

State Content Standards Correlation to Project WET Activities



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State Content Standards Correlation to Project WET Activities

In this manual, Nevada's State Content Standards have been correlated to Project WET activities. The activities are listed in numeric order as they appear in *Project WET Curriculum & Activity Guide*. All parts of the activities were considered when determining which standard applied. While some benchmarks are easy to determine, others are more subjective and so are open to interpretation. Any variation or particular emphasis chosen by you will affect the Nevada State Curriculum Standards covered by the activity.

We hope this guide is beneficial in your education endeavors as you use *Project WET*.

A gracious thank you to Margie Evans, Clearcreek Watershed Coordinator, who worked endless hours to ensure accurate and comprehensive coverage of state standards for each activity. And to Dr. Richard Vineyard, Science Education Consultant, and Dave Brancamp, Mathematics Education Consultant, from the Department of Education who offered to review this manual and to verify that the correct correlations were assigned to the activity.

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Project WET

Curriculum & Activity Guide



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Adventures in Density

Grades 6–8

Physical Science

- 1.6.4 — Investigate and describe the relationship between the mass and the volume of various objects.
- 1.7.4 — Investigate and describe the **density** of solids, liquids, and gases.
- 2.8.2 — Separate **substances** based on their physical and chemical properties (e.g. color, solubility, **chemical reactivity**, melting point, boiling point).
- 2.8.5 — Explain that liquids, solids, and gases are systems of particles.
- 22.5.3 — Collaborate on a group project.

Grade 12

Physical Science

- 2.12.1 — Investigate and describe intrinsic (color, odor, density) and extrinsic (e.g. size, mass, volume) physical properties of matter.

H2O Olympics

Grades 3–5

Science

- 1.2.1 — Observe and describe objects moving at different speeds.
- 1.3.1 — Apply unbalanced forces (a push or pull) to cause objects to change their motion (e.g. speed, direction or both).
- 1.4.4 — Investigate and describe how objects can sink or float in water.

Math

- 5.3.1 — Collect, organize, display, and describe simple data using number lines, pictographs, bar graphs, and frequency tables.

Grade 8

Science

- 2.8.3 — Use models or drawings to explain how atoms may join together to form molecules or large groups of molecules.
- 23.8.3 — Estimate probabilities of outcomes in familiar situations.

Hanging Together

Grades 5–8

Science

- 2.5.3 — Investigate and describe the ways that solids remaining after a solvent has been evaporated may form distinctive patterns of crystals.
- 2.8.3 — Use models or drawings to explain how atoms may join together to form molecules or large groups of molecules.
- 2.6.4 — Explain that all **matter** is composed of atoms, and atoms are composed of smaller particles.
- 2.7.4 — Describe atomic structure by using various historic models of the atom.
- 2.8.4 — Explain that all atoms are made up of protons, neutrons, and electrons.

Grade 12

Science

- 2.12.4 — Explain that the electromagnetic force between the nucleus and electrons holds the atom together.

Is There Water on Zork?

Grades 6-8

Science

- 2.8.2 — Separate **substances** based on their physical and chemical properties (e.g. color, solubility, **chemical reactivity**, melting point, boiling point).
- 19.8.1 — Identify and **evaluate critically** the use of statistics, data, and graphs.
- 19.6.4 — **Distinguish** between fact and opinion when responding to information.
- 19.8.4 — Critically evaluate information to distinguish between fact and opinion when responding to information.
- 21.8.1 — Explain why it is important to keep honest, clear, and accurate **records**.
- 21.8.2 — Explain that **hypotheses** are valuable even if they turn out to be incorrect, if they lead to fruitful investigations.
- 24.8.1 — Use instruments and laboratory safety equipment properly.
- 24.8.6 — Design a controlled experiment.

Molecules in Motion

Grades 3-5

Science

- 3.3.1 — Describe how hot or cold an object is by expressing its temperature.
- 3.3.2 — Investigate and describe how solid ice can melt and liquid water will disappear if allowed to stand in an open container.
- 3.5.1 — Investigate and describe how warm objects cool and cool objects warm when they are put together, until they reach the same temperature.
- 3.5.2 — Investigate and describe how energy can be used to bring about changes in matter (e.g. melting an ice cube).
- 13.3.3 — Investigate and describe how water can be a liquid or a solid and can go back and forth from one form to the other.
- 13.4.3 — Investigate and describe the forms and uses of water.
- 13.5.3 — Investigate and describe the factors which affect the processes such as evaporation and condensation.

Water Match

Grades K–2

Science

- 2.2.1 — Describe objects in terms of their observable **properties** (e.g. state of matter, size, shape, color, texture).
- 3.1.2 — Observe and describe materials in **different states** (i.e. solids and liquids).
- 3.2.1 — Describe an object as hot or cold.
- 3.2.2 — Investigate and describe how objects can **change state** (e.g. melting ice cube).
- 16.2.1 — Investigate and describe how some **resources can be used and reused**.
- 16.2.2 — Describe the various resources that provide the necessary things that are used by people in their daily lives.
- 21.K.1 — Ask questions about the world.
- 21.1.1 — Make observations and give descriptions.
- 22.K.3 — Share information and ideas with others.
- 22.1.3 — Respect ideas and contributions of others.
- 22.2.3 — Cooperate and contribute ideas within a group.

Grades 3–5

Science

- 3.3.2 — Investigate and describe how solid ice can melt and liquid water will disappear if allowed to stand in an open container.
- 13.3.3 — Investigate and describe how **water can be a liquid or a solid** and can go back and forth from one form to the other.
- 13.4.3 — Investigate and describe the forms and uses of water.
- 13.5.3 — Investigate and describe the factors which affect the processes such as evaporation and condensation.

What's the Solution?

Grades 5-8

Science

- 2.7.1 — Investigate and describe the differences between **homogeneous and heterogeneous mixtures**.
- 2.8.1 — Use simple models to explain observed properties of matter (e.g. use a particle model to account for the states of matter).
- 2.8.2 — Separate **substances** based on their physical and chemical properties (e.g. color, solubility, **chemical reactivity**, melting point, boiling point).
- 2.8.5 — Explain that liquids, solids, and gases are **systems of particles**.
- 3.5.2 — Investigate and describe how energy can be used to bring about changes in matter (e.g. melting an ice cube).
- 18.8.6 — Explain that scientific knowledge is revised through a process of incorporating new evidence gained through continual investigation.
- 19.5.4 — Explain that claims must be supported by evidence and logical argument.

Aqua Bodies

Grades K–2

Health

- 1.2.8 — Identify elements of the environment that affect personal health (air, water, food, soil, and pollutants).
- 1.2.3 — Describe how healthy eating promotes growth and well-being.

Math

- 1.K.1 — Use concrete objects to model simple sums and differences.
- 2.K.4 — Identify and create sets of objects with unequal amounts, describing them as more or less.
- 1.1.9 — Identify and model a whole; identify and model $1/2$.
- 1.2.9 — Identify, model, and label $1/2$ and $1/4$ as parts of a whole.
- 8.2 — Justify answers and the steps taken to solve problems, with and without manipulatives, and physical models.

Grades 3-5

Health

- 1.3.2 — Describe the basic structure and function of human body systems.

Math

- 1.3.3 — Generate and solve 2-step addition and subtraction and 1-step multiplication problems based on practical situations using pencil and paper, mental computation, and estimation.
- 1.3.9 — Model, sketch, and label fractions with **denominators** to 10; write fractions with numbers and words.
- 3.3.3 — Estimate and use measuring devices with **standard** and **non-standard units** to measure length, surface area, liquid **volume**, capacity, temperature, and weight, communicating the concepts of more, less, and equivalent.
- 5.2.1 — Collect, organize, record, and explain classification of data using concrete materials.
- 8.3 — Construct, justify, and defend mathematical conclusions using logical arguments, in situations related to mathematics, science, and technology.
- 9.5 — Identify practical applications of mathematical principles that can be applied to other disciplines.
- 1.5.1 — Use and apply multiplication and corresponding division facts through 12's.
- 1.5.9 — Use models and drawings to identify, compare, add, and subtract fractions with like denominators and to add and subtract decimals; use both to solve problems.
- 3.5.3 — Estimate measures of length, volume, capacity, quantity, and weight, communicating degree of accuracy needed and when a more precise measure is required.

Aqua Notes

Grades K–3

Music

- 1.3.1 — Sing a simple melody with accurate pitch.
- 1.3.4 — Sing patriotic songs, folk songs, and multicultural selections.
- 3.2.3 — Discuss and demonstrate how movement in dance is used to communicate.
- 4.3.1 — Create music to interpret stories, rhymes, and poetry.

Grades 3–5

Science

- 6.3.3 — Investigate and describe how plants and animals require certain conditions to survive.
- 6.5.2 — Investigate, compare, and contrast the different structures of organisms that serve different functions for growth, reproduction, and survival.

Let's Even Things Out

Grades 3–5

Science

- 17.2.2 — Describe how some things in students' daily lives change and other things stay the same.
- 17.3.2 — Investigate and describe how patterns of change may be observable and predictable.
- 20.3.1 — Compare a **model** with what it represents (e.g. a model of the Earth to the Earth itself).
- 20.5.1 — Develop a physical model to explain how something works or how something is constructed.

Grades 6–8

Science

- 6.8.3 — Investigate and describe how cells, grow, divide, and take in nutrients, which they use to provide energy for cellular functions.
- 20.8.1 — Investigate and describe how different models can be used to demonstrate the same thing.

The Life Box

Grades K–2

Science

- 6.2.1 — Investigate and describe how living things grow and change.
- 6.2.2 — Distinguish living from non-living things using established criteria.
- 13.2.1 — Investigate and describe how the sun warms the land, air, and water.
- 15.2.1 — Investigate and describe the roles of plants as producers and animals as consumers and how living things may depend on each other.
- 15.2.2 — Investigate and describe how animals eat plants or other animals for food and may also use plants or even other animals (for shelter and nesting).

Grades 3–5

Science

- 6.3.1 — Investigate and describe how plants and animals have life cycles and require food, water, air, and space.
- 6.3.3 — Investigate and describe how plants and animals require certain conditions to survive.
- 7.5.3 — Investigate and describe how some environmental conditions are more favorable than others to living things.
- 10.5.1 — Investigate and describe how rocks are composed of different combinations of minerals.
- 10.5.4 — Investigate and describe how soil is made of many different biological and mineral materials, and varies from place to place.
- 15.4.2 — Investigate and describe the variables that affect the survival of organisms within an ecosystem.
- 15.5.1 — Investigate and describe how organisms interact with each other and with non-living parts of their habitats.
- 15.5.3 — Explain how the sun is the primary source of energy for nearly every ecosystem and that living things get what they need to survive from their environments.

Life in the Fast Lane

Grades 3–5

Language Arts

- 5.3.1 — Locate, acknowledge, and use at least three sources to write an informative paper.
- 11.3.2 — Use a variety of library resources, media, and technology to find information on a topic.
- 5.5.1 — Write informative papers that develop a clear topic with appropriate facts, details, and examples from a variety of sources.
- 11.5.2 — Select information from multiple resources to answer questions.

Science

- 6.3.1 — Investigate and describe how plants and animals have life cycles and require food, water, air, and space.
- 6.3.3 — Investigate and describe how plants and animals require certain conditions to survive.
- 6.5.1 — Investigate, compare, and contrast the different life cycles of different living things.
- 7.4.1 — Investigate and describe the behavior of individual organisms when influenced by internal cues (e.g. hunger) and by external cues (e.g. environment).
- 9.5.2 — Investigate and describe how environmental changes allow some plants and animals to survive and reproduce, but others may die.
- 7.5.3 — Investigate and describe how some environmental conditions are more favorable than others to living things.
- 15.3.1 — Investigate and describe how animals and plants that live in different places have similarities and differences.
- 15.4.2 — Investigate and describe the variables that affect the survival of organisms within an ecosystem.
- 15.5.2 — Investigate and describe how, for any particular environment, some kinds of plants and animals survive well, some survive less well, and some cannot survive at all.
- 21.3.2 — Record observations of investigations over time in a notebook or journal.

- 17.5.3 — Explain that changes in environments can be natural events or influenced by human activities.
- 21.5.2 — Make careful observations and test things more than once.
- 23.5.4 — Recognize the appropriate unit for a particular measurement (e.g. meters for length, seconds for time, and kilograms for mass).

Grades 6–8

Language

- 5.7.1 — Write informative papers that have a structured beginning, middle, and conclusion and draw upon a variety of sources.
- 11.7.2 — Locate and use primary and secondary sources to investigate a research question.
- 11.6.5 — Present research findings using written text or media.

Science

- 7.8.1 — Explain how behavior may be innate or learned.
- 7.8.3 — Investigate and describe how behavior is one kind of response an organism can make to an internal or environmental stimulus.
- 9.8.3 — Investigate and describe how biological adaptations include changes that enhance survival and reproductive success in a particular environment.
- 15.8.4 — Describe how **geographically distinct ecosystems** on the Earth have similarities and differences.
- 17.8.3 — Evaluate how changes in environments can be beneficial or harmful.
- 23.8.4 — Select and use the appropriate SI unit for a particular measurement (e.g. meters for length, seconds for time, and kilograms for mass).

No Bellyachers

Grades 3–5

Health

- 1.5.1 — Explain the relationship between positive **health behaviors** and the prevention of injury, illness, disease and premature death.
- 1.5.6 — Describe how behaviors, pathogens, genetic history, and other factors are related to **disease prevention**.

Science

- 7.3.4 — Explain that if **germs** are able to get inside one's body, they may keep it from working properly.

Grades 6–8

Science

- 7.8.4 — Explain how various **viruses, bacteria, fungi, and parasites** may infect the human body and interfere with normal body functions.

Health

- 1.8.1 — Explain the impact of personal health behaviors on the functioning of body systems.
- 1.8.6 — Describe ways to reduce risk factors and increase resiliency related to adolescent health.

People of the Bog

Grades 6–8

Science

- 19.6.3 — Investigate and describe the components of systems (including processes or parts).
- 19.7.3 — Identify and describe how the parts of a system relate to one another and/or to other systems.
- 20.8.3 — Identify and illustrate **natural cycles** within systems (e.g. water, planetary motion, climate, geological changes).
- 21.8.1 — Explain why it is important to keep honest, clear, and accurate records.
- 24.8.4 — Keep an organized record of scientific investigations.

Computer Technology

- 3.8.2 — Generate a list of keywords for a research topic or problem and conduct a search of electronic-based sources.

Language Arts

- 5.7.1 — Write informative papers that have a structured beginning, middle, and conclusion and draw upon a variety of sources.
- 11.8.2 — Locate and select **relevant information** from multiple primary and secondary sources.

Grades 9-12

Science

- 20.12.3 — Identify and describe how systems are often different from their components.
- 21.12.1 — Demonstrate curiosity, honesty, and skepticism in doing science.
- 24.12.4 — Maintain a permanent record of procedures, data, analyses, decisions, and understandings of scientific investigations.

Computer Technology

- 3.12.2 — Generate a list of keywords for a research topic or problem with **qualifying modifiers** and conduct a search of electronic-based sources.

Language Arts

- 5.12.1 — Write a research paper that develops a **thesis**, contains information selected from at least ten sources, and conforms to a style manual.
- 11.12.2 — Evaluate possible sources of information for credibility and usefulness.

Poison Pump

Grades 5–8

History

- 2.5.1 — Ask a historical question and identify resources to be used in research.
- 2.8.1 — Frame historical questions that examine multiple viewpoints.

Health

- 1.5.7 — Identify programs designed to promote community health.
- 1.5.8 — Explain the relationship of the environment to positive health behaviors and the prevention of injury, illness, disease, and premature death.
- 4.8.2 — Evaluate the impact of technology on health and disease prevention.

Science

- 7.8.4 — Explain how various **viruses, bacteria, fungi, and parasites** may infect the human body and interfere with normal body functions.
- 18.8.6 — Explain that scientific knowledge is revised through a process of incorporating new evidence gained through continual investigation.
- 19.8.2 — Give examples of human activities with their associated benefits, costs and risks.

Grades 9–12

Health

- 1.12.6 — Analyze how research and medical advances influence the prevention and control of disease
- 1.12.7 — Describe ways an individual can effectively enhance personal health and contribute to the solution of community-wide health problems.
- 4.12.2 — Explore how technology is used to enhance health.

Science

- 18.12.3 — Investigate and explain how scientific innovations that were originally challenged are now widely accepted.

Salt Marsh Players

Grades 3–5

Science

- 6.3.1 — Investigate and describe how plants and animals have life cycles and require food, water, air, and space.
- 6.5.1 — Investigate, compare, and contrast the different life cycles of different living things.
- 6.3.3 — Investigate and describe how plants and animals require certain conditions to survive.
- 6.5.3 — Investigate and describe how plants and animals have features that help them live in various environments.
- 7.4.1 — Investigate and describe the behavior of individual organisms when influenced by internal cues (e.g. hunger) and by external cues (e.g. environment).
- 7.5.3 — Investigate and describe how some environmental conditions are more favorable than others to living things.
- 9.3.1 — Explain that many different kinds of living things exist on Earth.

- 9.5.1 — Classify animals and plants according to their physical characteristics.
- 9.5.2 — Investigate and describe how environmental changes allow some plants and animals to survive and reproduce, but others may die.
- 17.3.2 — Investigate and describe how patterns of change may be observable and predictable.
- 17.5.2 — Investigate and describe that ecosystems have components that can be observed to change, while other components appear to stay the same.

Super Sleuths

Grades 5–8

Health

- 1.5.8 — Explain the relationship of the environment to positive health behaviors and the prevention of injury, illness, disease, and premature death.
- 1.8.6 — Describe ways to reduce risk factors and increase resiliency related to adolescent health.

Science

- 7.8.4 — Explain how various **viruses, bacteria, fungi, and parasites** may infect the human body and interfere with normal body functions.
- 19.8.2 — Give examples of human activities with their associated benefits, costs and risks.

Thirsty Plants

Grades 6-8

Math

- 5.6.6 — Analyze data in a variety of formats to draw conclusions and make predictions.
- 8.7 — Recognize and apply deductive and inductive reasoning in both concrete and abstract contexts.

Science

- 2.8.5 — Explain that liquids, solids, and gases are systems of particles.
- 3.8.2 — Investigate and describe how all phase changes are accompanied by changes in energy.
- 3.6.5 — Investigate and describe how energy exists in different forms (e.g. heat, light, chemical, electrical, and others).
- 3.8.5 — Investigate and describe how energy may be transferred into or out of a system or object in many ways and readily changes forms.
- 6.8.2 — Investigate and describe how **multicellular** living things have tissues, organs, and organ systems that are specialized to perform life functions.
- 6.8.3 — Investigate and describe how cells, grow, divide, and take in nutrients, which they use to provide energy for cellular functions.
- 6.8.5 — Investigate and describe how plants have **specialized structures** and systems for a variety of functions.
- 8.8.2 — Classify organisms on the basis of similar characteristics, and explain the basis for such a classification system.
- 9.8.3 — Investigate and describe how **biological adaptations** include changes that enhance survival and reproductive success in a particular environment.

Water Address

Grades 3–5

Science

- 6.5.2 — Investigate, compare, and contrast the different structures of organisms that serve different functions for growth, reproduction, and survival.
- 8.5.2 — Explain how living things may be classified on the basis of similar features, behaviors, and/or habits.
- 9.5.3 — Investigate and describe how individuals of the same kind differ in their characteristics and sometimes the differences give an advantage in surviving and reproducing.

Geography

- 3.4.1 — Recognize that plants and animals have habitats on both land and in water.
- 3.4.3 — Generate examples of various ecosystems found in the U.S.
- 3.3.4 — Locate various ecosystems on earth.

Grades 6–8

Science

- 6.8.2 — Investigate and describe how multicellular living things have tissues, organs, and organ systems that are specialized to perform life functions.
- 7.8.3 — Investigate and describe how behavior is one kind of response an organism can make to an internal or environmental stimulus.
- 8.8.2 — Classify organisms on the basis of similar characteristics, and explain the basis for such a classification system.
- 8.7.7 — Explain how the experiences an organism has during its lifetime can affect it.
- 9.8.3 — Investigate and describe how biological adaptations include changes that enhance survival and reproductive success in a particular environment.

Geography

- 3.6.3 — Describe characteristics of a specific ecosystem.
- 3.8.3 — Describe the interdependence among soil, climate, plant life, and animal life within ecosystems.
- 3.6.4 — Describe the biodiversity of various ecosystems on earth.

Branching Out

Grades 3–5

Science

- 20.3.1 — Compare a **model** with what it represents (e.g. a model of the Earth to the Earth itself).
- 20.3.2 — Identify observable patterns and predict future events based on those patterns (e.g. seasonal weather patterns.)
- 20.5.1 — Develop a physical model to explain how something works or how something is constructed.
- 20.5.2 — Predict that some events are more likely to happen than others.
- 20.5.3 — Describe and compare the components and interrelationships of a simple system (e.g. trace the flow of water through an aquarium, a filter, and a pump).

Math

- 5.3.2 — Use concepts of **probability** (e.g. impossible, likely, certain) to make predictions about future events.
- 8.5 — Follow a logical argument and judge its validity.

Geography

- 3.3.1 — Diagram and explain the water cycle.

Grades 6–8

Science

- 20.8.1 — Investigate and describe how different models can be used to demonstrate the same thing.
- 20.8.2 — Use a model to predict change (e.g. stream table).
- 20.8.3 — Identify and illustrate natural cycles within systems (e.g. water, planetary motion, climate, geological changes).

Math

- 5.6.2 — Conduct simple probability experiments using concrete materials and represent the results using decimals, percents, and ratios.
- 8.7 — Recognize and apply deductive and inductive reasoning in both concrete and abstract contexts.

Capture, Store, and Release

Grades 3–5

Science

- 20.3.1 — Compare a model with what it represents (e.g. a model of the Earth to the Earth itself).
- 20.3.2 — Identify observable patterns and predict future events based on those patterns (e.g. seasonal weather patterns.)
- 20.5.1 — Develop a physical model to explain how something works or how something is constructed.
- 20.5.3 — Describe and compare the components and interrelationships of a simple system (e.g. trace the flow of water through an aquarium, a filter, and a pump).

Geography

- 3.3.1 — Diagram and explain the water cycle.
- 3.5.5 — Investigate an ecosystem by asking and answering geographic questions.

Grades 6–8

Science

- 20.8.2 — Use a model to predict change (e.g. stream table).
- 20.8.3 — Identify and illustrate natural cycles within systems (e.g. water, planetary motion, climate, geological changes).

Geography

3.8.3 — Describe the interdependence among soil, climate, plant life, and animal life within ecosystems.

Grades 9–12

Science

20.12.2 — Use models to identify and predict cause-effect relationships (e.g. effect of temperature on gas volume, effect of carbon dioxide level on the greenhouse effect).

20.12.3 — Identify and describe how systems are often different from their components.

Geography

3.12.3 — Analyze the effects of physical and human forces on interdependence within ecosystems.

Get the Groundwater Picture

Grades 3–5

Science

10.5.4 — Investigate and describe how soil is made of many different biological and mineral materials, and varies from place to place.

20.5.3 — Describe and compare the components and interrelationships of a simple system (e.g. trace the flow of water through an aquarium, a filter, and a pump).

Grades 6-8

Science

10.8.4 — Investigate and describe how soils have properties of color, texture, and capacity to retain water and provide nutrients for life.

18.6.5 — Identify and describe various technological tools that scientists use to help them do their work.

19.7.3 — Identify and describe how the parts of a system relate to one another and/or to other systems.

20.8.3 — Identify and illustrate natural cycles within systems (e.g. water, planetary motion, climate, geological changes).

Grades 9-12

Science

10.12.4 — Investigate and describe how soil is derived from weathered rocks and decomposed organic material, and is found in layers.

20.12.3 — Identify and describe how systems are often different from their components.

Geyser Guts

Grades 3–5

Science

- 3.3.1 — Describe how hot or cold an object is by expressing its temperature.
- 3.5.2 — Investigate and describe how energy can be used to bring about changes in matter (e.g. melting an ice cube).
- 10.3.1 — Investigate and describe how the Earth is composed of different kinds of materials (e.g. rocks and soils, water, and the atmosphere).
- 13.4.3 — Investigate and describe the forms and uses of water.
- 16.5.1 — Investigate and describe how resources have distinct properties which determine their usefulness.
- 20.3.1 — Compare a model with what it represents (e.g. a model of the Earth to the Earth itself).
- 20.5.1 — Develop a physical model to explain how something works or how something is constructed.

Grades 6–8

Science

- 1.8.1 — Investigate and describe that multiple forces acting on an object along a straight line affect the motion of an object.
- 3.8.2 — Investigate and describe how all phase changes are accompanied by changes in energy.
- 3.8.5 — Investigate and describe how energy may be transferred into or out of a system or object in many ways and readily changes forms.
- 13.8.3 — Explain how water, which covers the majority of the Earth’s surface, circulates through the crust, oceans, and atmosphere.
- 13.8.8 — Describe the relationships among geothermal and tectonic processes.

The Great Stony Book

Grades 3–5

Science

- 12.5.1 — Explain that the surface of the Earth changes due to a variety of factors (e.g. some are abrupt volcanoes and earthquakes, and others happen very slowly, such as the wearing down of mountains).
- 12.5.2 — Investigate and describe how fossils are evidence of past life.
- 13.5.5 — Investigate and describe how change is an ongoing process that can be seen throughout the natural world.
- 20.5.1 — Develop a physical model to explain how something works or how something is constructed.

Grades 6–8

Science

- 10.8.2 — Investigate and describe how the combination of **constructive and destructive forces** result in the formation of landforms.

- 12.8.1 — Explain how some changes on the Earth's surface are due to slow processes, and others due to rapid processes.
- 12.8.2 — Investigate and describe how fossils provide important evidence of how life and environmental conditions have changed throughout geologic time.
- 12.8.3 — Explain how the Earth's processes we observe today are similar to those that occurred in the past.

Grades 9–12

Science

- 9.12.7 — Explain how there is evidence that at least a billion years ago, cells with nuclei existed allowing the evolution of increasingly complex multicellular organisms.
- 10.12.4 — Investigate and describe how soil is derived from weathered rocks and decomposed organic material, and is found in layers.
- 12.12.2 — Simulate and explain how relative geologic time can be estimated by observing rock sequences and using fossils to correlate the sequences at various locations.
- 12.12.3 — Compare and contrast the variety of methods by which geologic time is determined, including **radioactive dating**.

A House of Seasons

Grades K–2

Language Arts

- 4.K.1 — Demonstrate an understanding that texts, pictures, and graphs provide information.
- 4.1.3 — Use text, pictures, and graphs to answer questions.
- 5.K.1 — Respond to information by drawing or writing with teacher assistance.
- 9.K.3 — Share and respond to ideas.
- 9.1.3 — Present ideas and ask questions in small and large groups.

Science

- 13.K.2 — Observe and record weather from day to day.
- 13.1.2 — Observe and record seasonal changes.
- 13.2.2 — Investigate and describe how weather changes from day to day and throughout the year.

Grades 3–5

Science

- 13.3.2 — Observe, record, and describe seasonal differences using words, numbers, and drawings.
- 13.3.3 — Investigate and describe how water can be a liquid or a solid and can go back and forth from one form to the other.

Visual Arts

- 3.3.2 — Create artwork that demonstrates choice of subject matter and symbols to communicate meaning.

Imagine!

Grades 3–5

Language Arts

- 8.3.1 — Retell and explain what has been said by a speaker.
- 8.6.1 — Identify the tone, mood, and emotion conveyed in both verbal and non-verbal communication.

Science

- 3.3.2 — Investigate and describe how solid ice can melt and liquid water will disappear if allowed to stand in an open container.
- 10.3.3 — Investigate and describe how the Earth is nearly spherical and covered with more water than land.
- 13.3.3 — Investigate and describe how water can be a liquid or a solid and can go back and forth from one form to the other.
- 13.4.3 — Investigate and describe the forms and uses of water.
- 13.5.3 — Investigate and describe the factors which affect the processes such as evaporation and condensation.

Grades 6–8

Science

- 13.8.3 — Explain how water, which covers the majority of the Earth’s surface, circulates through the crust, oceans, and atmosphere.

The Incredible Journey

Grades K–2

Language Arts

- 5.K.3 — Draw or write, with teacher assistance, stories about familiar experiences and events.
- 5.1.3 — Write simple stories.

Science

- 1.K.1 — Investigate and describe how objects move.
- 3.2.2 — Investigate and describe how objects can change state (e.g. melting ice cube).
- 13.2.1 — Investigate and describe how the sun warms the land, air, and water.
- 24.2.4 — Keep a record of observations and measurements taken over time.

Grades 3–5

Language Arts

- 5.4.3 — Write a narrative or story that moves through a logical sequence of events and includes details to develop the plot, characters, and setting.

Science

- 2.4.5 — Observe and describe that different objects and materials may be composed of parts that are too small to be seen without magnification.
- 13.3.3 — Investigate and describe how water can be a liquid or a solid and can go back and forth from one form to the other.
- 13.4.3 — Investigate and describe the forms and uses of water.

- 13.5.2 — Investigate and describe various meteorological phenomena (e.g. flooding, thunderstorms, and drought).
- 13.5.3 — Investigate and describe the factors which affect the processes such as evaporation and condensation.
- 13.5.5 — Investigate and describe how change is an ongoing process that can be seen throughout the natural world.
- 20.5.3 — Describe and compare the components and interrelationships of a simple system (e.g. trace the flow of water through an aquarium, a filter, and a pump).
- 24.3.4 — Keep a record of observations and measurements taken over time.

Grades 6–8

Language Arts

- 5.8.1 — Write informative papers that develop a topic with introductory and concluding statements and supporting ideas, examples, and details from a variety of sources.

Science

- 1.7.4 — Investigate and describe the density of solids, liquids, and gases.
- 3.8.1 — Investigate and describe how heat moves from one object to another at different rates, depending on what the objects are made of and whether they are touching each other.
- 3.5.2 — Investigate and describe how energy can be used to bring about changes in matter (e.g. melting an ice cube).
- 3.8.5 — Investigate and describe how energy may be transferred into or out of a system or object in many ways and readily changes forms.
- 13.8.3 — Explain how water, which covers the majority of the Earth’s surface, circulates through the crust, oceans, and atmosphere.
- 13.8.4 — Simulate and describe how clouds, latitude, altitude, topographical features, and proximity to large bodies of water affect weather and climate.
- 20.8.2 — Use a model to predict change (e.g. stream table).
- 20.8.3 — Identify and illustrate natural cycles within systems (e.g. water, planetary motion, climate, geological changes).
- 24.8.4 — Keep an organized record of scientific investigations.

Just Passing Through

Grades 6–8

Science

- 10.5.2 — Investigate and describe how erosion and deposition rates can be affected by the slope of the land and by human activities.
- 13.8.3 — Explain how water, which covers the majority of the Earth’s surface, circulates through the crust, oceans, and atmosphere.
- 15.8.1 — Investigate and describe how living and non-living components of ecosystems interact in various ways.

Old Water

Grades 3–5

Science

13.5.3 — Investigate and describe the factors which affect the processes such as evaporation and condensation.

History

1.3.2 — Read a time line.

1.5.2 — Record events on a **graphic organizer**, such as a calendar or **time line**.

Grades 6–8

Science

12.8.2 — Investigate and describe how fossils provide important evidence of how life and environmental conditions have changed throughout geologic time.

12.8.3 — Explain how the Earth's processes we observe today are similar to those that occurred in the past.

13.8.3 — Explain how water, which covers the majority of the Earth's surface, circulates through the crust, oceans, and atmosphere.

History

1.8.2 — Create a tiered time line.

Piece It Together

Grades 3–5

Science

6.3.3 — Investigate and describe how plants and animals require certain conditions to survive.

7.5.3 — Investigate and describe how some environmental conditions are more favorable than others to living things.

10.3.3 — Investigate and describe how the Earth is nearly spherical and covered with more water than land.

10.4.2 — Compare and contrast the location of landforms.

13.3.1 — Investigate and describe how things that give off light also often give off heat.

13.3.2 — Observe, record, and describe seasonal differences using words, numbers, and drawings.

15.5.3 — Explain how the sun is the primary source of energy for nearly every ecosystem and that living things get what they need to survive from their environments.

Geography

1.3.6 — Identify and explain spatial patterns on a map.

1.5.1 — Use maps and map features, including directional orientation, map symbols, and **grid** system, to identify and locate major geographic features in Nevada, the U.S., and the world.

2.4.7 — Recognize differences between physical and cultural regions.

3.4.4 — Explain the location and distribution of a specific ecosystem throughout the world.

4.4.1 — Define basic demographic terms (e.g. dense, sparse).

4.4.2 — List reasons why people move to or from a particular place.

- 4.4.6 — Identify and discuss how economic issues are affected by geography.
- 5.3.2 — Identify opportunities that different physical environments provide for human activities.
- 5.5.2 — Discuss the constraints physical environments place on human activities.

Grades 6–8

Science

- 11.8.2 — Compare a variety of map types, and locate Nevada and Nevada features on each.
- 11.8.3 — Use a color-coded map to compare and contrast various geological features such as temperature, population density, geology, or precipitation.
- 13.8.2 — Explain how global patterns of atmospheric movement, topography, and proximity to bodies of water influence local weather, and seasons are caused by variations in the amount of the sun’s energy hitting the surface due to the tilt of the Earth’s axis.
- 13.8.4 — Simulate and describe how clouds, latitude, altitude, topographical features, and proximity to large bodies of water affect weather and climate.

Geography

- 1.6.1 — Identify and locate Earth’s major parallels and meridians
- 1.8.1 — Use map elements including scale, latitude and longitude, and projection, to identify and locate physical and human features in Nevada, the U.S., and regions of the world.
- 2.8.2 — Relate how places and regions are important to the expression of cultural identity.
- 4.8.5 — Describe the factors that influence the location and distribution of economic activities.
- 5.8.2 — Compare and contrast the opportunities and constraints that the physical environment places on human activity.

Poetic Precipitation

Grades K–2

Language Arts

- 3.K.5 — Listen for rhythm, rhyme, and alliteration.
- 3.K.7 — Listen and respond to poetry and prose.
- 3.1.5 — Identify rhythm, rhyme, and alliteration.
- 3.1.7 — Read and identify poetry and prose.
- 3.2.5 — Compare rhythm, rhyme, and alliteration in poetry.
- 5.2.4 — Write responses to literature.
- 8.1.1 — Identify purposes for listening such as to obtain information, to solve problems, or enjoyment.

Science

- 2.2.1 — Describe objects in terms of their observable **properties** (e.g. state of matter, size, shape, color, texture).
- 3.2.2 — Investigate and describe how objects can change state (e.g. melting ice cube).
- 12.2.1 — Investigate and describe how changes happen to many things (e.g. weather).
- 13.2.1 — Investigate and describe how the sun warms the land, air, and water.

Grades 3–5

Language Arts

- 3.5.5 — Locate and interpret figurative language, including **simile**, metaphor, and **personification** in text.
- 4.4.5 — Identify authors' purposes for writing.
- 5.3.4 — Write responses to literature, drawing upon experiences.
- 9.3.4 — Read aloud and recite prose and poetry with fluency, rhythm, pace, appropriate intonation, and vocal patterns.

Science

- 2.4.1 — Investigate and describe properties of materials when they are combined (mixtures).
- 2.4.5 — Observe and describe that different objects and materials may be composed of parts that are too small to be seen without magnification.
- 3.5.2 — Investigate and describe how energy can be used to bring about changes in matter (e.g. melting an ice cube).
- 13.3.3 — Investigate and describe how water can be a liquid or a solid and can go back and forth from one form to the other.
- 13.5.3 — Investigate and describe the factors which affect the processes such as evaporation and condensation.

Grades 6–8

Language Arts

- 1.6.5 — Identify differences between literal and figurative language in text.
- 3.6.6 — Describe how an author creates mood by choosing words with specific **connotations**.
- 3.7.5 — Interpret examples of imagery and explain their sensory impact.
- 6.6.7 — Share final drafts with a designated audience.
- 6.8.6 — Produce writing with a voice that is expressive and appropriate to audience and purpose.
- 9.8.4 — Read aloud or recite literary, dramatic, and original works.

Science

- 1.7.4 — Investigate and describe the density of solids, liquids, and gases.
- 2.8.5 — Explain that liquids, solids, and gases are systems of particles.
- 3.8.1 — Investigate and describe how heat moves from one object to another at different rates, depending on what the objects are made of and whether they are touching each other.
- 10.8.5 — Explain how the atmosphere is a mixture of particular gases, whose properties vary with elevation.

Rainy Day Hike

Grades K–2

Science

13.2.2 — Investigate and describe how weather changes from day to day and throughout the year.

Geography

1.1.2 — Recognize that a map is a representation of a place.

Grades 3–5

Science

11.3.1 — Describe that directions on the Earth can be represented by north, south, east, and west.

13.5.2 — Investigate and describe various meteorological phenomena (e.g. flooding, thunderstorms, and drought).

17.5.3 — Explain that changes in environments can be natural events or influenced by human activities.

18.5.2 — Develop explanations using observations (evidence) from investigations.

20.3.2 — Identify observable patterns and predict future events based on those patterns (e.g. seasonal weather patterns .

20.5.3 — Describe and compare the components and interrelationships of a simple system (e.g. trace the flow of water through an aquarium, a filter, and a pump).

23.1.5 — Make predictions based on observed patterns.

Geography

1.3.1 — Identify and use the **cardinal directions** (N,S,E,W) on a **compass rose** to locate places on a map.

1.3.4 — Construct a simple map, including title, symbols, and directions.

1.5.4 — Construct maps and charts to display information about human and physical features.

1.5.6 — Answer **spatial** questions using basic geographic vocabulary.

5.5.4 — Explain how human modification of the physical environment in one place can lead to changes in other places.

Grades 6–8

Science

17.8.3 — Evaluate how changes in environments can be beneficial or harmful.

17.8.4 — Investigate and describe how actions which might affect Nevada’s environment can be evaluated in terms of trade-offs that may have regional, national, or global effects.

19.7.3 — Identify and describe how the parts of a system relate to one another and/or to other systems.

20.8.3 — Identify and illustrate natural cycles within systems (e.g. water, planetary motion, climate, geological changes).

23.8.3 — Estimate probabilities of outcomes in familiar situations.

Geography

- 1.7.4 — Use data and a variety of symbols and colors to create a thematic map (e.g. population, rain fall).
- 1.6.6 — Use a map of the community to discuss a local geographic issue (e.g. location of school, park, and highway).
- 2.6.6 — Describe the impact that change in your community or state have had on its environment or population.
- 5.7.4 — Identify patterns in the physical environment caused by human activity.

Math

- 4.6.5 — Model **slope** (pitch, **angle of inclination**) using concrete objects and practical examples.

Stream Sense

Grades K–2

Science

- 2.2.1 — Describe objects in terms of their observable **properties** (e.g. state of matter, size, shape, color, texture).
- 6.1.2 — Use the five senses to investigate the natural world.
- 21.1.1 — Make observations and give descriptions.
- 24.1.4 — Record observations.

Grades 3–5

Language Arts

- 11.3.4 — Organize and record information from print and non-print resources.
- 11.4.4 — Organize and record information using note-taking from print and non-print resources.
- 11.5.4 — Record information using given note-taking and organizational formats.

Science

- 2.3.1 — Describe objects in terms of their observable properties (e.g. state of matter, size, shape, color, texture).
- 6.4.2 — Investigate, compare, and contrast identifiable structures of plants and animals.
- 10.3.1 — Investigate and describe how the Earth is composed of different kinds of materials (e.g. rocks and soils, water, and the atmosphere).
- 13.5.5 — Investigate and describe how change is an ongoing process that can be seen throughout the natural world.
- 18.5.2 — Develop explanations using observations (evidence) from investigations.
- 18.3.2 — Explain that accurate descriptions in science are important because they enable people to compare their observations with those of others.
- 20.5.3 — Describe and compare the components and interrelationships of a simple system (e.g., trace the flow of water through an aquarium, a filter, and a pump).
- 21.3.2 — Record observations of investigations over time in a notebook or journal.
- 21.5.1 — Keep records of investigations and observations, without changing those records later.
- 24.3.4 — Keep a record of observations and measurements taken over time.

The Thunderstorm

Grades K–2

Language Arts

- 8.1.4 — Follow simple oral directions to complete a task.
- 10.K.3 — Share ideas and information.

Science

- 3.2.3 — Investigate and describe how sound can be produced by vibrating objects and how it has different properties (e.g. high-low, soft-loud).
- 12.2.1 — Investigate and describe how changes happen to many things (e.g. weather).
- 13.2.2 — Investigate and describe how weather changes from day to day and throughout the year.
- 21.2.1 — Make observations and give descriptions using words, numbers, and drawings.
- 24.2.4 — Keep a record of observations and measurements taken over time.

Math

- 3.2.2 — Compare objects to standard whole units to find objects that are greater than, less than, and/or equal to a given unit (e.g. inch, yard, centimeter, meter).

Grades 3–5

Language Arts

- 8.4.4 — Follow oral directions to complete a complex task.
- 10.4.3 — Share ideas, opinions, and information clearly and effectively.

Science

- 3.5.3 — Investigate and describe how vibrations produce sound.
- 12.3.1 — Investigate and describe how some changes are so slow (e.g. seasons) or so fast (e.g. lightning strikes) that they are hard to see.
- 13.4.2 — Identify and describe various meteorological phenomena (e.g. floods, drought).
- 13.5.2 — Investigate and describe various meteorological phenomena (e.g. flooding, thunderstorms, and drought).
- 21.4.1 — Conduct fair tests to make observations.
- 21.5.1 — Keep records of investigations and observations, without changing those records later.
- 23.5.5 — Recognize that repeated measurements of the same thing are likely to vary slightly.
- 24.3.4 — Keep a record of observations and measurements taken over time.

Math

- 3.3.2 — Select and use appropriate units of measurement; measure to a required degree of accuracy, and record results.
- 5.4.1 — Collect, organize, display, describe, and interpret simple data using number lines, pictographs, bar graphs, and frequency tables.
- 5.5.1 — Collect, organize, read, and interpret data using a variety of graphic representations including tables, line plots, stem and leaf plots, scatter plots, histograms; use data to draw and explain conclusions and predictions.

Water Models

Grades 3–5

Science

- 3.3.2 — Investigate and describe how solid ice can melt and liquid water will disappear if allowed to stand in an open container.
- 3.5.2 — Investigate and describe how energy can be used to bring about changes in matter (e.g. melting an ice cube).
- 4.5.1 — Investigate and describe how observable changes in matter may occur when different materials are heated, mixed, or cooled.
- 7.5.3 — Investigate and describe how some environmental conditions are more favorable than others to living things.
- 10.3.3 — Investigate and describe how the Earth is nearly spherical and covered with more water than land.
- 13.4.3 — Investigate and describe the forms and uses of water.
- 13.5.1 — Explain that the sun is the main source of energy for people, which they use in many ways (e.g. **fossil fuels** derive their energy indirectly from the sun).
- 13.5.3 — Investigate and describe the factors which affect the processes such as evaporation and condensation.
- 15.4.2 — Investigate and describe the variables that affect the survival of organisms within an ecosystem.
- 15.5.2 — Investigate and describe how, for any particular environment, some kinds of plants and animals survive well, some survive less well, and some cannot survive at all.
- 15.5.3 — Explain how the sun is the primary source of energy for nearly every ecosystem and that living things get what they need to survive from their environments.
- 15.5.4 — Investigate and describe how the local ecosystem has unique characteristics.
- 18.5.2 — Develop explanations using observations (evidence) from investigations.
- 20.3.1 — Compare a **model** with what it represents (e.g. a model of the Earth to the Earth itself).
- 20.5.1 — Develop a physical model to explain how something works or how something is constructed.
- 20.5.3 — Describe and compare the components and interrelationships of a simple system (e.g. trace the flow of water through an aquarium, a filter, and a pump).
- 21.3.2 — Record observations of investigations over time in a notebook or journal (e.g. changes in an aquarium or terrarium).
- 21.5.2 — Make careful observations and test things more than once

Grades 6-8

Science

- 2.8.5 — Explain that liquids, solids, and gases are systems of particles.
- 13.8.4 — Simulate and describe how clouds, latitude, altitude, topographical features, and proximity to large bodies of water affect weather and climate.
- 15.8.4 — Describe how geographically distinct ecosystems on the Earth have similarities and differences.
- 20.8.3 — Identify and illustrate natural cycles within systems (e.g. water, planetary motion, climate, geological changes).

24.8.4 — Keep an organized record of scientific investigations.

Wet Vacation

Grades 6–8

Visual Arts

- 3.8.2 — Plan and produce works of art that use a range of subject matter, symbols, and ideas from varied times and places to communicate meaning.
- 5.8.2 — Differentiate among degrees of merit in various works of art.

Language Arts

- 5.8.6 — Write persuasive editorials or essays that state a thesis and arrange supporting details, reasons, and examples, effectively anticipating and answering reader concerns and counter-arguments.
- 6.8.6 — Produce writing with a voice that is expressive and appropriate to audience and purpose.
- 11.8.1 — Formulate questions and develop a clear statement of purpose that lead to inquiry, investigation, and research of cross-curricular topics.

Science

- 13.8.4 — Simulate and describe how clouds, latitude, altitude, topographical features, and proximity to large bodies of water affect weather and climate.
- 15.8.4 — Describe how geographically distinct ecosystems on the Earth have similarities and differences.

Geography

- 1.8.1 — Use map elements including scale, **latitude** and **longitude**, and projection, to identify and locate physical and human features in Nevada, the U.S., and regions of the world.
- 3.8.4 — Compare and contrast the biodiversity and productivity of various ecosystems on Earth.
- 5.8.2 — Compare and contrast the opportunities and constraints that the physical environment places on human activity.

Grades 9–12

Visual Arts

- 3.12.2 — Plan and produce a work of art that displays the ability to choose subject matter, symbols, and ideas to communicate intended meaning.
- 5.12.2 — Establish **criteria** and use them to assess merits of artwork.

Language Arts

- 5.12.6 — Write persuasive texts that evaluate, interpret, or speculate using specific rhetorical devices to support assertions; clarify and defend positions with precise and relevant evidence.
- 11.12.1 — Formulate cross-curricular research questions and use an appropriate research design to gather information.

Geography

- 1.12.1 — Use a variety of complex maps to acquire geographic information (e.g. topographic, population, and land use).
- 3.12.4 — Analyze the biodiversity, distribution, and productivity of ecosystems across Earth's surface.
- 5.12.1 — Compare and contrast how changes in the physical environment can increase or diminish its capacity to support human activity.

Wetland Soils in Living Color

Grades 6–8

Science

- 10.8.4 — Investigate and describe how soils have properties of color, texture, and capacity to retain water and provide nutrients for life.
- 15.8.4 — Describe how geographically distinct ecosystems on the Earth have similarities and differences.
- 19.6.3 — Investigate and describe the components of systems (including processes or parts).
- 24.8.4 — Keep an organized record of scientific investigations.

A-maze-ing Water

Grades K–2

Science

- 16.2.1 — Investigate and describe how some resources can be used and reused.
- 23.1.5 — Make predictions based on observed patterns.
- 23.2.5 — Recognize unexpected or unusual results in activities.

Grades 3–5

Science

- 13.4.3 — Investigate and describe the forms and uses of water.
- 17.5.3 — Explain that changes in environments can be natural events or influenced by human activities.
- 20.3.1 — Compare a **model** with what it represents (e.g. a model of the Earth to the Earth itself).
- 20.5.1 — Develop a physical model to explain how something works or how something is constructed.
- 20.5.3 — Describe and compare the components and interrelationships of a simple system (e.g. trace the flow of water through an aquarium, a filter, and a pump).

Grades 6–8

Science

- 16.8.5 — Describe how unintended consequences of technologies can cause resource depletion and environmental degradation, but technology can also increase resource availability, mitigate environmental degradation, and make new resources economical.
- 17.8.4 — Investigate and describe how actions, which might affect Nevada's environment, can be evaluated in terms of trade-offs that may have regional, national, or global effects.
- 19.6.3 — Investigate and describe the components of systems (including processes or parts).

- 19.8.2 — Give examples of human activities with their associated benefits, costs and risks.
- 20.8.1 — Investigate and describe how different models can be used to demonstrate the same thing.
- 20.8.3 — Identify and illustrate natural cycles within systems (e.g. water, planetary motion, climate, geological changes).
- 20.8.5 — Use a systematic approach to thinking critically about risks and benefits.

Language Arts

- 5.7.2 — Convert text into visual formats, such as charts and graphs for a specific audience and purpose.
- 5.8.6 — Write persuasive editorials or essays that state a thesis and arrange supporting details, reasons, and examples, effectively anticipating and answering reader concerns and counter-arguments.

Color Me a Watershed

Grades 9–12

Mathematics

- 3.12.5 — Use relationships (e.g. proportions) and formulas (indirect measurement) to determine the measurement of unknown dimensions, angles, areas, and volumes to solve problems.
- 6.11 — Apply combinations of proven strategies and previous knowledge to solve non-routine problems.

Science

- 15.12.2 — Investigate and describe how ecosystems change or remain the same in response to different kinds of influences.
- 16.12.1 — Evaluate the consequences of changing patterns of resources use.
- 16.12.4 — Analyze and describe the limitations of the Earth's ability to respond to stresses produced by human or natural activities.
- 16.12.5 — Analyze and evaluate the effects that increases in human populations can cause (e.g. resource depletion and environmental degradation).

Geography

- 1.12.3 — Use appropriate geographic tools and technologies to analyze and interpret Earth's physical and human systems.
- 2.12.5 — Analyze selected historical issues and questions using the geographic concept of regions.
- 2.12.6 — Analyze why places and regions once characterized by one set of criteria may be defined by a different set of criteria today, and evaluate these changes.
- 3.12.3 — Analyze the effects of physical and human forces on interdependence within ecosystems.
- 5.12.2 — Evaluate strategies to respond to constraints placed on human systems by the physical environment.
- 5.12.3 — Describe the ways in which technology has affected the human capacity to modify the physical environment and evaluate the possible regional or global impact.

Common Water

Grades 3–5

Science

- 16.5.4 — Explain that humans tend to use resources to meet more than their minimal needs for food, shelter and warmth.
- 17.5.1 — Investigate and describe how consumptive patterns of people vary in different places.
- 17.5.3 — Explain that changes in environments can be natural events or influenced by human activities.
- 20.5.1 — Develop a physical model to explain how something works or how something is constructed.

Geography

- 5.3.1 — Identify ways people depend on their physical environments.
- 5.5.2 — Discuss the constraints physical environments place on human activities.
- 6.4.4 — Choose an environmental problem that affects their community and develop possible solutions.

Grades 6–8

Science

- 16.8.2 — Explain how some natural resources are limited in their abundance and/or accessible location (e.g. water in the desert).
- 17.8.4 — Investigate and describe how actions, which might affect Nevada’s environment, can be evaluated in terms of trade-offs that may have regional, national, or global effects.
- 19.8.2 — Give examples of human activities with their associated benefits, costs and risks.
- 19.8.3 — Analyze and describe a system for efficiency, optimal function, and possible sources of malfunction.

History

- 7.8.5 — Describe the western frontier, including: communication, pony express, telegraph, farming and water issues, mining, ranching, transportation.

Geography

- 2.6.6 — Describe the impact that changes in your community or state have had on its environment or population.
- 5.7.2 — Explain a specific constraint on a physical environment that impacts human activity.

A Drop in the Bucket

Grades 6–8

Mathematics

- 2.7.2 — Identify, model, describe, and evaluate relationships using graphs, with and without technology.
- 3.7.5 — Write, solve, and apply proportions.

Science

- 16.8.2 — Explain how some natural resources are limited in their abundance and/or accessible location (e.g. water in the desert).

Geography

- 5.7.2 — Explain a specific constraint on a physical environment that impacts human activity.

Energetic Water

Grades 3–5

Science

- 1.3.1 — Apply unbalanced forces (a push or pull) to cause objects to change their motion (e.g. speed, direction or both).
- 1.5.2 — Investigate and describe that objects usually move downward when they fall or are released in the air or on ramps.
- 13.4.3 — Investigate and describe the forms and uses of water.
- 18.3.5 — Explain that tools are used to do things better or more easily (e.g. observe, measure, and make things) and to do some things that could not be done at all (e.g. see things that are too small to be seen unaided).
- 20.3.3 — Demonstrate that when parts are put together, they can do things together they couldn't have done by themselves.
- 22.3.3 — Cooperate and contribute ideas within a group.
- 22.5.3 — Collaborate on a group project.
- 24.5.3 — Use provided materials to construct objects for a particular task.

History

- 1.3.2 — Read a time line.

Grades 6–8

Science

- 1.8.1 — Investigate and describe that multiple forces acting on an object along a straight line affect the motion of an object.
- 1.6.3 — Investigate and describe how machines can use motion to do work.
- 1.8.3 — Investigate and describe that certain physical principles are used in the design and function of simple machines.
- 3.8.6 — Identify the energy involved in a particular process as potential (energy of position and stored chemical energy) or kinetic (energy of motion).
- 19.8.3 — Analyze and describe a system for efficiency, optimal function, and possible sources of malfunction.

- 20.5.1 — Develop a physical model to explain how something works or how something is constructed.
- 24.8.3 — Choose appropriate common materials for making and repairing simple mechanical constructions.

Great Water Journeys

Grades 6–8

History

- 5.8.7 — Describe motivations for Scandinavian and European explorations, including: all-water routes to Asia.
- 6.8.17 — Describe **Manifest Destiny** and the expansion of the United States, including: Lewis and Clark and the Louisiana Purchase.

Geography

- 6.7.1 — Identify and discuss strategic geographic locations which have played a **pivotal** role in historic events.

Grades 9–12

History

- 6.12.17 — Explain the issue of **Manifest Destiny** and the events related to the expansion of the United States, including: Louisiana Purchase.

Geography

- 2.12.5 — Analyze selected historical issues and questions using the geographic concept of regions.
- 6.12.1 — Analyze the ways in which physical features and human characteristics of places and regions have influenced the evolution of significant historical events.

Irrigation Interpretation

Grades 3–5

Science

- 6.3.1 — Investigate and describe how plants and animals have life cycles and require food, water, air, and space.
- 6.3.3 — Investigate and describe how plants and animals require certain conditions to survive.
- 15.4.2 — Investigate and describe the variables that affect the survival of organisms within an ecosystem.
- 15.5.1 — Investigate and describe how organisms interact with each other and with non-living parts of their habitats.
- 16.4.2 — Investigate and describe resources which can be used and reused or renewed.
- 16.5.2 — Investigate and describe how technology can be used to extend resources (e.g. recycling).
- 17.5.3 — Explain that changes in environments can be natural events or influenced by human activities.
- 20.3.1 — Compare a model with what it represents (e.g. a model of the Earth to the Earth itself).
- 20.5.1 — Develop a physical model to explain how something works or how something is constructed.

Geography

- 2.5.4 — Identify the effects of the use of technology in the community.
- 5.3.1 — Identify ways people depend on their physical environments.
- 5.3.4 — Compare different ways in which people alter the physical environment.
- 5.4.7 — List examples of how people use and manage natural resources within the state.
- 5.5.2 — Discuss the constraints physical environments place on human activities.
- 5.5.3 — Give examples of how the physical environment has been changed by technology.

Grades 6–8

Science

- 16.8.2 — Explain how some natural resources are limited in their abundance and/or accessible location (e.g. water in the desert).
- 16.8.4 — Investigate and describe how organisms alter their local environment through their use of natural resources.
- 16.8.5 — Describe how unintended consequences of technologies can cause resource depletion and environmental degradation, but technology can also increase resource availability, mitigate environmental degradation, and make new resources economical.
- 17.8.1 — Analyze different conservation options for Nevada’s resources.
- 18.8.3 — Explain, using examples, that ancient peoples provided knowledge about the natural world that is still regarded as valid today, even though that knowledge may not have originated by scientific methods.
- 20.8.2 — Use a model to predict change (e.g. stream table).

Geography

- 2.8.4 — Describe ways in which technology affects how cultural groups use places and regions.
- 3.8.3 — Describe the interdependence among soil, climate, plant life, and animal life within ecosystems.
- 4.7.5 — Explain how the physical and human geography of regions influences their economic activities.
- 5.8.3 — Explain the role of technology in the human modification of the physical environment.
- 5.8.4 — Describe the patterns of change caused by human modification of the physical environments.
- 6.6.1 — Identify **resources** that have played a role in historical events or movements.

The Long Haul

Grades K–2

Mathematics

9.8 — Identify, explain, and use mathematics in everyday life.

Social Studies

5.2.1 — Identify ways people depend on their physical environments.

5.2.2 — List typical human activities that take place in different physical environments.

Grades 3–5

Mathematics

1.5.2 — Generate and solve addition, subtraction, multiplication, and division problems using whole numbers in practical situations.

3.5.3 — Estimate measures of length, volume, capacity, quantity, and weight, communicating degree of accuracy needed and when a more precise measure is required.

9.8 — Identify, explain, and use mathematics in everyday life.

Nature Rules!

Grades 3-5

Science

13.5.2 — Investigate and describe various meteorological phenomena (e.g. flooding, thunderstorms, and drought).

Language Arts

5.5.1 — Write informative papers that develop a clear topic with appropriate facts, details, and examples from a variety of sources.

6.5.3 — Write paragraphs and compositions with main ideas that are supported by details and state a conclusion.

6.5.4 — Revise compositions to improve the meaning and focus of writing by adding, deleting, clarifying, and rearranging words and sentences.

Grades 6–8

Language Arts

5.8.1 — Write informative papers that develop a topic with introductory and concluding statements and supporting ideas, examples, and details from a variety of sources.

6.7.3 — Write compositions that focus on a main topic supported by relevant examples, anecdotes, and/or details.

6.8.4 — Revise writing, using given criteria, such as rubrics or feedback from others, to improve word choice, organization, and point of view.

Science

17.8.3 — Evaluate how changes in environments can be beneficial or harmful.

Geography

- 2.8.4 — Describe ways in which technology affects how cultural groups use places and regions.
- 3.7.2 — Give an example of a place that has been altered by a natural hazard.
- 3.8.2 — Explain how natural hazards alter Earth's environments.

Grades 9–12**Language Arts**

- 6.12.3 — Write compositions that present complex ideas in a sustained and compelling manner.
- 6.12.4 — Revise writing to improve word choice, organization, and point of view, using given criteria such as rubrics or feedback from others.

Science

- 12.12.1 — Explain how catastrophic events have occurred and greatly influenced Earth's history.
- 17.12.2 — Investigate and describe how human actions may impact the dynamic equilibrium of global systems (e.g. global warming, ozone depletion).

Geography

- 2.12.4 — Determine how technology affects the way cultural groups perceive and use places and regions.
- 3.12.2 — Describe the causes and consequences of natural hazards that shape features and patterns on the Earth.

Sum of the Parts**Grades 3–5****Science**

- 15.3.2 — Investigate and describe the interactions of organisms within an ecosystem.
- 15.5.1 — Investigate and describe how organisms interact with each other and with non-living parts of their habitats.
- 16.3.1 — Explain that natural resources are used for many purposes.
- 16.5.4 — Explain that humans tend to use resources to meet more than their minimal needs for food, shelter and warmth.
- 17.5.3 — Explain that changes in environments can be natural events or influenced by human activities.
- 20.5.1 — Develop a physical model to explain how something works or how something is constructed.
- 20.5.3 — Describe and compare the components and interrelationships of a simple system (e.g. trace the flow of water through an aquarium, a filter, and a pump).

Grades 6–8**Science**

- 13.8.5 — Investigate and describe some changes that are reversible and others that are not.
- 15.8.1 — Investigate and describe how living and non-living components of ecosystems interact in various ways.

- 16.8.4 — Investigate and describe how organisms alter their local environment through their use of natural resources.
- 16.8.5 — Describe how unintended consequences of technologies can cause resource depletion and environmental degradation, but technology can also increase resource availability, mitigate environmental degradation, and make new resources economical.
- 17.8.4 — Investigate and describe how actions, which might affect Nevada’s environment, can be evaluated in terms of trade-offs that may have regional, national, or global effects.
- 18.7.3 — Investigate and describe how people create models to explain the world as scientific knowledge has increased, and that these models are modified or discarded.
- 20.8.2 — Use a model to predict change (e.g. stream table).

Water Meter

Grades 3–5

Mathematics

- 1.4.7 — Use estimation to determine the reasonableness of an answer.
- 9.7 — Apply mathematical thinking and modeling to solve problems that arise in other disciplines (e.g. rhythm in music and motion in science).

Science

- 21.5.1 — Keep records of investigations and observations, without changing those records later.
- 23.5.4 — Recognize the appropriate unit for a particular measurement (e.g. meters for length, seconds for time, and kilograms for mass).

Grades 6–8

Mathematics

- 1.8.7 — Estimate in problem-solving situations and in practical applications; determine the reasonableness of the answer and verify the results.
- 9.7 — Apply mathematical thinking and modeling to solve problems that arise in other disciplines (e.g. rhythm in music and motion in science).

Science

- 23.8.4 — Select and use the appropriate SI unit for a particular measurement (e.g. meters for length, seconds for time, and kilograms for mass).

Water Works

Grades 3–5

Geography

- 2.5.4 — Identify the effects of the use of technology in the community.
- 5.3.1 — Identify ways people depend on their physical environments.
- 5.5.2 — Discuss the constraints physical environments place on human activities.

Grades 6–8**Geography**

- 5.7.1 — Investigate changes in the physical environment that could have an impact on humans.
- 5.7.3 — Give examples of how an improved technology has accelerated change in the physical environment.
- 5.8.3 — Explain the role of technology in the human modification of the physical environment.

Where Are the Frogs?**Grades 6–8****Language Arts**

- 11.7.2 — Locate and use primary and secondary sources to investigate a research question.

Science

- 2.8.3 — Use models or drawings to explain how atoms may join together to form molecules or large groups of molecules.
- 2.8.4 — Explain that all atoms are made up of protons, neutrons, and electrons.
- 4.8.2 — Investigate and describe how the rate of a chemical reaction can be influenced by variables such as temperature, **pH**, and light.
- 15.8.1 — Investigate and describe how living and non-living components of ecosystems interact in various ways.
- 16.8.4 — Investigate and describe how organisms alter their local environment through their use of natural resources.

AfterMath**Grades 6–8****Mathematics**

- 1.8.7 — Estimate in problem-solving situations and in practical applications; determine the reasonableness of the answer and verify the results.

Science

- 10.8.6 — Explain that earthquakes, landslides, volcanoes, and floods are geologic phenomena.
- 17.8.3 — Evaluate how changes in environments can be beneficial or harmful.

Geography

- 5.7.1 — Investigate changes in the physical environment that could have an impact on humans.
- 5.8.4 — Describe the patterns of change caused by human modification of the physical environments.

Back to the Future

Grades 6–8

Mathematics

- 2.6.2 — Identify, model, describe, and evaluate relationships using charts and tables, with and without technology.
- 5.8.1 — Organize, display, read, and analyze data, with and without technology, using a variety of displays including box and whisker plots.

Science

- 15.8.1 — Investigate and describe how living and non-living components of ecosystems interact in various ways.
- 20.8.2 — Use a model to predict change (e.g. stream table).

Geography

- 3.6.5 — Describe the changes take place in an ecosystem over time (e.g. due to plant succession, fire, pollution).

Grades 9–12

Mathematics

- 2.12.2 — Represent and solve problems using **discrete** structures including graphs and matrices, with and without technology.
- 5.12.1 — Use calculators and computers to create and manipulate tables, graphs, and matrices to communicate statistical information; use the shape of graphs of normal distributions to compare and analyze information.

Science

- 15.12.2 — Investigate and describe how ecosystems change or remain the same in response to different kinds of influences.

Geography

- 3.12.5 — Propose solutions to environmental problems using the concept of ecosystems.

The CEO

Grades 9–12

Geography

- 2.12.1 — Determine how relationships between humans and the physical environment lead to the development of and connections among places and regions.
- 3.12.3 — Analyze the effects of physical and human forces on interdependence within ecosystems.
- 3.12.5 — Propose solutions to environmental problems using the concept of ecosystems.
- 5.12.7 — Develop policies for the use and management of Earth’s resources that consider the various interests involved.

Language Arts

- 5.12.3 — Write **reflective texts** that draw comparisons between specific incidents and broader themes.

Dust Bowls and Failed Levees**Grades 9–12****Language Arts**

- 3.12.1 — Analyze characters, plots, setting, themes, and points of view in any given piece of literature.
- 5.12.3 — Write **reflective texts** that draw comparisons between specific incidents and broader themes.
- 5.12.4 — Write responses to literature that analyze and critique the use of imagery, language, themes, stylistic devices, and tone.
- 6.12.4 — Revise writing to improve word choice, organization, and point of view, using given criteria such as rubrics or feedback from others.

Every Drop Counts**Grades 3–5****Language Arts**

- 11.5.2 — Select information from multiple resources to answer questions.

Science

- 21.3.2 — Record observations of investigations over time in a notebook or journal.

Grades 6–8**Language Arts**

- 11.7.2 — Locate and use primary and secondary sources to investigate a research question.

Science

- 19.8.2 — Give examples of human activities with their associated benefits, costs and risks.
- 21.5.1 — Keep records of investigations and observations, without changing those records later.
- 23.5.4 — Recognize the appropriate unit for a particular measurement (e.g. meters for length, seconds for time, and kilograms for mass) (aligns with grade 3 math standard).

A Grave Mistake**Grades 6–8****Geography**

- 2.6.6 — Describe the impacts that changes in your community or state have had on its environment or population.
- 4.7.2 — Describe changes that will occur in a place due to human settlement.

Mathematics

- 5.6.1 — Interpret data using various formats including circle graphs.
- 6.5 — Verify, interpret, and evaluate results with respect to the original problem situation, determining an efficient **strategy** for the given situation.

Science

- 17.5.3 — Explain that changes in environments can be natural events or influenced by human activities.

- 17.8.4 — Investigate and describe how actions, which might affect Nevada’s environment, can be evaluated in terms of trade-offs that may have regional, national, or global effects.
- 18.8.6 — Explain that scientific knowledge is revised through a process of incorporating new evidence gained through continual investigation.

Grades 8-12

Health

- 1.8.8 — Identify personal actions that contribute to the deterioration of the environment.
- 1.12.8 — Analyze how the environment influences the health of the community.

Humpty Dumpty

Grades 4–7

Geography

- 5.4.3 — Locate several places whose physical environment has been altered by the same technology (e.g. clear-cutting of timber, mining, manufacturing).
- 5.4.6 — Identify various natural resources found in their state or region.
- 6.4.4 — Choose an environmental problem that affects their community and develop possible solutions.
- 5.5.1 — Describe ways in which changes in the physical environment affect humans.
- 5.6.1 — Use maps or photographs to document changes in the physical environment.
- 5.6.4 — Explore the impact of human modification of the physical environment on the people who live there.
- 5.7.1 — Investigate changes in the physical environment that could have an impact on humans.
- 5.7.4 — Identify patterns in the physical environment caused by human activity.

Science

- 6.3.1 — Investigate and describe how plants and animals have life cycles and require food, water, air, and space.
- 7.4.1 — Investigate and describe the behavior of individual organisms when influenced by internal cues (e.g. hunger) and by external cues (e.g. environment).
- 15.4.2 — Investigate and describe the variables that affect the survival of organisms within an ecosystem.
- 17.4.2 — Observe, investigate, and describe how some environmental changes occur quickly and some occur slowly.
- 17.5.3 — Explain that changes in environments can be natural events or influenced by human activities.

Grades 8–12

Geography

- 5.8.4 — Describe the patterns of change caused by human modification of the physical environments.
- 5.8.5 — Describe how humans prepare for and react to natural hazards.
- 5.8.7 — Select a resource and evaluate different viewpoints regarding its use.

- 5.12.1 — Compare and contrast how changes in the physical environment can increase or diminish its capacity to support human activity.
- 5.12.2 — Evaluate strategies to respond to constraints placed on human systems by the physical environment.
- 5.12.3 — Describe the ways in which technology has affected the human capacity to modify the physical environment and evaluate the possible regional or global impact.
- 5.12.4 — Develop possible responses to changes caused by human modification of the physical environment.

Science

- 10.8.2 — Investigate and describe how the combination of constructive and destructive forces result in the formation of landforms.
- 15.12.2 — Investigate and describe how ecosystems change or remain the same in response to different kinds of influences.
- 16.12.4 — Analyze and describe the limitations of the Earth's ability to respond to stresses produced by human or natural activities.
- 17.8.3 — Evaluate how changes in environments can be beneficial or harmful.
- 17.8.4 — Investigate and describe how actions, which might affect Nevada's environment, can be evaluated in terms of trade-offs that may have regional, national, or global effects.
- 19.8.2 — Give examples of human activities with their associated benefits, costs and risks.
- 19.8.3 — Analyze and describe a system for efficiency, optimal function, and possible sources of malfunction.

Macroinvertebrate Mayhem

Grades 3–5

Geography

- 3.4.3 — Generate examples of various ecosystems found in the U.S.
- 5.3.4 — Compare different ways in which people alter the physical environment.

Mathematics

- 5.4.1 — Collect, organize, display, describe, and interpret simple data using number lines, pictographs, bar graphs, and frequency tables.

Science

- 6.3.1 — Investigate and describe how plants and animals have life cycles and require food, water, air, and space.
- 6.4.2 — Investigate, compare, and contrast identifiable structures of plants and animals.
- 6.5.1 — Investigate, compare, and contrast the different life cycles of different living things.
- 6.5.2 — Investigate, compare, and contrast the different structures of organisms that serve different functions for growth, reproduction, and survival.
- 7.4.1 — Investigate and describe the behavior of individual organisms when influenced by internal cues (e.g. hunger) and by external cues (e.g. environment).
- 7.5.3 — Investigate and describe how some environmental conditions are more favorable than others to living things.
- 9.3.2 — Explain how particular features of plants and animals help them live in different kinds of places.
- 15.4.2 — Investigate and describe the variables that affect the survival of organisms within an ecosystem.

- 15.5.2 — Investigate and describe how, for any particular environment, some kinds of plants and animals survive well, some survive less well, and some cannot survive at all.

Grades 7–12

Geography

- 5.7.1 — Investigate changes in the physical environment that could have an impact on humans.
- 5.7.4 — Identify patterns in the physical environment caused by human activity.
- 5.8.4 — Describe the patterns of change caused by human modification of the physical environments.

Science

- 15.8.2 — Characterize organisms in any ecosystems by their function.
- 17.5.3 — Explain that changes in environments can be natural events or influenced by human activities.
- 17.8.3 — Evaluate how changes in environments can be beneficial or harmful.

Money Down the Drain

Grades 3–5

Mathematics

- 1.5.2 — Generate and solve addition, subtraction, multiplication, and division problems using whole numbers in practical situations.
- 3.3.3 — Estimate and use measuring devices with standard and non-standard units to measure length, surface area, liquid volume, capacity, temperature, and weight, communicating the concepts of more, less, and equivalent.
- 3.4.2 — Measure and compare length in inches, feet, yards, and miles to the nearest $\frac{1}{2}$, $\frac{1}{4}$; measure and compare lengths in metric units (millimeter, centimeter, meter, kilometer; **convert** within each system.
- 5.4.1 — Collect, organize, display, describe, and interpret simple data using number lines, pictographs, bar graphs, and frequency tables.
- 6.13 — Use technology, including calculators, to solve problems and verify solutions.
- 7.7 — Use physical materials, models, pictures, or writing to represent and communicate mathematical ideas.
- 7.16 — Express mathematical ideas and use them to define, compare, and solve problems orally and in writing.
- 9.3 — Use models to explain the relationship of concepts to procedures.

Science

- 16.4.2 — Investigate and describe resources which can be used and reused or renewed.
- 16.5.2 — Investigate and describe how technology can be used to extend resources (e.g. recycling).
- 16.5.4 — Explain that humans tend to use resources to meet more than their minimal needs for food, shelter and warmth.
- 17.5.1 — Investigate and describe how consumptive patterns of people vary in different places.

- 18.4.2 — Identify the components of scientific investigation (e.g. observing, collecting data, classifying).
- 18.5.2 — Develop explanations using observations (evidence) from investigations.
- 18.5.4 — Recognize and explain that science is an activity done by more than one person working together.
- 18.5.6 — Explain that science is an ongoing process of investigation (inquiry).
- 21.4.1 — Conduct fair tests to make observations.
- 21.5.2 — Make careful observations and test things more than once.
- 24.5.6 — Manipulate objects and observe events in an experiment.

Grades 6–8

Mathematics

- 1.7.1 — Read, write, and compute ratios and proportions; read, write, add, subtract, multiply, and divide positive and negative numbers.
- 1.7.2 — Apply positive and negative numbers, ratios, and proportions to solve mathematical and practical problems.
- 3.6.1 — Estimate and convert, units of measure for length, weight, and capacity, within the same measurement system (customary or metric).
- 3.6.5 — Use ratios to describe and compare relationships between various objects.
- 3.8.5 — Apply ratios and proportions to calculate rates and as a method of **indirect measure** (e.g. miles per hour, cost per unit).
- 5.6.6 — Analyze data in a variety of formats to draw conclusions and make predictions.

Science

- 16.8.2 — Explain how some natural resources are limited in their abundance and/or accessible location (e.g. water in the desert).
- 16.8.5 — Describe how unintended consequences of technologies can cause resource depletion and environmental degradation, but technology can also increase resource availability, mitigate environmental degradation, and make new resources economical.
- 21.8.1 — Explain why it is important to keep honest, clear, and accurate records.
- 22.8.2 — Organize information in tables and graphs and describe the relationships they reveal.

The Price Is Right

Grades 9–12

Mathematics

- 1.8.7 — Estimate in problem-solving situations and in practical applications; determine the reasonableness of the answer and verify the results.
- 1.12.3 — Apply the properties and theories of the real number system to everyday situations.

Economics

- 1.8.3 — Identify the additional **benefits** and the additional **costs** that result from choosing a little more or a little less.
- 3.8.2 — Explain how **supply** and **demand** function to determine **market prices**.
- 5.8.1 — Illustrate how prices stated in **money** terms help people compare the value of products.

- 6.12.1 — Compare the benefits and costs of allocating **resources** through markets or government.
- 8.12.1 — Explain why government provides **public goods** rather than allowing the market to provide them.

The Pucker Effect

Grades 8-12

Science

- 2.8.1 — Use simple models to explain observed properties of matter (e.g. use a particle model to account for the states of matter).
- 2.8.6 — Explain that various elements combine in a multitude of ways to produce all known living and non-living substances.
- 15.8.1 — Investigate and describe how living and non-living components of ecosystems interact in various ways.
- 16.8.5 — Describe how unintended consequences of technologies can cause resource depletion and environmental degradation, but technology can also increase resource availability, mitigate environmental degradation, and make new resources economical.
- 17.8.3 — Evaluate how changes in environments can be beneficial or harmful.
- 18.8.1 — Explain that scientific investigations involve the use of logic, respect for the rules of evidence, openness to criticism, and public reporting of methods and procedures.
- 21.8.1 — Explain why it is important to keep honest, clear, and accurate records.
- 21.8.2 — Explain that hypotheses are valuable even if they turn out to be incorrect, if they lead to fruitful investigations.

- 15.12.2 — Investigate and describe how ecosystems change or remain the same in response to different kinds of influences.
- 16.12.4 — Analyze and describe the limitations of the Earth's ability to respond to stresses produced by human or natural activities.
- 16.12.5 — Analyze and evaluate the effects that increases in human populations can cause (e.g. resource depletion and environmental degradation).
- 17.12.1 — Analyze and evaluate how consumption patterns, conservation efforts, and cultural or social practices in countries have varying environmental impacts.
- 17.12.3 — Explain that there is scientific uncertainty regarding many environmental issues.
- 18.12.2 — Investigate and explain how research emphasis is influenced by economic and public policy.

Health

- 1.8.8 — Identify personal actions that contribute to the deterioration of the environment.
- 4.8.2 — Evaluate the impact of technology on health and disease prevention.
- 1.12.8 — Analyze how the environment influences the health of the community.

Reaching Your Limits**Grades 3–5****Mathematics**

- 3.3.2 — Select and use appropriate units of measurement; measure to a required degree of accuracy, and record results.
- 3.4.2 — Measure and compare length in inches, feet, yards, and miles to the nearest $\frac{1}{2}$, $\frac{1}{4}$); measure and compare lengths in metric units (millimeter, centimeter, meter, kilometer; convert within each system.
- 3.3.3 — Estimate and use measuring devices with standard and non-standard units to measure length, surface area, liquid volume, capacity, temperature, and weight, communicating the concepts of more, less, and equivalent.
- 3.5.3 — Estimate measures of length, volume, capacity, quantity, and weight, communicating degree of accuracy needed and when a more precise measure is required.

Science

- 2.4.1 — Investigate and describe properties of materials when they are combined (mixtures).
- 15.4.2 — Investigate and describe the variables that affect the survival of organisms within an ecosystem.
- 18.4.2 — Identify the components of scientific investigation (e.g. observing, collecting data, classifying).
- 18.4.5 — Explain that measuring instruments can be used to gather information for making scientific comparisons of objects and events for designing and constructing things that will work properly.
- 2.5.2 — Describe and classify matter in terms of elements, compounds, and mixtures.
- 7.5.2 — Investigate and describe how some environmental conditions are more favorable than others to living things.
- 9.5.2 — Investigate and describe how environmental changes allow some plants and animals to survive and reproduce, but others may die.
- 18.5.2 — Develop explanations using observations (evidence) from investigations.
- 23.5.4 — Recognize the appropriate unit for a particular measurement (e.g. meters for length, seconds for time, and kilograms for mass).

Geography

- 5.4.3 — Locate several places whose physical environment has been altered by the same technology (e.g. clear-cutting of timber, mining, manufacturing).
- 5.4.4 — Use maps or photographs to document human modification of the physical environment.
- 5.4.7 — List examples of how people use and manage natural resources within the state.

Grades 6–8**Mathematics**

- 3.7.5 — Write, solve, and apply proportions.
- 3.8.3 — Select and apply appropriate formulas to solve problems; identify the relationship between changes in area and volume and changes in linear measures of figures.

Science

- 18.8.2 — Explain that scientific inquiry done in a school setting is similar to what scientists do.

- 7.8.4 — Explain how various viruses, bacteria, fungi, and parasites may infect the human body and interfere with normal body functions.
- 23.8.1 — Explain that quantities can vary in proportion to one another. (e.g. the ratio of mass to volume in the calculation of density).
- 23.8.4 — Select and use the appropriate SI unit for a particular measurement (e.g. meters for length, seconds for time, and kilograms for mass).

Sparkling Water

Grades 6–8

Science

- 2.8.2 — Separate substances based on their physical and chemical properties (e.g. color, solubility, chemical reactivity, melting point, boiling point).
- 16.8.2 — Explain how some natural resources are limited in their abundance and/or accessible location (e.g. water in the desert).
- 16.8.5 — Describe how unintended consequences of technologies can cause resource depletion and environmental degradation, but technology can also increase resource availability, mitigate environmental degradation, and make new resources economical.
- 17.8.1 — Analyze different conservation options for Nevada’s resources.
- 19.6.3 — Investigate and describe the components of systems (including processes or parts).
- 19.7.3 — Identify and describe how the parts of a system relate to one another and/or to other systems.
- 19.8.3 — Analyze and describe a system for efficiency, optimal function, and possible sources of malfunction.
- 20.8.3 — Identify and illustrate natural cycles within systems (e.g. water, planetary motion, climate, geological changes).

Health

- 1.8.7 — Identify laws and regulations made to protect the health of the community.
- 1.8.8 — Identify personal actions that contribute to the deterioration of the environment.
- 2.8.1 — Differentiate health concerns as personal responsibility or professional responsibility.
- 2.8.2 — Identify characteristics of scientifically valid health information.

Grade 12

Science

- 16.12.1 — Evaluate the consequences of changing patterns of resources use.
- 16.12.4 — Analyze and describe the limitations of the Earth’s ability to respond to stresses produced by human or natural activities.
- 17.12.1 — Analyze and evaluate how consumption patterns, conservation efforts, and cultural or social practices in countries have varying environmental impacts.

Health

- 1.12.8 — Analyze how the environment influences the health of the community.
- 2.12.1 — Analyze health promotion and disease prevention efforts.

Super Bowl Surge

Grades 3–6

Science

- 16.5.2 — Investigate and describe how technology can be used to extend resources.
- 16.5.4 — Explain that humans tend to use resources to meet more than their minimal needs for food, shelter and warmth.
- 20.3.1 — Compare a model with what it represents (e.g. a model of the Earth to the Earth itself).
- 20.5.3 — Describe and compare the components and interrelationships of a simple system (e.g. trace the flow of water through an aquarium, a filter, and a pump).
- 22.3.3 — Cooperate and contribute ideas within a group.

Geography

- 1.5.2 — Demonstrate an understanding that people may respond to the same incentive in different ways because they may have different preferences.
- 2.5.4 — Identify the effects of the use of technology in the community.
- 5.6.4 — Explore the impact of human modification of the physical environment on the people who live there.

Grade 8

Science

- 7.8.4 — Explain how various viruses, bacteria, fungi, and parasites may infect the human body and interfere with normal body functions.
- 15.8.1 — Investigate and describe how living and non-living components of ecosystems interact in various ways.
- 16.8.2 — Explain how some natural resources are limited in their abundance and/or accessible location (e.g. water in the desert).
- 16.8.5 — Describe how unintended consequences of technologies can cause resource depletion and environmental degradation, but technology can also increase resource availability, mitigate environmental degradation, and make new resources economical.
- 17.8.1 — Analyze different conservation options for Nevada’s resources.
- 17.8.4 — Investigate and describe how actions, which might affect Nevada’s environment, can be evaluated in terms of trade-offs that may have regional, national, or global effects.
- 19.8.3 — Analyze and describe a system for efficiency, optimal function, and possible sources of malfunction.

Civics

- 4.8.6 — Provide examples of contemporary public issues that may require public solutions.

Health

- 4.8.2 — Evaluate the impact of technology on health and disease prevention.
- 7.8.1 — Identify and research a community health issue and develop a plan of action.

Grade 12

Science

- 15.12.1 — Investigate and describe how changes in an ecosystem can affect bio-diversity and bio-diversity contributes to an ecosystem's stability.
- 15.12.2 — Investigate and describe how ecosystems change or remain the same in response to different kinds of influences.
- 16.12.2 — Investigate and describe the various processes involved in obtaining, using, and recycling materials such as wood products, minerals, food, and manufactured objects.
- 16.12.4 — Analyze and describe the limitations of the Earth's ability to respond to stresses produced by human or natural activities.
- 16.12.5 — Analyze and evaluate the effects that increases in human populations can cause (e.g. resource depletion and environmental degradation).
- 17.12.1 — Analyze and evaluate how consumption patterns, conservation efforts, and cultural or social practices in countries have varying environmental impacts.
- 17.12.4 — Evaluate and describe actions which affect the global environment in terms of trade-offs that may have effects on local environments or economics.
- 18.12.5 — Explain that technological problems create a demand for new scientific knowledge and new technologies which make it possible for scientists to extend their research in new ways or to undertake entirely new lines of research.

Economics

- 1.12.2 — Recognizing that people act out of self-interest, predict how a change in the economic environment will affect the **choices** made by consumers, producers, and savers.

Geography

- 3.12.5 — Propose solutions to environmental problems using the concept of ecosystems.
- 5.12.2 — Evaluate strategies to respond to constraints placed on human systems by the physical environment.
- 5.12.6 — Identify major conflicts in social, political, and economic life and analyze the role of compromise in the resolution of these issues.

Health

- 1.12.8 — Analyze how the environment influences the health of the community.
- 4.12.1 — Evaluate cultural similarities and differences and effects on health
- 4.12.2 — Explore how technology is used to enhance health.

Wet Work Shuffle

Grades 3–5

Science

- 16.5.2 — Investigate and describe how technology can be used to extend resources (e.g. recycling).
- 17.5.3 — Explain that changes in environments can be natural events or influenced by human activities.

Health

- 1.5.7 — Identify programs designed to promote community health.

- 1.5.8 — Explain the relationship of the environment to positive health behaviors and the prevention of injury, illness, disease, and premature death.

Grades 6–8

Science

- 13.8.5 — Investigate and describe some changes that are reversible and others that are not.
16.8.2 — Explain how some natural resources are limited in their abundance and/or accessible location (e.g. water in the desert).
16.8.3 — Investigate and describe the location and distribution of various natural resources.

Health

- 4.8.2 — Evaluate the impact of technology on health and disease prevention.

Choices and Preferences, Water Index

Grades 6–8

Mathematics

- 2.6.2 — Identify, model, describe, and evaluate relationships using charts and tables, with and without technology.
2.7.1 — Use and create coordinate graphs (i.e., linear, geometric, and exponential) to represent and/or interpret patterns and relationships, with and without calculators.
5.8.1 — Organize, display, read, and analyze data, with and without technology, using a variety of displays including box and whisker plots.

Cold Cash in the Icebox

Grades K–2

Mathematics

- 5.1.1 — Collect, organize, and describe data.

Science

- 3.1.2 — Observe and describe materials in different states (i.e. solids and liquids).
3.2.2 — Investigate and describe how objects can change state (e.g. melting ice cube).
12.2.1 — Investigate and describe how changes happen to many things (e.g. weather).
21.1.1 — Make observations and give descriptions.
21.2.2 — Record observations of investigations over time in a notebook or journal.

Grades 3–5

Mathematics

- 3.3.2 — Select and use appropriate units of measurement; measure to a required degree of accuracy, and record results.

Science

- 3.3.2 — Investigate and describe how solid ice can melt and liquid water will disappear if allowed to stand in an open container.
13.3.3 — Investigate and describe how water can be a liquid or a solid and can go back and forth from one form to the other.

- 18.3.2 — Explain that accurate descriptions in science are important because they enable people to compare their observations with those of others.
- 18.4.4 — Exchange scientific observations and ideas.
- 18.4.5 — Explain that measuring instruments can be used to gather information for making scientific comparisons of objects and events for designing and constructing things that will work properly.
- 21.4.1 — Conduct fair tests to make observations.
- 18.5.2 — Develop explanations using observations (evidence) from investigations.
- 21.5.3 — Offer reasons for findings and consider the reasons suggested by others.

Grades 6–8

Science

- 18.8.6 — Explain that scientific knowledge is revised through a process of incorporating new evidence gained through continual investigation.
- 20.8.4 — Analyze data from two groups, comparing both their middles and ranges.
- 21.8.2 — Explain that hypotheses are valuable even if they turn out to be incorrect, if they lead to fruitful investigations.

Dilemma Derby

Grades 6–8

Science

- 17.8.1 — Analyze different conservation options for Nevada’s resources.
- 17.8.4 — Investigate and describe how actions which might affect Nevada’s environment can be evaluated in terms of trade-offs that may have regional, national, or global effects.
- 19.8.2 — Give examples of human activities with their associated benefits, costs and risks.

Economics

- 1.8.1 — Use the concept of **opportunity cost** to evaluate the tradeoffs when **choices** occur.

Grades 9–12

Economics

- 1.12.1 — Explain why **choices** and their **costs** may differ across individuals and societies.

Easy Street

Grades 6–8

Mathematics

- 1.6.1 — Read, write, add, subtract, multiply, and divide using decimals, fractions, and percents.
- 8.7 — Recognize and apply deductive and inductive reasoning in both concrete and abstract contexts.
- 9.8 — Identify, explain, and use mathematics in everyday life.

Geography

- 2.6.3 — Discuss how the same issue is perceived by different cultural groups.
- 5.7.2 — Explain a specific constraint on a physical environment that impacts human activity.
- 5.8.7 — Select a resource and evaluate different viewpoints regarding its use.

Science

- 16.8.5 — Describe how unintended consequences of technologies can cause resource depletion and environmental degradation, but technology can also increase resource availability, mitigate environmental degradation, and make new resources economical.
- 17.8.1 — Analyze different conservation options for Nevada’s resources.

Hot Water

Grades 9–12

English Language Arts

- 4.12.4 — Critique the power, logic, reasonableness, and audience appeal of arguments advanced in texts.
- 8.12.1 — Summarize and evaluate communications that inform, persuade, and entertain.
- 8.12.2 — Create and apply criteria for evaluating content and delivery of oral and multi-media presentations.
- 9.12.2 — Make formal oral or multi-media presentations, using vocabulary and public speaking techniques appropriate to audience and purpose.
- 10.12.4 — Justify a position using logic and refuting opposing viewpoints.

Pass the Jug

Grades 6–8

Geography

- 2.6.6 — Describe the impact that changes in your community or state have had on its environment or population.
- 5.7.2 — Explain a specific constraint on a physical environment that impacts human activity.
- 5.8.7 — Select a resource and evaluate different viewpoints regarding its use.

Perspectives

Grades 9–12

Economics

- 8.12.5 — Explain why it is possible that a government decision may impose costs on many, but only benefit a few.

Civics

- 1.12.4 — Analyze the role of **citizen** participation in U.S. civic life.
- 4.12.3 — Evaluate the significance of **interest groups** in the political process of a democratic society.
- 5.12.6 — Identify major conflicts in social, political, and economic life and analyze the role of compromise in the resolution of these issues.

Water: Read All About It!

Grades 6–8

English Language Arts

- 6.8.1 — Generate ideas for writing by using a variety of strategies such as interviewing; discussing with peers; or responding to literature, film, art, and other media.
- 6.8.3 — Write coherent compositions with a controlling impression or **thesis statement**.
- 6.7.6 — Produce writing with a voice that addresses an intended audience and purpose.
- 7.8.2 — Use varied sentence structure, including complex sentences, to reinforce the presentation of a personal writing style.
- 9.8.1 — Use specific and varied vocabulary and apply standard English to communicate ideas.
- 11.8.3 — Document research sources using a given format.

Grades 9–12

English Language Arts

- 6.12.1 — Generate ideas for writing by selecting appropriate pre-writing strategies with attention to audience, purpose, and personal style.
- 6.12.3 — Write compositions that present complex ideas in a sustained and compelling manner.
- 6.12.4 — Revise writing to improve word choice, organization, and point of view, using given criteria such as rubrics or feedback from others.
- 9.12.1 — Use specific and varied vocabulary and apply standard English to communicate ideas.
- 11.12.3 — Cite sources of information using a standard method of documentation.

Water Bill of Rights

Grades 6–8

Civics

- 1.8.4 — Explain **popular sovereignty** and the need for **citizen** involvement at all levels of U.S. government.
- 1.8.5 — Describe how the U.S. Constitution serves as a device for preserving national principles and as a vehicle for change, including knowledge of the formal process of amending the U.S. Constitution.
- 4.8.6 — Provide examples of contemporary public issues that may require public solutions.
- 5.8.4 — Explain the necessity of the Bill of Rights for a democratic society.

Grades 9–12

Civics

- 1.12.4 — Analyze the role of **citizen** participation in U.S. civic life.
- 1.12.5 — Identify and explain changes in the interpretation and application of the U.S. Constitution.
- 4.12.6 — Describe the process by which public policy is formed and carried out.
- 5.12.1 — Examine the rights of citizens and how these rights may be restricted.
- 5.12.4 — Describe the development of the Bill of Rights and provide a contemporary application.

Water Concentration

Grades 3–5

Science

18.5.3 — Describe key scientists, classical experiments in science, and technological inventions that lead to a better understanding of the impact of science on society.

Geography

2.5.4 — Identify the effects of the use of technology in the community.

Grades 6–8

Science

16.8.5 — Describe how unintended consequences of technologies can cause resource depletion and environmental degradation, but technology can also increase resource availability, mitigate environmental degradation, and make new resources economical.

Geography

2.8.4 — Describe ways in which technology affects how cultural groups use places and regions.

Water Court

Grades 9–12

Civics

- 1.12.4 — Analyze the role of **citizen** participation in U.S. civic life.
- 2.12.6 — Explain the importance of the **jury** process in a democratic society.
- 5.12.2 — Examine the responsibilities of U.S. citizens.
- 5.12.6 — Identify major conflicts in social, political, and economic life and analyze the role of **compromise** in the resolution of these issues.

Water Crossings

Grades 3–5

Geography

- 4.4.2 — List reasons why people move to or from a particular place.
- 4.5.3 — List examples of historical movements of people, goods, and ideas.
- 5.5.2 — Discuss the constraints physical environments place on human activities.
- 6.4.1 — Describe the physical setting of an historical event.
- 6.5.1 — Describe how people and places have influenced events in the past.

Grades 6–8

Geography

- 2.7.5 — Locate and define boundaries of an historic movement.
- 4.6.3 — Discuss changes in the historical movement of people and goods.
- 4.7.4 — Compare the patterns of migration and settlement within the United States.
- 5.6.2 — Describe a specific opportunity provided by a particular physical environment.
- 6.6.1 — Identify **resources** that have played a role in historical events or movements.

Grades 9–12

Geography

- 4.12.3 — Analyze how history has been affected by the movement of people, goods, and ideas.
- 4.12.4 — Compare the characteristics and patterns of migration and settlement in developing and developed countries.
- 5.12.2 — Evaluate strategies to respond to constraints placed on human systems by the physical environment.
- 6.12.1 — Analyze the ways in which physical features and human characteristics of places and regions have influenced the evolution of significant historical events.

What's Happening?

Grades K–2

English Language Arts

- 10.2.2 — Ask and answer questions to gather and provide information.

Science

- 21.K.1 — Ask questions about the world.
- 22.1.3 — Respect ideas and contributions of others.

Grades 3–5

English Language Arts

- 5.5.1 — Write informative papers that develop a clear topic with appropriate facts, details, and examples from a variety of sources.
- 10.4.2 — Ask and answer questions with relevant details to clarify ideas.
- 10.5.2 — Ask and answer questions to clarify or extend ideas.
- 11.3.5 — Present research findings for different purposes and audiences.

Science

- 24.3.4 — Keep a record of observations and measurements taken over time.
- 21.5.1 — Keep records of investigations and observations, without changing those records later.

Grades 6–8

English Language Arts

- 2.6.4 — Summarize information from several sources.
- 4.7.3 — **Paraphrase** and **synthesize** information from several sources to demonstrate comprehension.
- 8.8.1 — Identify and paraphrase a speaker's main ideas and supporting evidence to draw meaning from and ask relevant questions about content and purpose of oral presentations.
- 11.8.4 — Record information using a variety of note-taking and organizational strategies.

Science

- 19.6.4 — Distinguish between fact and opinion when responding to information.

24.8.4 — Keep an organized record of scientific investigations.

Whose Problem Is It?

Grades 6–8

Science

- 17.8.4 — Investigate and describe how actions, which might affect Nevada’s environment, can be evaluated in terms of trade-offs that may have regional, national, or global effects.
- 19.8.2 — Give examples of human activities with their associated benefits, costs and risks.
- 19.8.4 — Critically evaluate information to distinguish between fact and opinion when responding to information.

Geography

- 5.7.3 — Give examples of how an improved technology has accelerated change in the physical environment.
- 5.8.1 — Describe and predict the regional or global impact of changes in the physical environment.
- 5.8.4 — Describe the patterns of change caused by human modification of the physical environments.
- 5.8.7 — Select a resource and evaluate different viewpoints regarding its use.

Grades 9–12

Science

- 17.12.2 — Investigate and describe how human actions may impact the dynamic equilibrium of global systems (e.g. global warming, ozone depletion).
- 20.12.2 — Use models to identify and predict cause-effect relationships (e.g. effect of temperature on gas volume, effect of carbon dioxide level on the greenhouse effect).

Geography

- 3.12.5 — Propose solutions to environmental problems using the concept of ecosystems.
- 5.12.3 — Describe the ways in which technology has affected the human capacity to modify the physical environment and evaluate the possible regional or global impact.

Raining Cats and Dogs

Grades 3–5

English Language Arts

- 3.5.5 — Locate and interpret figurative language, including **simile**, metaphor, and **personification** in text.
- 8.4.3 — Recognize that language and dialect usage vary in different contexts, regions, and cultures.
- 8.5.1 — Interpret a speaker’s verbal and non-verbal messages, purposes, and viewpoint; distinguish fact from opinion.

Grades 6-8

English Language Arts

- 1.8.5 — Analyze **idioms**, analogies, metaphors, and similes to infer literal and figurative meaning.

- 3.7.5 — Interpret examples of imagery and explain their sensory impact.
- 8.7.1 — Interpret a speaker's verbal and non-verbal messages and identify the main ideas.

The Rainstick

Grades 3–5

Visual Arts

- 4.3.2 — Identify works of art as belonging to particular cultures, times, or places.
- 4.5.3 — Create works of art that demonstrate historical and cultural influence.

Water Celebration

Grades 3–5

Physical Education

- 3.3.5 — Perform folk, and/or social dances from various cultures.

Music

- 9.5.1 — Identify by style aural examples from various historical periods, American musical history, and world cultures.

Grades 6–8

Music

- 6.8.2 — Describe the uses of the elements of music in aural examples representing diverse genres and cultures.

wAteR in moTion

Grades 3-5

Science

- 13.4.3 — Investigate and describe the forms and uses of water.
- 16.5.4 — Explain that humans tend to use resources to meet more than their minimal needs for food, shelter and warmth.

Music

- 9.3.2 — Identify various uses for music in daily experience.

Visual Arts

- 2.5.3. — Explain how visual characteristics, purposes, and/or functions of art may cause different responses.

Water Messages in Stone

Grades 3–5

Visual Arts

- 1.5.2 — Examine how different media, techniques, and processes cause different responses (e.g. Look at **two-dimensional** vs. **three-dimensional** works of art).
- 1.5.3 — Create artworks using various media, techniques, and processes to communicate ideas.

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- 2.5.1 — Describe various **visual characteristics** of art (e.g. **sensory, formal, technical, and expressive**).
 - 3.5.2 — Produce a work of art that demonstrates the ability to convey meaning by integrating subject matter and symbols with ideas.
 - 5.3.3 — Discuss possible meanings of art.

Grades 6–8

Visual Arts

- 1.8.3 — Use and explain why various media, techniques, and processes are used to produce works of art that communicate ideas and experiences.
- 2.8.1 — **Analyze** and **evaluate** the effects of visual characteristics in works of art.
- 3.8.2 — Plan and produce works of art that use a range of subject matter, symbols, and ideas from varied times and places to communicate meaning.

Water Write

Grades K–2

English Language Arts

- 3.K.7 — Listen and respond to poetry and **prose**.
- 4.1.1 — Locate and use titles, pictures, charts, graphs, and names of author and illustrator to obtain information.
- 5.K.3 — Draw or write, with teacher assistance, stories about familiar experiences and events.

Grades 3–5

English Language Arts

- 3.3.4 — Identify and compare **themes** or messages in reading selections.
- 4.4.2 — Compare main ideas and important concepts of various texts.
- 5.3.3 — Write a narrative or story that moves through a logical sequence of events and includes details to develop the plot.
- 5.4.4 — Write responses to literary selections, using supporting details from the selection.

Grades 6–8

English Language Arts

- 2.6.4 — Summarize information from several sources.
- 5.8.3 — Write narratives or short stories that reveal the writer’s attitude toward the subject; relate a clear coherent incident, event, or situation with detail; and employ strategies such as relevant dialogue and physical description.
- 5.8.4 — Write responses to literary selections that demonstrate an understanding of the work, using supporting evidence from the texts and prior knowledge or experience.

Grades 9–12

English Language Arts

- 3.12.1 — Analyze characters, plots, setting, themes, and points of view in any given piece of literature.
- 5.12.3 — Write **reflective texts** that draw comparisons between specific incidents and broader themes.

Wish Book

Grades 3–5

Geography

- 2.4.3 — Describe the characteristics of another culture from their own perspective.
- 4.3.5 — Locate sources of goods and services found in the community.

Grades 6–8

Geography

- 2.7.4 — Describe the impact of the Industrial Revolution on different regions within the U.S.
- 4.8.7 — Compare the elements of economic development and quality of life between developing and developed countries.