

EEI Curriculum Catalog

Increasing Environmental
Literacy for K-12 Students...
Because the Future
is in Their Hands



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California Education and the Environment Initiative

Increasing Environmental Literacy for K–12 Students... Because the Future is in Their Hands



California’s future prosperity, health, and safety depends on its citizens making wise environmental choices. The California Education and the Environment Initiative (EEI) is part of a statewide effort to ensure all California K-12 students are environmentally literate and can help shape a prosperous and sustainable world.

You can be a part of this effort by using the EEI Curriculum in your classroom. This innovative environment-based curriculum teaches critical skills in science and history-social science using environmental topics, such as water and energy, as a lens. Best of all the EEI Curriculum is State Board of Education approved and helps support Common Core (CCSS) and the Next Generation Science Standards (NGSS).

This catalog includes a brief description of each of the 85 EEI Curriculum units, and is organized by grade and subject matter. A map of the 15 environmental topics covered by the curriculum is included at the end of this catalog.



To access and download the units featured in this guide, please visit us online at www.CaliforniaEEI.org

Common Core and the Next Generation Science Standards

While the EEI Curriculum was developed prior to the development of CCSS and NGSS, many educators still find the curriculum a great choice for supporting the new standards. Throughout the EEI Curriculum you’ll find engaging lessons that help students build critical thinking, problem solving and collaboration skills— all goals of the CCSS. Similarly, EEI is a great tool for educators transitioning to NGSS. The curriculum reflects the real world interconnections in science and incorporates many of the paradigm shifts reflected in the NGSS.

We invite you to explore the EEI Curriculum’s CCSS and NGSS correlation guides available on our website at: www.CaliforniaEEI.org/curriculum/correlations.



Kindergarten



The World Around Me

Supports NGSS: K-ESS3, K-LS1, K-PS3.

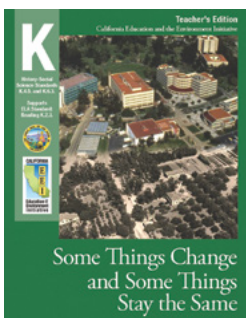
Students discover that Earth is made up of land, air, and water. It is also where mountains, forests, rivers, lakes, oceans, coasts, valleys, and deserts are found—all of which exist within California. Students explore the characteristics of each ecosystem and relate those characteristics to what they see in their local environment. The eight ecosystems are illustrated in a set of “alphabet cards.” Students record their knowledge about each ecosystem they study—as well as the human uses of each ecosystem—in the E is for Earth workbook, also provided with the unit.



A Day In My Life

Supports NGSS: K-ESS2, K-ESS3, K-LS1.

This unit begins with students reciting a poem about the water they use every day and what the source of that water is. Students consider how water, along with soil, air, plant, and animal resources, are fundamentally important for life. They learn the concept of a “resource,” where specific resources come from, and that the resources they use are linked to natural systems. Students identify resources from Earth that are used every day and the ways in which resources can be conserved.



Some Things Change and Some Things Stay the Same

History-Social Science Standard: K.4.5. and K.6.3.

Students see that the places we live in change over time, by first looking at their school and pictures of a school like theirs 100 years ago. Students compare and contrast the school, its surroundings, and the people of a “typical” California town 100 years ago, to their modern community. They become familiar with the idea that history relates to events, people, and places of other times. They also learn that the way history unfolds involves an ongoing interaction between people, their needs, and the resources that they use from their natural and physical environment.

Unit Components

- Teacher’s Edition
- Student Workbook
- Visual Aids
- Information Cards
- Alphabet Cards
- NGS Wall Map: Habitats
- Common Core Correlation Guide

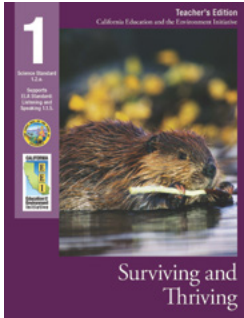
Unit Components

- Teacher’s Edition
- Teacher’s Masters
- Student Workbook
- Information Cards
- Big Book
- Game Board
- Common Core Correlation Guide

Unit Components

- Teacher’s Edition
- Teacher’s Masters
- Information Cards
- Big Book
- Common Core Correlation Guide

First Grade



Surviving and Thriving

Supports NGSS: 1-LS1, 2-LS4.

This unit explores the ability of living things to meet their basic needs. Activities in this unit include a shared reading of a book about beavers, close observation of photographs that show the external features of animals and plants, and a survey of the schoolyard. Students discover that there must be a good fit between the

physical features of plants and animals and the characteristics of the different environments in which they live. Students gain the understanding that healthy ecosystems offer benefits to humans as well as to the plants and animals that live there.



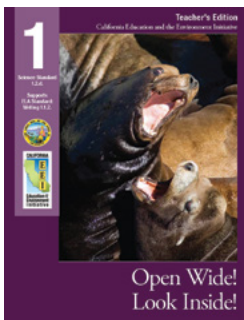
Finding Shelter

Supports NGSS: 1-LS1, 1-LS3.

In this unit, students explore three main ideas:

a) animals, including humans, need shelter and food to survive; b) resources provided by natural systems, including other animals and plants, meet these needs; c) human activities can influence the availability of resources and shelter. A grade level reader reinforces

these ideas by describing the shelter needs of an endangered California bird. Students discover that humans find (and build) shelter in the same natural systems as other living organisms. They consider how healthy ecosystems benefit humans, as well as the plants and animals living there, and that people can and have helped animals meet their needs for shelter in a variety of ways.



Open Wide! Look Inside!

Supports NGSS: 1-LS1.

This unit brings a unique approach to how students can determine what animals eat from the shapes of their teeth. A big book is included that provides three separate stories and striking photographs to capture students' interest and attention. Students discover that animals meet their needs for food within their habitat

in different ways; that different types of teeth are used for a different function, some for chewing and others for ripping and cutting. Students also study ways human activities influence habitats and affect animals' ability to find food, and that human activities can influence animals' food supplies.

Unit Components

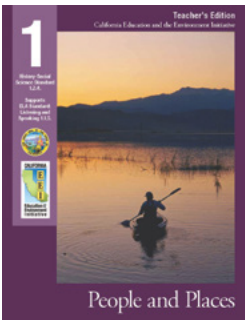
- Teacher's Edition
- Teacher's Masters
- Student Workbook
- Dictionary
- Word Wall Cards
- Reader
- Visual Aids
- NGS Wall Map: Habitats
- Common Core Correlation Guide

Unit Components

- Teacher's Edition
- Teacher's Masters
- Student Workbook
- Dictionary
- Word Wall Cards
- Reader
- Visual Aids
- Information Cards
- NGS Wall Maps: Habitats and Political
- Common Core Correlation Guide

Unit Components

- Teacher's Edition
- Teacher's Masters
- Student Workbook
- Dictionary
- Word Wall Cards
- Visual Aids
- Information Cards
- Big Book
- NGS Wall Map: Political
- Common Core Correlation Guide

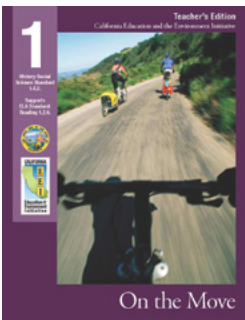


People and Places

History-Social Science Standard: 1.2.4.

All lessons in this unit relate locations in California to the physical and human characteristics of those places. Students learn human activities can change natural systems and how these changes can affect how people live. Information about two cities contrasts how people live in those places (looking at architecture, recreation, and jobs, for example). The unit provides an understanding of humans' dependence on goods and services provided by natural systems.

ation, and jobs, for example). The unit provides an understanding of humans' dependence on goods and services provided by natural systems.



On the Move

History-Social Science Standard: 1.4.2.

This unit focuses on transportation changes over time and how this brought about changes to communities. Students study photos and compare past and present transportation methods. Each lesson addresses differences in past and present transportation methods to help students learn how the methods of the past and present rely on ecosystem goods and ecosystem services provided by natural systems.

present rely on ecosystem goods and ecosystem services provided by natural systems.

Unit Components

- Teacher's Edition
- Teacher's Masters
- Student Workbook
- Dictionary
- Word Wall Cards
- Visual Aids
- Big Book
- NGS Wall Maps: Political and People and the Environment
- Common Core Correlation Guide

Unit Components

- Teacher's Edition
- Teacher's Masters
- Student Workbook
- Dictionary
- Word Wall Cards
- Visual Aids
- Information Cards
- Big Book
- Common Core Correlation Guide

Second Grade



Cycle of Life

Supports NGSS: 2-LS2, 3-LS1.

In this unit, students explore an engaging reader about animal life cycles. They consider why these cycles are, in fact, vital to the survival of all species. By introducing this subject matter in the context of humans' dependence on healthy natural systems, students see that plant and animal reproduction helps feed them, keep them warm, and shelter them. Furthermore, they understand humans' place in the system.



Alike and Different

Supports NGSS: 2-LS4, 3-LS3.

Three woodland species—the ermine, mule deer, and cowbird—introduce students to the ideas of adaptation and variation. Spotlighting adaptation as the big idea of this unit, the grade-level reader reinforces the lessons. Students discover that some inherited characteristics are essential to survival; an animal's

environment can influence some characteristics; and that variations exist among individuals of a population. Students also consider that many characteristics of an organism are inherited from its parents, and they identify some of these characteristics.



Flowering Plants in Our Changing Environment

Supports NGSS: 2-LS2, 3-LS1, 3-LS3.

This unit allows students to explore the environmental factors that affect the ability of flowering plants to grow and reproduce. The leveled reader shows students how a familiar fruit from an historic California tree has been affected by environmental changes over its long life span. Students also discover how human-triggered

changes to the environment can help or hurt the growth and development of flowering plants.

Unit Components

- Teacher's Edition
- Teacher's Masters
- Student Workbook
- Dictionary
- Word Wall Cards
- Reader
- Visual Aids
- Information Cards
- NGS Wall Map: Habitats
- Common Core Correlation Guide

Unit Components

- Teacher's Edition
- Teacher's Masters
- Student Workbook
- Dictionary
- Word Wall Cards
- Reader
- Visual Aids
- Information Cards
- Posters
- NGS Wall Map: Habitats
- Common Core Correlation Guide

Unit Components

- Teacher's Edition
- Teacher's Masters
- Student Workbook
- Dictionary
- Word Wall Cards
- Reader
- Visual Aids
- Information Cards
- NGS Wall Map: Habitats
- Common Core Correlation Guide



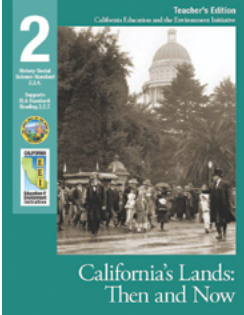
The Earth Rocks

Supports NGSS: 2-PS1, 2-ESS1.

Students examine the properties of rocks and minerals, how rock types and mineral content may change, and how they influence the ways rocks and minerals function in natural and human systems. They also identify several properties of rocks and minerals, describe ways those properties change, and show the influence these properties have on the use of a rock or mineral. Students also discuss ways that people depend on rocks and minerals.

Unit Components

- Teacher's Edition
- Teacher's Masters
- Student Workbook
- Dictionary
- Word Wall Cards
- Reader
- Visual Aids
- Information Cards
- Posters
- Common Core Correlation Guide



California's Lands: Then and Now

History-Social Science Standard: 2.2.4.

This unit focuses on land use patterns in California and how these patterns have changed over time. Also presented are basic concepts relating to the different types of land use in urban, suburban, and rural environments in California. Human influence on natural systems is addressed via community development and how the land is used for housing, transportation, agriculture, and recreation.

Unit Components

- Teacher's Edition
- Teacher's Masters
- Student Workbook
- Dictionary
- Word Wall Cards
- Visual Aids
- Information Cards
- NGS Wall Map: People and the Environment
- Common Core Correlation Guide



From Field to Table

History-Social Science Standard: 2.4.1.

Accompanied by a mini-newspaper and two grade-level readers, this unit teaches students about food production and consumption, both long ago and today. The roles of farmers, processors, distributors, weather, and land and water resources are introduced. Students also learn to recognize the relationship between human needs, components of the food production system, and the ecosystem goods and ecosystem services made available by natural systems. They study the ways that people have learned to use knowledge of natural systems to improve the quality, quantity, and reliability of food production.

Unit Components

- Teacher's Edition
- Teacher's Masters
- Student Workbook
- Dictionary
- Word Wall Cards
- Readers
- Visual Aids
- Information Cards
- Newspaper
- NGS Wall Maps: Habitats and People and the Environment
- Common Core Correlation Guide



The Dollars and Sense of Food Production

History-Social Science Standards: 2.4.2 and 2.4.3.

Students apply what they know about natural systems, plant growth, and food production to solve a mystery about missing strawberries. As students work to solve the mystery, they review ways in which food production depends on the availability of natural resources and how such resources are limited. Students provide examples of

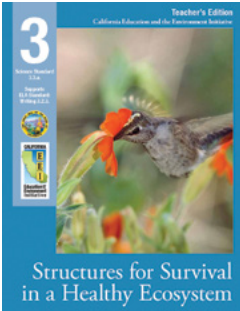
how decisions about what to produce and what to consume can be affected by the quality, quantity, and reliability of the resources provided by natural systems. Students also develop a clearer understanding of the interdependence of consumers and producers.

Unit Components

- Teacher's Edition
- Teacher's Masters
- Student Workbook
- Dictionary
- Word Wall Cards
- Reader
- Visual Aids
- Information Cards
- Audio Clips
- NGS Wall Maps: Habitats and People and the Environment
- Common Core Correlation Guide



Third Grade



Structures for Survival in a Healthy Ecosystem

Supports NGSS: 3-LS4, 4-LS1.

A healthy natural system is essential to help plants and animals survive the process of growth and reproduction. In this unit students discover that adaptations are only made in the context of the natural system of the species. These adaptations only lead to survival if the needs of the plant or animal are met

by its ecosystem. Plants and animals must be able to grow and reproduce to survive as a species. Each species has developed structures that help individuals in a population to grow, survive to reproductive age, and reproduce. This applies not only to plants and animals, but to humans and human communities.

Unit Components

- Teacher's Edition
- Teacher's Masters
- Student Workbook
- Dictionary
- Word Wall Cards
- Readers
- Visual Aids
- Information Cards
- NGS Wall Map: Habitats
- Common Core Correlation Guide



Living Things in Changing Environments

Supports NGSS: 3-LS4, 4-ESS3.

This unit is focused on how living things (including humans) can cause changes in the environments in which they live. Students consider how changes to the environment, caused by living things, can have beneficial, detrimental, or neutral effects on other organisms. The lessons explore examples of animals or plants that

have not survived as the result of a change to their environment. Habitat restoration is described as a process that can sometimes be used to make it possible for plants and animals to survive and reproduce in areas where they once could not.

Unit Components

- Teacher's Edition
- Teacher's Masters
- Student Workbook
- Dictionary
- Word Wall Cards
- Reader
- Visual Aids
- Information Cards
- NGS Wall Map: Habitats
- Common Core Correlation Guide





The Geography of Where We Live

History-Social Science Standards: 3.1.1. and 3.1.2.

This unit uses a series of wall maps to help students explore their local region: the deserts, mountains, valleys, hills, coastal areas, oceans, and lakes. They identify the ecosystems (natural systems) that are found in their local region. The unit also explores the resources (ecosystem goods and ecosystem services) that are provided by the natural systems in their local region, and their uses. Students discover ways that people use the resources provided by the ecosystems where they live. Finally, they look at the ways humans have changed the natural systems in their local region.



California Indian People: Exploring Tribal Regions

History-Social Science Standard: 3.2.2.

This unit gives students and teachers tools to explore the interactions between the California Indian nations (peoples) and the components and processes of the natural system(s) in their local region. Using a series of wall maps and a grade-level reader, students identify their local region, the California Indians that lived in and around their local region (and perhaps still do), and characteristics of the natural regions in which they lived. Then, students study the ecosystem goods and ecosystem services available to the local California Indians, the resources they came to depend upon from the natural system(s), methods they used to acquire such resources, and how they influenced the components and processes of the natural system(s) with which they interacted.



California's Economy: Natural Choices

History-Social Science Standards: 3.5.1., 3.5.2., and 3.5.3.

This unit discusses the ways (past and present) in which local producers have used and are using natural resources, human resources, and capital resources to produce goods and services. Students study examples of the natural resources (ecosystem goods and ecosystem services) used by local producers. In addition, they learn to compare the costs and benefits of methods used by local producers to extract, harvest, transport, and consume natural resources. Students compare costs and benefits of producing goods—including food and other items—locally, as opposed to transporting them long distances.

Unit Components

- Teacher's Edition
- Teacher's Masters
- Student Workbook
- Dictionary
- Word Wall Cards
- Reader
- Information Cards
- NGS Wall Maps: Natural Regions, Political, and People and the Environment
- Common Core Correlation Guide

Unit Components

- Teacher's Edition
- Teacher's Masters
- Student Workbook
- Student Edition
- Dictionary
- Word Wall Cards
- Reader
- Visual Aids
- NGS Wall Maps: Natural Regions, Political, and California Tribal Regions
- Common Core Correlation Guide

Unit Components

- Teacher's Edition
- Teacher's Masters
- Student Workbook
- Dictionary
- Word Wall Cards
- Reader
- Visual Aids
- Information Cards
- NGS Wall Maps: Natural Regions, Political, and People and the Environment
- Common Core Correlation Guide

Fourth Grade

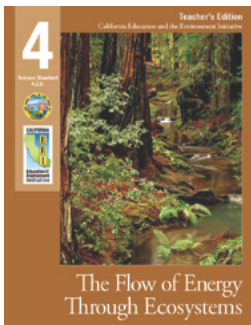


Plants: The Ultimate Energy Resource

Supports NGSS: 5-LS2, 5-PS3.

Plants are the primary source of matter and energy entering most food chains. This unit explores and builds on this concept, looking at California's agricultural industry, the role of plants in food chains, and the needs of living things. Students examine how all organisms, including people, consume energy and

matter, and how natural systems are the ultimate source of those resources.

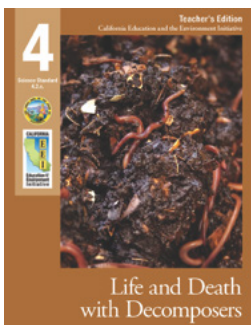


The Flow of Energy Through Ecosystems

Supports NGSS: 4-LS1, 5-LS2, 5-ESS3.

In this unit students explore ecosystems and how organisms get food to survive and grow. Students discover that living organisms depend on one another and on their environment for survival. They also observe that the components of an ecosystem, and the interactions among them, produce the resources

required for living organisms within a natural system. How organisms compete with each other in food webs for their food is discussed, and students examine the role that humans can play in the health of an ecosystem.



Life and Death with Decomposers

Supports NGSS: 5-LS2, 5-ESS3, 3-5-ETS1.

This unit focuses on decomposers and their role in breaking down matter. Students explore the relationship between decomposers and humans through a story about Californians who generate compost from their food scraps and then use the compost in gardens to grow more food. Students use several models to study decomposition and connect the contribu-

tions of decomposers within natural systems to the health and continuation of those systems. Students identify several human practices that depend on decomposition and the work of decomposers, such as agriculture and waste management.

Unit Components

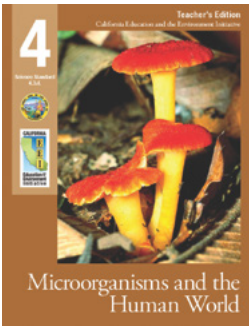
- Teacher's Edition
- Teacher's Masters
- Student Workbook
- Student Edition
- Dictionary
- Word Wall Cards
- Visual Aids
- Information Cards
- Posters
- NGS Wall Map: Natural Regions
- Common Core Correlation Guide

Unit Components

- Teacher's Edition
- Teacher's Masters
- Student Workbook
- Dictionary
- Word Wall Cards
- Visual Aids
- Information Cards
- NGS Wall Map: Natural Regions
- Common Core Correlation Guide

Unit Components

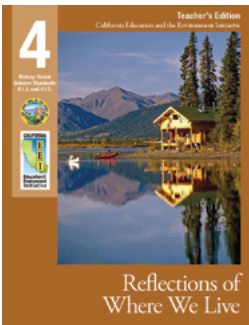
- Teacher's Edition
- Teacher's Masters
- Student Workbook
- Dictionary
- Word Wall Cards
- Visual Aids
- Information Cards
- Common Core Correlation Guide



Microorganisms and the Human World

This unit examines microorganisms as a major component of many processes and cycles. Students read about San Francisco sourdough bread, which introduces the process of fermentation, an important ecosystem service that microorganisms provide. Students discover that while some microorganisms may be harmful, most do not cause disease and many

are beneficial. Students also examine how microorganisms provide ecosystem services essential to human communities and societies, including food production, waste treatment, and the production of pharmaceuticals.



Reflections of Where We Live

History-Social Science Standards: 4.1.3. and 4.1.5.

Lessons in this unit are tied together by the theme of “reflections”—that different aspects of human activity reflect the physical features of the environment in which they live. Students learn how human activities and structures reflect various aspects of the physical environment (water, landforms, vegetation, and

climate), and that characteristics of regions in California are tied to human population density. Activities involve the study of maps, charts, and pictures to gather information about different geographic regions and related human population density, activities (including transportation), and structures (i.e., buildings). All lessons reinforce the concept that humans have learned to live in many locations and that how they live is shaped (or influenced), in part, by the environment.



California Indian Peoples and Management of Natural Resources

History-Social Science Standard: 4.2.1.

This unit emphasizes modern-day California’s natural diversity. At the time of European contact, California Indian nations managed this landscape to produce a myriad of resources. Intense land management sustained communities that varied from seasonally moving

extended families to permanent settlements of several thousand. The physical and social practices of California Indians emphasized productivity, sustainability, and renewal. Today, California Indians continue many of these traditions. In this unit, students compare the ecosystem goods and ecosystem services available to California Indian people of the past, their worldviews, how they used and managed resources, and examine how they established trade networks to access goods from far-off regions. Students learn how some of these practices continue to the present day.

Unit Components

- Teacher’s Edition
- Teacher’s Masters
- Student Workbook
- Student Edition
- Dictionary
- Word Wall Cards
- Visual Aids
- Information Cards
- Common Core Correlation Guide

Unit Components

- Teacher’s Edition
- Teacher’s Masters
- Student Workbook
- Dictionary
- Word Wall Cards
- Reader
- Visual Aids
- Information Cards
- NGS Student Maps: Human Geography, Natural Regions, and California Climate Zones
- NGS Wall Maps: Human Geography, Natural Regions, and Political
- Common Core Correlation Guide

Unit Components

- Teacher’s Edition
- Teacher’s Masters
- Student Workbook
- Student Edition
- Dictionary
- Word Wall Cards
- Reader
- Visual Aids
- Information Cards
- NGS Wall Maps: California Tribal Regions and Natural Regions
- Common Core Correlation Guide



Cultivating California

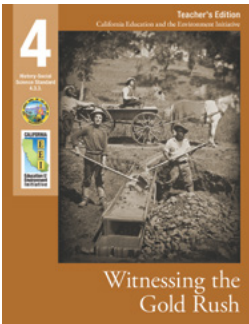
History-Social Science Standard: 4.2.6.

This unit provides an environmental framework for discussing the role of the Franciscan missionaries in changing the economy of California. Students consider how people use land and resources as they discern the far-reaching influences of the state's economic transition from hunter-gatherer societies to agriculture. Students begin the unit by reading a story about

Anaheim's transformation from farmland to amusement parks. They then turn their attention to the economic interplay between the California Indians and the Franciscan missionaries in pre-California.

Unit Components

- Teacher's Edition
- Teacher's Masters
- Student Workbook
- Student Edition
- Dictionary
- Word Wall Cards
- Visual Aids
- Information Cards
- NGS Wall Maps: Human Geography and Political
- Common Core Correlation Guide



Witnessing the Gold Rush

History-Social Science Standard: 4.3.3.

This unit provides a new perspective to what is often a favorite subject for teachers and students alike: the California Gold Rush. Students learn how the search for gold and the influx of settlers influenced the natural environment (rivers, forests, mountains, valleys), and placed great demands upon our state's natural and social

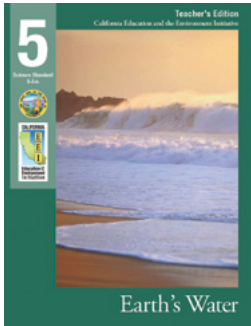
resources. It also addresses how individuals, government, business, and industry responded to many of the continuing, and often unanticipated, effects of the Gold Rush on California's social, economic, political, and legal systems.

Unit Components

- Teacher's Edition
- Teacher's Masters
- Student Workbook
- Student Edition
- Dictionary
- Word Wall Cards
- Visual Aids
- Information Cards
- NGS Wall Maps: Human Geography and Political
- Common Core Correlation Guide



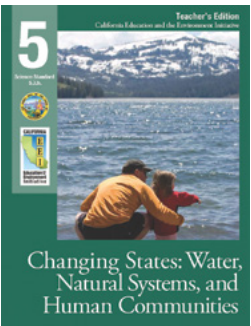
Fifth Grade



Earth's Water

Supports NGSS: 5-ESS2, 5-ESS3, 3-5-ETS1.

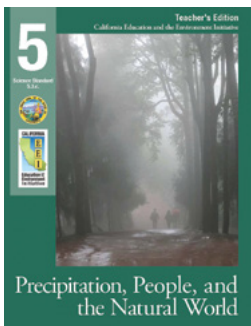
Students read about Los Angeles and Southern California and the need to access increasing supplies of water from terrestrial sources despite their proximity to the vast Pacific Ocean and hundreds of miles of coastal estuaries, wetlands, and marshes. The unit also focuses on where water is located, whether that water is available for human use, what goods and services water ecosystems provide for people, and ways that people manage water for the present day and for the future. Students explore the water cycle, availability of fresh water, salinity and density of water, and the interaction of humans with freshwater, coastal, and marine ecosystems. They also examine how water management practices on land contribute to some of the changes occurring in marine ecosystems.



Changing States: Water, Natural Systems, and Human Communities

Supports NGSS: 5-PS1, MS-ESS2.

This unit provides students with the opportunity to explore two primary ways water moves through the water cycle—evaporation and condensation—and how this movement of water is connected to humans and human communities. Students use their experiences with the water cycle to build a real-world understanding that natural systems proceed through cycles that humans depend upon, benefit from, and can alter. In doing so, students consider the relevance of the water cycle to human communities and their own lives.



Precipitation, People, and the Natural World

Supports NGSS: 5-ESS2, MS-ESS3, MS-LS2.

This unit teaches students about precipitation and its importance in California. Students explore the many different natural precipitation patterns that exist in California and the rich variety of ecosystems that depend on these precipitation patterns for their proper functioning. For example, fresh water from precipitation is vital to California's important agriculture industry. Residential centers such as Los Angeles, San Diego, Sacramento, and San Francisco would not have been possible without snowfall in the Sierra Nevada. Students also discover how human activities influence the quantity, distribution, and chemical characteristics of the precipitation.

Unit Components

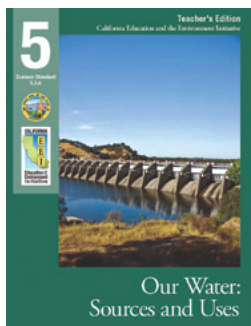
- Teacher's Edition
- Teacher's Masters
- Student Workbook
- Student Edition
- Dictionary
- Word Wall Cards
- Visual Aids
- Poster
- NGS Wall Map: Political
- Common Core Correlation Guide

Unit Components

- Teacher's Edition
- Teacher's Masters
- Student Workbook
- Student Edition
- Dictionary
- Word Wall Cards
- Visual Aids
- NGS Wall Map: Natural Regions
- Common Core Correlation Guide

Unit Components

- Teacher's Edition
- Teacher's Masters
- Student Workbook
- Dictionary
- Word Wall Cards
- Visual Aids
- Information Cards
- Student Map: Precipitation in California
- NGS Student Map: Natural Regions
- NGS Wall Maps: Natural Regions and Political
- Common Core Correlation Guide



Our Water: Sources and Uses

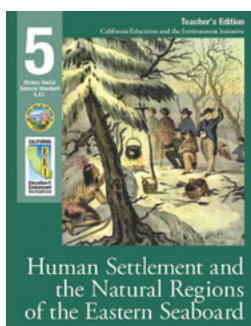
Supports NGSS: 5-ESS3, MS-ESS2.

Most people in California live in areas where precipitation is low. In this unit students identify sources of fresh water and describe the reservoirs of Earth's water and the variations in the ten hydrological regions of California. They discover that water moves from one natural reservoir to another over time. Students brainstorm about ways in which humans use water and learn

that the availability of fresh water is limited because some of it is trapped in ice at the poles, in glaciers, and in the atmosphere and that most of Earth's water is comprised of ocean salt water. The lessons provide students with a broader perspective of fresh water resource management, in which natural systems and human communities interact.

Unit Components

- Teacher's Edition
- Teacher's Masters
- Student Workbook
- Student Edition
- Dictionary
- Word Wall Cards
- Visual Aids
- NGS Wall Maps: People and the Environment, Water For Life, and Political
- Common Core Correlation Guide



Human Settlement and the Natural Regions of the Eastern Seaboard

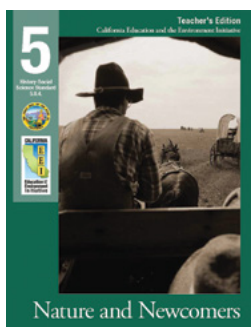
History-Social Science Standard: 5.4.1.

Students explore the human settlement and natural features of the eastern seaboard, including the physical locations of the American Indian nations and the 13 colonies from the 1600s to 1763. Students act as "naturalists," recording examples of flora and fauna

native to the eastern seaboard through excerpts from primary sources. Knowledge of the plants, animals, and the ocean services in the "New World" helps students understand what made the region attractive to Europeans and American Indians alike, and what made permanent settlement possible. The development of early economic systems in the Americas, particularly the staple crop economies, are discussed and the increased likelihood of European encroachment into lands occupied by American Indian nations is introduced.

Unit Components

- Teacher's Edition
- Teacher's Masters
- Student Workbook
- Student Edition
- Dictionary
- Word Wall Cards
- Visual Aids
- Information Cards
- Poster
- NGS Wall Map: Human Geography
- Common Core Correlation Guide



Nature and Newcomers

History-Social Science Standard: 5.8.4.

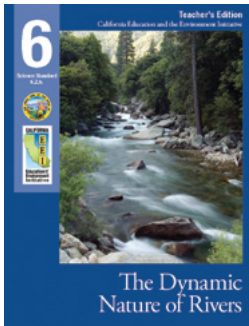
Through the perspective of the overland trail settlers in early American history, this unit teaches students to uncover connections between the natural environment (natural systems and resources) and the built environment (the ways that human beings attempt to influence the natural world). Students learn about the

experiences of settlers on the trails and the factors that influence human beings when making decisions about natural resources, natural cycles, and natural processes. While investigating the physical landscape, vegetation, and climate of the major western overland trails, as well as the effects of natural cycles and processes upon the settlers, students understand the settlers' motivations for moving west.

Unit Components

- Teacher's Edition
- Teacher's Masters
- Student Workbook
- Student Edition
- Dictionary
- Word Wall Cards
- Visual Aids
- NGS Wall Map: Human Geography
- Common Core Correlation Guide

Sixth Grade



The Dynamic Nature of Rivers

Supports NGSS: MS-ESS2, MS-ESS3, MS-ETS1.

This unit explains how rivers move materials within a watershed and provides a context for understanding why particular locations have been found throughout history to be more suitable for habitation than others. Students explore the natural cycles of river systems and analyze how humans benefit from, and manipulate, these systems.

Examining the original development of cities and great societies helps students understand some of the complex issues of today with ever-increasing populations and heavier exploitation of natural resources. The unit builds interdisciplinary global thinking by connecting the physical nature of rivers to history and development. California river systems are used as illustrative examples, and the principles presented can be applied to any system—from the Nile Delta to the gorges of the Yangtzi.

Unit Components

- Teacher's Edition
- Teacher's Masters
- Student Workbook
- Student Edition
- Dictionary
- Word Wall Cards
- Visual Aids
- Information Cards
- NGS Wall Maps: View from Space, Natural Regions, and Water For Life
- Common Core Correlation Guide



Energy: Pass It On!

Supports NGSS: MS-LS2, MS-ESS3.

Students examine the roles that populations of organisms fill in ecosystems. Humans are among the organisms that influence Earth's ecosystems and other organisms living within them. Human actions influence the health and functioning of ecosystems; conversely, humans are dependent upon ecosystems

for food and materials. Students gain an understanding of how all living things, including humans, depend on both the physical environment and the interactions among organisms.

Unit Components

- Teacher's Edition
- Teacher's Masters
- Student Workbook
- Student Edition
- Dictionary
- Word Wall Cards
- Visual Aids
- Information Cards
- NGS Wall Maps: Political and Natural Regions
- Common Core Correlation Guide



Playing the Same Role

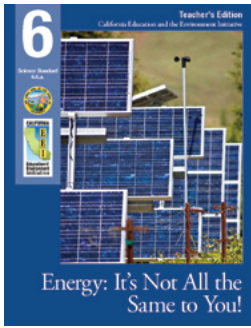
Supports NGSS: MS-LS2.

Students analyze the roles organisms play in ecosystems within a new context—biomes. A biome, such as a tundra, desert, or prairie, is a group of similar ecosystems. Students discover that climate and latitude determine the location and character of different biomes, as well as the plants and animals living within

them. Students explore the effects of human activities on various ecological roles and on the transfer of matter.

Unit Components

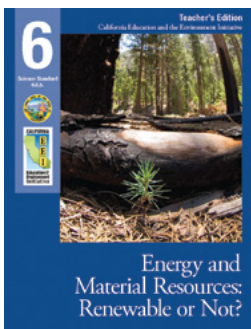
- Teacher's Edition
- Teacher's Masters
- Student Workbook
- Student Edition
- Dictionary
- Word Wall Cards
- Visual Aids
- Information Cards
- Posters
- NGS Wall Map: Political
- Common Core Correlation Guide



Energy: It's Not All the Same to You!

Supports NGSS: MS-PS3, MS-ESS3, MS-ETS1.

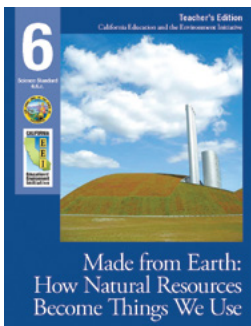
This unit begins with an exploration of the current energy sources used by California utility companies to provide electricity. Students examine a variety of energy sources that are available to generate electricity and discover that there are costs and benefits in using any and all of them. Students consider that the conversions necessary to create useful energy—electricity—from these natural energy sources create additional variables that must be assessed in a cost/benefit analysis. In a supplemental lesson, students consider the various energy sources used to power California's transportation and the pros and cons of each option.



Energy and Material Resources: Renewable or Not?

Supports NGSS: MS-LS2, MS-ESS3.

To many students, resources are simply “there,” available for use when people choose to use them. This unit gives students new ways to explore the resources we use, beginning with the understanding that they come from natural systems. The unit provides opportunities for students to consider different ways in which natural resources may be categorized as renewable, nonrenewable, or inexhaustible, and evaluated as commodities. In addition, students discover that ongoing use of resources is inextricably intertwined with human practices, management, and technological developments—all of which affect natural systems.



Made from Earth: How Natural Resources Become Things We Use

Supports NGSS: MS-PS1, MS-ESS3, MS-ETS1, MS-LS2.

In this unit students explore the importance of natural resources to their personal lives. The unit begins with a story about the manufacturing of a California icon: the surfboard. Through an exploration of the manufacturing process of popular products, students understand the crucial role of natural resources and energy in creating goods. Students also discover that the level of human consumption of resources influences the future of resources.

Unit Components

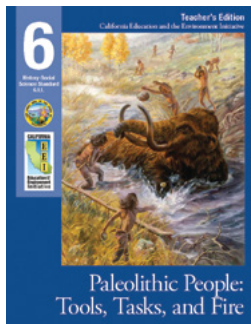
- Teacher's Edition + Supplemental Lesson
- Teacher's Masters
- Student Workbook + Supplemental Workbook/Reader
- Student Edition
- Dictionary + Supplemental Dictionary
- Word Wall Cards + Supplemental Word Wall Cards
- Reader
- Visual Aids + Supplemental Visual Aids
- Video
- NGS Wall Maps: Energy Resources and Natural Regions
- Common Core Correlation Guide

Unit Components

- Teacher's Edition
- Teacher's Masters
- Student Workbook
- Student Edition
- Dictionary
- Word Wall Cards
- Visual Aids
- Common Core Correlation Guide

Unit Components

- Teacher's Edition
- Teacher's Masters
- Student Workbook
- Student Edition
- Dictionary
- Word Wall Cards
- Visual Aids
- Information Cards
- Common Core Correlation Guide

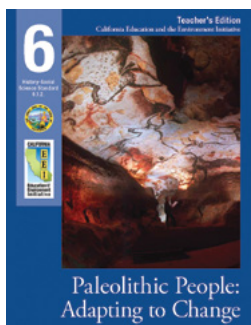


Paleolithic People: Tools, Tasks, and Fire

History-Social Science Standard: 6.1.1.

In this unit, students explore the essential characteristics of scavenger/hunter-gatherer societies, including the development of tools and the use of fire. Students read a story that sets the stage for exploration of ways in which humans, dating back to our earliest ancestors, have used and influenced the environment. The

unit brings to light the prehistory of humans and introduces the interaction between human culture and the natural environment. This unique perspective provides students with a broader understanding of where we have come from and where we may be headed.

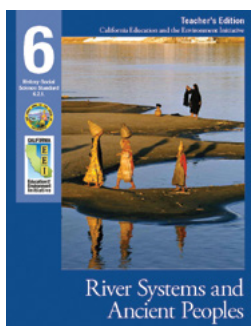


Paleolithic People: Adapting to Change

History-Social Science Standard: 6.1.2.

By identifying the locations of prehistoric human communities and providing examples of factors that influenced their settlements, students learn to compare the lifestyles of different Paleolithic cultures and the ecosystem goods and services upon which they depended. The unit highlights climate change as one

of the factors influencing human migration within and out of Africa. In addition, students consider how their own behaviors and activities depend on the ecosystem goods and services available to them today.



River Systems and Ancient Peoples

History-Social Science Standard: 6.2.1.

This unit teaches students that the physical geography of certain areas positioned them to become the locations of the world's first cities. Further lessons detail the rise of agriculture and civilization. Students learn to connect cycles, flow, and the role of rivers in ecosystems to the rise of the world's oldest cities in ancient

Mesopotamia and Egypt.

Unit Components

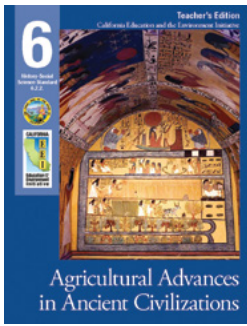
- Teacher's Edition
- Teacher's Masters
- Student Workbook
- Student Edition
- Dictionary
- Word Wall Cards
- Visual Aids
- Information Cards
- NGS Wall Maps: Natural Regions and Political
- Common Core Correlation Guide

Unit Components

- Teacher's Edition
- Teacher's Masters
- Student Workbook
- Student Edition
- Dictionary
- Word Wall Cards
- Visual Aids
- NGS Wall Maps: Natural Regions and Human Geography
- Common Core Correlation Guide

Unit Components

- Teacher's Edition
- Teacher's Masters
- Student Workbook
- Student Edition
- Dictionary
- Word Wall Cards
- Visual Aids
- Information Cards
- NGS Wall Maps: View From Space, Natural Regions, and Water For Life
- Common Core Correlation Guide

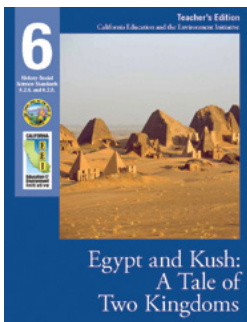


Agricultural Advances in Ancient Civilizations

History-Social Science Standard: 6.2.2.

This unit takes students on a journey from the earliest subsistence farms through the rise of ancient civilizations. By focusing on the effects of agricultural advancements, students learn about the importance of nature and natural cycles to the development of political, economic, religious, and social structures

of the early civilizations of Mesopotamia, Egypt, and Kush. Students draw parallels between ancient and modern times by looking at the critical role of water. Although the unit focuses on ancient people, the problem-solving and critical thinking skills practiced throughout the unit are transferable skills that help students understand human reliance on natural resources in the present day.

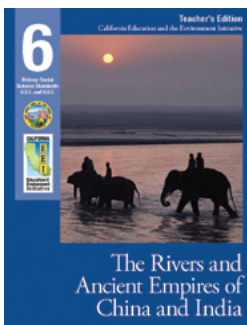


Egypt and Kush: A Tale of Two Kingdoms

History-Social Science Standards: 6.2.6. and 6.2.8.

Students learn about the complicated and interwoven histories of two ancient superpowers: Egypt and Kush. The unit begins with a present-day conflict that highlights the positives and perils of resource competition and consumption. Students learn about the unique geography of the Nile Valley region and its myriad of

natural resources that supported extensive cultures and a vast network of trade. Students also explore the ways in which civilizations throughout time have sought to control their natural environment and how those efforts have influenced their natural world.



The Rivers and Ancient Empires of China and India

History-Social Science Standards: 6.5.1. and 6.6.1.

Students apply what they know about river systems—their processes, characteristics, and their importance to human settlement—to an exploration of the civilizations that arose in ancient India and China. By emphasizing the physical and natural environment, students learn

about geographic and climatic factors that contributed to the rise of great dynasties in both areas, and discover the dependence of the people on the ecosystem goods and services provided by the rivers. The lessons reinforce how physical characteristics of the regions fostered the beginning of settled life and the growth of sophisticated cultures and civilizations.

Unit Components

- Teacher's Edition
- Teacher's Masters
- Student Workbook
- Student Edition
- Dictionary
- Word Wall Cards
- Visual Aids
- Information Cards
- NGS Wall Map: View From Space
- Common Core Correlation Guide

Unit Components

- Teacher's Edition
- Teacher's Masters
- Student Workbook
- Student Edition
- Dictionary
- Word Wall Cards
- Visual Aids
- Information Cards
- NGS Wall Map: Water for Life
- Common Core Correlation Guide

Unit Components

- Teacher's Edition
- Teacher's Masters
- Student Workbook
- Student Edition
- Dictionary
- Word Wall Cards
- Visual Aids
- NGS Wall Map: Water for Life
- Common Core Correlation Guide

Seventh Grade



Shaping Natural Systems through Evolution

Supports NGSS: MS-LS4, MS-ESS3.

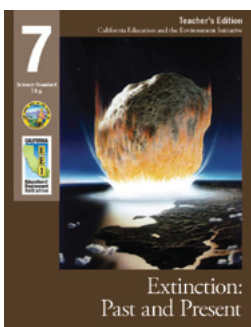
By focusing primarily on a group of related fish species living in southeastern California, students discover that these species have developed unique adaptations to a physically demanding environment. Students explore these and other organisms native to California in order to understand the possible effects of changing environmental factors on evolution and diversity of organisms (in terms of genetic variation and natural selection).



Responding to Environmental Change

Supports NGSS: MS-LS2, MS-ESS3.

In this unit, students consider the relationship between environmental change and extinction. The ability to adapt and respond to environmental change determines a species' risk of extinction. Students examine the role that humans play in the process of environmental change and review the process of adaptation to examine the role adaptive characteristics play in the process of evolution. The students also consider how a species may or may not become extinct and how humans influence the natural processes of environmental change and extinction.



Extinction: Past and Present

Supports NGSS: MS-LS2, MS-LS4, MS-ESS1, MS-ESS3.

This unit teaches students to understand past developments and extinctions on the geologic time scale, including the current Holocene Extinction—one of the largest extinction events in geologic history. Students explore how rates of extinction have varied in geologic time and that our own current extinction rates eclipse those of the past. This unit makes the study of events in geologic time relevant to current events. The unit examines patterns of the past and explores how they influence our thinking about the future of Earth.

Unit Components

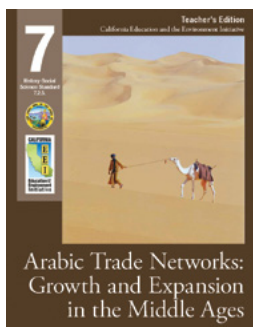
- Teacher's Edition
- Teacher's Masters
- Student Workbook
- Student Edition
- Visual Aids
- NGS Student Map: Political
- NGS Wall Map: Political
- Common Core Correlation Guide

Unit Components

- Teacher's Edition
- Teacher's Masters
- Student Workbook
- Student Edition
- Visual Aids
- Game Board
- NGS Student Maps: Human Geography and Human Imprint
- NGS Wall Maps: Human Geography, Biological Diversity, Political, and Human Imprint
- Common Core Correlation Guide

Unit Components

- Teacher's Edition
- Teacher's Masters
- Student Workbook
- Student Edition
- Visual Aids
- Information Cards
- NGS Wall Map: View From Space
- Common Core Correlation Guide



Arabic Trade Networks: Growth and Expansions in the Middle Ages

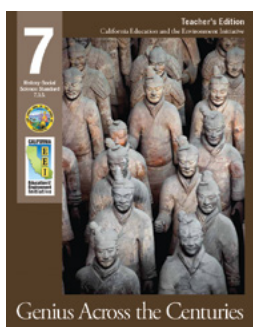
History-Social Science Standard: 7.2.5.

Beginning with a look at the unique geographical features of the Arabian Peninsula, students explore the relationships between components of the natural system and the social systems of Arabia—specifically those related to trade and commerce. Students see

that the growth and expansion of Arabic trade led to the growth and expansion of human populations and Medieval cities and towns along the trade routes. They learn about the diffusion of popular goods over this vast trade network and the devastating effect of the plague on Afroeurasia’s natural and social systems.

Unit Components

- Teacher’s Edition
- Teacher’s Masters
- Student Workbook
- Student Edition
- Visual Aids
- Information Cards
- Student Map: Afroeurasian Trade Routes
- NGS Wall Maps: Political and Human Geography
- Common Core Correlation Guide



Genius Across the Centuries

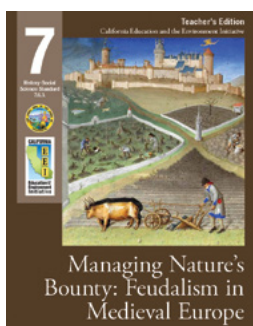
History-Social Science Standard: 7.3.5.

This unit explores the influence of selected Chinese inventions and discoveries on the natural and human systems of medieval China and traces the influence of those discoveries on the modern world. Students study about early Chinese experimentation with things found in the world around them, which produced

useful goods and services. Students also discover how continued investigation led to innovations that influenced both society and natural systems. They learn how Chinese inventions have been disseminated into the modern world, influencing our production methods and consumption patterns.

Unit Components

- Teacher’s Edition
- Teacher’s Masters
- Student Workbook
- Student Edition
- Visual Aids
- Poster
- Common Core Correlation Guide



Managing Nature’s Bounty: Feudalism in Medieval Europe

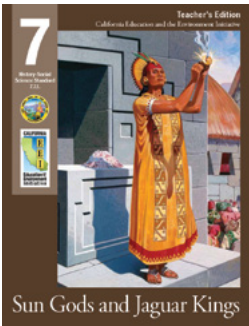
History-Social Science Standard: 7.6.3.

The direct connection between feudal relationships and the environment is examined by demonstrating how feudalism served as a mechanism for controlling access to and the use of ecosystem goods and services in medieval Europe. Using a modern example, the forma-

tion of the California Department of Fish and Game, students learn about the complexities of managing natural resources in California today, before turning their attention to the foundations of resource management that arose feudal Europe. Students explore life on feudal manors and at feudal markets, analyzing the connections between the ecosystem goods and service available and the placement of towns. In the final lesson, students explore feudal law n regards to access to and the use of natural resources and what it meant to be an “outlaw” in medieval times.

Unit Components

- Teacher’s Edition
- Teacher’s Masters
- Student Workbook
- Student Edition
- Visual Aids
- Information Cards
- Student Map: Physical Features and Natural Regions of Europe
- NGS Wall Map: Natural Regions
- Common Core Correlation Guide



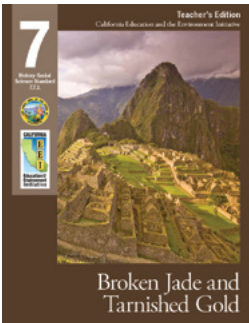
Sun Gods and Jaguar Kings

History-Social Science Standard: 7.7.1.

This unit teaches students that the diverse geography and natural resources of Central and South America set the stage for the rise of the first urban societies in this part of the world —those of the Maya, Aztec, and Inca civilizations. Students learn how the distribution of resources affected the location, land-use patterns, and settlement of locations within these landscapes. The development of social and political systems to control the production and flow of resources is discussed. These human systems and their interaction with the landscape set the stage for not only the growth of great civilizations, but for their eventual decline. Students recognize ways in which early Meso-American societies depended on goods and ecosystem services provided by natural systems.

Unit Components

- Teacher's Edition
- Teacher's Masters
- Student Workbook
- Student Edition
- Visual Aids
- Information Cards
- NGS Wall Map: Political
- Common Core Correlation Guide



Broken Jade and Tarnished Gold

History-Social Science Standard: 7.7.3.

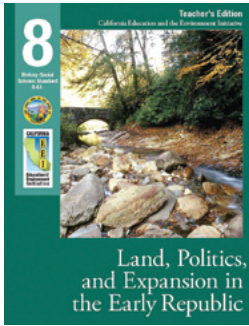
Building on students' understanding of the diverse and resource-rich regions of Central and South America, this unit explores the rise and fall of the Aztec and Inca empires. The lessons highlight how cultural values created the empires the Spanish witnessed, as well as the ways that Spanish values and history shaped their decisions in the Americas. Students begin the unit by learning how empires manage both human and natural resources in order to concentrate wealth and power. The perspectives of each of the three empires on resource use is examined, and the role of disease on the Spanish conquest explored. Through this unit, students learn more than the facts related to the conquest; they understand how multiple factors, particularly decisions regarding the use of natural resources, shaped this critical era.

Unit Components

- Teacher's Edition
- Teacher's Masters
- Student Workbook
- Student Edition
- Visual Aids
- Information Cards
- Posters
- NGS Wall Map: Political
- Common Core Correlation Guide



Eighth Grade



Land, Politics, and Expansion in the Early Republic

History-Social Science Standard: 8.4.1.

This unit teaches students about the physical landscape of the United States, political divisions, and territorial expansion during the terms of the first four U.S. presidents. Students also learn about factors associated with the use of natural resources, especially land, which led to expansion. Students deepen their understanding of what the promise those resources held meant to American Indians and citizens

of the new republic during that time. Students also learn about the development of federal land policy and how the political concerns that existed during this time influenced the development of land ordinances. The influence of expansion on the country's physical landscapes and natural systems is also examined.

Unit Components

- Teacher's Edition
- Teacher's Masters
- Student Workbook
- Student Edition
- Visual Aids
- Information Cards
- NGS Wall Map: Political
- Common Core Correlation Guide



America Grows

History-Social Science Standard: 8.6.3.

Focusing on immigration from Northern Europe to the United States during the first half of the 19th century, this unit explores human dependence upon ecosystem goods and ecosystem services provided by natural systems. Students gain an understanding of the interrelatedness of natural and human social systems—how changes in one set of systems trigger changes in the other. Specifically,

students learn how natural systems influence human social systems and how their interactions forced large numbers of Irish and Germans to immigrate to America. The lessons also explore whether the nation's new citizens chose to settle in areas that replicated the natural systems, or the human social systems, that the immigrants had left behind in Europe.

Unit Components

- Teacher's Edition
- Teacher's Masters
- Student Workbook
- Student Edition
- Visual Aids
- Information Cards
- NGS Wall Map: View From Space
- Common Core Correlation Guide



Struggles with Water

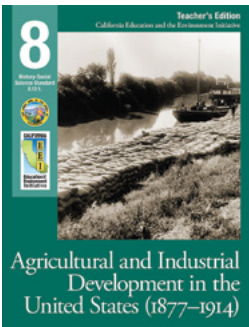
History-Social Science Standard: 8.8.4.

This unit teaches students about the role that the great rivers and other fresh water resources played in the United States in the early 1800s (for example, the location of towns, farming, and ranching). The lessons describe the role of scientific and technological knowledge in the establishment of water rights and provide examples of the economic, political, legal, and cultural factors that influenced decisions about

water. Students also learn how the great river systems and water rights influenced the development of the West. Students see that water use and management in the West, and other parts of the United States, continues to influence the economy, politics, and legal system today.

Unit Components

- Teacher's Edition
- Teacher's Masters
- Student Workbook
- Student Edition
- Visual Aids
- Information Cards
- NGS Wall Map: Water For Life
- Common Core Correlation Guide



Agricultural and Industrial Development in the United States (1877–1914)

History-Social Science Standard: 8.12.1.

This unit examines the influence of urbanization and renewed industrialization at the turn of the century on natural systems and in defining the course of the United States into the 20th century. Students begin the unit by “visiting” the 1893 World’s Fair in Chicago,

“touring” the California building, and the new technologies on display. Students look carefully at the patterns of agricultural and industrial development in the East and West as they related to climate, natural resources, and availability of markets. They come to understand that technological advances influenced the growth of human populations and the establishment of commercial centers. Students also learn about political, economic, cultural, and environmental factors that affected technological advances in agriculture and industry during this time.

Unit Components

- Teacher’s Edition
- Teacher’s Masters
- Student Workbook
- Student Edition
- Visual Aids
- Information Cards
- Game Board
- Common Core Correlation Guide



Industrialization, Urbanization, and the Conservation Movement

History-Social Science Standard: 8.12.5.

Students look closely at global economic imperative of the late 19th and early 20th century and its influence on the natural world through the development of the San Francisco Bay Area during this time. This examination unveils the connections between technological

advances in the construction and planning of urban centers, the growth of population of those centers, and the eventual rise of a “conservation” movement. Key players in the American conservation movement—those who helped propel both public and political awareness of America’s need to preserve its natural systems—are highlighted, including John Muir.

Unit Components

- Teacher’s Edition
- Teacher’s Masters
- Student Workbook
- Student Edition
- Visual Aids
- NGS Wall Map: Political
- Common Core Correlation Guide

High School—Earth Science



The Greenhouse Effect on Natural Systems

Supports NGSS: HS-ESS2, HS-ESS3, HS-ETS1, HS-LS2.

This unit explores Earth's natural "greenhouse effect" and how this mechanism creates a climate that sustains life. Students study atmospheric gases that function as "greenhouse gases" to absorb thermal radiation and learn how changes in the composition of atmospheric gases influence climate. Students discover how different natural processes

and human activities produce these gases as well as the ways they are moved, used, and absorbed in nature. Students investigate how human activities affect quantities of greenhouse gases. In the last lesson, students apply what they have learned to an examination of policymaking and how scientific knowledge is just one of the factors that must be considered when making decisions about what can and should be done about global climate change.

Unit Components

- Teacher's Edition
- Teacher's Masters
- Student Workbook
- Student Edition
- Visual Aids
- Videos
- NGS Wall Map: View From Space
- Common Core Correlation Guide



Ocean Currents and Natural Systems

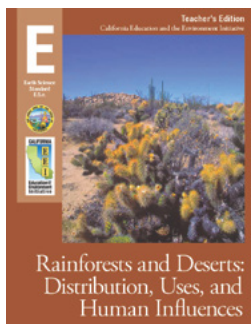
Supports NGSS: HS-ESS3, HS-ETS1, HS-LS2, HS-LS4.

This unit guides students in examining the correlation between the physical, chemical, and biological world. They review a California example of how an ecosystem can survive (and thrive) as a result of the influence of a specific physical phenomenon. They apply the principles of physical and chemical oceanography to horizontal and

vertical ocean currents. In later lessons, students examine how these properties influence the diversity and distribution of marine organisms and how humans can manipulate the ocean in ways that can change the structure of the marine ecosystems. Students synthesize information about the physical and chemical environment, the distribution of marine organisms, and the interactions between humans, ecosystems, and human economies.

Unit Components

- Teacher's Edition
- Teacher's Masters
- Student Workbook
- Student Edition
- Visual Aids
- Common Core Correlation Guide



Rainforests and Deserts: Distribution, Uses, and Human Influences

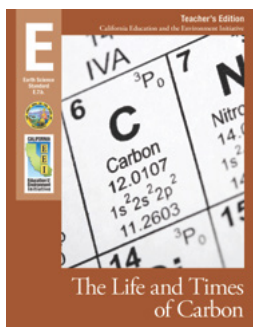
Supports NGSS: HS-ESS2, HS-ESS3, HS-LS2.

In this unit students investigate the role of atmospheric convection currents in determining the geography of deserts and rainforests. They explore the relationships between the properties of the physical world and Earth's ecosystems and examine their connections to human

social systems. Students then investigate the types of resources that humans obtain from Earth's deserts and rainforests and how they are used by humans.

Unit Components

- Teacher's Edition
- Teacher's Masters
- Student Workbook
- Student Edition
- Visual Aids
- NGS Wall Maps: Political and Biological Diversity
- Common Core Correlation Guide



The Life and Times of Carbon

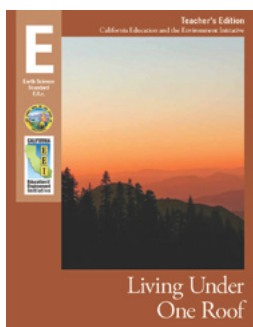
Supports NGSS: HS-ESS2, HS-ESS3, HS-ETS1, HS-LS2.

In this unit students examine Earth's various carbon reservoirs (for example, atmosphere, oceans, organisms/biomass, coal and oil deposits). They investigate how the movement of carbon among its various reservoirs is central to the flow of energy and matter, both within and between natural systems and human communities.

Students identify how the global carbon cycle is essential to all natural systems and organisms and to the functioning of human communities, economies, and culture. Some of the lessons explore human practices that can influence the global carbon cycle (for example, the movement of carbon among its various reservoirs). Students analyze trade-offs among different energy choices and discover that decisions about energy are based on a wide range of considerations that reflect our growing scientific knowledge of the global carbon cycle.

Unit Components

- Teacher's Edition
- Teacher's Masters
- Student Workbook
- Student Edition
- Visual Aids
- Information Cards
- Game Board
- Common Core Correlation Guide



Living Under One Roof

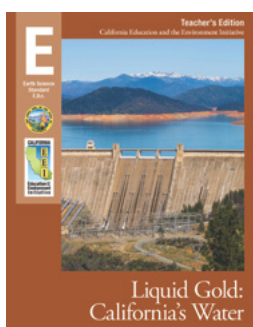
Supports NGSS: HS-ESS3, HS-ETS1, HS-LS2.

This unit develops students' understanding of Earth's ozone layer and the role it serves in absorbing ultraviolet (UV) radiation. Students observe that the atmosphere interacts with all of Earth's natural systems. They discover that the health of Earth's atmosphere can be affected by human activities and that changes to the atmosphere can influence human health.

Students examine how science helps inform policymaking and learn how to apply a cost-benefit analysis to weigh trade-offs between consumer choices, scientific knowledge, and the health and environmental risks associated with increased UV radiation. Students consider that because atmospheric science is so complex, scientists cannot always accurately predict the consequences of either natural or human-caused environmental changes.

Unit Components

- Teacher's Edition
- Teacher's Masters
- Student Workbook
- Student Edition
- Visual Aids
- Information Cards
- Common Core Correlation Guide



Liquid Gold: California's Water

Supports NGSS: HS-ESS3, HS-ETS1, HS-LS2, HS-LS4.

In this unit students explore how water is distributed and managed as a natural resource. They examine the importance of water to society, and they look specifically at the challenges California faces in balancing available water supply with societal demands. Students study the sources and major uses of water in California, and the importance

of a consistent and reliable water supply to society. They consider the imbalance between water supply and demand in California and examine the spectrum of considerations involved in decisions regarding California's water supplies. The final lesson considers the scope and potential environmental effects of water resource policies and the role of scientific knowledge in the development of the state's water policies.

Unit Components

- Teacher's Edition
- Teacher's Masters
- Student Workbook
- Student Edition
- Visual Aids
- Video
- NGS Wall Maps: Water For Life and View From Space
- Common Core Correlation Guide

High School—Biology

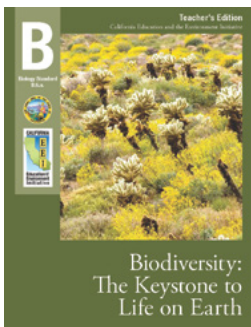


High Tech Harvest: Genetic Engineering and the Environment

Supports NGSS: HS-LS3, HS-LS4, HS-ESS3, HS-ETS1.

In this unit, students examine how genetic engineering (biotechnology) is used to produce novel biomedical and agricultural products. They study a case story about the engineering of “super rice” and look at its potential applications. Students explore the ways genetic engineering

can influence natural systems and human health as a basis for analyzing the implications of genetic engineering. They then identify the factors that should be considered in making decisions about the use of genetic engineering and discuss the stakeholders relevant to this decision-making process.



Biodiversity: The Keystone to Life on Earth

Supports NGSS: HS-LS2, HS-LS4, HS-ESS3.

Students use their knowledge of California, one of the most richly diverse regions on Earth, to study biodiversity (biological diversity). Students consider that the biodiversity represented by healthy natural ecosystems is the basis for the ecosystem goods and ecosystem services that are required for human survival. Case studies are

included to portray various ways in which individual and collective actions affect biodiversity and the importance of biodiversity in maintaining ecosystem services. Students examine the influence of human populations and actions on ecosystem functioning and health, and they explore the implications of losing biodiversity to natural systems and human societies in California and worldwide.



Ecosystem Change in California

Supports NGSS: HS-LS2, HS-LS4, HS-ETS1.

In this unit, students examine how California grassland ecosystems have changed over time as the result of a combination of natural and human-related causes. They read about the cause and effect relationships between various human activities and practices and the condition of natural ecosystems. Students work as ecologists to

“examine” a particular plot of grassland and use data to make predictions about changes. They review current research about factors that can change ecosystems, including climate change and human practices. Finally, students consider how decision makers and stakeholders set policies for ecosystem management.

Unit Components

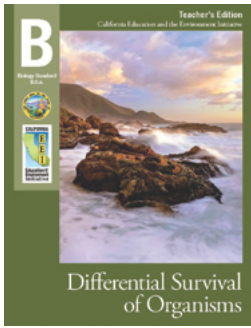
- Teacher's Edition
- Teacher's Masters
- Student Workbook
- Student Edition
- Visual Aids
- Common Core Correlation Guide

Unit Components

- Teacher's Edition
- Teacher's Masters
- Student Workbook
- Student Edition
- Visual Aids
- Information Cards
- NGS Wall Map: Biological Diversity
- Common Core Correlation Guide

Unit Components

- Teacher's Edition
- Teacher's Masters
- Student Workbook
- Student Edition
- Visual Aids
- NGS Wall Maps: Biological Diversity, Political, Human Imprint, and Who Owns California
- Common Core Correlation Guide



Differential Survival of Organisms

Supports NGSS: HS-LS2, HS-LS4.

This unit teaches students how natural selection determines the differential survival of groups of organisms. They investigate how naturally occurring abiotic and biotic factors as well as human activities influence the differential survival of organisms within a population of a given species. Students use their knowledge to analyze case

studies about the effects of human activities on the rate of environment change and the differential survival of groups of organisms. In the final lesson students evaluate the factors that can cause significant changes to the distribution of organisms and predict their consequences



Biological Diversity: The World's Riches

Supports NGSS: HS-LS2, HS-LS4.

This unit examines how biological diversity within an ecosystem influences the chances that species will survive after major changes in the environment. Students study a map of global biomes and discuss the geographic extent, or distribution, of different biomes and the differing degrees of biological

diversity within and between biomes. They compare the biological diversity of three desert ecosystems and identify factors that influence diversity, including precipitation, temperature, elevation, and latitude. Students then examine how natural forces and human activities affect the biodiversity of rainforests. Finally, students investigate the effects of the removal of food sources for one species and discover that higher levels of biological diversity increase the chance that at least some organisms will survive major environmental changes.



The Isolation of Species

Supports NGSS: HS-LS2, HS-LS3, HS-LS4.

This unit teaches students how reproductive and geographic isolation play major roles in the evolution of animal species. In a case study, they examine how geographic isolation results in some unusual characteristics among island species, including gigantism, dwarfism, and flightlessness. Students

investigate how natural and human activities influence this type of isolation and learn how populations with less genetic diversity are vulnerable to sudden environmental changes because they may not contain the necessary genetic diversity among the adults or offspring to endure these changes.

Unit Components

- Teacher's Edition
- Teacher's Masters
- Student Workbook
- Student Edition
- Visual Aids
- Information Cards
- Common Core Correlation Guide

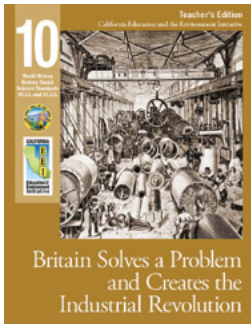
Unit Components

- Teacher's Edition
- Teacher's Masters
- Student Workbook
- Student Edition
- Visual Aids
- Information Cards
- NGS Wall Maps: Biological Diversity, Diversity of Life, and Biodiversity
- Common Core Correlation Guide

Unit Components

- Teacher's Edition
- Teacher's Masters
- Student Workbook
- Student Edition
- Visual Aids
- Information Cards
- Common Core Correlation Guide

Tenth Grade



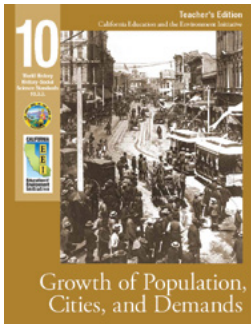
Britain Solves a Problem and Creates the Industrial Revolution

World History-Social Science Standards: 10.3.1. and 10.3.5.

In this unit, students analyze ways that natural resources, entrepreneurship, labor, and capital combined to produce key events and processes in the Industrial Revolution. Students examine England's transition from a subsistence agricultural economy through pre-industrial cottage industries and to finally industrial system. They explore the inventions that marked the development of the steam power, coal and iron, and cotton textile industries. Students discover how advancing mechanization improved the methods used to extract, harvest, transport, and produce material goods from natural resources.

Unit Components

- Teacher's Edition
- Teacher's Masters
- Student Workbook
- Student Edition
- Visual Aids
- Information Cards
- NGS Wall Map: Political
- Common Core Correlation Guide



Growth of Population, Cities, and Demands

World History-Social Science Standard: 10.3.3.

This unit teaches students about the relationship between the Industrial Revolution and the growth; of urban centers around the world. They study the concept of urban growth: depopulation of rural areas and migration to urban areas; the shift from an agrarian-based society to a manufacturing-based society; and they explore a change in demands for natural resources. Students examine problems that arose with the growth of the first "industrial" cities—particularly changes to natural systems—and analyze business and government solutions to these problems. They discover that the American standard of living is rooted in the Industrial Revolution, when consumerism emerged in the middle class and manufacturing replaced cottage industries and agrarian society.

Unit Components

- Teacher's Edition
- Teacher's Masters
- Student Workbook
- Student Edition
- Visual Aids
- Information Cards
- NGS Wall Maps: Human Imprint and Political
- Common Core Correlation Guide



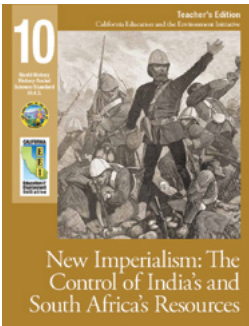
New Imperialism: The Search for Natural Resources

World History-Social Science Standard: 10.4.1.

In this unit, students investigate the decision-making processes used by industrializing nations in the mid-1800s, seeking raw materials and new markets for their growing economies. They compare disparate European beliefs about the use of natural resources and examine the government regulation that resulted from the management practices of the colonizers. Students consider how nature, once changed, presented new challenges to colonial administrators, forcing them to reshape their imperial projects more generally. Throughout the unit, students are engaged in thinking critically about human reliance on natural resources and the increasing global interdependence of the era of New Imperialism.

Unit Components

- Teacher's Edition
- Teacher's Masters
- Student Workbook
- Student Edition
- Visual Aids
- Information Cards
- Common Core Correlation Guide



New Imperialism: The Control of India's and South Africa's Resources

World History-Social Science Standard: 10.4.3.

This unit focuses on colonial experiences in India and South Africa during British hegemony. Students learn how British and local people's decisions about natural resources changed as a result of the industrialization taking place in the Western world. They analyze a case

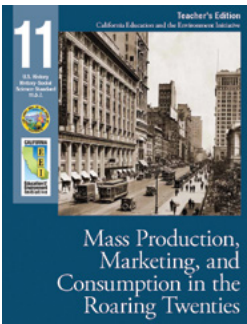
study about differing uses of Mount Shasta's resources by local residents and outside interests. Students then examine colonial India, where they learn how British and local people's decisions regarding natural resources changed over the period of colonization and directly influenced local responses to imperialism. They examine the complexities of colonial rule in South Africa, where the British competed with other Europeans for control of the region's gold and diamond mines. Finally, they identify key stakeholders in South Africa's development and learn the relationship between the control over natural resources and the emerging system of racial segregation.

Unit Components

- Teacher's Edition
- Teacher's Masters
- Student Workbook
- Student Edition
- Visual Aids
- NGS Wall Map: Political
- Common Core Correlation Guide



Eleventh Grade



Mass Production, Marketing, and Consumption in the Roaring Twenties

U.S. History-Social Science Standard: 11.5.7.

Students explore the “Roaring Twenties” to understand the dynamics of economic change and its social, political, and environmental consequences. They examine the environmental consequences of decisions made—and not made—by industry, government, and individuals to learn about “unintended consequences” related to disposal of the waste and byproducts generated by the automobiles and other technological advancements that followed World War I. The last lesson challenges students to apply their knowledge by evaluating the pros and cons associated with plastic grocery bags, and they consider ways to prevent or remedy detrimental environmental outcomes.

Unit Components

- Teacher’s Edition
- Teacher’s Masters
- Student Workbook
- Student Edition
- Visual Aids
- Information Cards
- NGS Wall Map: Political
- Common Core Correlation Guide



Postwar Industries and the Emerging Environmental Movement

U.S. History-Social Science Standard: 11.8.6.

The unit examines the economic boom that followed World War II, especially in agriculture and energy industries, and it explores how technological changes after World War II resulted in increased demands for natural resources. Students explore some of the economic, social, and political consequences of growing resource demands and consider the effects on the environment across the United States. Students read a chapter from Rachel Carson’s *Silent Spring* as the basis for examining the nation’s changing perceptions about the environment and the resulting policy changes that governments implemented to mitigate environmental problems.

Unit Components

- Teacher’s Edition
- Teacher’s Masters
- Student Workbook
- Student Edition
- Visual Aids
- Information Cards
- Fact Sheets
- NGS Wall Maps: View from Space and Human Imprint
- Common Core Correlation Guide

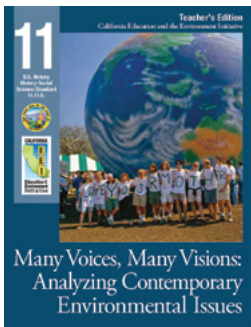


The United States and Mexico: Working Together

U.S. History-Social Science Standard: 11.9.7.

This unit teaches students about treaties and agreements between the United States and Mexico related to environmental concerns. They examine the different ways the stakeholders balance decisions while analyzing cross boundary environmental issues. Students consider how population growth and density influence an area's natural resources and environmental health, how environmental factors permeate political boundaries, and how environmental issues influence the relationship between the countries. Students read about the Rio Grande and in a simulated conference, present perspectives of stakeholders concerned about water quality in the region. The final lesson focuses on the Tijuana River watershed and includes a class discussion of how actions in the rest of the border region influence U.S.–Mexico relations.

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Many Voices, Many Visions: Analyzing Contemporary Environmental Issues

U.S. History-Social Science Standard: 11.11.5.

This unit uses a series of case studies to teach students about the wide range of considerations and decision-making processes affecting natural resources management policies. Students develop skill in analyzing complex and controversial issues as they review expansion of Redwood National and State Parks in 1978, winter use of snowmobiles in Yellowstone National Park, and oil drilling in the Arctic National Wildlife Refuge. Each lesson approaches the complex nature of natural resource issues from a different vantage point, giving students the chance to use several different analytical skills and methods. Overall, the unit provides students with the knowledge and skills they need in order to evaluate future resource management issues.

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Unit Components

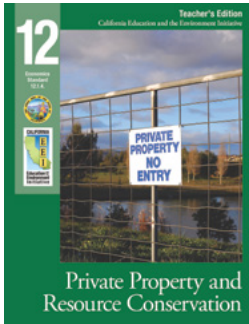
- Teacher's Edition
- Teacher's Masters
- Student Workbook
- Student Edition
- Visual Aids
- Student Map: United States—Mexico Border Region
- Common Core Correlation Guide

Unit Components

- Teacher's Edition
- Teacher's Masters
- Student Workbook
- Student Edition
- Visual Aids
- NGS Wall Maps: Political and Who Owns California
- Common Core Correlation Guide



Twelfth Grade—Economics



Private Property and Resource Conservation

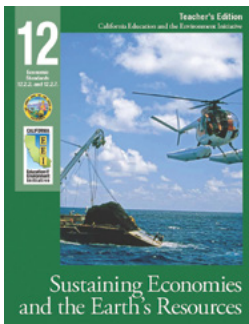
Economics Standard: 12.1.4.

Students explore economic issues as they relate to resource conservation. Students examine how Californians have dealt with water ownership in the 150 years since statehood. The unit focuses on the possible consequences of common ownership of resources including possible degradation and resource depletion.

Students see how water in the state came to be defined as a public, not a private, good. They also learn about land trust and other incentives that encourage private property owners to care for their natural resources. At the end of the unit, students use what they have learned to research and analyze ownership and use of a resource in their community over time.

Unit Components

- Teacher's Edition
- Teacher's Masters
- Student Workbook
- Student Edition
- Visual Aids
- NGS Wall Maps: Water For Life and Who Owns California
- Common Core Correlation Guide



Sustaining Economies and the Earth's Resources

Economics Standards: 12.2.2. and 12.2.7.

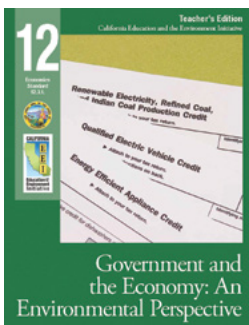
Students study "sustainable economics," an economic system with a focus of sustaining ecosystem goods and services over a long period of time. By examining a case study about the U.S. and international fishing industries, they learn about economic forces and our dependence on natural systems. They analyze the relationship among supply, demand, scarcity, and price to

learn about making informed decisions as consumers. In subsequent lessons, students apply their knowledge about ecosystem dynamics to an investigation about industry practices on ocean resources and marine ecosystems.

The final lesson examines the function of regulatory measures in sustaining both the natural systems and the fishing industry for future generations.

Unit Components

- Teacher's Edition
- Teacher's Masters
- Student Workbook
- Student Edition
- Visual Aids
- Common Core Correlation Guide



Government and the Economy: An Environmental Perspective

Economics Standard: 12.3.1.

This unit focuses on understanding the role of government in a free-market economy from the perspective of addressing environmental concerns. Students examine the fiscal policies, incentives, and market forces governments use to influence business activities that

affect the natural environment. Students consider the pros and cons of a new approach toward environmental protection—one that uses market mechanisms. Emissions trading (for example, cap and trade) gives businesses incentives to comply with environmental standards while also allowing them flexibility in compliance.

Unit Components

- Teacher's Edition
- Teacher's Masters
- Student Workbook
- Student Edition
- Visual Aids
- NGS Wall Map: Human Imprint
- Common Core Correlation Guide

Twelfth Grade—Principles of American Democracy



This Land Is Our Land

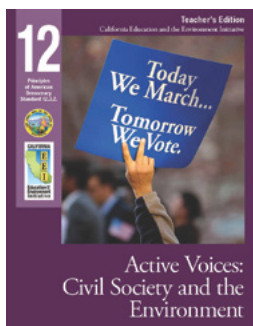
Principles of American Democracy Standards: 12.2.2. and 12.2.5.

Students explore California-specific case studies about laws, regulations, policies, and decision-making processes related to environmental decisions and individual rights. Students consider the “balance” between an individual’s use and management of natural resources and the “common good.” They explore the reciprocity between rights and obligations to ensure public health and safety. Students learn that such

decisions are influenced by a spectrum of factors, including laws, policies, financial incentives, risk analyses, knowledge, and rights and responsibilities. Analysis of the history of the Sunshine Canyon Landfill is the basis for examining conflicts over environmental issues that result from competing perspectives.

Unit Components

- Teacher’s Edition
- Teacher’s Masters
- Student Workbook
- Student Edition
- Visual Aids
- NGS Wall Maps: Political, View From Space, and Human Imprint
- Common Core Correlation Guide



Active Voices: Civil Society and the Environment

Principles of American Democracy Standard: 12.3.2.

Students examine case studies related to how citizens have influenced governmental decisions related to environmental issues in ways other than voting. Using a set of California-specific case studies, students examine how citizens voice their needs for social and environmental justice. They build an understanding of ways by

which citizens make their voices heard, including methods that involve interaction with formal governmental processes and strategies that aim to educate and galvanize public opinion. Finally, students, analyze commonalities and differences among the unit’s environmental case studies including differences in strategies that various stakeholders chose to implement.

Unit Components

- Teacher’s Edition
- Teacher’s Masters
- Student Workbook
- Student Edition
- Visual Aids
- NGS Wall Maps: Political and View From Space
- Common Core Correlation Guide



Making and Implementing Environmental Laws

Principles of American Democracy Standard: 12.7.6.

This unit examines lawmaking processes and roles of federal, state, and local governments related to environmental and public health. Students read about federal and state Superfund laws and Superfund sites in California as a means of comparing different levels of government, they explore the complex relationship

between state, federal, and local governments in resolving environmental issues. The final lessons analyze California’s Brownfields Program and explore California’s Green Chemistry Initiative, and policy strategy for encouraging industry to use “green,” rather than potentially toxic, materials.

Unit Components

- Teacher’s Edition
- Teacher’s Masters
- Student Workbook
- Student Edition
- Visual Aids
- NGS Wall Maps: Political and Human Imprint
- Common Core Correlation Guide

Environmental Topics in the EEI Curriculum

		Global Climate Change	Air	Energy	Environmental Justice	Environmental Sustainability	Fish & Wildlife Resources	Forestry	Integrated Pest Management	Integrated Waste Management	Oceans	Pollution Prevention	Public Health & the Environment	Resource Conservation & Recycling	Toxics & Hazardous Waste	Water
KINDERGARTEN	The World Around Me															
	A Day In My Life		•	•												
FIRST GRADE	Some Things Change and Some Things Stay the Same		•	•												
	Surviving and Thriving		•													
	Finding Shelter															
	Open Wide! Look Inside!															
	People and Places	•														
	On the Move			•												
SECOND GRADE	Cycle of Life															
	Alike and Different															
	Flowering Plants in Our Changing Environment															
	The Earth Rocks															
	California's Lands: Then and Now															
	From Field to Table	•														
THIRD GRADE	The Dollars and Sense of Food Production															
	Structures for Survival in a Healthy Ecosystem															
	Living Things In Changing Environments		•													
	The Geography of Where We Live															
	California Indian People: Exploring Tribal Regions															
FOURTH GRADE	California's Economy: Natural Choices															
	Plants: The Ultimate Energy Resource		•	•												
	The Flow of Energy Through Ecosystems			•												
	Life and Death with Decomposers			•												
	Microorganisms and the Human World															
	Reflections of Where We Live	•														
	California Indian Peoples and Management of Natural Resources															
	Cultivating California															
FIFTH GRADE	Witnessing the Gold Rush															
	Earth's Water															
	Changing States: Water, Natural Systems, and Human Communities	•	•	•												
	Precipitation, People, and the Natural World	•	•	•												
	Our Water: Sources and Uses															
SIXTH GRADE	Human Settlement and the Natural Regions of the Eastern Seaboard															
	Nature and Newcomers															
	The Dynamic Nature of Rivers			•												
	Energy: Pass It On!	•	•	•												
	Playing the Same Role															
	Energy: It's Not All the Same to You!	•	•	•												
	Energy and Material Resources: Renewable or Not?		•	•												
Made from Earth: How Natural Resources Become Things We Use		•	•													

ENVIRONMENTAL TOPICS ACROSS THE GRADES IN THE CALIFORNIA EDUCATION AND THE ENVIRONMENT INITIATIVE CURRICULUM

		Global Climate Change	Air	Energy	Environmental Justice	Environmental Sustainability	Fish & Wildlife Resources	Forestry	Integrated Pest Management	Integrated Waste Management	Oceans	Pollution Prevention	Public Health & the Environment	Resource Conservation & Recycling	Toxics & Hazardous Waste	Water	
SIXTH GRADE (CONTINUED)	Paleolithic People: Tools, Tasks, and Fire																
	Paleolithic People: Adapting to Change	•		•		•	•									•	
	River Systems and Ancient Peoples					•	•									•	
	Agricultural Advances in Ancient Civilizations					•	•					•	•	•		•	
	Egypt and Kush: A Tale of Two Kingdoms				•	•	•	•								•	
	The Rivers and Ancient Empires of China and India				•	•	•	•			•					•	
SEVENTH GRADE	Shaping Natural Systems through Evolution				•	•								•		•	
	Responding to Environmental Change	•	•	•		•	•	•			•			•		•	
	Extinction: Past and Present	•	•			•	•	•	•				•			•	
	Arabic Trade Networks: Growth and Expansion in the Middle Ages					•	•						•			•	
	Genius Across the Centuries					•	•					•		•			
	Managing Nature's Bounty: Feudalism in Medieval Europe				•	•	•							•		•	
	Sun Gods and Jaguar Kings	•			•	•	•				•					•	
EIGHTH GRADE	Broken Jade and Tarnished Gold				•	•	•						•	•		•	
	Land, Politics, and Expansion in the Early Republic				•	•	•	•					•	•		•	
	America Grows	•	•		•	•	•			•	•	•	•	•		•	
	Struggles with Water			•	•	•	•					•	•	•		•	
	Agricultural and Industrial Development in the United States (1877–1914)		•	•		•	•	•		•			•	•	•	•	
HIGH SCHOOL—EARTH SCIENCE	Industrialization, Urbanization, and the Conservation Movement		•			•	•	•				•	•	•		•	
	The Greenhouse Effect on Natural Systems	•	•	•				•			•					•	
	Ocean Currents and Natural Systems					•	•				•			•		•	
	Rainforests and Deserts: Distribution, Uses, and Human Influences	•	•		•	•	•	•	•							•	
	The Life and Times of Carbon	•	•		•	•	•				•		•	•		•	
	Living Under One Roof		•	•		•	•				•	•	•	•		•	
	Liquid Gold: California's Water			•	•	•	•				•		•	•		•	
	HIGH SCHOOL—BIOLOGY	High Tech Harvest: Genetic Engineering and the Environment				•	•	•	•			•		•	•	•	
		Biodiversity: The Keystone to Life on Earth				•	•	•	•			•	•	•	•		•
		Ecosystem Change in California	•				•	•		•				•			•
Differential Survival of Organisms		•				•	•				•	•	•	•		•	
Biological Diversity: The World's Riches			•			•	•	•			•		•	•		•	
TENTH GRADE	The Isolation of Species					•	•	•								•	
	Britain Solves a Problem and Creates the Industrial Revolution	•	•	•		•	•	•		•			•	•		•	
	Growth of Population, Cities, and Demands	•	•	•		•	•	•		•		•	•			•	
	New Imperialism: The Search for Natural Resources		•	•		•	•	•					•	•			
ELEVENTH GRADE	New Imperialism: The Control of India's and South Africa's Resources			•	•	•	•						•	•			
	Mass Production, Marketing, and Consumption in the Roaring Twenties		•	•		•	•			•		•	•	•		•	
	Postwar Industries and the Emerging Environmental Movement		•	•		•	•		•			•	•	•		•	
	The United States and Mexico: Working Together		•	•		•	•			•		•	•	•		•	
TWELFTH GRADE PRINCIPLES OF AMERICAN DEMOCRACY	Many Voices, Many Visions: Analyzing Contemporary Environmental Issues				•	•	•					•	•	•			
	This Land Is Our Land			•	•	•			•		•	•	•	•			
	Active Voices: Civil Society and the Environment				•	•	•					•	•	•		•	
TWELFTH GRADE ECONOMICS	Making and Implementing Environmental Laws		•	•		•					•	•	•	•		•	
	Private Property and Resource Conservation				•	•					•	•	•	•		•	
	Sustaining Economies and the Earth's Resources				•	•	•				•	•	•	•		•	
	Government and the Economy: An Environmental Perspective	•	•	•		•				•	•	•	•	•		•	

ENVIRONMENTAL TOPICS ACROSS THE GRADES IN THE CALIFORNIA EDUCATION AND THE ENVIRONMENT INITIATIVE CURRICULUM



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