (Grades 5-8)
Grades 6-8
- 3.B.2 – Cite evidence to explain the relationship between the hydrosphere and atmosphere.

**Watered Down History** (Grades 5-8)
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.

**Water’s Going On?** (Grades 5-8)
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 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 6-8
- 2.B.2; 4.D.1 – Analyze the value and limitations of different types of models in explaining real things…

**What’s in the Air?** (Grades 5-8)
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 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.

**Where Does Water Run?** (Grades 5-8)
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.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 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.