

## TEAM Correlations

### Chesapeake Bay Watershed – Grades 3-8

- NGSS
  - 3-LS4-3 – Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all.
    - Disciplinary Core
      - LS2.C – Ecosystem dynamics, functioning and resilience
      - LS4.C – Adaptation
      - LS4.D – Biodiversity and humans
  - 4-LS1-1 – Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior and reproduction
    - Crosscutting Concepts
      - Systems and system models
  - MS-LS2-4 – Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations.
- CCSS.ELA/Lit
  - SL1 - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade appropriate topics and texts, building on others' ideas and expressing their own clearly.
- Maryland State Curriculum
  - Grade 3 – Social Studies
    - 3.A.1.c – Identify the location of communities, major cities in Maryland, United States and the world using a globe, maps, and atlases
    - 3.D.1.b – Describe why and how people make decisions about protecting the environment.
  - Grade 4 – Social Studies
    - 3.A.1.c - Identify and locate natural/physical features and human-made features of Maryland such as Appalachian Mountains, Piedmont Plateau, and the Atlantic Coastal Plain
    - 3.D.1.c – Explain how the growth of communities and suburbs have had consequences on the environment, loss of farmland, and pollution.
  - Grade 5 – Science
    - 3.A.1.a – Identify and describe features and behaviors of some of the plants and animals living in a familiar environment and explain ways that these organisms are well suited to their environment.
    - 6.B.2.b – Explain how human activities may have a negative consequence on the natural environment.

- Grade 6 – Science
  - 3.D.1 – Explain that in any particular environment, the growth and survival of organisms and species depend on the physical conditions.
  - 6.B.1.c – Identify and describe that ecosystems can be impacted by human activities
    - Protection of the Chesapeake Bay watershed
    - Land use decisions (agriculture, mining, and development)
    - Use and disposal of toxic substances
- Grade 7
  - Social Studies
    - 3.D.1.a – Identify trade offs of using resources to pursue economic opportunities vs. preserving the environment, such as water use, the burning of fossil fuels, deforestation, and strip mining.
  - Science
    - 6.A.1 – Recognize and explain the impact of a changing human population on the use of natural resources and on environmental quality.
    - 6.B.1 – Recognize and describe that environmental changes can have local, regional and global consequences
- Environmental Literacy
  - 5.A.2 – Analyze the effects of human activities that deliberately or inadvertently alter the equilibrium of natural processes.
  - 7.B.1 – Examine the influence of individual and group actions on the environment and explain how groups and individuals work to protect and balance interests.

### **Oyster Reefs – Grades 3-6**

- NGSS
  - 3-LS4-3 – Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all.
    - Disciplinary Core
      - LS2.C – Ecosystem dynamics, functioning and resilience
      - LS4.C – Adaptation
  - 4-LS1-1 – Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior and reproduction
    - Disciplinary Core
      - Structure and Function
    - Crosscutting Concepts
      - Systems and system models
  - 5-LS2-1 – Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment
    - Disciplinary Core

- LS2-A – Interdependent Relationships in Ecosystems
    - LS2-B – Cycles of Matter and Energy Transfer in Ecosystems
  - MS-LS2—4 – Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations.
- CCSS.ELA/Lit
  - SL1 - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade appropriate topics and texts, building on others' ideas and expressing their own clearly.
- Maryland State Curriculum
  - Grade 4 – Science
    - 3.F.1.a. Explain ways that individuals and groups of organisms interact with each other and their environment.
      - Competition for space, food
      - Beneficial interactions...oysters filtering
      - Roles within food chains and webs
  - Grade 5 – Science
    - 3.A.1 - Explain the idea that in any particular environment, some kinds of plants and animals survive well, some less well, and some cannot survive at all.
  - Grade 6 – Science
    - 3.D.1 - Explain that in any particular environment, the growth and survival of organisms and species depend on the physical conditions.
    - 3.F.1.c - Explain that within any environment organisms with similar needs may compete with one another for resources.
- Environmental Literacy
  - 2.B.2 – Use models...to extend his/her understanding of scientific concepts

### **Horseshoe Crabs – Grades 3-8**

- NGSS
  - 3-LS4-3 – Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all.
    - Disciplinary Core
      - LS2.C – Ecosystem dynamics, functioning and resilience
      - LS4.C – Adaptation
      - LS4.D – Biodiversity and humans
  - 4-LS1-1 – Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior and reproduction
  - 5-LS2-1 – Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment

- Disciplinary Core
      - LS2-A – Interdependent Relationships in Ecosystems
      - LS2-B – Cycles of Matter and Energy Transfer in Ecosystems
    - MS-LS2—4 – Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations.
- CCSS.ELA/Lit
  - SL1 - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade appropriate topics and texts, building on others’ ideas and expressing their own clearly.
- Maryland State Curriculum
  - Grade 4- Science
    - 3A.1 Explain how animals and plants can be grouped according to observable features.
    - 3.F.1 - Explain ways that individuals and groups of organisms interact with each other and their environment.
  - Grade 5 - Science
    - 6.A.1 - Recognize and explain how renewable and nonrenewable natural resources are used by humans in Maryland to meet basic needs.
    - 6.B.2.b - Explain how human activities may have a negative consequence on the natural environment.
    - 6.B.2.c - Identify and describe that an environmental issue affects individual people and groups of people differently.
- Grade 6 – Science
  - 6.A.1.d - Identify and describe problems associated with obtaining, using, and distributing natural resources.
  - 6.A.1.e - Identify possible solutions to problems associated with obtaining, using, and distributing natural resources.
- Grade 7 - Science
  - 3.A.1 - Compile evidence to verify the claim of biologists that the features of organisms connect or differentiate them-these include external and internal structures (features) and processes.
  - 3.A.1.c - Use...models... to represent that animals and plants have a great variety of body plans and internal structures that define the way they live, grow, survive, and reproduce.
  - 6.B.1.b - Identify and describe that different individual people or groups of people are affected by an issue in different ways.
- Environmental Literacy
  - 1.A.3 – Given a specific issue, communicate the issue, the stakeholders involved, and the stakeholders’ beliefs and values.
  - 4.A.1 – Explain how organisms are linked by the transfer and transformation of matter and energy at the ecosystem level.
  - 4.B.1 – Analyze the growth or decline of populations and identify a variety of responsible factors.

## Chesapeake Bay Watermen – Grades 2-5

- CCSS.ELA/Lit
  - SL2.1 – Participate in collaborative conversations with diverse partners about grade 2 topics...with peers and adults
  - SL.2.4 – Tell a story...with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
  - SL.3-5.1 – Engage effectively in a range of collaborative discussions...with diverse partners on grade appropriate topics.
  - SL.3-5.1 – Report on a topic or text...with appropriate facts and relevant, descriptive details...speaking clearly at an understandable pace.
- Maryland State Curriculum
  - Grade 2 – Science
    - 6.A.1 - Recognize and explain how Earth's natural resources from the natural environment are used to meet human needs.
  - Grade 3 – Social Studies
    - 5.A.2.b - Compare family life in the local community by considering jobs, communication, and transportation
  - Grade 4
    - Science
      - 6.B.1 - Recognize and describe that people in Maryland depend on, change, and are affected by the environment.
    - Social Studies
      - 4.A.4.a - Explain how available resources determine which careers are more common in one region such as waterman on the Eastern Shore
    - Grade 5 – Science
      - 6.A.1 - Recognize and explain how renewable and nonrenewable natural resources are used by humans in Maryland to meet basic needs.

## Maryland Streams I – Grades 4-8

- NGSS
  - 4-LS1-1 – Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior and reproduction.
  - MS-LS2-4 – Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations.
- CCSS.ELA/Lit
  - SL1 - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade appropriate topics and texts, building on others' ideas and expressing their own clearly.

- Maryland State Curriculum
  - Grade 6 – Science
    - 3.D.1 - Explain that in any particular environment, the growth and survival of organisms and species depend on the physical conditions.
    - 3.F.1 - Give reasons supporting the fact that the number of organisms an environment can support depends on the physical conditions and resources available
  - Grade 7 – Science
    - 3.A.1 - Compile evidence to verify the claim of biologists that the features of organisms connect or differentiate them-these include external and internal structures (features) and processes.
  - Grade 8 – Science
    - 3.D.1.a - Recognize and describe that gradual and sudden changes in environmental conditions affect the survival of organisms and populations.

#### **Maryland Streams II – Grades 4-8**

- NGSS
  - 4-LS1-1 – Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior and reproduction.
  - MS-LS2—4 – Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations.
- CCSS.ELA/Lit
  - SL1 - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade appropriate topics and texts, building on others’ ideas and expressing their own clearly.
- Maryland State Curriculum
  - Grade 6 – Science
    - 1.A.1 - Design, analyze, or carry out simple investigations and formulate appropriate conclusions based on data obtained or provided
    - 1.B.1 - Review data from a simple experiment, summarize the data, and construct a logical argument about the cause-and-effect relationships in the experiment.
    - 3.D.1 - Explain that in any particular environment, the growth and survival of organisms and species depend on the physical conditions.
    - 3.F.1 - Give reasons supporting the fact that the number of organisms an environment can support depends on the physical conditions and resources available.

- Grade 7 – Science
  - 1.A.1 - Design, analyze, or carry out simple investigations and formulate appropriate conclusions based on data obtained or provided
  - 1.B.1 - Review data from a simple experiment, summarize the data, and construct a logical argument about the cause-and-effect relationships in the experiment
  - 3.A.1 - Compile evidence to verify the claim of biologists that the features of organisms connect or differentiate them-these include external and internal structures (features) and processes.
- Grade 8 – Science
  - 1.A.1 - Design, analyze, or carry out simple investigations and formulate appropriate conclusions based on data obtained or provided
  - 1.B.1 - Review data from a simple experiment, summarize the data, and construct a logical argument about the cause-and-effect relationships in the experiment
  - 3.D.1.a - Recognize and describe that gradual and sudden changes in environmental conditions affect the survival of organisms and populations.

#### Environmental Literacy

- 1.A.1 – Identify an environmental issue
- 1.A.4 – Design and conduct the research
- 1.A.5 – Use data and references to interpret findings to form conclusions