

Chesapeake Bay Watermen

Maryland State Curriculum:

Grade 2 – Science

- 6.A.1 - Recognize and explain how Earth's natural resources from the natural environment are used to meet human needs.

Grade 3 – Social Studies

- 5.A.2.b - Compare family life in the local community by considering jobs, communication, and transportation

Grade 4

- Science
 - 6.B.1 - Recognize and describe that people in Maryland depend on, change, and are affected by the environment.
- Social Studies
 - 4.A.4.a - Explain how available resources determine which careers are more common in one region such as waterman on the Eastern Shore

Grade 5 – Science

- 6.A.1 - Recognize and explain how renewable and nonrenewable natural resources are used by humans in Maryland to meet basic needs.

Environmental Literacy Correlations:

Grades PK-2

- 1.A.1; 7.D.1; 8.A.1; 8.B.1; 8.C.1 - Recognize and explain how Earth's natural resources are used to meet human needs.

Grades 3-5

- 1.A.1; 5.B.1 – Recognize and explain how renewable and nonrenewable natural resources are used by humans to meet basic needs.
- 1.A.1; 1.B.3; 5.A.2; 7.A.1; 8.B.1; 8.C.1; 8.D.1; 8.E.1 – Recognize and describe that people in Maryland depend on, change, and are affected by the environment.
- 1.A.1; 5.A.2; 6.B.1; 7.D.1; 8.B.1; 8.C.1; 8.D.1; 8.E.1 – Recognize and explain that decisions influencing the use of natural resources may have benefits, drawbacks, unexpected consequences, and tradeoffs.
- 7.F.1 – Examine how technology affects the way people live, work, and play

Oyster Reefs

Maryland State Curriculum:

Grade 4 – Science

- 3.F.1.a. Explain ways that individuals and groups of organisms interact with each other and their environment.
 - Competition for space, food
 - Beneficial interactions...oysters filtering

- Roles within food chains and webs

Grade 5 – Science

- 3.A.1 - Explain the idea that in any particular environment, some kinds of plants and animals survive well, some less well, and some cannot survive at all.

Grade 6 – Science

- 3.D.1 - Explain that in any particular environment, the growth and survival of organisms and species depend on the physical conditions.
- 3.F.1.c - Explain that within any environment organisms with similar needs may compete with one another for resources.

Environmental Literacy Correlations:

Grades 3-5

- 1.A.1; 3.C.1; 4.B.1; 4.C.1; 4.D.2 – Explain ways that individuals and groups of individuals interact with each other and their environment.
- 4.B.1; 4.E.1 – Explain the idea that in any particular environment, some kinds of plants and animals survive well, some less well, and some cannot survive at all.

Grades 6-8

- 3.C.1; 4.B.1; 4.C.1; 4.D.1 – Give reasons supporting the fact that the number of organisms an environment can support depends on the physical conditions and resources available.
- 4.A.1 – Explain that the transfer and transformation of matter and energy links organisms to one another and to their physical setting.
- 4.E.1 – Explain that in any particular environment, the growth and survival of organisms and species depend on the physical conditions.

Horseshoe Crabs

Maryland State Curriculum:

Grade 4- Science

- 3A.1 Explain how animals and plants can be grouped according to observable features.
- 3.F.1 - Explain ways that individuals and groups of organisms interact with each other and their environment.

Grade 5 - Science

- 6.A.1 - Recognize and explain how renewable and nonrenewable natural resources are used by humans in Maryland to meet basic needs.
- 6.B.2.b - Explain how human activities may have a negative consequence on the natural environment.
- 6.B.2.c - Identify and describe that an environmental issue affects individual people and groups of people differently.

Grade 6 – Science

- 6.A.1.d - Identify and describe problems associated with obtaining, using, and distributing natural resources.

- 6.A.1.e - Identify possible solutions to problems associated with obtaining, using, and distributing natural resources.

Grade 7 – Science

- 3.A.1 - Compile evidence to verify the claim of biologists that the features of organisms connect or differentiate them-these include external and internal structures (features) and processes.
- 3.A.1.c - Use...models... to represent that animals and plants have a great variety of body plans and internal structures that define the way they live, grow, survive, and reproduce.
- 6.B.1.b - Identify and describe that different individual people or groups of people are affected by an issue in different ways.

Environmental Literacy Correlations:

Grades 3-5

- 1.A.1; 3.C.1; 4.B.1; 4.C.1; 4.D.2 – Explain ways that individuals and groups of individuals interact with each other and their environment.
- 2.B.2; 4.D.1 – Examine and modify models and discuss their limitations.
- 4.B.1; 4.E.1 – Explain the idea that in any particular environment, some kinds of plants and animals survive well, some less well, and some cannot survive at all.

Grades 6-8

- 1.A.1 – Identify and describe problems associated with obtaining, using, and distributing natural resources.
- 1.A.1 – Identify and describe a local, regional, or global environmental issue.
- 2.B.2; 4.D.1; 4.D.2 – Analyze the value and the limitations of different types of models in explaining real things and processes.
- 8.A.1 – Understand and apply the basic concept of sustainability to natural and human communities.

Chesapeake Bay Watershed

Maryland State Curriculum:

Grade 3 – Social Studies

- 3.A.1.c - Identify the location of communities, major cities in Maryland, United States and the world using a globe, maps, and atlases
- 3.D.1.b - Describe why and how people make decisions about protecting the environment

Grade 4 – Social Studies

- 3.A.1.c - Identify and locate natural/physical features and human-made features of Maryland such as Appalachian Mountains, Piedmont Plateau, and Atlantic Coastal Plain

- 3.D.1.c - Explain how the growth of communities and suburbs have had consequences on the environment, loss of farmland, and pollution

Grade 5 - Science

- 3.A.1.a - Identify and describe features and behaviors of some of the plants and animals living in a familiar environment and explain ways that these organisms are well suited to their environment.
- 6.B.2.b - Explain how human activities may have a negative consequence on the natural environment.

Grade 6 – Science

- 3.D.1 - Explain that in any particular environment, the growth and survival of organisms and species depend on the physical conditions.
- 6.B.1.c - Identify and describe that ecosystems can be impacted by human activities.
 - Protection of the Chesapeake Bay watershed
 - Land use decisions (agriculture, mining, and development)
 - Use and disposal of toxic substances

Grade 7

- Social Studies
 - 3.D.1.a - Identify trade offs of using resources to pursue economic opportunities v. preserving the environment, such as water use, the burning of fossil fuels, deforestation, and strip mining
- Science
 - 6.A.1 - Recognize and explain the impact of a changing human population on the use of natural resources and on environmental quality.
 - 6.B.1 - Recognize and describe that environmental changes can have local, regional, and global consequences.

Environmental Literacy Correlations:

Grades 3-5

- 1.A.1; 6.C.1 – Explain how the growth of communities and suburbs have had consequences on the environment.
- 3.C.1; 4.B.1; 4.D.1 – Explain ways that individuals and groups of organisms interact with each other and their environment
- 4.E.1 – Explain the idea that in any particular environment, some kinds of plants and animals survive well, some less well, and some cannot survive at all. .

Grades 6-8

- 1.B.3; 5.A.1; 5.A.2; 5.B.1; 6.B.1; 7.D.1 – Recognize and describe that environmental changes can have local, regional, or global consequences.

- 5.B.1 – Recognize and explain the impact of a changing human population on the use of natural resources.

Maryland Streams I and II

Maryland State Curriculum:

Grade 6 – Science

- 1.A.1 - Design, analyze, or carry out simple investigations and formulate appropriate conclusions based on data obtained or provided
- 1.B.1 - Review data from a simple experiment, summarize the data, and construct a logical argument about the cause-and-effect relationships in the experiment.
- 3.D.1 - Explain that in any particular environment, the growth and survival of organisms and species depend on the physical conditions.
- 3.F.1 - Give reasons supporting the fact that the number of organisms an environment can support depends on the physical conditions and resources available.

Grade 7 – Science

- 1.A.1 - Design, analyze, or carry out simple investigations and formulate appropriate conclusions based on data obtained or provided
- 1.B.1 - Review data from a simple experiment, summarize the data, and construct a logical argument about the cause-and-effect relationships in the experiment
- 3.A.1 - Compile evidence to verify the claim of biologists that the features of organisms connect or differentiate them-these include external and internal structures (features) and processes.

Grade 8 – Science

- 1.A.1 - Design, analyze, or carry out simple investigations and formulate appropriate conclusions based on data obtained or provided
- 1.B.1 - Review data from a simple experiment, summarize the data, and construct a logical argument about the cause-and-effect relationships in the experiment
- 3.D.1.a - Recognize and describe that gradual and sudden changes in environmental conditions affect the survival of organisms and populations.

Environmental Literacy Correlations:

Grades 6-8

- 1.A.1; 5.A.1; 5.B.1; 6.C.1; 7.A.1; 7.B.1 – Analyze why and how people modify their natural environment and the impact of those modifications.

- 1.A.4 – Design, analyze, or carry out simple investigations and formulate appropriate conclusions based on data obtained or provided.
- 3.C.1; 4.B.1; 4.C.1; 4.D.1 – Give reasons supporting the fact that the number of organisms an environment can support depends on the physical conditions and resources available.
- 4.E.1 – Explain that in any particular environment, the growth and survival of organisms and species depend on the physical conditions.

