

A Handbook Linking Project WILD Curriculum and Activity Guide to
Nebraska's State Education Standards

By
Nebraska Game and Parks Commission

Updated Nov. 16, 2004

Acknowledgements

November 2004
Nebraska Game and Parks Commission
Nebraska Project WILD

Sincere Appreciation to the administrators, teachers, and Project WILD facilitators who took time out of their busy schedules to align Project WILD activities to Nebraska's State Education Content Standards. They are Laurel Badura, Tim Bayne, Sue Bollwitt, Deb Brewer, Rae Brown, Marcy Burcham, Andrea Cade, Mark Danley, Roy Farris, Julie Goertzen, Theresa Greinig, Mary Kay Haun, Syd Hime, Lynne Houtz, Mark Humpert, Jody Janz, Sue Kirby, John LeFeber, Keanna Leonard, Brooke Levey, Bernie Lorkovic, Kathy Lorkovic, Jana Maddox, Lois Mayo, Celeste Merchant, Mary Miller, Chuck Morgan, Stephanie Mousel, Kate Murphy, John Niemoth, Mary Ann Niemoth, Norma Page, Leslie Pahre, Vann Price, Ed Roebeck, Karen Saunders, Carolyn Scholager, Kirsten Smith, Marla Smith, Dot Snesrud, Karen Stanely, Troy Thompson, Bev Thompsen, Diane Vordestrasse, Judy Williams, Carl Wolfe, and Jim Woodland.

Edited by Jeanine Lackey and Andrea Cade
Layout and design by Jeanine Lackey and Andrea Cade
Data Entry by Andrea Cade
Illustration by Jeanine Lackey

We would like to hear from you regarding the usefulness of this handbook and whether you find it accurate and clear. You can reach Nebraska Project WILD at Nebraska Game and Parks Commission 2200 N. 33rd St, Lincoln, NE 68503. (402) 471-5581

Nebraska Project WILD gratefully acknowledges the Wildlife Conservation and Restoration Program WCRP, for providing financial support. (WCRP is managed by Nebraska Game and Parks Commission and funded by the US Fish and Wildlife Service.)

Table of Contents

Acknowledgments.....	2
How to use this handbook.....	4
Methodology.....	5
Part I	
Correlation of Project WILD and Project WILD Aquatic PreK-12 Activities with Nebraska State Education Content Standards.....	6
Science Content Standards... ..	7
Social Studies Content Standards.....	20
Reading Content Standards.....	25
Math Content Standards.....	32
Part II	
Correlation of Nebraska State Education Content Standards with Project WILD PreK-12 Activities.....	38
Part III	
Correlation of Nebraska State Education Content Standards with Project WILD Aquatic PreK-12 Activities.....	100

How to Use This Handbook

The purpose of this handbook is to assist educators who are reviewing and revising their curricula, in response to Nebraska's movement to standards-based education. Our hope is that this document will help educators more easily integrate the environment into their curricula and youth education programs.

The handbook is divided into three sections (activities are listed in alphabetical order).

Part I lists individual state education content standards from the four content areas, followed by the Project WILD and Project WILD Aquatic activities that meet the individual standards.

Use Part I if you have a particular state standard in mind and want an activity that meets this standard. Then read about the activities in your Project Wild guides to determine the most suitable for your particular situation.

For each of the four content areas (science, social studies, reading/writing and math), individual state standards are listed, preceded by their respective numbers. Following each standard, the PW activities aligned with that standard are identified by name and page number.

Part II lists each Project WILD activity in the PreK-12 Activity Guide followed by the standard from the Nebraska State Educational Content Standards with which it is aligned.

Part III lists each Project WILD Aquatic activity in the PreK-12 Activity Guide followed by the standard from the Nebraska State Educational Content Standards with which it is aligned.

Use Part II or III if you have a particular Project WILD or Project WILD Aquatic activity in mind or want to know how it correlates with the state education content standards. Or, to find an appropriate activity to meet your needs, use Project WILD's "Topic Index" to select several potential activities to supplement your unit/program. To determine which state standards correlate with these activities, find the name of each activity in this handbook. Select an activity based on your objectives for your unit/program and the degree to which the activity correlates with appropriate standards.

For each Project WILD activity, its Page Number, Objectives, Method/Overview, Subject Area(s), and Grade(s) are listed. The content standards are then listed in the following order; science, social studies, reading/writing, math. Each content area is followed by the number assigned to the standard to which the activity correlates.

Methodology

Two weekend writing workshops were held to complete the correlation project. During the workshops, teams assembled for each content area (science, social studies, reading/writing, and math). They were made up of teachers who had written the content standards and Project WILD facilitators. For example: the science team was made up of six educators. One teacher and one facilitator aligned activities to the first and fourth grade science standards; one teacher and one facilitator aligned activities to the eighth grade science standards; one teacher and one facilitator aligned activities to the twelfth grade science standards. When all activities were aligned with the science content standards, all three teams traded their correlations to crosscheck each other's work. This process was used for all four content areas.

Two documents were consulted when aligning Project WILD activities to the Nebraska State Education Content Standards:

- Nebraska Department of Education's Regulations and Procedures for the Accreditation of Schools, Title 92, Nebraska Administrative Code, Chapter 10.
- Project Wild Environmental Education Activity Guide.

Four elements of each Project WILD activity helped to focus the correlation process.

- The grade levels noted in the sidebar determined which grade level content standards were examined.
- The subject identifier in the sidebar determined which disciplines (science, social studies, reading/writing, or math) would be addressed.
- The description of activity objectives in the sidebar informed which content standards were related to the activity.
- The "Procedure" in each written activity determined the extent to which the activity correlated to a content standard.

Note: Any attempt to correlate universal content standards and a single program involves subjectivity. Two important steps were taken to limit bias. First, correlators applied this vigorous methodology to determine correlation. Second, correlations were written and peer-reviewed by elementary, middle and secondary teachers; Project WILD facilitators; and state Department of Education personnel. Reviewer's most common finding was that Project WILD activities lend themselves to modification and in doing so, would meet many more standards than indicated. Nebraska Project WILD chose, however, to correlate based on a strict interpretation of the activities as they are written.

Nebraska State Education Content Standards with Correlating Project
WILD and Project WILD Aquatic Activities

Science

First Grade

1.1 Unifying Concepts and Processes

1.1.1 By the end of first grade, students will develop an understanding of systems, order, and organization.

Are You Me? (page2) Aquatic
Plastic Jellyfish (page128) Aquatic
Water Plant Art (page31) Aquatic
Color Crazy (page 2)
Surprise Terrarium (page 120)
Wildlife is Everywhere! (page 51)

1.1.2 By the end of first grade, students will develop an understanding of evidence, models, and explanation.

Are You Me? (page2) Aquatic
Everybody Needs a Home (page 59)
Surprise Terrarium (page 120)
What Bear Goes Where? (page 118)

1.1.3 By the end of first grade, students will develop an understanding of change, constancy, and measurement.

1.1.4 By the end of first grade, students will develop an understanding of form and function.

Fashion a Fish (page 56) Aquatic

1.2 Science as Inquiry

1.2.1 By the end of first grade, students will develop the abilities needed to do scientific inquiry.

Plastic Jellyfish (page128) Aquatic
Water Plant Art (page31) Aquatic
What's Wild? (page 7)
Wildlife is Everywhere! (page 51)

1.3 Physical Science

1.3.1 By the end of first grade, students will develop an understanding of the characteristics of materials.

1.4 Life Science

1.4.1 By the end of first grade, students will develop an understanding of the characteristics of living things.

Are You Me? (page2) Aquatic
Fashion a Fish (page 56) Aquatic
Marsh Munchers (page34) Aquatic
Water Plant Art (page31) Aquatic
Animal Charades (page 280)
Beautiful Basics (page 58)
Color Crazy (page 2)
Everybody Needs a Home (page 59)
Surprise Terrarium (page 120)
What Bear Goes Where? (page 118)
What's Wild? (page 7)
Wildlife is Everywhere! (page 51)

1.4.2 By the end of first grade, students will develop an understanding of the life cycles of organisms.

Are You Me? (page2) Aquatic
Water Plant Art (page31) Aquatic

1.5 Earth and Space Science
1.5.1 By the end of first grade, students will develop an understanding of the characteristics of earth materials. <i>Water Plant Art (page31) Aquatic</i> <i>Beautiful Basics (page 58)</i>
1.5.2 By the end of first grade, students will develop an understanding of the objects in the sky.
1.5.3 By the end of first grade, students will develop an understanding of the changes in the earth and sky.
1.6 Science and Technology
1.6.1 By the end of first grade, students will develop an understanding of technological design.
1.6.2 By the end of first grade, students will develop an understanding of science and technology.
1.7 Science in Personal and Social Perspectives
1.7.1 By the end of first grade, students will develop an understanding of personal health.
1.7.2 By the end of first grade, students will develop an understanding of resources. <i>Plastic Jellyfish (page128) Aquatic</i>
1.8 History and Nature of Science
1.8.1 By the end of first grade, students will develop an understanding of science as a human endeavor. <i>Wildlife is Everywhere! (page 51)</i>
Fourth Grade
4.1 Unifying Concepts and Processes
4.1.1 By the end of fourth grade, students will develop an understanding of systems, order, and organization. <i>Marsh Munchers (page34) Aquatic</i> <i>Classroom Carrying Capacity (page 9)</i> <i>Habittracks (page 53)</i> <i>Playing Lightly on the Earth (page 432)</i>
4.1.2 By the end of fourth grade, students will develop an understanding of evidence, models, and explanation. <i>Plastic Jellyfish (page128) Aquatic</i> <i>Silt: A Dirty Word (page 176) Aquatic</i> <i>Sockeye Scents (page 61) Aquatic</i> <i>Water Plant Art (page31) Aquatic</i> <i>Habitrekking (page 79)</i> <i>Seeing is Believing! (page 116)</i>
4.1.3 By the end of fourth grade, students will develop an understanding of change, constancy, and measurement. <i>Silt: A Dirty Word (page 176) Aquatic</i>
4.1.4 By the end of fourth grade, students will develop an understanding of form and function. <i>Seeing is Believing! (page 116)</i>
4.2 Science as Inquiry
4.2.1 By the end of fourth grade, students will develop the abilities needed to do scientific inquiry. <i>Marsh Munchers (page34) Aquatic</i> <i>Plastic Jellyfish (page128) Aquatic</i> <i>Silt: A Dirty Word (page 176) Aquatic</i> <i>Water Plant Art (page31) Aquatic</i> <i>Environmental Barometer (page 77)</i>

4.3 Physical Science
4.3.1 By the end of fourth grade, students will develop an understanding of the characteristics of objects and materials. <i>Water Plant Art (page 31) Aquatic</i>
4.3.2 By the end of fourth grade, students will develop an understanding of the position and motion of objects.
4.3.3 By the end of fourth grade, students will develop an understanding of light, heat, electricity, and magnetism.
4.4 Life Science
4.4.1 By the end of fourth grade, students will develop an understanding of the characteristics of living things. <i>Sockeye Scents (page 61) Aquatic</i> <i>Water Plant Art (page 31) Aquatic</i> <i>Habitrekking (page 79)</i> <i>Seeing is Believing! (page 116)</i> <i>Thicket Game (page 114)</i>
4.4.2 By the end of fourth grade, students will develop an understanding of the life cycles of living things. <i>Fashion a Fish (page 56) Aquatic</i> <i>Sockeye Scents (page 61) Aquatic</i> <i>Seeing is Believing! (page 116)</i>
4.4.3 By the end of fourth grade, students will develop an understanding of living things and environments. <i>Marsh Munchers (page 34) Aquatic</i> <i>Silt: A Dirty Word (page 176) Aquatic</i> <i>Sockeye Scents (page 61) Aquatic</i> <i>Water We Eating? (page 83) Aquatic</i> <i>Classroom Carrying Capacity (page 9)</i> <i>Environmental Barometer (page 77)</i>
4.5 Earth and Space Science
4.5.1 By the end of fourth grade, students will develop an understanding of the characteristics of earth materials.
4.5.2 By the end of fourth grade, students will develop an understanding of objects in the sky.
4.5.3 By the end of fourth grade, students will develop an understanding of the changes in the earth and sky.
4.6 Science and Technology
4.6.1 By the end of fourth grade, students will develop an understanding of technological design. <i>Playing Lightly on the Earth (page 432)</i>
4.6.2 By the end of fourth grade, students will develop an understanding of science and technology.
4.6.3 By the end of fourth grade, students will develop an understanding of the abilities to distinguish between natural objects and objects made by humans.

4.7 Science in Personal and Social Perspectives
4.7.1 By the end of fourth grade, students will develop an understanding of personal health.
4.7.2 By the end of fourth grade, students will develop an understanding of the types of resources. <i>Classroom Carrying Capacity (page 9)</i> <i>Habittracks (page 53)</i> <i>What's That Habitat (page 56)</i>
4.7.3 By the end of fourth grade, students will develop an understanding of environmental changes. <i>Environmental Barometer (page 77)</i>
4.7.4 By the end of fourth grade, students will develop an understanding of how science and technology helps communities resolve problems. <i>Plastic Jellyfish (page 128) Aquatic</i> <i>Playing Lightly on the Earth (page 432)</i>
4.8 History and Nature of Science
4.8.1 By the end of fourth grade, students will develop an understanding of science as a human endeavor.

Eighth Grade

8.1 Unifying Concepts and Processes

8.1.1 By the end of eighth grade, students will develop an understanding of systems, order, and organization.

Alice in Waterland (page 151) Aquatic

Aquatic Roots (page 163) Aquatic

Blue-Ribbon Niche (page 52) Aquatic

Designing a Habitat (page 19) Aquatic

Dragonfly Pond (page 184) Aquatic

Edge of Home (page 75) Aquatic

Fishy Who's Who (page 8) Aquatic

Hooks and Ladders (page 43) Aquatic

How Wet Is Our Planet? (page 121) Aquatic

Micro Odyssey (page 49) Aquatic

Migration Headache (page 15) Aquatic

Pond Succession (page 66) Aquatic

Puddle Wonders! (page 114) Aquatic

Riparian Retreat (page 98) Aquatic

Something's Fishy Here (page 145) Aquatic

To Dam or Not To Dam (page 170) Aquatic

Turtle Hurdles (page 158) Aquatic

Water Canaries (page 24) Aquatic

Water Wings (page 110) Aquatic

Wetland Metaphores (page 39) Aquatic

What's in the Air? (page 136) Aquatic

What's in the Water (page 140) Aquatic

Where Have All the Salmon Gone? (page 166) Aquatic

Checks and Balances (page 387)

Enviro-Ethics (page 443)

Flip the Switch for Wildlife

Habitat Lapsit (page 61)

Hazardous Links, Possible Solutions (page 326)

Improving Wildlife Habitat in the Community (page 440)

My Kingdom for a Shelter (page 28)

No Water Off a Duck's Back (page 305)

Oh Deer! (page 36)

Planning for People and Wildlife (page 436)

Rainfall and the Forest (page 73)

Rare Bird Eggs for Sale (page 335)

Shrinking Habitat (page 310)

To Zone or Not To Zone (page 321)

Which Niche? (page 66)

8.1.2 By the end of eighth grade, students will develop an understanding of evidence, models, and explanation.

Eat and Glow (page 69) Aquatic

Edge of Home (page 75) Aquatic

Fishy Who's Who (page 8) Aquatic

How Wet Is Our Planet? (page 121) Aquatic

Kelp Help (page 181) Aquatic

Migration Headache (page 15) Aquatic

Puddle Wonders! (page 114) Aquatic

To Dam or Not To Dam (page 170) Aquatic

Turtle Hurdles (page 158) Aquatic

Water Canaries (page 24) Aquatic

Whale of a Tail (page 10) Aquatic

Adaptation Artistry (page 128)

Improving Wildlife Habitat in the Community (page 440)

My Kingdom for a Shelter (page 28)

No Water Off a Duck's Back (page 305)

Planning for People and Wildlife (page 436)

Rainfall and the Forest (page 73)

Seed Need (page 98)

8.1.3 By the end of eighth grade, students will develop an understanding of change, constancy, and measurement.

Eat and Glow (page 69) Aquatic

Water Canaries (page 24) Aquatic

Whale of a Tail (page 10) Aquatic

What's in the Air? (page 136) Aquatic

What's in the Water (page 140) Aquatic

Where Have All the Salmon Gone? (page 166) Aquatic

Bearly Growing (page 19)

Flip the Switch for Wildlife

I'm Thirsty (page 134)

Rainfall and the Forest (page 73)

8.1.4 By the end of eighth grade, students will develop an understanding of form and function.

Adaptation Artistry (page 128)

Seed Need (page 98)

Who Fits Here? (page 64)

8.2 Science as Inquiry

8.2.1 By the end of eighth grade, students will develop the abilities needed to do scientific inquiry.

Eat and Glow (page 69) Aquatic

How Wet Is Our Planet? (page 121) Aquatic

Kelp Help (page 181) Aquatic

Puddle Wonders! (page 114) Aquatic

Water Canaries (page 24) Aquatic

Water Wings (page 110) Aquatic

Water's Going On? (page 149) Aquatic

Wetland Metaphores (page 39) Aquatic

What's in the Air? (page 136) Aquatic

What's in the Water (page 140) Aquatic

Eco-Enrichers (page 102)

Enviro-Ethics (page 443)

Flip the Switch for Wildlife

I'm Thirsty (page 134)

No Water Off a Duck's Back (page 305)

Owl Pellets (page 100)

Rainfall and the Forest (page 73)

Urban Nature Search (page 70)

8.3 Physical Science

8.3.1 By the end of eighth grade, students will develop an understanding of properties and changes of properties in matter.

Eat and Glow (page 69) Aquatic

Puddle Wonders! (page 114) Aquatic

8.3.2 By the end of eighth grade, students will develop an understanding of motion and forces.

8.3.3 By the end of eighth grade, students will develop an understanding of the forms of energy and how energy is transferred.

Energy Pipeline (page 105)

Flip the Switch for Wildlife

8.4 Life Science

8.4.1 By the end of eighth grade, students will develop an understanding of the structure and function in living systems.

Pond Succession (page 66) Aquatic

8.4.2 By the end of eighth grade, students will develop an understanding of reproduction and heredity.

8.4.3 By the end of eighth grade, students will develop an understanding of regulation and behavior.

Dragonfly Pond (page 184) Aquatic

Fishy Who's Who (page 8) Aquatic

Migration Headache (page 15) Aquatic

Turtle Hurdles (page 158) Aquatic

Where Have All the Salmon Gone? (page 166) Aquatic

Adaptation Artistry (page 128)

Ants on a Twig (page 88)

Bearly Growing (page 19)

Ecosystem Facelift (page 166)

My Kingdom for a Shelter (page 28)

No Water Off a Duck's Back (page 305)

Oh Deer! (page 36)

Shrinking Habitat (page 310)

8.4.4 By the end of eighth grade, students will develop an understanding of populations and ecosystems.

Blue-Ribbon Niche (page 52) Aquatic

Designing a Habitat (page 19) Aquatic

Edge of Home (page 75) Aquatic

Hooks and Ladders (page 43) Aquatic

Kelp Help (page 181) Aquatic

Micro Odyssey (page 49) Aquatic

Migration Headache (page 15) Aquatic

Pond Succession (page 66) Aquatic

Riparian Retreat (page 98) Aquatic

Turtle Hurdles (page 158) Aquatic

Water Canaries (page 24) Aquatic

Wetland Metaphores (page 39) Aquatic

Where Have All the Salmon Gone? (page 166) Aquatic

Adaptation Artistry (page 128)

Career Critters (page 371)

Checks and Balances (page 387)

Eco-Enrichers (page 102)

Ecosystem Facelift (page 166)

Energy Pipeline (page 105)

Habitat Lapsit (page 61)

Hazardous Links, Possible Solutions (page 326)

Here Today, Gone Tomorrow (page 154)

Move Over Rover (page 144)

Muskox Maneuvers (page 130)

Oh Deer! (page 36)

Owl Pellets (page 100)

Planning for People and Wildlife (page 436)

Quick-Frozen Critters (page 122)

Rainfall and the Forest (page 73)

Shrinking Habitat (page 310)

Urban Nature Search (page 70)

What Did Your Lunch Cost Wildlife? (page 68)

Which Niche? (page 66)

<i>Who Fits Here? (page 64)</i>	
8.4.5	By the end of eighth grade, students will develop an understanding of diversity and adaptations of organisms. <i>Alice in Waterland (page 151) Aquatic</i> <i>Aquatic Roots (page 163) Aquatic</i> <i>Blue-Ribbon Niche (page 52) Aquatic</i> <i>Dragonfly Pond (page 184) Aquatic</i> <i>Edge of Home (page 75) Aquatic</i> <i>How Wet Is Our Planet? (page 121) Aquatic</i> <i>Pond Succession (page 66) Aquatic</i> <i>Puddle Wonders! (page 114) Aquatic</i> <i>Riparian Retreat (page 98) Aquatic</i> <i>To Dam or Not To Dam (page 170) Aquatic</i> <i>Water Canaries (page 24) Aquatic</i> <i>Wetland Metaphores (page 39) Aquatic</i> <i>What's in the Air? (page 136) Aquatic</i> <i>What's in the Water (page 140) Aquatic</i> <i>Where Does the Water Run? (page 21) Aquatic</i> <i>Where Have All the Salmon Gone? (page 166) Aquatic</i> <i>Adaptation Artistry (page 128)</i> <i>Hazardous Links, Possible Solutions (page 326)</i> <i>Here Today, Gone Tomorrow (page 154)</i> <i>I'm Thirsty (page 134)</i> <i>Let's Talk Turkey (page 248)</i> <i>Move Over Rover (page 144)</i> <i>Muskox Maneuvers (page 130)</i> <i>Oh Deer! (page 36)</i> <i>Planting Animals (page 152)</i> <i>Rare Bird Eggs for Sale (page 335)</i> <i>Urban Nature Search (page 70)</i>
8.5 Earth and Space Science	
8.5.1	By the end of eighth grade, students will develop an understanding of the structure of the earth. <i>Alice in Waterland (page 151) Aquatic</i> <i>How Wet Is Our Planet? (page 121) Aquatic</i> <i>Pond Succession (page 66) Aquatic</i> <i>Water Wings (page 110) Aquatic</i> <i>Where Does the Water Run? (page 21) Aquatic</i> <i>Eco-Enrichers (page 102)</i>
8.5.2	By the end of eighth grade, students will develop an understanding of the earth's history.
8.5.3	By the end of eighth grade, students will develop an understanding of the earth in the solar system.
8.6 Science and Technology	
8.6.1	By the end of eighth grade, students will develop an understanding of technological design. <i>To Dam or Not To Dam (page 170) Aquatic</i> <i>Noisy Neighbors (page 317)</i> <i>Planning for People and Wildlife (page 436)</i>

8.6.2 By the end of eighth grade, students will develop an understanding of science and technology.

Aquatic Roots (page 163) Aquatic

To Dam or Not To Dam (page 170) Aquatic

Flip the Switch for Wildlife

Hazardous Links, Possible Solutions (page 326)

Improving Wildlife Habitat in the Community (page 440)

8.7 Science in Personal and Social Perspectives

8.7.1 By the end of eighth grade, students will develop an understanding of personal health.

8.7.2 By the end of eighth grade, students will develop an understanding of relationships among populations, resources, and environments.

Alice in Waterland (page 151) Aquatic

Aquatic Roots (page 163) Aquatic

Dragonfly Pond (page 184) Aquatic

Migration Headache (page 15) Aquatic

Riparian Retreat (page 98) Aquatic

Something's Fishy Here (page 145) Aquatic

To Dam or Not To Dam (page 170) Aquatic

Water's Going On? (page 149) Aquatic

What's in the Air? (page 136) Aquatic

What's in the Water (page 140) Aquatic

Where Have All the Salmon Gone? (page 166) Aquatic

Changing the Land (page 345)

Flip the Switch for Wildlife

Hazardous Links, Possible Solutions (page 326)

Let's Talk Turkey (page 248)

Microtrek Treasure Hunt (page 82)

Migration Barriers (page 308)

Muskox Maneuvers (page 130)

No Water Off a Duck's Back (page 305)

Oh Deer! (page 36)

Planting Animals (page 152)

Quick-Frozen Critters (page 122)

Shrinking Habitat (page 310)

What Did Your Lunch Cost Wildlife? (page 68)

What You Wear is What They Were (page 210)

8.7.3 By the end of eighth grade, students will develop an understanding of natural hazards.

Alice in Waterland (page 151) Aquatic

Aquatic Roots (page 163) Aquatic

Dragonfly Pond (page 184) Aquatic

Hooks and Ladders (page 43) Aquatic

Something's Fishy Here (page 145) Aquatic

To Dam or Not To Dam (page 170) Aquatic

What's in the Air? (page 136) Aquatic

What's in the Water (page 140) Aquatic

Where Have All the Salmon Gone? (page 166) Aquatic

Changing the Land (page 345)

Hazardous Links, Possible Solutions (page 326)

Litter We Know (page 434)

Migration Barriers (page 308)

Planning for People and Wildlife (page 436)

Planting Animals (page 152)

Shrinking Habitat (page 310)

What Did Your Lunch Cost Wildlife? (page 68)

8.7.4 By the end of eighth grade, students will develop an understanding of risks and benefits.

Alice in Waterland (page 151) Aquatic

Something's Fishy Here (page 145) Aquatic

Enviro-Ethics (page 443)

Hazardous Links, Possible Solutions (page 326)

Noisy Neighbors (page 317)

8.7.5 By the end of eighth grade, students will develop an understanding of science and technology in society.

Alice in Waterland (page 151) Aquatic

Something's Fishy Here (page 145) Aquatic

To Dam or Not To Dam (page 170) Aquatic

What's in the Air? (page 136) Aquatic

What's in the Water (page 140) Aquatic

Where Have All the Salmon Gone? (page 166) Aquatic

Enviro-Ethics (page 443)

Ethi-Reasoning (page 203)

Flip the Switch for Wildlife

Hazardous Links, Possible Solutions (page 326)

Migration Barriers (page 308)

No Water Off a Duck's Back (page 305)

To Zone or Not To Zone (page 321)

What Did Your Lunch Cost Wildlife? (page 68)

8.8 History and Nature of Science

8.8.1 By the end of eighth grade, students will develop an understanding of science as a human endeavor.

Ethi-Reasoning (page 203)

8.8.2 By the end of eighth grade, students will develop an understanding of the nature of science.

Puddle Wonders! (page 114) Aquatic

Eco-Enrichers (page 102)

Improving Wildlife Habitat in the Community (page 440)

8.8.3 By the end of eighth grade, students will develop an understanding of the history of science.

Twelfth Grade

12.1 Unifying Concepts and Processes

12.1.1 By the end of twelfth grade, students will develop an understanding of systems, order, and organization.

Dam Design (page 179) Aquatic

The Glass Menagerie (page 155) Aquatic

Birds of Prey (page 111)

Back from the Brink (page 355)

12.1.2 By the end of twelfth grade, students will develop an understanding of evidence, models, and explanation.

12.1.3 By the end of twelfth grade, students will develop an understanding of change, constancy, and measurement.

Turkey Trouble (page 367)

12.1.4 By the end of twelfth grade, students will develop an understanding of form and function.

12.1.5 By the end of twelfth grade, students will develop an understanding of change over a period of time.

Dam Design (page 179) Aquatic

The Glass Menagerie (page 155) Aquatic

Forest in a Jar (page 137)

12.2 Science as Inquiry

12.2.1 By the end of twelfth grade, students will develop the abilities needed to do scientific inquiry.

Eat and Glow (page 69) Aquatic

The Glass Menagerie (page 155) Aquatic

Dropping in on Deer (page 420)

12.3 Physical Science

12.3.1 By the end of twelfth grade, students will develop an understanding of the structure of the atom.

12.3.2 By the end of twelfth grade, students will develop an understanding of the structure and properties of matter.

12.3.3 By the end of twelfth grade, students will develop an understanding of chemical reactions.

12.3.4 By the end of twelfth grade, students will develop an understanding of motions and forces.

12.3.5 By the end of twelfth grade, students will develop an understanding of the conservation of energy and increase in disorder.

12.3.6 By the end of twelfth grade, students will develop an understanding of the interactions of energy and matter.

12.4 Life Science

12.4.1 By the end of twelfth grade, students will develop an understanding of the cell.

12.4.2 By the end of twelfth grade, students will develop an understanding of the molecular basis of heredity.

Bottleneck Genes (page 172)

12.4.3 By the end of twelfth grade, students will develop an understanding of the theory of biological evolution.

Bottleneck Genes (page 172)

<p>12.4.4 By the end of twelfth grade, students will develop an understanding of the interdependence of organisms. <i>Dam Design (page 179) Aquatic</i> <i>A Picture is Worth a Thousand Words (page 409)</i> <i>Back from the Brink (page 355)</i> <i>Bottleneck Genes (page 172)</i> <i>Carrying Capacity (page 46)</i> <i>Deer Dilemma (page 426)</i> <i>From Bison to Bread (page 395)</i> <i>Sustainability (page 449)</i></p>
<p>12.4.5 By the end of twelfth grade, students will develop an understanding of matter, energy, and organization in living systems. <i>Carrying Capacity (page 46)</i></p>
<p>12.4.6 By the end of twelfth grade, students will develop an understanding of the behavior of organisms.</p>
<p>12.5 Earth and Space Science</p>
<p>12.5.1 By the end of twelfth grade, students will develop an understanding of energy in the earth system.</p>
<p>12.5.2 By the end of twelfth grade, students will develop an understanding of geochemical cycles.</p>
<p>12.5.3 By the end of twelfth grade, students will develop a scientific understanding of the origin of the earth system.</p>
<p>12.5.4 By the end of twelfth grade, students will develop a scientific understanding of the origin of the universe.</p>
<p>12.6 Science and Technology</p>
<p>12.6.1 By the end of twelfth grade, students will develop an understanding of technological design.</p>
<p>12.6.2 By the end of twelfth grade, students will develop an understanding about science and technology.</p>
<p>12.7 Science in Personal and Social Perspectives</p>
<p>12.7.1 By the end of twelfth grade, students will develop an understanding of personal and community health.</p>
<p>12.7.2 By the end of twelfth grade, students will develop an understanding of the effects of population change. <i>Carrying Capacity (page 46)</i> <i>Turkey Trouble (page 367)</i></p>
<p>12.7.3 By the end of twelfth grade, students will develop an understanding of natural resources. <i>Dam Design (page 179) Aquatic</i> <i>A Picture is Worth a Thousand Words (page 409)</i> <i>Deer Dilemma (page 426)</i> <i>Fire Ecologies (page 140)</i> <i>From Bison to Bread (page 395)</i> <i>Sustainability (page 449)</i></p>
<p>12.7.4 By the end of twelfth grade, students will develop an understanding of environmental quality. <i>Dam Design (page 179) Aquatic</i> <i>The Glass Menagerie (page 155) Aquatic</i> <i>Cabin Conflict (page 353)</i> <i>Can Do! (page 446)</i> <i>Carrying Capacity (page 46)</i> <i>Fire Ecologies (page 140)</i> <i>We're in This Together (page 44)</i></p>

12.7.5	By the end of twelfth grade, students will develop an understanding of natural and human-induced hazards. <i>Dam Design (page 179) Aquatic</i> <i>The Glass Menagerie (page 155) Aquatic</i>
12.7.6	By the end of twelfth grade, students will develop an understanding of the role of science and technology in local, national, and global challenges.
12.8 History and Nature of Science	
12.8.1	By the end of twelfth grade, students will develop an understanding of science as a human endeavor.
12.8.2	By the end of twelfth grade, students will develop an understanding of the nature of scientific knowledge. <i>Back from the Brink (page 355)</i>
12.8.3	By the end of twelfth grade, students will develop an understanding of the history of science.
Social Studies	
First Grade	
1.0 General Social Studies	
1.1	Students will demonstrate an understanding that history relates to events and people of other times and places.
1.2	Students will compare and contrast the past and present contributions of cultures to school and family <i>Plastic Jellyfish (page 128) Aquatic</i> <i>Make a Coat (page 243)</i>
1.3	Students will compare the relative location of people, places, and things. <i>Plastic Jellyfish (page 128) Aquatic</i>
1.4	Students will recognize that climate, location, and physical surroundings affect the lives of people.
1.5	Students will identify uses of technology, such as transportation and communication.
1.6	Students will identify basic economic concepts. <i>Make a Coat (page 243)</i>
1.7	Students will explain how families and individuals earn, spend, and save.
1.8	Students will recognize good citizenship and its importance. <i>What's That, Habitat? (page 56)</i>
1.9	Students will identify patriotic symbols and actions.
Fourth Grade	
4.0 General Social Studies	
4.1	Students will compare communities and describe how United States and Nebraska communities changed physically and demographically over time. <i>Water We Eating? (page 83) Aquatic</i>
4.2	Students will describe the contributions from the cultural and ethnic groups that made up our national heritage: Native Americans, Hispanic Americans, African Americans, European Americans, and Asian Americans. <i>Playing Lightly on the Earth (page 432)</i>
4.3	Students will describe social and economic development of Nebraska in the 20th century.
4.4	Students will describe the interaction between Native Americans and their environment on the plains prior to European contact.

4.5	Students will describe Nebraska's history, including geographic factors, from European contact to statehood.
4.6	Students will identify significant individuals, historical events and symbols in their community and in Nebraska and explain their importance.
4.7	Students will use higher-level thinking processes to evaluate and analyze primary sources and other resources.
4.8	Students will describe characteristics of a market economic system and the interactions of consumers and producers.
4.9	Students will demonstrate an understanding of money and the financial system used in the United States.
4.10	Students will identify and use essential map elements.
4.11	Students will use maps and globes to acquire information about people, places, and environments.
4.12	Students will identify the geographic and human characteristics of the regions of the United States and Nebraska.
4.13	Students will describe the process of making laws, carrying out laws, and determining if laws have been violated.
4.14	Students will identify the uniqueness of the Nebraska Unicameral compared with other state legislatures.
4.15	Students will identify and describe the responsibilities of the elected mayor, governor and president on the local, state, and federal level.

Eighth Grade

8.1 United States History

8.1.1	Students will analyze major cultures in the Americas before the 17th century. <i>Watered Down History (page 91) Aquatic</i> <i>Changing Societies (page 258)</i> <i>Let's Talk Turkey (page 248)</i> <i>Prairie Memoirs (page 188)</i>
8.1.2	Students will analyze the major people, events, and ideas that led to the exploration and settlement of the Americas by Europeans.
8.1.3	Students will describe key people, events, and ideas from colonial America.
8.1.4	Students will analyze challenges faced by the new United States government.
8.1.5	Students will describe growth and change in the United States from 1801-1861.
8.1.6	Students will identify and analyze causes, key events, and the effects of the Civil War and Reconstruction. <i>Watered Down History (page 91) Aquatic</i> <i>Prairie Memoirs (page 188)</i>
8.1.7	Students will explain post Civil War changes in the United States, and the role of the United States in world affairs through World War I. <i>Prairie Memoirs (page 188)</i>
8.1.8	Students will describe key social, economic, and cultural developments from WWI through the Great Depression.
8.1.9	Students will describe key people, events, and ideas since World War II. <i>Watered Down History (page 91) Aquatic</i> <i>Let's Talk Turkey (page 248)</i> <i>Museum Search for Wildlife (page 182)</i> <i>Wildlife Bibliography (page 253)</i>

8.2 World History
8.2.1 Students will describe human culture in the Paleolithic and Neolithic Eras.
8.2.2 Students will describe the impact of ancient river valley civilizations (Mesopotamia, Egypt, India, and China) on the development of world cultures.
8.2.3 Students will describe the impact of history, culture, and geography of Greece and Rome on later civilizations.
8.2.4 Students will describe the development and cultural impact of major religions.
8.2.5 Students will describe the impact of life in Medieval Europe on later civilizations.
8.2.6 Students will describe the impact of selected civilizations in Asia and Africa on the development of later cultures.
8.3 Civics and Economics
8.3.1 Students will explain and compare the structures, functions, and powers of the three branches of government at the national, state, and local levels.
8.3.2 Students will compare the election process at the local, state, and national levels of government.
8.3.3 Students will compare the policy-making process at the local, state, and national levels of government. <i>Something's Fishy Here (page 145) Aquatic</i> <i>Here Today, Gone Tomorrow (page 154)</i> <i>History of Wildlife Management (page 267)</i> <i>Riparian Zone (page 341)</i> <i>To Zone or Not To Zone (page 321)</i> <i>Wildlife Bibliography (page 253)</i>
8.3.4 Students will distinguish between the judicial systems established by the Nebraska Constitution and United States Constitution.
8.3.5 Students will explain the structure and operation of the United States economy and the role of citizens as producers and consumers. <i>Pay to Play (page 216)</i>
8.3.6 Students will compare the United States economic system to systems in other countries.
8.3.7 Students will summarize the rights and responsibilities of United States citizens.
8.3.8 Students will describe the purpose and function of the U. S. Constitution, including the Bill of Rights. <i>Dragonfly Pond (page 184) Aquatic</i> <i>Something's Fishy Here (page 145) Aquatic</i> <i>Does Wildlife Sell? (page 213)</i> <i>Litter We Know (page 434)</i> <i>Prairie Memoirs (page 188)</i> <i>Wildwork (page 385)</i>
8.4 Skills
8.4.1 Students will explain the meaning of patriotic slogans and excerpts from speeches and documents. <i>Changing Societies (page 258)</i> <i>Smokey Bear Said What? (page 314)</i>
8.4.2 Students will demonstrate skills for historical analysis.
8.4.3 Students will develop skills in discussion, debate, and persuasive writing by analyzing historical situations and events.
8.4.4 Students will evaluate different assessments of the causes, costs, and benefits of major events in recent American history to develop discussion, debate, and persuasive writing skills.
8.4.5 Students will interpret economic and political issues as expressed in various visuals. <i>Wildlife in National Symbols (page 186)</i>
8.4.6 Students will improve their skills in historical research and geographical analysis.
Twelfth Grade

12.1 United States History	
12.1.1	Students will analyze and explain the causes and effects of the Age of Discovery, contacts between Native Americans and European settlers, and the creation of the American colonies.
12.1.2	Students will analyze and explain the events and ideas of the Early National Period.
12.1.3	Students will analyze the causes and effects of major events of the Civil War and Reconstruction.
12.1.4	Students will analyze the impact of immigration on American life, identifying factors.
12.1.5	Students will summarize causes and effects of the Industrial Revolution. <i>Wild Bill's Fate (page 270)</i>
12.1.6	Students will compare Judaism, Christianity, Islam, Buddhism, and Hinduism.
12.1.7	Students will analyze and explain the Great Depression.
12.1.8	Students will recognize and explain the origins and effects of World War II.
12.1.9	Students will analyze and explain United States foreign policy since World War II.
12.1.10	Students will evaluate developments in federal civil rights and voting rights since the 1950s.
12.1.11	Students will demonstrate an understanding of domestic policy issues in contemporary American society.
12.1.12	Students will explain and demonstrate relationships between the geographical and the historical development of the United States by using maps, pictures, and computer databases. <i>Arctic Survival (page 234)</i> <i>Back from the Brink (page 355)</i> <i>From Bison to Bread (page 395)</i> <i>We're in This Together (page 44)</i>
12.1.13	Students will develop skills for historical analysis. <i>We're in This Together (page 44)</i>
12.1.14	Students will demonstrate verbal and written skills that focus on enduring issues, divergent viewpoints, and excerpts from famous speeches and documents in United States history.
12.2 World History	
12.2.1	Students will demonstrate an understanding of the state of the world about 1000 C.E.
12.2.2	Students will analyze the patterns of social, economic, political change, and cultural achievement in the late Medieval period.
12.2.3	Students will analyze the historical developments of the Renaissance.
12.2.4	Students will analyze the historical developments of the Reformation.
12.2.5	Students will analyze the impact of European expansion into the Americas, Africa, and Asia.
12.2.6	Students will compare and contrast Judaism, Christianity, Islam, Buddhism, Hinduism and Confucianism.
12.2.7	Students will analyze the scientific, political, and economic changes of the 16th, 17th, 18th, and 19th centuries.
12.2.8	Students will describe 19th century political developments in Europe, and their impact on the world.
12.2.9	Students will analyze and explain the effects of the Industrial Revolution.
12.2.10	Students will analyze major 20th century historical events. <i>Cabin Conflict (page 353)</i> <i>Deer Dilemma (page 426)</i> <i>Wild Bill's Fate (page 270)</i>
12.2.11	Students will demonstrate historical research and geographical skills. <i>Sustainability (page 449)</i>

12.3 The Government and Economics of the United States and Nebraska
--

12.3.1	Students will compare historical forms of democratic governments that influenced the United States Constitution of 1789.
12.3.2	Students will identify examples of fundamental United States political principles contained in the Declaration of Independence, Articles of Confederation, Federalist Papers, Common Sense, and the United States Constitution.
12.3.3	Students will analyze the significance of amendments to the United States Constitution.
12.3.4	Students will evaluate and summarize landmark Supreme Court interpretations of the United States Constitution and its amendments.
12.3.5	Students will analyze the fundamental concepts and challenges to democracy by using writing, discussion, and debate skills.
12.3.6	Students will analyze the structure and function of the United States national governments and its relationship to state governments. Know Your Legislation (page 272)
12.3.7	Students will analyze structure and function of Nebraska state and local governments. <i>Deer Crossing (page 392)</i> Know Your Legislation (page 272)
12.3.8	Students will describe and explain the election process in the national, state, and local governments.
12.3.9	Students will explain the rights, freedoms, responsibilities, and benefits of citizenship in the United States.
12.3.10	Students will compare the United States political and economic systems with those of major democratic and authoritarian nations.
12.3.11	Students will analyze characteristics of the United States free market economy.
12.3.12	Students will analyze the role of the national, state, and local government in the United States economy. A Picture is Worth a Thousand Words (page 409)
12.3.13	Students will examine the basic economic indicators and fundamentals of international trade. <i>Sea Turtles International (page 98) Aquatic</i>
12.4 World Geography	
12.4.1	Students will demonstrate geographical skills.
12.4.2	Students will analyze how selected physical and ecological processes impact the earth's surface.
12.4.3	Students will compare and contrast the distribution, growth rates, and characteristics of human population, e.g., settlement patterns and the location of natural and human resources. <i>Sustainability (page 449)</i>
12.4.4	Students will analyze the patterns of urban development, such as site and situation; the function of towns and cities; and problems related to human mobility, social structure, and the environment. <i>Dam Design (page 179) Aquatic</i> <i>Sustainability (page 449)</i>
12.4.5	Students will analyze the regional development of Asia, Africa, the Middle East, Latin America, and the Caribbean, such as physical, economic, and cultural characteristics and historical evolution from 1000 A.D. to the present. <i>When a Whale is Right (page 94) Aquatic</i>
12.4.6	Students will analyze the forces of conflict and cooperation. <i>When a Whale is Right (page 94) Aquatic</i>
12.4.7	Students will apply geography to interpret the past, understand the present, and plan the future. <i>When a Whale is Right (page 94) Aquatic</i> <i>Cabin Conflict (page 353)</i>

Reading/Writing

First Grade

1.1 Reading/Writing

- 1.1.1 By the end of the first grade, students will read and write using a variety of word recognition strategies at grade level one.
- 1.1.2 By the end of first grade, students will demonstrate phonological awareness and exhibit knowledge of letters and sounds.
- 1.1.3 By the end of first grade, students will demonstrate knowledge of the organization of print when reading and writing.
- 1.1.4 By the end of first grade, students will read and demonstrate comprehension at grade one level, using a variety of strategies.
- 1.1.5 By the end of first grade, students will respond to fiction and non-fiction text through writing, drawing, and verbal responses.
- 1.1.6 By the end of first grade, students will print neatly and correctly.
- 1.1.7 By the end of first grade, students will write about familiar experiences, people, objects, or events.
Grasshopper Gravity (page 4)
Learning to Look, Looking to See (page 278)

1.2 Speaking

- 1.2.1 By the end of first grade, students will speak in clear, complete, coherent sentences using standard English.
Beautiful Basics (page 58)
Color Crazy (page 2)
Ethi-Thinking (page 303)
Everybody Needs a Home (page 59)
First Impressions (page 178)
Grasshopper Gravity (page 4)
Learning to Look, Looking to See (page 278)
What's Wild? (page 7)

1.3 Listening

- 1.3.1 By the end of first grade, students will identify information gained and complete tasks through listening.
Beautiful Basics (page 58)
Ethi-Thinking (page 303)
Everybody Needs a Home (page 59)
Grasshopper Gravity (page 4)
Learning to Look, Looking to See (page 278)
What's Wild? (page 7)
First Impressions (page 178)

Fourth Grade

4.1 Reading

- 4.1.1 By the end of the fourth grade, students will demonstrate the use of multiple strategies in reading unfamiliar words and phrases.
- 4.1.2 By the end of the fourth grade, students will demonstrate the use of multiple strategies to increase their vocabulary.
- 4.1.3 By the end of the fourth grade, students will identify the main idea and supporting details in what they have read.

<p>4.1.4 By the end of the fourth grade, students will identify the resource appropriate for a specific purpose, and use the resource to locate information. <i>Sockeye Scents (page 61) Aquatic</i></p>
<p>4.1.5 By the end of the fourth grade, students will identify and use characteristics to classify different types of text. <i>And the Wolf Wore Shoes (page 180)</i></p>
<p>4.1.6 By the end of the fourth grade, students will identify and apply knowledge of the structure, elements, and literary techniques to analyze fiction.</p> <p>4.1.7 By the end of the fourth grade, students will identify and apply knowledge of the text structure and organizational elements to analyze nonfiction or informational text.</p>
<p>4.1.8 By the end of the fourth grade, students will identify similarities and differences between two fourth grade level reading selections. <i>And the Wolf Wore Shoes (page 180)</i></p>
<p>4.2 Writing</p>
<p>4.2.1 By the end of the fourth grade, students will write using standard English (conventions) for sentence structure, usage, punctuation, capitalization, and spelling. <i>Grasshopper Gravity (page 4)</i> <i>Habitrekking (page 79)</i> <i>Learning to Look, Looking to See (page 278)</i> <i>What's That, Habitat? (page 56)</i></p>
<p>4.2.2 By the end of the fourth grade, students will write paragraphs/reports with focus, related ideas, and supporting details. <i>Grasshopper Gravity (page 4)</i></p>
<p>4.2.3 By the end of the fourth grade, students will revise and edit narrative compositions.</p>
<p>4.2.4 By the end of the fourth grade, students will demonstrate the use of multiple forms to write for different audiences and purposes. <i>Habitrekking (page 79)</i></p>
<p>4.2.5 By the end of the fourth grade, students will demonstrate the use of self-generated questions, note taking, and summarizing while learning.</p>
<p>4.3 Speaking</p>
<p>4.3.1 By the end of the fourth grade, students will participate in group discussions by asking questions and contributing information and ideas. <i>Sockeye Scents (page 61) Aquatic</i> <i>Beautiful Basics (page 58)</i> <i>Color Crazy (page 2)</i> <i>Ethi-Thinking (page 303)</i> <i>Everybody Needs a Home (page 59)</i> <i>First Impressions (page 178)</i> <i>What's Wild? (page 7)</i> <i>Wildlife is Everywhere! (page 51)</i></p>
<p>4.3.2 By the end of the fourth grade, students will deliver organized oral presentations using complete sentences, clear enunciation, adequate volume, and eye contact. <i>Habitrekking (page 79)</i> <i>What's Wild? (page 7)</i> <i>Wildlife is Everywhere! (page 51)</i></p>

4.4 Listening	
4.4.1	By the end of the fourth grade, students will identify information gained and complete tasks through listening. <i>First Impressions (page 178)</i> <i>Habitrekking (page 79)</i>
Eighth Grade	
8.1 Reading	
8.1.1	By the end of the eighth grade, students will identify the main idea and supporting details in what they have read. <i>Desinging a Habitat (page 19) Aquatic</i> <i>Fishy Who's Who (page 8) Aquatic</i> <i>Something's Fishy Here (page 145) Aquatic</i> <i>Watered Down History (page 91) Aquatic</i> <i>Prairie Memoirs (page 188)</i>
8.1.2	By the end of the eighth grade, students will identify, locate, and use multiple resources to access information on an assigned or self-selected topic. <i>Aquatic Times (page 174) Aquatic</i> <i>Blue-Ribbon Niche (page 52) Aquatic</i> <i>Desinging a Habitat (page 19) Aquatic</i> <i>Fishy Who's Who (page 8) Aquatic</i> <i>Something's Fishy Here (page 145) Aquatic</i> <i>Watered Down History (page 91) Aquatic</i> <i>Ecosystem Facelift (page 166)</i> <i>Museum Search for Wildlife (page 182)</i> <i>Pro and Con: Consumptive and Nonconsumptive Uses of Wildlife (page 338)</i> <i>Spider Web Geometry (page 34)</i> <i>What Did Your Lunch Cost Wildlife? (page 68)</i> <i>What's For Dinner? (page 96)</i> <i>Wildwork (page 385)</i>
8.1.3	By the end of the eighth grade, students will identify and classify different types of text.
8.1.4	By the end of the eighth grade, students will identify and apply knowledge of the structure, elements, and literary techniques to analyze fiction. <i>Wetland Metaphores (page 39) Aquatic</i> <i>Cartoons and Bumper Stickers (page 192)</i>
8.1.5	By the end of the eighth grade, students will identify and apply knowledge of the text structure and organizational elements to analyze nonfiction or informational text. <i>Desinging a Habitat (page 19) Aquatic</i> <i>Fishy Who's Who (page 8) Aquatic</i> <i>Watered Down History (page 91) Aquatic</i>
8.1.6	By the end of the eighth grade, students will identify similarities and differences across a variety of eighth grade reading selections. <i>Prairie Memoirs (page 188)</i>

8.1.7 By the end of the eighth grade, students will demonstrate the ability to analyze literary works, nonfiction, films, or media.

Watered Down History (page 91) Aquatic

Does Wildlife Sell? (page 213)

Prairie Memoirs (page 188)

Saturday Morning Wildlife Watching (page 184)

8.2 Writing

8.2.1 By the end of the eighth grade, students will write using standard English (conventions) for sentence structure, usage, punctuation, capitalization, and spelling.

Aquatic Times (page 174) Aquatic

Blue-Ribbon Niche (page 52) Aquatic

Desinging a Habitat (page 19) Aquatic

Fishy Who's Who (page 8) Aquatic

Mermaids and Manatees (page 80) Aquatic

Wetland Metaphores (page 39) Aquatic

Animal Poetry (page 282)

Interview a Spider (page 12)

Microtrek Treasure Hunt (page 82)

Museum Search for Wildlife (page 182)

Planting Animals (page 152)

8.2.2 By the end of the eighth grade, students will write compositions with focus, related ideas, and supporting details.

Aquatic Times (page 174) Aquatic

Blue-Ribbon Niche (page 52) Aquatic

Desinging a Habitat (page 19) Aquatic

Mermaids and Manatees (page 80) Aquatic

Interview a Spider (page 12)

8.2.3 By the end of the eighth grade, students will revise and edit descriptive compositions.

Aquatic Times (page 174) Aquatic

Desinging a Habitat (page 19) Aquatic

Mermaids and Manatees (page 80) Aquatic

Interview a Spider (page 12)

8.2.4 By the end of the eighth grade, students will demonstrate the use of multiple forms to write for different audiences and purposes.

Aquatic Times (page 174) Aquatic

Desinging a Habitat (page 19) Aquatic

Mermaids and Manatees (page 80) Aquatic

Something's Fishy Here (page 145) Aquatic

Interview a Spider (page 12)

Museum Search for Wildlife (page 182)

Planting Animals (page 152)

8.2.5 By the end of the eighth grade, students will demonstrate the ability to use self-generated questions, note taking, summarizing and outlining while learning.

Desinging a Habitat (page 19) Aquatic

Something's Fishy Here (page 145) Aquatic

Watered Down History (page 91) Aquatic

8.3 Speaking

8.3.1 By eighth grade, students will ask questions and contribute information and ideas in discussions.

Blue-Ribbon Niche (page 52) Aquatic

Fishy Who's Who (page 8) Aquatic

Riparian Retreat (page 98) Aquatic

Something's Fishy Here (page 145) Aquatic

Wetland Metaphores (page 39) Aquatic

Career Critters (page 371)

Cartoons and Bumper Stickers (page 192)

Does Wildlife Sell? (page 213)

Ecosystem Facelift (page 166)

Enviro-Ethics (page 443)

For Your Eyes Only (page 197)

Microtrek Treasure Hunt (page 82)

Museum Search for Wildlife (page 182)

Planting Animals (page 152)

Prairie Memoirs (page 188)

Pro and Con: Consumptive and Nonconsumptive Uses of Wildlife (page 338)

Rare Bird Eggs for Sale (page 335)

Riparian Zone (page 341)

Saturday Morning Wildlife Watching (page 184)

Stormy Weather (page 85)

The Hunter (page 287)

Time Lapse (page 158)

To Zone or Not To Zone (page 321)

Urban Nature Search (page 70)

What Did Your Lunch Cost Wildlife? (page 68)

What's For Dinner? (page 96)

Which Niche? (page 66)

Wildwork (page 385)

8.3.2 By the end of the eighth grade, students will present multiple styles for audiences and purposes.

Blue-Ribbon Niche (page 52) Aquatic

Desinging a Habitat (page 19) Aquatic

Watered Down History (page 91) Aquatic

Ecosystem Facelift (page 166)

For Your Eyes Only (page 197)

Pro and Con: Consumptive and Nonconsumptive Uses of Wildlife (page 338)

Rare Bird Eggs for Sale (page 335)

Riparian Zone (page 341)

Spider Web Geometry (page 34)

The Hunter (page 287)

Time Lapse (page 158)

To Zone or Not To Zone (page 321)

Urban Nature Search (page 70)

What Did Your Lunch Cost Wildlife? (page 68)

Which Niche? (page 66)

Wildwork (page 385)

8.4 Listening
<p>8.4.1 By the end of the eighth grade, students will identify information gained and complete tasks through listening.</p> <p><i>Water Wings (page 110) Aquatic</i> <i>For Your Eyes Only (page 197)</i></p>
Twelfth Grade
12.1 Reading
<p>12.1.1 By the end of the twelfth grade, students will identify the main idea and supporting details in what they have read.</p> <p><i>Facts and Falsehoods (page 124) Aquatic</i> <i>When a Whale is Right (page 94) Aquatic</i> <i>Deer Dilemma (page 426)</i> <i>From Bison to Bread (page 395)</i> <i>Know Your Legislation (page 272)</i></p>
<p>12.1.2 By the end of the twelfth grade, students will locate, evaluate, and use primary and secondary resources for research.</p> <p><i>Dam Design (page 179) Aquatic</i> <i>Facts and Falsehoods (page 124) Aquatic</i> <i>When a Whale is Right (page 94) Aquatic</i> <i>Know Your Legislation (page 272)</i> <i>Sustainability (page 449)</i> <i>Wild Bill's Fate (page 270)</i> <i>Wildlife on Coins and Stamps (page 208)</i></p>
<p>12.1.3 By the end of the twelfth grade, students will identify and use characteristics to classify types of text.</p> <p><i>Facts and Falsehoods (page 124) Aquatic</i></p>
<p>12.1.4 By the end of the twelfth grade, students will analyze literature to identify the stated or implied theme.</p> <p><i>Facts and Falsehoods (page 124) Aquatic</i></p>
<p>12.1.5 By the end of the twelfth grade, students will demonstrate the ability to analyze fiction through identifying and applying knowledge of elements and literary techniques.</p>
<p>12.1.6 By the end of the twelfth grade, students will identify and apply knowledge of the text structure and organizational elements to analyze non-fiction or informational text.</p> <p><i>Dam Design (page 179) Aquatic</i> <i>Facts and Falsehoods (page 124) Aquatic</i> <i>When a Whale is Right (page 94) Aquatic</i> <i>Back from the Brink (page 355)</i> <i>From Bison to Bread (page 395)</i></p>
<p>12.1.7 By the end of the twelfth grade, students will demonstrate the ability to analyze literary works, nonfiction, films, and media.</p>
12.2 Writing
<p>12.2.1 By the end of the twelfth grade, students will write using standard English (conventions) for sentence structure, usage, punctuation, capitalization, and spelling.</p> <p><i>Dam Design (page 179) Aquatic</i> <i>Living Research: Aquatic Heros and Heroines (page 190) Aquatic</i> <i>Forest in a Jar (page 137)</i> <i>Know Your Legislation (page 272)</i> <i>We're in This Together (page 44)</i> <i>Wildlife Issues (page 297)</i></p>

<p>12.2.2 By the end of the twelfth grade, students will write compositions with focus, related ideas, and supporting details.</p> <p><i>Dam Design (page 179) Aquatic</i> <i>Living Research: Aquatic Heros and Heroines (page 190) Aquatic</i></p>
<p><i>Know Your Legislation (page 272)</i> <i>We're in This Together (page 44)</i></p>
<p>12.2.3 By the end of the twelfth grade, students will revise and edit persuasive compositions.</p> <p><i>Dam Design (page 179) Aquatic</i></p>
<p>12.2.4 By the end of the twelfth grade, students will use multiple forms to write for different audiences and purposes.</p> <p><i>Living Research: Aquatic Heros and Heroines (page 190) Aquatic</i> <i>Forest in a Jar (page 137)</i> <i>Wild Bill's Fate (page 270)</i></p>
<p>12.2.5 By the end of the twelfth grade, students will demonstrate the ability to use self-generated questions, note taking, summarizing, and outlining while learning.</p> <p><i>Facts and Falsehoods (page 124) Aquatic</i> <i>Living Research: Aquatic Heros and Heroines (page 190) Aquatic</i> <i>When a Whale is Right (page 94) Aquatic</i> <i>From Bison to Bread (page 395)</i> <i>We're in This Together (page 44)</i> <i>Wild Bill's Fate (page 270)</i> <i>Wildlife Issues (page 297)</i></p>
<p>12.3 Speaking</p>
<p>12.3.1 By the end of the twelfth grade, students will participate in student-directed discussions by eliciting questions and responses.</p> <p><i>Facts and Falsehoods (page 124) Aquatic</i> <i>Living Research: Aquatic Heros and Heroines (page 190) Aquatic</i> <i>Sea Turtles International (page 98) Aquatic</i> <i>When a Whale is Right (page 94) Aquatic</i></p>
<p><i>Forest in a Jar (page 137)</i> <i>From Bison to Bread (page 395)</i> <i>Wildlife Issues (page 297)</i></p> <p>12.3.2 By the end of the twelfth grade, students will make oral presentations that demonstrate consideration of audience, purpose, and information.</p> <p><i>Living Research: Aquatic Heros and Heroines (page 190) Aquatic</i> <i>When a Whale is Right (page 94) Aquatic</i> <i>Sustainability (page 449)</i> <i>Wildlife Issues (page 297)</i></p>

Math

First Grade

1.1 Numeration/Number Sense

1.1.1 By the end of the first grade, students will recognize, write, and orally express the sequential order of the number system.

Graphananimal (page 49)

1.1.2 By the end of the first grade, students will demonstrate ways of representing numbers and compare relations among numbers.

Graphananimal (page 49)

1.1.3 By the end of the first grade, students will identify numbers and applications in everyday situations.

Plastic Jellyfish (page 128) Aquatic

Graphananimal (page 49)

1.1.4 By the end of the first grade, students will demonstrate the value of numbers (0-20) using objects.

Graphananimal (page 49)

1.2 Computation/Estimation

1.2.1 By the end of the 1st grade, students will demonstrate the concepts of addition and subtraction to 10.

1.2.2 By the end of the first grade, students will justify estimations to mathematical problems.

1.3 Measurement

1.3.1 By the end of the first grade, students will measure two or more items or sets using mathematical units of measurements and compare attributes.

1.3.2 By the end of the first grade, students will identify tools of measurement and their appropriate use (clocks, calendar, ruler, balance scale, and thermometer).

1.3.3 By the end of the first grade, students will tell time to the half-hour using an analog and digital clock.

1.3.4 By the end of the first grade, students will identify the different units of measurement used in their environment (cents, dollars, pounds, gallons, liters, meters, miles, minutes, and hours).

1.3.5 By the end of the first grade, students will identify past, present, and future as orientations of time.

1.4 Geometry/Spatial Concepts

1.4.1 By the end of the first grade, students will compare relative position (left/right, above/below, over/under, up/down, and near/far).

1.4.2 By first grade, students will identify, describe, and create circles, squares, triangles, and rectangles.

1.5 Data Analysis, Probability, and Statistical Concepts

1.5.1 By the end of the first grade, students will collect information about objects and events in their environments (favorite candy bar, number of siblings, number of pets).

Plastic Jellyfish (page 128) Aquatic

1.5.2 By first grade, students will organize and display collected information using objects and pictures.

Plastic Jellyfish (page 128) Aquatic

1.5.3 By the end of the first grade, students will compare and interpret information from displayed data).

Plastic Jellyfish (page 128) Aquatic

1.5.4 By the end of the first grade, students will describe the process used in data collection and analysis.

Plastic Jellyfish (page 128) Aquatic

1.6 Algebraic Concepts

1.6.1 By the end of the first grade, students will identify, describe, extend, and create patterns (objects, sounds, movements, shapes, numbers, and colors).

1.6.2 By the end of the first grade, students will sort and classify objects according to one or more attributes (size, shape, color, and thickness).

1.6.3 By the end of the first grade, students will identify and describe patterns in their environment.

Fourth Grade	
4.1 Numeration/Number Sense	
4.1.1	By the end of the fourth grade, students will demonstrate place value of whole numbers through the millions and decimals to the hundredth place.
4.1.2	By the end of the fourth grade, students will write and illustrate equivalences of whole numbers in expanded form, decimals, and fractions.
4.1.3	By the end of the fourth grade, students will describe and apply relationships between whole numbers, decimals, and fractions by order, comparison, and operation.
4.1.4	By the end of the fourth grade, students will identify examples of positive and negative numbers and zero.
4.1.5	By the end of the fourth grade, students will make change and count out in amounts up to \$20.00.
4.2 Computation/Estimation	
4.2.1	By the end of the fourth grade, students will estimate, add, subtract, multiply, and divide whole numbers without and with calculators and solve word problems.
4.2.2	By the end of the fourth grade, students will estimate, add, and subtract decimals without and with the use of a calculator and solve word problems.
4.2.3	By the end of the fourth grade, students will estimate, add, and subtract fractions with like denominators without calculators and solve word problems.
4.3 Measurement	
4.3.1	By the end of the fourth grade, students will estimate, measure, and solve word problems using metric units for linear measurement, area, mass/weight, capacity, and temperature.
4.3.2	By the end of the fourth grade, students will estimate, measure, and solve word problems using standard units for linear measure, area, mass/weight, capacity, and temperature.
4.3.3	By the end of the fourth grade, students will tell and write correct time to the minute using an analog clock.
4.3.4	By the end of the fourth grade, students will measure and determine the perimeter of a many-sided figure without a formula using standard and metric units of measure.
4.4 Geometry/Spatial Concepts	
4.4.1	By the end of the fourth grade, students will identify, describe, and create two- and three-dimensional geometric shapes.
4.4.2	By the end of the fourth grade, students will identify and draw points, lines, line segments, rays, and angles.
4.4.3	By the end of the fourth grade, students will identify, analyze, and compare two-dimensional geometric figures using congruence, symmetry, similarity, and simple transformations.
4.5 Data Analysis, Probability, and Statistical Concepts	
4.5.1	By the end of the fourth grade, students will collect, organize, record, and interpret data and describe the findings. <i>Plastic Jellyfish (page 128) Aquatic</i> <i>Graphanimal (page 49)</i>
4.6 Algebraic Concepts	
4.6.1	By the end of the fourth grade, students will use and interpret variables and mathematical symbols to write and solve one-step equations.
4.6.2	By the end of the fourth grade, students will identify, describe, and extend arithmetic patters, using concrete materials and tables.

Eighth Grade

8.1 Numeration/Number Sense

- 8.1.1 By the end of the eighth grade, students will recognize natural numbers, whole numbers, integers, and rational numbers.
- 8.1.2 By the end of the eighth grade, students will determine equivalences among fractions, decimals, and percents.
Eat and Glow (page 69) Aquatic
- 8.1.3 By the end of the eighth grade, students will write and use numbers in expanded exponential form and scientific notation.
- 8.1.4 By the end of the eighth grade, students will identify and display numbers including prime and composite, factors and multiples, divisibility, powers, and properties.

8.2 Computation/Estimation

- 8.2.1 By the end of the eighth grade, students will add, subtract, multiply, and divide decimals and proper, improper, and mixed fractions with uncommon and common denominators with and without the use of technology.
How Wet Is Our Planet? (page 121) Aquatic
Whale of a Tail (page 10) Aquatic
How Many Bears Can Live in This Forest? (page 23)
- 8.2.2 By the end of the eighth grade, students will identify the appropriate operation and do the correct calculations when solving word problems.
How Wet Is Our Planet? (page 121) Aquatic
Whale of a Tail (page 10) Aquatic
Bearly Growing (page 19)
Checks and Balances (page 387)
How Many Bears Can Live in This Forest? (page 23)
Lobster in Your Lunch Box (page 245)
- 8.2.3 By the end of the eighth grade, students will solve problems involving whole numbers, integers, and rational numbers (Fractions, decimals, ratios, proportions, and percents) with and without the use of technology.
How Wet Is Our Planet? (page 121) Aquatic
Whale of a Tail (page 10) Aquatic
How Many Bears Can Live in This Forest? (page 23)
Lobster in Your Lunch Box (page 245)
- 8.2.4 By the end of the eighth grade, students will apply the order of operations to solve problems with and without the use of technology.
Whale of a Tail (page 10) Aquatic
How Many Bears Can Live in This Forest? (page 23)
- 8.2.5 By the end of the eighth grade, students will apply strategies of estimation when solving problems with and without the use of technology.
Water's Going On? (page 149) Aquatic
Whale of a Tail (page 10) Aquatic
Energy Pipeline (page 105)
How Many Bears Can Live in This Forest? (page 23)

8.3 Measurement	
8.3.1	<p>By the end of the eighth grade, students will select measurement tools and measure quantities for temperature, time, money, distance, angles, area, perimeter, volume, capacity, and weight/mass in standard and metric units at the designated level of precision.</p> <p><i>How Wet Is Our Planet? (page 121) Aquatic</i></p> <p><i>Puddle Wonders! (page 114) Aquatic</i></p> <p><i>Whale of a Tail (page 10) Aquatic</i></p> <p><i>Where Does the Water Run? (page 21) Aquatic</i></p>
8.3.2	<p>By the end of the eighth grade, students will convert units within measurement systems using standard and metric, given conversion factors.</p> <p><i>How Wet Is Our Planet? (page 121) Aquatic</i></p> <p><i>Puddle Wonders! (page 114) Aquatic</i></p> <p><i>Whale of a Tail (page 10) Aquatic</i></p> <p><i>Where Does the Water Run? (page 21) Aquatic</i></p> <p><i>I'm Thirsty (page 134)</i></p>
8.4 Geometry/Spatial Concepts	
8.4.1	<p>By the end of the eighth grade, students will identify, describe, compare, and classify two- and three-dimensional geometric shapes such as plane figures like polygons and circles; solid figures like prisms, pyramids, cones, spheres, and cylinders; and lines, line segments, rays, angles, parallel and perpendicular lines.</p> <p><i>Spider Web Geometry (page 34)</i></p>
8.4.2	<p>By the end of the eighth grade, students will use geometric properties, the Pythagorean theorem, and the relationships of congruence, similarity, and symmetry.</p> <p><i>Spider Web Geometry (page 34)</i></p>
8.4.3	<p>By the end of the eighth grade, students will use formulas to solve problems involving perimeter and area of a square, rectangle, parallelogram, trapezoid, and triangle, as well as the area and circumference of a circle.</p> <p><i>Where Does the Water Run? (page 21) Aquatic</i></p>
8.4.4	<p>By the end of the eighth grade, students will solve problems given formulas for volume and surface area of rectangular prisms, cylinders, and cones.</p>
8.4.5	<p>By the end of the eighth grade, students will apply transformations to two- and three-dimensional geometric figures.</p> <p><i>Where Does the Water Run? (page 21) Aquatic</i></p> <p><i>Spider Web Geometry (page 34)</i></p>
8.4.6	<p>By the end of the eighth grade, students will use geometric terms and representations to describe the physical world.</p> <p><i>Spider Web Geometry (page 34)</i></p>
8.5 Data Analysis, Probability, and Statistical Concepts	
8.5.1	<p>By the end of the eighth grade, students will collect, construct, and interpret data displays and compute mean, median, and mode.</p> <p><i>Alice in Waterland (page 151) Aquatic</i></p> <p><i>Water's Going On? (page 149) Aquatic</i></p> <p><i>Whale of a Tail (page 10) Aquatic</i></p> <p><i>Where Does the Water Run? (page 21) Aquatic</i></p> <p><i>Bearly Growing (page 19)</i></p>

8.5.2	By the end of the eighth grade, students will read and interpret tables, charts, and graphs to make comparisons and predictions. <i>Alice in Waterland (page 151) Aquatic</i> <i>Water's Going On? (page 149) Aquatic</i> <i>Whale of a Tail (page 10) Aquatic</i> <i>Where Does the Water Run? (page 21) Aquatic</i> <i>Bearly Growing (page 19)</i> <i>Oh Deer! (page 36)</i> <i>Seed Need (page 98)</i> <i>World Travelers (page 330)</i>
8.5.3	By the end of the eighth grade, students will construct experiments or simulations to demonstrate theoretical probability and relative frequency. <i>Eat and Glow (page 69) Aquatic</i>
8.5.4	By the end of the eighth grade, students will identify statistical methods and probability for making decisions.
8.6 Algebraic Concepts	
8.6.1	By the end of the eighth grade, students will demonstrate knowledge and use of the one- and two-dimensional coordinate system. <i>Oh Deer! (page 36)</i>
8.6.2	By the end of the eighth grade, students will apply algebraic concepts and operations to solve linear equations and word problems. <i>No Water Off a Duck's Back (page 305)</i>
8.6.3	By the end of the eighth grade, students will describe and represent relations, using tables, graphs, and rules. <i>Oh Deer! (page 36)</i>
Twelfth Grade	
12.1 Numeration/Number Sense	
12.1.1	By the end of the twelfth grade, students will describe and compare the relationship between subsets of real numbers.
12.1.2	By the end of the twelfth grade, students will express the equivalent forms of numbers using exponents, radicals, scientific notation, absolute values, fractions, decimals, and percents.
12.2 Computation/Estimation	
12.2.1	By the end of the twelfth grade, students will solve theoretical and applied problems using numbers in equivalent forms, radicals, exponents, scientific notations, absolute values, fractions, decimals, and percents, ratios and proportions, order of operations and properties of real numbers. <i>Turkey Trouble (page 367)</i>
12.2.2	By the end of the twelfth grade, students will justify solutions to mathematical problems.
12.2.3	By the end of the twelfth grade, students will perform estimations and computations of real numbers mentally, with paper and pencil, and with technology. <i>Dropping in on Deer (page 420)</i>
12.3 Measurement	
12.3.1	By the end of the twelfth grade, students will select and use measuring units, tools, and/or technology and explain the degree of accuracy and precision of measurements. <i>Eat and Glow (page 69) Aquatic</i>
12.3.2	By the end of the twelfth grade, students will convert between metric and standard units of measurement, given conversion factors.

12.4 Geometry/Spatial Concepts	
12.4.1	By the end of the twelfth grade, students will calculate perimeter and area of two-dimensional shapes and surface area and volume of three-dimensional shapes. <i>Dropping in on Deer (page 420)</i>
12.4.2	By the end of the twelfth grade, students will create geometric models to describe the physical world.
12.4.3	By the end of the twelfth grade, students will evaluate characteristics and properties of two- and three-dimensional geometric shapes.
12.4.4	By the end of the twelfth grade, students will apply coordinate geometry to locate and describe objects algebraically.
12.4.5	By the end of the twelfth grade, students will apply right triangle trigonometry to find length and angle measurements.
12.4.6	By the end of the twelfth grade, students will apply geometric properties to solve problems.
12.4.7	By the end of the twelfth grade, students will apply deductive reasoning to arrive at a conclusion.
12.5 Data Analysis, Probability, and Statistical Concepts	
12.5.1	By the end of the twelfth grade, students will select a sampling technique to gather data, analyze the resulting data, and make inferences. <i>Eat and Glow (page 69) Aquatic</i> <i>Dropping in on Deer (page 420)</i>
12.5.2	By the end of the twelfth grade, students will write equations and make predictions from sets of data.
12.5.3	By the end of the twelfth grade, students will apply theoretical probability to represent problems and make decisions.
12.5.4	By the end of the twelfth grade, students will evaluate how transformations on data affect the measures of central tendency and variability.
12.5.5	By the end of the twelfth grade, students will interpret data represented by the normal distribution and formulate conclusions.
12.5.6	By the end of the twelfth grade, students will calculate probabilities of independent events.
12.6 Algebraic Concepts	
12.6.1	By the end of the twelfth grade, students will graph and interpret algebraic relations and inequalities.
12.6.2	By the end of the twelfth grade, students will solve problems involving equations and inequalities.
12.6.3	By the end of the twelfth grade, students will solve problems involving systems of two equations, and systems of two or more inequalities.
12.6.4	By the end of the twelfth grade, students will solve problems using patterns and functions. <i>Birds of Prey (page 111)</i>

Project WILD Activity Overview with Correlating Nebraska State Education Standards

A Picture Is Worth A Thousand Words		Page 409
Objective(s): Students will (1) describe changes in public attitudes toward wildlife and its management, and (2) explain the importance to wildlife management of both scientific knowledge and skills as well as the importance of technological advancements.		
Method/Overview: Students will compare photographs that represent changes in technology and practices in wildlife management.		
Subject Area(s): Social Studies, Science, Environmental Science		
Grade(s): 9-12		
Nebraska State Standards:		Math: None Reading/Writing: None Science: 12.4.4; 12.7.3 Social Studies: 12.3.17; 12.3.9; 12.3.12; 12.4.6

Adaptation Artistry		Page 128
Objective(s): Students will (1) identify and describe the advantages of bird adaptations, and (2) evaluate the importance of adaptations to birds.		
Method/Overview: Students design and create imaginary birds and then write reports including descriptions of the birds' adaptations.		
Subject Area(s): Science, Environmental Education, Expressive Arts, Language Arts.		
Grade(s): 5-8		
Nebraska State Standards:		Math: None Reading/Writing: None Science 8.1.2; 8.1.4; 8.4.3; 8.4.4; 8.4.5 Social Studies: None

And the Wolf Wore Shoes		Page 180
Objective(s): Students will (1) distinguish between real and imaginary animals, and (2) give examples of real and imaginary animals and their characteristics.		
Method/Overview: Students divide books into those about real and those about imaginary animals and then distinguish between real and fictitious animal characteristics.		
Subject Area(s): Language Arts, Science, Environmental Education		
Grade(s): K-4		
Nebraska State Standards:	Math: None Reading/Writing: 4.1.5; 4.1.8 Science: None Social Studies: None	

Animal Charades		Page 280
Objective(s): Students will (1) define wildlife, and (2) distinguish between domesticated and wild animals.		
Method/Overview: Students use charades to distinguish between wild and domesticated animals.		
Subject Area(s): Science, Expressive Arts, Environmental Education		
Grade(s): K-4		
Nebraska State Standards:	Math: None Reading/Writing: None Science 1.4.1 Social Studies: None	

Animal Poetry		Page 282
Objective(s): Students will recognize and experience the inspirational value of wildlife.		
Method/Overview: Students go outside to imagine themselves as animals and then write poems.		
Subject Area(s): Language Arts		
Grade(s): 5-8		
Nebraska State Standards:		Math: None
		Reading/Writing: 8.2.1
		Science: None
		Social Studies: None

Ants on a Twig		Page 88
Objective(s): Students will (1) identify similarities and differences in basic needs of ants and humans, and (2) generalize that humans and wildlife have similar basic needs.		
Method/Overview: Students observe and demonstrate ant behavior.		
Subject Area(s): Science, Expressive Arts, Environmental Education		
Grade(s): 5-8		
Nebraska State Standards:		Math: None
		Reading/Writing: None
		Science: 8.4.3
		Social Studies: None

Artic Survival		Page 234
Objective(s): Students will (1) describe how the available resources, including wildlife and habitat, affect the economy and culture of an area; (2) list natural resources; and (3) describe the difference between a nonrenewable and a renewable resource.		
Method/Overview: Through a simulation, students will become hunters, gatherers, and traders in an attempt to gain food, water, shelter and heat.		
Subject Area(s): Social Studies, Science, Environmental Education		
Grade(s): 9-12		
Nebraska State Standards:	Math: None	
	Reading/Writing: None	
	Science: 12.7.3	
	Social Studies: 12.4.6	

Back from the Brink		Page 355
Objective(s): Students will (1) explain the reasons for the decline of certain wildlife species and describe methods used in species recovery, (2) describe the effects of the decline and recovery of wildlife on people and the environment, (3) analyze issues surrounding the decline and recovery of wildlife species and examine strategies to resolve those issues, and (4) describe the importance of an environmentally literate citizen base to the success of the recovery project.		
Method/Overview: Students are given background information on the recovery of wildlife species, and they are asked to analyze the issues and make recommendations for their resolution.		
Subject Area(s): Science, Language Arts, Social Studies, Environmental Education		
Grade(s): 9-12		
Nebraska State Standards:	Math: None	
	Reading/Writing: 12.1.6;	
	Science: 12.4.4	
	Social Studies: 12.1.11; 12.1.12; 12.1.13; 12.2.11	

Bearly Growing		Page 19
Objective(s): Students will compare similarities and differences between the growth of black bears and humans.		
Method/Overview: Students illustrate, compute, and graph differences between people and black bears at various stages of maturity.		
Subject Area(s): Math, Science, Environmental Education		
Grade(s): 5-8		
Nebraska State Standards:	Math:8.2.2; 8.5.1; 8.5.2	
	Reading/Writing: None	
	Science:8.1.3; 8.4.3	
	Social Studies: None	

Beautiful Basics		Page 58
Objective(s): Students will identify five basic survival needs shared by people and all other animals, including pets, and wildlife.		
Method/Overview: Students list and organize needs of people, pets, and wildlife.		
Subject Area(s): Science, Environmental Education, Language Arts		
Grade(s): K-4		
Nebraska State Standards:	Math: None	
	Reading/Writing: 1.2.1; 1.3.1; 4.3.1	
	Science: 1.4.1; 1.5.1	
	Social Studies: None	

Bird Song Survey		Page 406
Objective(s): Students will identify and describe the importance of bird counting as one means of inventorying wildlife populations.		
Method/Overview: Students investigate an area and use bird-counting techniques.		
Subject Area(s): Environmental Education, Science		
Grade(s): 9-12		
Nebraska State Standards:	Math: None	
	Reading/Writing: None	
	Science: None	
	Social Studies: None	

Birds of Prey		Page 111
Objective(s): Students will (1) interpret a graph of animal populations, noting changes over time; (2) hypothesize the relationship among temperature, ground squirrel behavior, and falcon populations; and (3) describe the importance of interdependence to the functioning of an ecosystem.		
Method/Overview: Students interpret data on wildlife populations, generate hypotheses related to the data, and research potential explanations.		
Subject Area(s): Math, Science, Environmental Education		
Grade(s): 9-12		
Nebraska State Standards:	Math:12.6.4	
	Reading/Writing: None	
	Science: 12.1.1; 12.4.4; 12.8.2	
	Social Studies: None	

Bottleneck Genes

Page 172

Objective(s): Students will (1) describe biodiversity as it relates to natural systems, species, or individuals; (2) articulate that genetic diversity is essential to the health of a species because it facilitates adaptation to change and provides sources for new genetic material; (3) explain how natural selection favors individuals with traits adapted to their environment; and (4) explain that for a wildlife population to sustain itself, there must be enough habitat to support a healthy-sized population that will carry a healthy-sized gene diversity.

Method/Overview: Students will simulate the gene-pool analysis of a population of black-footed ferrets using colored beads.

Subject Area(s): Science, Environmental Education

Grade(s): 9-12

Nebraska State Standards:

Math: None

Reading/Writing: None

Science: 12.4.2; 12.4.3; 12.4.4

Social Studies: None

Cabin Conflict

Page 353

Objective(s): Students will (1) describe possible circumstances in which public and private interests may conflict in land-use issues, and (2) evaluate points of view that may arise under such circumstances.

Method/Overview: Students participate in a role-playing activity.

Subject Area(s): Social Studies, Environmental Education

Grade(s): 9-12

Nebraska State Standards:

Math: None

Reading/Writing: None

Science: 12.7.4

Social Studies: 12.2.11; 12.4.6

Can Do!		Page 446
Objective(s): Students will (1) identify a problem involving wildlife in their community, (2) suggest and evaluate alternative means by which to either solve the problem or at least improve the situation, (3) successfully undertake the project, and (4) analyze and describe the process by which they successfully solved the problem or improved the situation.		
Method/Overview: Students select an environmental project, conduct research, make plans, and follow procedures to accomplish the project.		
Subject Area(s): Environmental Education, Social Studies		
Grade(s): 9-12		
Nebraska State Standards:		Math: None Reading/Writing: None Science: 12.7.4 Social Studies: None

Career Critters		Page 371
Objective(s): Students will (1) identify five examples of how wild animals and plants can be used to manage some environmental problems, and (2) describe and give examples of an organism and its niche.		
Method/Overview: Students match organisms to environmental problems in a community and evaluate the potential of the organisms to help solve the problem.		
Subject Area(s): Environmental Education, Language Arts, Science, Social Studies		
Grade(s): 5-6		
Nebraska State Standards:		Math: None Reading/Writing: 8.3.1 Science: 8.4.4 Social Studies: None

Carrying Capacity		Page 46
Objective(s): Students will (1) formulate and test hypotheses related to wildlife populations and carrying capacity, and (2) describe the significance of carrying capacity.		
Method/Overview: Students become herds of animals seeking food in a physical activity.		
Subject Area(s): Environmental Education, Science		
Grade(s): 9-12		
Nebraska State Standards:	Math: None	
	Reading/Writing: None	
	Science: 12.7.2; 12.7.4; 12.4.4; 12.4.5	
	Social Studies: 12.2.2; 12.2.5; 12.2.9	

Cartoons and Bumper Stickers		Page 192
Objective(s): Students will (1) identify cartoons and bumper stickers designed to make a statement about some issue affecting natural resources and the environment, and (2) describe the influence of humor as a means for conveying information about such issues.		
Method/Overview: Students find, analyze, and discuss cartoons or bumper stickers or both.		
Subject Area(s): Environmental Education, Social Studies, Language Arts, Expressive Arts		
Grade(s): 5-8		
Nebraska State Standards:	Math: None	
	Reading/Writing: 8.1.4; 8.3.1	
	Science: None	
	Social Studies: None	

Changing Attitudes		Page 255
Objective(s): Students will (1) give an example of a change in attitudes related to a wild animal or the environment, and (2) describe factors that may influence changes in attitudes.		
Method/Overview: Students design, conduct, and compile community interviews then summarize their findings.		
Subject Area(s): Social Studies, Environmental Education		
Grade(s): 5-8		
Nebraska State Standards:	Math: None	
	Reading/Writing: None	
	Science: None	
	Social Studies: None	

Changing Societies		Page 258
Objective(s): Students will (1) describe and give examples illustrating how wildlife resources have affected the development, movement, and size of Native American Societies; (2) suggest ways that wildlife has influenced the culture of Native American groups; and (3) consider historical alliances and conflicts among North American groups that developed in relation to wildlife issues.		
Method/Overview: Students portray members of Native American groups in three regions of North America.		
Subject Area(s): Social Studies, Science, Environmental Education		
Grade(s): 7-8		
Nebraska State Standards:	Math: None	
	Reading/Writing: None	
	Science: None	
	Social Studies: 8.1.1; 8.4.2	

Changing the Land		Page 345
Objective(s): Students will (1) define fragmentation, (2) simulate and explain how fragmentation of biological communities can affect wildlife diversity and populations, (3) compare historical aerial photographs with current photographs and determine what factors influenced land-use decisions, (4) evaluate the impacts of different land uses, and (5) consider future land use changes to accommodate growth in a community.		
Method/Overview: Students use worksheet maps to study fragmentation and use aerial photographs to examine changes in land use and how those changes affect ecosystems.		
Subject Area(s): Social Studies, Science, Environmental Education		
Grade(s): 6-8		
Nebraska State Standards:	Math: None	
	Reading/Writing: None	
	Science: 8.7.2; 8.7.3	
	Social Studies: None	

Checks and Balances		Page 387
Objective(s): Students will (1) evaluate hypothetical wildlife management decisions, and (2) identify at least four factors that can affect the size of a wildlife population.		
Method/Overview: Students become managers of a herd of animals in a conceptual and discussion-based activity.		
Subject Area(s): Math, Science, Environmental Education		
Grade(s): 5-8		
Nebraska State Standards:	Math: 8.2.2	
	Reading/Writing: None	
	Science: 8.4.4; 8.1.1	
	Social Studies: None	

Classroom Carrying Capacity		Page 9
Objective(s): Students will (1) define carrying capacity, (2) give examples of factors that can influence the carrying capacity of an area, and (3) describe how exceeding the carrying capacity can affect the behavior of animals and humans.		
Method/Overview: Students sit unusually close to each other and describe the results.		
Subject Area(s): Science, Social Studies, Environmental Education		
Grade(s): K-4		
Nebraska State Standards:		Math: None
		Reading/Writing: None
		Science: 4.4.3; 4.1.1; 4.7.2
		Social Studies: None

Color Crazy		Page 2
Objective(s): Students will recognize and generalize that wildlife exists in many colors.		
Method/Overview: Students create colorful representations of wild animals.		
Subject Area(s): Science, Language Arts, Expressive Arts, Environmental Education		
Grade(s): K-4		
Nebraska State Standards:		Math: None
		Reading/Writing: 1.2.1; 4.3.1
		Science: 1.1.1; 1.4.1
		Social Studies: None

Deer Crossing

Page 392

Objective(s): Students will (1) identify various factors involved in a wildlife management issue, and (2) evaluate alternatives in a complex issue involving wildlife.

Method/Overview: Students are given background information and asked to make recommendations.

Subject Area(s): Social Studies, Environmental Education

Grade(s): 9-12

Nebraska State Standards:

Math: None

Reading/Writing: None

Science: None

Social Studies: 12.3.7; 12.3.9; 12.4.6

Deer Dilemma

Page 426

Objective(s): Students will (1) define wildlife management as the application of scientific knowledge and technical skills to protect, preserve, conserve, limit, or enhance wildlife and its habitat; (2) describe how wildlife resources can be managed and conserved; (3) demonstrate their understanding that wildlife species are important components of a larger ecosystem that should be managed within the context of that ecosystem; (4) distinguish between consumptive and nonconsumptive resource uses; (5) consider the needs of people as well as wildlife in the sustainability of the resource; and (6) distinguish between game, nongame, endangered, and threatened species of wildlife.

Method/Overview: Students conduct a board of commissioners meeting to hear the concerns of constituents regarding the ever-increasing deer population in and around a local park and make a decision concerning this issue.

Subject Area(s): Social Studies, Language Arts, Science, Environmental Education

Grade(s): 9-12

Nebraska State Standards:

Math: None

Reading/Writing: 12.1.1

Science: 12.4.4; 12.7.3

Social Studies: 12.3.5; 12.3.9; 12.4.6

Does Wildlife Sell?		Page 213
Objective(s): Students will (1) identify use of wildlife and other natural images in advertising, (2) critically analyze and evaluate the purposes and impacts of using such images in advertising, and (3) recommend appropriate uses of such nature-derived images in advertising.		
Method/Overview: Students evaluate and categorize advertisements.		
Subject Area(s): Language Arts, Environmental Education		
Grade(s): 5-8		
Nebraska State Standards:		Math: None
		Reading/Writing: 8.1.7,8.3.1
		Science: None
		Social Studies: 8.3.8

Drawing on Nature		Page 285
Objective(s): Students will generalize that wildlife and other animals are an important inspiration for art and science.		
Method/Overview: Students use techniques of observation and visualization to record wildlife by drawing.		
Subject Area(s): Environmental Education, Language Arts, Expressive Arts		
Grade(s): 5-8		
Nebraska State Standards:		Math: None
		Reading/Writing: None
		Science: None
		Social Studies: None

Dropping in on Deer

Page 420

Objective(s): Students will (1) describe how habitat surveys provide important baseline information to guide management decisions; (2) apply field methodologies reflecting wildlife management practices developed through an understanding of species biology and ecosystem structure; and (3) explain the importance of scientific knowledge and technical skills in the conservation, limitation, preservation, and enhancement of wildlife and its habitat.

Method/Overview: Students estimate population density of deer in a given area by counting deer pellet groups.

Subject Area(s): Environmental Education, Science, Math

Grade(s): 9-12

Nebraska State Standards:

Math:	12.2.3, 12.4.1, 12.5.1
Reading/Writing:	None
Science:	12.2.1
Social Studies:	None

Eco-Enrichers

Page 102

Objective(s): Students will (1) evaluate the contributions of plant and animal matter to soil, and (2) recognize that wildlife in many forms contributes to the diversity and balance of ecological systems.

Method/Overview: Students experiment with soil and earthworms.

Subject Area(s): Science, Environmental Education

Grade(s): 5-8

Nebraska State Standards:

Math:	None
Reading/Writing:	None
Science:	8.2.1, 8.4.4, 8.8.2, 8.5.1
Social Studies:	None

Ecosystem Facelift		Page 166
Objective(s): Students will (1) describe interactions or interdependency of organisms within an ecosystem; (2) articulate that managing an ecosystem as a whole, and not just for one or a few species, is essential for ensuring ecosystem diversity; and (3) relate the increase of wildlife populations to the improvement of habitats.		
Method/Overview: Students simulate the restoration of a working ecosystem on the site of an abandoned shopping center or an island in a river near an urban area. Students share their ecosystem designs, comparing and contrasting the two types of systems and the influencing factors on these systems.		
Subject Area(s): Social Studies, Language Arts, Science, Environmental Education		
Grade(s): 7-8		
Nebraska State Standards:		Math: None
		Reading/Writing: 8.1.2, 8.3.1, 8.3.2
		Science: 8.4.4, 8.4.3
		Social Studies: None

Energy Pipeline		Page 105
Objective(s): Students will (1) explain why energy dissipates at each trophic level, (2) contrast the transfer of energy and the recycling of organic material within an ecosystem, and (3) relate the role of each trophic level to ecosystem dynamics.		
Method/Overview: Students simulate organic production and energy loss for major trophic levels in an ecosystem. The class acts as a "growth" assembly line that becomes increasingly complex with each round of play.		
Subject Area(s): Science, Math, Environmental Education		
Grade(s): 7-8		
Nebraska State Standards:		Math: 8.2.5
		Reading/Writing: None
		Science: 8.3.3, 8.4.4
		Social Studies: None

Enviro-Ethics		Page 443
Objective(s): Students will (1) distinguish between actions that are harmful and beneficial to the environment, and (2) evaluate the appropriateness and feasibility of making changes in their own behaviors related to the environment.		
Method/Overview: Students develop and use a "Personal Code of Environmental Ethics."		
Subject Area(s): Language Arts, Social Studies, Environmental Education		
Grade(s): 5-8		
Nebraska State Standards:	Math: None	
	Reading/Writing: 8.3.1	
	Science: 8.7.4; 8.7.5; 8.2.1; 8.1.1	
	Social Studies: None	

Environmental Barometer		Page 77
Objective(s): Students will (1) observe and count wildlife in an area, (2) discuss why wildlife is or is not present, and (3) consider ways in which the presence of wildlife can be seen as an indicator of environmental quality.		
Method/Overview: Students go outside to observe and count or to estimate wildlife in an area; they repeat the same procedures in another setting to compare findings and, as an option, make a school "environmental barometer."		
Subject Area(s): Science, Environmental Education		
Grade(s): Pre-K, K-4		
Nebraska State Standards:	Math: None	
	Reading/Writing: None	
	Science: 4.2.1; 4.4.3; 4.7.3	
	Social Studies: None	

Ethi-Reasoning

Page 203

Objective(s): Students will (1) examine their own values and beliefs related to wildlife and other elements of the environment, (2) listen to and respect the rights of others to maintain different values and beliefs, and (3) evaluate possible actions they might take that have an effect on wildlife and the environment.

Method/Overview: Students read, discuss, make assessments, and write about hypothetical dilemmas concerning wildlife, natural resources, or both.

Subject Area(s): Social Studies, Environmental Education

Grade(s): 5-8

Nebraska State Standards:

Math: None

Reading/Writing: None

Science: 8.7.5; 8.8.1

Social Studies: None

Everybody Needs a Home

Page 59

Objective(s): Students will generalize that people and other animals share a basic need to have a home.

Method/Overview: Students draw a floor plan of their house and compare their needs with those of other animals.

Subject Area(s): Science, Language Arts, Environmental Education

Grade(s): K-4

Nebraska State Standards:

Math: None

Reading/Writing: 1.2.1; 1.3.1; 4.3.1

Science: 1.1.2; 1.4.1

Social Studies: None

Fire Ecologies		Page 140
Objective(s): Students will identify, describe, and evaluate the positive and negative effects that forest and grassland fires have on wildlife.		
Method/Overview: Students conduct field investigation.		
Subject Area(s): Science, Environmental Education		
Grade(s): 9-12		
Nebraska State Standards:	Math: None Reading/Writing: None Science: 12.7.4; 12.7.3 Social Studies: None	

First Impressions		Page 178
Objective(s): Students will (1) distinguish between reactions to an animal based on myth or stereotype and those based on factual information, and (2) recognize the value of animals' contributions to ecosystems, even those that people sometimes respond to with fear.		
Method/Overview: Students respond to a variety of images to study contributions of a range of animals.		
Subject Area(s): Environmental Education, Language Arts		
Grade(s): K-4		
Nebraska State Standards:	Math: None Reading/Writing: 1.2.1; 1.3.1; 4.3.1; 4.4.1 Science: None Social Studies: None	

Flip the Switch for Wildlife

Page 319

Objective(s): Students will (1) trace the route of electrical energy from source to use, (2) describe effects on wildlife and the environment derived from various kinds of energy development and uses, and (3) evaluate the effects on wildlife and the environment as a result of their own energy-use practices.

Method/Overview: Students illustrate the route of energy from its sources to human use, including environmental effects along its path, and then invent and try ways to lessen negative effects on wildlife through their personal energy-use practices.

Subject Area(s): Science, Social Studies, Environmental Education

Grade(s): 5-8

Nebraska State Standards:

Math: None

Reading/Writing: None

Science: 8.1.1; 8.1.3; 8.2.1; 8.3.3; 8.6.2; 8.7.2; 8.7.5

Social Studies: None

For Your Eyes Only

Page 197

Objective(s): Students will (1) observe the environment in which they live, (2) express environmental attitudes, (3) analyze viewpoints on the environment, and (4) listen to and respect the right of others to maintain different environmental attitudes.

Method/Overview: Students will observe, write, discuss, and make judgments about attitudes concerning the environments in which they live.

Subject Area(s): Language Arts, Environmental Education

Grade(s): 5-8

Nebraska State Standards:

Math: None

Reading/Writing: 8.3.1; 8.3.2; 8.4.1

Science: None

Social Studies: None

Forest in a Jar		Page 137
Objective(s): Students will observe, describe, and investigate the concept of succession.		
Method/Overview: Students conduct a simple investigation using soil, water, seeds, a plant, and a jar; present their observations and findings; and design an experiment to further investigate the concept of succession.		
Subject Area(s): Science, Environmental Education, Language Arts		
Grade(s): 9-12		
Nebraska State Standards:	Math: None	
	Reading/Writing: 12.2.1; 12.2.4; 12.3.1	
	Science: 12.1.5	
	Social Studies: None	

From Bison to Bread: The American Prairie		Page 395
Objective(s): Students will (1) describe the habitat needs of prairie plants and animals, (2) discriminate between plant and wildlife species that have benefited from changed prairie use and those that have not, (3) articulate reasons to develop or preserve prairies, and (4) describe how preservation and development might be balanced.		
Method/Overview: Students will research plants and animals found in prairie ecosystems and debate the reasons for development or preservation of prairies.		
Subject Area(s): Science, Social Studies, Environmental Education, Language Arts		
Grade(s): 9-12		
Nebraska State Standards:	Math: None	
	Reading/Writing: 12.1.1; 12.1.6; 12.2.5; 12.3.1	
	Science: 12.4.4; 12.7.3	
	Social Studies: 12.1.12; 12.1.13; 12.4.4; 12.4.6; 12.4.7	

Graphananimal		Page 49
Objective(s): Students will identify characteristics life forms in two different environments.		
Method/Overview: Students create picture collections of animals in two different habitats, and then "visit" the habitats by going on an indoor nature walk where they tally the number of animals seen, and then graph and compare the results.		
Subject Area(s): Science, Math, Environmental Education		
Grade(s): Pre-K, K-4		
Nebraska State Standards:		Math: 1.1; 4.5
		Reading/Writing: None
		Science: None
		Social Studies: None

Good Buddies		Page 91
Objective(s): Students will (1) define symbiosis, commensalism, mutualism, and parasitism; (2) identify animals that live in each type of symbiotic relationship; and (3) describe how symbiotic interactions can be cooperative or competitive.		
Method/Overview: Students research pairs of animals, play a card game, and classify the pairs of animals according to three major forms of symbiotic relationships.		
Subject Area(s): Science, Environmental Education		
Grade(s): 5-8		
Nebraska State Standards:		Math: None
		Reading/Writing: None
		Science: None
		Social Studies: None

Grasshopper Gravity

Page 4

Objective(s): Students will (1) describe the relationship between the structure and function of grasshoppers; (2) generalize that wildlife ranges from small to large organisms and exists in a variety of forms; and (3) recognize that people have influence on other animals, and with that influence comes the responsibility to act with compassion.

Method/Overview: Students observe, handle, and describe live grasshoppers or crickets.

Subject Area(s): Science, Language Arts, Environmental Education

Grade(s): K-4

Nebraska State Standards:

Math:	None
Reading/Writing:	1.1.7; 1.2.1; 1.3.1; 4.2.1; 4.2.2; 4.2.4; 4.3.2; 4.4.1
Science:	None
Social Studies:	None

Habitat Lapsit

Page 61

Objective(s): Students will (1) identify the components of a habitat, (2) recognize how humans and other animals depend on habitats, and (3) interpret the significance of loss or change in habitat in terms of people and wildlife.

Method/Overview: Students physically form an interconnected circle to demonstrate components of habitat.

Subject Area(s): Science, Environmental Education, Expressive Arts

Grade(s): 5-8

Nebraska State Standards:

Math:	None
Reading/Writing:	None
Science:	8.1.1; 8.4.4
Social Studies:	None

Habitat Rummy		Page 14
Objective(s): Students will (1) identify components of habitat as food, water, shelter, and space in suitable arrangement; and (2) apply knowledge of these components to habitat requirements of various species of animals.		
Method/Overview: Students make cards and play a card game.		
Subject Area(s): Science, Environmental Education		
Grade(s): 5-8		
Nebraska State Standards:		Math: None
		Reading/Writing: None
		Science: None
		Social Studies: None

Habitacks		Page 53
Objective(s): Students will (1) identify the basic components of habitat as food, water, shelter, and space in a suitable arrangement; and (2) generalize that these components of habitat are needed by all animals - including people and wildlife.		
Method/Overview: Students identify the components of habitat by using a map and exploring their surroundings.		
Subject Area(s): Science, Environmental Education		
Grade(s): K-4		
Nebraska State Standards:		Math: None
		Reading/Writing: None
		Science: 4.1.1; 4.7.2
		Social Studies: None

Habitrekking		Page 79
Objective(s): Students will (1) summarize evidence about the nature of habitats, and (2) generalize from evidence that people and wildlife has similar basic needs, share environments, and are subject to the same or similar environmental issues.		
Method/Overview: Students go outside to conduct an investigation requiring observation, interpretation, and data-gathering skill; then they prepare and present their findings.		
Subject Area(s): Science, Language Arts, Expressive Arts, Environmental Education		
Grade(s): 3-4		
Nebraska State Standards:	Math: None Reading/Writing: 4.2.1; 4.2.4; 4.3.2; 4.4.1 Science: 4.1.2; 4.4.1 Social Studies: None	

Hazardous Links, Possible Solutions		Page 326
Objective(s): Students will (1) give examples of ways in which pesticides enter food chains, (2) describe possible consequences of pesticides entering the food chains, and (3) describe how regulations attempt to control pesticide use.		
Method/Overview: Students become hawks, shrews, and grasshoppers in a physical activity.		
Subject Area(s): Science, Expressive Arts, Environmental Education		
Grade(s): 7-8		
Nebraska State Standards:	Math: None Reading/Writing: None Science: 8.1.1; 8.4.4; 8.4.5; 8.6.2; 8.7.2; 8.7.3; 8.7.4; 8.7.5 Social Studies: None	

Here Today, Gone Tomorrow

Page 154

Objective(s): Students will (1) identify and describe causes of extinction within animal species; (2) define "threatened," "rare," and "endangered" as applied to wildlife; and (3) identify any local threatened or endangered animals.

Method/Overview: Students become familiar with the various designations of animals such as "threatened," "rare," and "endangered;" conduct research; and make a master list of threatened and endangered animals locally or nationally, including factors that affect the animals' condition.

Subject Area(s): Science, Environmental Education

Grade(s): 5-8

Nebraska State Standards:

Math: None

Reading/Writing: None

Science: 8.4.5; 8.4.4

Social Studies: 8.3.3

History of Wildlife Management

Page 267

Objective(s): Students will (1) define wildlife management, and (2) describe major trends in wildlife management and philosophies and practices.

Method/Overview: Students generate questions, research websites, and contact agencies and organizations involved in wildlife management for information.

Subject Area(s): Environmental Education, Social Studies

Grade(s): 5-8

Nebraska State Standards:

Math: None

Reading/Writing: None

Science: None

Social Studies: 8.3.3

How Many Bears Can Live in This Forest?		Page 23
Objective(s): Students will (1) define a limiting factor, and (2) describe how limiting factors affect animal populations.		
Method/Overview: Students become "bears" to look for one or more components of habitat during this physically involved activity.		
Subject Area(s): Science, Environmental Education, Math		
Grade(s): 5-8		
Nebraska State Standards:		Math: 8.2 Reading/Writing: None Science: None Social Studies: None

I'm Thirsty		Page 134
Objective(s): Students will make inferences about the importance of adaptations in order for wildlife and other animals to survive.		
Method/Overview: Students use data provided to perform mathematical calculations and to make inferences.		
Subject Area(s): Math, Science, Environmental Education		
Grade(s): 6-8		
Nebraska State Standards:		Math: 8.3.2 Reading/Writing: None Science: 8.1.3; 8.4.5; 8.2.1 Social Studies: None

Improving Wildlife Habitat in the Community		Page 440
Objective(s): Students will (1) apply their knowledge of wildlife by describing essential components of habitat in an arrangement appropriate for the wildlife, and (2) evaluate compatible and incompatible uses of an area by people and specific kinds of wildlife.		
Method/Overview: Students design and accomplish a project to improve wildlife habitat in their community.		
Subject Area(s): Social Studies, Environmental Education		
Grade(s): 5-8		
Nebraska State Standards:	Math: None Reading/Writing: None Science: 8.1.1; 8.1.2; 8.8.2; 8.6.2 Social Studies: None	

Interview a Spider		Page 12
Objective(s): Students will generalize that wildlife ranges in size and occurs in a variety of forms, colors, and adaptations.		
Method/Overview: Writing and research materials.		
Subject Area(s): Language Arts, Science, Environmental Education		
Grade(s): 5-8		
Nebraska State Standards:	Math: None Reading/Writing: 8.1.2; 8.2.2; 8.2.3; 8.2.4 Science: None Social Studies: None	

Know Your Legislation: What's in it for Wildlife?	Page 272
Objective(s): Students will (1) describe the legislative process in which a bill becomes a law, (2) identify points when private citizens can have an effect on the legislative process, and (3) evaluate the effectiveness of the legislative process from the perspective of the students personal experience.	
Method/Overview: Students actively participate in the legislative process.	
Subject Area(s): Social Studies, Environmental Education, Language Arts	
Grade(s): 9-12	
Nebraska State Standards:	
Math:	None
Reading/Writing:	12.1.1; 12.1.2; 12.2.1; 12.2.2; 12.2.3; 12.2.4; 12.3.2
Science:	None
Social Studies:	12.1.11; 12.3.6; 12.3.7

Learning to Look, Looking to See	Page 278
Objective(s): Students will (1) describe differences seen in the environment as the result of casual and detailed observation, and (2) give reasons for the importance of looking closely at any environment.	
Method/Overview: Students write what they remember seeing in a familiar setting, then check their accuracy and discuss the results. Next, the students apply those experiences and new skills to an unfamiliar outdoor setting.	
Subject Area(s): Language Arts, Environmental Education	
Grade(s): Pre-K, K-4	
Nebraska State Standards:	
Math:	None
Reading/Writing:	1.1.7; 1.2.1; 1.3.1; 4.2.1
Science:	1.1.1
Social Studies:	None

Let's Talk Turkey		Page 248
Objective(s): Students will (1) explain the origin and development of a domesticated animal; (2) evaluate the role and influence of the turkey on different cultures over time; (3) describe how human development affected turkey populations; and (4) identify the methods, laws, and management tools used to conserve turkeys in the wild.		
Method/Overview: Students create a time line chronicling the historical use of wild turkey by societies through time and its ultimate decline and restoration in the wild.		
Subject Area(s): Science, Environmental Education, Social Studies.		
Grade(s): 5-8		
Nebraska State Standards:		Math: None Reading/Writing: None Science: 8.7.2; 8.4.5 Social Studies: 8.1.1; 8.1.9

Litter We Know		Page 434
Objective(s): Students will (1) identify and evaluate ways that litter pollution can endanger wildlife, and (2) propose ways to help eliminate these dangers to humans and wildlife.		
Method/Overview: Students collect and evaluate litter, making collages.		
Subject Area(s): Social Studies, Expressive Arts, Environmental Education		
Grade(s): 5-8		
Nebraska State Standards:		Math: None Reading/Writing: None Science: 8.7.3 Social Studies: 8.3.8

Lobster in Your Lunch Box		Page 245
Objective(s): Students will (1) identify the foods that are derived from plants and those that are derived from animals, and (2) articulate that all food sources are derived originally from wild plants and animals.		
Method/Overview: Students plan and calculate the costs of a family's meals for one day; create a classroom chart; and analyze, discuss, and summarize their findings.		
Subject Area(s): Environmental Education, Science, Math		
Grade(s): 5-8		
Nebraska State Standards:	Math: 8.2.1; 8.2.2 Reading/Writing: None Science: None Social Studies: None	

Make a Coat!		Page 243
Objective(s): Students will identify plants and animals as the sources for some historical and present-day clothing.		
Method/Overview: Students make replicas of coats using different materials and representing varying historical periods.		
Subject Area(s): Environmental Education, Social Studies, Expressive Arts		
Grade(s): K-4		
Nebraska State Standards:	Math: None Reading/Writing: None Science: None Social Studies: 1.2; 1.6	

Microtrek Treasure Hunt

Page 82

Objective(s): Students will (1) discover that humans and wildlife share environments; (2) recognize that humans do not have exclusive use of environments; and (3) discover that wildlife can be all around, even if it is not actually seen or heard.

Method/Overview: Students go outside on a "treasure hunt" for wildlife.

Subject Area(s): Science, Language Arts, Environmental Education

Grade(s): 5-8

Nebraska State Standards:

Math: None

Reading/Writing: 8.2.1; 8.3.1

Science: 8.7.2

Social Studies: None

Migration Barriers

Page 308

Objective(s): Students will (1) define migration as it relates to wildlife; (2) describe possible impacts on wildlife migration patterns as a result of human activities; and (3) give an example of the importance of land-use planning as it affects people, wildlife, and the environment.

Method/Overview: Students draw murals showing deer migration routes and the consequences of developing a highway through an area.

Subject Area(s): Social Studies, Science, Environmental Education

Grade(s): 5-8

Nebraska State Standards:

Math: None

Reading/Writing: None

Science: 8.7.2; 8.7.3; 8.7.5

Social Studies: None

Move Over Rover		Page 144
Objective(s): Students will (1) list factors that influence the distribution of animals in ecosystems, and (2) generalize that each ecosystem has characteristic animals adapted to live there.		
Method/Overview: Students play a game in which the object is to identify characteristic animals found in several ecosystems and to match those animals to the environment in which they live.		
Subject Area(s): Science, Expressive Arts, Environmental Education		
Grade(s): 5-6		
Nebraska State Standards:	Math: None Reading/Writing: None Science: 8.4.4; 8.4.5 Social Studies: None	

Museum Search for Wildlife		Page 182
Objective(s): Students will (1) identify wildlife portrayed as an art form, and (2) generalize that wildlife can inspire art.		
Method/Overview: Students visit a museum, nature center, or other institution to find examples of how wildlife is presented in cultural art forms. Students may also use reference books on the Internet for additional information.		
Subject Area(s): Social Studies, Language Arts, Expressive Arts		
Grade(s): 5-8		
Nebraska State Standards:	Math: None Reading/Writing: 8.1.2; 8.2.1; 8.2.4; 8.3.1 Science: None Social Studies: 8.1.9	

Muskox Maneuvers		Page 130
Objective(s): Students will evaluate the effectiveness of some adaptations in predator and prey relationships.		
Method/Overview: Students simulate muskoxen and wolves in a physical activity.		
Subject Area(s): Science, Expressive Arts, Environmental Education		
Grade(s): 5-8		
Nebraska State Standards:		Math: None
		Reading/Writing: None
		Science: 8.4.4 ; 8.4.5; 8.7.2
		Social Studies: None

My Kingdom for a Shelter		Page 28
Objective(s): Students will identify and describe the materials and techniques used by at least one wild animal to construct its shelter.		
Method/Overview: Students create a model of a shelter used by an animal.		
Subject Area(s): Science, Environmental Education, Expressive Arts		
Grade(s): 5-8		
Nebraska State Standards:		Math: None
		Reading/Writing: None
		Science: 8.1.1; 8.1.2; 8.4.3
		Social Studies: None

No Water Off a Duck's Back	Page 305
-----------------------------------	-----------------

Objective(s): Students will (1) identify ways oil spills can adversely affect birds; and (2) describe possible negative consequences to wildlife, people, and the environment from pollutants caused by humans.

Method/Overview: Students conduct an investigation using water, oil, hard-boiled eggs, detergent, and feathers.

Subject Area(s): Science, Math, Environmental Education

Grade(s): 5-8

Nebraska State Standards:	Math: 8.6.2
	Reading/Writing: None
	Science: 8.7.3; 8.1.1; 8.1.2; 8.2.1; 8.4.3; 8.7.2; 8.7.5
	Social Studies: None

Noisy Neighbors	Page 317
------------------------	-----------------

Objective(s): Students will (1) identify noise levels that can adversely affect people, domesticated animals, and wildlife; and (2) recommend ways in which people can change some behaviors in order to reduce negative effects from noise for people, domesticated animals, and wildlife.

Method/Overview: Students conduct an investigation of noise levels in their community, generate and test hypotheses, and make recommendations.

Subject Area(s): Social Studies, Environmental Education, Science

Grade(s): 5-8

Nebraska State Standards:	Math: None
	Reading/Writing: None
	Science: 8.6.1; 8.7.4
	Social Studies: None

Oh Deer!

Objective(s): Students will (1) identify and describe food, water, and shelter as three essential components of habitat; (2) describe factors that influence carrying capacity; (3) define "limiting factors" and give examples; and (4) recognize that some fluctuations in wildlife populations are natural as ecological systems undergo constant change.

Method/Overview: Students portray deer and habitat components in a physical activity.

Subject Area(s): Science, Environmental Education, Math, Expressive Arts

Grade(s): 5-8

Nebraska State Standards:	Math:8.5.2; 8.6.1; 8.6.3
	Reading/Writing: None
	Science: 8.1.1; 8.4.3; 8.4.4; 8.4.5; 8.7.2
	Social Studies: None

Owl Pellets

Objective(s): Students will construct a simple food chain.

Method/Overview: Students examine owl pellets, reconstruct prey skeletons, and hypothesize food sources of the prey.

Subject Area(s): Science, Environmental Education

Grade(s): 5-8

Nebraska State Standards:	Math: None
	Reading/Writing: None
	Science: 8.2.1; 8.4.4
	Social Studies: None

Objective(s): Students will (1) distinguish between consumptive and nonconsumptive uses of wildlife, (2) describe the sources of funding for wildlife areas, (3) relate usage to increased financial demand on managed wildlife areas, and (4) describe the impact of increased human usage on wildlife habitat.

Method/Overview: Students act as either consumptive or nonconsumptive users of wildlife as they move around a game board and land on designated private or public lands.

Subject Area(s): Social Studies, Science, Environmental Education

Grade(s): 5-8

Nebraska State Standards:

Math: None

Reading/Writing: None

Science: None

Social Studies: 8.3.5

Objective(s): Students will (1) identify points of view of groups and organizations concerning wildlife, natural resources, and environmental issues; and (2) describe possible effects of various groups and organizations having differing points of view about wildlife, natural resources, and environmental issues.

Method/Overview: Students select a wildlife or other environment-related issue of concern to members of their community and correspond with representatives of a range of interest groups about their positions concerning the issue.

Subject Area(s): Environmental Education, Social Studies, Language Arts

Grade(s): 9-12

Nebraska State Standards:

Math: None

Reading/Writing: None

Science: None

Social Studies: None

Planning for People and Wildlife

Page 436

Objective(s): Students will describe considerations that are important in land-use planning for cities and other communities of people, (2) identify means by which negative effects on wildlife and other elements of the natural environment can be reduced in developing cities, and (3) describe actions that can be taken to enhance some contemporary cities as places in which both people and some wildlife can live.

Method/Overview: Students imagine and research what the area where they currently live was like before humans developed the community, design planned communities, and build and evaluate models of their community designs.

Subject Area(s): Social Studies, Science, Environmental Education

Grade(s): 5-8

Nebraska State Standards:

Math: None

Reading/Writing: None

Science: 8.1.1; 8.1.2; 8.4.4; 8.7.3; 8.6.1

Social Studies: None

Planting Animals

Page 152

Objective(s): Students will (1) describe reasons for "transplanting" animals, and (2) identify one animal that has been transplanted in their state.

Method/Overview: Students write letters to state wildlife agencies for information and to make models of transplanted animals in new habitats.

Subject Area(s): Science, Environmental Education, Language Arts

Grade(s): 5-8

Nebraska State Standards:

Math: None

Reading/Writing: 8.2.1; 8.2.4; 8.3.1

Science: 8.4.5; 8.7.2; 8.7.3

Social Studies: None

Playing lightly on the Earth		Page 432
Objective(s): Students will (1) distinguish between games that are damaging and not damaging to the environment, and (2) invent games with a benign effect on the environment.		
Method/Overview: Students look for evidence of games that harm the environment and then invent and play games with a benign effect on the environment.		
Subject Area(s): Environmental Education, Science, Expressive Arts		
Grade(s): Pre-K, K-4		
Nebraska State Standards:		Math: None Reading/Writing: None Science: 4.1.1; 4.6.1; 4.7.4 Social Studies: None

Polar Bears in Phoenix?		Page 125
Objective(s): Students will identify problems for an animal that has been moved from its natural environment to captivity.		
Method/Overview: Students design and draw a zoo enclosure appropriate for the survival of a polar bear in a hot, arid climate.		
Subject Area(s): Science, Environmental Education, Expressive Arts		
Grade(s): 5-8		
Nebraska State Standards:		Math: None Reading/Writing: None Science: 8.1.1; 8.1.2; 8.4.4 Social Studies: None

Power of a Song		Page 194
Objective(s): Students will (1) analyze popular music for environmental messages, and (2) interpret some influences of popular music and other art forms on people's environmental attitudes.		
Method/Overview: Students listen to songs and analyze lyrics.		
Subject Area(s): Expressive Arts		
Grade(s): 5-8		
Nebraska State Standards:	Math: None	
	Reading/Writing: None	
	Science: None	
	Social Studies: None	

Prairie Memoirs		Page 188
Objective(s): Student will (1) interpret different cultural viewpoints, (2) describe how wildlife, and habitat affect cultures and societies, and (3) evaluate cultural factors leading to the endangerment of a species.		
Method/Overview: Students analyze three literary selections about the bison.		
Subject Area(s): Science, Language Arts, Social Studies		
Grade(s): 5-8		
Nebraska State Standards:	Math: None	
	Reading/Writing: 8.1.1; 8.1.6; 8.1.7; 8.3.1	
	Science: None	
	Social Studies: 8.1.5; 8.1.8; 8.1.9; 8.3.5	

Pro and Con: Consumptive and Nonconsumptive Uses of Wildlife Page 338

Objective(s): Students will (1) identify examples of consumptive and nonconsumptive uses of wildlife, (2) explain multiple points of view related to consumptive and nonconsumptive uses of wildlife, and (3) evaluate their personal views about consumptive and nonconsumptive uses of wildlife.

Method/Overview: Students research and debate the topic.

Subject Area(s): Language Arts, Social Studies, Environmental Education

Grade(s): 5-8

Nebraska State Standards:
Math: None
Reading/Writing: 8.1.2; 8.3.1; 8.3.2
Science: None
Social Studies: None

Quick-Frozen Critters Page 122

Objective(s): Students will (1) describe adaptations related to predator and prey relationships, (2) explain the importance of adaptations in predator and prey relationships, and (3) describe how predator and prey relationships limit wildlife populations.

Method/Overview: Students play an active version of "freeze tag."

Subject Area(s): Science, Environmental Education

Grade(s): 5-8

Nebraska State Standards:
Math: None
Reading/Writing: None
Science: 8.4.4; 8.7.2
Social Studies: None

Rainfall and the Forest

Page 73

Objective(s): Students will (1) correlate rainfall data with vegetative communities, (2) correlate vegetative communities with animal life, (3) recognize interrelationships among living and nonliving elements of the environment, and (4) suggest ways that environments affect life forms that occupy them.

Method/Overview: Students work with state highway and vegetative maps to determine relationships among rainfall, vegetation, and animal habitats.

Subject Area(s): Science, Social Studies, Environmental Education

Grade(s): 5-8

Nebraska State Standards:

Math: None

Reading/Writing: None

Science: 8.1.1; 8.1.2; 8.1.3; 8.2.1; 8.4.4

Social Studies: None

Rare Bird Eggs for Sale

Page 335

Objective(s): Students will (1) identify reasons for and consequences of collecting wildlife and wildlife products, and (2) suggest and evaluate alternatives to collection to satisfy collection needs.

Method/Overview: Students participate in a debate.

Subject Area(s): Environmental Education, Social Studies, Language Arts

Grade(s): 5-8

Nebraska State Standards:

Math: None

Reading/Writing: 8.3.1; 8.3.2

Science: 8.1.1; 8.4.5

Social Studies: None

Riparian Zone		Page 341
Objective(s): Students will (1) identify and describe factors frequently involved in land-use planning, and (2) evaluate possible consequences for wildlife and other elements of the environment-including people-where land-use planning does not take place.		
Method/Overview: Students simulate a board of commissioners' hearing.		
Subject Area(s): Environmental Education, Social Studies, Language Arts		
Grade(s): 5-8		
Nebraska State Standards:		Math: None
		Reading/Writing: 8.3.1; 8.3.2
		Science: None
		Social Studies: 8.3.3

Saturday Morning Wildlife Watching		Page 184
Objective(s): Students will (1) discriminate between realistic and unrealistic portrayals of wildlife and other animals in cartoons, (2) identify possible influences on people's perceptions of wildlife from watching cartoons, and (3) make assessments about appropriate and inappropriate perceptions that can result from watching cartoons.		
Method/Overview: Students watch, report, discuss, and evaluate wildlife in cartoons or comics.		
Subject Area(s): Language Arts, Social Studies, Environmental Education, Expressive Arts		
Grade(s): 5-8		
Nebraska State Standards:		Math: None
		Reading/Writing: 8.1.7; 8.3.1
		Science: None
		Social Studies: None

Seed Need

Page 98

Objective(s): Students will (1) explain how seeds are carried by animals, and (2) evaluate the importance of wildlife as contributors to ecological systems using this example of seed dispersal.

Method/Overview: Students gather seeds by going outside and by wearing socks over their shoes.

Subject Area(s): Science, Math, Environmental Education

Grade(s): 5-8

Nebraska State Standards:

Math: 8.5.2
Reading/Writing: None
Science: 8.1.4; 8.1.2
Social Studies: None

Seeing is Believing!

Page 116

Objective(s): Students will (1) identify vision as one example of an adaptation, and (2) describe the importance of vision adaptations to animals.

Method/Overview: Students use kaleidoscopes, binoculars or telescopes, and fisheye mirrors to imagine what animals might have such vision. Students then make posters showing these animals.

Subject Area(s): Science, Environmental Education

Grade(s): K-4

Nebraska State Standards:

Math: None
Reading/Writing: None
Science: 4.1.2; 4.1.4; 4.4.2; 4.4.1
Social Studies: None

Shrinking Habitat

Page 310

Objective(s): Students will (1) describe some effects of human development of land areas on plants and animals living or previously living in the area, (2) evaluate the importance of suitable habitat for wildlife, and (3) recognize that loss of habitat is generally considered to be the most critical problem facing wildlife today.

Method/Overview: Students simulate a process of land development.

Subject Area(s): Social Studies, Science, Environmental Education, Expressive Arts

Grade(s): 5-8

Nebraska State Standards:

Math: None

Reading/Writing: None

Science: 8.1.1, 8.4.3, 8.4.4, 8.7.3, 8.7.2

Social Studies: None

Smokey Bear Said What?

Page 314

Objective(s): Students will (1) identify positive and negative consequences of forest and grassland fires, and (2) describe some of the changes fire can make in ecosystems.

Method/Overview: Students brainstorm positive and negative effects of forest and grassland fires, conduct research, and create murals showing changes caused by fires in forest and grassland ecosystems.

Subject Area(s): Environmental Education, Science, Social Studies

Grade(s): 5-8

Nebraska State Standards:

Math: None

Reading/Writing: None

Science: None

Social Studies: 8.4.1

Spider Web Geometry		Page 34
Objective(s): Students will (1) recognize spiders as wildlife, and (2) generalize that people and wildlife share similar environments.		
Method/Overview: Students research the spider of their choice and then construct a replica of the spider's web, applying principles of geometry.		
Subject Area(s): Math, Science, Language Arts, Expressive Arts, Environmental Education		
Grade(s): 5-8		
Nebraska State Standards:	Math: 8.4.1, 8.4.2, 8.4.5,8.4.6 Reading/Writing: 8.1.2,8.3.2 Science: None Social Studies: None	

Stormy Weather		Page 85
Objective(s): Students will generalize that humans and wildlife share environments and experience some of the same natural phenomena.		
Method/Overview: Students will go on a simulated field trip to experience a storm.		
Subject Area(s): Language Arts, Science		
Grade(s): 5-8		
Nebraska State Standards:	Math: None Reading/Writing: 8.3.1 Science: None Social Studies: None	

Surprise Terrarium		Page 120
Objective(s): Students will (1) identify camouflage as an example of an adaptation, and (2) describe the importance of adaptations to animals.		
Method/Overview: Students observe a live animal that uses camouflage techniques.		
Subject Area(s): Science, Environmental Education		
Grade(s): K-4		
Nebraska State Standards:		Math: None Reading/Writing: None Science: 1.1.1; 1.1.2; 1.4.1 Social Studies: None

Sustainability: Then, Now, Later		Page 449
Objective(s): Students will (1) define the different components of a sustainable community, (2) relate the effects of individual actions on the long-term health of the environment, and (3) explain how communities can become sustainable.		
Method/Overview: Students analyze two articles on sustainability in which they investigate community life in the present and 100 years ago and then predict community life 100 years in the future.		
Subject Area(s): Language Arts, Expressive Arts, Science, Social Studies, Environmental Education		
Grade(s): 9-12		
Nebraska State Standards:		Math: None Reading/Writing: 12.1.2; 12.3.1; 12.3.2 Science: 12.4.4; 12.7.3 Social Studies: 12.2.11; 12.1.12; 12.1.13; 12.4.6

The Hunter		Page 287
Objective(s): Students will (1) describe their feelings about hunting, (2) compare their attitudes to those of other people, and (3) make personal judgments about the appropriateness of hunting.		
Method/Overview: Students read and discuss a story.		
Subject Area(s): Environmental Education, Social Studies		
Grade(s): 5-8		
Nebraska State Standards:	Math: None Reading/Writing: 8.3.1; 8.3.2 Science: None Social Studies: None	

Thicket Game		Page 114
Objective(s): Students will (1) identify examples of adaptation in animals, and (2) describe the importance of adaptation to animals.		
Method/Overview: Students become "predator" and "prey" in a version of "hide and seek."		
Subject Area(s): Science, Environmental Education, Expressive Arts		
Grade(s): Pre-K, K-4		
Nebraska State Standards:	Math: None Reading/Writing: None Science: 4.4.1 Social Studies: None	

Objective(s): Students will (1) describe success ional changes in an ecosystem and the factors that affect these changes, and (2) relate species diversity to success ional habitat changes.

Method/Overview: Using computer technology if available, students create and analyze a series of sketches depicting changes in the variety and quantity of wildlife as an ecosystem undergoes success ional change. Students research the kinds of animals that are found in each stage.

Subject Area(s): Science, Environmental Education, Expressive Arts

Grade(s): 5-8

Nebraska State Standards:

Math: None

Reading/Writing: 8.3.1; 8.3.2

Science: None

Social Studies: None

Objective(s): Students will (1) identify social and ecological considerations regarding human uses of land that are in conflict with each other and with wildlife habitat needs, and (2) describe the importance of land-use planning.

Method/Overview: Students portray a meeting of a county commission deciding a land-use issue.

Subject Area(s): Social Studies, Environmental Education

Grade(s): 5-8

Nebraska State Standards:

Math: None

Reading/Writing: 8.3.1; 8.3.2

Science: 8.1.1; 8.7.5

Social Studies: 8.3.3

Too Close for Comfort		Page 300
Objective(s): Students will (1) describe possible negative consequences for people and wildlife under conditions of crowding, and (2) identify ways people can behave in order to reduce negative consequences of crowding for wildlife.		
Method/Overview: Students experiment with physical distance and levels of comfort in humans, estimate appropriate distances between humans and wildlife under various conditions, hypothesize about indicators of animal discomfort, and summarize reasons to avoid animal discomfort through crowding.		
Subject Area(s): Science, Environmental Education		
Grade(s): K-4		
Nebraska State Standards:		Math: None Reading/Writing: None Science: None Social Studies: None

Tracks!		Page 30
Objective(s): Students will identify common animal tracks.		
Method/Overview: Students make plaster casts of animal tracks.		
Subject Area(s): Science, Expressive Arts, Environmental Education'		
Grade(s): 5-8		
Nebraska State Standards:		Math: None Reading/Writing: None Science: None Social Studies: None

Turkey Trouble		Page 367
Objective(s): Students will (1) define and give examples of exponential and linear growth rates in wildlife populations, and (2) describe factors that affect and limit growth of wildlife populations.		
Method/Overview: Students make computations and interpret results.		
Subject Area(s): Environmental Education, Math, Science		
Grade(s): 9-12		
Nebraska State Standards:		Math: 12.2.1 Reading/Writing: None Science: 12.1.3; 12.7.2 Social Studies: None

Urban Nature Search		Page 70
Objective(s): Students will (1) generalize that each habitat has characteristic life forms, and (2) suggest ways that the environment affects the life forms that occupy it.		
Method/Overview: Students go outside to observe an environment and use a questionnaire to assist in gathering data.		
Subject Area(s): Science, Language Arts, Environmental Education;		
Grade(s): 5-8		
Nebraska State Standards:		Math: None Reading/Writing: 8.3.1; 8.3.2 Science: 8.2.1; 8.4.4; 8.4.5 Social Studies: None

We're in This Together

Objective(s): Students will (1) identify environmental problems of concern to both people and wildlife, and (2) generalize that people, domesticated animals and wildlife are subject to similar environmental problems.

Method/Overview: Students interview people to identify environmental problems and then analyze, interpret, and summarize their findings.

Subject Area(s): Social Studies, Science, Language Arts, Environmental Education

Grade(s): 9-12

Nebraska State Standards:

Math: None
Reading/Writing: 12.2.1; 12.2.2; 12.2.5
Science: 12.7.4
Social Studies: 12.1.12; 12.1.13

What Bear Goes Where?

Objective(s): Students will (1) identify three species of bears and their habitats, and (2) generalize that animals have adapted in order to live where they do.

Method/Overview: Students construct posters of three different bear habitats.

Subject Area(s): Science, Environmental Education, Expressive Arts

Grade(s): K-4

Nebraska State Standards:

Math: None
Reading/Writing: None
Science: 1.1.2; 1.4.1
Social Studies: None

What Did Your Lunch Cost Wildlife?

Page 68

Objective(s): Students will (1) trace some foods from their source to the consumer; (2) identify the impact those foods and their processing have on wildlife and the environment in general; and (3) recommend, with explanations, some food habits that could benefit wildlife and the rest of the environment.

Method/Overview: Students trace food sources, diagram environmental impacts, and apply the knowledge they gain by making changes in some of their consumer choices.

Subject Area(s): Social Studies, Language Arts, Science, Environmental Education

Grade(s): 5-8

Nebraska State Standards:

Math: None

Reading/Writing: 8.1.2; 8.3.1; 8.3.2

Science: 8.4.4; 8.7.3; 8.7.2; 8.7.5

Social Studies: None

What You Wear is What They Were

Page 210

Objective(s): Students will (1) identify principal resources from which their clothing is made, (2) distinguish between renewable and nonrenewable natural resources, and (3) recognize environmental consequences of clothing preferences.

Method/Overview: Students draw, label and analyze their clothing according to the natural resources from which they are derived. Then they make assessments about appropriate uses of such natural resources using criteria that they establish.

Subject Area(s): Environmental Education, Science

Grade(s): 5-8

Nebraska State Standards:

Math: None

Reading/Writing: None

Science: 8.7.2

Social Studies: None

What's for Dinner?		Page 96
Objective(s): Students will generalize that all animals, including people, depend on plants as a food source, either directly or indirectly.		
Method/Overview: Students list and analyze the sources of food.		
Subject Area(s): Science, Language Arts, Environmental Education		
Grade(s): 5-8		
Nebraska State Standards:		Math: None Reading/Writing: 8.1.2; 8.3.1 Science: None Social Studies: None

What's That, Habitat?		Page 56
Objective(s): Students will (1) identify their own basic needs for food, water, shelter, and space in a suitable arrangement; and (2) generalize that wildlife and other animals have similar basic needs.		
Method/Overview: Students draw pictures of human and animal homes, comparing basic needs.		
Subject Area(s): Science, Language Arts, Expressive Arts, Environmental Education		
Grade(s): K-4		
Nebraska State Standards:		Math: None Reading/Writing: 4.2.1 Science: 4.7.2 Social Studies: 1.8

What's Wild?		Page 7
Objective(s): Students will (1) distinguish between wildlife and domesticated animals, and (2) recognize that wildlife occurs in a variety of forms.		
Method/Overview: Students locate, classify, and construct collages made from pictures of wild animals, poster board or heavy construction paper.		
Subject Area(s): Science, Language Arts, Expressive Arts, Environmental Education		
Grade(s): K-4		
Nebraska State Standards:	Math: None	
	Reading/Writing: 1.2.1; 1.3.1; 4.3.1;4.3.2	
	Science: 1.1.2; 1.4.1	
	Social Studies: None	

Which Niche?		Page 66
Objective(s): Students will (1) define ecological niche, and (2) give at least one example of an animal and its ecological niche.		
Method/Overview: Students compare ecological niches with careers in their community.		
Subject Area(s): Social Studies, Science, Environmental Education, Language Arts		
Grade(s): 5-8		
Nebraska State Standards:	Math: None	
	Reading/Writing: 8.3.1; 8.3.2	
	Science: 8.1.1; 8.4.4	
	Social Studies: None	

Who Fits Here?		Page 64
Objective(s): Students will (1) identify characteristic life forms in ecosystems, (2) describe the importance of adaptations in animals, and (3) generalize that each ecosystem has characteristic life forms adapted to living there.		
Method/Overview: Students play an identification game using posters and cards.		
Subject Area(s): Science, Environmental Education		
Grade(s): 5-8		
Nebraska State Standards:	Math: None Reading/Writing: None Science: 8.1.4; 8.4.4 Social Studies: None	

Wild Bill's Fate		Page 270
Objective(s): Students will (1) identify sources of information concerning legislation affecting wildlife, and (2) compare differing social and political viewpoints concerning legislation.		
Method/Overview: Students investigate pending legislation affecting wildlife.		
Subject Area(s): Social Studies, Language Arts, Environmental Education		
Grade(s): 9-12		
Nebraska State Standards:	Math: None Reading/Writing: 12.1.2; 12.2.4; 12.2.5 Science: None Social Studies: 12.1.11; 12.3.6; 12.3.7	

Wild Words		Page 41
Objective(s): Students will (1) research past- and present-day naturalists, and (2) analyze journals of the naturalists they investigated.		
Method/Overview: Students create journals and then compare their entries to journals of naturalists they researched.		
Subject Area(s): Language Arts, Science		
Grade(s): 5-8		
Nebraska State Standards:		Math: None Reading/Writing: 8.1.7; 8.2.1; 8.2.4 Science: None Social Studies: None

Wildlife Bibliography		Page 253
Objective(s): Students will (1) give examples of ways in which wildlife has influenced the development of human societies, and (2) describe wildlife as having important social and political value for people.		
Method/Overview: Students research and construct annotated bibliographies.		
Subject Area(s): Social Studies, Environmental Education, Language Arts		
Grade(s): 5-8		
Nebraska State Standards:		Math: None Reading/Writing: 8.1.2 Science: None Social Studies: 8.1.9; 8.3.3

Wildlife in National Symbols		Page 186
Objective(s): Students will (1) identify wildlife used in national symbols, and (2) hypothesize reasons wildlife are used in national symbols.		
Method/Overview: Students research national symbols and make posters to depict their findings.		
Subject Area(s): Social Studies, Environmental Education, Expressive Arts		
Grade(s): 5-8		
Nebraska State Standards:	Math:	None
	Reading/Writing:	None
	Science:	None
	Social Studies:	8.4.5

Wildlife is Everywhere!		Page 51
Objective(s): Students will (1) compare human and wildlife habitat, and (2) generalize that wildlife is present around the world.		
Method/Overview: Students search their surroundings for evidence of wildlife.		
Subject Area(s): Science, Language Arts, Environmental Education		
Grade(s): K-4		
Nebraska State Standards:	Math:	None
	Reading/Writing:	4.3.1; 4.3.2
	Science:	1.1.1; 1.2.1; 1.4.1; 1.8.1
	Social Studies:	None

Wildlife Issues: Community Attitude Survey		Page 297
Objective(s): Students will (1) assess the values held by various groups and individuals regarding a selected issue, and (2) distinguish between beliefs, values, and attitudes.		
Method/Overview: Students develop a questionnaire and conduct a community survey.		
Subject Area(s): Language Arts, Social Studies, Science, Environmental Education		
Grade(s): 9-12		
Nebraska State Standards:	Math: None	
	Reading/Writing: 12.2.1; 12.2.5; 12.31; 12.3.2	
	Science: None	
	Social Studies: None	

Wildlife on Coins and Stamps		Page 208
Objective(s): Students will describe coins and stamps as examples of ways that people have used symbols to represent values of wildlife.		
Method/Overview: Students use reference materials to study portrayal of wildlife on coins and stamps.		
Subject Area(s): Environmental Education, Social Studies, Language Arts, Expressive Arts		
Grade(s): 9-12		
Nebraska State Standards:	Math: None	
	Reading/Writing: 12.1.2	
	Science: None	
	Social Studies: None	

Wildlife Research		Page 418
Objective(s): Students will (1) identify reasons for research related to wildlife, (2) evaluate appropriate kinds of research related to wildlife, and (3) design and conduct a wildlife research project.		
Method/Overview: Students evaluate types of research involving wildlife, apply their results to develop individual research proposals that meet criteria for appropriateness, and conduct research.		
Subject Area(s): Environmental Education, Science		
Grade(s): 9-12		
Nebraska State Standards:	Math: None	
	Reading/Writing: None	
	Science: 12.2.1	
	Social Studies: None	

Wildwork		Page 385
Objective(s): Students will identify and describe a variety of wildlife occupations.		
Method/Overview: Students research wildlife-related careers and present their findings to the class.		
Subject Area(s): Social Studies, Language Arts		
Grade(s): 5-8		
Nebraska State Standards:	Math: None	
	Reading/Writing: 8.1.2; 8.3.1; 8.3.2	
	Science: None	
	Social Studies: 8.3.8	

Objective(s): Students will (1) identify native and exotic plant and animal species through local investigation, (2) interpret graphs and maps of the concentrations of native and non-native species, and (3) identify the effects of introduced species on ecosystems.

Method/Overview: Students conduct field research, develop graphs or pie charts and maps depicting the proportions of exotic species, and create reports on the effects of these species on native populations.

Subject Area(s): Science, Math, Environmental Education

Grade(s): 5-8

Nebraska State Standards:

Math: 8.5.2

Reading/Writing: None

Science: 8.2.1; 8.4.5; 8.7.2; 8.7.3

Social Studies: None

Project WILD Aquatic Activities Overview with Correlating Nebraska State Education Content Standards

Alice in Waterland		Page 151
Objective(s): Students will (1) trace domestic water to its source prior to human use and its destination after use, (2) identify potential effects from human water use on terrestrial and aquatic wildlife, and (3) develop and practice responsible water conservation.		
Method/Overview: Students use a simulated field trip, lecture-discussion, and student-gathered data to explore water use and its effects on wildlife habitat.		
Subject(s): Science, Environmental Education, Math, Social Studies, Expressive Arts		
Grade(s): 5-8		
Nebraska State Standards:		Math: 8.5.1; 8.5.2 Reading/Writing: None Science: 8.1.1; 8.4.5; 8.5.1; 8.7.2; 8.7.3; 8.7.4; 8.7.5 Social Studies: None

Aqua Words		Page 29
Objective(s): Students will describe a variety of ways and reasons that water is important to people and wildlife.		
Method/Overview: Students brainstorm water words, make word trees with those words, and write poetic statements about water.		
Subject Area(s): Language Arts, Environmental Education		
Grade(s): K-4		
Nebraska State Standards:		Math: None Reading/Writing: 1.1.7; 4.2.1; 4.2.4 Science: 1.2.1; 1.5.1; 4.1.1; 4.2.1; 4.5.1; 4.7.2 Social Studies: None

Aquatic Roots

Page 163

Objective(s): Students will (1) trace the origins of various species of local aquatic animals, aquatic plants or both; (2) categorize them into native and exotic species; and (3) evaluate the appropriateness of introducing new species.

Method/Overview: Students use reference materials to research various local aquatic plants, or animals, to find out whether they are natives or exotics and to investigate their effects on people, other animals, and the environment.

Subject Area(s): Science, Social Studies, Environmental Education

Grade(s): 5-8

Nebraska State Standards:

Math: None

Reading/Writing: None

Science: 8.1.1; 8.4.5; 8.6.2; 8.7.2; 8.7.3

Social Studies: None

Aquatic Times

Page 174

Objective(s): Students will (1) identify a diversity of issues related to aquatic organisms and habitats, and (2) develop their own opinions concerning some issues involving aquatic life and habitats.

Method/Overview: Students investigate, write, and produce a newspaper that features aquatic information and issues.

Subject Area(s): Language Arts, Environmental Education

Grade(s): 5-8

Nebraska State Standards:

Math: None

Reading/Writing: 8.1.2; 8.2.1; 8.2.2; 8.2.3; 8.2.4

Science: None

Social Studies: None

Are You Me?		Page 2
Objective(s): Students will recognize various young stages of aquatic animals and match them with corresponding adult stages.		
Method/Overview: Using picture cards, students match pairs of juvenile and adult aquatic animals.		
Subject Area(s): Science, Environmental Education		
Grade(s): K-4		
Nebraska State Standards:		Math: None
		Reading/Writing: None
		Science: 1.1.1; 1.1.2; 1.4.1; 1.4.2
		Social Studies: None

Blue-Ribbon Niche		Page 52
Objective(s): Students will (1) identify different organisms that live in riparian areas, (2) describe the ecological role of some organisms in riparian zones, (3) describe some basic characteristics of riparian zones, and (4) evaluate potential positive and negative effects from changes in riparian zones.		
Method/Overview: Students create a variety of representations of wildlife that can be found in riparian zones.		
Subject Area(s): Science, Language Arts, Environmental Education		
Grade(s): 5-8		
Nebraska State Standards:		Math: None
		Reading/Writing: 8.1.2; 8.2.1; 8.2.2; 8.3.1; 8.3.2
		Science: 8.1.1; 8.4.4; 8.4.5
		Social Studies: None

Dam Design	Page 179
Objective(s): Students will (1) identify problems experienced by salmon in migration; (2) evaluate the social, political, economic, and ethical consequences of an environmental concern; (3) identify mitigation projects that have worked and those that have not; and (4) identify and propose strategies and technologies to address an environmental concern.	
Method/Overview: Students will design and draw a dam appropriate for salmon survival.	
Subject Area(s): Science, Social Studies, Language Arts, Environmental Education	
Grade(s): 9-12	
Nebraska State Standards:	
Math: None	
Reading/Writing: 12.1.2; 12.1.6; 12.2.1; 12.2.2; 12.2.4; 12.2.2; 12.2.3	
Science: 12.1.1; 12.1.5; 12.4.4; 12.7.3; 12.7.4; 12.7.5	
Social Studies: 12.4.6; 12.4.7	

Designing a Habitat	Page 19
Objective(s): Students will identify the components of habitat that are essential for most aquatic animals to survive.	
Method/Overview: Students design a habitat suitable for aquatic wildlife to survive in a zoo or an aquarium.	
Subject Area(s): Science, Language Arts, Expressive Arts, Environmental Education	
Grade(s): 5-8	
Nebraska State Standards:	
Math: None	
Reading/Writing: 8.1.1; 8.1.2; 8.1.5; 8.2.1; 8.2.2; 8.2.3; 8.2.4; 8.2.5 8.3.2	
Science: 8.1.1; 8.1.2; 8.4.4	
Social Studies: None	

Dragonfly Pond		Page 184
Objective(s): Students will (1) evaluate the effects of different kinds of land use on wetland habitats, and (2) discuss and evaluate lifestyle changes to minimize damaging effects on wetlands.		
Method/Overview: Students create a collage of human land-use activities around an image of a pond.		
Subject Area(s): Environmental Education, Social Studies		
Grade(s): 5-8		
Nebraska State Standards:	Math: None Reading/Writing: None Science: 8.1.1; 8.4.3; 8.4.5; 8.7.2; 8.7.3 Social Studies: 8.3.8	

Eat and Glow		Page 69
Objective(s): Students will (1) observe, demonstrate, and describe how life forms are affected by changes in their habitats; (2) observe, demonstrate, and describe how different species differ in their ability to adjust to changes in their habitat; and (3) observe, demonstrate, and describe how isolated ecosystems are more vulnerable to environmental changes.		
Method/Overview: Students conduct an experiment using <i>Daphnia</i> and brine shrimp to demonstrate adaptations to environmental change by organisms.		
Subject Area(s): Science, Math, Environmental Education		
Grade(s): 7-10		
Nebraska State Standards:	Math: 8.1.2; 8.5.3; 12.3.1; 12.5.1 Reading/Writing: None Science: 8.1.2; 8.1.3; 8.2.1; 8.3.1; 12.2.1 Social Studies: None	

Edge of Home		Page 75
Objective(s): Students will identify the characteristics of ecotones, or transitional zones, between wildlife habitats.		
Method/Overview: Students explore the concept of ecotones by visiting places where habitats overlap.		
Subject Area(s): Science, Environmental Education		
Grade(s): 5-8		
Nebraska State Standards:		Math: None
		Reading/Writing: None
		Science: 8.1.1; 8.1.2; 8.4.4; 8.4.5
		Social Studies: None

Facts and Falsehoods		Page 124
Objective(s): Students will (1) develop criteria for evaluating the quality, balance, and fairness of a presentation; and (2) evaluate the balance and fairness of presentations designed to represent scientific points of view about an environmental topic.		
Method/Overview: Students analyze and evaluate print material according to criteria they establish for quality, balance, and fairness; as an option, they can then develop their own presentations using the same criteria.		
Subject Area(s): Language Arts, Environmental Education		
Grade(s): 9-12		
Nebraska State Standards:		Math: None
		Reading/Writing: 12.1.1; 12.1.2; 12.1.3; 12.1.4; 12.1.6; 12.2.5; 12.3.1
		Science: None
		Social Studies: None

Fashion a Fish

Page 56

Objective(s): Grades K-2: Students will classify fish according to body shape and coloration. Grades 3-4: Students will (1) describe adaptations of fish to their environments, (2) describe how adaptations can help fish survive in their habitats, and (3) interpret the importance of adaptation in animals.

Method/Overview: Students design a fish adapted for various aquatic habitats.

Subject Area(s): Science, Expressive Arts, Environmental Education

Grade(s): K-4

Nebraska State Standards:

Math: None

Reading/Writing: None

Science: 1.1.4; 1.4.1; 4.4.2;

Social Studies: None

Fishy Who's Who

Page 8

Objective(s): Students will (1) recognize and identify the major species of freshwater or saltwater fish that live in their area, (2) describe various values of fish species in some aquatic communities, and (3) locate places where the fish species occur.

Method/Overview: Students complete an inventory of fish habitats that exist in their area, obtain information about the various fish species that occur in these habitats, and locate the fish species on the map.

Subject Area(s): Science, Language Arts, Expressive Arts, Social Studies, Environmental Education

Grade(s): 5-8

Nebraska State Standards:

Math: None

Reading/Writing: 8.1.1; 8.1.2; 8.1.5; 8.2.1; 8.3.1

Science: 8.1.1; 8.1.2; 8.4.4

Social Studies: None

Hooks and Ladders

Page 43

Objective(s): Students will (1) describe how some fish migrate as part of their life cycles, (2) identify the stages of life cycle of one kind of fish, (3) describe limiting factors affecting Pacific salmon as they complete their life cycles, and (4) generalize that limiting factors affect all populations of animals.

Method/Overview: Students simulate the Pacific salmon and the hazards faced by salmon in an activity portraying the life cycle of these aquatic creatures.

Subject Area(s): Social Studies, Science, Environmental Education, Expressive Arts

Grade(s): 5-8

Nebraska State Standards:

Math: None

Reading/Writing: None

Science: 8.1.1; 8.4.4; 8.7.3

Social Studies: None

How Wet Is Our Planet?

Page 123

Objective(s): Students will (1) describe the amount and distribution of water on the Earth in oceans, rivers, lakes, ground water, ice caps, and the atmosphere; and (2) make inferences about the importance of responsible water use.

Method/Overview: Students calculate water volumes using percentages.

Subject Area(s): Math, Environmental Education, Social Studies

Grade(s): 5-8

Nebraska State Standards:

Math: 8.2; 8.3.1; 8.3.2

Reading/Writing: None

Science: 8.1.1; 8.1.2; 8.2.1; 8.5.1; 8.4.5

Social Studies: None

Kelp Help		Page 181
Objective(s): Students will list and describe different ways that kelp can be beneficial to humans, wildlife, and the environment.		
Method/Overview: Students research kelp, create a mural, and report to the class their findings.		
Subject Area(s): Science, Environmental Education		
Grade(s): 5-8		
Nebraska State Standards:		Math: None Reading/Writing: None Science: 8.1.2; 8.2.1; 8.4.4 Social Studies: None

Living Research: Aquatic Heroes and Heroines		Page 190
Objective(s): Students will describe the importance of the accomplishments of local people who have contributed to conserving or preserving aquatic environments.		
Method/Overview: Students identify people - through news media, personal contacts, or other means - who have made contributions to conserving or preserving aquatic environments; research their contributions, including a personal interview; and then write a biography of the person.		
Subject Area(s): Social Studies, Language Arts, Environmental Education		
Grade(s): 9-12		
Nebraska State Standards:		Math: None Reading/Writing: 12.2.1; 12.2.2; 12.2.4; 12.2.5; 12.3.1; 12.3.2 Science: None Social Studies: None

Marsh Munchers		Page 34
Objective(s): Students will (1) identify components of a food web in a salt marsh, and (2) identify their interconnectedness in the food web.		
Method/Overview: Students use body movement and pantomime to simulate the feeding motions of marsh animals.		
Subject Area(s): Science, Environmental Education, Expressive Arts		
Grade(s): K-4		
Nebraska State Standards:		Math: None
		Reading/Writing: None
		Science: 1.4.1; 4.1.1; 4.2.1; 4.4.3
		Social Studies: None

Mermaids and Manatees		Page 80
Objective(s): Students will (1) describe how imaginary creatures may be inspired by actual animals, (2) distinguish between mythical and actual aquatic wildlife, and (3) give examples of how wildlife can inspire myth and art.		
Method/Overview: Students describe aquatic animals using a narrative style of writing that, in turn, is the basis for a drawing or painting done by other students.		
Subject Area(s): Language Arts, Environmental Education, Social Studies, Expressive Arts		
Grade(s): 5-8		
Nebraska State Standards:		Math: None
		Reading/Writing: 8.2.1; 8.2.2; 8.2.3; 8.2.4
		Science: None
		Social Studies: None

Micro Odyssey		Page 49
Objective(s): Students will (1) identify forms of microscopic life that live in water, and (2) describe how various aquatic organisms are interrelated.		
Method/Overview: Students will examine, draw, paint, and identify microorganisms in pond water.		
Subject Area(s): Science, Environmental Education		
Grade(s): 5-8		
Nebraska State Standards:		Math: None Reading/Writing: None Science: 8.1.1; 8.4.4 Social Studies: None

Migration Headache		Page 15
Objective(s): Students will (1) list limiting factors affecting habitats and populations of migrating water birds, (2) predict the effects of such limiting factors, (3) describe the effects of habitat loss and degradation on populations of migrating water birds, and (4) make inferences about the importance of suitable habitat for migrating water birds.		
Method/Overview: Students portray migrating water birds traveling between nesting habitats and wintering grounds.		
Subject Area(s): Science, Environmental Education, Expressive Arts		
Grade(s): 5-8		
Nebraska State Standards:		Math: None Reading/Writing: None Science: 8.1.1; 8.1.2; 8.4.3; 8.4.4; 8.7.2 Social Studies: None

Net Gain, Net Effect		Page 85
Objective(s): Students will (1) describe the evolution of fishing techniques, and (2) interpret the changes in technology on fish populations.		
Method/Overview: Students conduct a simulation to explore the evolution on fishing and the effects of changing technology on fish populations.		
Subject Area(s): Math, Social Studies, Environmental Education, Science		
Grade(s): 5-8		
Nebraska State Standards:	Math: 8.5 Reading/Writing: None Science: 8.1.1; 8.1.2; 8.1.3; 8.4.4; 8.4.5; 8.7.2 Social Studies: None	

Plastic Jellyfish		Page 129
Objective(s): Students will (1) describe the potential effects of plastic waste on aquatic wildlife and habitat, and (2) identify specific actions they can take to help remedy the problem.		
Method/Overview: Students monitor the plastic waste production in their own households, research the effects of plastic waste on fresh water and marine life and propose various ways to lessen the problem.		
Subject Area(s): Environmental Education, Social Studies, Math, Science		
Grade(s): K-4		
Nebraska State Standards:	Math: 1.1.3; 1.5; 4.5 Reading/Writing: None Science: 1.1.1; 1.2.1; 1.7.2; 4.1.2; 4.2.1; 4.7.4 Social Studies: 1.27; 1.30	

Pond Succession		Page 66
Objective(s): Students will (1) recognize that natural environments are involved in a process of continual change (2) discuss the concept of succession, (3) describe succession as an example of the process of change in natural environments, and (4) apply understanding of the concept of succession by drawing a series of pictures showing stages in pond succession.		
Method/Overview: Students create murals showing three major stages of pond succession.		
Subject Area(s): Science, Social Studies, Environmental Education, Expressive Arts		
Grade(s): 5-8		
Nebraska State Standards:		Math: None Reading/Writing: None Science: 8.1.1; 8.4.1; 8.4.4; 8.4.5; 8.5.1 Social Studies: None

Puddle Wonders!		Page 114
Objective(s): Students will (1) predict where puddles will form and how they will change, (2) observe and describe organisms that live in or near puddles, (3) measure and record the amount of water in puddles, and (4) make inferences about what type of organisms occupy puddles.		
Method/Overview: Students will observe water that accumulates in puddles and will measure the depth, area, and volume of the puddle.		
Subject Area(s): Science, Math, Environmental Education		
Grade(s): 5-8		
Nebraska State Standards:		Math: 8.3 Reading/Writing: None Science: 8.1.1; 8.1.2; 8.2.1; 8.3.1; 8.8.2; 8.4.5 Social Studies: None

Riparian Retreat		Page 118
Objective(s): Students will (1) describe habitat characteristics of riparian areas, (2) identify animals that inhabit them, and (3) state the importance of riparian areas to wildlife and humans.		
Method/Overview: Awareness of a riparian zone is created through the use of a simulated field trip and art work.		
Subject Area(s): Language Arts, Environmental Education		
Grade(s): 5-8		
Nebraska State Standards:	Math: None Reading/Writing: 8.3.1 Science: 8.1.1; 8.4.4; 8.4.5; 8.7.2 Social Studies: None	

Sea Turtles International		Page 99
Objective(s): Students will (1) analyze the policies and philosophies that countries have relating to wildlife ownership and protection and to habitat management, (2) explain the importance of international agreements and organizations that manage species that cross international boundaries, and (3) define the difference between ownership of land and ownership of wildlife.		
Method/Overview: Students portray the political interactions of citizens from different countries who have a variety of perspectives on the conservation of wildlife and habitat.		
Subject Area(s): Social Studies, Environmental Education		
Grade(s): 9-12		
Nebraska State Standards:	Math: None Reading/Writing: 12.3.1 Science: None Social Studies: 12.4.6; 12.4.7	

Silt: A Dirty Word **Page 176**

Objective(s): Students will (1) describe how sand, silt, or both affect water flow; and (2) identify human activities that add sand, silt, or both to surface water.

Method/Overview: Students create a model to simulate changes to a stream and its water flow when silt, sand or both are added to the system.

Subject Area(s): Science, Environmental Education

Grade(s): 3-4

Nebraska State Standards:	Math: None
	Reading/Writing: None
	Science: 4.1.2; 4.1.3; 4.2.1; 4.4.3
	Social Studies: None

Sockeye Scents **Page 61**

Objective(s): Students will (1) trace and label the migratory route that sockeye salmon take from the ocean to an upstream lake, (2) describe one theory about how salmon can find its birth stream, and (3) explain how adaptations enable some species to survive and maintain their populations.

Method/Overview: Students participate in map and simulation exercises that help them understand the migration of the sockeye salmon.

Subject Area(s): Social Studies, Science, Expressive Arts, Language Arts, Environmental Education

Grade(s): 3-4

Nebraska State Standards:	Math: None
	Reading/Writing: 4.1.4; 4.3.1
	Science: 4.1.2; 4.4.1; 4.4.2; 4.4.3
	Social Studies: None

Something's Fishy Here!

Page 145

Objective(s): Students will (1) identify potential cause-and-effect relationships involving aquatic-related pollution, (2) generate and evaluate alternative solutions to problems of aquatic pollution, and (3) outline a plan to reduce the consequences of possible aquatic pollution in their communities.

Method/Overview: Students read and discuss a story, inventing their own endings that lead to environmental action in their community.

Subject Area(s): Language Arts, Environmental Education

Grade(s): 5-8

Nebraska State Standards:

Math:	None
Reading/Writing:	8.1.1; 8.1.2; 8.2.4; 8.2.5; 8.3.1; 8.3.2; 8.3.3
Science:	8.1.1; 8.7.2; 8.7.3; 8.7.4; 8.7.5
Social Studies:	8.3.3; 8.3.8

The Glass Menagerie

Page 155

Objective(s): Students will describe the characteristics of oligotrophic and eutrophic aquatic habitats, emphasizing the effects of nutrient loading.

Method/Overview: Students observe and describe changes in physical characteristics of several different experimental aquatic habitats that they create.

Subject Area(s): Science, Environmental Education

Grade(s): 9-12

Nebraska State Standards:

Math:	None
Reading/Writing:	None
Science:	12.1.1; 12.1.5; 12.2.1; 12.7.4; 12.7.5
Social Studies:	None

To Dam or Not To Dam	Page 170
Objective(s): Students will evaluate potential positive and negative effects from constructing a dam or a river.	
Method/Overview: Students portray individuals representing differing perspectives and concerns related to a complex issue.	
Subject Area(s): Social Studies, Environmental Education	
Grade(s): 5-8	
Nebraska State Standards:	Math: None Reading/Writing: None Science: 8.1.1; 8.1.2; 8.4.5; 8.6.2; 8.6.1; 8.7.2; 8.7.3; 8.7.5 Social Studies: None

Turtle Hurdles	Page 158
Objective(s): Students will (1) describe the life cycle of sea turtles, (2) identify specific mortality factors related to sea turtles, (3) make inferences about the effects of limiting factors on sea turtle populations, and (4) make recommendations to minimize the factors that lead to the extinction of sea turtles.	
Method/Overview: Students become sea turtles and limiting factors in a highly active simulation game.	
Subject Area(s): Science, Social Studies, Environmental Education	
Grade(s): 5-8	
Nebraska State Standards:	Math: None Reading/Writing: None Science: 8.1.1; 8.1.2; 8.4.3; 8.4.4 Social Studies: None

Water Canaries		Page 24
Objective(s): Students will (1) identify several aquatic organisms, and (2) assess the relative environmental quality of a stream or pond using indicators of pH, water temperature, and the presence of a diversity of organisms.		
Method/Overview: Students investigate a stream or pond using sampling techniques.		
Subject Area(s): Science, Environmental Education		
Grade(s): 5-8		
Nebraska State Standards:	Math: None Reading/Writing: None Science: 8.1.1; 8.1.2; 8.1.3; 8.2.1; 8.4.4; 8.4.5 Social Studies: None	

Water Plant Art		Page 31
Objective(s): Students will identify aquatic plants as an important component of aquatic habitats and as a necessity for aquatic wildlife.		
Method/Overview: Students create artwork showing aquatic habitats using drawings and pressed aquatic plants.		
Subject Area(s): Science, Environmental Education, Expressive Arts		
Grade(s): K-4		
Nebraska State Standards:	Math: None Reading/Writing: None Science: 1.1.1; 1.2.1; 1.4.1; 1.4.2; 1.5.1; 4.1.2; 4.2.1; 4.3.1; 4.4.1 Social Studies: None	

Water We Eating?		Page 83
Objective(s): Students will (1) identify foods derived from aquatic sources and their geographic origins, and (2) describe the importance of aquatic environments as food sources.		
Method/Overview: Students visit a local supermarket and compile a list of products that originate in aquatic habitats.		
Subject Area(s): Social Studies, Science, Environmental Education		
Grade(s): K-4		
Nebraska State Standards:	Math: None	
	Reading/Writing: None	
	Science: 4.4.3	
	Social Studies: 4.11	

Water Wings		Page 110
Objective(s): Students will (1) illustrate the water cycle; (2) describe the interrelatedness of the world's waters; and (3) state the importance of water to people, plants and animals.		
Method/Overview: Students will visualize a simulated field trip and then create artwork and poetry.		
Subject Area(s): Environmental Education, Expressive Arts, Language Arts		
Grade(s): 5-8		
Nebraska State Standards:	Math: None	
	Reading/Writing: 8.4.1	
	Science: 8.1.1; 8.2.1; 8.5.1	
	Social Studies: None	

Watered-Down History		Page 91
Objective(s): Students will (1) describe human, plant, and animal life associated with a waterway over a period of time; (2) predict the future of the waterway; and (3) analyze cause-and-effect relationships between events affecting the waterway.		
Method/Overview: Students investigate the history of a chosen waterway through research methods, a taped personal interview, and public records, and then display their findings on a mural.		
Subject Area(s): Social Studies, Environmental Education		
Grade(s): 5-8		
Nebraska State Standards:	Math: None	
	Reading/Writing: 8.1.1; 8.1.2; 8.1.5; 8.1.7; 8.2.5; 8.3.2	
	Science: 8.1.1; 8.7.2; 8.7.3; 8.7.4; 8.7.5	
	Social Studies: 8.1.1; 8.1.7; 8.1.8; 8.1.9	

Water's Going On?		Page 149
Objective(s): Students will (1) record and interpret daily water consumption, and (2) make recommendations as to how to conserve water.		
Method/Overview: Students estimate and calculate water consumption; then they design and try ways to conserve water.		
Subject Area(s): Math, Science, Environmental Education, Social Studies		
Grade(s): 5-8		
Nebraska State Standards:	Math: 8.2.5; 8.5	
	Reading/Writing: None	
	Science: 8.1.2; 8.1.3; 8.2.1; 8.5.1; 8.6.2; 8.7.2; 8.7.5	
	Social Studies: None	

Watershed		Page 132
Objective(s): Students will (1) describe the characteristics of watersheds, (2) discuss the role of watersheds in providing wildlife habitat as well as human habitat, and (3) give examples of watershed conservation.		
Method/Overview: Students measure the area of a local watershed, calculate the amount of water it receives each year, and discuss the varied roles the watershed plays in human and wildlife habitat.		
Subject Area(s): Environmental Education, Math		
Grade(s): 5-8		
Nebraska State Standards:		
	Math:	8.2; 8.3; 8.4; 8.5
	Reading/Writing:	None
	Science:	8.1.1; 8.1.3; 8.2.1; 8.4.4; 8.7.2; 8.7.3
	Social Studies:	None

Wetland Metaphors		Page 39
Objective(s): Students will (1) describe the characteristics of wetlands, and (2) evaluate the importance of wetlands to wildlife and humans.		
Method/Overview: Students are presented with a selection of objects to investigate as metaphors for the natural functions of wetlands.		
Subject Area(s): Environmental Education, Language Arts		
Grade(s): 5-8		
Nebraska State Standards:		
	Math:	None
	Reading/Writing:	8.1.4; 8.3.1
	Science:	8.1.1; 8.2.1; 8.4.4; 8.4.5
	Social Studies:	None

Whale of a Tail

Page 10

Objective(s): Students will describe the sizes of different whales compared to their own body size.

Method/Overview: Students use computational, graphing, and measuring techniques to draw or sculpture life-size replicas of whales.

Subject Area(s): Math, Expressive Arts

Grade(s): 5-8

Nebraska State Standards:

Math:	8.2; 8.3; 8.5
Reading/Writing:	
Science:	8.1.2; 8.1.3
Social Studies:	None

What's in the Air?

Page 136

Objective(s): Students will (1) describe acidic precipitation, (2) generate and test hypotheses concerning effects of acidic precipitation, and (3) make inferences about the potential effects of acidic precipitation on aquatic life.

Method/Overview: Through simulations and direct measurement the students experience differing conditions of acidity in aquatic habitats and explore the consequences of acidic conditions on aquatic life.

Subject Area(s): Science, Social Studies, Math, Environmental Education

Grade(s): 5-8

Nebraska State Standards:

Math:	8.3; 8.5;
Reading/Writing:	None
Science:	8.1.1; 8.1.3; 8.2.1; 8.4.5; 8.7.2; 8.7.3; 8.7.4; 8.7.5
Social Studies:	None

What's in the Water		Page 140
Objective(s): Students will (1) identify major sources of aquatic pollution, and (2) make inferences about the potential effects of a variety of aquatic pollutants on wildlife and wildlife habitat.		
Method/Overview: Students analyze the pollutants found in a hypothetical river. They graph the quantities of pollutants and make recommendations about actions that could be taken to improve the habitat.		
Subject Area(s): Science, Math, Environmental Education		
Grade(s): 5-8		
Nebraska State Standards:	Math: 8.3; 8.5	
	Reading/Writing: None	
	Science: 8.1.1; 8.1.3; 8.2.1; 8.4.5; 8.7.2; 8.7.3; 8.7.4; 8.7.5	
	Social Studies: None	

When a Whale is Right		Page 94
Objective(s): Students will (1) describe general characteristics and status of whales, (2) recognize that international alliances affect wildlife, and (3) evaluate the possible impact of wildlife issues on alliances and other relationships between and among nations.		
Method/Overview: Students hold a hypothetical meeting of the International Whaling Commission.		
Subject Area(s): Social Studies, Environmental Education		
Grade(s): 9-12		
Nebraska State Standards:	Math: None	
	Reading/Writing: 12.1.1; 12.1.2; 12.1.6; 12.2.5; 12.3.1; 12.3.2	
	Science: None	
	Social Studies: 12.4.5; 12.4.6; 12.4.7	

Where Does the Water Run?		Page 21
Objective(s): Students will describe relationships among precipitation, runoff, and aquatic habitats.		
Method/Overview: Students will (1) measure and calculate the area of the study site, (2) calculate the volume and weight of water falling on the study site, (3) determine specific and annual rainfall and runoff, and (4) trace the course of water to aquatic habitats.		
Subject Area(s): Math, Science, Environmental Education		
Grade(s): 5-8		
Nebraska State Standards:	Math:8.3; 8.4; 8.5	
	Reading/Writing: None	
	Science: 8.4.5; 8.5.1	
	Social Studies: None	

Where Have All the Salmon Gone?		Page 166
Objective(s): Students will (1) interpret and make inferences about fluctuations in fish populations from actual data, and (2) analyze the effects of human use and habitat changes on a fish population.		
Method/Overview: Students graph and interpret actual fish population data in relation to historical events.		
Subject Area(s): Science, Math, Social Studies, Environmental Education		
Grade(s): 5-8		
Nebraska State Standards:	Math: 8.5	
	Reading/Writing: None	
	Science: 8.1.1; 8.1.3; 8.4.3; 8.4.4; 8.4.5; 8.7.2; 8.7.3; 8.7.5	
	Social Studies: None	