Montezuma Castle and Tuzigoot National Monuments Educator's Guide and the Arizona State Standards

The following table identifies, by grade level, the Arizona State Standards addressed by each activity. This table is to be used as a guide in assisting educators in planning both field trips to the monuments and classroom exercises that can be completed before and after a site visit. For more information on visiting Montezuma Castle or Tuzigoot National Monuments with your class, please visit the "For Teachers" section of our website (www.nps.gov/moca).

Grade Level	Standard #	<u>Standard</u>	Activity Title	Page #	<u>Notes</u>
		Retell personal events to show an			
		understanding of how history is the story of	Dig That Pad!		
Kindergarten	SS00-S1C1-01	events, people, and places in the past		19-22	Modify Questions
		Recognize that Native Americans are the	The Real Natural Food and		
Kindergarten	SS00-S1C2-01	original inhabitants of North America	Supply Market	35-38	Modify Questions
		Recognize that Native Americans are the	Agriculture		
Kindergarten	SS00-S1C2-01	original inhabitants of North America	Agriculture	39-41	Modify Questions
			Pithouse to Pueblo		
Kindergarten	R00-S3C1-02	Restate facts from listing to expository text.	ritilouse to ruebio	42-45	Read aloud
		Discuss differences between needs and	Let's Trade		
Kindergarten	SS00-S5C1-04	wants	Let's Hade	46-49	Modify Questions
			To Plant or Not to Plant		
Kindergarten	R00-S3C1-02	Restate facts from listing to expository text.		59-61	Read aloud
			Modern Cultures of the Verde		
Kindergarten	R00-S3C1-02	Restate facts from listing to expository text.	Valley	62-65	Read aloud
		Participate in guided investications in life,	Is It Limestone?		Teacher led
Kindergarten	SC00-S1C2-02	physical and Earth and space sciences	is it Lillestone:	87	demo
		Participate in guided investications in life,	Evaporates		Teacher led
Kindergarten	SC00-S1C2-02	physical and Earth and space sciences	Lvaporates	88	demo
		Identify that plants and animals need the			
		following to grow and survive: food, water,	Biological Diversity		
Kindergarten	SC00-S4C3-02	air, and space		92-94	Modify Questions

		Identify that plants and animals need the			
		following to grow and survive: food, water,	And Then There Were None		
Kindergarten	SC00-S4C3-02	air, and space		95-99	Modify Questions
		Participate in guided investications in life,	Organism Search		
Kindergarten	SC00-S1C2-02	physical and Earth and space sciences	organioni odaron	100-102	Modify Questions
		Identify that plants and animals need the			
		following to grow and survive: food, water,	Organism Search		
Kindergarten	SC00-S4C3-02	air, and space		100-102	Modify Questions
		Identify that plants and animals need the			
		following to grow and survive: food, water,	Space for a Niche		
Kindergarten	SC00-S4C3-02	air, and space		103-109	Modify Questions
			Space for a Niche		
Kindergarten	R00-S3C1-02	Restate facts from listing to expository text.	Space for a Niche	103-109	Modify Questions
		Identify some plants and animals that exist	Scenery Seen		
Kindergarten	SC00-S4C3-01	in the local environment	Scenery Seen	119	Modify Questions
		Identify some plants and animals that exist	Biological Diversity Hunt		
Kindergarten	SC00-S4C3-01	in the local environment		120-121	Modify Criterea
		Identify some plants and animals that exist	Scavange for Biological		
Kindergarten	SC00-S4C3-01	in the local environment	Diversity	122-127	Modify Criterea
		Identify some plants and animals that exist	Blue Ribbon Niche		
Kindergarten	SC00-S4C3-02	in the local environment	Blue Ribboli Niche	137-139	Modify Questions
Kindergarten	W00-S1C1-01	Generate ideas through class discussion	Aqua Worlds	150-152	Whole Class
		Identify rocks, soil and water as basic Earth	Forth Lovers		
Kindergarten	SC00-S6C1-01	materials	Earth Layers	158	Modify Questions
		Participate in guided investications in life,	Coil Comples		
Kindergarten	SC00-S1C2-02	physical and Earth and space sciences	Soil Samples	159	Whole Class
		Participate in guided investications in life,	Water Flow		
Kindergarten	SC00-S1C2-02	physical and Earth and space sciences	water Flow	160	Whole Class
		Participate in guided investications in life,	Motlende Activities		
Kindergarten	SC00-S1C2-02	physical and Earth and space sciences	Wetlands Activities	164	Modify Criterea
		Identify the basic properties of earth			
		materias (rocks, soil, water; natural or	Chain of Life		
Kindergarten	SC00-S4C3-02	manmade; resumable and recyclable)		165	Modify Questions
<u> </u>		Create narratives by drawing, dictating,	Have Animala Can Thair Mart		
Kindergarten	W00-S3C1-01	and/or emergent writing	How Animals See Their World	166	Modify Criterea
<u> </u>		Recognize that resources are renewable,	Oanaaming the Best o		,
Kindergarten	SS00-S4C5-02	recyclable and non-renewable	Conserving the Parks	171-175	Modify Questions

		Identify the location of signiciant geographic features from conent studied on a physical	Plotting Protected Places	
Kindergarten	SS00-S4C1-03	or political map	1 lotting 1 lottoted 1 ldocs	176-181 Whole Class
i minara gamaan				
Grade Level	Standard #	<u>Standard</u>	Activity Title	Page # Notes
		Use primary source materias (e.g. photos,	-	
		artifacts, maps) to study people and events	Dig That Pad	
First Grade	SS01-S1C1-03	from the past		19-22 Modify Questions
		December that the december west of Court is		
		Recognize that the development of farming	The Beel Network Free Land	
		allowed groups of people to settle in one	The Real Natural Food and	
		place and develop into cultures/civilizations (e.g., Ancestral Puebloans [Anasazi],	Supply Market	
First Grade	SS01-S1C2-01	Hohokam, Moundbuilders, Aztec, Mayan)		35-38 Modify Questions
riisi Giade	3301-3102-01	Horiokarri, Mouriubulluers, Aztec, Mayarri		33-38 Modify Questions
		Recognize that the development of farming		
		allowed groups of people to settle in one		
		place and develop into cultures/civilizations	Agriculture	
		(e.g., Ancestral Puebloans [Anasazi],		
First Grade	SS01-S1C2-01	Hohokam, Moundbuilders, Aztec, Mayan)		39-41 Modify Questions
		Answer questions (e.g., who, what, when,		
		where, why, how) about expository text,	Pithouse to Pueblo	
First Grade	R01-S3C1-02	heard or read		42-45 Read aloud
		Discuss the difference between basic needs	Let's Trade!	
First Grade	SS01-S5C1-01	and wants	Let's Hade:	46-49 Modify Questions
		Recognize that people need to make	Let's Trade!	
First Grade	SS01-S5C1-02	choices because of limited resources	2010 114401	46-49 Modify Questions
		Answer questions (e.g., who, what, when,		
	Do. / Oo O / Oo	where, why, how) about expository text,	To Plant or Not to Plant	
First Grade	R01-S3C1-02	heard or read		59-61 Read aloud
		Answer questions (e.g., who, what, when,	Modern Cultues of the Verde	
First Crade	D04 C2C4 02	where, why, how) about expository text, heard or read	Valley	62 65 Bood aloud
First Grade	R01-S3C1-02	Participate in guided investigations in ife,	<u> </u>	62-65 Read aloud
First Grade	SC01-S1C2-02	physical, and Earth and Space sciences	Is it Limestone?	87 Teacher led
i iisi Giaue	3001-3102-02	priysical, and Earth and Space sciences		or reacher led

		Participate in guided investigations in ife,	Evaporates		
First Grade	SC01-S1C2-02	physical, and Earth and Space sciences	Lvaporatoo	88	Teacher led
		Compare the habitats (e.g., desert, forest,			
		prarie, water, undergound) in w hich plants	Biological Diversity		
First Grade	SC01-S4C3-02	and animals live.		92-94	Modify Questions
		Describe how plants and animals within a	Biological Diversity		
First Grade	SC01-S4C3-03	habitat are dependent on each other	Biological Biversity	92-94	Modify Questions
		Compare the habitats (e.g., desert, forest,			
		prarie, water, undergound) in w hich plants	And Then There Were None		
First Grade	SC01-S4C3-02	and animals live.		95-99	Modify Questions
		Describe how plants and animals within a	And Then There Were None		
First Grade	SC01-S4C3-03	habitat are dependent on each other	7414 111611 111616 11616	95-99	Modify Questions
		Record data from guided investigations in			
		an organized and appropraite format (e.g.,	Organism Search		
First Grade	SC01-S1C2-04	lab book, log, notebook, chart paper).		100-102	Modify Questions
		Compare the habitats (e.g., desert, forest,			
		prarie, water, undergound) in w hich plants	Organism Search		
First Grade	SC01-S4C3-02	and animals live.		100-102	Modify Questions
		Describe how plants and animals within a	Organism Search		
First Grade	SC01-S4C3-03	habitat are dependent on each other	Organism Cearon	100-102	Modify Questions
		Compare the habitats (e.g., desert, forest,			
		prarie, water, undergound) in w hich plants	Space for a Niche		
First Grade	SC01-S4C3-03	and animals live.		103-109	Modify Questions
		Answer questions (e.g., who, what, when,			
		where, why, how) about expository text,	Space for a Niche		
First Grade	R01-S3C1-02	heard or read		103-109	Read aloud
		Identify some plants and animals that exist	Scenery Seen		
First Grade	SC01-S4C3-01	in the local enviornment	Occincity Occin	119	Modify Questions
		Identify some plants and animals that exist	Biological Diversity Hunt		
First Grade	SC01-S4C3-01	in the local enviornment		120-121	Modify Questions
		Identify some plants and animals that exist	Scavange for Biological		
First Grade	SC01-S4C3-01	in the local enviornment	Diversity	122-127	Modify Questions
		Describe how plants and animals within a	Blue Ribbon Niche		
First Grade	SC01-S4C3-03	habitat are dependent on each other	Dide Kibboli Nicile	137-139	Modify Questions
		Compare the habitats (e.g., desert, forest,			
		prarie, water, undergound) in w hich plants	The Edge of Home		
First Grade	SC01-S4C3-02	and animals live.		145-149	Modify Questions

		Generate ideas through prewriting activities	A succe NA/ a sel de		
		(e.g., brainstorming, webbing, drawing,	Aqua Worlds		
First Grade	W01-S1C1-01	writer's notebook, group discussion)		150-152	Modify Criterea
		Describe the following basic earth materials:	Forth Lovers		-
First Grade	SC01-S6C1-01	rocks, soil, water	Earth Layers	158	Modify Questions
		Participate in guided investigations in ife,	Soil Samples		
First Grade	SC01-S1C2-02	physical, and Earth and Space sciences	Son Samples	159	Teacher led
		Participate in guided investigations in ife,	Water Flow		
First Grade	SC01-S1C2-02	physical, and Earth and Space sciences	Water Flow	160	Teacher led
		Participate in guided investigations in ife,	Wetlands Activities		
First Grade	SC01-S1C2-02	physical, and Earth and Space sciences	Wellands Activities	164	Modify Questions
		Describe how plants and animals within a	Chain of Life		
First Grade	SC01-S4C3-03	habitat are dependent on each other	Chain of Life	165	Modify Questions
		Write a narrative that includes: a) a main			
		idea based on real or imaged events, b)	How Animals See Their World		
First Grade	W01-S3C1-01	character(s) c) a sequence of events		166	With Pictures
		Identify the following as being natural	What Would Happen If?		
First Grade	SC01-S6C1-04	resources: air, water, soil, trees, wildlife	Triat Trodia Happoii III	167	Modify Questions
					l
Grade Level	Standard #	<u>Standard</u>	Activity Title	Page #	<u>Notes</u>
		Locate facts in response to questions about	Pithouse to Pueblo		
Second Grade	R02-S3C1-02	expository text	Titilouse to Tueblo	42-45	Modify Questions
		Discuss how scarcity requires people to			
		make choices due to their unlimited needs	Let's Trade!		
Second Grade	SS02-S5C1-01	and wants with limited resources		46-49	Modify Questions
		Discuss that opportunity cost occurs when			
		people make choices and something is	Let's Trade!		
		given up (e.g., if you go to the movies, you	Let's Hade:		
Second Grade	SS02-S5C1-02	can't also go to the park)		46-49	Modify Questions
		Locate facts in response to questions about	To Plant or Not to Plant		
Second Grade	R02-S3C1-02	expository text		59-61	Modify Questions
		Locate facts in response to questions about	Modern Cultures of the Verde		
Second Grade	R02-S3C1-02	expository text	Valley	62-65	Modify Questions
		Participate in guilded investigations in life,	Is It Limestone?		
Second Grade	SC02-S1C2-02	physical, and Earth and space sciences		87	Teacher led

		Participate in guilded investigations in life,	Evenerates		
Second Grade	SC02-S1C2-02	physical, and Earth and space sciences	Evaporates	88	Teacher led
		Record data from guided investigations in			
		an organized and appropriate format (e.g.,	Organism Search		
Second Grade	SC02-S1C2-04	lab book, log, notebook, chart paper)	10	00-102	Simple data
Second Grade	W02-S1C1-01	Generate ideas through prewriting activities (e.g., brainstorming, webbing, drawing, writer's notebook, group discussion)	Aqua Worlds	50-152	Modify Questions
Second Grade	SC02-S1C2-02	Participate in guilded investigations in life, physical, and Earth and space sciences	Soil Samples	159	Modify Questions
Second Grade	SC02-S1C2-02	Participate in guilded investigations in life, physical, and Earth and space sciences	Water Flow	160	Modify Questions
Second Grade	SC02-S1C2-02	Participate in guilded investigations in life, physical, and Earth and space sciences	Wetlands Activities	164	Modify Questions
		PO 1. Write a narrative that includes: a. a main idea based on real or imagined events b. character(s)	How Animals See their World		
Second Grade	W02-S3C1-01	c. a sequence of events		166	Simple writing
Second Grade	SS02-S4C5-02	Recognize ways of pretecting natural resources	Conserving the Parks	71-175	Modify Questions
Second Grade	SS02-S4C1-02	Intrepret political and physical maps using the following elements: a) alpha numeric grides, b) title, c) compass rose-cardinal directions, d) key (legend), e) symbols	Plotting Protected Places	76-181	Simplify
Grade Level	Standard #	<u>Standard</u>	Activity Title Page 1	age #	<u>Notes</u>
Third Grade	SS03-S1C1-03	Use primary source materials (e.g., photos, artifacts, interviews, documents, maps) and secondary source materials (e.g., encyclopedias, biographies) to study people and events from the past.	Dig That Pad!	19-22	Modify Questions

		Describe the major factors that could impact a human population (e.g., famine, drought,	Trees of Time		
		disease, improved transportation, medical	rrees or rime		
Third Grade	SC03-S3C1-01	breakthroughs)		23-26	Modify Questions
Third Grade	R03-S3C1-02	Locate facts in response to questions about expository text.	Pithouse to Pueblo	42-45	Guided Reading
Third Grade	SS03-S5C1-01	Identify how scarcity requires people to make choices due to their unlimited wants and needs	Let's Trade!	46-49	
Third Grade	SS03-S5C1-02	Identify opportunity costs in personal decision-making situations	Let's Trade!	46-49	
Third Grade	SS03-S4C1-04	Construct maps using symbols to represent human and physical features	Who Were the Prehistoric Southwest People?	50-58	Modify Questions
Third Grade	R03-S3C1-02	Locate facts in response to questions about expository text.	To Plant or Not To Plant	59-61	Guided Reading
Third Grade	R03-S3C1-02	Locate facts in response to questions about expository text.	Modern Cultures of the Verde Valley	62-65	Guided Reading
Third Grade	SC03-S1C2-03	Conduct simple investigations (e.g., related to plant life cycles, changing the pitch o fa sound, properties of rocks) in life, physical, and Earth and space sciences	Is It Limestone?	87	Teacher led, if needed
Third Grade	SC03-S1C2-03	Conduct simple investigations (e.g., related to plant life cycles, changing the pitch o fa sound, properties of rocks) in life, physical, and Earth and space sciences	Evaporates	88	Teacher led, if needed
Third Grade	SC03-S1C2-05	Use metric and U.S. customary units to measure objects	Evaporates	88	Teacher led, if needed
Third Grade	SC03-S4C3-05	Describe how environmental factors (e.g., soil compositions, range of temperature, quatity and quality of light or water) in the ecosystem may affect a member organism's ability to grow, reproduce and thrive	Biological Diversity	92-94	

Third Grade	SC03-S4C3-05	Describe how environmental factors (e.g., soil compositions, range of temperature, quatity and quality of light or water) in the ecosystem may affect a member organism's ability to grow, reproduce and thrive	And then There Were None	95-99	
Third Grade	SC03-S1C2-05	Record data in an organized and ppropriate format (e.g., t-chart, table, list, written log)	Organism Search	100-102	
Third Grade	SC03-S4C3-05	Describe how environmental factors (e.g., soil compositions, range of temperature, quatity and quality of light or water) in the ecosystem may affect a member organism's ability to grow, reproduce and thrive	Organism Search	100-102	
Third Grade	SC03-S4C3-05	Describe how environmental factors (e.g., soil compositions, range of temperature, quatity and quality of light or water) in the ecosystem may affect a member organism's ability to grow, reproduce and thrive	Space for a Niche	103-109	
Third Grade	R03-S3C1-02	Locate facts in response to questions about expository text.	Space for a Niche	103-109	Teacher assist
Third Grade	SC03-S4C4-01	Identify adaptations of plants and an imals that allow them to live in specific environments	Win, Lose or Adapt	110-113	
Third Grade	SC03-S3C1-02	Describe the beneficial and harmful impacts of natural events and human activities on the environment (e.g., forest fires, flooding, pesticides)	Passing in Cincinnati, Spetember 1, 1914	114-117	Read aloud
Third Grade	SC03-S3C1-02	Describe the beneficial and harmful impacts of natural events and human activities on the environment (e.g., forest fires, flooding, pesticides)	The Incredible Shrinking Habitat	118	
Third Grade	SC03-S4C3-01	Identify the living and nonliving components of an ecosystem	Scenery Seen	119	

Third Grade	SC03-S4C3-01	Identify the living and nonliving components of an ecosystem	Biological Diversity Hunt	120-121
Third Grade	SC03-S4C3-03	Explain the interrelationships among plants and animals in different environments: producersplants, consumersanimals, decomposersfungi, insects, bacteria	Biological Diversity Hunt	120-121
Third Grade	SC03-S4C3-01	Identify the living and nonliving components of an ecosystem	Scavange for Biological Diversity	122-127
Third Grade	SC03-S4C3-03	Explain the interrelationships among plants and animals in different environments: producersplants, consumersanimals, decomposersfungi, insects, bacteria	Scavange for Biological Diversity	122-127
Third Grade	SC03-S3C1-02	Describe the beneficial and harmful impacts of natural events and human activities on the environment (e.g., forest fires, flooding, pesticides)	Going Away for WinterOr, What do we Mean by "Our?"	128-129
Third Grade	SC03-S3C1-02	Describe the beneficial and harmful impacts of natural events and human activities on the environment (e.g., forest fires, flooding, pesticides)	What Extinct or Endangered Species Am I?	130
Third Grade	SC03-S4C3-03	Explain the interrelationships among plants and animals in different environments: producersplants, consumersanimals, decomposersfungi, insects, bacteria	Blue Ribbon Niche	137-139
Third Grade	SC03-S3C1-02	Describe the beneficial and harmful impacts of natural events and human activities on the environment (e.g., forest fires, flooding, pesticides)	Ducks Limited	140-144
Third Grade	SC03-S4C3-05	Describe how environmental factors (e.g., soil compositions, range of temperature, quatity and quality of light or water) in the ecosystem may affect a member organism's ability to grow, reproduce and thrive	The Edge of Home	145-149

		Generate ideas through a variety of activities (e.g., brainstorming, graphic organizer, drawing, writer's notebook, group	Aqua Worlds		
Third Grade	W03-S1C1-01	discussion, printed material).		150-152	
Third Grade	SC03-S4C4-01	Identify adaptations of plants and an imals that allow them to live in specific environments	Fashion a Fish	153-156	
Third Grade	SC03-S6C1-03	Classify rocks based on the following physical properties: color, texture	Earth Layers	158	
Third Grade	SC03-S1C2-03	Conduct simple investigations (e.g., related to plant life cycles, changing the pitch o fa sound, properties of rocks) in life, physical, and Earth and space sciences	Soil Samples	159	
Third Grade	SC03-S1C2-05	Record data in an organized and ppropriate format (e.g., t-chart, table, list, written log)	Soil Samples	159	
Third Grade	SC03-S1C2-03	Conduct simple investigations (e.g., related to plant life cycles, changing the pitch o fa sound, properties of rocks) in life, physical, and Earth and space sciences	Water Flow	160	
Third Grade	SC03-S1C2-05	Record data in an organized and ppropriate format (e.g., t-chart, table, list, written log)	Water Flow	160	
Third Grade	SC03-S1C2-04	Use metric and U.S. customary units to measure objects	Wetlands Activities	164	
Third Grade	SC03-S4C3-03	Explain the interrelationships among plants and animals in different environments: producersplants, consumersanimals, decomposersfungi, insects, bacteria	Chain of Life	165	

		PO 1. Write a narrative based on imagined or real events, observations, or memories that includes: a. characters b. setting c. plot d. sensory details	How Animals See Their World		
		e. clear language			
Third Grade	W03-S3C1-01	f. logical sequence of events		166	
Third Grade	SC03-S6C1-06	Describe ways humans use Earth materials (e.g., fuel, building materials, growing food	What Would Happen If?	167	
Third Grade	SC03-S3C1-02	Describe the beneficial and harmful impacts of natural events and human activities on the environment (e.g., forest fires, flooding, pesticides)	Design Your Own National Park	170	
Third Grade	SS03-S4C5-02	Describe ways of protecting natural resources	Conserving the Parks	171	
Third Grade	SS03-S4C1-03	Construct a map of a familiar place (e.g., school, home, neighborhood, fictional place) that includes a title, compass rose, symbols, and legend	The World in Spatial Terms	175	
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Grade Level	Standard #	Standard	Activity Title	Page #	Notes
Fourth Grade	SS04-S1C1-04	Describe how archaeological research adds to our understanding of the past	Dig that Pad!	19-22	
Fourth Grade	SC04-S3C1-02	Evaluate the consequences of environmental occurrences that happen either rapidly (e.g., fire, flood, tornado) or over a long period of time (e.g., drought, melting ice caps, the greenhouse effect, erosion)	Trees of Time	23-26	

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Fourth Grade	SS04-S1C2-01	Describe the legacy and cultures of prehistoric people in the Americas: a) characteristics of hunter-gatherer societies b) the development of agriculture	The Real Natural Food and Supply Market	35-38	
Fourth Grade	SS04-S1C2-02	Describe the cultures and contributions of the Mongollon, Ancesteral Puebloans (Anasazi) and Hohokam (e.g., location, agriculture, housing, arts, trade networks; adaptation and alterations of the enviornment)	The Real Natural Food and Supply Market	35-38	
Fourth Grade	SS04-S1C2-02	Describe the cultures and contributions of the Mongollon, Ancesteral Puebloans (Anasazi) and Hohokam (e.g., location, agriculture, housing, arts, trade networks; adaptation and alterations of the enviornment)	Agriculture	39-41	
Fourth Grade	R04-S3C1-08	Draw valid conclusions based on information gathered from expository text.	Pithouse to Pueblo	42-45	
		Give examples of how voluntary exchanges of goods and services can be mutually beneficial (e.g., ice cream vendor recieves money, child recieves ice cream; doctor recieves monetary benefit, patient recieves	Let's Trade!		
Fourth Grade	SS04-S5C1-03	care)		46-49	
		Construct charts and graphs to display	Who Were the Prehistoric		
Fourth Grade	SS04-S4C1-04	geographic information	Southwest People?	50-58	
Fourth Grade	R04-S3C1-08	Draw valid conclusions based on information gathered from expository text.	To Plant or Not to Plant	59-61	
		Draw valid conclusions based on	Modern Cultures of the Verde		
Fourth Grade	R04-S3C1-08	information gathered from expository text.	Valley	62-65	
Fourth Grade	SC04-S1C2-03	Conduct controlled investigations (e.g., related to erosion, plant life cycles, weather, magnetism) in life, physical, and Earth and space sciences	Is It Limestone?	87	
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		Conduct controlled investigations (e.g.,			
		related to erosion, plant life cycles, weather,			
			Evaporates		
Carrette One de	0004 0400 00	magnetism) in life, physical, and Earth and	- -	00	
Fourth Grade	SC04-S1C2-03	space sciences		88	
		Record data in an organized and			
		appropriate format (e.g., t-chart, table, list,	Evaporates		
Fourth Grade	SC04-S1C2-05	written log)		88	
		Describe ways various resources (e.g., air,			
		water, plants, animals, soil) are utilized to	Biological Diversity		
Fourth Grade	SC04-S4C3-01	meet the needs of a population		92-94	
		Describe ways various resources (e.g., air,			
		water, plants, animals, soil) are utilized to	And Then There Were None		
Fourth Grade	SC04-S4C3-01	meet the needs of a population		95-99	
		Record data in an organized and			
		appropriate format (e.g., t-chart, table, list,	Organism Search		
Fourth Grade	SC04-S1C2-05	written log)	•	100-102	
		Describe ways various resources (e.g., air,			
		water, plants, animals, soil) are utilized to	Organism Search		
Fourth Grade	SC04-S4C3-01	meet the needs of a population		100-102	
		Analyze the effect that limited resources			
		(e.g., natural gas, minerals) may have on	Space for a Niche		
Fourth Grade	SC04-S4C3-03	an environment		103-109	
		Draw valid conclusions based on			
Fourth Grade	R04-S3C1-08	information gathered from expository text.	Space for a Niche	103-109	
r ourar oraco	1.01.0001.00	Give examples of adaptations that allow		100 100	
		plants and animals to survive. Camouflage			
		horned lizards, coyotes; mimicrymonarch			
		and viceroy butterflies; physicacactus	Win, Lose or Adapt		
		spines; mutualismspecies of acacia that	will, Lose of Adapt		
Carrella Ona da	0004 0404 00	harbor ants, which repel other harmful		440 440	
Fourth Grade	SC04-S4C4-02	insects		110-113	
		Describe how natural events and human	December of the Observation of		
		activities have positive and negative	Passing in Cincinnati,		
		impacts on environments (e.g., fire, floods,	Spetember 1, 1914		
Fourth Grade	SC04-S3C1-01	pollution, dams)		114-117	

		Describe how natural events and human activities have positive and negative impacts on environments (e.g., fire, floods,	The Incredible Shrinking Habitat		
Fourth Grade	SC04-S3C1-01	pollution, dams)		118	
Fourth Grade	SC04-S4C3-01	Describe ways various resources (e.g., air, water, plants, animals, soil) are utilized to meet the needs of a population	Scenery Seen	119	
Fourth Grade	SC04-S3C1-01	Describe how natural events and human activities have positive and negative impacts on environments (e.g., fire, floods, pollution, dams)	Going Aaway for WinterOr, What do We Mean By "Our?"	128-129	
Fourth Grade	SC04-S3C1-01	Describe how natural events and human activities have positive and negative impacts on environments (e.g., fire, floods, pollution, dams)	What Extinct or Endangered Species Am I?	130	
Fourth Grade	SC04-S3C1-01	Describe how natural events and human activities have positive and negative impacts on environments (e.g., fire, floods, pollution, dams)	Ducks Limited	140-144	
Fourth Grade	SC04-S4C3-01	Describe ways various resources (e.g., air, water, plants, animals, soil) are utilized to meet the needs of a population	The Edge of Home	145-149	
Fourth Grade	W04-S1C1-01	Generate ideas through a variety of activities (e.g., brainstorming, graphic organizer, drawing, writer's notebook, group discussion, printed material).	Aqua Worlds	150-152	
Fourth Grade	SC04-S4C4-02	Give examples of adaptations that allow plants and animals to survive. Camouflage-horned lizards, coyotes; mimicrymonarch and viceroy butterflies; physicacactus spines; mutualismspecies of acacia that harbor ants, which repel other harmful insects	Fashion a Fish	153-156	
Fourth Grade	SC04-S1C2-05	Record data in an organized and appropriate format (e.g., t-chart, table, list, written log)	Soil Samples	159	

		Record data in an organized and			
Fourth Grade	SC04-S1C2-05	appropriate format (e.g., t-chart, table, list, written log)	Water Flow	160	
Fourth Grade	3004-3102-03	Measure using appropriate tools (e.g., ruler,		100	
		scale, balance,) and units of measure (i.e.,	Wetlands Activities		
Fourth Grade	SC04-S1C2-04	metric, U.S. customary)	Wedands Add vides	164	
		Describe ways in which resources can be			
Fourth Grade	SC04-S4C3-04	conserved (e.g., by reducing, reusing, recycling, finding substitutes)	Chain of Life	165	
		Write a narrative based on imagined or real			
		events, observations, or memories that			
		includes:			
		a. characters			
		b. setting	How Animals See Their World		
		c. plot			
		d. sensory details			
		e. clear language			
Fourth Grade	W04-S3C1-01	f. logical sequence of events		166	
		Describe the impact of human modifications			
		(e.g., dams, mining, air conditioning,	Conserving the Parks		
		irrigation, agriculture) on the physical	Conserving the Farks		
Fourth Grade	SS04-S4C5-03	environment and ecosystems		171-175	
		Interpret political and physical maps using			
		the following map elements: a) title, b)			
		compass rose (cardinal and intermediate	Plotting Protected Places		
		directions) c) symbols, d) legend e) scale f)			
		road map index g) grid (latitude and			
Fourth Grade	SS04-S4C1-02	longitude)		176-181	

Grade Level	Standard #	<u>Standard</u>	Activity Title	Page #	Notes
		Write a narrative based on imagined or real		-	
		events, observations, or memories that			
		includes:			
		a. characters			
		b. setting	Pithouse to Pueblo		
		c. plot			
		d. sensory details			
		e. clear language			
Fifth Grade	W05-S3C1-08	f. logical sequence of events		42-45	
		Construct mpas, charts, and graphs to	Who Were the Historic		
Fifth Grade	SS05-S4C1-06	display geographic information	Southwest People?	50-58	
		Draw valid conclusions based on	To Plant or Not to Plant		
Fifth Grade	R05-S3C1-08	information gathered from expository text.	To Plant or Not to Plant	59-61	
		Draw valid conclusions based on	Modern Cultures of the Verde		
Fifth Grade	R05-S3C1-08	information gathered from expository text.	Valley	62-65	
		Conduct simple investigations (e.g. related			
		to forces and motion, Earth processes)	Is it Limestone?		
F.(1. 0. 1	000= 0400 00	based on student developed questions in			
Fifth Grade	SC05-S1C2-03	life, physical, and Earth and space sciences.		87	
l		Conduct simple investigations (e.g. related			
		to forces and motion, Earth processes)	Evaporates		
		based on student developed questions in	Lvaporates		
Fifth Grade	SC05-S1C2-05	life, physical, and Earth and space sciences.		88	
Thui Grade	3003 3102-03	ino, priyologi, and Earth and Space Sciences.		00	
1		Conduct simple investigations (e.g. related			
		to forces and motion, Earth processes)	Organism Search		
		based on student developed questions in			
Fifth Grade	SC05-S1C2-05	life, physical, and Earth and space sciences.		100-102	
		Draw valid conclusions based on	Chang for a Nicka		
Fifth Grade	R05-S3C1-08	information gathered from expository text.	Space for a Niche	103-109	

		Evaluate the possible strengths and			
		weaknesses of a porposed solution to a	Passing in Cincinnati,		
		specific problem relevant to human, animal	September 1, 1914		
Fifth Grade	SC05-S3C1-03	or habitat needs.	September 1, 1914	114-117	
Titti Grade	0000 0001 00	Evaluate the possible strengths and		114 117	
		weaknesses of a porposed solution to a	The Incredible Shrinking		
		specific problem relevant to human, animal	Habitat		
Fifth Grade	SC05-S3C1-03	or habitat needs.	Habitat	118	
I IIII Grade	3003-3301-03	Explain the impacts of natural hazards on		110	
		habitats (e.g. global warming, floods,	Going Away for WinterOr		
Fifth Grade	SC05-S3C1-01	asteroid or large meteor impacts)	What Do We Mean By "Our?"	128-129	
Filtii Grade	3005-3301-01	Evaluate the possible strengths and	-	120-129	
			What Extinct or Endonmored		
		weaknesses of a porposed solution to a	What Extinct or Endangered		
E'ttle One de	0005 0004 00	specific problem relevant to human, animal	Species Am I?	400	
Fifth Grade	SC05-S3C1-03	or habitat needs.		130	
		Explain the impacts of natural hazards on	5		
	000= 0004 04	habitats (e.g. global warming, floods,	Ducks Limited		
Fifth Grade	SC05-S3C1-01	asteroid or large meteor impacts)		140-144	
		Generate ideas through a variety of			
		activities (e.g., brainstorming, graphic	Aqua Worlds		
		organizers, drawing, writer's notebook,	, iqua ironas		
Fifth Grade	W05-S1C1-01	group discussion, printed material).		150-152	
		Conduct simple investigations (e.g. related			
		to forces and motion, Earth processes)	Soil Samples		
		based on student developed questions in			
Fifth Grade	SC05-S1C2-03	life, physical, and Earth and space sciences.		159	
		Record data in an organized and			
		appropriate format (e.g., t-chart, table, list	Soil Samples		
Fifth Grade	SC05-S1C2-05	written log)		159	
		Conduct simple investigations (e.g. related			
		to forces and motion, Earth processes)	Water Flow		
		based on student developed questions in			
Fifth Grade	SC05-S1C2-03	life, physical, and Earth and space sciences.		160	

		Record data in an organized and appropriate format (e.g., t-chart, table, list	Water Flow		
Fifth Grade	SC05-S1C2-05	written log)		160	
		Record data in an organized and			
F:#1 0 1	0005 0400 05	appropriate format (e.g., t-chart, table, list	Wetlands Activities	404	
Fifth Grade	SC05-S1C2-05	written log)		164	
		Write a narrative based on imagined or real			
		events, observations, or memories that			
		includes: a Characters b. setting c. plot d.	How Animals See Their World		
F:61 O .		sensory details e. clear language f. logical		4.00	
Fifth Grade	W05-S3C1-01	sequence of events		166	
		Propose a solution, resource or product that	Design Your Own National		
E://	000= 0004 00	addresses a specific human, animal, or	Park	4=0	
Fifth Grade	SC05-S3C1-02	habitat need.		170	
		Evaluate the possible strengths and			
		weaknesses of a porposed solution to a	Design Your Own National		
E:(1) O 1	0005 0004 00	specific problem relevant to human, animal	Park	470	
Fifth Grade	SC05-S3C1-03	or habitat needs.		170	
		Describe the impact that natural evengs	O a management to a Daniela		
Fifth One de	0005 0405 00	(e.g., floods, earthquakes, droughts) have	Conserving the Parks	474 475	
Fifth Grade	SS05-S4C5-02	on human and physical environments		171-175	
		Locate features in the world (e.g., continents, waterways, mountain rangers,	Plotting Protected Places		
Fifth Grade	SS05-S4C1-02	cities) on a map using latitude and longitude		176-181	
Grade Level	Standard #	<u>Standard</u>	Activity Title	Page #	<u>Notes</u>
		Describe how archaeological research adds	District David		
Sixth Grade	SS06-S1C1-08	to our understanding of the past	Dig that Pad!	19-22	
		Desribe how people plan for, and respond			
		to, the following natural disasters: drought,	Trees of Time		
Sixth Grade	SC06-S3C1-02	flooding, tornadoes		23-26	
		Describe the characteristics of hunting and	The Real Natural Food and		
Sixth Grade	SS06-S1C2-01	gathering societies in the Americas	Supply Market	35-38	

		Describe how farming methods and			
		domestication of animals led to the	Agriculture		
Civitia Circuita	0000 0400 00	development of cultuers and civilizations		20.44	
Sixth Grade	SS06-S1C2-02	from hunting and gathering societies		39-41	
		Describe the culutres of the Mongollon,			
		Ancestral Puebloans (Anasazi) and			
		Hohokam: a. location, agriculture, housing,	Agriculture		
		arts, and trade networks. B. how these	1.9.10.11.11		
		cultures adapted to and altered their			
Sixth Grade	SS06-S1C2-03	environment		39-41	
		Draw valid conclusions about expository	Pithouse to Pueblo		
Sixth Grade	R06-S3C1-09	text, supported by text evidence	Titilouse to Tuesio	42-45	
		Identify how limited resources and unlimited			
		human wants cause people to choose some	Let's Trade!		
Sixth Grade	SS06-S5C1-01	things and give up others		46-49	
		Determine how scarcity, opportunity costs	Let's Trade!		
Sixth Grade	SS06-S5C1-02	and trade-offs influence decision-making		46-49	
		Locate physical and human features (e.g.			
		significant waterways, mountain rangers,	Who Were the Prehistoric		
		cities, countries) in the United Stsates and	Southwest People?		
Sixth Grade	SS06-S4C1-04	in regions of the world on a map	-	50-58	
		Draw valid conclusions about expository	To Plant or Not to Plant		
Sixth Grade	R06-S3C1-09	text, supported by text evidence	TO Plant of Not to Plant	59-61	
		Draw valid conclusions about expository	Modern Cultures of the Verde		
Sixth Grade	R06-S3C1-09	text, supported by text evidence	Valley	62-65	
		Keep a record of observations, notes,	1- 1/ 1 2		
		sketches, questions and ideas using tools	Is It Limestone?		
Sixth Grade	SC06-S1C2-05	sucha as written and/or computer logs		87	
		Keep a record of observations, notes,	F		
		sketches, questions and ideas using tools	Evaporates		
Sixth Grade	SC06-S1C2-05	sucha as written and/or computer logs		88	
		Describe how the following environmental			
		conditions affect the quality of life: water	Biological Diversity		
Sixth Grade	SC06-S4C3-02	quality, climate, population density, smog		92-94	

		Describe how the following environmental			
		conditions affect the quality of life: water	And Then There Were None		
Sixth Grade	SC06-S4C3-02	quality, climate, population density, smog		95-99	
		Keep a record of observations, notes, sketches, questions and ideas using tools	Organism Search		
Sixth Grade	SC06-S1C2-05	sucha as written and/or computer logs		100-102	
Civith Crods	CC0C C4C2 02	Describe how the following environmental conditions affect the quality of life: water	Organism Search	400.042	
Sixth Grade	SC06-S4C3-02	quality, climate, population density, smog Desribe how people plan for, and respond		100-012	
Sixth Grade	SC06-S4C3-02	to, the following natural disasters: drought, flooding, tornadoes	Space for a Niche	103-109	
Sixth Grade	R06-S3C1-09	Draw valid conclusions about expository text, supported by text evidence	Space for a Niche	103-109	
Sixth Grade	SC06-S4C3-02	Describe how the following environmental conditions affect the quality of life: water quality, climate, population density, smog	Scenery Seen	119	
Sixth Grade	SC06-S4C3-02	Describe how the following environmental conditions affect the quality of life: water quality, climate, population density, smog	Biological Diversity Hunt	120-121	
Sixth Grade	SC06-S4C3-02	Describe how the following environmental conditions affect the quality of life: water quality, climate, population density, smog	Scavange for Biological Diversity	122-127	
Sixth Grade	SC06-S4C3-02	Describe how the following environmental conditions affect the quality of life: water quality, climate, population density, smog	Blue Ribbon Niche	137-139	
Sixth Grade	W06-S1C1-05	Use organizational strategies (e.g., outline, chart, table, graph, Venn Diagram, web, story map, plot pyramid) to plan writing.	Aqua Worlds	150-152	
Sixth Grade	SC06-S6C1-02	Explain the coposition, properties, and structure of the Earth's lakes and rivers	Earth Layers	158	
Sixth Grade	SC06-S1C2-05	Keep a record of observations, notes, sketches, questions and ideas using tools sucha as written and/or computer logs	Soil Samples	159	

			T	1	
Sixth Grade	SC06-S1C2-05	Keep a record of observations, notes, sketches, questions and ideas using tools sucha as written and/or computer logs	Water Flow	160	
Sixth Grade	SC06-S1C2-05	Keep a record of observations, notes, sketches, questions and ideas using tools sucha as written and/or computer logs	Wetlands Activities	164	
Sixth Grade	SC06-S4C3-01	Explain that sunlight is the major source of energy for most ecosystems.	Chain of Life	165	
Sixth Grade	W06-S3C1-01	Write a narrative that includes: a. an engaging plot based on imagined or real ideas, observations, or memories of an event or experience b. effectively developed characters c. a clearly described setting d. dialogue, as appropriate e. figurative language, or descriptive words and phrases to enhance style and tone.	How Animals See Their World	166	
Sixth Grade	SC06-S6C1-02	Explain the composition, properties, and structure of the Earth's lakes and rivers	What Would Happen If?	167	
Sixth Grade	SS06-S4C5-02	Describe the intended and unitended consequences of human modification (e.g. irrigation, aqueducts, canals) on the environment	Conserving the Parks	171-175	
Sixth Grade	SS06-S4C1-01	Construct maps, charts, and graphs to display geographic information	Plotting Protected Places	176-181	
Grade Level	Standard #	<u>Standard</u>	Activity Title	Page #	<u>Notes</u>
Seventh Grade	R07-S3C1-10	Make relevant inferences about expository text, supported by text evidence	Pithouse to Pueblo	42-45	
Seventh Grade	SS07-S5C1-01	Explain how limited resources and unlimited human wants cause people to choose some things and give up others	Let's Trade!	46-49	

		Determine how scarcity, opportunity costs,	Let's Trade!		
Seventh Grade	SS07-S5C1-02	and trade-offs influence decision-making		46-49	
Seventh Grade	SS07- S4C1-04	Locate physical and cultural features (e.g. continents, cities, countries, significant waterways, mountain ranges, climate zones, major water bodies, landforms) throughout the world	Who Were the Prehistoric Southwest People?	50-58	
Seventh Grade	R07-S3C1-10	Make relevant inferences about expository text, supported by text evidence	To Plant or Not to Plant	59-61	
Seventh Grade	R07-S3C1-10	Make relevant inferences about expository text, supported by text evidence	Modern Cultures of the Verde Valley	62-65	
		Explain the following processes involved in			
		the formation of the Earth's stucture:	la lá l importance		
		erosion, deposition, plate tectonics,	Is It Limestone?		
Seventh Grade	SC07-S6C1-03	volcanism		87	
Seventh Grade	SC07-S6C2-03	Analyze the effects that bodies of water have on the climate of a region	Is It Limestone?	87	
Severilli Grade	3007-3002-03	Trave on the climate of a region		01	
Seventh Grade	SC07-S1C2-05	Keep a record of observations, notes, sketches, questions, and ideas using tools such as written and/or computer logs	Evaporates	88	
Seventh Grade	SC07-S4C3-04	Evaluate data related to problems associated with population growth (e.g. overgrazing, forest management, invasion of non-native species) and the possible solutions	Biological Diversity	92-94	
		Create a model of the interactions of living	Biological Diversity		
Seventh Grade	SC07-S4C3-06	organisms within an ecosystems	Diological Diversity	92-94	
Seventh Grade	SC07-S4C3-04	Evaluate data related to problems associated with population growth (e.g. overgrazing, forest management, invasion of non-native species) and the possible solutions	And Then There Were None	95-99	

		Create a model of the interactions of living	And Then There Were None		
Seventh Grade	SC07-S4C3-06	organisms within an ecosystems	And men mere were none	95-99	
Seventh Grade	SC07-S1C2-05	Keep a record of observations, notes, sketches, questions, and ideas using tools such as written and/or computer logs	Organism Search	100-102	
Seventh Grade	SC07-S4C3-04	Evaluate data related to problems associated with population growth (e.g. overgrazing, forest management, invasion of non-native species) and the possible solutions	Organism Search	100-102	
Seventh Grade	SC07-S4C3-06	Create a model of the interactions of living organisms within an ecosystems	Organism Search	100-102	
Seventh Grade	SC07-S4C3-02	Explain how organisms obtain and use resources to develop and thrive in: niches, predator/prey relationships	Space for a Niche	103-109	
Seventh Grade	SC07-S4C3-04	Evaluate data related to problems associated with population growth (e.g. overgrazing, forest management, invasion of non-native species) and the possible solutions	Space for a Niche	103-109	
Seventh Grade	R07-S3C1-10	Make relevant inferences about expository text, supported by text evidence	Space for a Niche	103-109	
Seventh Grade	SC07-S3C1-01	Analyze environmental risks (e.g. pollution, destruction of habitat caused by human interaction with biological or geological systems.	Passing in Cincinnati, September 1, 1914	114-117	
Seventh Grade	SC07-S3C1-01	Analyze environmental risks (e.g. pollution, destruction of habitat caused by human interaction with biological or geological systems.	The Incredible Shrinking Habitat	118	
Seventh Grade	SC07-S4C3-02	Describe how the following environmental conditions affect the quality of life: water quality, climate, population density, smog	Scenery Seen	119	

		Describe how the following environmental			
		conditions affect the quality of life: water	Biological Diversity Hunt		
Seventh Grade	SC07-S4C3-02	quality, climate, population density, smog	Biological Diversity Hullt	120-121	
Seventin Grade	3007-3403-02	Describe how the following environmental		120-121	
		conditions affect the quality of life: water	Scavange for Biological		
Carrantle One de	0007 0400 00	• •	Diversity	400 407	
Seventh Grade	SC07-S4C3-02	quality, climate, population density, smog	,	122-127	
		Analyze environmental risks (e.g. pollution,			
		destruction of habitat caused by human	Going Away for WinterOr,		
		interaction with biological or geological	What Do We Mean By "Our?"		
Seventh Grade	SC07-S3C1-01	systems.		128-129	
		Analyze environmental risks (e.g. pollution,			
		destruction of habitat caused by human	What Extinct or Endangered		
		interaction with biological or geological	Speacies Am I?		
Seventh Grade	SC07-S3C1-01	systems.		130	
		Describe how the following environmental			
		conditions affect the quality of life: water	Blue Ribbon Niche		
Seventh Grade	SC07-S4C3-02	quality, climate, population density, smog		137-139	
		Analyze the interactions of living organisms			
		with their ecosystems: limiting factors,	Blue Ribbon Niche		
Seventh Grade	SC07-S4C3-04	carrying capacity		137-139	
		Analyze environmental risks (e.g. pollution,			
		destruction of habitat caused by human			
		interaction with biological or geological	Ducks Limited		
Seventh Grade	SC07-S3C1-01	systems.		140-144	
		Analyze the interactions of living organisms			
		with their ecosystems: limiting factors,	The Edge of Home		
Seventh Grade	SC07-S4C3-04	carrying capacity	The Lage of Helic	145-149	
23.01111 31440	2007 2100 04	Generate ideas through a variety of		1.0 110	
		activities (e.g., prior knowledge, discussion			
		with others, printed material, or other	Aqua Worlds		
Seventh Grade	W07-S1C1-05	sources).		150-152	
Seventin Grade	VV01-3101-03	Explain the following processes involved in		100-102	
		the formation of the Earth's stucture:			
			Earth Layers		
Carramath Cura -l-	0007 0004 00	erosion, deposition, plate tectonics,	_	450	
Seventh Grade	SC07-S6C1-03	volcanism		158	

	2007 2004 24	Describe how the rock and fossil record show that environmental conditions have	Earth Layers	1.70
Seventh Grade	SC07-S6C1-04	changed over geologic and recent time		158
Seventh Grade	SC07-S1C2-05	Keep a record of observations, notes, sketches, questions, and ideas using tools such as written and/or computer logs	Soil Samples	159
Seventh Grade	SC07-S1C2-05	Keep a record of observations, notes, sketches, questions, and ideas using tools such as written and/or computer logs	Water Flow	160
Seventh Grade	SC07-S1C2-05	Keep a record of observations, notes, sketches, questions, and ideas using tools such as written and/or computer logs	Wetlands Activities	164
Seventh Grade	SC07-S4C3-01	Compare food chains in a specified ecosystem and their corresponding food web	Chain of Life	165
Seventh Grade	W07-S3C1-01	Write a narrative that includes: a. an engaging plot based on imagined or real ideas, observations, or memories of an event or experience b. effectively developed characters c. a clearly described setting d. dialogue, as appropriate e. figurative language, or descriptive words and phrases to enhance style and tone	How Animals See Their World	166
Seventh Grade	SC07-S3C1-02	Analyze evironmental benefits of the following human interactions with biological or geological systems: reforestatoin, habitat restoration, construction of dams	Design Your Own National Park	170
Seventh Grade	SS07-S4C5-03	Describe how humans modify environments (e.g. conservation, deforestation, dams) and adapt to the environment.	Conserving the Parks	175

Seventh Grade	SS07-S4C1-01	Construct maps, charts, and graphs to display geographic information	Plotting Protected Places	176-181
Grade Level	Standard #	<u>Standard</u>	Activity Title	Page # Notes
Eighth Grade	R08-S3C1-10	Make relevant inferences about expository text, supported by text evidence.	Pithouse to Pueblo	42-45
Eighth Grade	SS08-S5C1-01	Explain how limited resources and unlimited human wants cause people to choose some things and give up others	Let's Trade!	46-49
Eighth Grade	SS08-S5C1-02	Analyze how scarcity, opportunity costs, and trade-offs, influence decision-making	Let's Trade!	46-49
Eighth Grade	R08-S3C1-10	Make relevant inferences about expository text, supported by text evidence.	To Plant or Not to Plant	59-61
Eighth Grade	R08-S3C1-10	Make relevant inferences about expository text, supported by text evidence.	Modern Cultures of the Verde Valley	62-65
Eighth Grade	SC08-S1C2-04	Perform measurements using appropriate scientific tools (e.g. balances, microscopes, probes, micrometers)	Is It Limestone?	87
Eighth Grade	SC08-S1C2-05	Keep a record of observations, notes, sketches, questions, and ideas using tools such as written and/or computer logs	Evaporates	88
Eighth Grade	SC08-S1C2-05	Keep a record of observations, notes, sketches, questions, and ideas using tools such as written and/or computer logs	Organism Search	100-102
Eighth Grade	R08-S3C1-10	Make relevant inferences about expository text, supported by text evidence.	Space for a Niche	103-109
Eighth Grade	SC08-S4C4-06	Describe the following factors that allow for the survival of living organisms: protective coloration, beak design, seed dispersal, pollination	Win, Lose, or Adapt	110-113

		Analyze the risk factors associated with			
		natural, human induced, and/or biological	Passing in Cincinnati,		
		hazards, including: waste disposal of	September 1, 1914		
Eighth Grade	SC08-S3C1-01	industrial chemicals, greenhouse gasses	•	114-117	
		Analyze the risk factors associated with			
		natural, human induced, and/or biological	The Incredible Shrinking		
		hazards, including: waste disposal of	Habitat		
Eighth Grade	SC08-S3C1-01	industrial chemicals, greenhouse gasses		118	
		Analyze the risk factors associated with			
		natural, human induced, and/or biological	Going Away for WinterOr,		
		hazards, including: waste disposal of	What Do We Mean By "Our?"		
Eighth Grade	SC08-S3C1-01	industrial chemicals, greenhouse gasses		128-129	
		Analyze the risk factors associated with			
		natural, human induced, and/or biological	What Extinct or Endangered		
		hazards, including: waste disposal of	Species Am I?		
Eighth Grade	SC08-S3C1-01	industrial chemicals, greenhouse gasses		130	
		Analyze the risk factors associated with			
		natural, human induced, and/or biological	Ducks Limited		
		hazards, including: waste disposal of	Ducks Limited		
Eighth Grade	SC08-S3C1-01	industrial chemicals, greenhouse gasses		140-144	
		Generate ideas through a variety of			
		activities (e.g., prior knowledge, discussion	Aqua Worlds		
		with others, printed material, or other	Aqua Worlds		
Eighth Grade	W08-S1C1-05	sources).		150-152	
		Describe the following factors that allow for			
		the survival of living organisms: protective	Fashion a Fish		
		coloration, beak design, seed dispersal,	i asilion a i isii		
Eighth Grade	SC08-S4C4-06	pollination		153-156	
		Keep a record of observations, notes,	Soil Samples		
		sketches, questions, and ideas using tools	oon oumpies		
Eighth Grade	SC08-S1C2-05	such as written and/or computer logs		159	
		Keep a record of observations, notes,	Water Flow		
		sketches, questions, and ideas using tools	Trator Flori		
Eighth Grade	SC08-S1C2-05	such as written and/or computer logs		160	

Eighth Grade	SC08-S1C2-05	Keep a record of observations, notes, sketches, questions, and ideas using tools such as written and/or computer logs	Wetlands Activities	164	
Eighth Grade	W08-S3C1-01	Write a narrative that includes: a. an engaging plot based on imagined or real ideas, observations, or memories of an event or experience b. effectively developed characters c. a clearly described setting d. dialogue, as appropriate e. figurative language, or descriptive words and phrases to enhance style and tone	How Animals See Their World	166	
Eighth Grade	SC08-S3C1-02	Analyze possible solutions to address the environmental risks associated with chemicals and biological systems	Design Your Own National Park	170	
Eighth Grade	SS08-S4C5-05	Analyze changing ideas and viewpoints on the best use of natural resources (e.g. value of oil, water use, forest management).	Conserving the Parks	171-175	
Eighth Grade	SS08-S4C1-01	Construct maps, charts, and graphs to display geographic information	Plotting Protected Places	176-181	
Grade Level	Standard #	Standard	Activity Title	Page #	Notes
High School	SCHS-S3C1-02	Describe the environmental effects of the following natural and/or human-caused hazards: flooding, drought, earthquakes, fires, pollution, extreme weather	Trees of Time	23-26	

High School	SSHS-S1C2-01	Describe Preshisoric Cultures of the North American continent: a. Paleo-Indians, including Clois, Folsom, and Plano, b. Moundbuilders, including Adena, Hopewell, and Mississippian, c. Southwestern, including Mogollon, Hohokam, and Ancestral Puebloans (Anasazi)	The Real Natural Food and Supply Market	35-38	
High School	SSHS-S1C2-01	Describe Preshisoric Cultures of the North American continent: a. Paleo-Indians, including Clois, Folsom, and Plano, b. Moundbuilders, including Adena, Hopewell, and Mississippian, c. Southwestern, including Mogollon, Hohokam, and Ancestral Puebloans (Ana	Agriculture	39-41	
High School	SSHS-S5C1-01	Analyze the implication of scarcity: a. limited resources and unlimited human wants influence choice at individual, national, and international levels, b. factors of production (e.g. natural, human, and capital resources, entrepreneurship, technology, c. marginal analysis by producers, consumers, savers, and investors	Let's Trade!	46-49	
High School	SCHS-S6C1-02	Demonstrate how dynamic processes such as weathering, erosion, sedimentation, metamorphism, and orogenisi relate to redistribution of materials within the Earth system	Is It Limestone?	87	
High School	SCHS-S1C2-04	Conduct a scientific investigation that is based on a research design	Evaporates	88	
High School	SCHS-S1C2-05	Record observation, notes, sketches, questions, and ideas using tools such as journals, charts, graphs, and computers	Evaporates	88	
High School	SCHS-S4C3-01	Identify the relationships among organisms within populations, communities, ecosystems, and biomes	Biological Diversity	92-94	

		Identify the relationships among organisms			
		within populations, communities,	And Then There Were None		
High School	SCHS-S4C3-01	ecosystems, and biomes		95-99	
		Record observation, notes, sketches,			
		questions, and ideas using tools such as	Organism Search		
High School	SCHS-S1C2-05	journals, charts, graphs, and computers	•	100-102	
		Identify the relationships among organisms			
		within populations, communities,	Organism Search		
High School	SCHS-S4C3-01	ecosystems, and biomes	•	100-102	
		Identify the relationships among organisms			
		within populations, communities,	Space for a Niche		
High School	SCHS-S4C3-01	ecosystems, and biomes	•	103-109	
		Describe how the continuing operation of			
		natural selection underlies a population's			
		ability to adapt to changes in the	Win, Lose, or Adapt		
		environment and leas to biodiversity and the	•		
High School	SCHS-S4C4-03	origin of new species		110-113	
		Evaluate how the processes of natural	December of the Otto Stores of		
		ecosystems affect, and are affected by,	Passing in Cincinnati,		
High School	SCHS-S3C1-01	humans	September 1, 1914	114-117	
		Assess how human activities (e.g. clear	December of the Otto attended t		
		cutting, water management, tree thinning)	Passing in Cincinnati,		
High School	SCHS-S3C1-03	can affect the potential for hazards.	September 1, 1914	114-117	
		Evaluate how the processes of natural			
		ecosystems affect, and are affected by,	The Incredible Shrinking		
High School	SCHS-S3C1-01	humans	Habitat	118	
		Assess how human activities (e.g. clear	TI I III OI : I:		
		cutting, water management, tree thinning)	The Incredible Shrinking		
High School	SCHS-S3C1-03	can affect the potential for hazards.	Habitat	118	
<u> </u>		Identify the relationships among organisms			
		within populations, communities,	Scenery Seen		
High School	SCHS-S4C3-01	ecosystems, and biomes	,	119	
<u> </u>		Identify the relationships among organisms			
		within populations, communities,	Biological Diversity Hunt		
High School	SCHS-S4C3-01	ecosystems, and biomes	, , , , , , , , , , , , , , , , , , ,	120-121	

SCHS-S4C3-01	Identify the relationships among organisms within populations, communities, ecosystems, and biomes	Scavange for Biological Diversity	122-127	
SCHS-S3C1-03	cutting, water management, tree thinning) can affect the potential for hazards.	Going Away for WinterOr, What Do We Mean By "Our?"	128-129	
SCHS-S3C1-01	Evaluate how the processes of natural ecosystems affect, and are affected by, humans	What Extinct or Endangered Species am I?	130	
SCHS-S3C1-03	Assess how human activities (e.g. clear cutting, water management, tree thinning) can affect the potential for hazards.	What Extinct or Endangered Species am I?	130	
SCHS-S4C3-01	Identify the relationships among organisms within populations, communities, ecosystems, and biomes	Blue Ribbon Niche	137-139	
SCHS-S3C1-03	Assess how human activities (e.g. clear cutting, water management, tree thinning) can affect the potential for hazards.	Ducks Limited	140-144	
SCHS-S4C3-01	within populations, communities, ecosystems, and biomes	The Edge of Home	145-149	
WHS-S1C1-01	Generate ideas through a variety of activities (e.g., brainstorming, notes and logs, graphic organizers, record of writing ideas and discussion, printed material or other sources).	Aqua Worlds	150-152	
SCHS-S4C4-01	Identify the following components of natural selection, which can lead to speciation: potential for a species to increase its numbers, genetic variability and ingeritance of offspring due to mutation and recombination of genes, ginite supply of resources required for life, selection by the environment of those offspring better able to survive and produce offspring	Fashion a Fish	153,156	
	SCHS-S3C1-03 SCHS-S3C1-01 SCHS-S3C1-03 SCHS-S4C3-01 SCHS-S4C3-01	within populations, communities, ecosystems, and biomes Assess how human activities (e.g. clear cutting, water management, tree thinning) can affect the potential for hazards. Evaluate how the processes of natural ecosystems affect, and are affected by, humans Assess how human activities (e.g. clear cutting, water management, tree thinning) can affect the potential for hazards. Identify the relationships among organisms within populations, communities, ecosystems, and biomes Assess how human activities (e.g. clear cutting, water management, tree thinning) can affect the potential for hazards. Identify the relationships among organisms within populations, communities, ecosystems, and biomes SCHS-S3C1-03 Identify the relationships among organisms within populations, communities, ecosystems, and biomes Generate ideas through a variety of activities (e.g., brainstorming, notes and logs, graphic organizers, record of writing ideas and discussion, printed material or other sources). Identify the following components of natural selection, which can lead to speciation: potential for a species to increase its numbers, genetic variability and ingeritance of offspring due to mutation and recombination of genes, ginite supply of resources required for life, selection by the enviornment of those offspring better able to	within populations, communities, ecosystems, and biomes Assess how human activities (e.g. clear cutting, water management, tree thinning) can affect the potential for hazards. Evaluate how the processes of natural ecosystems affect, and are affected by, humans Assess how human activities (e.g. clear cutting, water management, tree thinning) SCHS-S3C1-01 Assess how human activities (e.g. clear cutting, water management, tree thinning) SCHS-S3C1-03 can affect the potential for hazards. Identify the relationships among organisms within populations, communities, ecosystems, and biomes Assess how human activities (e.g. clear cutting, water management, tree thinning) SCHS-S4C3-01 SCHS-S3C1-03 affect the potential for hazards. Identify the relationships among organisms within populations, communities, ecosystems, and biomes SCHS-S4C3-01 Generate ideas through a variety of activities (e.g., brainstorming, notes and logs, graphic organizers, record of writing ideas and discussion, printed material or other sources). Identify the following components of natural selection, which can lead to speciation: potential for a species to increase its numbers, genetic variability and ingeritance of offspring due to mutation and recombination of genes, ginite supply of resources required for life, selection by the enviormment of those offspring better able to	within populations, communities, ecosystems, and biomes Assess how human activities (e.g. clear cutting, water management, tree thinning) can affect the potential for hazards. Evaluate how the processes of natural ecosystems affect, and are affected by, humans Assess how human activities (e.g. clear cutting, water management, tree thinning) can affect the potential for hazards. Assess how human activities (e.g. clear cutting, water management, tree thinning) can affect the potential for hazards. Assess how human activities (e.g. clear cutting, water management, tree thinning) can affect the potential for hazards. SCHS-S4C3-01 Assess how human activities (e.g. clear cutting, water management, tree thinning) can affect the potential for hazards. Assess how human activities (e.g. clear cutting, water management, tree thinning) can affect the potential for hazards. Identify the relationships among organisms within populations, communities, ecosystems, and biomes SCHS-S4C3-01 Generate ideas through a variety of activities (e.g., brainstorming, notes and logs, graphic organizers, record of writing ideas and discussion, printed material or other sources). Identify the following components of natural selection, which can lead to speciation: potential for a species to increase its numbers, genetic variability and ingeritance of offspring due to mutation and recombination of genes, ginite supply of resources required for life, selection by the environment of those offspring better able to

		Demonstrate how dynamic processes such			
		as weathering, erosion, sedimentation,			
		metamorphism, and orogenisi relate to	Earth Layers		
		redistribution of materials within the Earth			
High School	SCHS-S6C1-02	system		158	
		Record observation, notes, sketches,			
		questions, and ideas using tools such as	Soil Samples		
High School	SCHS-S1C2-05	journals, charts, graphs, and computers	-	159	
		Record observation, notes, sketches,			
		questions, and ideas using tools such as	Water Flow		
High School	SCHS-S1C2-05	journals, charts, graphs, and computers		160	
		Record observation, notes, sketches,			
		questions, and ideas using tools such as	Wetlands Activities		
High School	SCHS-S1C2-05	journals, charts, graphs, and computers		164	
		Identify the relationships among organisms			
		within populations, communities,	Chain of Life		
High School	SCHS-S4C3-01	ecosystems, and biomes		165	
		Write a personal narrative that:			
		a. describes a sequence of events, focusing			
		on one incident experienced by the author			
		b. sets scenes and incidents in specific	How Animals See Their World		
		times and places	Tion / timinale doo Tillon Violia		
		c. describes with specific details the sights,			
		sounds, and smells of the scenes			
		d. uses figurative language (e.g., simile,			
High School	WHS-S3C1-01	metaphor, personification)		166	
		Analyze methods of reclatation and	What Would Happen If?		
High School	SCHS-S6C1-06	conservation of water.	тим тоши тарроп п	167	
		Evaluate the effectiveness of conservation	Design Your Own National		
l	00110 0007 5-	practices and preservation techniques on	Park	4=0	
High School	SCHS-S3C1-05	environmental quality and biodiversity		170	
		Analyza nalisias and navarana far reserves			
		Analyze policies and porgrams for resource	Composition the Books		
		use and management (e.g. the trade-off	Conserving the Parks		
Lliab Calaaal	00110 0405 00	between environmental quality and		474 475	
High School	SSHS-S4C5-06	economic growth in the twentieth century).		171-175	

		Interpret maps and images (e.g. political, physical, relief, thematic, Geographic	Plotting Protected Places		
High School	SSHS-S4C1-02	Information Systems [GIS], Landsat	_	176-181	