

CORRELATION—CHAPTER 1

	Water, Now and Then; p. 1-1	Extra, Extra Read. . .; p. 1-3	Water is Very Special; p. 1-7	Being a Hydrologist; p. 1-11	Drink It Up; p. 1-17	What Shape is Water?; p. 1-21	The Water Freeze; p. 1-27	Let's Weigh Snow; p. 1-35	Now You See It. . .; p. 1-39	How Buoyant; p. 1-43	Great Balls 'O Water; p. 1-53	Up, Up and Away; p. 1-59	Water Goes Up. . .; p. 1-63
MATHEMATICS													
basic computation (addition, subtraction, multiplication, and division)					x		x	x		x	x	x	
use measurements			x		x		x	x		x	x	x	
make estimates and approximations		x			x		x	x					
formulate and solve problems			x	x			x	x					
probability and statistics													
charts and graphs		x	x		x		x	x		x	x		
SCIENCE													
problem formulation					x		x	x					x
formulation of hypothesis			x		x	x	x	x	x				x
gather information	x				x	x	x	x	x	x	x	x	x
organize and analyze information			x	x	x		x	x		x	x		x
interpret data							x	x					
draw conclusions	x		x	x	x	x	x	x		x	x	x	
observation and experimentation (experiment, demonstration)			x		x	x	x	x		x	x	x	x
LANGUAGE ARTS													
language (acquiring and using)	x	x	x	x	x	x	x	x	x	x	x	x	x
writing (mechanical, persuasive, creative, letters)	x		x		x	x	x	x	x	x	x	x	x
speaking and listening	x	x	x	x	x	x	x	x	x	x	x	x	x
reading and literature	x	x			x	x	x	x	x		x		
communication/presenting ideas	x	x	x	x	x	x	x	x	x	x	x	x	x
SOCIAL STUDIES													
map skills													
collecting/recording/categorizing data		x	x	x	x		x	x	x	x	x	x	x
comparing and contrasting	x			x		x	x	x	x	x	x		
inferences/generalizations	x	x	x	x	x		x	x	x				
social/human problems & decisionmaking	x	x	x	x	x					x	x	x	x
RELATED ARTS													
the arts (art, music, drama)	x	x	x	x	x	x	x	x	x	x	x	x	x
health					x								
computer													

CORRELATION—CHAPTER 1

	Rain, Rain Go Away; p. 1-67	Rain, Rain Go. . . Part II; p. 1-71	Drip and Drop's . . .; p. 1-77	Water Works For . . .; p. 1-87	Do You Know My Job?; p. 1-93
MATHEMATICS					
basic computation (addition, subtraction, multiplication, and division)					
use measurements					
make estimates and approximations					
formulate and solve problems					
probability and statistics					
charts and graphs					
SCIENCE					
problem formulation					
formulation of hypothesis	X				X
gather information	X	X	X	X	X
organize and analyze information	X		X	X	X
interpret data					
draw conclusions	X		X	X	X
observation and experimentation (experiment, demonstration)					
LANGUAGE ARTS					
language (acquiring and using)	X	X	X	X	X
writing (mechanical, persuasive, creative, letters)	X	X	X	X	X
speaking and listening	X	X	X	X	X
reading and literature					
communication/presenting ideas	X	X	X	X	X
SOCIAL STUDIES					
map skills	X				
collecting/recording/categorizing data	X				
comparing and contrasting	X	X	X		
inferences/generalizations	X				
social/human problems & decisionmaking	X				
RELATED ARTS					
the arts (art, music, drama)	X	X	X	X	X
health					
computer					

CORRELATION—CHAPTER 2

	Plants Need . . .; p. 2-1	Hung Up On Water . . .; p. 2-5	Conserve Every Drop; p. 2-13	Waterville, U.S.A.; p. 2-19	Fill It Up: Water Storage; p. 2-21	What is a Septic Tank?; p. 2-27	So Much Water, . . .; p. 2-33
MATHEMATICS							
basic computation (addition, subtraction, multiplication, and division)	X				X		
use measurements	X				X	X	X
make estimates and approximations	X						
formulate and solve problems							
probability and statistics							
charts and graphs							X
SCIENCE							
problem formulation							
formulation of hypothesis					X	X	X
gather information	X	X	X		X	X	X
organize and analyze information		X	X				
interpret data			X				
draw conclusions	X	X			X	X	X
observation and experimentation (experiment, demonstration)					X		X
LANGUAGE ARTS							
language (acquiring and using)	X	X	X	X	X	X	X
writing (mechanical, persuasive, creative, letters)	X	X	X	X	X	X	X
speaking and listening	X	X	X	X	X	X	X
reading and literature							
communication/presenting ideas	X	X	X	X	X	X	X
SOCIAL STUDIES							
map skills							X
collecting/recording/categorizing data	X	X		X	X	X	X
comparing and contrasting				X	X	X	X
inferences/generalizations				X			X
social/human problems & decisionmaking					X		
RELATED ARTS							
the arts (art, music, drama)	X	X		X	X		
health							
computer							

CORRELATION—CHAPTER 3

	Ice Is N ^o ICE!; p. 3-1	Floating Critters; p. 3-9	The Water Window; p. 3-11	Coughing Catfish; p. 3-19	Happy the Fish; p. 3-27	How Water Flows . . . ; p. 3-37	Settling In . . . ; p. 3-39	The Trip of Drip; p. 3-43	The Little Gold Fish; p. 3-57	Mudpuppy Pond; p. 3-61	Can Your Dam . . . ; p. 3-83	Water Works For Us; p. 3-91	Water Fun . . . ; p. 3-95
MATHEMATICS													
basic computation (addition, subtraction, multiplication, and division)	x		x	x	x	x				x	x		
use measurements	x	x				x			x	x	x		x
make estimates and approximations			x	x			x						
formulate and solve problems								x					
probability and statistics							x						
charts and graphs			x										
SCIENCE													
problem formulation					x						x		
formulation of hypothesis					x	x	x						x
gather information	x	x	x	x	x	x	x	x	x			x	x
organize and analyze information			x		x		x	x		x			x
interpret data	x												
draw conclusions	x	x	x	x	x	x	x	x	x	x	x	x	x
observation and experimentation (experiment, demonstration)	x	x							x	x	x		
LANGUAGE ARTS													
language (acquiring and using)	x	x	x	x	x	x	x	x	x	x	x	x	x
writing (mechanical, persuasive, creative, letters)	x	x	x	x	x	x	x	x	x	x	x	x	x
speaking and listening	x	x	x	x	x	x	x	x	x	x	x	x	x
reading and literature		x	x	x	x	x	x	x	x	x	x	x	x
communication/presenting ideas	x	x	x	x	x	x	x	x	x	x	x	x	x
SOCIAL STUDIES													
map skills										x			
collecting/recording/categorizing data	x		x		x			x		x			x
comparing and contrasting	x		x			x	x				x		x
inferences/generalizations	x			x	x			x	x				
social/human problems & decisionmaking	x	x	x	x	x	x		x	x		x		x
RELATED ARTS													
the arts (art, music, drama)	x	x	x	x	x	x	x	x	x	x	x	x	x
health													
computer													

CORRELATION—CHAPTER 3

	Don't Boat Without . . .; p. 3-99	Grandma's Boat Ride; p. 3-101	Rain Water Runoff; p. 3-113
MATHEMATICS			
basic computation (addition, subtraction, multiplication, and division)			
use measurements			X
make estimates and approximations			
formulate and solve problems			
probability and statistics			
charts and graphs			
SCIENCE			
problem formulation			
formulation of hypothesis	X		
gather information	X		X
organize and analyze information	X		X
interpret data			X
draw conclusions			X
observation and experimentation (experiment, demonstration)			X
LANGUAGE ARTS			
language (acquiring and using)	X	X	X
writing (mechanical, persuasive, creative, letters)	X	X	X
speaking and listening	X	X	X
reading and literature	X	X	
communication/presenting ideas	X	X	X
SOCIAL STUDIES			
map skills			
collecting/recording/categorizing data	X	X	X
comparing and contrasting			
inferences/generalizations			
social/human problems & decisionmaking			
RELATED ARTS			
the arts (art, music, drama)		X	
health			
computer			

CORRELATION—CHAPTER 4

	Water, Here . . .; p. 4-1	It's Time to Conserve; p. 4-5	Away It Blows: . . .; p. 4-11	Oh Well—. . .; p. 4-15	What's the Point: . . .; p. 4-19	Soak It Up; p. 4-25	Groundwater . . .; p. 4-27	Does it Leak?; p. 4-31	The Bad Guys . . .; p. 4-35	How Low Can. . .; p. 4-39
MATHEMATICS										
basic computation (addition, subtraction, multiplication, and division)				X					X	
use measurements		X		X					X	X
make estimates and approximations										
formulate and solve problems										
probability and statistics										
charts and graphs		X								
SCIENCE										
problem formulation										
formulation of hypothesis					X			X		
gather information		X	X	X	X		X	X	X	X
organize and analyze information						X	X	X	X	
interpret data			X							
draw conclusions		X	X	X	X					X
observation and experimentation (experiment, demonstration)			X	X	X		X	X		X
LANGUAGE ARTS										
language (acquiring and using)	X	X	X	X	X	X	X	X	X	X
writing (mechanical, persuasive, creative, letters)	X	X	X	X	X	X	X	X	X	X
speaking and listening	X	X	X	X	X	X	X	X	X	X
reading and literature	X	X								X
communication/presenting ideas	X	X	X	X	X	X	X	X	X	X
SOCIAL STUDIES										
map skills										
collecting/recording/categorizing data		X		X	X	X		X	X	
comparing and contrasting		X					X			
inferences/generalizations										
social/human problems & decisionmaking								X	X	
RELATED ARTS										
the arts (art, music, drama)	X	X	X	X		X		X	X	X
health										
computer										

CORRELATION—CHAPTER 5

	It's Too Salty!; p. 5-1	Salty or Fresh; p. 5-5	What is a Wetland?; p. 5-11	Exploring Wetlands; p.5-15	Spongy Wetlands; p. 5-19	Who Needs Wetlands?; p. 5-23	Cranberry Bogs; p. 5-27	Down By The Sea; p. 5-31	Wetlands, Sweet . . .; p. 5-37	A B C's of the Wetlands; p. 5-51
MATHEMATICS										
basic computation (addition, subtraction, multiplication, and division)					X	X		X	X	
use measurements					X	X		X	X	
make estimates and approximations										
formulate and solve problems										
probability and statistics										
charts and graphs								X		
SCIENCE										
problem formulation										
formulation of hypothesis	X	X			X					X
gather information	X	X	X	X	X	X	X	X	X	X
organize and analyze information		X	X	X	X	X		X	X	X
interpret data										
draw conclusions		X	X			X	X	X		
observation and experimentation (experiment, demonstration)				X	X	X	X	X		
LANGUAGE ARTS										
language (acquiring and using)	X	X	X	X	X	X	X	X	X	X
writing (mechanical, persuasive, creative, letters)	X	X	X	X	X	X	X	X	X	X
speaking and listening	X	X	X	X	X	X	X	X	X	X
reading and literature										
communication/presenting ideas	X	X	X	X	X	X	X	X	X	X
SOCIAL STUDIES										
map skills	X						X			
collecting/recording/categorizing data	X	X	X	X	X	X	X	X	X	X
comparing and contrasting	X					X		X	X	
inferences/generalizations					X			X		
social/human problems & decisionmaking	X							X		
RELATED ARTS										
the arts (art, music, drama)	X				X	X			X	X
health										
computer										

CORRELATION—CHAPTER 5

	"Bay" Watch: By . . .; p. 5-55	Marie Debris; p. 5-65	Oceans and Ponds; p. 5-71	How Dry I Am, . . .; p. 5-79	Get the Oil Out!; p. 5-83	Sifting Through . . .; p. 5-85
MATHEMATICS						
basic computation (addition, subtraction, multiplication, and division)						
use measurements						X
make estimates and approximations						X
formulate and solve problems						
probability and statistics						
charts and graphs						
SCIENCE						
problem formulation						
formulation of hypothesis	X				X	X
gather information	X	X	X	X	X	X
organize and analyze information	X		X	X	X	X
interpret data						
draw conclusions	X		X	X	X	X
observation and experimentation (experiment, demonstration)						
LANGUAGE ARTS						
language (acquiring and using)	X	X	X	X	X	X
writing (mechanical, persuasive, creative, letters)	X	X	X	X	X	X
speaking and listening	X	X	X	X	X	X
reading and literature						
communication/presenting ideas	X	X	X	X	X	X
SOCIAL STUDIES						
map skills	X					
collecting/recording/categorizing data	X					X
comparing and contrasting	X	X	X			X
inferences/generalizations	X					
social/human problems & decisionmaking	X					X
RELATED ARTS						
the arts (art, music, drama)	X	X	X	X		X
health						
computer						

CORRELATION OF NATIONAL SCIENCE STANDARDS TO
WATER SOURCEBOOK (K-2)
(BY STANDARD)

Standard	Activity	Relation
Unifying Concepts and Processes: Systems, order, and organization	CHAPTER 1-INTRODUCTION TO WATER	
	WATER GOES UP AND DOWN	3
	RAIN, RAIN GO AWAY	3
	RAIN, RAIN GO AWAY, PART II	3
	DRIP AND DROP'S ADVENTURE	1
	CHAPTER 2 -DRINKING WATER AND WASTE WATER TREATMENT	
	PLANTS NEED TO DRINK TOO!	1
	HUNG UP ON WATER CONSERVATION	1
	CONSERVE EVERY DROP!	1
	WATERVILLE, U.S.A.	1
	WHAT IS A SEPTIC TANK?	1
	SO MUCH WATER, SO LITTLE TO DRINK	1
	CHAPTER 3-SURFACE WATER RESOURCES	
	THE WATER WINDOW	1
	COUGHING CATFISH	1
	HAPPY THE FISH	1
	HOW WATER FLOWS: SURFACE RUNOFF	1
	THE TRIP OF DRIP	1
	MUDPUPPY POND	3
	CAN YOUR DAM HOLD WATER?	1
	WATER WORKS FOR US	1
	RAIN WATER RUNOFF	2
	CHAPTER 4- GROUNDWATER RESOURCES	
	WHAT'S THE POINT: POINT VS. NONPOINT	1
	GROUNDWATER AND SOIL TYPES	1
	DOES IT LEAK?	1
	HOW LOW CAN YOU GO?: THE WATER TABLE AND AQUIFER	2
	CHAPTER 5- WETLANDS AND COASTAL WATERS	
	IT'S TOO SALTY!	3
	SALTY OR FRESH	2
	WHAT IS WETLAND?	3
	EXPLORING WETLANDS	3
SPONGY WETLANDS	3	
CRANBERRY BOGS	2	
DOWN BY THE SEA	2	
WETLANDS, SWEET, WETLANDS	2	
A B C's OF THE WETLANDS	3	
OCEANS AND PONDS	1	
HOW DRY I AM, HOW WET I'LL BE!	1	

RELATIONSHIP:

- 3-standard main focus of activity, direct relation to standard
- 2-standard supported or addressed in activity
- 1-standard is part of focus activity

CORRELATION OF NATIONAL SCIENCE STANDARDS TO
WATER SOURCEBOOK (K-2)
(BY STANDARD)

Standard	Activity	Relation
Unifying Concepts and Processes: Evidence, models, and explanation	CHAPTER 1-INTRODUCTION TO WATER	
	WHAT SHAPE IS WATER?	2
	THE WATER FREEZE	2
	NOW YOU SEE IT, NOW YOU DON'T	2
	HOW BUOYANT!	2
	GREAT BALLS O' WATER!	2
	UP, UP AND AWAY!	2
	WATER GOES UP AND DOWN	2
	RAIN, RAIN GO AWAY	2
	RAIN, RAIN GO AWAY, PART II	2
	CHAPTER 2 -DRINKING WATER AND WASTE WATER TREATMENT	
	PLANTS NEED TO DRINK TOO!	2
	HUNG UP ON WATER CONSERVATION	1
	CONSERVE EVERY DROP!	1
	FILL IT UP: WATER STORAGE TANKS	2
	WHAT IS A SEPTIC TANK?	3
	SO MUCH WATER, SO LITTLE TO DRINK	2
	CHAPTER 3-SURFACE WATER RESOURCES	
	ICE IS N"ICE""!!	3
	FLOATING CRITTERS	2
	HOW WATER FLOWS: SURFACE RUNOFF	2
	SETTLING IN - SEDIMENTATION	2
	MUDPUPPY POND	2
	CAN YOUR DAM HOLD WATER?	2
	WATER WORKS FOR US	2
	GRANDMA'S BOAT RIDE	1
	RAIN WATER RUNOFF	2
	CHAPTER 4- GROUNDWATER RESOURCES	
	AWAY IT BLOWS: HOT SPRINGS AND GEYSERS	2
	OH WELL...- HOW WE GET WATER FROM THE GROUND	2
	WHAT'S THE POINT: POINT VS. NONPOINT	2
	SOAK IT UP	2
	GROUNDWATER AND SOIL TYPES	2
DOES IT LEAK?	2	
THE BAD GUY VS. THE GOOD GUYS	2	
HOW LOW CAN YOU GO?: THE WATER TABLE AND AQUIFER	1	

RELATIONSHIP:

- 3-standard main focus of activity, direct relation to standard
- 2-standard supported or addressed in activity
- 1-standard is part of focus activity

CORRELATION OF NATIONAL SCIENCE STANDARDS TO
WATER SOURCEBOOK (K-2)
(BY STANDARD)

Standard	Activity	Relation
Unifying Concepts and Processes: Evidence, models, and explanation (con't)	CHAPTER 5- WETLANDS AND COASTAL WATERS	
	IT'S TOO SALTY!	2
	SALTY OR FRESH	2
	SPONGY WETLANDS	2
	CRANBERRY BOGS	2
	DOWN BY THE SEA	1
	MARIE DEBRIS	3
	HOW DRY I AM, HOW WET I'LL BE!	1
	GET THE OIL OUT!	2
SIFTING THROUGH THE WETLANDS	1	
Unifying Concepts and Processes: Constancy, change, and measurement	CHAPTER 1-INTRODUCTION TO WATER	
	WHAT SHAPE IS WATER?	3
	THE WATER FREEZE	2
	LET'S WEIGH SNOW	2
	NOW YOU SEE IT, NOW YOU DON'T	2
	HOW BUOYANT!	2
	GREAT BALLS O' WATER!	2
	UP, UP AND AWAY!	2
	WATER GOES UP AND DOWN	1
	RAIN, RAIN GO AWAY	2
	RAIN, RAIN GO AWAY, PART II	1
	DRIP AND DROP'S ADVENTURE	1
	CHAPTER 2 -DRINKING WATER AND WASTE WATER TREATMENT	
	PLANTS NEED TO DRINK TOO!	1
	HUNG UP ON WATER CONSERVATION	1
	CONSERVE EVERY DROP!	1
	FILL IT UP: WATER STORAGE TANKS	2
	CHAPTER 3-SURFACE WATER RESOURCES	
	ICE IS N"ICE"!!	2
	THE WATER WINDOW	1
	COUGHING CATFISH	1
	HAPPY THE FISH	1
	HOW WATER FLOWS: SURFACE RUNOFF	3
	SETTLING IN - SEDIMENTATION	2
	THE TRIP OF DRIP	2
	MUDPUPPY POND	2
	RAIN WATER RUNOFF	2

RELATIONSHIP:

- 3-standard main focus of activity, direct relation to standard
- 2-standard supported or addressed in activity
- 1-standard is part of focus activity

CORRELATION OF NATIONAL SCIENCE STANDARDS TO
WATER SOURCEBOOK (K-2)
(BY STANDARD)

Standard	Activity	Relation
Unifying Concepts and Processes: Constancy, change, and measurement (con't)	CHAPTER 4- GROUNDWATER RESOURCES	
	AWAY IT BLOWS: HOT SPRINGS AND GEYSERS	1
	WHAT'S THE POINT: POINT VS. NONPOINT	1
	SOAK IT UP DOES IT LEAK?	2 1
Unifying Concepts and Processes: Constancy, change, and measurement	CHAPTER 5- WETLANDS AND COASTAL WATERS	
	IT'S TOO SALTY!	2
	SPONGY WETLANDS GET THE OIL OUT!	2 2
Unifying Concepts and Processes: Evolution and equilibrium	CHAPTER 1-INTRODUCTION TO WATER	
	THE WATER FREEZE	1
	GREAT BALLS O' WATER!	1
	UP, UP AND AWAY!	1
	WATER GOES UP AND DOWN	1
	RAIN, RAIN GO AWAY	1
	RAIN, RAIN GO AWAY, PART II	1
	CHAPTER 3-SURFACE WATER RESOURCES	
	COUGHING CATFISH	1
	HAPPY THE FISH	1
	THE TRIP OF DRIP	1
	CHAPTER 5- WETLANDS AND COASTAL WATERS	
	GET THE OIL OUT!	1
Science as Inquiry: develop abilities to do scientific inquiry	CHAPTER 1-INTRODUCTION TO WATER	
	WATER, NOW AND THEN	2
	BEING A HYDROLOGIST	2
	DRINK IT UP!	2
	WHAT SHAPE IS WATER?	3
	THE WATER FREEZE	2
	LET'S WEIGH SNOW	3
	NOW YOU SEE IT, NOW YOU DON'T	3
	HOW BUOYANT!	3
	GREAT BALLS O' WATER!	3
	UP, UP AND AWAY!	3
	WATER GOES UP AND DOWN	1
	RAIN, RAIN GO AWAY	2
	WATER WORKS FOR EVERYONE	1
DO YOU KNOW MY JOB?	1	

RELATIONSHIP:

- 3-standard main focus of activity, direct relation to standard
- 2-standard supported or addressed in activity
- 1-standard is part of focus activity

CORRELATION OF NATIONAL SCIENCE STANDARDS TO
WATER SOURCEBOOK (K-2)
(BY STANDARD)

Standard	Activity	Relation
Science as Inquiry: develop abilities to do scientific inquiry (con't)	CHAPTER 2-DRINKING WATER AND WASTEWATER TREATMENT	
	PLANTS NEED TO DRINK TOO!	1
	HUNG UP ON WATER CONSERVATION	1
	CONSERVE EVERY DROP!	1
	FILL IT UP: WATER STORAGE TANKS	2
	WHAT IS A SEPTIC TANK?	2
	SO MUCH WATER, SO LITTLE TO DRINK	2
	CHAPTER 3-SURFACE WATER RESOURCES	
	ICE IS N"ICE"!!	2
	FLOATING CRITTERS	1
	THE WATER WINDOW	1
	HOW WATER FLOWS: SURFACE RUNOFF	1
	SETTLING IN - SEDIMENTATION	2
	THE TRIP OF DRIP	1
	MUDPUPPY POND	2
	CAN YOUR DAM HOLD WATER?	2
	WATER WORKS FOR US	1
	GRANDMA'S BOAT RIDE	1
	RAIN WATER RUNOFF	2
	CHAPTER 4- GROUNDWATER RESOURCES	
	AWAY IT BLOWS: HOT SPRINGS AND GEYSERS	1
	OH WELL...- HOW WE GET WATER FROM THE GROUND	1
	WHAT'S THE POINT: POINT VS. NONPOINT	2
	SOAK IT UP	3
	GROUNDWATER AND SOIL TYPES	2
	DOES IT LEAK?	2
	HOW LOW CAN YOU GO?: THE WATER TABLE AND AQUIFER	2
	CHAPTER 5- WETLANDS AND COASTAL WATERS	
	IT'S TOO SALTY!	1
	SALTY OR FRESH	1
	WHAT IS WETLAND?	2
	EXPLORING WETLANDS	2
	SPONGY WETLANDS	2
	CRANBERRY BOGS	2
	DOWN BY THE SEA	2
	WETLANDS, SWEET, WETLANDS	2
	A B C's OF THE WETLANDS	2
	MARIE DEBRIS	1
	OCEANS AND PONDS	1
	HOW DRY I AM, HOW WET I'LL BE!	1
	GET THE OIL OUT!	2
	SIFTING THROUGH THE WETLANDS	2

RELATIONSHIP:

- 3-standard main focus of activity, direct relation to standard
- 2-standard supported or addressed in activity
- 1-standard is part of focus activity

CORRELATION OF NATIONAL SCIENCE STANDARDS TO
WATER SOURCEBOOK (K-2)
(BY STANDARD)

Standard	Activity	Relation
Science as Inquiry: Understanding about scientific inquiry	CHAPTER 1- INTRODUCTION TO WATER	
	WHAT SHAPE IS WATER?	2
	THE WATER FREEZE	2
	LET'S WEIGH SNOW	2
	NOW YOU SEE IT, NOW YOU DON'T	2
	HOW BUOYANT!	2
	GREAT BALLS O' WATER!	2
	UP, UP AND AWAY!	2
	RAIN, RAIN GO AWAY	2
	CHAPTER 2- DRINKING WATER AND WASTEWATER TREATMENT	
	FILL IT UP: WATER STORAGE TANKS	2
	CHAPTER 3-SURFACE WATER RESOURCES	
	SETTLING IN - SEDIMENTATION	2
	MUDPUPPY POND	1
	RAIN WATER RUNOFF	2
	CHAPTER 4- GROUNDWATER RESOURCES	
	WHAT'S THE POINT: POINT VS. NONPOINT	1
	SOAK IT UP	2
	GROUNDWATER AND SOIL TYPES	2
	DOES IT LEAK?	1
CHAPTER 5- WETLANDS AND COASTAL WATERS		
GET THE OIL OUT!	2	
SIFTING THROUGH THE WETLANDS	2	
Physical Science: understanding of properties of objects and materials	CHAPTER 1- INTRODUCTION TO WATER	
	WHAT SHAPE IS WATER?	1
	THE WATER FREEZE	3
	LET'S WEIGH SNOW	2
	NOW YOU SEE IT, NOW YOU DON'T	3
	HOW BUOYANT!	2
	GREAT BALLS O' WATER!	3
	UP, UP AND AWAY!	3
	RAIN, RAIN GO AWAY	2
	CHAPTER 2- DRINKING WATER AND WASTEWATER TREATMENT	
	FILL IT UP: WATER STORAGE TANKS	1
	CHAPTER 3-SURFACE WATER RESOURCES	
	THE TRIP OF DRIP	1
	RAIN WATER RUNOFF	2

RELATIONSHIP:

- 3-standard main focus of activity, direct relation to standard
- 2-standard supported or addressed in activity
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CORRELATION OF NATIONAL SCIENCE STANDARDS TO
WATER SOURCEBOOK (K-2)
(BY STANDARD)

Standard	Activity	Relation
Physical Science: understanding of properties of objects and materials (con't)	CHAPTER 4- GROUNDWATER RESOURCES	
	AWAY IT BLOWS: HOT SPRINGS AND GEYSERS	1
	SOAK IT UP	2
	GROUNDWATER AND SOIL TYPES	1
	THE BAD GUY VS. THE GOOD GUYS	2
	CHAPTER 5- WETLANDS AND COASTAL WATERS	
	IT'S TOO SALTY!	2
	GET THE OIL OUT!	2
SIFTING THROUGH THE WETLANDS	2	
Physical Science: understanding of position and motion of objects	CHAPTER 3- SURFACE WATER RESOURCES	
	RAIN WATER RUNOFF	2
Physical Science: Light, heat, electricity, and magnetism	CHAPTER 1- INTRODUCTION TO WATER	
	THE WATER FREEZE	1
	LET'S WEIGH SNOW	1
Physical Science: understanding of light, heat, electricity, and magnetism	CHAPTER 1- INTRODUCTION TO WATER	
	RAIN, RAIN GO AWAY	1
	CHAPTER 3-SURFACE WATER RESOURCES	
	WATER WORKS FOR US	3
Life Science: understanding the characteristics of organisms	CHAPTER 2- DRINKING WATER AND WASTEWATER TREATMENT	
	PLANTS NEED TO DRINK TOO!	2
	CHAPTER 3-SURFACE WATER RESOURCES	
	FLOATING CRITTERS	3
	CHAPTER 5- WETLANDS AND COASTAL WATERS	
	WHAT IS WETLAND?	2
	EXPLORING WETLANDS	2
	WETLANDS, SWEET, WETLANDS	2
	A B C's OF THE WETLANDS	2
	OCEANS AND PONDS	2
HOW DRY I AM, HOW WET I'LL BE!	1	
Life Science: understanding organisms and environments	CHAPTER 2- DRINKING WATER AND WASTEWATER TREATMENT	
	PLANTS NEED TO DRINK TOO!	2
	CHAPTER 3-SURFACE WATER RESOURCES	
	FLOATING CRITTERS	3
	COUGHING CATFISH	2
	HAPPY THE FISH	2
	MUDPUPPY POND	3
	CAN YOUR DAM HOLD WATER?	3

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CORRELATION OF NATIONAL SCIENCE STANDARDS TO
WATER SOURCEBOOK (K-2)
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Standard	Activity	Relation
Life Science: understanding organisms and environments (con't)	CHAPTER 5- WETLANDS AND COASTAL WATERS	
	WHAT IS WETLAND?	2
	EXPLORING WETLANDS	2
	CRANBERRY BOGS	2
	WETLANDS, SWEET, WETLANDS	2
	A B C's OF THE WETLANDS	2
	"BAY" WATCH: (BY THE BAY)	3
	OCEANS AND PONDS	1
HOW DRY I AM, HOW WET I'LL BE!	1	
Earth and Space Science: understanding of properties of earth materials	CHAPTER 1- INTRODUCTION TO WATER	
	BEING A HYDROLOGIST	1
	DRINK IT UP!	2
	WHAT SHAPE IS WATER?	2
	THE WATER FREEZE	2
	LET'S WEIGH SNOW	2
	GREAT BALLS O' WATER!	3
	UP, UP AND AWAY!	2
	WATER GOES UP AND DOWN	2
	RAIN, RAIN GO AWAY	2
	RAIN, RAIN GO AWAY, PART II	1
	CHAPTER 2- DRINKING WATER AND WASTEWATER TREATMENT	
	SO MUCH WATER, SO LITTLE TO DRINK	3
	CHAPTER 3-SURFACE WATER RESOURCES	
	ICE IS N"ICE"!!	3
	HOW WATER FLOWS: SURFACE RUNOFF	3
	SETTLING IN - SEDIMENTATION	2
	THE TRIP OF DRIP	1
	RAIN WATER RUNOFF	3
	CHAPTER 4-GROUNDWATER RESOURCES	
	AWAY IT BLOWS: HOT SPRINGS AND GEYSERS	2
	OH WELL...- HOW WE GET WATER FROM THE GROUND	2
	WHAT'S THE POINT: POINT VS. NONPOINT	1
GROUNDWATER AND SOIL TYPES	3	
DOES IT LEAK?	1	
HOW LOW CAN YOU GO?: THE WATER TABLE AND AQUIFER	2	

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CORRELATION OF NATIONAL SCIENCE STANDARDS TO
WATER SOURCEBOOK (K-2)
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Standard	Activity	Relation
Earth and Space Science: understanding of properties of earth materials (con't)	CHAPTER 5- WETLANDS AND COASTAL WATERS	
	IT'S TOO SALTY!	1
	SALTY OR FRESH	2
	SPONGY WETLANDS	2
	CRANBERRY BOGS	3
	DOWN BY THE SEA	2
	OCEANS AND PONDS	3
	SIFTING THROUGH THE WETLANDS	1
Earth and Space Science: understanding of changes in earth and sky	CHAPTER 1- INTRODUCTION TO WATER	
	WATER GOES UP AND DOWN	2
	RAIN, RAIN GO AWAY	2
	RAIN, RAIN GO AWAY, PART II	2
	CHAPTER 2- DRINKING WATER AND WASTEWATER TREATMENT	
	SO MUCH WATER, SO LITTLE TO DRINK	1
	CHAPTER 3-SURFACE WATER RESOURCES	
	ICE IS N"ICE"!!	1
	HOW WATER FLOWS: SURFACE RUNOFF	
		3
	THE TRIP OF DRIP	1
	RAIN WATER RUNOFF	3
	CHAPTER 4-GROUNDWATER RESOURCES	
	AWAY IT BLOWS: HOT SPRINGS AND GEYSERS	3
	OH WELL...- HOW WE GET WATER FROM THE GROUND	1
	GROUNDWATER AND SOIL TYPES	1
	HOW LOW CAN YOU GO?: THE WATER TABLE AND AQUIFER	3
	CHAPTER 5- WETLANDS AND COASTAL WATERS	
	DOWN BY THE SEA	2
	HOW DRY I AM, HOW WET I'LL BE!	3
SIFTING THROUGH THE WETLANDS	2	
Earth and Space Science: develop an understanding of structure of the earth system	CHAPTER 3-SURFACE WATER RESOURCES	
	COUGHING CATFISH	2
	HAPPY THE FISH	2
Science and Technology: develop abilities of technological design	CHAPTER 2- DRINKING WATER AND WASTEWATER TREATMENT	
	WHAT IS A SEPTIC TANK?	1
	CHAPTER 3-SURFACE WATER RESOURCES	
	WATER WORKS FOR US	1

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Standard	Activity	Relation
Science and Technology: develop abilities of technological design (con't)	CHAPTER 4-GROUNDWATER RESOURCES	
	OH WELL...- HOW WE GET WATER FROM THE GROUND	1
	DOES IT LEAK?	1
	CHAPTER 5- WETLANDS AND COASTAL WATERS	
	IT'S TOO SALTY!	2
	DOWN BY THE SEA	2
Science and Technology: develop understanding about science and technology	CHAPTER 2- DRINKING WATER AND WASTEWATER TREATMENT	
	WHAT IS A SEPTIC TANK?	1
	CHAPTER 3-SURFACE WATER RESOURCES	
	WATER WORKS FOR US	1
	CHAPTER 4-GROUNDWATER RESOURCES	
	OH WELL...- HOW WE GET WATER FROM THE GROUND	1
Science and Technology: develop abilities to distinguish between natural objects and objects made by humans	CHAPTER 5- WETLANDS AND COASTAL WATERS	
	IT'S TOO SALTY!	1
	CHAPTER 1- INTRODUCTION TO WATER	
	HOW BUOYANT!	1
	CHAPTER 3-SURFACE WATER RESOURCES	
	COUGHING CATFISH	2
	HAPPY THE FISH	2
	MUDPUPPY POND	1
	GRANDMA'S BOAT RIDE	2
	CHAPTER 4-GROUNDWATER RESOURCES	
WHAT'S THE POINT: POINT VS. NONPOINT	2	
Science in Personal and Social Perspectives: develop understanding of personal health	CHAPTER 5- WETLANDS AND COASTAL WATERS	
	MARIE DEBRIS	1
	CHAPTER 1- INTRODUCTION TO WATER	
	EXTRA, EXTRA READ ALL ABOUT IT	1
WATER IS VERY SPECIAL	1	
BEING A HYDROLOGIST	3	
DRINK IT UP!	3	

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CORRELATION OF NATIONAL SCIENCE STANDARDS TO
WATER SOURCEBOOK (K-2)
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Standard	Activity	Relation
Science in Personal and Social Perspectives: develop understanding of personal health (con't)	CHAPTER 2- DRINKING WATER AND WASTEWATER TREATMENT	
	HUNG UP ON WATER CONSERVATION	1
	CONSERVE EVERY DROP!	1
	WATERVILLE, U.S.A.	1
	WHAT IS A SEPTIC TANK?	1
	CHAPTER 3-SURFACE WATER RESOURCES	
	THE WATER WINDOW	1
Science in Personal and Social Perspectives: understanding of characteristics and changes in populations	CHAPTER 4-GROUNDWATER RESOURCES	
	THE BAD GUY VS. THE GOOD GUYS	2
	CHAPTER 1- INTRODUCTION TO WATER	
Science in Personal and Social Perspectives: understanding of types of resources	WATER, NOW AND THEN	2
	CHAPTER 2- DRINKING WATER AND WASTEWATER TREATMENT	
	HUNG UP ON WATER CONSERVATION	2
	CONSERVE EVERY DROP!	2
	WATERVILLE, U.S.A.	1
CHAPTER 3-SURFACE WATER RESOURCES		
THE WATER WINDOW	2	
Science in Personal and Social Perspectives: understanding of types of resources	CHAPTER 1- INTRODUCTION TO WATER	
	WATER, NOW AND THEN	1
	EXTRA, EXTRA READ ALL ABOUT IT	1
	WATER IS VERY SPECIAL	1
	BEING A HYDROLOGIST	2
	DRINK IT UP!	2
	UP, UP AND AWAY!	1
	WATER GOES UP AND DOWN	1
	RAIN, RAIN GO AWAY	1
	RAIN, RAIN GO AWAY, PART II	1
	DRIP AND DROP'S ADVENTURE	1
	WATER WORKS FOR EVERYONE	2
	DO YOU KNOW MY JOB?	2
	CHAPTER 2- DRINKING WATER AND WASTEWATER TREATMENT	
	HUNG UP ON WATER CONSERVATION	2
	CONSERVE EVERY DROP!	2
	WATERVILLE, U.S.A.	2
FILL IT UP: WATER STORAGE TANKS	1	

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CORRELATION OF NATIONAL SCIENCE STANDARDS TO
WATER SOURCEBOOK (K-2)
(BY STANDARD)

Standard	Activity	Relation
Science in Personal and Social Perspectives: understanding of types of resources (con't)	CHAPTER 3-SURFACE WATER RESOURCES	
	THE WATER WINDOW	2
	COUGHING CATFISH	1
	HAPPY THE FISH	1
	THE TRIP OF DRIP	2
	MUDPUPPY POND	2
	CHAPTER 4-GROUNDWATER RESOURCES	
	IT'S TIME TO CONSERVE	2
	WHAT'S THE POINT: POINT VS. NONPOINT	
		2
Science in Personal and Social Perspectives: understanding of changes in environments	CHAPTER 1- INTRODUCTION TO WATER	
	WATER, NOW AND THEN	1
	DRIP AND DROP'S ADVENTURE	2
	HUNG UP ON WATER CONSERVATION	3
	CHAPTER 2- DRINKING WATER AND WASTEWATER TREATMENT	
	CONSERVE EVERY DROP!	3
	CHAPTER 3-SURFACE WATER RESOURCES	
	THE WATER WINDOW	3
	COUGHING CATFISH	2
	HAPPY THE FISH	2
	THE TRIP OF DRIP	3
	MUDPUPPY POND	3
	RAIN WATER RUNOFF	3
	CHAPTER 4-GROUNDWATER RESOURCES	
	IT'S TIME TO CONSERVE	2
	CHAPTER 5-WETLANDS AND COASTAL WATERS	
	SPONGY WETLANDS	2
DOWN BY THE SEA	1	
MARIE DEBRIS	1	
Science in Personal and Social Perspectives: understanding of science and technology in local challenges	CHAPTER 1- INTRODUCTION TO WATER	
	DRIP AND DROP'S ADVENTURE	1
	WATER WORKS FOR EVERYONE	1
	DO YOU KNOW MY JOB?	1
	CHAPTER 2- DRINKING WATER AND WASTEWATER TREATMENT	
	WATERVILLE, U.S.A.	1
	FILL IT UP: WATER STORAGE TANKS	2
	WHAT IS A SEPTIC TANK?	1

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CORRELATION OF NATIONAL SCIENCE STANDARDS TO
WATER SOURCEBOOK (K-2)
(BY STANDARD)

Standard	Activity	Relation
Science in Personal and Social Perspectives: understanding of science and technology in local challenges (con't)	CHAPTER 3-SURFACE WATER RESOURCES	
	THE TRIP OF DRIP	1
	WATER WORKS FOR US	1
	GRANDMA'S BOAT RIDE	1
	CHAPTER 4-GROUNDWATER RESOURCES	
	OH WELL...- HOW WE GET WATER FROM THE GROUND	1
	WHAT'S THE POINT: POINT VS. NONPOINT	3
	DOES IT LEAK?	3
	CHAPTER 5-WETLANDS AND COASTAL WATERS	
	IT'S TOO SALTY!	1
SPONGY WETLANDS	3	
DOWN BY THE SEA	2	
History and Nature of Science: understanding of science as a human endeavor	CHAPTER 1- INTRODUCTION TO WATER	
	BEING A HYDROLOGIST	1
	WATER WORKS FOR EVERYONE	2
	DO YOU KNOW MY JOB?	2
	CHAPTER 2- DRINKING WATER AND WASTEWATER TREATMENT	
	HUNG UP ON WATER CONSERVATION	1
	CONSERVE EVERY DROP!	1
	WATERVILLE, U.S.A.	2
	WHAT IS A SEPTIC TANK?	1
	CHAPTER 3-SURFACE WATER RESOURCES	
	THE WATER WINDOW	1
	COUGHING CATFISH	1
	HAPPY THE FISH	1
	SETTLING IN - SEDIMENTATION	2
	WATER WORKS FOR US	1
	CHAPTER 4-GROUNDWATER RESOURCES	
	IT'S TIME TO CONSERVE	1
	OH WELL...- HOW WE GET WATER FROM THE GROUND	1
WHAT'S THE POINT: POINT VS. NONPOINT	1	
DOES IT LEAK?	1	

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CORRELATION OF NATIONAL SCIENCE STANDARDS TO
WATER SOURCEBOOK (K-2)
(BY ACTIVITY)

Activity	Standard Name	Relation
CHAPTER 1-INTRODUCTION TO WATER		
WATER, NOW AND THEN	Science as Inquiry: develop abilities to do scientific inquiry	2
	Science in Personal and Social Perspectives: understanding of characteristics and changes in populations	2
	Science in Personal and Social Perspectives: understanding of types of resources	1
	Science in Personal and Social Perspectives: understanding of changes in environments	1
EXTRA, EXTRA READ ALL ABOUT IT	Science in Personal and Social Perspectives: develop understanding of personal health	1
	Science in Personal and Social Perspectives: understanding of types of resources	1
WATER IS VERY SPECIAL	Science in Personal and Social Perspectives: develop understanding of personal health	1
	Science in Personal and Social Perspectives: understanding of types of resources	1
BEING A HYDROLOGIST	Science as Inquiry: develop abilities to do scientific inquiry	2
	Earth and Space Science: understanding of properties of earth materials	1
	Science in Personal and Social Perspectives: develop understanding of personal health	3
	Science in Personal and Social Perspectives: understanding of types of resources	2
	History and Nature of Science: understanding of science as a human endeavor	1
DRINK IT UP!	Science as Inquiry: develop abilities to do scientific inquiry	2
	Earth and Space Science: understanding of properties of earth materials	2
	Science in Personal and Social Perspectives: develop understanding of personal health	3
	Science in Personal and Social Perspectives: understanding of types of resources	2
WHAT SHAPE IS WATER?	Unifying Concepts and Processes: Evidence, models, and explanation	2
	Unifying Concepts and Processes: Constancy, change, and measurement	3
	Science as Inquiry: develop abilities to do scientific inquiry	3
	Science as Inquiry: Understanding about scientific inquiry	2
	Physical Science: understanding of properties of objects and materials	1
	Earth and Space Science: understanding of properties of earth materials	2

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CORRELATION OF NATIONAL SCIENCE STANDARDS TO
WATER SOURCEBOOK (K-2)
(BY ACTIVITY)

Activity	Standard Name	Relation
THE WATER FREEZE	Unifying Concepts and Processes: Evidence, models, and explanation	2
	Unifying Concepts and Processes: Constancy, change, and measurement	2
	Unifying Concepts and Processes: Evolution and equilibrium	1
	Science as Inquiry: develop abilities to do scientific inquiry	2
	Science as Inquiry: Understanding about scientific inquiry	2
	Physical Science: understanding of properties of objects and materials	3
	Physical Science: Light, heat, electricity, and magnetism	1
LET'S WEIGH SNOW	Earth and Space Science: understanding of properties of earth materials	2
	Unifying Concepts and Processes: Constancy, change, and measurement	2
	Science as Inquiry: develop abilities to do scientific inquiry	3
	Science as Inquiry: Understanding about scientific inquiry	2
	Physical Science: understanding of properties of objects and materials	2
	Physical Science: Light, heat, electricity, and magnetism	1
	Earth and Space Science: understanding of properties of earth materials	2
NOW YOU SEE IT, NOW YOU DON'T	Unifying Concepts and Processes: Evidence, models, and explanation	2
	Unifying Concepts and Processes: Constancy, change, and measurement	2
	Science as Inquiry: develop abilities to do scientific inquiry	3
	Science as Inquiry: Understanding about scientific inquiry	2
	Physical Science: understanding of properties of objects and materials	3
HOW BUOYANT!	Unifying Concepts and Processes: Evidence, models, and explanation	2
	Unifying Concepts and Processes: Constancy, change, and measurement	2
	Science as Inquiry: develop abilities to do scientific inquiry	3
	Science as Inquiry: Understanding about scientific inquiry	2
	Physical Science: understanding of properties of objects and materials	2
	Science and Technology: develop abilities to distinguish between natural objects and objects made by humans	1

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CORRELATION OF NATIONAL SCIENCE STANDARDS TO
WATER SOURCEBOOK (K-2)
(BY ACTIVITY)

Activity	Standard Name	Relation
GREAT BALLS O' WATER!	Unifying Concepts and Processes: Evidence, models, and explanation	2
	Unifying Concepts and Processes: Constancy, change, and measurement	2
	Unifying Concepts and Processes: Evolution and equilibrium	1
	Science as Inquiry: develop abilities to do scientific inquiry	3
	Science as Inquiry: Understanding about scientific inquiry	2
	Physical Science: understanding of properties of objects and materials	3
	Earth and Space Science: understanding of properties of earth materials	3
UP, UP AND AWAY!	Unifying Concepts and Processes: Evidence, models, and explanation	2
	Unifying Concepts and Processes: Constancy, change, and measurement	2
	Unifying Concepts and Processes: Evolution and equilibrium	1
	Science as Inquiry: develop abilities to do scientific inquiry	3
	Science as Inquiry: Understanding about scientific inquiry	2
	Physical Science: understanding of properties of objects and materials	3
	Earth and Space Science: understanding of properties of earth materials	2
Science in Personal and Social Perspectives: understanding of types of resources	1	
WATER GOES UP AND DOWN	Unifying Concepts and Processes: Systems, order, and organization	3
	Unifying Concepts and Processes: Evidence, models, and explanation	2
	Unifying Concepts and Processes: Constancy, change, and measurement	1
	Unifying Concepts and Processes: Evolution and equilibrium	1
	Science as Inquiry: develop abilities to do scientific inquiry	1
	Earth and Space Science: understanding of properties of earth materials	2
	Earth and Space Science: understanding of changes in earth and sky	2
Science in Personal and Social Perspectives: understanding of types of resources	1	
RAIN, RAIN GO AWAY	Unifying Concepts and Processes: Systems, order, and organization	3
	Unifying Concepts and Processes: Evidence, models, and explanation	2
	Unifying Concepts and Processes: Constancy, change, and measurement	2
	Unifying Concepts and Processes: Evolution and equilibrium	1
	Science as Inquiry: develop abilities to do scientific inquiry	2

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CORRELATION OF NATIONAL SCIENCE STANDARDS TO
WATER SOURCEBOOK (K-2)
(BY ACTIVITY)

Activity	Standard Name	Relation
RAIN, RAIN GO AWAY (con't)	Science as Inquiry: Understanding about scientific inquiry	2
	Physical Science: understanding of properties of objects and materials	2
	Physical Science: understanding of light, heat, electricity, and magnetism	1
	Earth and Space Science: understanding of properties of earth materials	2
	Earth and Space Science: understanding of changes in earth and sky	2
	Science in Personal and Social Perspectives: understanding of types of resources	1
RAIN, RAIN GO AWAY, PART II	Unifying Concepts and Processes: Systems, order, and organization	3
	Unifying Concepts and Processes: Evidence, models, and explanation	2
	Unifying Concepts and Processes: Constancy, change, and measurement	1
	Unifying Concepts and Processes: Evolution and equilibrium	1
	Earth and Space Science: understanding of properties of earth materials	1
	Earth and Space Science: understanding of changes in earth and sky	2
DRIP AND DROP'S ADVENTURE	Science in Personal and Social Perspectives: understanding of types of resources	1
	Unifying Concepts and Processes: Constancy, change, and measurement	1
	Science in Personal and Social Perspectives: understanding of changes in environments	1
	Science in Personal and Social Perspectives: understanding of science and technology in local challenges	2
	Science in Personal and Social Perspectives: understanding of science and technology in local challenges	1
	Science in Personal and Social Perspectives: understanding of science and technology in local challenges	1
WATER WORKS FOR EVERYONE	Science as Inquiry: develop abilities to do scientific inquiry	1
	Science in Personal and Social Perspectives: understanding of types of resources	2
	Science in Personal and Social Perspectives: understanding of science and technology in local challenges	1
	History and Nature of Science: understanding of science as a human endeavor	2
DO YOU KNOW MY JOB?	Science as Inquiry: develop abilities to do scientific inquiry	1
	Science in Personal and Social Perspectives: understanding of types of resources	2
	Science in Personal and Social Perspectives: understanding of science and technology in local challenges	1
	History and Nature of Science: understanding of science as a human endeavor	2

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CORRELATION OF NATIONAL SCIENCE STANDARDS TO
WATER SOURCEBOOK (K-2)
(BY ACTIVITY)

Activity	Standard Name	Relation
CHAPTER 2- DRINKING WATER AND WASTEWATER TREATMENT		
PLANTS NEED TO DRINK TOO!	Unifying Concepts and Processes: Systems, order, and organization	1
	Unifying Concepts and Processes: Evidence, models, and explanation	2
	Unifying Concepts and Processes: Constancy, change, and measurement	1
	Science as Inquiry: develop abilities to do scientific inquiry	1
	Life Science: understanding the characteristics of organisms	2
	Life Science: understanding organisms and environments	2
HUNG UP ON WATER CONSERVATION	Unifying Concepts and Processes: Systems, order, and organization	1
	Unifying Concepts and Processes: Evidence, models, and explanation	1
	Unifying Concepts and Processes: Constancy, change, and measurement	1
	Science as Inquiry: develop abilities to do scientific inquiry	1
	Science in Personal and Social Perspectives: develop understanding of personal health	1
	Science in Personal and Social Perspectives: understanding of characteristics and changes in populations	2
	Science in Personal and Social Perspectives: understanding of types of resources	2
	Science in Personal and Social Perspectives: understanding of changes in environments	3
	History and Nature of Science: understanding of science as a human endeavor	1
CONSERVE EVERY DROP!	Unifying Concepts and Processes: Systems, order, and organization	1
	Unifying Concepts and Processes: Evidence, models, and explanation	1
	Unifying Concepts and Processes: Constancy, change, and measurement	1
	Science as Inquiry: develop abilities to do scientific inquiry	1
	Science in Personal and Social Perspectives: develop understanding of personal health	1
	Science in Personal and Social Perspectives: understanding of characteristics and changes in populations	2
	Science in Personal and Social Perspectives: understanding of types of resources	2
	Science in Personal and Social Perspectives: understanding of changes in environments	3
	History and Nature of Science: understanding of science as a human endeavor	1

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CORRELATION OF NATIONAL SCIENCE STANDARDS TO
WATER SOURCEBOOK (K-2)
(BY ACTIVITY)

Activity	Standard Name	Relation
WATERVILLE, U.S.A.	Unifying Concepts and Processes: Systems, order, and organization	1
	Science in Personal and Social Perspectives: develop understanding of personal health	1
	Science in Personal and Social Perspectives: understanding of characteristics and changes in populations	1
	Science in Personal and Social Perspectives: understanding of types of resources	2
	Science in Personal and Social Perspectives: understanding of science and technology in local challenges	1
	History and Nature of Science: understanding of science as a human endeavor	2
FILL IT UP: WATER STORAGE TANKS	Unifying Concepts and Processes: Evidence, models, and explanation	2
	Unifying Concepts and Processes: Constancy, change, and measurement	2
	Science as Inquiry: develop abilities to do scientific inquiry	2
	Science as Inquiry: Understanding about scientific inquiry	2
	Physical Science: understanding of properties of objects and materials	1
	Science in Personal and Social Perspectives: understanding of types of resources	1
WHAT IS A SEPTIC TANK?	Science in Personal and Social Perspectives: understanding of science and technology in local challenges	2
	Unifying Concepts and Processes: Systems, order, and organization	1
	Unifying Concepts and Processes: Evidence, models, and explanation	3
	Science as Inquiry: develop abilities to do scientific inquiry	2
	Science and Technology: develop abilities of technological design	1
	Science and Technology: develop understanding about science and technology	1
	Science in Personal and Social Perspectives: develop understanding of personal health	1
	Science in Personal and Social Perspectives: understanding of science and technology in local challenges	1
	History and Nature of Science: understanding of science as a human endeavor	1
	SO MUCH WATER, SO LITTLE TO DRINK	Unifying Concepts and Processes: Systems, order, and organization
Unifying Concepts and Processes: Evidence, models, and explanation		2
Science as Inquiry: develop abilities to do scientific inquiry		2
Earth and Space Science: understanding of properties of earth materials		3
Earth and Space Science: understanding of changes in earth and sky		1

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CORRELATION OF NATIONAL SCIENCE STANDARDS TO
WATER SOURCEBOOK (K-2)
(BY ACTIVITY)

Activity	Standard Name	Relation
CHAPTER 3 - SURFACE WATER RESOURCES		
ICE IS N"ICE"!!!	Unifying Concepts and Processes: Evidence, models, and explanation	3
	Unifying Concepts and Processes: Constancy, change, and measurement	2
	Science as Inquiry: develop abilities to do scientific inquiry	2
	Physical Science: understanding of properties of objects and materials	1
	Earth and Space Science: understanding of properties of earth materials	3
	Earth and Space Science: understanding of changes in earth and sky	1
FLOATING CRITTERS	Unifying Concepts and Processes: Evidence, models, and explanation	2
	Science as Inquiry: develop abilities to do scientific inquiry	1
	Life Science: understanding the characteristics of organisms	3
	Life Science: understanding organisms and environments	3
THE WATER WINDOW	Unifying Concepts and Processes: Systems, order, and organization	1
	Unifying Concepts and Processes: Constancy, change, and measurement	1
	Science as Inquiry: develop abilities to do scientific inquiry	1
	Science in Personal and Social Perspectives: develop understanding of personal health	1
	Science in Personal and Social Perspectives: understanding of characteristics and changes in populations	2
	Science in Personal and Social Perspectives: understanding of types of resources	2
	Science in Personal and Social Perspectives: understanding of changes in environments	3
	History and Nature of Science: understanding of science as a human endeavor	1
COUGHING CATFISH	Unifying Concepts and Processes: Systems, order, and organization	1
	Unifying Concepts and Processes: Constancy, change, and measurement	1
	Unifying Concepts and Processes: Evolution and equilibrium	1
	Life Science: understanding organisms and environments	2
	Earth and Space Science: develop an understanding of structure of the earth system	2
	Science and Technology: develop abilities to distinguish between natural objects and objects made by humans	2
	Science in Personal and Social Perspectives: understanding of types of resources	1
	Science in Personal and Social Perspectives: understanding of changes in environments	2
	History and Nature of Science: understanding of science as a human endeavor	1

Relationship:

3-standard main focus of activity, direct relation to standard

2-standard supported or addressed in activity

1-standard is part of focus of activity

CORRELATION OF NATIONAL SCIENCE STANDARDS TO
WATER SOURCEBOOK (K-2)
(BY ACTIVITY)

Activity	Standard Name	Relation
HAPPY THE FISH	Unifying Concepts and Processes: Systems, order, and organization	1
	Unifying Concepts and Processes: Constancy, change, and measurement	1
	Unifying Concepts and Processes: Evolution and equilibrium	1
	Life Science: understanding organisms and environments	2
	Earth and Space Science: develop an understanding of structure of the earth system	2
	Science and Technology: develop abilities to distinguish between natural objects and objects made by humans	2
	Science in Personal and Social Perspectives: understanding of types of resources	1
	Science in Personal and Social Perspectives: understanding of changes in environments	2
	History and Nature of Science: understanding of science as a human endeavor	1
HOW WATER FLOWS: SURFACE RUNOFF	Unifying Concepts and Processes: Systems, order, and organization	1
	Unifying Concepts and Processes: Evidence, models, and explanation	2
	Unifying Concepts and Processes: Constancy, change, and measurement	3
	Science as Inquiry: develop abilities to do scientific inquiry	1
	Earth and Space Science: understanding of properties of earth materials	3
	Earth and Space Science: understanding of changes in earth and sky	3
SETTLING IN - SEDIMENTATION	Unifying Concepts and Processes: Evidence, models, and explanation	2
	Unifying Concepts and Processes: Constancy, change, and measurement	2
	Science as Inquiry: develop abilities to do scientific inquiry	2
	Science as Inquiry: Understanding about scientific inquiry	2
	Earth and Space Science: understanding of properties of earth materials	2
	History and Nature of Science: understanding of science as a human endeavor	2

Relationship:

3-standard main focus of activity, direct relation to standard

2-standard supported or addressed in activity

1-standard is part of focus of activity

CORRELATION OF NATIONAL SCIENCE STANDARDS TO
WATER SOURCEBOOK (K-2)
(BY ACTIVITY)

Activity	Standard Name	Relation
THE TRIP OF DRIP	Unifying Concepts and Processes: Systems, order, and organization	1
	Unifying Concepts and Processes: Constancy, change, and measurement	2
	Unifying Concepts and Processes: Evolution and equilibrium	1
	Science as Inquiry: develop abilities to do scientific inquiry	1
	Physical Science: understanding of properties of objects and materials	1
	Earth and Space Science: understanding of properties of earth materials	1
	Earth and Space Science: understanding of changes in earth and sky	1
	Science in Personal and Social Perspectives: understanding of types of resources	2
	Science in Personal and Social Perspectives: understanding of changes in environments	3
	Science in Personal and Social Perspectives: understanding of science and technology in local challenges	1
THE LITTLE GOLD FISH	(No correlation in Science Standards)	
MUDPUPPY POND	Unifying Concepts and Processes: Systems, order, and organization	3
	Unifying Concepts and Processes: Evidence, models, and explanation	2
	Unifying Concepts and Processes: Constancy, change, and measurement	2
	Science as Inquiry: develop abilities to do scientific inquiry	2
	Science as Inquiry: Understanding about scientific inquiry	1
	Life Science: understanding organisms and environments	3
	Science and Technology: develop abilities to distinguish between natural objects and objects made by humans	1
	Science in Personal and Social Perspectives: understanding of types of resources	2
	Science in Personal and Social Perspectives: understanding of changes in environments	3
CAN YOUR DAM HOLD WATER?	Unifying Concepts and Processes: Systems, order, and organization	1
	Unifying Concepts and Processes: Evidence, models, and explanation	2
	Science as Inquiry: develop abilities to do scientific inquiry	2
	Life Science: understanding organisms and environments	3

Relationship:

3-standard main focus of activity, direct relation to standard

2-standard supported or addressed in activity

1-standard is part of focus of activity

CORRELATION OF NATIONAL SCIENCE STANDARDS TO
WATER SOURCEBOOK (K-2)
(BY ACTIVITY)

Activity	Standard Name	Relation
WATER WORKS FOR US	Unifying Concepts and Processes: Systems, order, and organization	1
	Unifying Concepts and Processes: Evidence, models, and explanation	2
	Science as Inquiry: develop abilities to do scientific inquiry	1
	Physical Science: understanding of light, heat, electricity, and magnetism	3
	Science and Technology: develop abilities of technological design	1
	Science and Technology: develop understanding about science and technology	1
	Science in Personal and Social Perspectives: understanding of science and technology in local challenges	1
	History and Nature of Science: understanding of science as a human endeavor	1
WATER FUN FOR EVERYONE	(No correlation in Science Standards)	
DON'T BOAT WITHOUT A FLOAT	(No correlation in Science Standards)	
GRANDMA'S BOAT RIDE	Unifying Concepts and Processes: Evidence, models, and explanation	1
	Science as Inquiry: develop abilities to do scientific inquiry	1
	Science and Technology: develop abilities to distinguish between natural objects and objects made by humans	2
	Science in Personal and Social Perspectives: understanding of science and technology in local challenges	1
RAIN WATER RUNOFF	Unifying Concepts and Processes: Systems, order, and organization	2
	Unifying Concepts and Processes: Evidence, models, and explanation	2
	Unifying Concepts and Processes: Constancy, change, and measurement	2
	Science as Inquiry: develop abilities to do scientific inquiry	2
	Science as Inquiry: Understanding about scientific inquiry	2
	Physical Science: understanding of properties of objects and materials	2
	Physical Science: understanding of position and motion of objects	2
	Earth and Space Science: understanding of properties of earth materials	3
	Earth and Space Science: understanding of changes in earth and sky	3
	Science in Personal and Social Perspectives: understanding of changes in environments	3

Relationship:

3-standard main focus of activity, direct relation to standard

2-standard supported or addressed in activity

1-standard is part of focus of activity

CORRELATION OF NATIONAL SCIENCE STANDARDS TO
WATER SOURCEBOOK (K-2)
(BY ACTIVITY)

Activity	Standard Name	Relation
CHAPTER 4- GROUNDWATER RESOURCES		
WATER HERE AND THERE	(No correlation in Science Standards)	
IT'S TIME TO CONSERVE	Science in Personal and Social Perspectives: understanding of types of resources	2
	Science in Personal and Social Perspectives: understanding of changes in environments	2
	History and Nature of Science: understanding of science as a human endeavor	1
AWAY IT BLOWS: HOT SPRINGS AND GEYSERS	Unifying Concepts and Processes: Evidence, models, and explanation	2
	Unifying Concepts and Processes: Constancy, change, and measurement	1
	Science as Inquiry: develop abilities to do scientific inquiry	1
	Physical Science: understanding of properties of objects and materials	1
	Earth and Space Science: understanding of properties of earth materials	2
	Earth and Space Science: understanding of changes in earth and sky	3
OH WELL-.HOW WE GET WATER FROM THE GROUND	Unifying Concepts and Processes: Evidence, models, and explanation	2
	Science as Inquiry: develop abilities to do scientific inquiry	1
	Earth and Space Science: understanding of properties of earth materials	2
	Earth and Space Science: understanding of changes in earth and sky	1
	Science and Technology: develop abilities of technological design	1
	Science and Technology: develop understanding about science and technology	1
	Science in Personal and Social Perspectives: understanding of science and technology in local challenges	1
	History and Nature of Science: understanding of science as a human endeavor	1
WHAT'S THE POINT: POINT VS. NONPOINT	Unifying Concepts and Processes: Systems, order, and organization	1
	Unifying Concepts and Processes: Evidence, models, and explanation	2
	Unifying Concepts and Processes: Constancy, change, and measurement	1
	Science as Inquiry: develop abilities to do scientific inquiry	2
	Science as Inquiry: Understanding about scientific inquiry	1
	Earth and Space Science: understanding of properties of earth materials	1

Relationship:

3-standard main focus of activity, direct relation to standard

2-standard supported or addressed in activity

1-standard is part of focus of activity

CORRELATION OF NATIONAL SCIENCE STANDARDS TO
WATER SOURCEBOOK (K-2)
(BY ACTIVITY)

Activity	Standard Name	Relation
WHAT'S THE POINT: POINT VS. NONPOINT (con't)	Science and Technology: develop abilities to distinguish between natural objects and objects made by humans	2
	Science in Personal and Social Perspectives: understanding of types of resources	2
	Science in Personal and Social Perspectives: understanding of science and technology in local challenges	3
	History and Nature of Science: understanding of science as a human endeavor	1
SOAK IT UP	Unifying Concepts and Processes: Evidence, models, and explanation	2
	Unifying Concepts and Processes: Constancy, change, and measurement	2
	Science as Inquiry: develop abilities to do scientific inquiry	3
	Science as Inquiry: Understanding about scientific inquiry	2
	Physical Science: understanding of properties of objects and materials	2
GROUNDWATER AND SOIL TYPES	Unifying Concepts and Processes: Systems, order, and organization	1
	Unifying Concepts and Processes: Evidence, models, and explanation	2
	Science as Inquiry: develop abilities to do scientific inquiry	2
	Science as Inquiry: Understanding about scientific inquiry	2
	Physical Science: understanding of properties of objects and materials	1
	Earth and Space Science: understanding of properties of earth materials	3
DOES IT LEAK?	Earth and Space Science: understanding of changes in earth and sky	1
	Unifying Concepts and Processes: Systems, order, and organization	1
	Unifying Concepts and Processes: Evidence, models, and explanation	2
	Unifying Concepts and Processes: Constancy, change, and measurement	1
	Science as Inquiry: develop abilities to do scientific inquiry	2
	Science as Inquiry: Understanding about scientific inquiry	1
	Earth and Space Science: understanding of properties of earth materials	1
	Science and Technology: develop abilities of technological design	1
	Science in Personal and Social Perspectives: understanding of science and technology in local challenges	3
History and Nature of Science: understanding of science as a human endeavor	1	

Relationship:

3-standard main focus of activity, direct relation to standard

2-standard supported or addressed in activity

1-standard is part of focus of activity

CORRELATION OF NATIONAL SCIENCE STANDARDS TO
WATER SOURCEBOOK (K-2)
(BY ACTIVITY)

Activity	Standard Name	Relation
THE BAD GUY VS. THE GOOD GUYS	Unifying Concepts and Processes: Evidence, models, and explanation	2
	Physical Science: understanding of properties of objects and materials	2
	Science in Personal and Social Perspectives: develop understanding of personal health	2
HOW LOW CAN YOU GO?: THE WATER TABLE AND AQUIFER	Unifying Concepts and Processes: Systems, order, and organization	2
	Unifying Concepts and Processes: Evidence, models, and explanation	1
	Science as Inquiry: develop abilities to do scientific inquiry	2
	Earth and Space Science: understanding of properties of earth materials	2
	Earth and Space Science: understanding of changes in earth and sky	3
CHAPTER 5 - WETLANDS AND COASTAL WATERS		
IT'S TOO SALTY!	Unifying Concepts and Processes: Systems, order, and organization	3
	Unifying Concepts and Processes: Evidence, models, and explanation	2
	Unifying Concepts and Processes: Constancy, change, and measurement	2
	Science as Inquiry: develop abilities to do scientific inquiry	1
	Physical Science: understanding of properties of objects and materials	2
	Earth and Space Science: understanding of properties of earth materials	1
	Science and Technology: develop abilities of technological design	2
	Science and Technology: develop understanding about science and technology	1
	Science in Personal and Social Perspectives: understanding of science and technology in local challenges	1
SALTY OR FRESH	Unifying Concepts and Processes: Systems, order, and organization	2
	Unifying Concepts and Processes: Evidence, models, and explanation	2
	Science as Inquiry: develop abilities to do scientific inquiry	1
	Earth and Space Science: understanding of properties of earth materials	2
WHAT IS WETLAND?	Unifying Concepts and Processes: Systems, order, and organization	3
	Science as Inquiry: develop abilities to do scientific inquiry	2
	Life Science: understanding the characteristics of organisms	2
	Life Science: understanding organisms and environments	2

Relationship:

3-standard main focus of activity, direct relation to standard

2-standard supported or addressed in activity

1-standard is part of focus of activity

CORRELATION OF NATIONAL SCIENCE STANDARDS TO
WATER SOURCEBOOK (K-2)
(BY ACTIVITY)

Activity	Standard Name	Relation
EXPLORING WETLANDS	Unifying Concepts and Processes: Systems, order, and organization	3
	Science as Inquiry: develop abilities to do scientific inquiry	2
	Life Science: understanding the characteristics of organisms	2
	Life Science: understanding organisms and environments	2
SPONGY WETLANDS	Unifying Concepts and Processes: Systems, order, and organization	3
	Unifying Concepts and Processes: Evidence, models, and explanation	2
	Unifying Concepts and Processes: Constancy, change, and measurement	2
	Science as Inquiry: develop abilities to do scientific inquiry	2
	Earth and Space Science: understanding of properties of earth materials	2
	Science in Personal and Social Perspectives: understanding of changes in environments	2
	Science in Personal and Social Perspectives: understanding of science and technology in local challenges	3
WHO NEEDS WETLANDS? (No Correlation to Science Standards)		
CRANBERRY BOGS	Unifying Concepts and Processes: Systems, order, and organization	1
	Unifying Concepts and Processes: Evidence, models, and explanation	2
	Science as Inquiry: develop abilities to do scientific inquiry	2
	Life Science: understanding organisms and environments	2
	Earth and Space Science: understanding of properties of earth materials	3
DOWN BY THE SEA	Unifying Concepts and Processes: Systems, order, and organization	2
	Unifying Concepts and Processes: Evidence, models, and explanation	1
	Science as Inquiry: develop abilities to do scientific inquiry	2
	Earth and Space Science: understanding of properties of earth materials	2
	Earth and Space Science: understanding of changes in earth and sky	2
	Science and Technology: develop abilities of technological design	2
	Science in Personal and Social Perspectives: understanding of changes in environments	1
	Science in Personal and Social Perspectives: understanding of science and technology in local challenges	2

Relationship:

3-standard main focus of activity, direct relation to standard

2-standard supported or addressed in activity

1-standard is part of focus of activity

CORRELATION OF NATIONAL SCIENCE STANDARDS TO
WATER SOURCEBOOK (K-2)
(BY ACTIVITY)

Activity	Standard Name	Relation
WETLANDS, SWEET, WETLANDS	Unifying Concepts and Processes: Systems, order, and organization	2
	Science as Inquiry: develop abilities to do scientific inquiry	2
	Life Science: understanding the characteristics of organisms	2
	Life Science: understanding organisms and environments	2
A B C's OF THE WETLANDS	Unifying Concepts and Processes: Systems, order, and organization	3
	Science as Inquiry: develop abilities to do scientific inquiry	2
	Life Science: understanding the characteristics of organisms	2
	Life Science: understanding organisms and environments	2
"BAY" WATCH: (BY THE BAY)	Life Science: understanding organisms and environments	3
MARIE DEBRIS	Unifying Concepts and Processes: Evidence, models, and explanation	3
	Science as Inquiry: develop abilities to do scientific inquiry	1
	Science and Technology: develop abilities to distinguish between natural objects and objects made by humans	1
	Science in Personal and Social Perspectives: understanding of changes in environments	1
OCEANS AND PONDS	Unifying Concepts and Processes: Systems, order, and organization	1
	Science as Inquiry: develop abilities to do scientific inquiry	1
	Life Science: understanding the characteristics of organisms	2
	Life Science: understanding organisms and environments	1
	Earth and Space Science: understanding of properties of earth materials	3
HOW DRY I AM, HOW WET I'LL BE!	Unifying Concepts and Processes: Systems, order, and organization	1
	Unifying Concepts and Processes: Evidence, models, and explanation	1
	Science as Inquiry: develop abilities to do scientific inquiry	1
	Life Science: understanding the characteristics of organisms	1
	Life Science: understanding organisms and environments	1
	Earth and Space Science: understanding of changes in earth and sky	3

Relationship:

3-standard main focus of activity, direct relation to standard

2-standard supported or addressed in activity

1-standard is part of focus of activity

CORRELATION OF NATIONAL SCIENCE STANDARDS TO
WATER SOURCEBOOK (K-2)
(BY ACTIVITY)

Activity	Standard Name	Relation
GET THE OIL OUT!	Unifying Concepts and Processes: Evidence, models, and explanation	2
	Unifying Concepts and Processes: Constancy, change, and measurement	2
	Unifying Concepts and Processes: Evolution and Equilibrium	1
	Science as Inquiry: develop abilities to do scientific inquiry	2
	Science as Inquiry: Understanding about scientific inquiry	2
	Physical Science: understanding of properties of objects and materials	2
SIFTING THROUGH THE WETLANDS	Unifying Concepts and Processes: Evidence, models, and explanation	1
	Science as Inquiry: develop abilities to do scientific inquiry	2
	Science as Inquiry: Understanding about scientific inquiry	2
	Physical Science: understanding of properties of objects and materials	2
	Earth and Space Science: understanding of properties of earth materials	1
	Earth and Space Science: understanding of changes in earth and sky	2

Relationship:

3-standard main focus of activity, direct relation to standard

2-standard supported or addressed in activity

1-standard is part of focus of activity

**CORRELATION FOR NATIONAL SOCIAL STUDIES STANDARDS TO WATER
SOURCEBOOK (K-2)
(BY ACTIVITY)**

Activity	Standard Name	Relation
CHAPTER 1-INTRODUCTION TO WATER		
WATER, NOW AND THEN	Culture: compare ways in which people from different cultures think about and deal with their physical environment and social conditions	2
	Time, Continuity, & Change: demonstrate an ability to use correctly vocabulary associated with times such as past, present, future, and long ago; read and construct simple timelines; identify examples of change; and recognize examples of cause and effect relationships	1
	Time, Continuity, & Change: demonstrate an understanding that people in different times and places view the world differently	2
	Individual Development & Identity: identify and describe ways family, groups, and community influence the individual's daily life and personal choices	1
	Individual Development & Identity: work independently and cooperatively to accomplish goals	2
	Science, Technology, & Society: identify and describe examples in which science and technology have changed the lives of people, such as homemaking, childcare, work, transportation, and communication	1
EXTRA, EXTRA READ ALL ABOUT IT	(No correlation at this grade level)	
WATER IS VERY SPECIAL	Culture: compare ways in which people from different cultures think about and deal with their physical environment and social conditions	2
	People, Places, & Environments: consider existing uses and purpose and evaluate alternative uses of resources and land in home, school, community, the region, and beyond	1
	Individual Development & Identity: identify and describe ways family, groups, and community influence the individual's daily life and personal choices	2
	Individual Development & Identity: work independently and cooperatively to accomplish goals	2
BEING A HYDROLOGIST	Culture: explore and describe similarities and differences in the ways groups, societies, and cultures address similar human needs and concerns	1
	Individual Development & Identity: identify and describe ways family, groups, and community influence the individual's daily life and personal choices	2
	Individual Development & Identity: work independently and cooperatively to accomplish goals	2
	Production, Distribution, & Consumption: identify examples of private and public goods and services	1
	Production, Distribution, & Consumption: describe how we depend upon workers with specialized jobs and the ways in which they contribute to the production and exchange of goods and services	1
DRINK IT UP!	(No correlation at this grade level)	

RELATIONSHIP:

3-performance objective main focus of activity, direct relation to objective

2-objective supported or addressed in activity

1-objective is part of focus activity

**CORRELATION FOR NATIONAL SOCIAL STUDIES STANDARDS TO WATER
SOURCEBOOK (K-2)
(BY ACTIVITY)**

Activity	Standard Name	Relation
THE WATER FREEZE	(No correlation at this grade level)	

RELATIONSHIP:

- 3-performance objective main focus of activity, direct relation to objective
- 2-objective supported or addressed in activity
- 1-objective is part of focus activity

**CORRELATION FOR NATIONAL SOCIAL STUDIES STANDARDS TO WATER
SOURCEBOOK (K-2)
(BY ACTIVITY)**

Activity	Standard Name	Relation
CHAPTER 1-INTRODUCTION TO WATER (CON'T)		
LET'S WEIGH SNOW	(No correlation at this grade level)	
NOW YOU SEE IT, NOW YOU DON'T	(No correlation at this grade level)	
HOW BUOYANT!	(No correlation at this grade level)	
GREAT BALLS O' WATER!	(No correlation at this grade level)	
UP, UP AND AWAY!	(No correlation at this grade level)	
WATER GOES UP AND DOWN	People, Places, & Environments: use knowledge of facts and concepts drawn from history, along with elements of historical inquiry, to inform decision-making about and action-taking on public issues	2
RAIN, RAIN GO AWAY	Production, Distribution, & Consumption: describe the influence of incentives, values, traditions, and habits on economic decisions	2
RAIN, RAIN GO AWAY, PART II	Production, Distribution, & Consumption: describe the influence of incentives, values, traditions, and habits on economic decisions	2
DRIP AND DROP'S ADVENTURE	Individual Development & Identity: identify and describe ways family, groups, and community influence the individual's daily life and personal choices	2
WATER WORKS FOR EVERYONE	Production, Distribution, & Consumption: identify examples of private and public goods and services Production, Distribution, & Consumption: describe how we depend upon workers with specialized jobs and the ways in which they contribute to the production and exchange of goods and services	2 2
DO YOU KNOW MY JOB?	Production, Distribution, & Consumption: identify examples of private and public goods and services Production, Distribution, & Consumption: give examples of the various institutions that make up economic systems such as families, workers, banks, labor unions, government agencies, small businesses, and large corporations	2 2
CHAPTER 2-DRINKING WATER AND WASTEWATER TREATMENT		
PLANTS NEED TO DRINK TOO!	(No correlation at this grade level)	
HUNG UP ON WATER CONSERVATION	Individual Development & Identity: identify and describe ways family, groups, and community influence the individual's daily life and personal choices	1
CONSERVE EVERY DROP!	Individual Development & Identity: identify and describe ways family, groups, and community influence the individual's daily life and personal choices	1

RELATIONSHIP:

3-performance objective main focus of activity, direct relation to objective

2-objective supported or addressed in activity

1-objective is part of focus activity

**CORRELATION FOR NATIONAL SOCIAL STUDIES STANDARDS TO WATER
SOURCEBOOK (K-2)
(BY ACTIVITY)**

Activity	Standard Name	Relation
CHAPTER 2-DRINKING WATER AND WASTEWATER TREATMENT		
WATERVILLE, U.S.A.	People, Places, & Environments: construct and use mental maps of locales, regions, and the world that demonstrate understanding of relative location, direction, size, and shape	1
	Individual Development & Identity: work independently and cooperatively to accomplish goals	2
	Production, Distribution, & Consumption: describe how we depend upon workers with specialized jobs and the ways in which they contribute to the production and exchange of goods and services	2
FILL IT UP: WATER STORAGE TANKS	(No correlation at this grade level)	
WHAT IS A SEPTIC TANK?	(No correlation at this grade level)	
SO MUCH WATER, SO LITTLE TO DRINK	People, Places, & Environments: locate and distinguish among varying landforms and geographic features, such as mountains, plateaus, islands, and oceans	2
	Individual Development & Identity: work independently and cooperatively to accomplish goals	2
CHAPTER 3-SURFACE WATER RESOURCES		
ICE IS N"ICE"!!	People, Places, & Environments: locate and distinguish among varying landforms and geographic features, such as mountains, plateaus, islands, and oceans	2
	People, Places, & Environments: use knowledge of facts and concepts drawn from history, along with elements of historical inquiry, to inform decision-making about and action-taking on public issues	1
	Individual Development & Identity: work independently and cooperatively to accomplish goals	2
FLOATING CRITTERS	(No correlation at this grade level)	
THE WATER WINDOW	Individual Development & Identity: identify and describe ways family, groups, and community influence the individual's daily life and personal choices	2
	Individual Development & Identity: work independently and cooperatively to accomplish goals	2
COUGHING CATFISH	People, Places, & Environments: examine the interaction of human beings and their physical environment, the use of land, building of cities, and ecosystem changes in selected locales and regions	1
	Individual Development & Identity: identify and describe ways family, groups, and community influence the individual's daily life and personal choices	2
	Individual Development & Identity: work independently and cooperatively to accomplish goals	2
	Global Connections: explore causes, consequences, and possible solutions to persistent, contemporary, and emerging global issues, such as pollution and endangered species	2

RELATIONSHIP:

3-performance objective main focus of activity, direct relation to objective

2-objective supported or addressed in activity

1-objective is part of focus activity

**CORRELATION FOR NATIONAL SOCIAL STUDIES STANDARDS TO WATER
SOURCEBOOK (K-2)
(BY ACTIVITY)**

Activity	Standard Name	Relation
CHAPTER 3-SURFACE WATER RESOURCES		
HAPPY THE FISH	People, Places, & Environments: examine the interaction of human beings and their physical environment, the use of land, building of cities, and ecosystem changes in selected locales and regions	1
	Individual Development & Identity: identify and describe ways family, groups, and community influence the individual's daily life and personal choices	2
	Individual Development & Identity: work independently and cooperatively to accomplish goals	2
	Global Connections: explore causes, consequences, and possible solutions to persistent, contemporary, and emerging global issues, such as pollution and endangered species	1
HOW WATER FLOWS: SURFACE RUNOFF	(No correlation at this grade level)	
SETTLING IN - SEDIMENTATION	(No correlation at this grade level)	
THE TRIP OF DRIP	People, Places, & Environments: locate and distinguish among varying landforms and geographic features, such as mountains, plateaus, islands, and oceans	1
	People, Places, & Environments: use knowledge of facts and concepts drawn from history, along with elements of historical inquiry, to inform decision-making about and action-taking on public issues	1
	People, Places, & Environments: examine the interaction of human beings and their physical environment, the use of land, building of cities, and ecosystem changes in selected locales and regions	2
	People, Places, & Environments: explore ways that the earth's physical features have changed over time in the local region and beyond and how these changes may be connected to one another Individual Development & Identity: work independently and cooperatively to accomplish goals	1 2
THE LITTLE GOLD FISH	People, Places, & Environments: examine the interaction of human beings and their physical environment, the use of land, building of cities, and ecosystem changes in selected locales and regions	1
	Individual Development & Identity: identify and describe ways family, groups, and community influence the individual's daily life and personal choices	2
	Individual Development & Identity: work independently and cooperatively to accomplish goals	2
	Global Connections: explore causes, consequences, and possible solutions to persistent, contemporary, and emerging global issues, such as pollution and endangered species	1

RELATIONSHIP:

3-performance objective main focus of activity, direct relation to objective

2-objective supported or addressed in activity

1-objective is part of focus activity

**CORRELATION FOR NATIONAL SOCIAL STUDIES STANDARDS TO WATER
SOURCEBOOK (K-2)
(BY ACTIVITY)**

Activity	Standard Name	Relation
CHAPTER 3-SURFACE WATER RESOURCES (CON'T)		
MUDPUPPY POND	People, Places, & Environments: examine the interaction of human beings and their physical environment, the use of land, building of cities, and ecosystem changes in selected locales and regions	1
	People, Places, & Environments: observe and speculate about social and economic effects of environmental changes and crises resulting for phenomena such as floods, storms, and drought	2
	People, Places, & Environments: consider existing uses and purpose and evaluate alternative uses of resources and land in home, school, community, the region, and beyond	2
	Individual Development & Identity: identify and describe ways family, groups, and community influence the individual's daily life and personal choices	1
	Individual Development & Identity: work independently and cooperatively to accomplish goals	2
	Global Connections: explore causes, consequences, and possible solutions to persistent, contemporary, and emerging global issues, such as pollution and endangered species	2
CAN YOUR DAM HOLD WATER?	People, Places, & Environments: examine the interaction of human beings and their physical environment, the use of land, building of cities, and ecosystem changes in selected locales and regions	2
	People, Places, & Environments: observe and speculate about social and economic effects of environmental changes and crises resulting for phenomena such as floods, storms, and drought	1
	Individual Development & Identity: work independently and cooperatively to accomplish goals	2
WATER WORKS FOR US	(No correlation at this grade level)	
WATER FUN FOR EVERYONE	(No correlation at this grade level)	
DON'T BOAT WITHOUT A FLOAT	(No correlation at this grade level)	
GRANDMA'S BOAT RIDE	(No correlation at this grade level)	
RAIN WATER RUNOFF	(No correlation at this grade level)	
CHAPTER 4-GROUND WATER RESOURCES		
WATER HERE AND THERE	(No correlation at this grade level)	
IT'S TIME TO CONSERVE	Individual Development & Identity: identify and describe ways family, groups, and community influence the individual's daily life and personal choices	2
	Individual Development & Identity: work independently and cooperatively to accomplish goals	1
AWAY IT BLOWS: HOT SPRINGS AND GEYSERS	(No correlation at this grade level)	

RELATIONSHIP:

3-performance objective main focus of activity, direct relation to objective

2-objective supported or addressed in activity

1-objective is part of focus activity

**CORRELATION FOR NATIONAL SOCIAL STUDIES STANDARDS TO WATER
SOURCEBOOK (K-2)
(BY ACTIVITY)**

Activity	Standard Name	Relation
CHAPTER 4- GROUND WATER RESOURCES (CON'T)		
OH WELL-.HOW WE GET WATER FROM THE GROUND	(No correlation at this grade level)	
WHAT'S THE POINT: POINT VS. NONPOINT	(no correlation at this grade level)	
SOAK IT UP	(No correlation at this grade level)	
GROUNDWATER AND SOIL TYPES	(No correlation at this grade level)	
DOES IT LEAK?	(No correlation at this grade level)	
THE BAD GUY VS. THE GOOD GUYS	(No correlation at this grade level)	
HOW LOW CAN YOU GO?: THE WATER TABLE AND AQUIFER	(No correlation at this grade level)	
CHAPTER 5-WETLANDS AND COASTAL WATERS		
IT'S TOO SALTY!	<p>Culture: compare ways in which people from different cultures think about and deal with their physical environment and social conditions</p> <p>People, Places, & Environments: interpret, use, and distinguish various representations of the earth, such as maps, globes, and photographs</p> <p>People, Places, & Environments: use appropriate resources, data sources, and geographic tools such as atlases, data bases, grid systems, charges, graphs, and maps to generate, manipulate, and interpret information</p> <p>People, Places, & Environments: locate and distinguish among varying landforms and geographic features, such as mountains, plateaus, islands, and oceans</p> <p>People, Places, & Environments: use knowledge of facts and concepts drawn from history, along with elements of historical inquiry, to inform decision-making about and action-taking on public issues</p> <p>People, Places, & Environments: examine the interaction of human beings and their physical environment, the use of land, building of cities, and ecosystem changes in selected locales and regions</p> <p>People, Places, & Environments: observe and speculate about social and economic effects of environmental changes and crises resulting for phenomena such as floods, storms, and drought</p> <p>Individual Development & Identity: identify and describe ways family, groups, and community influence the individual's daily life and personal choices</p> <p>Individual Development & Identity: work independently and cooperatively to accomplish goals</p>	<p>1</p> <p>1</p> <p>2</p> <p>2</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>2</p>

RELATIONSHIP:

3-performance objective main focus of activity, direct relation to objective

2-objective supported or addressed in activity

1-objective is part of focus activity

**CORRELATION FOR NATIONAL SOCIAL STUDIES STANDARDS TO WATER
SOURCEBOOK (K-2)
(BY ACTIVITY)**

Activity	Standard Name	Relation
CHAPTER 5-WETLANDS AND COASTAL WATERS (CON'T)		
SALTY OR FRESH	People, Places, & Environments: interpret, use, and distinguish various representations of the earth, such as maps, globes, and photographs	2
	People, Places, & Environments: use appropriate resources, data sources, and geographic tools such as atlases, data bases, grid systems, charges, graphs, and maps to generate, manipulate, and interpret information	2
	People, Places, & Environments: locate and distinguish among varying landforms and geographic features, such as mountains, plateaus, islands, and oceans	1
WHAT IS WETLAND?	(No correlation at this grade level)	
EXPLORING WETLANDS	(No correlation at this grade level)	
SPONGY WETLANDS	(No correlation at this grade level)	
WHO NEEDS WETLANDS?	People, Places, & Environments: locate and distinguish among varying landforms and geographic features, such as mountains, plateaus, islands, and oceans	2
	People, Places, & Environments: use knowledge of facts and concepts drawn from history, along with elements of historical inquiry, to inform decision-making about and action-taking on public issues	1
	People, Places, & Environments: describe how people create places that reflect ideas, personality, culture, and wants and needs as they design homes, playgrounds, classrooms, and the like	2
	People, Places, & Environments: examine the interaction of human beings and their physical environment, the use of land, building of cities, and ecosystem changes in selected locales and regions	2
	People, Places, & Environments: consider existing uses and purpose and evaluate alternative uses of resources and land in home, school, community, the region, and beyond	1
	Individual Development & Identity: work independently and cooperatively to accomplish goals	2
	Civic Ideals & Practices: explain actions citizens can take to influence public policy decisions	2
CRANBERRY BOGS	(No correlation at this grade level)	
DOWN BY THE SEA	People, Places, & Environments: examine the interaction of human beings and their physical environment, the use of land, building of cities, and ecosystem changes in selected locales and regions	2
	People, Places, & Environments: consider existing uses and purpose and evaluate alternative uses of resources and land in home, school, community, the region, and beyond	2
	Individual Development & Identity: work independently and cooperatively to accomplish goals	2
	Civic Ideals & Practices: explain actions citizens can take to influence public policy decisions	1

RELATIONSHIP:

3-performance objective main focus of activity, direct relation to objective

2-objective supported or addressed in activity

1-objective is part of focus activity

**CORRELATION FOR NATIONAL SOCIAL STUDIES STANDARDS TO WATER
SOURCEBOOK (K-2)
(BY ACTIVITY)**

Activity	Standard Name	Relation
CHAPTER 5-WETLANDS AND COASTAL WATERS		
WETLANDS, SWEET, A B C's OF THE WETLANDS	(No correlation at this grade level)	
"BAY" WATCH: (BY THE BAY)	People, Places, & Environments: locate and distinguish among varying landforms and geographic features, such as mountains, plateaus, islands, and oceans Individual Development & Identity: work independently and cooperatively to accomplish goals	2 1
MARIE DEBRIS	(No correlation at this grade level)	
OCEANS AND PONDS	(No correlation at this grade level)	
HOW DRY I AM, HOW WET I'LL BE!	(No correlation at this grade level)	
GET THE OIL OUT!	(No correlation at this grade level)	
SIFTING THROUGH THE WETLANDS	People, Places, & Environments: locate and distinguish among varying landforms and geographic features, such as mountains, plateaus, islands, and oceans People, Places, & Environments: examine the interaction of human beings and their physical environment, the use of land, building of cities, and ecosystem changes in selected locales and regions People, Places, & Environments: consider existing uses and purpose and evaluate alternative uses of resources and land in home, school, community, the region, and beyond Individual Development & Identity: work independently and cooperatively to accomplish goals Civic Ideals & Practices: explain actions citizens can take to influence public policy decisions	2 2 2 2 2

RELATIONSHIP:

3-performance objective main focus of activity, direct relation to objective

2-objective supported or addressed in activity

1-objective is part of focus activity

CORRELATION FOR NATIONAL SOCIAL STUDIES STANDARDS TO WATER SOURCEBOOK (K-2)

(BY PERFORMANCE OBJECTIVE)

Performance Objective	Activity	Relation
Culture- Social studies programs should include experiences that provide for the study of <i>culture and cultural diversity</i> , so that the learner can:		
Culture: explore and describe similarities and differences in the ways groups, societies, and cultures address similar human needs and concerns	BEING A HYDROLOGIST	1
Culture: compare ways in which people from different cultures think about and deal with their physical environment and social conditions	WATER, NOW AND THEN	2
	WATER IS VERY SPECIAL	2
	IT'S TOO SALTY!	1
Time, Continuity, & Change- Social studies programs should include experiences that provide for the study of <i>the ways human beings view themselves in and over time</i> , so that the learner can:		
Time, Continuity, & Change: demonstrate an ability to use correctly vocabulary associated with times such as past, present, future, and long ago; read and construct simple timelines; identify examples of change; and recognize examples of cause and effect relationships	WATER, NOW AND THEN	1
	Time, Continuity, & Change: demonstrate an understanding that people in different times and places view the world differently	WATER, NOW AND THEN
People, Places, & Environments- Social studies programs should include experiences that provide for the study of <i>people, places, and environments</i> , so that the learner can:		
People, Places, & Environments: construct and use mental maps of locales, regions, and the world that demonstrate understanding of relative location, direction, size, and shape	WATERVILLE, U.S.A.	1
	People, Places, & Environments: interpret, use, and distinguish various representations of the earth, such as maps, globes, and photographs	IT'S TOO SALTY!
People, Places, & Environments: use appropriate resources, data sources, and geographic tools such as atlases, data bases, grid systems, charts, graphs, and maps to generate, manipulate, and interpret information		SALTY OR FRESH
	IT'S TOO SALTY!	2
	SALTY OR FRESH	2
People, Places, & Environments: locate and distinguish among varying landforms and geographic features, such as mountains, plateaus, islands, and oceans	SO MUCH WATER, SO LITTLE TO DRINK	2
	ICE IS N"ICE"!!	2
	THE TRIP OF DRIP	1
	IT'S TOO SALTY!	2

NOTE: NOT ALL PERFORMANCE EXPECTATIONS ARE MET.

3-performance objective main focus of activity, direct relation to objective

2-objective supported or addressed in activity

1-objective is part of focus activity

CORRELATION FOR NATIONAL SOCIAL STUDIES STANDARDS TO WATER SOURCEBOOK (K-2)

(BY PERFORMANCE OBJECTIVE)

Performance Objective	Activity	Relation
	SALTY OR FRESH	1

NOTE: NOT ALL PERFORMANCE EXPECTATIONS ARE MET.

3-performance objective main focus of activity, direct relation to objective

2-objective supported or addressed in activity

1-objective is part of focus activity

CORRELATION FOR NATIONAL SOCIAL STUDIES STANDARDS TO WATER SOURCEBOOK (K-2)

(BY PERFORMANCE OBJECTIVE)

Performance Objective	Activity	Relation
People, Places, & Environments- ...geographic features	WHO NEEDS WETLANDS?	2
	"BAY" WATCH: (BY THE BAY)	2
	SIFTING THROUGH THE WETLANDS	2
People, Places, & Environments: use knowledge of facts and concepts drawn from history, along with elements of historical inquiry, to inform decision-making about and action-taking on public issues	WATER GOES UP AND DOWN	2
	ICE IS N"ICE"!!	1
	THE TRIP OF DRIP	1
	IT'S TOO SALTY!	1
People, Places, & Environments: describe how people create places that reflect ideas, personality, culture, and wants and needs as they design homes, playgrounds, classrooms, and the like	WHO NEEDS WETLANDS?	2
	WHO NEEDS WETLANDS?	2
People, Places, & Environments: examine the interaction of human beings and their physical environment, the use of land, building of cities, and ecosystem changes in selected locales and regions	COUGHING CATFISH	1
	HAPPY THE FISH	1
	THE TRIP OF DRIP	2
	THE LITTLE GOLD FISH	1
	MUDPUPPY POND	1
	CAN YOUR DAM HOLD WATER?	2
	IT'S TOO SALTY!	1
	WHO NEEDS WETLANDS?	2
	DOWN BY THE SEA	2
	SIFTING THROUGH THE WETLANDS	2
People, Places, & Environments: explore ways that the earth's physical features have changed over time in the local region and beyond and how these changes may be connected to one another	THE TRIP OF DRIP	1
	THE TRIP OF DRIP	1
People, Places, & Environments: observe and speculate about social and economic effects of environmental changes and crises resulting for phenomena such as floods, storms, and drought	MUDPUPPY POND	2
	CAN YOUR DAM HOLD WATER?	1
	IT'S TOO SALTY!	1

NOTE: NOT ALL PERFORMANCE EXPECTATIONS ARE MET.

3-performance objective main focus of activity, direct relation to objective

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CORRELATION FOR NATIONAL SOCIAL STUDIES STANDARDS TO WATER SOURCEBOOK (K-2)

(BY PERFORMANCE OBJECTIVE)

Performance Objective	Activity	Relation
People, Places, & Environments: consider existing uses and purpose and evaluate alternative uses of resources and land in home, school, community, the region, and beyond	WATER IS VERY SPECIAL	1
	MUDPUPPY POND	2
	WHO NEEDS WETLANDS?	1
	DOWN BY THE SEA	2
	SIFTING THROUGH THE WETLANDS	2
Individual Development & Identity- social studies programs should include experiences that provide for the study of <i>individual development and identity</i> , so that the learner can:		
Individual Development & Identity: identify and describe ways family, groups, and community influence the individual's daily life and personal choices	WATER, NOW AND THEN	1
	WATER IS VERY SPECIAL	2
	BEING A HYDROLOGIST	2
	DRIP AND DROP'S ADVENTURE	2
	HUNG UP ON WATER CONSERVATION	1
	CONSERVE EVERY DROP!	1
	THE WATER WINDOW	2
	COUGHING CATFISH	2
	HAPPY THE FISH	2
	THE LITTLE GOLD FISH	2
	MUDPUPPY POND	1
	IT'S TIME TO CONSERVE	2
	IT'S TOO SALTY!	1
Individual Development & Identity: work independently and cooperatively to accomplish goals	WATER, NOW AND THEN	2
	WATER IS VERY SPECIAL	2
	BEING A HYDROLOGIST	2
	WATERVILLE, U.S.A.	2
	SO MUCH WATER, SO LITTLE TO DRINK	2
	ICE IS N"ICE"!!	2
	THE WATER WINDOW	2
	COUGHING CATFISH	2
	HAPPY THE FISH	2
	THE TRIP OF DRIP	2
	THE LITTLE GOLD FISH	2
	MUDPUPPY POND	2

NOTE: NOT ALL PERFORMANCE EXPECTATIONS ARE MET.

3-performance objective main focus of activity, direct relation to objective

2-objective supported or addressed in activity

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CORRELATION FOR NATIONAL SOCIAL STUDIES STANDARDS TO WATER SOURCEBOOK (K-2)

(BY PERFORMANCE OBJECTIVE)

Performance Objective	Activity	Relation
Individual Development & Identity: work independently and cooperatively to accomplish goals (con't)	CAN YOUR DAM HOLD WATER?	2
	IT'S TIME TO CONSERVE	1
	IT'S TOO SALTY!	2
	WHO NEEDS WETLANDS?	2
	DOWN BY THE SEA	2
	"BAY" WATCH: (BY THE BAY)	1
	SIFTING THROUGH THE WETLANDS	2
<i>Production, Distribution & Consumption-</i> Social studies programs should include experiences that provide for the study of <i>how people organize for the production, distribution, and consumption of goods and services</i> , so that the learner can:		
Production, Distribution, & Consumption: identify examples of private and public goods and services	BEING A HYDROLOGIST	1
	WATER WORKS FOR EVERYONE	2
	DO YOU KNOW MY JOB?	2
Production, Distribution, & Consumption: give examples of the various institutions that make up economic systems such as families, workers, banks, labor unions, government agencies, small businesses, and large corporations	DO YOU KNOW MY JOB?	2
Production, Distribution, & Consumption: describe how we depend upon workers with specialized jobs and the ways in which they contribute to the production and exchange of goods and services	BEING A HYDROLOGIST	1
	WATER WORKS FOR EVERYONE	2
	WATERVILLE, U.S.A.	2
Production, Distribution, & Consumption: describe the influence of incentives, values, traditions, and habits on economic decisions	RAIN, RAIN GO AWAY	2
	RAIN, RAIN GO AWAY, PART II	2
<i>Global Connections-</i> Social studies programs should include experiences that provide for the study of <i>global connections and interdependence</i> , so that the learner can:		
Global Connections: explore causes, consequences, and possible solutions to persistent, contemporary, and emerging global issues, such as pollution and endangered species	COUGHING CATFISH	2
	HAPPY THE FISH	1

NOTE: NOT ALL PERFORMANCE EXPECTATIONS ARE MET.

3-performance objective main focus of activity, direct relation to objective

2-objective supported or addressed in activity

1-objective is part of focus activity

CORRELATION FOR NATIONAL SOCIAL STUDIES STANDARDS TO WATER SOURCEBOOK (K-2)

(BY PERFORMANCE OBJECTIVE)

Performance Objective	Activity	Relation
	THE LITTLE GOLD FISH	1
	MUDPUPPY POND	2

NOTE: NOT ALL PERFORMANCE EXPECTATIONS ARE MET.

3-performance objective main focus of activity, direct relation to objective

2-objective supported or addressed in activity

1-objective is part of focus activity

CORRELATION FOR NATIONAL SOCIAL STUDIES STANDARDS TO WATER SOURCEBOOK (K-2)

(BY PERFORMANCE OBJECTIVE)

Performance Objective	Activity	Relation
<p>Science, Technology, & Society- Social studies programs should include experiences that provide for the study of <i>relationships among science, technology, and society</i>, so that the learner can:</p>		
<p>Science, Technology, & Society: identify and describe examples in which science and technology have changed the lives of people, such as homemaking, childcare, work, transportation, and communication</p>	<p>WATER, NOW AND THEN</p>	<p>1</p>
<p>Civic Ideals & Practices- Social studies programs should include experiences that provide for the study of <i>the ideals, principles, and practices of citizenship in a democratic republic</i>, so that the learner can:</p>		
<p>Civic Ideals & Practices: explain actions citizens can take to influence public policy decisions</p>	<p>WHO NEEDS WETLANDS?</p>	<p>2</p>
	<p>DOWN BY THE SEA SIFTING THROUGH THE WETLANDS</p>	<p>1 2</p>

NOTE: NOT ALL PERFORMANCE EXPECTATIONS ARE MET.

3-performance objective main focus of activity, direct relation to objective

2-objective supported or addressed in activity

1-objective is part of focus activity

CORRELATION FOR NATIONAL SOCIAL STUDIES STANDARDS TO WATER SOURCEBOOK (K-2)

(BY PERFORMANCE OBJECTIVE)

Performance Objective	Activity	Relation
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NOTE: NOT ALL PERFORMANCE EXPECTATIONS ARE MET.

3-performance objective main focus of activity, direct relation to objective

2-objective supported or addressed in activity

1-objective is part of focus activity

**CORRELATION OF NATIONAL GEOGRAPHY STANDARDS TO
WATER SOURCEBOOK (K-2)
(BY ACTIVITY)**

Activity	Standard	Relation
CHAPTER 1- INTRODUCTION TO WATER		
WATER, NOW AND THEN	Human Systems: understand the types and spatial patterns of settlement	1
	Human Systems: understand the factors that affect where people settle	2
	Environment and Society: understand how people depend on the physical environment	2
	Environment and Society: understand how people modify the physical environment	1
	Environment and Society: understand the ways in which the physical environment provides opportunities for people	2
	Environment and Society: understand the characteristics of renewable, nonrenewable, and flow resources	2
	Environment and Society: understand the role of resources in daily life	3
EXTRA, EXTRA READ ALL ABOUT IT	(No correlation to this activity.)	
WATER IS VERY SPECIAL	(No correlation to this activity.)	
BEING A HYDROLOGIST	Environment and Society: understand the characteristics of renewable, nonrenewable, and flow resources	2
	Environment and Society: understand the role of resources in daily life	3
DRINK IT UP!	(No correlation to this activity.)	
WHAT SHAPE IS WATER?	(No correlation to this activity.)	
THE WATER FREEZE	(No correlation to this activity.)	
LET'S WEIGH SNOW	(No correlation to this activity.)	
NOW YOU SEE IT, NOW YOU DON'T	(No correlation to this activity.)	
HOW BUOYANT!	(No correlation to this activity.)	
GREAT BALLS O' WATER!	(No correlation to this activity.)	
UP, UP AND AWAY!	(No correlation to this activity.)	
WATER GOES UP AND DOWN	(No correlation to this activity.)	
RAIN, RAIN GO AWAY	(No correlation to this activity.)	
RAIN, RAIN GO AWAY, PART II	(No correlation to this activity.)	
DRIP AND DROP'S ADVENTURE	Environment and Society: understand how people depend on the physical environment	1
	Environment and Society: understand the characteristics of renewable, nonrenewable, and flow resources	1
	Environment and Society: understand the role of resources in daily life	3
WATER WORKS FOR EVERYONE	(No correlation to this activity.)	
DO YOU KNOW MY JOB?	(No correlation to this activity.)	

RELATIONSHIP:

3-standard main focus of activity, direct relation to standard

2-standard supported or addressed in activity

1-standard is part of focus of activity

**CORRELATION OF NATIONAL GEOGRAPHY STANDARDS TO
WATER SOURCEBOOK (K-2)
(BY ACTIVITY)**

Activity	Standard	Relation
CHAPTER 2- DRINKING WATER AND WASTEWATER TREATMENT		
PLANTS NEED TO DRINK TOO!	(No correlation to this activity.)	
HUNG UP ON WATER CONSERVATION	Environment and Society: understand how people depend on the physical environment	2
	Environment and Society: understand the characteristics of renewable, nonrenewable, and flow resources	2
	Environment and Society: understand the role of resources in daily life	3
CONSERVE EVERY DROP!	(No correlation to this activity.)	
WATERVILLE, U.S.A.	(No correlation to this activity.)	
FILL IT UP: WATER STORAGE TANKS	(No correlation to this activity.)	
WHAT IS A SEPTIC TANK?	(No correlation to this activity.)	
SO MUCH WATER, SO LITTLE TO DRINK	The World in Spatial Terms: understand the characteristics and purposes of geographic representations - such as maps, globes, graphs, diagrams, aerial and other photographs, and satellite-produced images	2
	The World in Spatial Terms: understand the location of the earth's continents and oceans in relation to each other and to principal parallels and meridians	2
	Places and Regions: understand the human characteristics of places (e.g. population distributions, settlement patterns, languages, ethnicity, nationality, and religious beliefs)	3
	Physical Systems: understand the components of Earth's physical systems: the atmosphere, lithosphere, hydrosphere, and biosphere	2
	Physical Systems: understand the distribution and patterns of ecosystems	1
CHAPTER 3- SURFACE WATER RESOURCES		
ICE IS N"ICE"!!	(No correlation to this activity.)	
FLOATING CRITTERS	(No correlation to this activity.)	
THE WATER WINDOW	(No correlation to this activity.)	
COUGHING CATFISH	Places and Regions: understand the physical characteristics of places (e.g., landforms, bodies of water, soil, vegetation, and weather and climate	2
	Physical Systems: understand the components of Earth's physical systems: the atmosphere, lithosphere, hydrosphere, and biosphere	1
	Physical Systems: understand the components of ecosystems	2
	Physical Systems: understand how humans interact with ecosystems	1

RELATIONSHIP:

3-standard main focus of activity, direct relation to standard

2-standard supported or addressed in activity

1-standard is part of focus of activity

**CORRELATION OF NATIONAL GEOGRAPHY STANDARDS TO
WATER SOURCEBOOK (K-2)
(BY ACTIVITY)**

Activity	Standard	Relation
HAPPY THE FISH	Physical Systems: understand the components of ecosystems	1
	Physical Systems: understand how humans interact with ecosystems	2
	Environment and Society: understand that the physical environment can both accommodate and be endangered by human activities	2
HOW WATER FLOWS: SURFACE RUNOFF	(No correlation to this activity.)	
SETTLING IN - SEDIMENTATION	(No correlation to this activity.)	
THE TRIP OF DRIP	Places and Regions: understand the physical characteristics of places (e.g., landforms, bodies of water, soil, vegetation, and weather and climate)	2
	The World in Spatial Terms: understand how physical and human processes together shape places	1
	Physical Systems: understand the components of Earth's physical systems: the atmosphere, lithosphere, hydrosphere, and biosphere	2
	Physical Systems: understand how patterns (location, distribution, and association) of features on Earth's surface are shaped by physical processes	1
	Environment and Society: understand how people depend on the physical environment	1
	Environment and Society: understand how people modify the physical environment	1
	Environment and Society: understand that the physical environment can both accommodate and be endangered by human activities	2
	Environment and Society: understand the spatial distribution of resources	2
THE LITTLE GOLD FISH	Physical Systems: understand the components of Earth's physical systems: the atmosphere, lithosphere, hydrosphere, and biosphere	2
	Environment and Society: understand how people depend on the physical environment	2
	Environment and Society: understand how people modify the physical environment	2
	Environment and Society: understand that the physical environment can both accommodate and be endangered by human activities	3
	Environment and Society: understand the characteristics of renewable, nonrenewable, and flow resources	2
	Environment and Society: understand the role of resources in daily life	1

RELATIONSHIP:

3-standard main focus of activity, direct relation to standard

2-standard supported or addressed in activity

1-standard is part of focus of activity

**CORRELATION OF NATIONAL GEOGRAPHY STANDARDS TO
WATER SOURCEBOOK (K-2)
(BY ACTIVITY)**

Activity	Standard	Relation
MUDPUPPY POND	Places and Regions: understand the physical characteristics of places (e.g., landforms, bodies of water, soil, vegetation, and weather and climate	3
	The World in Spatial Terms: understand how physical and human processes together shape places	1
	Physical Systems: understand the components of Earth's physical systems: the atmosphere, lithosphere, hydrosphere, and biosphere	2
	Physical Systems: understand how patterns (location, distribution, and association) of features on Earth's surface are shaped by physical processes	1
	Physical Systems: understand the components of ecosystems	1
	Physical Systems: understand how humans interact with ecosystems	2
	Environment and Society: understand that the physical environment can both accommodate and be endangered by human activities	2
	Environment and Society: understand the characteristics of renewable, nonrenewable, and flow resources	2
	Environment and Society: understand the spatial distribution of resources	3
CAN YOUR DAM HOLD WATER?	(No correlation to this activity.)	
WATER WORKS FOR US	(No correlation to this activity.)	
WATER FUN FOR EVERYONE	Places and Regions: understand the physical characteristics of places (e.g., landforms, bodies of water, soil, vegetation, and weather and climate	1
	Physical Systems: understand the components of Earth's physical systems: the atmosphere, lithosphere, hydrosphere, and biosphere	1
	Physical Systems: understand how humans interact with ecosystems	2
	Environment and Society: understand the ways in which the physical environment provides opportunities for people	1
DON'T BOAT WITHOUT A FLOAT	(No correlation to this activity.)	
GRANDMA'S BOAT RIDE	(No correlation to this activity.)	

RELATIONSHIP:

3-standard main focus of activity, direct relation to standard

2-standard supported or addressed in activity

1-standard is part of focus of activity

**CORRELATION OF NATIONAL GEOGRAPHY STANDARDS TO
WATER SOURCEBOOK (K-2)
(BY ACTIVITY)**

Activity	Standard	Relation
CHAPTER 4- GROUNDWATER RESOURCES		
RAIN WATER RUNOFF	Places and Regions: understand the physical characteristics of places (e.g., landforms, bodies of water, soil, vegetation, and weather and climate	2
	Physical Systems: understand how patterns (location, distribution, and association) of features on Earth's surface are shaped by physical processes	2
	Physical Systems: understand how humans interact with ecosystems	2
	Environment and Society: understand how people modify the physical environment	1
	Environment and Society: understand that the physical environment can both accommodate and be endangered by human activities	2
WATER HERE AND THERE	Places and Regions: understand the physical characteristics of places (e.g., landforms, bodies of water, soil, vegetation, and weather and climate	2
	Physical Systems: understand the components of Earth's physical systems: the atmosphere, lithosphere, hydrosphere, and biosphere	2
	Physical Systems: understand how Earth-Sun relations affect conditions on earth	1
	Physical Systems: understand the distribution and patterns of ecosystems	2
IT'S TIME TO CONSERVE	Environment and Society: understand how people depend on the physical environment	1
	Environment and Society: understand the characteristics of renewable, nonrenewable, and flow resources	2
IT'S TIME TO CONSERVE	Environment and Society: understand the role of resources in daily life	3
AWAY IT BLOWS: HOT SPRINGS AND GEYSERS	(No correlation to this activity.)	
OH WELL-.HOW WE GET WATER FROM THE GROUND	Physical Systems: understand the components of Earth's physical systems: the atmosphere, lithosphere, hydrosphere, and biosphere	2
	Environment and Society: understand how people depend on the physical environment	1
	Environment and Society: understand the ways in which the physical environment provides opportunities for people	1
	Environment and Society: understand the characteristics of renewable, nonrenewable, and flow resources	2
	Environment and Society: understand the spatial distribution of resources	2

RELATIONSHIP:

3-standard main focus of activity, direct relation to standard

2-standard supported or addressed in activity

1-standard is part of focus of activity

**CORRELATION OF NATIONAL GEOGRAPHY STANDARDS TO
WATER SOURCEBOOK (K-2)
(BY ACTIVITY)**

Activity	Standard	Relation
	Environment and Society: understand the role of resources in daily life	1
OH WELL-.HOW WE GET WATER FROM THE GROUND (CON'T)	Physical Systems: understand how patterns (location, distribution, and association) of features on Earth's surface are shaped by physical processes	2
WHAT'S THE POINT: POINT VS. NONPOINT	Physical Systems: understand the components of Earth's physical systems: the atmosphere, lithosphere, hydrosphere, and biosphere	1
	Physical Systems: understand how patterns (location, distribution, and association) of features on Earth's surface are shaped by physical processes	1
	Physical Systems: understand how humans interact with ecosystems	2
	Environment and Society: understand that the physical environment can both accommodate and be endangered by human activities	3
	Environment and Society: understand the characteristics of renewable, nonrenewable, and flow resources	2
	Environment and Society: understand the spatial distribution of resources	2
	Environment and Society: understand the role of resources in daily life	2
SOAK IT UP	(No correlation to this activity.)	
GROUNDWATER AND SOIL TYPES	Places and Regions: understand the physical characteristics of places (e.g., landforms, bodies of water, soil, vegetation, and weather and climate	2
	Physical Systems: understand the components of Earth's physical systems: the atmosphere, lithosphere, hydrosphere, and biosphere	1
	Physical Systems: understand how patterns (location, distribution, and association) of features on Earth's surface are shaped by physical processes	1
DOES IT LEAK?	(No correlation to this activity.)	
THE BAD GUY VS. THE GOOD GUYS	(No correlation to this activity.)	
HOW LOW CAN YOU GO?: THE WATER TABLE AND AQUIFER	Places and Regions: understand the physical characteristics of places (e.g., landforms, bodies of water, soil, vegetation, and weather and climate	1
	Physical Systems: understand the components of Earth's physical systems: the atmosphere, lithosphere, hydrosphere, and biosphere	1

RELATIONSHIP:

3-standard main focus of activity, direct relation to standard

2-standard supported or addressed in activity

1-standard is part of focus of activity

**CORRELATION OF NATIONAL GEOGRAPHY STANDARDS TO
WATER SOURCEBOOK (K-2)
(BY ACTIVITY)**

Activity	Standard	Relation
	Physical Systems: understand how patterns (location, distribution, and association) of features on Earth's surface are shaped by physical processes	2
HOW LOW CAN YOU GO?: THE WATER TABLE AND AQUIFER (CON'T)	Environment and Society: understand the characteristics of renewable, nonrenewable, and flow resources	1
	Environment and Society: understand the spatial distribution of resources	2
CHAPTER 5- WETLANDS AND COASTAL WATERS		
IT'S TOO SALTY!	The World in Spatial Terms: understand the characteristics and purposes of geographic representations - such as maps, globes, graphs, diagrams, aerial and other photographs, and satellite-produced images	2
	Places and Regions: understand the similarities and differences among regions	2
	Physical Systems: understand the components of Earth's physical systems: the atmosphere, lithosphere, hydrosphere, and biosphere	1
	Human Systems: understand the factors that affect where people settle	1
	Environment and Society: understand how people depend on the physical environment	3
	Environment and Society: understand how variations within the physical environment produce spatial patterns that affect human adaptation	2
	Environment and Society: understand how physical and human processes together shape places	3
	Environment and Society: understand the spatial distribution of resources	2
SALTY OR FRESH	Environment and Society: understand the role of resources in daily life	2
	The World in Spatial Terms: understand the characteristics and purposes of geographic representations - such as maps, globes, graphs, diagrams, aerial and other photographs, and satellite-produced images	2
	The World in Spatial Terms: understand the location of the earth's continents and oceans in relation to each other and to principal parallels and meridians	1
	Places and Regions: understand the physical characteristics of places (e.g., landforms, bodies of water, soil, vegetation, and weather and climate	2

RELATIONSHIP:

3-standard main focus of activity, direct relation to standard

2-standard supported or addressed in activity

1-standard is part of focus of activity

**CORRELATION OF NATIONAL GEOGRAPHY STANDARDS TO
WATER SOURCEBOOK (K-2)
(BY ACTIVITY)**

Activity	Standard	Relation
	Physical Systems: understand the components of Earth's physical systems: the atmosphere, lithosphere, hydrosphere, and biosphere	2
SALTY OR FRESH (CON'T)	Physical Systems: understand how patterns (location, distribution, and association) of features on Earth's surface are shaped by physical processes	1
	Physical Systems: understand the distribution and patterns of ecosystems	1
WHAT IS WETLAND?	Physical Systems: understand the components of Earth's physical systems: the atmosphere, lithosphere, hydrosphere, and biosphere	1
	Physical Systems: understand the components of ecosystems	2
	Physical Systems: understand the distribution and patterns of ecosystems	2
EXPLORING WETLANDS	Physical Systems: understand the components of Earth's physical systems: the atmosphere, lithosphere, hydrosphere, and biosphere	1
	Physical Systems: understand the components of ecosystems	2
	Physical Systems: understand the distribution and patterns of ecosystems	2
SPONGY WETLANDS	(No correlation to this activity.)	
WHO NEEDS WETLANDS?	Physical Systems: understand the components of Earth's physical systems: the atmosphere, lithosphere, hydrosphere, and biosphere	1
	Physical Systems: understand the components of ecosystems	2
	Physical Systems: understand the distribution and patterns of ecosystems	2
	Physical Systems: understand how humans interact with ecosystems	2
CRANBERRY BOGS	Places and Regions: understand the physical characteristics of places (e.g., landforms, bodies of water, soil, vegetation, and weather and climate)	2
	Physical Systems: understand the components of Earth's physical systems: the atmosphere, lithosphere, hydrosphere, and biosphere	1
	Physical Systems: understand the components of ecosystems	2
	Physical Systems: understand the distribution and patterns of ecosystems	1
DOWN BY THE SEA	Places and Regions: understand the physical characteristics of places (e.g., landforms, bodies of water, soil, vegetation, and weather and climate)	1

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**CORRELATION OF NATIONAL GEOGRAPHY STANDARDS TO
WATER SOURCEBOOK (K-2)
(BY ACTIVITY)**

Activity	Standard	Relation
	Places and Regions: understand the human characteristics of places (e.g. population distributions, settlement patterns, languages, ethnicity, nationality, and religious beliefs)	2
	The World in Spatial Terms: understand how physical and human processes together shape places	2
DOWN BY THE SEA (CON'T)	Physical Systems: understand the components of ecosystems	2
	Physical Systems: understand the distribution and patterns of ecosystems	2
	Physical Systems: understand how humans interact with ecosystems	2
	Human Systems: understand the factors that influence the location and spatial distribution of economic activities	1
	Human Systems: understand the types and spatial patterns of settlement	1
	Human Systems: understand the factors that affect where people settle	1
	Environment and Society: understand how people modify the physical environment	2
	Environment and Society: understand that the physical environment can both accommodate and be endangered by human activities	2
	Environment and Society: understand the ways in which the physical environment provides opportunities for people	1
WETLANDS, SWEET, WETLANDS	Places and Regions: understand the physical characteristics of places (e.g., landforms, bodies of water, soil, vegetation, and weather and climate)	2
	Physical Systems: understand the components of ecosystems	2
	Physical Systems: understand the distribution and patterns of ecosystems	2
A B C's OF THE WETLANDS	Places and Regions: understand the physical characteristics of places (e.g., landforms, bodies of water, soil, vegetation, and weather and climate)	2
	Physical Systems: understand the components of Earth's physical systems: the atmosphere, lithosphere, hydrosphere, and biosphere	1
	Physical Systems: understand the components of ecosystems	2
	Physical Systems: understand the distribution and patterns of ecosystems	2

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**CORRELATION OF NATIONAL GEOGRAPHY STANDARDS TO
WATER SOURCEBOOK (K-2)
(BY ACTIVITY)**

Activity	Standard	Relation
"BAY" WATCH: (BY THE BAY)	Places and Regions: understand the physical characteristics of places (e.g., landforms, bodies of water, soil, vegetation, and weather and climate	2
	Physical Systems: understand the components of ecosystems	1
	Physical Systems: understand the distribution and patterns of ecosystems	2
MARIE DEBRIS	(No correlation to this activity.)	
OCEANS AND PONDS	Places and Regions: understand the physical characteristics of places (e.g., landforms, bodies of water, soil, vegetation, and weather and climate	2
	Physical Systems: understand the components of Earth's physical systems: the atmosphere, lithosphere, hydrosphere, and biosphere	1
	Physical Systems: understand how patterns (location, distribution, and association) of features on Earth's surface are shaped by physical processes	2
	Physical Systems: understand the components of ecosystems	2
	Physical Systems: understand the distribution and patterns of ecosystems	1
HOW DRY I AM, HOW WET I'LL BE!	Places and Regions: understand the physical characteristics of places (e.g., landforms, bodies of water, soil, vegetation, and weather and climate	1
	Physical Systems: understand the components of Earth's physical systems: the atmosphere, lithosphere, hydrosphere, and biosphere	1
	Physical Systems: understand how patterns (location, distribution, and association) of features on Earth's surface are shaped by physical processes	2
	Physical Systems: understand the components of ecosystems	1
	Physical Systems: understand the distribution and patterns of ecosystems	2
GET THE OIL OUT!	(No correlation to this activity.)	
SIFTING THROUGH THE WETLANDS	(No correlation to this activity.)	

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CORRELATION OF NATIONAL GEOGRAPHY STANDARDS TO THE WATER SOURCEBOOK (K-2)

(BY STANDARD)

Standard	Activity	Relation
Essential Element 1. The World in Spatial Terms- Standards: 1) How to use maps and other geographic representations, tools, and technologies to acquire, process, and report information from a spatial perspective; 2) How to use mental maps to organize information about people, places, and environments in a spatial context; 3) How to analyze the spatial organization of people, places, and environments on Earth's surface.		
The World in Spatial Terms: understand the characteristics and purposes of geographic representations - such as maps, globes, graphs, diagrams, aerial and other photographs, and satellite-produced images	SO MUCH WATER, SO LITTLE TO DRINK	2
	IT'S TOO SALTY! SALTY OR FRESH	2 2
The World in Spatial Terms: understand the location of the earth's continents and oceans in relation to each other and to principal parallels and meridians	SO MUCH WATER, SO LITTLE TO DRINK	2
	SALTY OR FRESH	1
Essential Element 2. Places and Regions- Standards: 4) The physical and human characteristics of places; 5) That people create regions to interpret Earth's complexity; 6) How culture and experience influence people's perceptions of places and regions.		
Places and Regions: understand the physical characteristics of places (e.g., landforms, bodies of water, soil, vegetation, and weather and climate)	COUGHING CATFISH	2
	THE TRIP OF DRIP	2
	MUDPUPPY POND	3
	WATER FUN FOR EVERYONE	1
	RAIN WATER RUNOFF	2
	WATER HERE AND THERE	2
	GROUNDWATER AND SOIL TYPES	2
	HOW LOW CAN YOU GO?: THE WATER TABLE AND AQUIFER	1
	SALTY OR FRESH	2
	CRANBERRY BOGS	2
	DOWN BY THE SEA	1
	WETLANDS, SWEET, WETLANDS	2
	A B C's OF THE WETLANDS	2
	"BAY" WATCH: (BY THE BAY)	2
OCEANS AND PONDS	2	
HOW DRY I AM, HOW WET I'LL BE!	1	
Places and Regions: understand the human characteristics of places (e.g. population distributions, settlement patterns, languages, ethnicity, nationality, and religious beliefs)	SO MUCH WATER, SO LITTLE TO DRINK	3
	DOWN BY THE SEA	2

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CORRELATION OF NATIONAL GEOGRAPHY STANDARDS TO THE WATER SOURCEBOOK (K-2)

(BY STANDARD)

Places and Regions: understand how physical and human processes together shape places	THE TRIP OF DRIP	1
	DOWN BY THE SEA	2
Places and Regions: understand the similarities and differences among regions	IT'S TOO SALTY!	2
Essential Element 3. Physical Systems- Standards: 7)The physical processes that shape the patterns of Earth's surface; 8)The characteristics and spatial distribution of ecosystems on Earth's surface.		
Physical Systems: understand the components of Earth's physical systems: the atmosphere, lithosphere, hydrosphere, and biosphere	SO MUCH WATER, SO LITTLE TO DRINK	2
	COUGHING CATFISH	1
	THE TRIP OF DRIP	2
	THE LITTLE GOLD FISH	2
	MUDPUPPY POND	2
	WATER FUN FOR EVERYONE	1
	WATER HERE AND THERE	2
	OH WELL:.HOW WE GET	2
	WATER FROM THE GROUND	
	WHAT'S THE POINT: POINT VS. NONPOINT	1
	GROUNDWATER AND SOIL TYPES	1
	HOW LOW CAN YOU GO?: THE WATER TABLE AND AQUIFER	1
	IT'S TOO SALTY!	1
	SALTY OR FRESH	2
	WHAT IS WETLAND?	1
	EXPLORING WETLANDS	1
	WHO NEEDS WETLANDS?	1
	CRANBERRY BOGS	1
	A B C's OF THE WETLANDS	1
	OCEANS AND PONDS	1
	HOW DRY I AM, HOW WET I'LL BE!	1
Physical Systems: understand how patterns (location, distribution, and association) of features on Earth's surface are shaped by physical processes	THE TRIP OF DRIP	1
	MUDPUPPY POND	1
	RAIN WATER RUNOFF	2
	OH WELL:.HOW WE GET	2
	WATER FROM THE GROUND	
	WHAT'S THE POINT: POINT VS. NONPOINT	1
	GROUNDWATER AND SOIL TYPES	1
	HOW LOW CAN YOU GO?: THE WATER TABLE AND AQUIFER	2
	SALTY OR FRESH	1
	OCEANS AND PONDS	2
	HOW DRY I AM, HOW WET I'LL BE!	2

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CORRELATION OF NATIONAL GEOGRAPHY STANDARDS TO THE WATER SOURCEBOOK (K-2)

(BY STANDARD)

Physical Systems: understand how Earth-Sun relations affect conditions on earth	WATER HERE AND THERE	1
Physical Systems: understand the components of ecosystems	COUGHING CATFISH	2
	HAPPY THE FISH	1
	MUDPUPPY POND	1
	WHAT IS WETLAND?	2
	EXPLORING WETLANDS	2
	WHO NEEDS WETLANDS?	2
	CRANBERRY BOGS	2
	DOWN BY THE SEA	2
	WETLANDS, SWEET, WETLANDS	2
	A B C's OF THE WETLANDS	2
	"BAY" WATCH: (BY THE BAY)	1
	OCEANS AND PONDS	2
	HOW DRY I AM, HOW WET I'LL BE!	1
	SO MUCH WATER, SO LITTLE TO DRINK	1
	WATER HERE AND THERE	2
	SALTY OR FRESH	1
	WHAT IS WETLAND?	2
	EXPLORING WETLANDS	2
	WHO NEEDS WETLANDS?	2
	CRANBERRY BOGS	1
	DOWN BY THE SEA	2
	WETLANDS, SWEET, WETLANDS	2
	A B C's OF THE WETLANDS	2
	"BAY" WATCH: (BY THE BAY)	2
	OCEANS AND PONDS	1
	HOW DRY I AM, HOW WET I'LL BE!	2
	COUGHING CATFISH	1
	HAPPY THE FISH	2
	MUDPUPPY POND	2
	WATER FUN FOR EVERYONE	2
	RAIN WATER RUNOFF	2
	WHAT'S THE POINT: POINT VS. NONPOINT	2
	WHO NEEDS WETLANDS?	2
DOWN BY THE SEA	2	

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CORRELATION OF NATIONAL GEOGRAPHY STANDARDS TO THE WATER SOURCEBOOK (K-2)

(BY STANDARD)

Essential Element 4. Human Systems -Standards: 9) The characteristics, distribution, and migration of human populations on Earth's surface; 10) The characteristics, distribution, and complexity of Earth's cultural mosaics; 11) The patterns and networks of economic interdependence on Earth's surface; 12) The processes, patterns, and functions of human settlement; 13) How the forces of cooperation and conflict among people influence the division and control of Earth's surface.		
Human Systems: understand the factors that influence the location and spatial distribution of economic activities	DOWN BY THE SEA	1
Human Systems: understand the types and spatial patterns of settlement	WATER, NOW AND THEN	1
	DOWN BY THE SEA	1
Human Systems: understand the factors that affect where people settle	WATER, NOW AND THEN	2
	IT'S TOO SALTY!	1
	DOWN BY THE SEA	1
Essential Element 5. Environment and Society -Standards: 14) How human actions modify the physical environment; How the physical systems affect human systems;16) The changes that occur in the meaning, use, distribution, and importance of resources.		
Environment and Society: understand how people depend on the physical environment	WATER, NOW AND THEN	2
	DRIP AND DROP'S ADVENTURE	1
	HUNG UP ON WATER CONSERVATION	2
	THE TRIP OF DRIP	1
	THE LITTLE GOLD FISH	2
	IT'S TIME TO CONSERVE	1
	OH WELL-.HOW WE GET WATER FROM THE GROUND	1
	IT'S TOO SALTY!	3
	Environment and Society: understand how people modify the physical environment	WATER, NOW AND THEN
THE TRIP OF DRIP		1
THE LITTLE GOLD FISH		2
RAIN WATER RUNOFF		1
DOWN BY THE SEA		2
Environment and Society: understand that the physical environment can both accommodate and be endangered by human activities	HAPPY THE FISH	2
	THE TRIP OF DRIP	2
	THE LITTLE GOLD FISH	3
	MUDPUPPY POND	2
	RAIN WATER RUNOFF	2
	WHAT'S THE POINT: POINT VS. NONPOINT	3
	DOWN BY THE SEA	2
Environment and Society: understand how variations within the physical environment produce spatial patterns that affect human adaptation	IT'S TOO SALTY!	2

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CORRELATION OF NATIONAL GEOGRAPHY STANDARDS TO THE WATER SOURCEBOOK (K-2)

(BY STANDARD)

Environment and Society: understand the ways in which the physical environment provides opportunities for people	WATER, NOW AND THEN	2
	WATER FUN FOR EVERYONE	1
	OH WELL:.HOW WE GET WATER FROM THE GROUND	1
	DOWN BY THE SEA	1
Environment and Society: understand how physical and human processes together shape places	IT'S TOO SALTY!	3
Environment and Society: understand the characteristics of renewable, nonrenewable, and flow resources	WATER, NOW AND THEN	2
	BEING A HYDROLOGIST	2
	DRIP AND DROP'S ADVENTURE	1
	HUNG UP ON WATER CONSERVATION	2
	THE LITTLE GOLD FISH	2
	MUDPUPPY POND	2
	IT'S TIME TO CONSERVE	2
	OH WELL:.HOW WE GET WATER FROM THE GROUND	2
	WHAT'S THE POINT: POINT VS. NONPOINT	2
	HOW LOW CAN YOU GO?: THE WATER TABLE AND AQUIFER	1
	Environment and Society: understand the spatial distribution of resources	THE TRIP OF DRIP
MUDPUPPY POND		3
OH WELL:.HOW WE GET WATER FROM THE GROUND		2
WHAT'S THE POINT: POINT VS. NONPOINT		2
HOW LOW CAN YOU GO?: THE WATER TABLE AND AQUIFER		2
IT'S TOO SALTY!		2
Environment and Society: understand the role of resources in daily life		WATER, NOW AND THEN
	BEING A HYDROLOGIST	3
	DRIP AND DROP'S ADVENTURE	3
	HUNG UP ON WATER CONSERVATION	3
	MUDPUPPY POND	1
	THE LITTLE GOLD FISH	1
	IT'S TIME TO CONSERVE	3
	OH WELL:.HOW WE GET WATER FROM THE GROUND	1
	WHAT'S THE POINT: POINT VS. NONPOINT	2
	IT'S TOO SALTY!	2

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CHAPTER 1 - INTRODUCTION TO WATER (Grades K-2)
Quality Core Curriculum (QCC)

Activity	QCC Correlation			ITBS			Other	
	K	1st	2nd	K	1st	2nd		
Water Now And Then			S2.1 S2.2					
Extra, Extra, Read			S2.1 S2.2					
Water Is Very Special			S2.1 S2.2 S2.4					
Being A Hydrologist			S2.1 S2.2 S2.4					
Drink It Up			S2.1 S2.2 S2.4 S2.5 S2.7					
What Shape Is Water?			S2.1 S2.2 S2.5 S2.6 S2.8					
The Water Freeze			S2.1 S2.2 S2.5 S2.6 S2.7 S2.8					
Let's Weigh Snow			S2.1 S2.2 S2.6 S2.8					
Now You See It,			S2.1 S2.2 S2.6 S2.8					
How Buoyant!			S2.1 S2.2 S2.4					

Activity	QCC Correlation			ITBS			Other	
	K	1st	2nd	K	1st	2nd		
Great Balls O' Water!			S2.1 S2.2 S2.4 S2.6 S2.7 S2.9					
Up, Up, and Away			S2.1 S2.2 S2.6					
Water Goes Up and			S2.1 S2.4 S2.6 S2.8					
Rain, Rain, Go Away			S2.1 S2.4 S2.6					
Rain, Rain, Go Away 2			S2.1 S2.4 S2.6					
Drip and Drop's			S2.1 S2.4					
Water Works for			S2.1 S2.4					
Do You Know My Job?			S2.1 S2.4					

CHAPTER 2 - DRINKING WATER AND WASTEWATER TREATMENT
(Grades K-2)

Quality Core Curriculum (QCC)

Activity	QCC Correlation			ITBS			Other	
	K	1st	2nd	K	1st	2nd		
Plants Need to Drink			S2.1 S2.2 S2.4 S2.10 S2.11 S2.12					
Hung up on Water			S2.1 S2.2 S2.4					
Conserve Every Drop			S2.1 S2.2 S2.4					
Waterville, USA			S2.1 S2.4					
Fill It Up: Water Stor.			S2.1 S2.2 S2.3 S2.4					
What is a Septic Tank?			S2.1 S2.2 S2.4					
So Much Water			S2.1 S2.2 S2.3 S2.4 S2.5					

CHAPTER 3 - SURFACE WATER RESOURCES (Grades K-2)
Quality Core Curriculum (QCC)

Activity	QCC Correlation			ITBS			Other	
	K	1st	2nd	K	1st	2nd		
Ice is N Ice			S2.1 S2.2 S2.4 S2.5 S2.6 S2.7 S2.8 S2.9					
Floating Critters			S2.1 S2.2 S2.3 S2.15 S2.16					
The Water Window			S2.1 S2.4					
Coughing Catfish			S2.1 S2.2 S2.4 S2.15 S2.16					
Happy the Fish			S2.1 S2.2 S2.4 S2.15 S2.16					
How Water Flows			S2.1 S2.2 S2.4					
Settling in Sediment			S2.1 S2.2 S2.4					
The Trip of Drip			S2.1 S2.2 S2.4					
The Little Gold Fish			S2.1 S2.2 S2.4					

Activity	QCC Correlation			ITBS			Other	
	K	1st	2nd	K	1st	2nd		
Mud Puppy Pond			S2.1 S2.2 S2.3 S2.4 S2.6 S2.15					
Can Your Dam Hold			S2.1 S2.2 S2.3 S2.4					
Water Works for Us			S2.1 S2.4					
Water Fun For Every			S2.1 S2.4					
Don't Boat Without			S2.1 S2.4					
Rain Water Runoff			S2.1 S2.2 S2.3 S2.4 S2.15					

CHAPTER 4 - GROUND WATER RESOURCES (Grades K-2)
Quality Core Curriculum (QCC)

Activity	QCC Correlation			ITBS			Other	
	K	1st	2nd	K	1st	2nd		
Water Here and There			S2.1 S2.2 S2.3 S2.4 S2.6 S2.9					
It's Time to Conserve			S2.1 S2.2 S2.4					
Away It Blows			S2.1 S2.2 S2.4					
Oh Well.....			S2.1 S2.2 S2.3 S2.4					
What's the Point:			S2.1 S2.2 S2.4					
Soak It Up			S2.1 S2.2 S2.3 S2.4					
Ground Water			S2.1 S2.3 S2.4					
Does It Leak			S2.1 S2.2 S2.3 S2.4					
The Bad Guys VS.			S2.1 S2.2 S2.4					
How Long Can You			S2.1 S2.2 S2.3 S2.4					

CHAPTER 5 - WETLANDS AND COASTAL WATERS (Grades K-2)
Quality Core Curriculum (QCC)

Activity	QCC Correlation			ITBS			Other	
	K	1st	2nd	K	1st	2nd		
It's Too Salty			S2.1 S2.2 S2.4					
Salty or Fresh			S2.1 S2.2 S2.4					
What is a Wetland?			S2.1 S2.2 S2.18					
Exploring Wetlands			S2.1 S2.2 S2.15 S2.16 S2.18					
Spongy Wetlands			S2.1 S2.2 S2.10 S2.11 S2.15 S2.16					
Who Needs Wetlands			S2.1 S2.2 S2.11 S2.15					
Cranberry Bogs			S2.1 S2.2 S2.4 S2.10 S2.11 S2.14 S2.15					
Down By the Sea			S2.1 S2.2 S2.15 S2.16					
Wetlands Sweet Wet.			S2.1 S2.2 S2.15 S2.16					

Activity	QCC Correlation			ITBS			Other	
	K	1st	2nd	K	1st	2nd		
ABC's of the Wetlands			S2.1 S2.2 S2.15 S2.16					
Bay Watch			S2.1 S2.2 S2.15 S2.16					
Marie Debris			S2.1 S2.2 S2.15 S2.16					
Oceans and Ponds			S2.1 S2.2 S2.15 S2.16					
How Dry I Am,			S2.1 S2.2 S2.4 S2.14 S2.15 S2.16					
Get the Oil Out			S2.1 S2.2 S2.4					
Getting Through the			S2.1 S2.2 S2.4 S2.15					