	Water Chemistry	Water, Water Everywhere!	The Returning Raindrop	Surface Water is Everywhere on Earth	Let's Go Down Under!	By the Sea	Shedding Light on Watersheds	Land Use and Water Quality	What's the Difference	For Sale: Used Water	Water's Journey	Saving a Resource in Jeopardy	What a Water Job!
	M	M	Th	Su	Le	By	Sh	La	M	Εо	M	Sa	l/M
MATHEMATICS													
basic computation (addition, subtraction, multiplication, and division)													
use measurements	Х						Х					Х	
make estimates and approximations	+	Х	_	Х	$\vdash$						$\vdash$		$\vdash$
formulate and solve problems	_												<u> </u>
probability and statistics	+		_										$\vdash$
charts and graphs		Х							Х	Х		Х	Ь.
SCIENCE													
problem formulation	+												
formulation of hypothesis	_								Х				
gatherinformation	X		_			Х			Х	Х	Х	Х	Х
organize and analyze information	1		Х							Х		Х	
interpret data	<del>                                     </del>		_		<u> </u>							Х	
draw conclusions	X			X	X	X		X	\	X			
observation and experimentation	X			Х	X	Х		Х	Х	Х		Х	
(experiment, demonstration)													
LANGUAGEARTS													
language (acquiring and using)		Х	X	Х	Х	Х			Х			Х	
writing (mechanical, persuasive, creative, letters)	Х	Х		Х	Х		Х	Х	Х		Х	Х	Х
speaking and listening		Х								Х		Х	Х
reading and literature	_	Х			Х								
communication/presenting ideas		Х			Х			Х			Х	Х	Х
SOCIAL STUDIES													
map skills		Х		Х		Х	Х	Х			Х	Х	
collecting/recording/categorizing data		Х			Х	Х				Х	Х	Х	Х
comparing and contrasting	Х	Х			х							Х	
inferences/generalizations		Х	Х	Х	Х								Х
social/human problems & decisionmaking		Х			Х						Х	Х	Х
RELATEDARTS													
the arts (art, music, drama)	_	Х	Х	Х	Х	Х	Х		Х	Х	Х	Х	Х
health													
computer													

	ਰ	ı —	Ι		ı .						ı .		
	Water Goes Around and Comes Around	Water Works	Will That Hold Water?	The Invisible Water Source	Hard or Soft?	Get the Salt Out!	The Main Drain	The Story of Sludge	Wetland in a Bottle	Settling the Wastewater Problem	Waste Not, Want Not	Water Patrol	
MATHEMATICS												Ш	
basic computation (addition, subtraction, multiplication, and division)	х										Х		
use measurements		х									Х		
make estimates and approximations	Х												
formulate and solve problems	Х												
probability and statistics													
charts and graphs	X	l	х				Х	Х					
SCIENCE													
problem formulation					Х	Х							
formulation of hypothesis										Х	Х		
gatherinformation		Х		Х			Χ	Х			Х	Х	
organize and analyze information					Х			Х		Х	Х		
interpret data	Х			Х					Х	Х	Х		
drawconclusions	Х			Х	Х				Х	Х			
observation and experimentation	X	x	х	Х	х	Х	Х		х	Х	х		
(experiment, demonstration)													
LANGUAGEARTS												Ш	
language (acquiring and using)		Х	Х					L	Х			$L^{-1}$	
writing (mechanical, persuasive, creative, letters)		Х					х	Х		Х	х	Х	
speaking and listening						Х		х	Х	Х	х		
reading and literature									Х				
communication/presenting ideas												х	
SOCIAL STUDIES													
map skills			Х	Х		Х							
collecting/recording/categorizing data	Х					Χ				Х			
comparing and contrasting	Х		Х		Х	Х	Χ		$oxedsymbol{oxedsymbol{oxed}}$	Х	$oxedsymbol{oxed}$	Ш	
inferences/generalizations	Х			Х		Х			Х	Х		х	
social/human problems & decisionmaking	Х					Х						Х	
RELATEDARTS	-												
the arts (art, music, drama)	X		Х		$ldsymbol{ld}}}}}}$	Х	Х	Х	Х		$ldsymbol{ld}}}}}}$	Х	
health					Х							Х	
computer													
	V												

	On the Surface of a Watery World	Watery Words	Life in the Water Way	Posted! No Fishing, No Swimming	Dilution is not the Solution to Pollution	Acid Rain, Go Away!	The N, B, & I Pollutants	Stop That Sediment	Working Together to Prevent Pollution	Water-Wise Landscaping	Whose Water Is It?	Pollution Pete Patrol	
MATHEMATICS													
basic computation (addition, subtraction,					х								
multiplication, and division)													
use measurements													
make estimates and approximations	X												
formulate and solve problems													
probability and statistics	_												
charts and graphs	Х											Х	
SCIENCE													
problem formulation													
formulation of hypothesis													
gatherinformation			Х			Х			Х	Х			
organize and analyze information	Х												
interpret data	Х						Х						
draw conclusions	X				Х	Х				Х			
observation and experimentation	X	Х	Х		Х	Х	Х	Х				Х	
(experiment, demonstration)													
LANGUAGEARTS													
language (acquiring and using)	$\prod$	Х	Х			Х		Х	Х	Х			
writing (mechanical, persuasive, creative,		Х	Х	Х		Х	Х	Х					
letters)													
speaking and listening										Х	Х		
reading and literature	+-	Х		_									
communication/presenting ideas			X	Х						Х	Х	Х	
SOCIAL STUDIES													
map skills	Х	Х								Х	Х		
collecting/recording/categorizing data		Х				Х	Х			Х	Х	Х	
comparing and contrasting								Х					
inferences/generalizations											Х	Х	
social/human problems & decisionmaking									Х		Х	Х	
RELATEDARTS													
the arts (art, music, drama)	T	\ ,_	V	\ \ \			Х		Х	Х	Х	х	
ine arts (art, music, drama)	X	Х	X	Х			_ ^		_ ^ _			_ ^	
health	X	Х	^	X			^				_	$\stackrel{\wedge}{\vdash}$	

		_	_	_					_				
	Aquifer Adventure	Believe It or Not!	At a Snail's Pace	P&P: The Down & Dirty Way Soil Affects Groundwater	Checks and Balances	Wells: A Deep Subject	Cap Chemical	Flush Your Troubles Away	Dump Line The Tale of Ooze	Stamp Out L.U.S.T.	Down on the Farm, Down in the Water	Going with the Flow: Exploring	Irrigation
MATHEMATICS	1												
basic computation (addition, subtraction,		х	х	х		Х				х		Х	
multiplication, and division)													
use measurements		Х	Х	Х		Х	Х		Х	Х		Х	
make estimates and approximations	1	х		х		Х							
formulate and solve problems		x	T	х		Х							
probability and statistics		х											
charts and graphs			х				Х						
SCIENCE													
problem formulation	T <sub>X</sub>	T	T		х				х			Х	
formulation of hypothesis	+^	┢	┢	х	X				X			X	
gather information	<del> </del> x	$\vdash$	⊢	X	x		Х		x			<u></u>	
	+^	┢	⊢									-	
organize and analyze information	+	<del>                                     </del>	<del>                                     </del>	X	X	Х	X		X		.,	X	
interpret data	X	X	X	X	Х		Х		Х	Х	Х	Х	
draw conclusions	X	X	X	Х	Х	Х			Х		Х	Х	
observation and experimentation	X	X	×	X	Х	Х	Х	Х	Х	Х	Х	Х	
(experiment, demonstration)													
LANGUAGEARTS	_												
language (acquiring and using)	X		Х	Х		Х	Х	Х	Х	Х		Х	
writing (mechanical, persuasive, creative, letters)		X	X			Х	Х	Х			Х	Х	
speaking and listening		х		Х	Х	Х	х	х	Х	Х			
reading and literature	1	$\vdash$	x			Х						Х	
communication/presenting ideas	х	х	х		х	Х	х	х	х	х		Х	
SOCIAL STUDIES													
map skills	Х		х		х	Х					Х	Х	
collecting/recording/categorizing data	X	x				Х	х	х				Х	
comparing and contrasting	х	х	T	х	х		х					Х	
inferences/generalizations	Х					Х					х	Х	
social/human problems & decisionmaking		х			Х	Х	х	Х	х	х	х	Х	
RELATEDARTS													
the arts (art, music, drama)					х	Х	х	х		х	х	Х	
health		T	T				T						
computer			<u> </u>										
· ·	Vii	-	-		_			-		-			

	Wonderful, Waterful Wetlands	Home, Wet Home	To Whom It May Concern	What Can You Do?	Where Did It Wear?	"Bay-Be"	Down in the Ocean Dumps!	The Inside on Red Tide	Trees by the Sea	Estuary Water	Coastal Conservation Scavenger Hunt	Coastal Food Web
<u></u>		H	Τ̈́	涿	≱	Ϋ́	Ĭ	Ē	Tr	E	ŭ	ŭ
MATHEMATICS												
basic computation (addition, subtraction,									Х			
multiplication, and division)												
use measurements	Х				Х				Х			
make estimates and approximations	1						<u> </u>			Щ		
formulate and solve problems												
probability and statistics												
charts and graphs	Х	Х							Х			
SCIENCE												
problem formulation												
formulation of hypothesis										Х		
gatherinformation	Х	Х		Х				Х		Х	Х	
organize and analyze information					Х						Х	Х
interpret data								Х	Х			
drawconclusions	Х					Х	Х	Х	Х	Х		
observation and experimentation	X				Х	Х	Х	Х		Х		
(experiment, demonstration)												
LANGUAGEARTS												
language (acquiring and using)	Х	Х			Х	х						Х
writing (mechanical, persuasive, creative,	Х	Х	Х	Х	Х	Х	х			Х		
letters) speaking and listening							_					
reading and literature	+	Х	X	Х								
communication/presenting ideas		Х	X	х			х				Х	
SOCIAL STUDIES												
map skills	X		X		Х	Х	$\vdash$		х	$\vdash$		
collecting/recording/categorizing data	+^	Х	<u>^</u>	$\vdash$	H		Х		┝	Н	Х	
comparing and contrasting	+	^	Ĥ				X		Х	H	^	Х
inferences/generalizations	x						Ĥ	Х	Ť			Х
social/human problems & decisionmaking	1	х	Х									-
RELATEDARTS												
the arts (art, music, drama)	x	Х	х	х	х	Х	х	х				
health	+^	<u> </u>	<u> </u>	Ĥ	Ĥ	<del>- ^-</del>	X	X		H		
computer	+							<u> </u>				
<u>'</u>	1					l	Ь	L		ш		

Activity	Standard	Relation
OHAD	TED 4 INTRODUCTION TO WATER	
	TER 1- INTRODUCTION TO WATER	T .
WATER CHEMISTRY	Unifying Concepts and Processes: Systems, order, and	3
	organization	
	Unifying Concepts and Processes: Evidence, models, and	3
	explanation	3
	<b>Unifying Concepts and Processes:</b> Constancy, change, and explanation	3
	Unifying Concepts and Processes: Form and function	1
	Science as Inquiry: develop abilities necessary to do scientific	3
	inquiry	
	Science as Inquiry: develop understanding about scientific	2
	inquiry	_
	Physical Science: develop an understanding of properties of	3
	objects and materials	
	Physical Science: develop an understanding of properties and	3
	changes of properties in matter	
	Physical Science: develop an understanding of transfer of	3
	energy	
WATER, WATER EVERYWHERE!	Unifying Concepts and Processes: Evidence, models, and	3
	explanation	
	Science as Inquiry: develop abilities necessary to do scientific	3
	inquiry	
	Earth and Space Science: develop an understanding of	2
	properties of earth materials	
	Science in Personal and Social Perspective: develop	3
	understanding of types of resources	
	Science in Personal and Social Perspective: develop	1
	understanding of science and technology in local challenges	
	Science in Personal and Social Perspective: develop	2
	understanding of populations, resources, and environments	
	History and Nature as Science: develop understanding of	2
THE DETHINA DAMAGE	nature as science	
THE RETURNING RAINDROP	Unifying Concepts and Processes: Systems, order, and	3
	organization	
	Unifying Concepts and Processes: Evidence, models, and	3
	explanation	
	Unifying Concepts and Processes: Constancy, change, and	2
	explanation	
	Unifying Concepts and Processes: Evolution and equilibrium	2
	Science as Inquiry: develop abilities necessary to do scientific	3
	inquiry	
	Science as Inquiry: develop understanding about scientific	1
	inquiry	'
	Life Science: develop understanding of life cycles of organisms	1
	2.13 25.5.1001 develop anderstanding of the dyolog of organisms	'
	Life Science: develop understanding of organisms and	2
	environments	

Activity	Standard	Relation
THE RETURNING RAINDROP (CON'T)	<b>Life Science:</b> develop understanding of structure and function in living systems	3
((0),	Life Science: develop understanding of populations and	1
	ecosystems  Life Science: develop understanding of diversity and adaptations	1
	of organisms	'
WATER ALL OVER THE WORLD	Unifying Concepts and Processes: Evidence, models, and	2
With the transfer of the trans	explanation	_
	Unifying Concepts and Processes: Constancy, change, and	2
	explanation	
	Science as Inquiry: develop abilities necessary to do scientific	2
	inquiry	
	<b>Physical Science:</b> develop an understanding of properties of objects and materials	1
	<b>Life Science:</b> develop understanding of structure and function in living systems	2
	Earth and Space Science: develop an understanding of properties of earth materials	2
	Science and Technology: develop abilities of technological	1
	design	!
	Science in Personal and Social Perspective: develop	1
	understanding of science and technology in local challenges	·
	Science in Personal and Social Perspective: develop	1
	understanding of risks and benefits	
	History and Nature as Science: develop understanding of	1
	nature as science	
LET'S GO DOWN UNDER!	Unifying Concepts and Processes: Systems, order, and	3
	organization	_
	Unifying Concepts and Processes: Evidence, models, and	2
	explanation Unifying Concepts and Processes: Constancy, change, and	2
	explanation	
	Unifying Concepts and Processes: Evolution and equilibrium	1
	Science as Inquiry: develop abilities necessary to do scientific	2
	inquiry  Science as Inquiry: develop understanding about scientific	1
	inquiry  Physical Science: develop an understanding of properties and	2
	changes of properties in matter  Earth and Space Science: develop an understanding of	1
	changes in earth and sky  Earth and Space Science: develop an understanding of	3
	structure of the earth system	

Activity	Standard	Relation
Activity	Stanuaru	TCIGUION
LETIC CO DOWN LINDED! (cont)	Calamas in Darsonal and Casial Darsonastiva, dayalan	3
LET'S GO DOWN UNDER! (con't)	Science in Personal and Social Perspective: develop	3
	understanding of types of resources	_
	Science in Personal and Social Perspective: develop	2
	understanding of changes in environments	
	Science in Personal and Social Perspective: develop	2
DV THE 05 A	understanding of populations, resources, and environments	
BY THE SEA	Unifying Concepts and Processes: Evidence, models, and	1
	explanation	
	Science as Inquiry: develop abilities necessary to do scientific	1
	inquiry	
	Earth and Space Science: develop an understanding of	2
	structure of the earth system	
SHEDDING LIGHT ON	Unifying Concepts and Processes: Evidence, models, and	1
WATERSHEDS	explanation	
	Science as Inquiry: develop abilities necessary to do scientific	1
	inquiry	
	Earth and Space Science: develop an understanding of	2
	structure of the earth system	
PLANNING LAND USE	Unifying Concepts and Processes: Systems, order, and	2
	organization	
	Unifying Concepts and Processes: Evidence, models, and	2
	explanation	
	Unifying Concepts and Processes: Evolution and equilibrium	1
	Science as Inquiry: develop abilities necessary to do scientific	2
	inquiry	
	Earth and Space Science: develop an understanding of	1
	properties of earth materials	
	Earth and Space Science: develop an understanding of	1
	structure of the earth system	
	Science in Personal and Social Perspective: develop	2
	understanding of types of resources	
	Science in Personal and Social Perspective: develop	2
	understanding of changes in environments	
	Science in Personal and Social Perspective: develop	3
	understanding of science and technology in local challenges	
	Science in Personal and Social Perspective: develop	3
	understanding of natural hazards	
	Science in Personal and Social Perspective: develop	3
	understanding of risks and benefits	
	Science in Personal and Social Perspective: develop	2
	understanding of science and technology in society	

Activity	Standard	Relation
WHAT'S THE DIFFERENCE?	Unifying Concepts and Processes: Systems, order, and	2
	organization	
	Unifying Concepts and Processes: Evidence, models, and	2
	explanation	
	Unifying Concepts and Processes: Form and function	1
	Science as Inquiry: develop abilities necessary to do scientific	3
	inquiry	
	Science as Inquiry: develop understanding about scientific	2
	inquiry	
	Physical Science: develop an understanding of properties and	2
	changes of properties in matter	
	Earth and Space Science: develop an understanding of	1
	structure of the earth system	
	Science in Personal and Social Perspective: develop	2
	understanding of changes in environments	
	Science in Personal and Social Perspective: develop	1
	understanding of science and technology in local challenges	
	Science in Personal and Social Perspective: develop	2
	understanding of populations, resources, and environments	
	Science in Personal and Social Perspective: develop	1
	understanding of natural hazards	
FOR SALE: USED WATER	Unifying Concepts and Processes: Systems, order, and	2
	organization	
	Unifying Concepts and Processes: Evidence, models, and	2
	explanation	
	Science as Inquiry: develop abilities necessary to do scientific	2
	inquiry	
	Life Science: develop understanding of diversity and adaptations	2
	of organisms	
	Science and Technology: develop abilities of technololgical	2
	design	
	Science and Technology: develop understanding about	2
	science and technology	
	Science in Personal and Social Perspective: develop	3
	understanding of science and technology in local challenges	
	Science in Personal and Social Perspective: develop	3
	understanding of science and technology in society	
	History and Nature as Science: develop understanding of	1
	nature as science	

Activity	Standard	Relatio
Activity	Otandard	
WATER'S JOURNEY	Unifying Concepts and Processes: Systems, order, and	2
	organization	_
	Unifying Concepts and Processes: Evidence, models, and	2
	explanation	
	Science as Inquiry: develop abilities necessary to do scientific	2
	inquiry	
	Science as Inquiry: develop understanding about scientific	1
	inquiry	
	Science and Technology: develop abilities of technololgical	2
	design	
	Science and Technology: develop understanding about	2
	science and technology	
	Science in Personal and Social Perspective: develop	3
	understanding of science and technology in local challenges	
	Science in Personal and Social Perspective: develop	2
	understanding of risks and benefits	
	Science in Personal and Social Perspective: develop	3
	understanding of science and technology in society	
	History and Nature as Science: develop understanding of	1
	nature as science	
SAVING A RESOURCE IN	Unifying Concepts and Processes: Evidence, models, and	2
JEOPARDY	explanation	
	Science as Inquiry: develop abilities necessary to do scientific	2
	inquiry	
	Earth and Space Science: develop an understanding of	1
	properties of earth materials	
	Earth and Space Science: develop an understanding of	2
	structure of the earth system	
	Science in Personal and Social Perspectives: develop	1
	understanding of personal health  Science in Personal and Social Perspective: develop	3
	understanding of types of resources	3
	Science in Personal and Social Perspective: develop	2
	understanding of changes in environments	
	Science in Personal and Social Perspective: develop	2
	understanding of populations, resources, and environments	
	Science in Personal and Social Perspective: develop	2
	understanding of risks and benefits	_
WHAT A WATER JOB!	Unifying Concepts and Processes: Evidence, models, and	2
	explanation	_
	Science in Personal and Social Perspective: develop	1
	understanding of science and technology in society	
	History and Nature as Science: develop understanding of	3
	science as human behavior	
	History and Nature as Science: develop understanding of	2
	nature as science	

Activity	Standard	Relation
Houvity	Staridard	
CHAPTER 2- DRI	NKING WATER AND WASTEWATER TREATMENT	
WATER GOES AROUND AND	Unifying Concepts and Processes: Systems, order, and	2
COMES AROUND	organization	
	Science as Inquiry: develop abilities necessary to do scientific	2
	inquiry	
	Science and Technology: develop abilities of technololgical	2
	design	
	Science in Personal and Social Perspective: develop	3
	understanding of science and technology in local challenges	
	Science in Personal and Social Perspective: develop	2
	understanding of populations, resources, and environments	
	Science in Personal and Social Perspective: develop	2
	understanding of science and technology in society	
WATER WORKS	Unifying Concepts and Processes: Systems, order, and	2
	organization	
	Unifying Concepts and Processes: Evidence, models, and	2
	explanation	
	Science as Inquiry: develop abilities necessary to do scientific	2
	inquiry	
	Science and Technology: develop abilities of technololgical	2
	design	
	Science in Personal and Social Perspective: develop	3
	understanding of science and technology in local challenges	
	Science in Personal and Social Perspective: develop	2
	understanding of populations, resources, and environments	2
	Science in Personal and Social Perspective: develop understanding of science and technology in society	
WILL THAT HOLD WATER?	Unifying Concepts and Processes: Systems, order, and	2
WILL THAT HOLD WATER!	organization	
	Science as Inquiry: develop abilities necessary to do scientific	1
	inquiry	'
	Earth and Space Science: develop an understanding of	1
	structure of the earth system	
	Science and Technology: develop abilities of technological	2
	design	_
	Science in Personal and Social Perspective: develop	1
	understanding of changes in environments	
	Science in Personal and Social Perspective: develop	2
	understanding of science and technology in local challenges	
	Science in Personal and Social Perspective: develop	2
	understanding of populations, resources, and environments	
	Science in Personal and Social Perspective: develop	2
	understanding of science and technology in society	

Activity	Standard	Relation
rodivity	Staridard	
THE INVISIBLE WATER SOURCE	Unifying Concepts and Processes: Systems, order, and	2
	organization	
	Unifying Concepts and Processes: Evidence, models, and	2
	explanation	
	Unifying Concepts and Processes: Constancy, change, and	1
	explanation	
	Unifying Concepts and Processes: Evolution and equilibrium	1
	Science as Inquiry: develop abilities necessary to do scientific	2
	inquiry	
	Science as Inquiry: develop understanding about scientific	2
	inquiry	
	Physical Science: develop an understanding of transfer of	1
	energy	
	Earth and Space Science: develop an understanding of	1
	changes in earth and sky	
	Earth and Space Science: develop an understanding of	3
	structure of the earth system	
HARD OR SOFT?	Unifying Concepts and Processes: Evidence, models, and	2
	explanation	
	Unifying Concepts and Processes: Constancy, change, and	2
	explanation	_
	Physical Science: develop an understanding of properties of	1
	objects and materials	
	Physical Science: develop an understanding of properties and	2
	changes of properties in matter	
	Earth and Space Science: develop an understanding of	1
	properties of earth materials	
	Earth and Space Science: develop an understanding of	3
	structure of the earth system	
	Science in Personal and Social Perspectives: develop	2
	understanding of personal health	1
	Science in Personal and Social Perspective: develop	1
	understanding of populations, resources, and environments  Science in Personal and Social Perspective: develop	2
	understanding of natural hazards	
GET THE SALT OUT!	Unifying Concepts and Processes: Systems, order, and	2
OLI IIIL OALI OUI:	organization	_
	Unifying Concepts and Processes: Evidence, models, and	1
	explanation	'
	Unifying Concepts and Processes: Constancy, change, and	2
	explanation	-
	Science as Inquiry: develop abilities necessary to do scientific	2
	inquiry	_
	Science as Inquiry: develop understanding about scientific	2
	inquiry	_
	Physical Science: develop an understanding of properties of	2
	objects and materials	_

Activity	Standard	Relation
GET THE SALT OUT! (CON'T)	Physical Science: develop an understanding of properties and	2
( ,	changes of properties in matter	
	Earth and Space Science: develop an understanding of	2
	properties of earth materials	
	Earth and Space Science: develop an understanding of	2
	structure of the earth system	
THE MAIN DRAIN	Unifying Concepts and Processes: Systems, order, and	2
	organization	
	Science as Inquiry: develop abilities necessary to do scientific	2
	inquiry	
	Earth and Space Science: develop an understanding of	1
	properties of earth materials	
	Science and Technology: develop abilities of technololgical	2
	design	
	Science in Personal and Social Perspectives: develop	1
	understanding of personal health	
	Science in Personal and Social Perspective: develop	1
	understanding of science and technology in local challenges	
	Science in Personal and Social Perspective: develop	1
	understanding of populations, resources, and environments	
	Science in Personal and Social Perspective: develop	1
	understanding of risks and benefits	
	Science in Personal and Social Perspective: develop	2
	understanding of science and technology in society	
THE WASTEWATER STORY	Unifying Concepts and Processes: Systems, order, and	2
	organization	
	Unifying Concepts and Processes: Evidence, models, and	2
	explanation	
	Science as Inquiry: develop abilities necessary to do scientific	2
	inquiry	l .
	Science as Inquiry: develop understanding about scientific	1
	inquiry	l .
	Physical Science: develop an understanding of properties and	1
	changes of properties in matter	l .
	Earth and Space Science: develop an understanding of	1
	properties of earth materials	
	Earth and Space Science: develop an understanding of	2
	structure of the earth system	
	Science and Technology: develop abilities of technololgical	2
	design	
	Science in Personal and Social Perspectives: develop	2
	understanding of personal health	
	Science in Personal and Social Perspective: develop	2
	understanding of populations, resources, and environments	
	Science in Personal and Social Perspective: develop	1
	understanding of natural hazards	1 _
	Science in Personal and Social Perspective: develop	2
	understanding of science and technology in society	<u> </u>

A =4:- ::4	(BY ACTIVITY)	Relation
Activity	Standard	Relation
		_
WETLAND IN A BOTTLE	Unifying Concepts and Processes: Systems, order, and	2
	organization	0
	Unifying Concepts and Processes: Evidence, models, and	2
	explanation Unifying Concepts and Processes: Evolution and equilibrium	1
	Tomying Concepts and Processes. Evolution and equilibrium	'
	Science as Inquiry: develop abilities necessary to do scientific	2
	inquiry	_
	Physical Science: develop an understanding of properties and	1
	changes of properties in matter	
	Physical Science: develop an understanding of transfer of	1
	energy	
	Life Science: develop understanding of organisms and	2
	environments	
	Life Science: develop understanding of structure and function in	2
	living systems	_
	Life Science: develop understanding of diversity and adaptations	1
	of organisms	2
	Earth and Space Science: develop an understanding of	2
	structure of the earth system  Science and Technology: develop abilities of technological	1
	design	'
	Science in Personal and Social Perspective: develop	2
	understanding of changes in environments	
	Science in Personal and Social Perspective: develop	2
	understanding of science and technology in local challenges	
	Science in Personal and Social Perspective: develop	2
	understanding of populations, resources, and environments	
SETTLING THE WASTEWATER	Unifying Concepts and Processes: Systems, order, and	2
PROBLEM	organization	
	Unifying Concepts and Processes: Evidence, models, and	2
	explanation	_
	Unifying Concepts and Processes: Constancy, change, and	1
	explanation	
	Unifying Concepts and Processes: Evolution and equilibrium	1
	Science as Inquiry: develop abilities necessary to do scientific	2
	inquiry	
	Life Science: develop understanding of populations and	2
	ecosystems	_
	Science in Personal and Social Perspective: develop	2
	understanding of science and technology in local challenges	
	Science in Personal and Social Perspective: develop	3
	understanding of populations, resources, and environments	

Activity	Standard	Relation
SETTLING THE WASTEWATER	Science in Personal and Social Perspective: develop	2
PROBLEM (con't)	understanding of natural hazards	
,	Science in Personal and Social Perspective: develop	1
	understanding of risks and benefits	
	Science in Personal and Social Perspective: develop	2
	understanding of science and technology in society	
WASTE NOT, WANT NOT	Unifying Concepts and Processes: Evidence, models, and	1
,	explanation	
	Science as Inquiry: develop abilities necessary to do scientific	2
	inquiry	
	Earth and Space Science: develop an understanding of	1
	properties of earth materials	
	Earth and Space Science: develop an understanding of	2
	structure of the earth system	
	Science in Personal and Social Perspectives: develop	1
	understanding of personal health	
	Science in Personal and Social Perspective: develop	3
	understanding of types of resources	
	Science in Personal and Social Perspective: develop	2
	understanding of changes in environments	
	Science in Personal and Social Perspective: develop	2
	understanding of populations, resources, and environments	
	Science in Personal and Social Perspective: develop	2
	understanding of risks and benefits	
WATER PATROL	Unifying Concepts and Processes: Evidence, models, and	1
	explanation	
	Science as Inquiry: develop abilities necessary to do scientific	2
	inquiry	
	Earth and Space Science: develop an understanding of	1
	properties of earth materials	
	Earth and Space Science: develop an understanding of	2
	structure of the earth system	
	Science in Personal and Social Perspectives: develop	3
	understanding of personal health	
	Science in Personal and Social Perspective: develop	3
	understanding of types of resources	
	Science in Personal and Social Perspective: develop	2
	understanding of changes in environments	
	Science in Personal and Social Perspective: develop	2
	understanding of populations, resources, and environments	
	Science in Personal and Social Perspective: develop	2
	understanding of risks and benefits	

Activity	Standard	Relation
rearrity	Carracia	
СНАРТЕ	R 3- SURFACE WATER RESOURCES	
A SALT WATER-Y WORLD	Unifying Concepts and Processes: Systems, order, and	2
NONE! WATER ! WORLD	organization	_
	Unifying Concepts and Processes: Evidence, models, and	2
	explanation	_
	Unifying Concepts and Processes: Constancy, change, and	1
	explanation	
	Science as Inquiry: develop abilities necessary to do scientific	2
	inquiry	
	Science as Inquiry: develop understanding about scientific	1
	inquiry	
	Physical Science: develop an understanding of properties of	1
	objects and materials	
	Physical Science: develop an understanding of light, heat,	1
	electricity, and magnetism	
	Physical Science: develop an understanding of properties and	2
	changes of properties in matter	
	Earth and Space Science: develop an understanding of	1
	properties of earth materials	
	Science in Personal and Social Perspective: develop	2
	understanding of types of resources	
	Science in Personal and Social Perspective: develop	2
	understanding of populations, resources, and environments	
WATERY WORDS AND PLACES	Unifying Concepts and Processes: Systems, order, and	1
	organization	
	Unifying Concepts and Processes: Constancy, change, and	1
	explanation	
	Earth and Space Science: develop an understanding of	2
	properties of earth materials	
	Earth and Space Science: develop an understanding of	2
	changes in earth and sky	_
	Earth and Space Science: develop an understanding of	2
LIVINO IN WATER	structure of the earth system	
LIVING IN WATER	Unifying Concepts and Processes: Systems, order, and	2
	organization	_
	Unifying Concepts and Processes: Evidence, models, and	2
	explanation	4
	Unifying Concepts and Processes: Evolution and equilibrium	1
	Life Science: develop understanding of the characteristics of	4
	Life Science: develop understanding of the characteristics of	1
	organisms  Life Science: develop understanding of populations and	3
	ecosystems	3
	Life Science: develop understanding of diversity and adaptations	2
	of organisms	_
	noi organisms	

Activity	Standard	Relation
POSTED! NO FISHING, NO	Unifying Concepts and Processes: Evidence, models, and	1
SWIMMING	explanation	
	Science in Personal and Social Perspectives: develop	2
	understanding of personal health	
	Science in Personal and Social Perspective: develop	2
	understanding of types of resources	
	Science in Personal and Social Perspective: develop	3
	understanding of changes in environments	
	Science in Personal and Social Perspective: develop	3
	understanding of populations, resources, and environments	
	Science in Personal and Social Perspective: develop	3
	understanding of natural hazards	
CLEANING UP	Unifying Concepts and Processes: Evidence, models, and	2
	explanation	
	Unifying Concepts and Processes: Constancy, change, and	1
	explanation	
	Science as Inquiry: develop abilities necessary to do scientific	2
	inquiry	
	Science in Personal and Social Perspective: develop	2
	understanding of types of resources	
	Science in Personal and Social Perspective: develop	2
	understanding of changes in environments	
	Science in Personal and Social Perspective: develop	2
	understanding of populations, resources, and environments	
ACID RAIN, GO AWAY!	Unifying Concepts and Processes: Evidence, models, and	2
	explanation	
	Science as Inquiry: develop abilities necessary to do scientific	2
	inquiry	
	Physical Science: develop an understanding of properties of	1
	objects and materials	
	Physical Science: develop an understanding of properties and	2
	changes of properties in matter	
	Life Science: develop understanding of regulation and behavior	1
	Earth and Space Science: develop an understanding of	2
	changes in earth and sky	
	Earth and Space Science: develop an understanding of	2
	structure of the earth system	
	Science in Personal and Social Perspective: develop	2
	understanding of changes in environments	
	Science in Personal and Social Perspective: develop	1
	understanding of science and technology in local challenges	_
	Science in Personal and Social Perspective: develop	2
	understanding of populations, resources, and environments	
	Science in Personal and Social Perspective: develop	2
	understanding of natural hazards	
	Science in Personal and Social Perspective: develop	1
	understanding of risks and benefits	

Activity	Standard	Relation
Activity	Glandard	
N, B, & T: POLLUTANTS THREE	Unifying Concepts and Processes: Systems, order, and	2
, _ ,	organization	_
	Unifying Concepts and Processes: Evidence, models, and	1
	explanation	
	Science as Inquiry: develop abilities necessary to do scientific	2
	inquiry	
	Life Science: develop understanding of the characteristics of	2
	organisms	
	Life Science: develop understanding of organisms and	3
	environments	
	Life Science: develop understanding of populations and	1
	ecosystems	,
	Life Science: develop understanding of diversity and adaptations	1
	of organisms	4
	Science in Personal and Social Perspective: develop understanding of changes in environments	1
	Science in Personal and Social Perspective: develop	1
	understanding of science and technology in local challenges	ı
	Science in Personal and Social Perspective: develop	2
	understanding of populations, resources, and environments	_
	Science in Personal and Social Perspective: develop	2
	understanding of natural hazards	_
	Science in Personal and Social Perspective: develop	1
	understanding of risks and benefits	
STOP THAT SEDIMENT	Unifying Concepts and Processes: Systems, order, and	2
	organization	
	Unifying Concepts and Processes: Evidence, models, and	1
	explanation	
	Unifying Concepts and Processes: Constancy, change, and	1
	explanation	
	Science as Inquiry: develop abilities necessary to do scientific	2
	inquiry	0
	Earth and Space Science: develop an understanding of	2
	properties of earth materials  Earth and Space Science: develop an understanding of	1
	structure of the earth system	ı
	Science and Technology: develop abilities of technological	1
	design	
	Science in Personal and Social Perspective: develop	2
	understanding of science and technology in local challenges	_
	Science in Personal and Social Perspective: develop	1
	understanding of science and technology in society	,
WORKING TOGETHER TO	Unifying Concepts and Processes: Evidence, models, and	2
PREVENT POLLUTION	explanation	
	Science as Inquiry: develop abilities necessary to do scientific	2
	inquiry	
	Earth and Space Science: develop an understanding of	2
	properties of earth materials	

Activity	Standard	Relation
_		
WORKING TOGETHER TO	Earth and Space Science: develop an understanding of structure of the earth system	2
PREVENT POLLUTION (CON'T)	Science and Technology: develop abilities of technological	1
	design	I
	Science in Personal and Social Perspective: develop	2
	understanding of changes in environments	
	Science in Personal and Social Perspective: develop	2
	understanding of science and technology in local challenges	
	Science in Personal and Social Perspective: develop	2
	understanding of science and technology in society	
WATER-WISE LANDSCAPING	<b>Unifying Concepts and Processes:</b> Evidence, models, and explanation	1
	Life Science: develop understanding of organisms and	2
	environments	
	Life Science: develop understanding of populations and	2
	ecosystems	
	Life Science: develop understanding of diversity and adaptations	3
	of organisms	
WHOSE WATER IS IT?	Science as Inquiry: develop abilities necessary to do scientific inquiry	2
	Earth and Space Science: develop an understanding of	2
	properties of earth materials	
	Earth and Space Science: develop an understanding of	2
	changes in earth and sky	
	Earth and Space Science: develop an understanding of	1
	structure of the earth system	
	Science in Personal and Social Perspective: develop	2
	understanding of types of resources	
	Science in Personal and Social Perspective: develop	2
	understanding of changes in environments	
	Science in Personal and Social Perspective: develop	2
	understanding of risks and benefits	
POLLUTION PETE PATROL	(No correlation)	

Activity	Standard	Relation
CHAP	TER 4- GROUNDWATER RESOURCES	
AQUIFER ADVENTURE	Unifying Concepts and Processes: Systems, order, and	2
	organization	
	Unifying Concepts and Processes: Constancy, change, and	1
	explanation	
	Science as Inquiry: develop abilities necessary to do scientific	1
	inquiry	
	Earth and Space Science: develop an understanding of	2
	properties of earth materials	
	Earth and Space Science: develop an understanding of	2
	changes in earth and sky	
	Earth and Space Science: develop an understanding of	1
	structure of the earth system	
BELIEVE IT OR NOT!	Unifying Concepts and Processes: Systems, order, and	2
	organization	
	Unifying Concepts and Processes: Constancy, change, and	1
	explanation	
	Science as Inquiry: develop abilities necessary to do scientific	1
	inquiry	
	Earth and Space Science: develop an understanding of	2
	properties of earth materials	
	Earth and Space Science: develop an understanding of	2
	changes in earth and sky	
	Earth and Space Science: develop an understanding of	1
	structure of the earth system	
AT A SNAIL'S PACE?	Unifying Concepts and Processes: Systems, order, and	2
	organization	
	Unifying Concepts and Processes: Constancy, change, and	1
	explanation	
	Science as Inquiry: develop abilities necessary to do scientific	1
	inquiry	
	Earth and Space Science: develop an understanding of	2
	properties of earth materials	
	Earth and Space Science: develop an understanding of	2
	changes in earth and sky	
	Earth and Space Science: develop an understanding of	1
	structure of the earth system	
POROSITY & PERMEABILITY:	Unifying Concepts and Processes: Systems, order, and	2
"DOWN AND DIRTY"	organization	
	Unifying Concepts and Processes: Constancy, change, and	1
	explanation	
	Unifying Concepts and Processes: Evolution and equilibrium	1
	Science as Inquiry: develop abilities necessary to do scientific	2
	inquiry	

Activity	Standard	Relation
,,		
POROSITY & PERMEABILITY:	Earth and Space Science: develop an understanding of	3
"DOWN AND DIRTY" (CON'T)	properties of earth materials	
	Earth and Space Science: develop an understanding of	2
	changes in earth and sky	_
	Earth and Space Science: develop an understanding of	1
	structure of the earth system	
CHECKS AND BALANCES	Unifying Concepts and Processes: Systems, order, and	2
	organization	
	Unifying Concepts and Processes: Evidence, models, and	2
	explanation	
	Unifying Concepts and Processes: Constancy, change, and	2
	explanation	
	Science as Inquiry: develop abilities necessary to do scientific	2
	inquiry	
	Science as Inquiry: develop understanding about scientific	1
	inquiry	
	Earth and Space Science: develop an understanding of	3
	properties of earth materials	
	Earth and Space Science: develop an understanding of	2
	changes in earth and sky	
	Earth and Space Science: develop an understanding of	2
	structure of the earth system	
WELLS: A DEEP SUBJECT	Unifying Concepts and Processes: Systems, order, and	2
	organization	
	Unifying Concepts and Processes: Evidence, models, and	2
	explanation	
	Unifying Concepts and Processes: Constancy, change, and	2
	explanation	
	Science as Inquiry: develop abilities necessary to do scientific	2
	inquiry	
	Science as Inquiry: develop understanding about scientific	1
	inquiry	
	Earth and Space Science: develop an understanding of	2
	properties of earth materials	
	Earth and Space Science: develop an understanding of	2
	changes in earth and sky	
	Earth and Space Science: develop an understanding of	2
CAD A CHEMICAL	Structure of the earth system	4
CAP A CHEMICAL	Unifying Concepts and Processes: Systems, order, and	1
	organization	2
	Unifying Concepts and Processes: Evidence, models, and	2
	explanation  Unifying Concepts and Processes: Constancy, change, and	1
	<b>Unifying Concepts and Processes:</b> Constancy, change, and explanation	'
	Science as Inquiry: develop abilities necessary to do scientific	1
	inquiry	'
	Science in Personal and Social Perspectives: develop	3
	understanding of personal health	
	Tunucistanung of personal nealth	<u> </u>

Activity	Standard	Relation
CAP A CHEMICAL (CON'T)	Science in Personal and Social Perspective: develop	1
	understanding of types of resources	
	Science in Personal and Social Perspective: develop	2
	understanding of changes in environments	
	Science in Personal and Social Perspective: develop	2
	understanding of science and technology in local challenges	
	Science in Personal and Social Perspective: develop	2
	understanding of natural hazards	
	Science in Personal and Social Perspective: develop	2
	understanding of risks and benefits	
	Science in Personal and Social Perspective: develop	1
	understanding of science and technology in society	
FLUSH YOUR TROUBLES AWAY	Unifying Concepts and Processes: Systems, order, and	1
	organization	
	Unifying Concepts and Processes: Evidence, models, and	2
	explanation	
	Science as Inquiry: develop abilities necessary to do scientific	2
	inquiry	
	Science in Personal and Social Perspectives: develop	3
	understanding of personal health	1
	Science in Personal and Social Perspective: develop	'
	understanding of science and technology in local challenges	2
	Science in Personal and Social Perspective: develop	-
	understanding of populations, resources, and environments  Science in Personal and Social Perspective: develop	1
	understanding of science and technology in society	'
A TALE OF OOZE	Unifying Concepts and Processes: Systems, order, and	1
IN TALL OF GOZE	organization	'
	Unifying Concepts and Processes: Evidence, models, and	2
	explanation	-
	Science as Inquiry: develop abilities necessary to do scientific	2
	inquiry	-
	Science in Personal and Social Perspectives: develop	3
	understanding of personal health	
	Science in Personal and Social Perspective: develop	1
	understanding of science and technology in local challenges	
	Science in Personal and Social Perspective: develop	2
	understanding of populations, resources, and environments	
	Science in Personal and Social Perspective: develop	2
	understanding of natural hazards	
	Science in Personal and Social Perspective: develop	1
	understanding of risks and benefits	
	Science in Personal and Social Perspective: develop	1
	understanding of science and technology in society	

Activity	Standard	Relation
rouvey	Carracia	
STAMP OUT L.U.S.T.	Unifying Concepts and Processes: Systems, order, and	1
	organization	
	Unifying Concepts and Processes: Evidence, models, and	2
	explanation	
	Science as Inquiry: develop abilities necessary to do scientific	2
	inquiry	
	Science in Personal and Social Perspectives: develop	3
	understanding of personal health	
	Science in Personal and Social Perspective: develop	1
	understanding of science and technology in local challenges	
	Science in Personal and Social Perspective: develop	2
	understanding of populations, resources, and environments	
	Science in Personal and Social Perspective: develop	2
	understanding of natural hazards	
	Science in Personal and Social Perspective: develop	1
	understanding of risks and benefits	
	Science in Personal and Social Perspective: develop	1
	understanding of science and technology in society	
DOWN ON THE FARM, DOWN IN	Unifying Concepts and Processes: Systems, order, and	1
THE WATER	organization	
	Unifying Concepts and Processes: Evidence, models, and	2
	explanation	
	Science as Inquiry: develop abilities necessary to do scientific	2
	inquiry	
	Science in Personal and Social Perspectives: develop	3
	understanding of personal health	
	Science in Personal and Social Perspective: develop	1
	understanding of science and technology in local challenges	
	Science in Personal and Social Perspective: develop	2
	understanding of populations, resources, and environments	
	Science in Personal and Social Perspective: develop	2
	understanding of natural hazards	
	Science in Personal and Social Perspective: develop	1
	understanding of risks and benefits	
	Science in Personal and Social Perspective: develop	1
	understanding of science and technology in society	
GOIN' WITH THE FLOW	Unifying Concepts and Processes: Systems, order, and	1
	organization	
	Unifying Concepts and Processes: Evidence, models, and	2
	explanation	
	Science as Inquiry: develop abilities necessary to do scientific	2
	inquiry	
	Physical Science: develop an understanding of properties and	1
	changes of properties in matter	
	Earth and Space Science: develop an understanding of	1
	properties of earth materials	

Activity	Standard	Relation
GOIN' WITH THE FLOW (CON'T)	Earth and Space Science: develop an understanding of	1
	changes in earth and sky	·
	Science in Personal and Social Perspective: develop	2
	understanding of changes in environments	_
	Science in Personal and Social Perspective: develop	2
	understanding of populations, resources, and environments	_
CHAPTER	5- WETLANDS AND COASTAL WATERS	
WONDERFUL, WATERFUL	Unifying Concepts and Processes: Systems, order, and	3
WETLANDS	organization	3
WETERINDO	Unifying Concepts and Processes: Evidence, models, and	2
	explanation	
	Unifying Concepts and Processes: Constancy, change, and	1
	explanation	'
	Science as Inquiry: develop abilities necessary to do scientific	1
	inquiry	'
	Life Science: develop understanding of organisms and	3
	environments	3
	Life Science: develop understanding of structure and function in	3
	l e e e e e e e e e e e e e e e e e e e	3
	living systems  Life Science: develop understanding of populations and	3
	ecosystems	3
		3
	<b>Life Science:</b> develop understanding of diversity and adaptations of organisms	3
HOME, WET HOME	Unifying Concepts and Processes: Systems, order, and	3
HOME, WET HOME	organization	3
	Unifying Concepts and Processes: Evidence, models, and	2
	explanation	2
	Unifying Concepts and Processes: Constancy, change, and	1
	explanation	'
	Science as Inquiry: develop abilities necessary to do scientific	1
	inquiry	'
	Life Science: develop understanding of organisms and	3
	environments	3
	Life Science: develop understanding of structure and function in	3
		3
	living systems <b>Life Science:</b> develop understanding of populations and	3
	• • • • • • • • • • • • • • • • • • • •	3
	ecosystems  Life Science: develop understanding of diversity and adaptations	3
	, , , , , , , , , , , , , , , , , , , ,	3
TO WHOM IT MAY CONCERN	of organisms Unifying Concepts and Processes: Systems, order, and	3
TO WHOWITI WAY CONCERN		3
	organization	2
	Unifying Concepts and Processes: Evidence, models, and	
	explanation	4
	Unifying Concepts and Processes: Constancy, change, and	1
	explanation	4
	Science as Inquiry: develop abilities necessary to do scientific	1
	inquiry	_
	Life Science: develop understanding of organisms and	3
	environments	

A =4:- ::4: .	(BLACHVIII)	Relatio
Activity	Standard	Relatio
TO WILLIAM TAMAY CONCERN		-
TO WHOM IT MAY CONCERN	Life Science: develop understanding of structure and function in	3
(CON'T)	living systems	
	Life Science: develop understanding of populations and	3
	ecosystems	
	Life Science: develop understanding of diversity and adaptations	3
	of organisms	
WHAT CAN I DO?	Unifying Concepts and Processes: Evidence, models, and	1
	explanation	
	Science as Inquiry: develop abilities necessary to do scientific	2
	inquiry	
	Science in Personal and Social Perspective: develop	3
	understanding of changes in environments	
	Science in Personal and Social Perspective: develop	3
	understanding of populations, resources, and environments	
WHERE DID IT WEAR?	Unifying Concepts and Processes: Systems, order, and	2
	organization	
	Unifying Concepts and Processes: Evidence, models, and	2
	explanation	
	Unifying Concepts and Processes: Constancy, change, and	2
	explanation	
	Physical Science: develop an understanding of properties and	1
	changes of properties in matter	
	Life Science: develop understanding of populations and	1
	ecosystems	
	Earth and Space Science: develop an understanding of	3
	changes in earth and sky	
	Earth and Space Science: develop an understanding of	1
	structure of the earth system	
	Science in Personal and Social Perspective: develop	1
	understanding of science and technology in local challenges	
YOUR MUST HAVE BEEN A	Unifying Concepts and Processes: Systems, order, and	2
BEAUTIFUL "BAY-BEE"	organization	
	Unifying Concepts and Processes: Evidence, models, and	2
	explanation	
	Unifying Concepts and Processes: Constancy, change, and	2
	explanation	
	Science as Inquiry: develop abilities necessary to do scientific	2
	inquiry	
	Earth and Space Science: develop an understanding of	2
	properties of earth materials	
	Earth and Space Science: develop an understanding of	2
	changes in earth and sky	
	Science in Personal and Social Perspective: develop	2
	understanding of changes in environments	
	Science in Personal and Social Perspective: develop	2
	understanding of science and technology in local challenges	_

Activity	Standard	Relation
Activity	Standard	
YOUR MUST HAVE BEEN A	Science in Personal and Social Perspective: develop	2
BEAUTIFUL "BAY-BEE" (CON'T)	understanding of populations, resources, and environments	-
BEAUTH OF BAT-BEE (CONT)	Science in Personal and Social Perspective: develop	2
	understanding of natural hazards	
	Science in Personal and Social Perspective: develop	2
	· ·	2
	understanding of risks and benefits	١,
	Science in Personal and Social Perspective: develop	1
DOWN IN THE OCEAN DUMBE	understanding of science and technology in society	
DOWN IN THE OCEAN DUMPS	Unifying Concepts and Processes: Systems, order, and	2
	organization	
	Unifying Concepts and Processes: Evidence, models, and	2
	explanation	
	Unifying Concepts and Processes: Constancy, change, and	2
	explanation	
	Science as Inquiry: develop abilities necessary to do scientific	2
	inquiry	
	Earth and Space Science: develop an understanding of	2
	properties of earth materials	
	Earth and Space Science: develop an understanding of	2
	changes in earth and sky	
	Science in Personal and Social Perspective: develop	2
	understanding of changes in environments	
	Science in Personal and Social Perspective: develop	2
	understanding of science and technology in local challenges	
	Science in Personal and Social Perspective: develop	2
	understanding of populations, resources, and environments	
	Science in Personal and Social Perspective: develop	2
	understanding of natural hazards	
	Science in Personal and Social Perspective: develop	2
	understanding of risks and benefits	
	Science in Personal and Social Perspective: develop	1
	understanding of science and technology in society	
THE INSIDE ON THE RED TIDE	Unifying Concepts and Processes: Evidence, models, and	1
·	explanation	
	Unifying Concepts and Processes: Constancy, change, and	1
	explanation	
	Science as Inquiry: develop abilities necessary to do scientific	2
	inquiry	_
	Life Science: develop understanding of life cycles of organisms	2
	2110 Colorido. develop anderstanding of the cycles of organisms	
	Life Science: develop understanding of organisms and	3
	environments	
		3
	Science in Personal and Social Perspective: develop	3
	understanding of natural hazards	2
	Science in Personal and Social Perspective: develop	-
	understanding of risks and benefits	

Activity	Standard	Relation
2 10 11 11 1		
TREES BY THE SEA	Unifying Concepts and Processes: Systems, order, and	2
	organization	
	Unifying Concepts and Processes: Evidence, models, and	2
	explanation	
	Science as Inquiry: develop abilities necessary to do scientific	2
	inquiry	
	Physical Science: develop an understanding of properties and	1
	changes of properties in matter	
	Life Science: develop understanding of organisms and	2
	environments	
	Life Science: develop understanding of populations and	3
	ecosystems	3
	<b>Life Science:</b> develop understanding of diversity and adaptations of organisms	3
	Science in Personal and Social Perspectives: develop	2
	understanding of characteristics and changes in populations	
ESTUARY WATER	Unifying Concepts and Processes: Systems, order, and	2
	organization	_
	Unifying Concepts and Processes: Evidence, models, and	2
	explanation	
	Unifying Concepts and Processes: Constancy, change, and	2
	explanation	
	Science as Inquiry: develop abilities necessary to do scientific	2
	inquiry	
	Life Science: develop understanding of organisms and	2
	environments	
	Life Science: develop understanding of structure and function in	2
	living systems	
	Life Science: develop understanding of populations and	2
	ecosystems	
	<b>Life Science:</b> develop understanding of diversity and adaptations of organisms	2
COASTAL CONSERVATION	Unifying Concepts and Processes: Systems, order, and	3
SCAVENGER HUNT	organization	3
OOAVENGER HONT	Unifying Concepts and Processes: Evidence, models, and	2
	explanation	_
	Unifying Concepts and Processes: Constancy, change, and	1
	explanation	
	Science as Inquiry: develop abilities necessary to do scientific	2
	inquiry	
	Life Science: develop understanding of organisms and	3
	environments	
	Life Science: develop understanding of structure and function in	3
	living systems	
	Life Science: develop understanding of populations and	3
	ecosystems	_
	Life Science: develop understanding of diversity and adaptations	3
	of organisms	

Activity	Standard	Relation
COASTAL FOOD WEB	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 explanation	1
	Science as Inquiry: develop abilities necessary to do scientific inquiry	2
	<b>Life Science:</b> develop understanding of the characteristics of organisms	3
	<b>Life Science:</b> develop understanding of organisms and environments	3
	<b>Life Science:</b> develop understanding of structure and function in living systems	3
	Life Science: develop understanding of populations and ecosystems	3

Standard Name	Activity	Relation
	T	T
Unifying Concepts and Processes:		
Systems, order, and organization	OUA DTED 4 INTO ODUOTION TO WATER	
	CHAPTER 1-INTRODUCTION TO WATER	_
	WATER CHEMISTRY	3
	THE RETURNING RAINDROP	3
	LET'S GO DOWN UNDER!	3
	PLANNING LAND USE	2
	WHAT'S THE DIFFERENCE?	2
	FOR SALE: USED WATER	2
	WATER'S JOURNEY	2
	<b>CHAPTER 2- DRINKING WATER AND WASTEWATER</b>	
	TREATMENT	
	WATER GOES AROUND AND COMES AROUND	2
	WATER WORKS	2
	WILL THAT HOLD WATER?	2
	THE INVISIBLE WATER SOURCE	2
	GET THE SALT OUT!	2
	THE MAIN DRAIN	2
	THE WASTEWATER STORY	2
	WETLAND IN A BOTTLE	2
	SETTLING THE WASTEWATER PROBLEM	2
	CHAPTER 3- SURFACE WATER RESOURCES	
	RESOURCES	
	A SALT WATER-Y WORLD	2
	WATERY WORDS AND PLACES	1
	LIVING IN WATER	2
	N, B, & T: POLLUTANTS THREE	2
	STOP THAT SEDIMENT	2
	CHAPTER 4- GRUNDWATER RESOURCES	
	AQUIFER ADVENTURE	2
	BELIEVE IT OR NOT!	2
	AT A SNAIL'S PACE?	2
	POROSITY & PERMEABILITY: "DOWN AND DIRTY"	2
	CHECKS AND BALANCES	2
	WELLS: A DEEP SUBJECT	2
	CAP A CHEMICAL	1
	FLUSH YOUR TROUBLES AWAY	1
	A TALE OF OOZE	1
	STAMP OUT L.U.S.T.	1
	DOWN ON THE FARM, DOWN IN THE WATER	1
	GOIN' WITH THE FLOW	1
	CHAPTER 5- WETLANDS AND COASTAL WATERS	
	WONDERFUL, WATERFUL WETLANDS	3
	HOME, WET HOME	3
	TO WHOM IT MAY CONCERN	3
		2
	WHERE DID IT WEAR?	
	VOLID MUCT LIAVE DEEN A DEALITIEUR "BAY DEE"	
	YOUR MUST HAVE BEEN A BEAUTIFUL "BAY-BEE"	2
	DOWN IN THE OCEAN DUMPS	2

Standard Name	Activity	Relation
	TREES BY THE SEA	2

Standard Name	Activity	Relation
Unifying Concepts and Processes:		
Systems, order, and organization		
, , , ,	ESTUARY WATER	2
(con't)	COASTAL CONSERVATION SCAVENGER HUNT	3
,	COASTAL FOOD WEB	3
<b>Unifying Concepts and Processes:</b>		
Evidence, models, and explanation		
	CHAPTER 1-INTRONDUCTION TO WATER	
	WATER CHEMISTRY	3
	WATER, WATER EVERYWHERE!	3
	THE RETURNING RAINDROP	3
	WATER ALL OVER THE WORLD	2
	LET'S GO DOWN UNDER!	2
	BY THE SEA	1
	SHEDDING LIGHT ON WATERSHEDS	1
	PLANNING LAND USE	2
	WHAT'S THE DIFFERENCE?	2
	FOR SALE: USED WATER	2
	WATER'S JOURNEY	2
	SAVING A RESOURCE IN JEOPARDY	2
	WHAT A WATER JOB!	2
	CHAPTER 2- DRINKING WATER AND WASTE	
	WATER TREATMENT	
	WATER WORKS	2
	THE INVISIBLE WATER SOURCE	2
	HARD OR SOFT?	2
	GET THE SALT OUT!	1
	THE WASTEWATER STORY	2
	WETLAND IN A BOTTLE	2
	SETTLING THE WASTEWATER PROBLEM	2
	WASTE NOT, WANT NOT	1
	WATER PATROL	1
	CHAPTER 3- SURFACE WATER RESOURCES	
	RESOURCES	
	A SALT WATER-Y WORLD	2
	LIVING IN WATER	2
	POSTED! NO FISHING, NO SWIMMING	1
	CLEANING UP	2
	ACID RAIN, GO AWAY!	2
	N, B, & T: POLLUTANTS THREE	1
	STOP THAT SEDIMENT	1
	WORKING TOGETHER TO PREVENT POLLUTION	2
	WATER-WISE LANDSCAPING	1
	CHAPTER 4-GROUNDWATER RESOURCES	
	CHECKS AND BALANCES	2
	WELLS: A DEEP SUBJECT	2
	CAP A CHEMICAL	2
	FLUSH YOUR TROUBLES AWAY	2

Standard Name	Activity	Relation
Standard Name	Activity	Relation
Unifying Concepts and Processes:	1	1
Evidence, models, and explanation		
(con't)	A TALE OF OOZE	2
(COIT)	STAMP OUT L.U.S.T.	2
	DOWN ON THE FARM, DOWN IN THE WATER	2
	GOIN' WITH THE FLOW	2
	CHAPTER 5-WETLANDS AND COASTAL WATERS	
	WONDERFUL, WATERFUL WETLANDS	2
	HOME, WET HOME	2
	TO WHOM IT MAY CONCERN	2
	WHAT CAN I DO?	1 1
	WHERE DID IT WEAR?	2
	YOUR MUST HAVE BEEN A BEAUTIFUL "BAY-BEE"	2
	DOWN IN THE OCEAN DUMPS	2
	THE INSIDE ON THE RED TIDE	1
	TREES BY THE SEA	2
	ESTUARY WATER	2
	COASTAL CONSERVATION SCAVENGER HUNT	2
	COASTAL FOOD WEB	2
Unifying Concepts and Processes:		
Constancy, change, and explanation		
	CHAPTER 1- INTRODUCTION TO WATER	
	WATER CHEMISTRY	3
	THE RETURNING RAINDROP	2
	WATER ALL OVER THE WORLD	2
	LET'S GO DOWN UNDER!	2
	CHAPTER 2- DRINKING WATER AND WASTE	
	WATER TREATMENT	,
	THE INVISIBLE WATER SOURCE	1
	HARD OR SOFT?	2 2
	GET THE SALT OUT! SETTLING THE WASTEWATER PROBLEM	1
	CHAPTER 3- SURFACE WATER PROBLEM  CHAPTER 3- SURFACE WATER RESOURCES	
	RESOURCES	
	A SALT WATER-Y WORLD	1
	WATERY WORDS AND PLACES	1
	CLEANING UP	
	STOP THAT SEDIMENT	1
	CHAPTER 4-GROUNDWATER RESOURCES	
	AQUIFER ADVENTURE	1
	BELIEVE IT OR NOT!	1
	AT A SNAIL'S PACE?	1
	POROSITY & PERMEABILITY: "DOWN AND DIRTY"	1
	CHECKS AND BALANCES	2
	WELLS: A DEEP SUBJECT	2
	CAP A CHEMICAL	1
	CHAPTER 5-WETLANDS AND COASTAL WATERS	
	WONDERFUL, WATERFUL WETLANDS	1
	HOME, WET HOME	1

Standard Name	Activity	Relation
Standard Name	Activity	Relation
Unifying Concepts and Processes:		1
Constancy, change, and explanation		
(con't)	TO WHOM IT MAY CONCERN	1
	WHERE DID IT WEAR?	2
		_
	YOUR MUST HAVE BEEN A BEAUTIFUL "BAY-BEE"	2
	DOWN IN THE OCEAN DUMPS	2
	THE INSIDE ON THE RED TIDE	1
	ESTUARY WATER	2
	COASTAL CONSERVATION SCAVENGER HUNT	1
	COASTAL FOOD WEB	1
Unifying Concepts and Processes:		
Evolution and equilibrium	CHAPTER 1- INTRODUCTION TO WATER	
	THE RETURNING RAINDROP	2
	LET'S GO DOWN UNDER!	1
	PLANNING LAND USE	1
	CHAPTER 2- DRINKING WATER AND WASTE	
	WATER TREATMENT	
	THE INVISIBLE WATER SOURCE	1
	WETLAND IN A BOTTLE	1
	SETTLING THE WASTEWATER PROBLEM	1
	CHAPTER 3- SURFACE WATER RESOURCES	
	RESOURCES	1
	LIVING IN WATER CHAPTER 4-GROUNDWATER RESOURCES	1
	POROSITY & PERMEABILITY: "DOWN AND DIRTY"	1
Unifying Concepts and Processes:		1
Form and function	CHAPTER 1- INTRODUCTION TO WATER	
	WATER CHEMISTRY	1
	WHAT'S THE DIFFERENCE?	1
Science as Inquiry: develop abilities		
necessary to do scientific inquiry	OUADTED 4 INTRODUCTION TO WATER	
	CHAPTER 1- INTRODUCTION TO WATER	
	WATER CHEMISTRY WATER, WATER EVERYWHERE!	3
	THE RETURNING RAINDROP	3
	WATER ALL OVER THE WORLD	2
	LET'S GO DOWN UNDER!	2
	BY THE SEA	1
	SHEDDING LIGHT ON WATERSHEDS	1
	PLANNING LAND USE	2
	WHAT'S THE DIFFERENCE?	3
	FOR SALE: USED WATER	2
	WATER'S JOURNEY	2
	SAVING A RESOURCE IN JEOPARDY	2
	CHAPTER 2- DRINKING WATER AND WASTE WATER TREATMENT	
	WATER GOES AROUND AND COMES AROUND	2
	WATER WORKS	2
	TITALE WORKS	

	(BY STANDARD)	
Standard Name	Activity	Relation
		1
Science as Inquiry: develop abiliti		
necessary to do scientific inquiry (c		
	WILL THAT HOLD WATER?	1
	THE INVISIBLE WATER SOURCE	2
	GET THE SALT OUT!	2
	THE MAIN DRAIN	2
	THE WASTEWATER STORY	2 2
	WETLAND IN A BOTTLE SETTLING THE WASTEWATER PROBLEM	2
	WASTE NOT, WANT NOT	2
	WATER PATROL	2
	CHAPTER 3- SURFACE WATER RESOURCES	
	RESOURCES	
	A SALT WATER-Y WORLD	2
	CLEANING UP	2
	ACID RAIN, GO AWAY!	2
	N, B, & T: POLLUTANTS THREE	2
	STOP THAT SEDIMENT	2
	WORKING TOGETHER TO PREVENT POLLUTION	2
	WHOSE WATER IS IT?	2
	CHAPTER 4-GROUNDWATER RESOURCES	
	AQUIFER ADVENTURE	1
	BELIEVE IT OR NOT!	1
	AT A SNAIL'S PACE?	1
	POROSITY & PERMEABILITY: "DOWN AND DIRTY"	2
	CHECKS AND BALANCES	2
	WELLS: A DEEP SUBJECT	2
	CAP A CHEMICAL	1
	FLUSH YOUR TROUBLES AWAY	2
	A TALE OF OOZE	2
	STAMP OUT L.U.S.T.	2
	DOWN ON THE FARM, DOWN IN THE WATER	2
	GOIN' WITH THE FLOW	2
	CHAPTER 5	
	WONDERFUL, WATERFUL WETLANDS	1
	HOME, WET HOME	1
	TO WHOM IT MAY CONCERN	1
	WHAT CAN I DO?	2
	VOLUE AUTOT TANKE	
	YOUR MUST HAVE BEEN A BEAUTIFUL "BAY-BEE"	2
	DOWN IN THE OCEAN DUMPS	2
	THE INSIDE ON THE RED TIDE	2
	TREES BY THE SEA	2
	ESTUARY WATER	2
	COASTAL CONSERVATION SCAVENGER HUNT	2
	COASTAL FOOD WEB	2

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Standard Name	Activity	Relation
Standard Name	Activity	Relation
Science as Inquiry: develop		
understanding about scientific inquiry		
, , , , , , , , , , , , , , , , , , ,	CHAPTER 1- INTRODUCTION TO WATER	
	WATER CHEMISTRY	2
	THE RETURNING RAINDROP	1
	LET'S GO DOWN UNDER!	1
	WHAT'S THE DIFFERENCE?	2
	WATER'S JOURNEY	1
	CHAPTER 2- DRINKING WATER AND WASTEWATER	
	TREATMENT	0
	THE INVISIBLE WATER SOURCE GET THE SALT OUT!	2 2
	THE WASTEWATER STORY	1
	A SALT WATER-Y WORLD	1
	CHAPTER 4-GROUNDWATER RESOURCES	•
	CHECKS AND BALANCES	1
	WELLS: A DEEP SUBJECT	1
Physical Science: develop an		
understanding of properties of objects		
and materials	CHAPTER 1- INTRODUCTION TO WATER	
	WATER CHEMISTRY	3
	WATER ALL OVER THE WORLD	1
	CHAPTER 2- DRINKING WATER AND WASTEWATER	
	TREATMENT	
	HARD OR SOFT? GET THE SALT OUT!	1 2
	CHAPTER 3- SURFACE WATER RESOURCES	2
	RESOURCES	
	A SALT WATER-Y WORLD	1
	ACID RAIN, GO AWAY!	1
Physical Science: develop an	,	
understanding of light, heat, electricity,	CHAPTER 3- SURFACE WATER RESOURCES	
and magnetism	RESOURCES	
	A SALT WATER-Y WORLD	1
Physical Science: develop an		
understanding of properties and	OUADTED 4 INTRODUCTION TO WATER	
changes of properties in matter	CHAPTER 1- INTRODUCTION TO WATER WATER CHEMISTRY	2
	LET'S GO DOWN UNDER!	3 2
	WHAT'S THE DIFFERENCE?	2
	CHAPTER 2- DRINKING WATER AND WASTEWATER	
	TREATMENT	
	HARD OR SOFT?	2
	GET THE SALT OUT!	2
	THE WASTEWATER STORY	1
	WETLAND IN A BOTTLE	1

1-standard is par of focus of activity

Standard Name	Activity	Relation
	•	
Physical Science: develop an		
understanding of properties and		
changes of properties in matter (con't)	CHAPTER 3- SURFACE WATER RESOURCES	
	RESOURCES	
	A SALT WATER-Y WORLD	2
	ACID RAIN, GO AWAY! CHAPTER 4-GROUNDWATER RESOURCES	2
	GOIN' WITH THE FLOW	1
	CONT WITH THE FEOW	•
	CHAPTER 5- WETLANDS AND COASTAL WATERS	
	WHERE DID IT WEAR?	1
	TREES BY THE SEA	1
Physical Science: develop an		
understanding of transfer of energy	CHAPTER 1- INTRODUCTION TO WATER	_
	WATER CHEMISTRY CHAPTER 2- DRINKING WATER AND WASTEWATER	3
	TREATMENT	
	THE INVISIBLE WATER SOURCE	1
	WETLAND IN A BOTTLE	1
Life Science: develop understanding		
of the characteristics of organisms	CHAPTER 3- SURFACE WATER RESOURCES	
_	RESOURCES	
	LIVING IN WATER	1
	N, B, & T: POLLUTANTS THREE	2
	CHARTER 5 WETLANDS AND COACTAL WATERS	
	CHAPTER 5- WETLANDS AND COASTAL WATERS COASTAL FOOD WEB	3
Life Science: develop understanding	COASTAL FOOD WEB	3
of life cycle of organisms		
er me eyere er er gemeente	CHAPTER 1- INTRODUCTION TO WATER	
	THE RETURNING RAINDROP	1
	CHAPTER 5- WETLANDS AND COASTAL WATERS	
	THE INSIDE ON THE RED TIDE	2
Life Science: develop understanding		
of organisms and environments	CHAPTER 1- INTRODUCTION TO WATER	
	THE RETURNING RAINDROP	2
	CHAPTER 2- DRINKING WATER AND WASTEWATER	_
	TREATMENT	
	WETLAND IN A BOTTLE	2
	N, B, & T: POLLUTANTS THREE	3
	WATER-WISE LANDSCAPING	2
	CHAPTER 3- SURFACE WATER RESOURCES	
	RESOURCES WONDERFUL, WATERFUL WETLANDS	2
	HOME, WET HOME	3
	TO WHOM IT MAY CONCERN	3
	THE INSIDE ON THE RED TIDE	3
	TREES BY THE SEA	2

Standard Name	Activity	Relation
	ESTUARY WATER	2
	COASTAL CONSERVATION SCAVENGER HUNT	3
	COASTAL FOOD WEB	3

Standard Name	Activity	Relation
Standard Name	Activity	Relation
Life Science: develop understanding of structure and function in living		
systems	CHAPTER 1- INTRODUCTION TO WATER	
	THE RETURNING RAINDROP	3
	WATER ALL OVER THE WORLD CHAPTER 2- DRINKING WATER AND WASTEWATER	2
	TREATMENT	
	WETLAND IN A BOTTLE	2
	CHAPTER 5- WETLANDS AND COASTAL WATERS WONDERFUL, WATERFUL WETLANDS HOME, WET HOME TO WHOM IT MAY CONCERN ESTUARY WATER COASTAL FOOD WER	3 3 3 2 3
Life Calanas, dayalan undaratanding	COASTAL FOOD WEB	3
<b>Life Science:</b> develop understanding of regulation and behavior	CHAPTER 3- SURFACE WATER RESOURCES RESOURCES	
Life Science: develop understanding	ACID RAIN, GO AWAY!	1
of populations and ecosystems		
or populations and coodysterns	CHAPTER 1- INTRODUCTION TO WATER	
	THE RETURNING RAINDROP	1
	CHAPTER 2- DRINKING WATER AND WASTEWATER	
	TREATMENT SETTLING THE WASTEWATER PROBLEM	2
	CHAPTER 3- SURFACE WATER RESOURCES	
	RESOURCES	
	LIVING IN WATER	3
	N, B, & T: POLLUTANTS THREE WATER-WISE LANDSCAPING	1 2
	WATER-WISE LANDSCAPING	
	CHAPTER 5- WETLANDS AND COASTAL WATERS WONDERFUL, WATERFUL WETLANDS HOME, WET HOME TO WHOM IT MAY CONCERN WHERE DID IT WEAR? TREES BY THE SEA ESTUARY WATER COASTAL CONSERVATION SCAVENGER HUNT	3 3 3 1 3 2 3
	COASTAL FOOD WEB	3
<b>Life Science:</b> develop understanding of diversity and adaptations of		
organisms	CHAPTER 1- INTRODUCTION TO WATER THE RETURNING RAINDROP FOR SALE: USED WATER CHAPTER 2- DRINKING WATER AND WASTEWATER TREATMENT	1 2
	WETLAND IN A BOTTLE	1

Standard Name	Activity	Relation
Life Science: develop understanding		
of diversity and adaptations of		
organisms (con't)	CHAPTER 3- SURFACE WATER RESOURCES	
	LIVING IN WATER	2
	N, B, & T: POLLUTANTS THREE	1
	WATER-WISE LANDSCAPING	3
	CHAPTER 5- WETLANDS AND COASTAL WATERS	
	WONDERFUL, WATERFUL WETLANDS	2
	HOME, WET HOME	3
	· ·	
	TO WHOM IT MAY CONCERN	3
	TREES BY THE SEA	3
	ESTUARY WATER COASTAL CONSERVATION SCAVENGER HUNT	2
Earth and Space Science: develop	GOAGIAL CONCLINATION SCAVENGER HUNT	3
an understanding of properties of earth		
materials	CHAPTER 1- INTRODUCTION TO WATER	
materiale	WATER, WATER EVERYWHERE!	2
	WATER ALL OVER THE WORLD	2
	PLANNING LAND USE	1
	SAVING A RESOURCE IN JEOPARDY	1
	CHAPTER 2- DRINKING WATER AND WASTEWATER	
	TREATMENT	
	HARD OR SOFT?	1
	GET THE SALT OUT!	2
	THE MAIN DRAIN	1
	THE WASTEWATER STORY	1
	WASTE NOT, WANT NOT	1
	WATER PATROL	1
	CHAPTER 3- SURFACE WATER RESOURCES	
	A SALT WATER-Y WORLD	1
	WATERY WORDS AND PLACES	2
	STOP THAT SEDIMENT	2
	WORKING TOGETHER TO PREVENT POLLUTION	2
	WHOSE WATER IS IT?	2
	CHAPTER 4- GROUNDWATER RESOURCES	_
	AQUIFER ADVENTURE	2
	BELIEVE IT OR NOT!	2
	AT A SNAIL'S PACE?	2
	POROSITY & PERMEABILITY: "DOWN AND DIRTY"	3
	CHECKS AND BALANCES	3
	WELLS: A DEEP SUBJECT	2
	GOIN' WITH THE FLOW	1
	CHAPTER 5- WETLANDS AND COASTAL WATERS	
	YOUR MUST HAVE BEEN A BEAUTIFUL "BAY-BEE"	2
	DOWN IN THE OCEAN DUMPS	2

Standard Name	Activity	Relation
Earth and Space Science: develop		
an understanding of changes in earth	CUARTER A INTRODUCTION TO WATER	
and sky	CHAPTER 1- INTRODUCTION TO WATER	
	LET'S GO DOWN UNDER! CHAPTER 2- DRINKING WATER AND WASTEWATER	1
	TREATMENT	
	THE INVISIBLE WATER SOURCE	1
	CHAPTER 3- SURFACE WATER RESOURCES	
	RESOURCES	
	WATERY WORDS AND PLACES	2
	ACID RAIN, GO AWAY!	2
	WHOSE WATER IS IT?	2
	CHAPTER 4- GROUNDWATER RESOURCES	
	AQUIFER ADVENTURE	2
	BELIEVE IT OR NOT!	2
	AT A SNAIL'S PACE?	2
	POROSITY & PERMEABILITY: "DOWN AND DIRTY"	2 2
	CHECKS AND BALANCES WELLS: A DEEP SUBJECT	2
	GOIN' WITH THE FLOW	1
	CON WITH THE FEOW	•
	CHAPTER 5- WETLANDS AND COASTAL WATERS	
	WHERE DID IT WEAR?	3
	YOUR MUST HAVE BEEN A BEAUTIFUL "BAY-BEE"	2
	DOWN IN THE OCEAN DUMPS	2
Earth and Space Science: develop		
an understanding of structure of the	CHARTER 4 INTRODUCTION TO WATER	
earth system	CHAPTER 1- INTRODUCTION TO WATER	_
	LET'S GO DOWN UNDER! BY THE SEA	3 2
	SHEDDING LIGHT ON WATERSHEDS	2
	PLANNING LAND USE	1
	WHAT'S THE DIFFERENCE?	1
	SAVING A RESOURCE IN JEOPARDY	2
	CHAPTER 2- DRINKING WATER AND WASTEWATER	
	TREATMENT	
	WILL THAT HOLD WATER?	1
	THE INVISIBLE WATER SOURCE	3
	HARD OR SOFT?	3
	GET THE SALT OUT!	2
	THE WASTEWATER STORY WETLAND IN A BOTTLE	2 2
	WETLAND IN A BOTTLE WASTE NOT, WANT NOT	2
	WATER PATROL	2
	CHAPTER 3- SURFACE WATER RESOURCES	
	RESOURCES	
	WATERY WORDS AND PLACES	2
	ACID RAIN, GO AWAY!	2
	STOP THAT SEDIMENT	1

Standard Name	Activity	Relation
	WORKING TOGETHER TO PREVENT POLLUTION WHOSE WATER IS IT?	2 1

Standard Name	Activity	Relation
Staridard Harris	riouvity	rtolation
Earth and Space Science: develop		
an understanding of structure of the		
earth system (con't)	CHAPTER 4- GROUNDWATER RESOURCES	
	AQUIFER ADVENTURE	1
	BELIEVE IT OR NOT!	1
	AT A SNAIL'S PACE?	1
	POROSITY & PERMEABILITY: "DOWN AND DIRTY"	1
	CHECKS AND BALANCES	2
	WELLS: A DEEP SUBJECT	2
	CHAPTER 5- WETLANDS AND COASTAL WATERS	
	WHERE DID IT WEAR?	1
Science and Technology: develop	CHAPTER 1- INTRODUCTION TO WATER	
abilities of technololgical design	WATER ALL OVER THE WORLD	1
	FOR SALE: USED WATER	1 2
	WATER'S JOURNEY	2
	CHAPTER 2- DRINKING WATER AND WASTEWATER	
	TREATMENT	
	WATER GOES AROUND AND COMES AROUND	2
	WATER WORKS	2
	WILL THAT HOLD WATER?	2
	THE MAIN DRAIN	2
	THE WASTEWATER STORY	2
	WETLAND IN A BOTTLE	1
	CHAPTER 3- SURFACE WATER RESOURCES	
	RESOURCES	
	STOP THAT SEDIMENT	1
	WORKING TOGETHER TO PREVENT POLLUTION	1
Science and Technology: develop		
understanding about science and		
technology	CHAPTER 1- INTRODUCTION TO WATER	
	FOR SALE: USED WATER	2
	WATER'S JOURNEY	2
Science in Personal and Social		
Perspectives: develop understanding	CHARTER 4 INTRODUCTION TO WATER	
of personal health	CHAPTER 1- INTRODUCTION TO WATER	4
	SAVING A RESOURCE IN JEOPARDY CHAPTER 2- DRINKING WATER AND WASTEWATER	1
	TREATMENT	
	HARD OR SOFT?	2
	THE MAIN DRAIN	1
	THE WASTEWATER STORY	2
	WASTE NOT, WANT NOT	1
	WATER PATROL	3
	CHAPTER 3- SURFACE WATER RESOURCES	
	RESOURCES	
	POSTED! NO FISHING, NO SWIMMING	2

	(BY STANDARD)	
Standard Name	Activity	Relation
	,	
Science in Personal and Social		
Perspectives: develop understanding		
of personal health (con't)	CHARTER 4 CROHNDWATER RECOURCES	
	CHAPTER 4- GROUNDWATER RESOURCES	2
	CAP A CHEMICAL	3 3
	FLUSH YOUR TROUBLES AWAY A TALE OF OOZE	3
	STAMP OUT L.U.S.T.	3
	DOWN ON THE FARM, DOWN IN THE WATER	3
Science in Personal and Social	DOWN ON THE FARM, DOWN IN THE WATER	3
Perspectives: develop understanding		
of characteristics and changes in		
populations	CHAPTER 5- WETLANDS AND COASTAL WATERS	
population is	TREES BY THE SEA	2
Science in Personal and Social		
Perspective: develop understanding		
of types of resources	CHAPTER 1- INTRODUCTION TO WATER	
	WATER, WATER EVERYWHERE!	3
	LET'S GO DOWN UNDER!	3
	PLANNING LAND USE	2
	SAVING A RESOURCE IN JEOPARDY	3
	CHAPTER 2- DRINKING WATER AND WASTEWATER	
	TREATMENT	
	WASTE NOT, WANT NOT	3
	WATER PATROL CHAPTER 3- SURFACE WATER RESOURCES	3
	RESOURCES	
	A SALT WATER-Y WORLD	2
	POSTED! NO FISHING, NO SWIMMING	2
	CLEANING UP	2
	WHOSE WATER IS IT?	2
	CHAPTER 4- GROUNDWATER RESOURCES	_
	CAP A CHEMICAL	1
Science in Personal and Social		
Perspective: develop understanding		
of changes in environments		
	CHAPTER 1- INTRODUCTION TO WATER	
	LET'S GO DOWN UNDER!	2
	PLANNING LAND USE	2
	WHAT'S THE DIFFERENCE?	2
	SAVING A RESOURCE IN JEOPARDY	2
	CHAPTER 2- DRINKING WATER AND WASTEWATER	
	TREATMENT	
	WILL THAT HOLD WATER?	1
	WETLAND IN A BOTTLE	2
	WASTE NOT, WANT NOT WATER PATROL	2 2
	WATER PAIROL	2

Standard Name	Activity	Relation
Octobra in Barrand and Octob		1
Science in Personal and Social		
Perspective: develop understanding	CHAPTER 3- SURFACE WATER RESOURCES	
of changes in environments (con't)	RESOURCES	
	POSTED! NO FISHING, NO SWIMMING	3
	CLEANING UP	2
	ACID RAIN, GO AWAY!	2
	N, B, & T: POLLUTANTS THREE	1
	WORKING TOGETHER TO PREVENT POLLUTION	2
	WHOSE WATER IS IT?	2
	CHAPTER 4- GROUNDWATER RESOURCES	_
	CAP A CHEMICAL	2
	GOIN' WITH THE FLOW	2
	CHAPTER 5- WETLANDS AND COASTAL WATERS	
	WHAT CAN YOU DO?	3
	YOUR MUST HAVE BEEN A BEAUTIFUL "BAY-BEE"	2
	DOWN IN THE OCEAN DUMPS	2
Science in Personal and Social		
Perspective: develop understanding		
of science and technology in local		
challenges	CHAPTER 1- INTRODUCTION TO WATER	
	WATER, WATER EVERYWHERE!	1
	WATER ALL OVER THE WORLD	1
	PLANNING LAND USE	3
	WHAT'S THE DIFFERENCE?	1
	FOR SALE: USED WATER WATER'S JOURNEY	3
	CHAPTER 2- DRINKING WATER AND WASTEWATER	3
	TREATMENT	
	WATER GOES AROUND AND COMES AROUND	3
	WATER WORKS	3
	WILL THAT HOLD WATER?	2
	THE MAIN DRAIN	1
	WETLAND IN A BOTTLE	2
	SETTLING THE WASTEWATER PROBLEM	2
	CHAPTER 3- SURFACE WATER RESOURCES	
	RESOURCES	
	ACID RAIN, GO AWAY!	1
	N, B, & T: POLLUTANTS THREE	1
	STOP THAT SEDIMENT	2
	WORKING TOGETHER TO PREVENT POLLUTION	2
	CHAPTER 4- GROUNDWATER RESOURCES	1
	CAP A CHEMICAL	2
	FLUSH YOUR TROUBLES AWAY	1
	A TALE OF OOZE	1
	STAMP OUT L.U.S.T.	1
	DOWN ON THE FARM, DOWN IN THE WATER	1

Otanadana Narra	A attracts	D : ::
Standard Name	Activity	Relation
	CHAPTER 5- WETLANDS AND COASTAL WATERS	
	WHERE DID IT WEAR?	1
	.,	
	YOUR MUST HAVE BEEN A BEAUTIFUL "BAY-BEE"	2
	DOWN IN THE OCEAN DUMPS	2
Science in Personal and Social		
Perspective: develop understanding		
of populations, resources, and	CHARTER 4 INTRODUCTION TO WATER	
environments	CHAPTER 1- INTRODUCTION TO WATER	
	WATER, WATER EVERYWHERE!	2
	LET'S GO DOWN UNDER!	2
	WHAT'S THE DIFFERENCE?	2
	SAVING A RESOURCE IN JEOPARDY  CHAPTER 2- DRINKING WATER AND WASTEWATER	2
	TREATMENT	
	WATER GOES AROUND AND COMES AROUND	2
	WATER GOES AROUND AND COMES AROUND WATER WORKS	2 2
	WILL THAT HOLD WATER?	2
	HARD OR SOFT?	1
	THE MAIN DRAIN	1
	THE WASTEWATER STORY	2
	WETLAND IN A BOTTLE	2
	SETTLING THE WASTEWATER PROBLEM	3
	WASTE NOT, WANT NOT	2
	WATER PATROL	2
	CHAPTER 3- SURFACE WATER RESOURCES	
	RESOURCES	
	A SALT WATER-Y WORLD	2
	POSTED! NO FISHING, NO SWIMMING	3
	CLEANING UP	2
	ACID RAIN, GO AWAY!	2
	N, B, & T: POLLUTANTS THREE	2
	CHAPTER 4- GROUNDWATER RESOURCES	
	FLUSH YOUR TROUBLES AWAY	2
	A TALE OF OOZE	2
	STAMP OUT L.U.S.T.	2
	DOWN ON THE FARM, DOWN IN THE WATER	2
	GOIN' WITH THE FLOW	2
	CHAPTER 5- WETLANDS AND COASTAL WATERS	
	WHAT CAN I DO?	3
	YOUR MUST HAVE BEEN A BEAUTIFUL "BAY-BEE"	2
	DOWN IN THE OCEAN DUMPS	2
Science in Personal and Social		
Perspective: develop understanding		
of natural hazards	CHAPTER 1- INTRODUCTION TO WATER	
	PLANNING LAND USE	3
	WHAT'S THE DIFFERENCE?	1

Standard Name	Activity	Relation
Science in Personal and Social Perspective: develop understanding of natural hazards	CHAPTER 2- DRINKING WATER AND WASTEWATER TREATMENT	
or natural nazarus	HARD OR SOFT? THE WASTEWATER STORY	2
	SETTLING THE WASTEWATER PROBLEM	2

Standard Name	Activity	Relation
Science in Personal and Social		
Perspective: develop understanding		
of natural hazards (con't)	CHAPTER 3- SURFACE WATER RESOURCES	
	RESOURCES	
	POSTED! NO FISHING, NO SWIMMING	3
	ACID RAIN, GO AWAY!	2
	N, B, & T: POLLUTANTS THREE	2
	CHAPTER 4- GROUNDWATER RESOURCES	
	CAP A CHEMICAL	2
	A TALE OF OOZE	2 2
	STAMP OUT L.U.S.T.	2
	DOWN ON THE FARM, DOWN IN THE WATER	
	CHAPTER 5- WETLANDS AND COASTAL WATERS	
	YOUR MUST HAVE BEEN A BEAUTIFUL "BAY-BEE"	2
	DOWN IN THE OCEAN DUMPS	2
	THE INSIDE ON THE RED TIDE	3
Science in Personal and Social		
Perspective: develop understanding		
of risks and benefits	CHAPTER 1- INTRODUCTION TO WATER	
	WATER ALL OVER THE WORLD	1
	PLANNING LAND USE	3
	WATER'S JOURNEY	2
	SAVING A RESOURCE IN JEOPARDY	2
	CHAPTER 2- DRINKING WATER AND WASTEWATER	
	TREATMENT	
	THE MAIN DRAIN	1
	SETTLING THE WASTEWATER PROBLEM	1
	WASTE NOT, WANT NOT	2 2
	WATER PATROL CHAPTER 3- SURFACE WATER RESOURCES	2
	RESOURCES	
	ACID RAIN, GO AWAY!	1
	N, B, & T: POLLUTANTS THREE	1
	WHOSE WATER IS IT?	2
	CHAPTER 4- GROUNDWATER RESOURCES	_
	CAP A CHEMICAL	2
	A TALE OF OOZE	1
	STAMP OUT L.U.S.T.	1
	DOWN ON THE FARM, DOWN IN THE WATER	1
	CHAPTER 5- WETLANDS AND COASTAL WATERS	
	YOUR MUST HAVE BEEN A BEAUTIFUL "BAY-BEE"	2
	DOWN IN THE OCEAN DUMPS	2
	THE INSIDE ON THE RED TIDE	2

Standard Name	Activity	Relation
	1	ı
Science in Personal and Social		
Perspective: develop understanding		
of science and technology in society	CHARTER 4 INTRODUCTION TO WATER	
	CHAPTER 1- INTRODUCTION TO WATER PLANNING LAND USE	2
	FOR SALE: USED WATER	2 3
	WATER'S JOURNEY	3
	WHAT A WATER JOB!	1
Science in Personal and Social		
Perspective: develop understanding		
of science and technology in society	CHAPTER 2- DRINKING WATER AND WASTEWATER	
(con't)	TREATMENT	
	WATER GOES AROUND AND COMES AROUND	2
	WATER WORKS	2
	WILL THAT HOLD WATER?	2
	THE MAIN DRAIN	2
	THE WASTEWATER STORY	2
	SETTLING THE WASTEWATER PROBLEM	2
	CHAPTER 3- SURFACE WATER RESOURCES	
	RESOURCES STOP THAT SEDIMENT	
	WORKING TOGETHER TO PREVENT POLLUTION	1 2
	CHAPTER 4- GROUNDWATER RESOURCES	
	CAP A CHEMICAL	1
	FLUSH YOUR TROUBLES AWAY	1 1
	A TALE OF OOZE	1
	STAMP OUT L.U.S.T.	1
	DOWN ON THE FARM, DOWN IN THE WATER	1
	CHAPTER 5- WETLANDS AND COASTAL WATERS	
	OHAL TER 3- WETEARDO AND GOAGIAE WATERO	
	YOUR MUST HAVE BEEN A BEAUTIFUL "BAY-BEE"	1
	DOWN IN THE OCEAN DUMPS	1
History and Nature as Science:		
develop understanding of science as		
human behavior	CHAPTER 1- INTRODUCTION TO WATER	_
Watama and Natama Car	WHAT A WATER JOB!	3
History and Nature as Science:		
develop understanding of nature as science	CHAPTER 1- INTRODUCTION TO WATER	
	WATER, WATER EVERYWHERE!	2
	WATER ALL OVER THE WORLD	1
	FOR SALE: USED WATER	1 1
	WATER'S JOURNEY	1
	WHAT A WATER JOB!	2

Activity	Performance Objective	Relation
	APTER 1-INTRODUCTION TO WATER	
WATER CHEMISTRY	(No correlation to this activity)	
WATER, WATER	People, Places, & Environments: use appropriate resources,	1
EVERYWHERE!	data sources, and geographic tools such as atlases, data bases,	
	grid systems, charts, graphs, and maps to generate, manipulate,	
	and interpret information	
	People, Places, & Environments: estimate distance and	1
	calculate scale	
	People, Places, & Environments: locate and distinguish among	2
	varying landforms and geographic features, such as mountains,	
	plateaus, islands, and oceans	
	People, Places, & Environments: use knowledge of facts and	1
	concepts drawn from history, along with elements of historical	
	inquiry, to inform decision-making about and action-taking on	
	public issues	
	Individual Development & Identity: identify and describe ways	1
	family, groups, and community influence the individual's daily life	
	and personal choices	_
	Individual Development & Identity: work independently and	2
	cooperatively to accomplish goals	
THE RETURNING RAINDROP	People, Places, & Environments: locate and distinguish among	2
	varying landforms and geographic features, such as mountains,	
	plateaus, islands, and oceans	
	People, Places, & Environments: use knowledge of facts and	2
	concepts drawn from history, along with elements of historical	
	inquiry, to inform decision-making about and action-taking on	
WATER ALL OVER THE	public issues	0
WATER ALL OVER THE	People, Places, & Environments: interpret, use, and distinguish	2
WORLD	various representations of the earth, such as maps, globes, and	
	photographs	4
	People, Places, & Environments: locate and distinguish among	1
	varying landforms and geographic features, such as mountains,	
	plateaus, islands, and oceans	0
	People, Places, & Environments: use knowledge of facts and	3
	concepts drawn from history, along with elements of historical	
	inquiry, to inform decision-making about and action-taking on	
	public issues	4
	People, Places, & Environments: examine the interaction of	1
	human beings and their physical environment, the use of land,	
	building of cities, and ecosystem changes in selected locales and	
	regions	4
	Individual Development & Identity: work independently and	1
LET'S GO DOWN UNDER!	cooperatively to accomplish goals	
LET'S GO DOWN UNDER!	(No correlation to this activity)	

Activity	Performance Objective	Relation
BY THE SEA	<b>People, Places, &amp; Environments:</b> 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, charts, 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	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	2
SHEDDING LIGHT ON WATERSHEDS	<b>People, Places, &amp; Environments:</b> interpret, use, and distinguish various representations of the earth, such as maps, globes, and photographs	1
	<b>People, Places, &amp; Environments:</b> 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	2
	<b>People, Places, &amp; Environments:</b> locate and distinguish among varying landforms and geographic features, such as mountains, plateaus, islands, and oceans	3
	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
PLANNING LAND USE	Culture: compare ways in which people from different cultures think about and deal with their physical environment and social conditions	1
	People, Places, & Environments: construct and use mental maps of locales, regions, and the world that demonstrate	2
	understanding of relative location, direction, size, and shape <b>People, Places, &amp; Environments:</b> 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	1
	People, Places, & Environments: estimate distance and calculate scale	2
	<b>People, Places, &amp; Environments:</b> describe how people create places that reflect ideas, personality, culture, and wants and needs as they design homes, playgrounds, classrooms, and the like	1

Activity	Performance Objective	Relation
PLANNING LAND USE (CON'T)	<b>People, Places, &amp; Environments:</b> 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	3
	<b>People, Places, &amp; Environments:</b> 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
		1
	Individuals, Groups, & Institutions: show how groups and institutions work to meet individual needs and promote the	
	common good, and identify examples of where they fail to do so <b>Production, Distribution, &amp; Consumption:</b> distinguish between needs and wants	1
WHAT'S THE DIFFERENCE?		
	(No correlation to this activity)	
FOR SALE: USED WATER	(No correlation to this activity)	
WATER'S JOURNEY	<b>People, Places, &amp; Environments:</b> 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
		2
	Individuals, Groups, & Institutions: show how groups and institutions work to meet individual needs and promote the	
	common good, and identify examples of where they fail to do so <b>Power; Authority, &amp; Governance:</b> give examples of how government does or does not provide for needs and wants of people, establish order and security, and manage conflict	1
SAVING A RESOURCE IN JEOPARDY	<b>People, Places, &amp; Environments:</b> 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
	Production, Distribution, & Consumption: distinguish between needs and wants	1

Activity	Performance Objective	Relation
	<b>Production, Distribution, &amp; Consumption:</b> apply knowledge of	2
	economic concepts in developing a response to a current local	
	economic issue, such as how to reduce the flow of trash into a	
	rapid filling landfill	
SAVING A RESOURCE IN	Civic Ideals & Practices: recognize and interpret how the	1
JEOPARDY(CON'T)	common good can be strengthened through various forms of	
	citizen action	
WHAT A WATER JOB!	<b>Production, Distribution, &amp; Consumption:</b> apply knowledge of	3
	economic concepts in developing a response to a current local	
	economic issue, such as how to reduce the flow of trash into a	
	rapid filling landfill	
CHAPTER 2-DR	INKING WATER AND WASTEWATER TREATMENT	
	People, Places, & Environments: examine the interaction of	2
COMES AROUND	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	1
	purpose and evaluate alternative uses of resources and land in	
	home, school, community, the region, and beyond	
	Individual Development & Identity: work independently and	2
	cooperatively to accomplish goals	
	Production, Distribution, & Consumption: distinguish between	1
	needs and wants	
	Production, Distribution, & Consumption: apply knowledge of	2
	economic concepts in developing a response to a current local	
	economic issue, such as how to reduce the flow of trash into a	
	rapid filling landfill	
	Civic Ideals & Practices: recognize and interpret how the	1
	"common good" can be strengthened through various forms of	
	citizen action	
WATER WORKS	People, Places, & Environments: consider existing uses and	1
	purpose and evaluate alternative uses of resources and land in	
	home, school, community, the region, and beyond	
		2
	Individuals, Groups, & Institutions: show how groups and	
	institutions work to meet individual needs and promote the	
	common good, and identify examples of where they fail to do so	
	Power; Authority, & Governance: give examples of how	1
	government does or does not provide for needs and wants of	
	people, establish order and security, and manage conflict	
	Science, Technology, & Society: identify and describe	1
	examples in which science and technology have changed the	
	lives of people, such as in homemaking, childcare, work,	
	transportation, and communication	

Activity	Performance Objective	Relation
MATER MORKS (SOLUT)	Mesianas Taskuslama 9 Casistavidantita aranga 1	
WATER WORKS (CON'T)	Science, Technology, & Society: identify examples of laws and	1
	policies that govern scientific and technological applications,	
	such as the Endangered Species Act and environmental	
WILL THAT HOLD WATER?	protection policies (No correlation to this activity)	
THE INVISIBLE WATER	People, Places, & Environments: locate and distinguish among	2
SOURCE	varying landforms and geographic features, such as mountains,	2
SOUNCE	plateaus, islands, and oceans	
	People, Places, & Environments: use knowledge of facts and	2
	concepts drawn from history, along with elements of historical	2
	inquiry, to inform decision-making about and action-taking on	
	public issues	
HARD OR SOFT?	(No correlation to this activity)	
GET THE SALT OUT!	(No correlation to this activity)	
THE MAIN DRAIN	(No correlation to this activity)	
THE WASTEWATER STORY	7/	
	(No correlation to this activity)	
WETLAND IN A BOTTLE	(No correlation to this activity)	
SETTLING THE	7/	
WASTEWATER PROBLEM	(No correlation to this activity)	
WASTE NOT, WANT NOT	(No correlation to this activity)	
WATER PATROL	Individual Development & Identity: work independently and	2
	cooperatively to accomplish goals	
	Individuals, Groups, & Institutions: give examples of the role	2
	of institutions in furthering both continuity and change	
		1
	Individuals, Groups, & Institutions: show how groups and	
	institutions work to meet individual needs and promote the	
	common good, and identify examples of where they fail to do so	
	Power; Authority, & Governance: give examples of how	2
	government does or does not provide for needs and wants of	
	people, establish order and security, and manage conflict	
	PTER 3- SURFACE WATER RESOURCES	
A SALT WATER-Y WORLD	People, Places, & Environments: locate and distinguish among	2
	varying landforms and geographic features, such as mountains,	
	plateaus, islands, and oceans	
	People, Places, & Environments: use knowledge of facts and	1
	concepts drawn from history, along with elements of historical	
	inquiry, to inform decision-making about and action-taking on	
	public issues	
WATERY WORDS AND	People, Places, & Environments: locate and distinguish among	2
PLACES	varying landforms and geographic features, such as mountains,	
	plateaus, islands, and oceans	
	People, Places, & Environments: use knowledge of facts and	1
	concepts drawn from history, along with elements of historical	
	inquiry, to inform decision-making about and action-taking on	
	public issues	

Activity	Performance Objective	Relation
	Individual Development & Identity: work independently and cooperatively to accomplish goals	2

Activity	Performance Objective	Relation
,	•	
LIVING IN WATER	(No correlation to this activity)	
POSTED! NO FISHING, NO		
SWIMMING	(No correlation to this activity)	
CLEANING UP	(No correlation to this activity)	
ACID RAIN, GO AWAY!	(No correlation to this activity)	
N, B, & T: POLLUTANTS		
THREE	(No correlation to this activity)	
STOP THAT SEDIMENT	<b>People, Places, &amp; Environments:</b> 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
	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	2
	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	1
	Individual Development & Identity: work independently and cooperatively to accomplish goals	2
WORKING TOGETHER TO	goale	
PREVENT POLLUTION	(No correlation to this activity)	
WATER-WISE LANDSCAPING		
	(No correlation to this activity)	
WHOSE WATER IS IT?	Culture: explore and describe similarities and differences in the ways groups, societies, and cultures address similar human needs and concerns	2
	Culture: compare ways in which people from different cultures think about and deal with their physical environment and social conditions	1
	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
	Individuals, Groups, & Institutions: explore factors that contribute to one's personal identity such as interests,	2
	capabilities, and perceptions  Individual Development & Identity: work independently and cooperatively to accomplish goals	2
POLLUTION PETE PATROL	Individual Development & Identity: work independently and cooperatively to accomplish goals	2
	Individuals, Groups, & Institutions: give examples of the role of institutions in furthering both continuity and change	2

Activity	Performance Objective	Relation
POLLUTION PETE PATROL		1
(CON'T)	Individuals, Groups, & Institutions: show how groups and	
	institutions work to meet individual needs and promote the	
	common good, and identify examples of where they fail to do so	
	Power; Authority, & Governance: give examples of how	2
	government does or does not provide for needs and wants of	
	people, establish order and security, and manage conflict	
СНА	PTER 4- GROUNDWATER RESOURCES	
AQUIFER ADVENTURE	People, Places, & Environments: interpret, use, and distinguish	2
	various representations of the earth, such as maps, globes, and	
	photographs	
	People, Places, & Environments: use appropriate resources,	1
	data sources, and geographic tools such as atlases, data bases,	
	grid systems, charts, graphs, and maps to generate, manipulate,	
	and interpret information	
	People, Places, & Environments: estimate distance and	1
	calculate scale	
	People, Places, & Environments: locate and distinguish among	2
	varying landforms and geographic features, such as mountains,	
	plateaus, islands, and oceans	
	People, Places, & Environments: use knowledge of facts and	2
	concepts drawn from history, along with elements of historical	
	inquiry, to inform decision-making about and action-taking on	
	public issues	
BELIEVE IT OR NOT!	People, Places, & Environments: interpret, use, and distinguish	2
	various representations of the earth, such as maps, globes, and	
	photographs	
	People, Places, & Environments: use appropriate resources,	1
	data sources, and geographic tools such as atlases, data bases,	
	grid systems, charts, graphs, and maps to generate, manipulate,	
	and interpret information	
	People, Places, & Environments: locate and distinguish among	2
	varying landforms and geographic features, such as mountains,	
	plateaus, islands, and oceans	
	People, Places, & Environments: use knowledge of facts and	1
	concepts drawn from history, along with elements of historical	
	inquiry, to inform decision-making about and action-taking on	
	public issues	
	People, Places, & Environments: examine the interaction of	2
	human beings and their physical environment, the use of land,	
	building of cities, and ecosystem changes in selected locales and	
	regions	
	People, Places, & Environments: observe and speculate about	1
	social and economic effects of environmental changes and	
	crises resulting from phenomena such as floods, storms, and	
	drought	
AT A SNAIL'S PACE?	(No correlation to this activity)	

Activity	Performance Objective	Relation
POROSITY & PERMEABILITY:		
"DOWN AND DIRTY"		
	(No correlation to this activity)	
CHECKS AND BALANCES	(No correlation to this activity)	
WELLS: A DEEP SUBJECT	(No correlation to this activity)	
CAP A CHEMICAL	(No correlation to this activity)	
FLUSH YOUR TROUBLES	(All and the first of the state	
AWAY	(No correlation to this activity)	
A TALE OF OOZE	(No correlation to this activity)	0
STAMP OUT L.U.S.T.	Individual Development & Identity: work independently and	2
	cooperatively to accomplish goals	
	Individuals, Groups, & Institutions: give examples of the role	2
	of institutions in furthering both continuity and change	
	In Part of Control of Control	2
	Individuals, Groups, & Institutions: show how groups and	
	institutions work to meet individual needs and promote the	
	common good, and identify examples of where they fail to do so	_
	Power; Authority, & Governance: give examples of how	2
	government does or does not provide for needs and wants of	
DOWN ON THE EARLY	people, establish order and security, and manage conflict	
DOWN ON THE FARM,	Decade Blaces & Facines assets as a section of an electrical	2
DOWN IN THE WATER	People, Places, & Environments: construct and use mental	
	maps of locales, regions, and the world that demonstrate	
	understanding of relative location, direction, size, and shape	
	People, Places, & Environments: interpret, use, and distinguish	1
	various representations of the earth, such as maps, globes, and	
	photographs  People Bloom & Environmenta, leasts and distinguish among	0
	People, Places, & Environments: locate and distinguish among	2
	varying landforms and geographic features, such as mountains,	
	plateaus, islands, and oceans	4
	<b>People, Places, &amp; Environments:</b> use knowledge of facts and concepts drawn from history, along with elements of historical	1
	inquiry, to inform decision-making about and action-taking on	
	public issues	
	People, Places, & Environments: examine the interaction of	1
	human beings and their physical environment, the use of land,	'
	building of cities, and ecosystem changes in selected locales and	
	regions	
	People, Places, & Environments: observe and speculate about	2
	social and economic effects of environmental changes and	
	crises resulting from phenomena such as floods, storms, and	
	drought	
	People, Places, & Environments: consider existing uses and	1
		'
	purpose and evaluate alternative uses of resources and land in	
	home, school, community, the region, and beyond Individual Development & Identity: work independently and	4
		1
	cooperatively to accomplish goals	

Activity	Performance Objective	Relation
	,	
GOIN' WITH THE FLOW	Time, Continuity, & Change: compare and contrast different	1
	stories or accounts about past events, people, places, or	
	situations, identifying how they contribute to our understanding of	
	the past	
	Science, Technology, & Society: identify and describe	2
	examples in which science and technology have changed the	
	lives of people, such as in homemaking, childcare, work,	
	transportation, and communication	
CHAPTE	R 5-WETLANDS AND COASTAL WATERS	
WONDERFUL, WATERFUL		
WETLANDS	(No correlation to this activity)	
HOME, WET HOME	(No correlation to this activity)	
TO WHOM IT MAY CONCERN	People, Places, & Environments: locate and distinguish among	2
	varying landforms and geographic features, such as mountains,	
	plateaus, islands, and oceans	
	People, Places, & Environments: use knowledge of facts and	2
	concepts drawn from history, along with elements of historical	
	inquiry, to inform decision-making about and action-taking on	
	public issues	
	People, Places, & Environments: describe how people create	2
	places that reflect ideas, personality, culture, and wants and	
	needs as they design homes, playgrounds, classrooms, and the	
	like	
	People, Places, & Environments: examine the interaction of	2
	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	1
	purpose and evaluate alternative uses of resources and land in	
	home, school, community, the region, and beyond	
	Individual Development & Identity: work independently and	2
	cooperatively to accomplish goals	
	Civic Ideals & Practices: explain actions citizens can take to	2
	influence public policy decisions	
WHAT CAN I DO?	People, Places, & Environments: locate and distinguish among	2
	varying landforms and geographic features, such as mountains,	
	plateaus, islands, and oceans	
	People, Places, & Environments: use knowledge of facts and	2
	concepts drawn from history, along with elements of historical	
	inquiry, to inform decision-making about and action-taking on	
	public issues	

Activity	Performance Objective	Relation
	, , , , , , , , , , , , , , , , , , ,	
WHAT CAN I DO? (CON'T)	People, Places, & Environments: describe how people create	2
	places that reflect ideas, personality, culture, and wants and	
	needs as they design homes, playgrounds, classrooms, and the	
	like	
	People, Places, & Environments: examine the interaction of	2
	human beings and their physical environment, the use of land,	
	building of cities, and ecosystem changes in selected locales and	
	regions	
WHERE DID IT WEAR?	People, Places, & Environments: observe and speculate about	2
	social and economic effects of environmental changes and	
	crises resulting from phenomena such as floods, storms, and	
	drought	_
	Individual Development & Identity: work independently and	2
	cooperatively to accomplish goals	
	Civic Ideals & Practices: explain actions citizens can take to	1
VOLID MILIOT LIANTE DEENLA	influence public policy decisions	
YOUR MUST HAVE BEEN A	(No correlation to this potinity)	
BEAUTIFUL "BAY-BEE" DOWN IN THE OCEAN	(No correlation to this activity)	
DUMPS	(No correlation to this activity)	
THE INSIDE ON THE RED	(NO correlation to this activity)	
TIDE	(No correlation to this activity)	
TREES BY THE SEA	(No constitution to this delivity)	1
THE SEA	People, Places, & Environments: construct and use mental	'
	maps of locales, regions, and the world that demonstrate	
	understanding of relative location, direction, size, and shape	
TREES BY THE SEA	People, Places, & Environments: interpret, use, and distinguish	2
	various representations of the earth, such as maps, globes, and	
	photographs	
	People, Places, & Environments: estimate distance and	2
	calculate scale	
	People, Places, & Environments: locate and distinguish among	1
	varying landforms and geographic features, such as mountains,	
	plateaus, islands, and oceans	
ESTUARY WATER	(No correlation to this activity)	
COASTAL CONSERVATION	People, Places, & Environments: locate and distinguish among	1
SCAVENGER HUNT	varying landforms and geographic features, such as mountains,	
	plateaus, islands, and oceans	
	Individual Development & Identity: identify and describe ways	1
	family, groups, and community influence the individual's daily life	
	and personal choices	_
	Civic Ideals & Practices: explain actions citizens can take to	2
00.40744 50.65 ****	influence public policy decisions	
COASTAL FOOD WEB	(No correlation to this activity)	

Performance Objective	Activity	Relation
Culture-Social studies programs should include		udy of
culture and cultural diversity	so the learner can:	•
,	,	
Culture: explore and describe similarities and differences in		
the ways groups, societies, and cultures address similar		
human needs and concerns	WHOSE WATER IS IT?	2
Culture: compare ways in which people from different		
cultures think about and deal with their physical environment	DI ANNING LAND LICE	4
and social conditions	PLANNING LAND USE WHOSE WATER IS IT?	1
Time, Continuity, & Change- Social studies pr		e that
provide for the study of the ways human beings		so mai
the learner	can:	
Time, Continuity, & Change: compare and contrast		
different stories or accounts about past events, people,		
places, or situations, identifying how they contribute to our		
understanding of the past	GOIN' WITH THE FLOW	1
People, Places, & Environments- Social studi	es programs should include experi	ences
that provide for the study of people, places, a		
promac ici and caudy or people, praces, c		<b></b>
People, Places, & Environments: construct and use		
mental maps of locales, regions, and the world that		
demonstrate understanding of relative location, direction,		
size, and shape	PLANNING LAND USE	2
	DOWN ON THE FARM, DOWN IN THE	
	WATER	2
Donale Blaces & Environments internet use and	TREES BY THE SEA	1
<b>People, Places, &amp; Environments:</b> interpret, use, and distinguish various representations of the earth, such as		
maps, globes, and photographs	WATER ALL OVER THE WORLD	2
maps, giobes, and photographs	BY THE SEA	2
		-
	SHEDDING LIGHT ON WATERSHEDS	1
	AQUIFER ADVENTURE	2
	BELIEVE IT OR NOT!	2
	DOWN ON THE FARM, DOWN IN THE	
	WATER	1
	TREES BY THE SEA	2

Performance Objective	Activity	Relation
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	WATER, WATER EVERYWHERE!	1
goriorato, mampulato, ama morprotimionianon	BY THE SEA	2
	5 SEX	_
	SHEDDING LIGHT ON WATERSHEDS	2
	PLANNING LAND USE	1
	AQUIFER ADVENTURE	1
	BELIEVE IT OR NOT!	1
People, Places, & Environments: estimate distnce and	BELIEVE II GIVING I.	
calculate scale	WATER, WATER EVERYWHERE!	1
calculate scale	PLANNING LAND USE	2
	AQUIFER ADVENTURE	1
	TREES BY THE SEA	2
People, Places, & Environments: locate and distinguish	TREES DI TITE SEA	
among varying landforms and geographic features, such as		
mountains, plateaus, islands, and oceans		
mountains, plateaus, islands, and occars	WATER, WATER EVERYWHERE!	2
People, Places, & Environments: locate and distinguish	WATER, WATER EVERT WHERE.	
among varying landforms and geographic features, such as		
mountains, plateaus, islands, and oceans		
mountains, plateads, islands, and occars	THE RETURNING RAINDROP	2
	WATER ALL OVER THE WORLD	1
	BY THE SEA	2
	BI THE SEA	2
	SHEDDING LIGHT ON WATERSHEDS	3
	THE INVISIBLE WATER SOURCE	2
	A SALT WATER-Y WORLD	2
	WATERY WORDS AND PLACES	2
	AQUIFER ADVENTURE	2
	BELIEVE IT OR NOT!	2
		2
	DOWN ON THE FARM, DOWN IN THE	0
	WATER	2
	TO WHOM IT MAY CONCERN	2
	WHAT CAN I DO?	2
	TREES BY THE SEA	1
	COASTAL CONSERVATION	
	SCAVENGER HUNT	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	WATER, WATER EVERYWHERE!	1
	THE RETURNING RAINDROP	2
	WATER ALL OVER THE WORLD	3
	BY THE SEA	2
	SHEDDING LIGHT ON WATERSHEDS	2

Performance Objective	Activity	Relation
People, Places, & Environments: concepts from		
history(con't)	THE INVISIBLE WATER SOURCE	2
	A SALT WATER-Y WORLD	1
	WATERY WORDS AND PLACES	1
	STOP THAT SEDIMENT	2
	AQUIFER ADVENTURE	2
	BELIEVE IT OR NOT!	1
	DOWN ON THE FARM, DOWN IN THE	
	WATER	1
	TO WHOM IT MAY CONCERN	2
	WHAT CAN I DO?	2
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	PLANNING LAND USE	1
	TO WHOM IT MAY CONCERN	2
	WHAT CAN I DO?	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	WATER ALL OVER THE WORLD	1
, and the second	PLANNING LAND USE	3
	WATER'S JOURNEY	2
	SAVING A RESOURCE IN JEOPARDY	2
	WATER GOES AROUND AND	
	COMES AROUND	2
	STOP THAT SEDIMENT	2
	BELIEVE IT OR NOT!	2
	DOWN ON THE FARM, DOWN IN THE	_
	WATER	1
	TO WHOM IT MAY CONCERN	2
	WHAT CAN I DO?	2
People, Places, & Environments: observe and speculate		
about social and economic effects of environmental		
changes and crises resulting from phenomena such as		
floods, storms, and drought	BELIEVE IT OR NOT!	1
noodo, storrio, and drought	DOWN ON THE FARM, DOWN IN THE	
	WATER	2
	WHERE DID IT WEAR?	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		
and in frome, sorroof, community, the region, and beyond	PLANNING LAND USE	2
	WATER'S JOURNEY	1
	W. C. E. C. G. G. C.	'
	SAVING A RESOURCE IN JEOPARDY	1
	HOW IND A KLOUDINGE IN JEUPARDT	<u> </u>

Performance Objective	Activity	Relation
People, Places, & Environments: alternative uses of	WATER GOES AROUND AND	tolation
resources(con't)	COMES AROUND	1
, ,	WATER WORKS	1
	STOP THAT SEDIMENT	1
	WHOSE WATER IS IT?	1
	DOWN ON THE FARM, DOWN IN THE	
	WATER	1
	TO WHOM IT MAY CONCERN	1
Individual Developments & Identity-Social stud	lies programs should include expe	riences
that provide for the study of individual develop	ment and identity, so the learner of	an:
	•	
Individual Development & Identity: identify and describe		
ways family, groups, and community influence the		
individual's daily life and personal choices	WATER, WATER EVERYWHERE!	1
	WHOSE WATER IS IT?	2
	COASTAL CONSERVATION	
	SCAVENGER HUNT	1
	WHOSE WATER IS IT?	2
Individual Development & Identity: work independently		
and cooperatively to accomplish goals	WATER, WATER EVERYWHERE!	2
	WATER ALL OVER THE WORLD	1
	PLANNING LAND USE	2
	WATER'S JOURNEY	2
	SAVING A RESOURCE IN JEOPARDY	2
	WATER GOES AROUND AND	2
	COMES AROUND	2
	WATER PATROL	2
	WATERY WORDS AND PLACES	2
	STOP THAT SEDIMENT	2
	WHOSE WATER IS IT?	2
	POLLUTION PETE PATROL	2
	STAMP OUT L.U.S.T.	2
	DOWN ON THE FARM, DOWN IN THE	_
	WATER	1
	TO WHOM IT MAY CONCERN	2
	WHERE DID IT WEAR?	2
Individuals, Groups, & Institutions- Social stud		iences
that provide for the study of <i>interactions among</i>		
that the learner		J, JJ
that the learne	ti Call.	
Individuals, Groups, & Institutions: give examples of the		
role of institutions in furthering both continuity and change		
Total of montations in farthering both continuity and change	WATER PATROL	2
	POLLUTION PETE PATROL	2
	STAMP OUT L.U.S.T.	2
	0.7 001 2.0.0.1.	

Parformance Objective	Activity	Dolotica
Performance Objective Individuals, Groups, & Institutions: show how groups and	Activity	Relation
institutions work to meet individual needs and promote the		
common good, and identify examples of where they fail to		
do so	PLANNING LAND USE	1
	WATER'S JOURNEY	2
	WATER WORKS	2
	WATER PATROL	1
	POLLUTION PETE PATROL	1
	STAMP OUT L.U.S.T.	2
Power, Authority, & Governance- Social studi	•	
that provide for the study of how people create a	nd change structures of power, aut	thority,
and governance, so that	the learner can:	
Power; Authority, & Governance: give examples of how		
government does or does not provide for needs and wants		
of people, establish order and security, and manage conflict		
	WATER WORKS	1
	WATER BATROL	1
	WATER PATROL POLLUTION PETE PATROL	2 2
	STAMP OUT L.U.S.T.	2
Production, Distribution, & Consumption-s		_
experiences that provide for the study of <i>how</i>	. •	
distribution, and consumption of goods and	d services, so that the learner can,	
Draduction Distribution 9 Community distinguish		
<b>Production, Distribution, &amp; Consumption:</b> distinguish between needs and wants	PLANNING LAND USE	1
between needs and wants	PLAINING LAIND USE	'
	SAVING A RESOURCE IN JEOPARDY	1
	WATER GOES AROUND AND	'
	COMES AROUND	1
Production, Distribution, & Consumption: apply		
knowledge of economic concepts in developing a response		
to a current local economic issue, such as how to reduce		
the flow of trash into a rapid filling landfill	SAVING A RESOURCE IN JEOPARDY	2
	WHAT A WATER JOB!	3
	WATER GOES AROUND AND	
	COMES AROUND	2

Performance Objective	Activity	Relation	
Science, Technology, & Society- Social studi	es programs should include experi-	ences	
that provide for the study of relationships among science, technology, and society, so that			
the learner			
the learner			
Science, Technology, & Society: identify and describe			
examples in which science and technology have changed			
the lives of people, such as in homemaking, childcare, work,			
transportation, and communication			
	WATER WORKS	1	
	GOIN' WITH THE FLOW	2	
Science, Technology, & Society: identify examples of			
laws and policies that govern scientific and technological			
applications, such as the Endangered Species Act and			
environmental protection policies WATER WORKS			
Civic ideal & Practices- Social studies program	s should include experiences that p	orovide	
for the study of the ideals, principles, and practic	es of citizenship in a democratic rej	public,	
so that the lear	•	,	
oo that the loan	nor carr.		
Civic Ideals & Practices: explain actions citizens can take			
to influence public policy decisions	TO WHOM IT MAY CONCERN	2	
Civic Ideals & Practices: explain actions citizens can take			
to influence public policy decisions	WHERE DID IT WEAR?	1	
Civic Ideals & Practices: explain actions citizens can take	COASTAL CONSERVATION		
to influence public policy decisions SCAVENGER HUNT		2	
Civic Ideals & Practices: recognize and interpret how the			
"common good" can be strengthened through various forms			
of citizen action	SAVING A RESOURCE IN JEOPARDY	1	
Civic Ideals & Practices: recognize and interpret how the			
"common good" can be strengthened through various forms	WATER GOES AROUND AND		
of citizen action	COMES AROUND	1	

Activity	St. Code	Relation
-		
CHAF	PTER 1- INTRODUCTION TO WATER	
WATER CHEMISTRY		
WATER, WATER EVERYWHERE!	The World in Spatial Terms: understand the location of the	3
	earth's continents and oceans in relation to each other and to	
	principal parallels and meridians	
	The World in Spatial Terms: understand how to translate	3
	mental maps into appropriate graphics to display geographic	
	information and answer geographic questions	
	<b>Environment and Society:</b> understand the spatial distribution	2
	of resources	
	Environment and Society: understand the role of resources	2
	in daily life	
	Environment and Society: understand why people have	2
	different viewpoints regarding resource use (con't)	_
	Environment and Society: understand the fundamental role	2
THE DETHINATION DAININGS	of energy resources in society (con't)	4
THE RETURNING RAINDROP	Environment and Conjetus understand the characteristics of	1
	<b>Environment and Society:</b> understand the characteristics of renewable, nonrenewable, and flow resources	
	Environment and Society: understand the spatial distribution	2
	of resources	
	Environment and Society: understand the role of resources	2
	in daily life	2
	Environment and Society: understand the fundamental role	2
	of energy resources in society (con't)	
WATER ALL OVER THE WORLD	The World in Spatial Terms: understand how to display	2
	spatial information on maps and other geographic	_
	representations	
	Physical Systems: understand how patterns (location,	1
	distribution, and association) of features on Earth's surface are	
	shaped by physical processes	
	Physical Systems: understand how Earth-Sun relations affect	1
	conditions on earth	
		1
	<b>Environment and Society:</b> understand the characteristics of	
	renewable, nonrenewable, and flow resources	
	Environment and Society: understand the spatial distribution	2
	of resources	
	Environment and Society: understand the role of resources	2
LETIO CO DOMALLINDEDI	in daily life	
LET'S GO DOWN UNDER!	Physical Systems: understand the components of Earth's	3
	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	2
	shaped by physical processes  Physical Systems: understand how Earth-Sun relations affect	1
	conditions on earth	'
	Conditions on calli	l

Activity	St. Code	Relation
LET'S GO DOWN UNDER! (CON'T)	Physical Systems: understand how physical processes	
LET 0 00 DOWN ONDER! (OON 1)	influence the formation and distribution of resources (5th	
	grade only)	
	Environment and Society: understand how people depend	2
	on the physical environment	
	Environment and Society: understand that the physical	2
	environment can both accommodate and be endangered by	
	human activities	
	Environment and Society: understand how human	1
	modification of the physical environment in one place often	
	leads to changes in other places (5th grad only)	
BY THE SEA		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 The World in Spatial Terms: understand how to display	2
	spatial information on maps and other geographic	
	representations	
	representations	3
	The World in Spatial Terms: understand the locations of	
	places within the local community and in nearby communities	
	The World in Spatial Terms: understand the location of	1
	major physical and human features in the United States and	
	on Earth	
	The World in Spatial Terms: understand how to translate	1
	mental maps into appropriate graphics to display geographic	
	information and answer geographic questions	
SHEDDING LIGHT ON	Places and Regions: understand the physical characteristics	2
WATERSHEDS	of places (e.g., landforms, bodies of water, soil, vegetation,	
	and weather and climate	
	Places and Regions: understand the physical and human	2
PLANNING LAND USE	characteristics of places	1
I LANNING LAND OSE	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	
	The World in Spatial Terms: understand how to display	2
	spatial information on maps and other geographic	
	representations	
	The World in Spatial Terms: understand how to use	2
	appropriate geographic tools and technologies	
		2
	The World in Spatial Terms: understand the locations of	
	places within the local community and in nearby communities	
	The World in Spatial Terms: understand how to translate	
	mental maps into appropriate graphics to display geographic	
	information and answer geographic questions	

Activity	St. Code	Relation
rodvity	01. 0000	
PLANNING LAND USE (CON'T)	Places and Regions: understand the similarities and	2
	differences among regions	_
	Places and Regions: understand ways in which different	3
	people perceive places and regions	
	poopio porocivo piacoc ana regione	2
	Places and Regions: understand how culture and technology	_
	affect perception of places and regions (5th grade only)	
	Human Systems: understand the location and spatial	2
	distribution of economic activities	
	Human Systems: understand the factors that influence the	2
	location and spatial distribution of economic activities	
	Human Systems: understand the types and spatial patterns	2
	of settlement	
	Human Systems: understand the factors that affect where	2
	people settle	
	Environment and Society: understand how people depend	2
	on the physical environment	
	Environment and Society: understand how people modify	1
	the physical environment	
	Environment and Society: understand the consequences of	2
	human modification of the physical environment (5th grade	
	only)	
		1
	<b>Environment and Society:</b> understand the role of technology	
	in the human modification of the physical environment	
WHAT'S THE DIFFERENCE?	Physical Systems: understand how humans interact with	2
	ecosystems	_
	Physical Systems: understand how physical processes	2
	produce changes in ecosystems (5th grade only)	2
	Physical Systems: understand how human activities influence changes in ecosystems (5th grade only)	
FOR SALE: USED WATER	(No correlation to this activity.)	
WATER'S JOURNEY	Places and Regions: understand how to describe the	2
WATEROSOORNET	student's own community and region from different	_
	perspectives	
	Environment and Society: understand how people depend	2
	on the physical environment	_
	Environment and Society: understand that the physical	2
	environment can both accommodate and be endangered by	_
	human activities	
		2
	Environment and Society: understand the characteristics of	
	renewable, nonrenewable, and flow resources	
	Environment and Society: understand the spatial distribution	2
	of resources	
	Environment and Society: understand the role of resources	3
	in daily life	

Activity	St. Code	Relation
Activity	St. Coule	· tolution
WATER'S JOURNEY (CON'T)	Environment and Society: understand why people have	1
	different viewpoints regarding resource use (con't)	·
	Environment and Society: understand the fundamental role	2
	of energy resources in society (con't)	
SAVING A RESOURCE IN	Places and Regions: understand how to describe the	2
JEOPARDY	student's own community and region from different	
	perspectives	
	Environment and Society: understand how people depend	2
	on the physical environment	
	Environment and Society: understand that the physical	2
	environment can both accommodate and be endangered by	
	human activities	_
	Environment and Society, understand the characteristics of	2
	<b>Environment and Society:</b> understand the characteristics of renewable, nonrenewable, and flow resources	
	Environment and Society: understand the spatial distribution	2
	of resources	
	Environment and Society: understand the role of resources	3
	in daily life	
	Environment and Society: understand why people have	1
	different viewpoints regarding resource use (con't)	
	Environment and Society: understand the fundamental role	2
	of energy resources in society (con't)	
WHAT A WATER JOB!	<b>Environment and Society:</b> understand the ways in which the	3
	physical environment provides opportunities for people	
	IKING WATER AND WASTEWATER TREATMENT	
WATER GOES AROUND AND	Places and Regions: understand how to describe the	2
COMES AROUND	student's own community and region from different	
	perspectives	
	Places and Regions: understand ways in which different	1
	people perceive places and regions <b>Human Systems:</b> understand the factors that influence the	1
	location and spatial distribution of economic activities	ı
	Environment and Society: understand how people depend	2
	on the physical environment	
	Environment and Society: understand the consequences of	2
	human modification of the physical environment (5th grade	_
	only)	
		2
	Environment and Society: understand the characteristics of	
	renewable, nonrenewable, and flow resources	
	Environment and Society: understand the role of resources	3
	in daily life	
	Environment and Society: understand why people have	2
	different viewpoints regarding resource use (con't)	=
	Environment and Society: understand the fundamental role	2
WATER WORKS	of energy resources in society (con't)	
WATER WORKS	(No correlation to this activity.)	

Activity	St. Code	Relation
WILL THAT HOLD WATER?	The World in Spatial Terms: understand how to display	1
	spatial information on maps and other geographic	
	representations	
	The World in Spatial Terms: understand the location of	3
	major physical and human features in the United States and	
	on Earth	
	Places and Regions: understand the physical characteristics	1
	of places (e.g., landforms, bodies of water, soil, vegetation,	
	and weather and climate	
	Places and Regions: understand how physical and human	2
	processes together shape places	
	Places and Regions: understand the role of technology in	2
	shaping the characteristics of places	_
	Physical Systems: understand how physical processes	2
	influence the formation and distribution of resources (5th	_
	grade only)	
THE INVISIBLE WATER SOURCE	Physical Systems: understand the components of Earth's	2
	physical systems: the atmosphere, lithosphere, hydrosphere,	-
	and biosphere	
	Physical Systems: understand how patterns (location,	1
	distribution, and association) of features on Earth's surface are	'
	shaped by physical processes	
	Physical Systems: understand how Earth-Sun relations affect	1
	conditions on earth	ı
	Physical Systems: understand how physical processes	2
	influence the formation and distribution of resources (5th	
	grade only)	_
	Fundament and Confession and standard the share standards of	2
	Environment and Society: understand the characteristics of	
	renewable, nonrenewable, and flow resources	_
	<b>Environment and Society:</b> understand the spatial distribution	2
	of resources	
	Environment and Society: understand the role of resources	2
	in daily life	
HARD OR SOFT?	(No correlation to this activity.)	
GET THE SALT OUT!	(No correlation to this activity.)	
THE MAIN DRAIN	(No correlation to this activity.)	
THE WASTEWATER STORY	(No correlation to this activity.)	
WETLAND IN A BOTTLE	Physical Systems: understand the components of	2
	ecosystems	_
	Physical Systems: understand the distribution and patterns of	2
	ecosystems	
	Physical Systems: understand how ecosystems work (5th	3
	grade only)	
	Physical Systems: understand how physical processes	2
	produce changes in ecosystems (5th grade only)	
	Physical Systems: understand how human activities	2
	influence changes in ecosystems (5th grade only)	

Activity	St. Code	Relation
<b>,</b>		
SETTLING THE WASTEWATER	Physical Systems: understand how humans interact with	2
PROBLEM	ecosystems	
	Physical Systems: understand how human activities	2
	influence changes in ecosystems (5th grade only)	
	Environment and Society: understand how people depend on the physical environment	3
	Environment and Society: understand how people modify	2
	the physical environment	
	Environment and Society: understand the consequences of	2
	human modification of the physical environment (5th grade	
	only)	
	Environment and Society: understand how human	1
	modification of the physical environment in one place often	
	leads to changes in other places (5th grad only)	2
	Environment and Society: understand the characteristics of	2
	renewable, nonrenewable, and flow resources	
	Environment and Society: understand the role of resources	3
	in daily life	
	Environment and Society: understand why people have	2
	different viewpoints regarding resource use (con't)	
	Faring was and an d Consistent and another discount as her also	1
	<b>Environment and Society:</b> understand how technology affects the definition of, access to, and use of resources (con't)	
	Environment and Society: understand the fundamental role	2
	of energy resources in society (con't)	_
WASTE NOT, WANT NOT	Physical Systems: understand how humans interact with	2
	ecosystems	
	Physical Systems: understand how human activities	2
	influence changes in ecosystems (5th grade only)	
	Environment and Society: understand how people depend on the physical environment	3
	Environment and Society: understand how people modify	2
	the physical environment	_
	Environment and Society: understand the consequences of	2
	human modification of the physical environment (5th grade	
	only)	
	Environment and Society: understand how human	1
	modification of the physical environment in one place often	
	leads to changes in other places (5th grad only)	2
	Environment and Society: understand the characteristics of	
	renewable, nonrenewable, and flow resources	
	Environment and Society: understand the role of resources	3
	in daily life	
	Environment and Society: understand why people have	2
	different viewpoints regarding resource use (con't)	
	Fundament and Costates and costates to the first	1
	Environment and Society: understand how technology	
	affects the definition of, access to, and use of resources (con't) <b>Environment and Society:</b> understand the fundamental role	2
	of energy resources in society (con't)	
WATER PATROL	(No correlation to this activity.)	

Activity	St. Code	Relation
CHADT	ER 3- SURFACE WATER RESOURCES	
LIVING IN WATER	Physical Systems: understand the components of Earth's	2
LIVING IN WATER		
	physical systems: the atmosphere, lithosphere, hydrosphere, and biosphere	
	· II	3
	Physical Systems: understand how Earth-Sun relations affect conditions on earth	3
	Physical Systems: understand how physical processes	2
	influence the formation and distribution of resources (5th	
	,	
WATERY WORDS AND PLACES	grade only)  The World in Spatial Terms: understand how to display	2
WATERT WORDS AND FLACES	spatial information on maps and other geographic	
	representations	
	The World in Spatial Terms: understand how to use	2
	appropriate geographic tools and technologies	_
	appropriate geographic tools and technologies	2
	The World in Spatial Terms: understand the locations of	_
	places within the local community and in nearby communities	
	The World in Spatial Terms: understand the location of the	3
	earth's continents and oceans in relation to each other and to	
	principal parallels and meridians	
	The World in Spatial Terms: understand how to translate	3
	mental maps into appropriate graphics to display geographic	
	information and answer geographic questions	
LIVING IN WATER	Physical Systems: understand the components of	3
	ecosystems	
	Physical Systems: understand how ecosystems work (5th	2
	grade only)	
POSTED! NO FISHING, NO		
SWIMMING	(No correlation to this activity.)	
CLEANING UP	(No correlation to this activity.)	
ACID RAIN, GO AWAY!	Environment and Society: understand how people modify	3
	the physical environment	
	Environment and Society: understand that the physical	3
	environment can both accommodate and be endangered by	
	human activities	_
	Environment and Society: understand the consequences of	2
	human modification of the physical environment (5th grade	
	only)	
	Environment and Society: understand how human	2
	modification of the physical environment in one place often	
	leads to changes in other places (5th grad only)	
	Environment and Society, understand the role of technology	2
	Environment and Society: understand the role of technology in the human modification of the physical environment (cont)	
	in the human modification of the physical environment (con't)	2
	Environment and Society: understand the ways in which the	2
	physical environment provides opportunities for people	
	<b>Environment and Society:</b> understand th ways in which the physical environment constrains human activities.	2
N, B, & T: POLLUTANTS THREE		1
IN, D, & I. FULLUTANTO INKEE	(No correlation to this activity.)	

(BY ACTIVITY)		
Activity	St. Code	Relation
STOP THAT SEDIMENT	Places and Regions: understand the physical characteristics	3
	of places (e.g., landforms, bodies of water, soil, vegetation,	
	and weather and climate	_
	Places and Regions: understand how physical and human	1
	processes together shape places	
	Places and Regions: understand the role of technology in	2
	shaping the characteristics of places	,
	Environment and Society: understand how people modify	1
	the physical environment	
	Environment and Society: understand the consequences of	1
	human modification of the physical environment (5th grade	
	only)	2
	Environment and Society: understand how human	2
	modification of the physical environment in one place often leads to changes in other places (5th grad only)	
	leads to changes in other places (Still grad only)	1
	Environment and Society: understand the role of technology	'
	in the human modification of the physical environment (con't)	
WORKING TOGETHER TO	in the number modification of the physical environment (corrt)	
PREVENT POLLUTION	(No correlation to this activity.)	
WATER-WISE LANDSCAPING	(No correlation to this activity.)	
WHOSE WATER IS IT?	Places and Regions: understand ways in which different	2
Wilder Willer	people perceive places and regions	_
	Places and Regions: understand how personal	1
	characteristics affect our perception of places and regions (5th	
	grade only)	
	Human Systems: understand how cooperation and conflict	1
	affect places in the local community	
	Environment and Society: understand how people depend	2
	on the physical environment	
	Environment and Society: understand the consequences of	2
	human modification of the physical environment (5th grade	
	only)	
	Environment and Society: understand the role of resources	2
	in daily life	
	Environment and Society: understand why people have	3
	different viewpoints regarding resource use (con't)	
	Environment and Society: understand the fundamental role	2
	of energy resources in society (con't)	
POLLUTION PETE PATROL	(No correlation to this activity.)	
CHAP	TER 4- GROUNDWATER RESOURCES	
AQUIFER ADVENTURE	Places and Regions: understand ways in which different	1
	people perceive places and regions	
	Places and Regions: understand how personal	2
	characteristics affect our perception of places and regions (5th	
	grade only)	

Activity	St. Code	Relation
,		
BELIEVE IT OR NOT!	Human Systems: understand how cooperation and conflict	1
	affect places in the local community	
	Environment and Society: understand how people depend	2
	on the physical environment	
	Environment and Society: understand the consequences of	2
	human modification of the physical environment (5th grade	
	only)	
	Environment and Society: understand the role of resources	2
	in daily life	
	Environment and Society: understand why people have	2
	different viewpoints regarding resource use (con't)	
	Environment and Society: understand the fundamental role	2
	of energy resources in society (con't)	
	Places and Regions: understand ways in which different	2
	people perceive places and regions	
	Places and Regions: understand how personal	2
	characteristics affect our perception of places and regions (5th	
	grade only)	
	Human Systems: understand how cooperation and conflict	2
	affect places in the local community	
AT A SNAIL'S PACE?	Environment and Society: understand how people depend	3
	on the physical environment	
	Environment and Society: understand the consequences of	1
	human modification of the physical environment (5th grade	
	only)	
	Environment and Society: understand the role of resources	2
	in daily life	
	Environment and Society: understand why people have	2
	different viewpoints regarding resource use (con't)	
	Environment and Society: understand the fundamental role	1
	of energy resources in society (con't)	
POROSITY & PERMEABILITY:	Places and Regions: understand the physical characteristics	3
"DOWN AND DIRTY"	of places (e.g., landforms, bodies of water, soil, vegetation,	
	and weather and climate	
	Places and Regions: understand how physical and human	1
	processes together shape places	
	Physical Systems: understand how patterns (location,	2
	distribution, and association) of features on Earth's surface are	
	shaped by physical processes	
	Physical Systems: understand how patterns (location,	2
	distribution, and association) of features on Earth's surface are	
	shaped by physical processes	
	Physical Systems: understand how physical processes	1
	influence the formation and distribution of resources (5th	
	grade only)	

Activity	St. Code	Relation
,		
CHECKS AND BALANCES	Places and Regions: understand the physical characteristics	2
	of places (e.g., landforms, bodies of water, soil, vegetation,	_
	and weather and climate	
	Physical Systems: understand the components of Earth's	2
	physical systems: the atmosphere, lithosphere, hydrosphere,	
	and biosphere	
	Physical Systems: understand how physical processes	3
	influence the formation and distribution of resources (5th	
	grade only)	
	Environment and Society: understand how people modify	1
	the physical environment	
	Environment and Society: understand how human	2
	modification of the physical environment in one place often	
	leads to changes in other places (5th grad only)	
	Environment and Society: understand how variations within	2
	the physical environment produce spatial patterns that affect	
	human adaptation	
	Environment and Society: understand th ways in which the	2
	physical environment constrains human activities.	
		3
	<b>Environment and Society:</b> understand the characteristics of	
	renewable, nonrenewable, and flow resources	
	<b>Environment and Society:</b> understand the spatial distribution	2
	of resources	
	Environment and Society: understand the role of resources	3
	in daily life	
	Environment and Society: understand why people have	2
	different viewpoints regarding resource use (con't)	
	Environment and Society: understand the fundamental role	2
	of energy resources in society (con't)	
WELLS: A DEEP SUBJECT	(No correlation to this activity.)	
CAP A CHEMICAL	(No correlation to this activity.)	
FLUSH YOUR TROUBLES AWAY	(No correlation to this activity.)	
A TALE OF OOZE	The Mark III Constal Towns on the standard to the standard	1
	The World in Spatial Terms: understand the locations of	
	places within the local community and in nearby communities	
	Human Systems: understand the location and spatial	1
	distribution of economic activities	,
	Environment and Society: understand how people modify the physical environment	2
		2
	Environment and Society: understand that the physical	
	environment can both accommodate and be endangered by human activities	
		1
	Environment and Society: understand the role of resources	1
	in daily life Environment and Society: understand the fundamental role	2
	of energy resources in society (con't)	-
	The Uses of Geography: understand how to apply the	2
	geographic point of view to solve social and environmental	-
STAMP OUT L.U.S.T.	problems by making geographically informed decisions (No correlation to this activity.)	<del>                                     </del>
STAINE OUT L.U.S.T.	(NO COTTENATION TO THIS ACTIVITY.)	

Activity	St. Code	Relation
		<del> </del>
DOWN ON THE FARM, DOWN IN		1
THE WATER	The World in Spatial Terms: understand the locations of	
	places within the local community and in nearby communities	
	The World in Spatial Terms: understand distribution of major	1
	physical and human features at different scales (local to	
	global). (5th grade).	_
	The World in Spatial Terms: understand how to translate	2
	mental maps into appropriate graphics to display geographic	
	information and answer geographic questions	
	Places and Regions: understand the physical characteristics	2
	of places (e.g., landforms, bodies of water, soil, vegetation,	
	and weather and climate	
	Physical Systems: understand the components of Earth's	2
	physical systems: the atmosphere, lithosphere, hydrosphere,	
	and biosphere	
	Physical Systems: understand how human activities	(
	influence changes in ecosystems (5th grade only)	
	Environment and Society: understand how people modify	2
	the physical environment	
	Environment and Society: understand that the physical	2
	environment can both accommodate and be endangered by	
	human activities	
	Environment and Society: understand the consequences of	:
	human modification of the physical environment (5th grade	
	only)	
	Environment and Society: understand how human	·
	modification of the physical environment in one place often	
	leads to changes in other places (5th grad only)	
		2
	<b>Environment and Society:</b> understand the characteristics of	
	renewable, nonrenewable, and flow resources	
	Environment and Society: understand the fundamental role	2
	of energy resources in society (con't)	
GOIN' WITH THE FLOW	Human Systems: understand the location and spatial	2
	distribution of economic activities	
	Human Systems: understand the transportation and	·
	communication networks used in daily life	
	Environment and Society: understand how people depend	2
	on the physical environment	
	Environment and Society: understand how people modify	2
	the physical environment	
	Environment and Society: understand the consequences of	2
	human modification of the physical environment (5th grade	
	only)	
	Environment and Society: understand how human	
	modification of the physical environment in one place often	
	leads to changes in other places (5th grad only)	
		2
	Environment and Society: understand the role of technology	
	in the human modification of the physical environment (con't)	

Activity	St. Code	Relation
rouvity	0000	
GOIN' WITH THE FLOW (CON'T)	Environment and Society: understand the role of resources	2
,	in daily life	
	Environment and Society: understand how the interaction of	1
	physical and human systems may shape present and future	
	conditions on earth	
CHAPTER	R -WETLANDS AND COASTAL WATERS	
WONDERFUL, WATERFUL	Places and Regions: understand the physical characteristics	3
WETLANDS	of places (e.g., landforms, bodies of water, soil, vegetation,	
	and weather and climate	
	Places and Regions: understand the physical and human	2
	processes together shape places.	
	Physical Systems: understand the components of	3
	ecosystems	
	Physical Systems: understand the distribution and patterns of	2
	ecosystems	
	Physical Systems: understand how ecosystems work (5th	3
	grade only)	
	Physical Systems: understand how physical processes	3
	produce changes in ecosystems (5th grade only)	
HOME, WET HOME	Places and Regions: understand the physical characteristics	3
	of places (e.g., landforms, bodies of water, soil, vegetation,	
	and weather and climate	
	Places and Regions: understand how different physical	2
	processes shape places.	2
	Physical Systems: understand the components of	3
	ecosystems  Physical Systems: understand the distribution and patterns of	2
	ecosystems	
	Physical Systems: understand how ecosystems work (5th	3
	grade only)	٦
	Physical Systems: understand how physical processes	3
	produce changes in ecosystems (5th grade only)	
TO WHOM IT MAY CONCERN	Physical Systems: understand the components of	1
	ecosystems	
	Physical Systems: understand how humans interact with	3
	ecosystems	
	Physical Systems: understand how ecosystems work (5th	1
	grade only)	
	Physical Systems: understand how physical processes	2
	produce changes in ecosystems (5th grade only)	
	Physical Systems: understand how human activities	3
	influence changes in ecosystems (5th grade only)	
WHAT CAN I DO?	Physical Systems: understand the components of	1
	ecosystems	
	Physical Systems: understand how humans interact with	3
	ecosystems	
	Physical Systems: understand how ecosystems work (5th	1
	grade only)	_
	Physical Systems: understand how physical processes	2
	produce changes in ecosystems (5th grade only)	_
	Physical Systems: understand how human activities	3
	influence changes in ecosystems (5th grade only)	

Activity	St. Code	Relation
WHERE DID IT WEAR?	<b>Physical Systems:</b> understand the components of Earth's physical systems: the atmosphere, lithosphere, hydrosphere,	2
	and biosphere	
	Physical Systems: understand how patterns (location, distribution, and association) of features on Earth's surface are	3
	shaped by physical processes	
	Physical Systems: understand how physical processes	1
	influence the formation and distribution of resources (5th	
	grade only)	
	Physical Systems: understand how to predict the	3
	consequences of physical processes on Earth's surface (5th grade only)	
	Environment and Society: understand th ways in which the	1
	physical environment constrains human activities.	
YOUR MUST HAVE BEEN A		1
BEAUTIFUL "BAY-BEE"	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	
	The World in Spatial Terms: understand how to display	2
	spatial information on maps and other geographic	
	representations	
	The World in Spatial Terms: understand the location of the	2
	earth's continents and oceans in relation to each other and to	
	principal parallels and meridians  The World in Spatial Terms: understand the location of	2
	major physical and human features in the United States and	2
	on Earth	
DOWN IN THE OCEAN DUMPS	(No correlation to this activity.)	
THE INSIDE ON THE RED TIDE	(No correlation to this activity.)	
TREES BY THE SEA	The Mould in Creatic Towns and are tond the characteristics	1
	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	
		1
	The World in Spatial Terms: understand the characteristics	
	and purposes of tools and technologies - such as reference	
	works and computer-based geographic information systems  The World in Spatial Terms: understand how to use	2
	appropriate geographic tools and technologies	۷
	appropriate geograpme tools and toomistog.co	2
	The World in Spatial Terms: understand the spatial concepts	
	of location, distance, direction, scale, movement, and region	
ESTUARY WATER	(No correlation to this activity.)	
COASTAL CONSERVATION SCAVENGER HUNT	Places and Regions: understand the physical characteristics of places (e.g., landforms, bodies of water, soil, vegetation,	2
JOAN LINGLIK HUINT	and weather and climate	
	Places and Regions: understand how physical and human	2
	processes together shape places	_
	Places and Regions: understand how different physical	1
	processes shape places.	

Activity	St. Code	Relation
	Environment and Society: understand how people depend	1
	on the physical environment	
COASTAL CONSERVATION	Environment and Society: understand how people modify	2
SCAVENGER HUNT (CON'T)	the physical environment	
	Environment and Society: understand the consequences of	2
	human modification of the physical environment (5th grade	
	only)	
	Environment and Society: understand why people have	3
	different viewpoints regarding resource use (con't)	
COASTAL FOOD WEB	(No correlation to this activity.)	

(BY STANDARD)

Standard (BY STANDARD)	Activity	Relation
Ctaridard	, totivity	
Essential Element 1. The World in Spatial Terms- Standard 1) Hov	w to use maps and other geographic	С
representations, tools, and technologies to acquire, process, and rep		
How to use mental maps to organize information about people, place		
How to analyze the spatial organization of people, places, and enviro	•	. ,
The World in Spatial Terms: understand the characteristics and	BY THE SEA	2
purposes of geographic representations - such as maps, globes,		
graphs, diagrams, aerial and other phonographs, and satellite-		
produced images		
ŭ	PLANNING LAND USE	1
	AQUIFER ADVENTURE	1
	BELIEVE IT OR NOT!	1
	YOUR MUST HAVE BEEN A	1
	BEAUTIFUL "BAY-BEE"	
	TREES BY THE SEA	1
The World in Spatial Terms: understand the characteristics and	TREES BY THE SEA	1
purposes of tools and technologies - such as reference works and		
computer-based geographic information systems		
The World in Spatial Terms: understand how to display spatial	WATER ALL OVER THE	2
information on maps and other geographic representations	WORLD	
3 3 1 1	BY THE SEA	2
	PLANNING LAND USE	2
	WILL THAT HOLD WATER?	1
	WATERY WORDS AND	2
	PLACES	
	AQUIFER ADVENTURE	2
	BELIEVE IT OR NOT!	2
	YOUR MUST HAVE BEEN A	2
	BEAUTIFUL "BAY-BEE"	
The World in Spatial Terms: understand how to use appropriate	PLANNING LAND USE	2
geographic tools and technologies		
5 5 1	WATERY WORDS AND	2
	PLACES	
	TREES BY THE SEA	2
The World in Spatial Terms: understand the locations of places	BY THE SEA	3
within the local community and in nearby communities		
	PLANNING LAND USE	2
	WATERY WORDS AND	2
	PLACES	
	BELIEVE IT OR NOT!	2
	A TALE OF OOZE	1
	DOWN ON THE FARM,	1
	DOWN IN THE WATER	
The World in Spatial Terms: understand the location of the earth's	WATER, WATER	3
continents and oceans in relation to each other and to principal	EVERYWHERE!	
parallels and meridians		
	WATERY WORDS AND	3
	PLACES	1

NOTE: NOT ALL STANDARDS ARE MET.

RELATIONSHIP:

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

(BY STANDARD)

Standard	Activity	Relation
The World in Spatial Terms: understand the location of the earth's	YOUR MUST HAVE BEEN A	2
continents and oceans in relation to each other and to principal	BEAUTIFUL "BAY-BEE"	
parallels and meridians (con't)		
The World in Spatial Terms: understand the location of major	BY THE SEA	1
physical and human features in the United States and on Earth		
The World in Spatial Terms: understand the location of major	WILL THAT HOLD WATER?	3
physical and human features in the United States and on Earth		
	YOUR MUST HAVE BEEN A	2
	BEAUTIFUL "BAY-BEE"	
The World in Spatial Terms: understand distribution of major physical	DOWN ON THE FARM,	1
and human features at different scales (local to global). (5th grade	DOWN IN THE WATER	
only).		
The World in Spatial Terms: understand ow to translate mental maps	WATER, WATER	3
into appropriate graphics to display geographic information and answer	EVERYWHERE!	
geographic questions		
	BY THE SEA	1
	PLANNING LAND USE	3
	WATERY WORDS AND	3
	PLACES	
	BELIEVE IT OR NOT!	2
	DOWN ON THE FARM,	2
	DOWN IN THE WATER	
The World in Spatial Terms: understand the spatial concepts of	TREES BY THE SEA	2
location, distance, direction, scale, movement, and region		
Essential Element 2. Places and Regions-Standard 4) The physic		
5)That people create regions to interpret Earth's complexity; 6) How of	culture and experience influence p	eople's
perceptions of places and regio	ins.	
		ı
Places and Regions: understand the physical characteristics of	SHEDDING LIGHT ON	2
places (e.g., landforms, bodies of water, soil, vegetation, and weather	WATERSHEDS	
and climate		
	WILL THAT HOLD WATER?	1
	STOP THAT SEDIMENT	3
	AT A SNAIL'S PACE?	3
	POROSITY & PERMEABILITY:	3
	"DOWN AND DIRTY"	
	CHECKS AND BALANCES	2
	DOWN ON THE FARM,	2
	DOWN IN THE WATER	
	WONDERFUL, WATERFALL	3
	WETLANDS	
	HOME, WET HOME	3
	COASTAL CONSERVATION	2
	SCAVENGER HUNT	

1-standard is part of focus of activity

(BY STANDARD)

Standard	Activity	Relation
Places and Regions: understand how physical and human processes	WILL THAT HOLD WATER?	2
together shape places		
	STOP THAT SEDIMENT	1
	AT A SNAIL'S PACE?	1
	POROSITY & PERMEABILITY:	1
	"DOWN AND DIRTY"	
	COASTAL CONSERVATION	2
	SCAVENGER HUNT	2
Places and Regions: understand the physical and human	SHEDDING LIGHT ON	2
characteristics of places	WATERSHEDS	2
characteristics of places	WONDERFUL, WATERFALL	2
	WETLANDS	2
Places and Regions: understand how different physical processes	HOME, WET HOME	2
shape places.	HOME, WET HOME	2
Shape places.	COASTAL CONSERVATION	1
	SCAVENGER HUNT	
Places and Regions: understand the role of technology in shaping the	WILL THAT HOLD WATER?	2
characteristics of places		
'	STOP THAT SEDIMENT	2
Places and Regions: understand the similarities and differences	PLANNING LAND USE	2
among regions		
Places and Regions: understand how to describe the student's own	WATER'S JOURNEY	2
community and region from different perspectives		
	SAVING A RESOURCE IN	2
	JEOPARDY	
	WATER GOES AROUND AND	2
	COMES AROUND	
Places and Regions: understand ways in which different people	PLANNING LAND USE	3
perceive places and regions		
	WATER GOES AROUND AND	1
	COMES AROUND	
	WHOSE WATER IS IT?	2
·	WHOSE WATER IS IT?	1
our perception of places and regions (5th grade only)	BLANKUNG LAND COF	
Places and Regions: understand how culture and technology affect	PLANNING LAND USE	2
perception of places and regions (5th grade only)	that abone the netterns of Faith's	ourfoss
Essential Element 3. Physical Systems- 7) The physical processes to 8) The characteristics and spatial distribution of ecosystems.	·	suriace;
Physical Systems: understand the components of Earth's physical	LET'S GO DOWN UNDER!	3
systems: the atmosphere, lithosphere, hydrosphere, and biosphere		
	THE INVISIBLE WATER	2
	SOURCE	
	A SALT WATER-Y WORLD	2
	AT A SNAIL'S PACE?	2
	CHECKS AND BALANCES	2

NOTE: NOT ALL STANDARDS ARE MET.

RELATIONSHIP:

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

(BY STANDARD)

Standard	Activity	Relation
Physical Systems: understand the components of Earth's physical	DOWN ON THE FARM,	2
systems: the atmosphere, lithosphere, hydrosphere, and biosphere (con't)	DOWN IN THE WATER	
	WHERE DID IT WEAR?	2
Physical Systems: understand how patterns (location, distribution, and association) of features on Earth's surface are shaped by physical processes	WATER ALL OVER THE WORLD	1
	LET'S GO DOWN UNDER!	2
	THE INVISIBLE WATER SOURCE	1
	A SALT WATER-Y WORLD	1
	AT A SNAIL'S PACE?	2
	POROSITY & PERMEABILITY: "DOWN AND DIRTY"	2
	POROSITY & PERMEABILITY: "DOWN AND DIRTY"	2
	WHERE DID IT WEAR?	3
Physical Systems: understand how Earth-Sun relations affect conditions on earth	WATER ALL OVER THE WORLD	1
	LET'S GO DOWN UNDER!	1
	THE INVISIBLE WATER SOURCE	1
	A SALT WATER-Y WORLD	3
<b>Physical Systems:</b> understand how physical processes influence the formation and distribution of resources (5th grade only)	LET'S GO DOWN UNDER!	2
	WILL THAT HOLD WATER?	2
	THE INVISIBLE WATER	2
	A SALT WATER-Y WORLD	2
	AT A SNAIL'S PACE?	1
	POROSITY & PERMEABILITY: "DOWN AND DIRTY"	1
	CHECKS AND BALANCES WHERE DID IT WEAR?	3
Physical Systems: understand how to predict the consequences of	A SALT WATER-Y WORLD	2
physical processes on Earth's surface (5th grade only)	WHERE DID IT WEAR?	3
Physical Systems: understand the components of ecosystems	WETLAND IN A BOTTLE	2
inysical cystems. anderstand the components of ecosystems	LIVING IN WATER	3
	WONDERFUL, WATERFALL WETLANDS	3
	HOME, WET HOME	3

NOTE: NOT ALL STANDARDS ARE MET. 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

(BY STANDARD)

Standard	Activity	Relation
	TO WHOM IT MAY CONCERN	1
	WHAT CAN I DO?	1

(BY STANDARD)

Standard (ET 61744B74KB)	Activity	Relation
	<u> </u>	
Physical Systems: understand the distribution and patterns of ecosystems	WETLAND IN A BOTTLE	2
	WONDERFUL, WATERFALL WETLANDS	2
	HOME, WET HOME	2
Physical Systems: understand how humans interact with ecosystems	WHAT'S THE DIFFERENCE?	2
	SETTLING THE WASTEWATER PROBLEM	2
	WASTE NOT, WANT NOT	2
	TO WHOM IT MAY CONCERN	3
Dhariad Contaman and and have a section and (5th and decay)	WHAT CAN I DO?	3
Physical Systems: understand how ecosystems work (5th grade only)		3
	LIVING IN WATER	2
	WONDERFUL, WATERFALL WETLANDS	3
	HOME, WET HOME	3
	TO WHOM IT MAY CONCERN	1
	WHAT CAN I DO?	1
Physical Systems: understand how physical processes produce changes in ecosystems (5th grade only)	WHAT'S THE DIFFERENCE?	2
	WETLAND IN A BOTTLE	2
	WONDERFUL, WATERFALL WETLANDS	3
	HOME, WET HOME	3
	TO WHOM IT MAY CONCERN	2
	WHAT CAN I DO?	2
Physical Systems: understand how human activities influence changes in ecosystems (5th grade only)	WHAT'S THE DIFFERENCE?	2
	WETLAND IN A BOTTLE	2
	SETTLING THE	2
	WASTEWATER PROBLEM	
	WASTE NOT, WANT NOT	2
	DOWN ON THE FARM, DOWN IN THE WATER	3
	TO WHOM IT MAY CONCERN	3
	WHAT CAN I DO?	3

1-standard is part of focus of activity

(BY STANDARD)

Standard	Activity	Relatio
Essential Element 4. Human Systems- Standard 9) The characteri populations on Earth's surface; 10) The characteristics, distribution, a 11) The patterns and networks of economic interdependence on Ear and functions of human settlement; 13) How the forces of cooperation division and control of Earth's surface.	and complexity of Earth's cultural m th's surface; 12) The processes, pa n and conflict among people influe	nosaics; atterns,
Human Systems: understand the location and spatial distribution of	PLANNING LAND USE	2
economic activities		
	A TALE OF OOZE	1
	GIN' WITH THE FLOW	2
<b>Human Systems:</b> understand the factors that influence the location and spatial distribution of economic activities	PLANNING LAND USE	2
	WATER GOES AROUND AND COMES AROUND	1
<b>Human Systems:</b> understand the transportation and communication networks used in daily life	GIN' WITH THE FLOW	1
Human Systems: understand the types and spatial patterns of settlement	PLANNING LAND USE	2
Human Systems: understand the factors that affect where people settle	PLANNING LAND USE	2
	BELIEVE IT OR NOT!	2
Human Systems: understand how cooperation and conflict affect places in the local community	WHOSE WATER IS IT?	1
environment; 15) How physical systems affect human systems; 16) The distribution, and importance of res	ources.	ng, use
Environment and Society: understand how people depend on the physical environment	LET'S GO DOWN UNDER!	
		2
	PLANNING LAND USE	2
	PLANNING LAND USE WATER'S JOURNEY	2
	PLANNING LAND USE	2
	PLANNING LAND USE WATER'S JOURNEY SAVING A RESOURCE IN	2
	PLANNING LAND USE WATER'S JOURNEY SAVING A RESOURCE IN JEOPARDY WATER GOES AROUND AND COMES AROUND SETTLING THE	2 2 2
	PLANNING LAND USE WATER'S JOURNEY SAVING A RESOURCE IN JEOPARDY WATER GOES AROUND AND COMES AROUND SETTLING THE WASTEWATER PROBLEM	2 2 2 2
	PLANNING LAND USE WATER'S JOURNEY SAVING A RESOURCE IN JEOPARDY WATER GOES AROUND AND COMES AROUND SETTLING THE WASTEWATER PROBLEM WASTE NOT, WANT NOT	2 2 2 2 3 3
	PLANNING LAND USE WATER'S JOURNEY SAVING A RESOURCE IN JEOPARDY WATER GOES AROUND AND COMES AROUND SETTLING THE WASTEWATER PROBLEM	2 2 2 2 3 3 2
	PLANNING LAND USE WATER'S JOURNEY SAVING A RESOURCE IN JEOPARDY WATER GOES AROUND AND COMES AROUND SETTLING THE WASTEWATER PROBLEM WASTE NOT, WANT NOT WHOSE WATER IS IT?	2 2 2 2 3 3
	PLANNING LAND USE WATER'S JOURNEY SAVING A RESOURCE IN JEOPARDY WATER GOES AROUND AND COMES AROUND SETTLING THE WASTEWATER PROBLEM WASTE NOT, WANT NOT WHOSE WATER IS IT? BELIEVE IT OR NOT!	2 2 2 2 3 3 2 2
	PLANNING LAND USE WATER'S JOURNEY SAVING A RESOURCE IN JEOPARDY WATER GOES AROUND AND COMES AROUND SETTLING THE WASTEWATER PROBLEM WASTE NOT, WANT NOT WHOSE WATER IS IT? BELIEVE IT OR NOT! GIN' WITH THE FLOW COASTAL CONSERVATION	2 2 2 2 3 3 2 2 2
Environment and Society: understand how people modify the ohysical environment	PLANNING LAND USE WATER'S JOURNEY SAVING A RESOURCE IN JEOPARDY WATER GOES AROUND AND COMES AROUND SETTLING THE WASTEWATER PROBLEM WASTE NOT, WANT NOT WHOSE WATER IS IT? BELIEVE IT OR NOT! GIN' WITH THE FLOW COASTAL CONSERVATION SCAVENGER HUNT	2 2 2 2 3 3 2 2 2 1

NOTE: NOT ALL STANDARDS ARE MET.

RELATIONSHIP:

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

(BY STANDARD)

Standard	Activity	Relation
	ACID RAIN, GO AWAY!	3
Environment and Society: understand how people modify the	STOP THAT SEDIMENT	1
physical environment (con't)		_
	CHECKS AND BALANCES	1
	A TALE OF OOZE	2
	DOWN ON THE FARM,	2
	DOWN IN THE WATER	
	GIN' WITH THE FLOW	2
	COASTAL CONSERVATION	2
	SCAVENGER HUNT	_
Environment and Society: understand that the physical environment	LET'S GO DOWN UNDER!	2
can both accommodate and be endangered by human activities		
	WATER'S JOURNEY	2
	SAVING A RESOURCE IN	2
	JEOPARDY	_
	ACID RAIN, GO AWAY!	3
	A TALE OF OOZE	2
	DOWN ON THE FARM,	2
	DOWN IN THE WATER	
Environment and Society: understand the consequences of human	PLANNING LAND USE	2
modification of the physical environment (5th grade only)		
(	WATER GOES AROUND AND	2
	COMES AROUND	
	SETTLING THE	2
	WASTEWATER PROBLEM	
	WASTE NOT, WANT NOT	2
	ACID RAIN, GO AWAY!	2
	STOP THAT SEDIMENT	1
	WHOSE WATER IS IT?	2
	DOWN ON THE FARM,	2
	DOWN IN THE WATER	
	GIN' WITH THE FLOW	2
	COASTAL CONSERVATION	2
	SCAVENGER HUNT	
Environment and Society: understand how human modification of	LET'S GO DOWN UNDER!	1
the physical environment in one place often leads to changes in other		
places (5th grad only)		
, , , , , , , , , , , , , , , , , , , ,	SETTLING THE	1
	WASTEWATER PROBLEM	
	WASTE NOT, WANT NOT	1
	ACID RAIN, GO AWAY!	2
	STOP THAT SEDIMENT	2
	CHECKS AND BALANCES	2
	DOWN ON THE FARM,	1
	DOWN IN THE WATER	•
	GIN' WITH THE FLOW	1

NOTE: NOT ALL STANDARDS ARE MET.

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

(BY STANDARD)

Standard	Activity	Relation
Juliana	Addivity	
Environment and Society: understand the role of technology in the	PLANNING LAND USE	1
human modification of the physical environment		
Taman modification of the physical of the financial	ACID RAIN, GO AWAY!	2
	STOP THAT SEDIMENT	1
	GIN' WITH THE FLOW	2
Environment and Society: understand how variations within the	CHECKS AND BALANCES	2
physical environment produce spatial patterns that affect human		
adaptation		
Environment and Society: understand the ways in which the physical environment provides opportunities for people	WHAT A WATER JOB!	3
environment provides opportunities for people	ACID BAIN CO AWAYI	2
	ACID RAIN, GO AWAY! ACID RAIN, GO AWAY!	2 2
	CHECKS AND BALANCES	2
	WHERE DID IT WEAR?	1
Environment and Society: understand the characteristics of	THE RETURNING RAINDROP	1
renewable, nonrenewable, and flow resources	THE RETORNING RAINDROF	'
onowable, notificite wable, and flow features	WATER ALL OVER THE	1
	WORLD	'
	WATER'S JOURNEY	2
	SAVING A RESOURCE IN	2
	JEOPARDY	_
	WATER GOES AROUND AND	2
	COMES AROUND	_
	THE INVISIBLE WATER	2
	SOURCE	
	SETTLING THE	2
	WASTEWATER PROBLEM	
	WASTE NOT, WANT NOT	2
	CHECKS AND BALANCES	3
	DOWN ON THE FARM,	2
	DOWN IN THE WATER	
Environment and Society: understand the spatial distribution of	WATER, WATER	2
resources	EVERYWHERE!	
	THE RETURNING RAINDROP	2
	WATER ALL OVER THE	2
	WORLD	
	WATER'S JOURNEY	2
	SAVING A RESOURCE IN	2
	JEOPARDY	
	THE INVISIBLE WATER	2
	SOURCE	
	BELIEVE IT OR NOT!	2
	CHECKS AND BALANCES	2
Environment and Society: understand the role of resources in daily	WATER, WATER	2
ife	EVERYWHERE!	

NOTE: NOT ALL STANDARDS ARE MET.
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

(BY STANDARD)

Standard	Activity	Relation
	, iouvily	
	THE RETURNING RAINDROP	2
		_
Environment and Society: understand the role of resources in daily	WATER ALL OVER THE	2
life (con't)	WORLD	
	WATER'S JOURNEY	3
	SAVING A RESOURCE IN	3
	JEOPARDY	
	WATER GOES AROUND AND	3
	COMES AROUND	
	THE INVISIBLE WATER	2
	SOURCE	
	SETTLING THE	3
	WASTEWATER PROBLEM	
	WASTE NOT, WANT NOT	3
	WHOSE WATER IS IT?	2
	BELIEVE IT OR NOT!	2
	CHECKS AND BALANCES	3
	A TALE OF OOZE GIN' WITH THE FLOW	1 2
Environment and Society: understand the worldwide distribution and	BELIEVE IT OR NOT!	2
use of resources	BELIEVE II OK NOT!	2
Environment and Society: understand why people have different	WATER, WATER	2
viewpoints regarding resource use	EVERYWHERE!	_
The riperine regarding recession dec	WATER'S JOURNEY	1
	SAVING A RESOURCE IN	1
	JEOPARDY	
	WATER GOES AROUND AND	2
	COMES AROUND	
	SETTLING THE	2
	WASTEWATER PROBLEM	
	WASTE NOT, WANT NOT	2
	WHOSE WATER IS IT?	3
	CHECKS AND BALANCES	2
	COASTAL CONSERVATION	3
	SCAVENGER HUNT	
Environment and Society: understand how technology affects the	SETTLING THE	1
definition of, access to, and use of resources	WASTEWATER PROBLEM	
	WASTE NOT, WANT NOT	1
Environment and Society: understand the fundamental role of	WATER, WATER	2
energy resources in society	EVERYWHERE!	_
	THE RETURNING RAINDROP	2
	MATERIC IOLIDAEY	_
	WATER'S JOURNEY	2 2
	SAVING A RESOURCE IN	2
	JEOPARDY	2
	WATER GOES AROUND AND	2
	COMES AROUND	

NOTE: NOT ALL STANDARDS ARE MET. 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

(BY STANDARD)

Standard	Activity	Relation
	SETTLING THE	2
	WASTEWATER PROBLEM	
	WASTE NOT, WANT NOT	2
Environment and Society: understand the fundamental role of	WHOSE WATER IS IT?	2
energy resources in society (con't)		
	CHECKS AND BALANCES	2
	A TALE OF OOZE	2
	DOWN ON THE FARM,	2
	DOWN IN THE WATER	
<b>Environment and Society:</b> understand how the interaction of physical	GIN' WITH THE FLOW	1
and human systems may shape present and future conditions on earth		
Essential Element 6. The uses of Geography- Standard 17) How to	apply geography to interpret the	past; 18)
How to apply geography to interpret the present a	nd plan for the future.	
The Uses of Geography: understand how to apply the geographic	A TALE OF OOZE	2
point of view to solve social and environmental problems by making		
geographically informed decisions		

# CHAPTER 1 - INTRODUCTION TO WATER (Grades 3-5) Quality Core Curriculum (QCC)

	QCC	Correla	tion	,	ITBS		Other	
Activity	3rd	4th	5th	3rd	4th	5th		
Water Chemistry		\$4.1 \$4.2 \$4.3 \$4.4	S5.5 S5.6 S5.7				Inquiry Skills	1-4
Water, Water Everywhere	\$3.1 \$3.2 \$3.3	\$4.1 \$4.2 \$4.25 \$4.3 \$4.4					Inquiry Skills	
The Returning Raindrop		S4.1 S4.28 S4.3 S4.4					Inquiry Skills	1-4
Water All Over The World	SS3.16 SS3.17 SS3.18 SS3.21	\$4.1 \$4.2 \$4.26 \$4.3 \$4.4		LS3.29			Inquiry Skills	1-4
Let's Go Down Under	SS3.17	S4.1 S4.2 S4.25 S4.26 S4.28 S4.3 S4.4		LS3.29			Inquiry Skills	1-4
By The Sea	SS3.16 SS3.21	S4.1 S4.2 S4.23 S4.24 S4.25 S4.26 S4.3 S4.4	S5.31	LS3.14 LS3.29	LS4.24 LS4.6	LS5.30	Inquiry Skills	1-4
Shedding Light On Watersheds	\$3.1 \$3.2 \$3.3 \$3.4 \$\$3.17	S4.1 S4.2 S4.28 S4.3 S4.4		LS3.29			Inquiry Skills	

	QCC	Correla	tion		ITBS		Other	
Activity	3rd	4th	5th	3rd	4th	5th		
Planning Land Use	SS3.16 SS3.19	S4.1 S4.2 S4.23 S4.24 S4.25 S4.26 S4.3 S4.4	\$5.26 \$5.28				Inquiry Skills	1-4
What's The Difference?		S4.1 S4.2 S4.23 S4.24 S4.25 S4.26 S4.3 S4.4			ES4.3	ES5.3 3	Inquiry Skills	1-4
For Sale: Used Water		S4.1 S4.2 S4.25 S4.26 S4.3 S4.4					Inquiry Skills	1-4
Water's Journey		S4.1 S4.2 S4.23 S4.24 S4.25 S4.26 S4.3 S4.4					Inquiry Skills	1-4
Saving A Resource In Jeopardy		S4.25 S4.26					Inquiry Skills	1-4
What A Water Job!							Inquiry Skills	1-4

## CHAPTER 2 - DRINKING WATER AND WASTEWATER TREATMENT (Grades 3-5)

Quality Core Curriculum (QCC)

	QCC	Correla	tion		ITBS	Other		
Activity	3rd	4th	5th	3rd	4th	5th		
Water Goes Around And Comes Around		S4.25 S4.26	S5.6	ES3.2 9	ES4.3	ES5.3 3	Inquiry Skills	1-4
Water Works		\$4.24 \$4.25 \$4.26					Inquiry Skills	1-4
Will That Hold Water?		S4.10	S5.29				Inquiry Skills	1-4
The Invisible Water Source		\$4.23 \$4.25 \$4.26 \$4.28		ES3.2 9			Inquiry Skills	1-4
Hard or Soft?	ES3.18	S4.25 S4.26					Inquiry Skills	1-4
Get the Salt Out!		S4.28 S4.29	S5.30				Inquiry Skills	1-4
The Main Drain		S4.25 S4.26					Inquiry Skills	1-4
The Wastewater Story		\$4.24 \$4.25 \$4.26					Inquiry Skills	1-4
Wetland in a Bottle	LS3.12 LS3.15 SS3.16 SS3.19 SS3.21	LS4.23 LS4.24 LS4.25 LS4.26		LS3.14 LS3.20 ES3.2 9	LS4.17 4.24 LS4.6	LS5.23 LS5.30 5.37	Inquiry Skills	1-4
Settling the Wastewater Problem	S3.12 S3.15 SS3.16 SS3.19 SS3.21	\$4.23 \$4.24 \$4.25 \$4.26	\$5.33				Inquiry Skills	1-4
Waste Not, Want Not		S4.25 S4.26					Inquiry Skills	1-4
Water Patrol		S4.25 S4.26					Inquiry Skills	1-4

CHAPTER 3 - SURFACE WATER RESOURCES (Grades 3-5)

Quality Core Curriculum (QCC)

	QCC	Correla	ation		ITBS	Other		
Activity	3rd	4th	5th	3rd	4th	5th		
A Salt Water-y World		S4.26		ES3.2 9			Inquiry Skills	1-4
Watery Words and Places	SS3.16 SS3.17 SS3.18 SS3.19 SS3.21			ES3.2 9			Inquiry Skills	1-4
Living in Water?	S3.12 S3.15 SS3.16	\$4.23 \$4.24 \$4.25 \$4.26		LS3.20	LS4.17 LS4.6	LS5.23 LS5.27 LS5.30	Inquiry Skills	1-4
Posted! No Fishing, No Swimming		S4.25	S5.33	LS3.20	ES4.3 LS4.6	LS5.30 ES5.3 3	Inquiry Skills	1-4
Cleaning Up		S4.25 S4.26		ES3.2 9	ES4.3	ES5.3 3	Inquiry Skills	1-4
Acid Rain, Go Away!	3.18 3.21	4.25		ES3.2 9	ES4.3	ES5.3 ES5.3		
N, B, & T: Pollutants Three		\$4.23 \$4.24 \$4.25 \$4.26			ES4.3	ES5.3 3	Inquiry Skills	1-4
Stop That Sediment	SS3.16 SS3.19	S4.25 S4.26	S5.26 S5.28			ES5.3 0	Inquiry Skills	1-4
Working Together To Prevent Pollution		\$4.24 \$4.25 \$4.26	5.26 5.28		ES4.3	ES5.3 3	Inquiry Skills	1-4
Water-Wise Landscaping		S4.31 S4.32		W3.13 W3.4 LS3.17	LS4.21 W4.25 W4.34	W5.15 LS5.4	Inquiry Skills	1-4
Whose Water Is It?		S4.25 S4.26					Inquiry Skills	1-4
Pollution Pete Patrol		S4.25 S4.26			ES4.3	ES5.3 3	Inquiry Skills	1-4

# CHAPTER 4 - GROUND WATER RESOURCES (Grades 3-5) Quality Core Curriculum (QCC)

	QCC Correlation			ITBS			Other	
Activity	3rd	4th	5th	3rd	4th	5th		
Aquifer Adventure		S4.26		ES3.2 9			Inquiry Skills	1-4
Believe It or Not!				ES3.2 9				
At A Snail's Pace?	S3.18 S3.	S4.24		ES3.2 9		LS5.30	Inquiry Skills	1-4
Porosity & Permeability: "Down and Dirty"	S3.18	S4.26		LS3.29			Inquiry Skills	1-4
Checks and Balances	SS3.18	S4.25 S4.26	S5.30	ES3.2 9			Inquiry Skills	1-4
Wells: A Deep Subject		S4.25 S4.26		ES3.2 9			Inquiry Skills	1-4
Cap A Chemical		S4.25		ES3.2 9	ES4.3	ES5.3 3	Inquiry Skills	1-4
Flush Your Troubles Away		\$4.24 \$4.25 \$4.26					Inquiry Skills	1-4
A Tale of Ooze		\$4.25 \$4.26	\$5.15 \$5.26 \$5.28 \$5.7		ES4.3	ES5.3 3	Inquiry Skills	1-4
Stamp Out L.U.S.T.		S4.25 S4.26			ES4.3	ES5.3 3	Inquiry Skills	1-4
Down On The Farm, Down In The Water	S3.12	\$4.23 \$4.24 \$4.25 \$4.26					Inquiry Skills	1-4
Goin' With The Flow		S4.26					Inquiry Skills	1-4

# CHAPTER 5 - WETLANDS AND COASTAL WATERS (Grades 3-5) Quality Core Curriculum (QCC)

Activity	QCC Correlation			ITBS			Other	
	3rd	4th	5th	3rd	4th	5th		
Wonderful, Waterful Wetlands	SS3.19 SS3.21	\$4.23 \$4.24		LS3.14 ES3.2 9	LS4.17 LS4.24	LS5.23 LS5.37 LS5.4	Inquiry Skills	1-4
Home, Wet Home	\$3.12 \$3.15 \$\$3.19 \$\$3.21	\$4.23 \$4.24		LS3.14 LS3.20	LS4.17 LS4.24 LS4.6	LS5.23 LS5.30	Inquiry Skills	1-4
To Whom It May Concern	SS3.19 SS3.21	\$4.24 \$4.25 \$4.26					Inquiry Skills	1-4
What Can You Do?		S4.26					Inquiry Skills	1-4
Where Did It Wear?	SS3.18 SS3.19		S5.26 S5.28 S5.31			ES5.3	Inquiry Skills	1-4
You Must Have Been A Beautiful "Bay-Bee"	SS3.19 SS3.21	S4.25 S4.26	S5.31	ES3.2 9	ES4.3	ES5.3 3	Inquiry Skills	1-4
Down In The Ocean Dumps!		S4.25 S4.26	\$5.32 \$5.33 \$5.34		ES4.3 ES4.3 3		Inquiry Skills	1-4
The Inside On Red Tide			\$5.30 \$5.31 \$5.32 \$5.33 \$5.34 \$5.7	LS3.20	ES4.3 LS4.6	LS5.30 ES5.3 3	Inquiry Skills	1-4
Trees By The Sea	S3.12 S3.15	S4.23 S4.24	5.31	LS3.10 LS3.14	LS4.24 LS4.28	ES5.1 4	Inquiry Skills	1-4
Estuary Water	\$3.12 \$3.15 \$\$3.16 \$\$3.19 \$\$3.21	\$4.23 \$4.24	\$5.30 \$5.31 \$5.32	LS3.14	LS4.24		Inquiry Skills	1-4

Activity	QCC Correlation			ITBS			Other	
	3rd	4th	5th	3rd	4th	5th		
Coastal Conservation Scavenger Hunt	\$3.1 \$3.12 \$3.15 \$3.2 \$3.3 \$3.4 \$\$3.19 \$\$3.21	\$4.23 \$4.24	S5.33	LS3.20	LS4.17	LS5.23 ES5.3 3 LS5.37	Inquiry Skills	1-4
Coastal Food Web	S3.12 S3.15 SS3.21	\$4.23 \$4.24	\$5.30 \$5.31 \$5.32 \$5.33 \$5.34		LS4.17	LS5.23 LS5.37	Inquiry Skills	1-4