

**The State of New Mexico
Office of the State Engineer
Water Use and Conservation Bureau**

***Learning to Xeriscape:
A Hands-On, Problem-Solving Curriculum for
Mid- and High School Students***

Correlation to

**State of New Mexico
Public Education Department
Content Standards, Benchmarks, and Performance Standards**

Part 1: Correlated by Activity
Part 2: Correlated by Content Standard

Updated 11/04

**Water Conservation Program
New Mexico Office of
the State Engineer**



**1.800.WATERNM
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Learning to Xeriscape: A Hands-On, Problem-Solving Curriculum for Mid- and High School Students
Correlation to State of New Mexico Public Education Department Content Standards, Benchmarks, and Performance Standards

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Part 2: Correlated by Content Standard

Language Arts (Adopted on June 16, 2000)

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| • Grades 5-8 | 15 |
| • Grades 9-12 | 19 |

Mathematics (Content Standards adopted on August 1996, Performance Standards adopted November 1998)

- | | |
|---------------|----|
| • Grades 5-8 | 24 |
| • Grades 9-12 | 28 |

Science (Content Standards approved on August 28, 2003)

- | | |
|---------------|----|
| • Grades 5-8 | 31 |
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Social Studies (Adopted June 22, 2001)

- | | |
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| • Grades 5-8 | 39 |
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Part 1: Correlated by Activity

Activity	Science	Mathematics	Social Studies	Language Arts
Chapter 1: Water Views				
<u>History of New Mexico</u> <u>Water and Water Rights</u> Student Handouts			<ul style="list-style-type: none"> •CS I, B.I-A, PS 5-8: 5.1, 6.1, 7.1, 7.2, 7.5, 7.6, PS 9-12: 2 • CS II, B.II-C, PS 9-12: 2 	<ul style="list-style-type: none"> • CS I, B.I-A, PS 5-8: 5.1, 5.4, 6.3, 6.7, 7.2, 8.1,8.2, PS 9-12: 10.3, 10.4, 12.1 • CS I, B.I-B PS 5-8: 5.1, 7.2 • CS I, B.I-D, PS 5-8: 5.1, 5.2, 7.4, 8.2, 8.3, PS 9-12: 9.1-5, 11.5, 12.1 • CS II, B.II-A, PS 5-8: 5.1, 6.2, 7.4, 7.5, PS 9-12: 9.1-4, 10.3
<u>Water World</u>	<ul style="list-style-type: none"> • Strand II, St III, BM II, PS 5:3, 9-12: 12 	<ul style="list-style-type: none"> •CS 5, PS: 5-8, A1, C1, 9-12, C1 • CS 7, PS: 5-8, A1, 9-12, B1 	<ul style="list-style-type: none"> •CS II, B.II-D, PS 5-8: 7.2, 8.1, PS 9-12: 2, 3 •CSII, B.II-F, PS 5-8: 6.1, 7.1, 8.1, PS 9-12: 1 	<ul style="list-style-type: none"> • CS I, B.I-A, PS 5-8: 7.2, 8.2, PS 9-12: 9.2, 10.3, 12.1
<u>Are All Habitats Identical?</u>	<ul style="list-style-type: none"> • Strand II, St II, BM I, PS 5:1-4, 6:1-3, 7:1-5, 8:3, 9-12:1-4,6 	<ul style="list-style-type: none"> •CS 2, PS: 5-8, A1, C1, 9-12, C1 •CS 4, PS: 5-8, A1, B1, D1, 9-12, D1 	<ul style="list-style-type: none"> •CS II, B.II-A, PS 5-8: 6.2, 7.2, PS 9-12: 1 •CS II, B.II-C, PS 5-8: 7.4 •CS II, B.II-E, PS 9-12: 2, 3 	

<u>Acequias and the Community</u>			<ul style="list-style-type: none"> •CS II, B.II-D, PS 5-8: 7.3, 8.1, PS 9-12: 3 •CS II, B.II-E, PS 5-8: 6.3, 7.1, 7.2, 8.1, PS 9-12: 1, 5 	
<u>Little Wet Jug</u>			<ul style="list-style-type: none"> •CS I, B.I-A, PS 5-8: 6.1, 7.5, PS 9-12: 2 	<ul style="list-style-type: none"> • CS II, B.II-A, PS 5-8: 7.5, 8.1, 8.2, PS 9-12: 9.1, 9.2, 9.3, 9.4, 10.1,10.2,10.3, 11.1, 12.1, 12.2
Chapter 2: Soil Improvements				
<u>It All Looks Like Dirt to Me</u> Student Handout	<ul style="list-style-type: none"> • Strand II, St I, BM I, PS 7:1,5, 9-12:15 • Strand II, St III, BM II, PS 6:1,3, 7:2, 9-12:10 			<ul style="list-style-type: none"> • CS I, B.1-B, PS 5-8: 6.1, 6.2, 7.1, 7.2, 7.4, 8.1, PS 9-12: 9.1, 10.1, 10.3, 11.3, 12.1, 12.2
<u>Andy Dry</u> Problem to Solve	<ul style="list-style-type: none"> • Strand I, St I, BM I and II PS all 			
<u>Soil Through the Looking Glass</u>	<ul style="list-style-type: none"> • Strand II, St I, BM I, PS 6: 1-2, 9-12:2 	<ul style="list-style-type: none"> •CS 3, PS: 5-8, A1, A2 		<ul style="list-style-type: none"> • CS I, B.I-A, PS 5-8: 5.1, 6.5, 7.2 • CS I, B.I-B, PS 5-8: 6.1, 7.2, PS 9-12: 9.2, 11.1 • CS I, B.I-C, PS 5-8: 5.2, 5.5, 6.3, 7.1, 7.2, PS 9-12: 9.1, 9.2 • CS I, B.I-D, PS 5-8: 5.2, 6.4, PS 9-12: 11.3, 11.5 • CS II, B.II-A PS 5-8: 5.2, 6.2, 7.1
<u>Holes in the Soil</u>	<ul style="list-style-type: none"> • Strand II, St III, BM 	<ul style="list-style-type: none"> •CS 4, PS: 5-8, D1 		<ul style="list-style-type: none"> • CS I, B.I-A PS 5-8:

	II, PS 5:1, 8:2, 9-12:12			5.1, 6.5, 7.2 <ul style="list-style-type: none"> • CS I, B.I-B PS 5-8: 7.2 • CS I, B.I-C PS 5-8: 7.2, PS 9-12: 10.2 • CS I, B.I-D PS 5-8: 5.2, 6.1, 6.4, 7.4, PS 9-12: 9.1, 11.3, 11.5, 12.1 • CS II, B.II-A PS 5-8: 5.2 • CS II, B.II-C PS 9-12: 11.2
<u>Who Lives in the Soil</u>	<ul style="list-style-type: none"> • Strand II, St II, BM I, PS 5:1, 6:1, 7:1,3,5, (-12:2,3 	<ul style="list-style-type: none"> •CS 4, PS: 5-8, B1, D1, 9-12, D1 •CS 10, PS: 5-8, A1, 9-12, D1 		
<u>Best of the Best</u>	<ul style="list-style-type: none"> • Strand I, St I, BM I, PS 5:1-5, 6:1-3, 8:1, 9-12:1-5 • Strand II, St II, BM I, PS 5:3-4, 6:1, 7:4-5, 8:3, 9-12:3-4 	<ul style="list-style-type: none"> •CS 9, PS: 5-8, C, 9-12, A, B 		
Chapter 3: Efficient Irrigation				
<u>When to Water?</u> Student Handouts				<ul style="list-style-type: none"> • CS I, B. I-A. PS 5-8: 7.2, PS 9-12: 9.2, 10.2,11.3,12.1
<u>Harrison and Seibert</u> Problem to Solve	<ul style="list-style-type: none"> • Strand I, St I, BM I and II PS all 			<ul style="list-style-type: none"> • CS II, B.II-B, PS 5-8: 6.9, 8.1, 8.7, PS 9-12: 9.3, 11.2

<u>Moving Water Around</u>	<ul style="list-style-type: none"> • Strand II, St II, BM I, PS 5:4, 6:3, 7:5, 9-12:3-4 • Strand III, St I, BM I, PS 5:1-2, 6:1, 9-12:3-4,9,11-13 			
<u>Water Around My School</u>		<ul style="list-style-type: none"> •CS 4, PS: 5-8, D1 •CS 8, PS: 5-8, C2, D1, 9-12, A1 •CS 9, PS: 5-8, B1, 9-12, B1 		
<u>Too High, Too Low, Just Right</u>	<ul style="list-style-type: none"> • Strand II, St II, BM 1, PS 6:1,3, 7:3-5, 9-12:3 	<ul style="list-style-type: none"> •CS 2, PS: 5-8, E1, E2, 9-12, E1, E2 		
<u>Design a Drip</u>	<ul style="list-style-type: none"> • Strand I, St 1, BM III, 5:1-4 	<ul style="list-style-type: none"> •CS 1, PS: 5-8, C1, 9-12, C1 		
<u>Rainwater Harvesting</u>		<ul style="list-style-type: none"> •CS 4, PS: 5-8, A1, 9-12, A1 •CS 2 PS: 9-12, A1 	<ul style="list-style-type: none"> •CS II B.II-A PS 5-8: 7.2, PS 9-12: 1 	
Chapter 4: Mulching				
<u>Mulch Guidelines Student Handouts</u>				<ul style="list-style-type: none"> • CS I, B. I-A. PS 5-8: 7.2, PS 9-12: 9.2, 10.2,11.3,12.1
<u>Pete Mosser Problem to Solve</u>	<ul style="list-style-type: none"> • Strand I, St I, BM I and II PS all 	<ul style="list-style-type: none"> •CS 2, PS: 5-8, A1, 9-12, A1 		<ul style="list-style-type: none"> • CS II, B.II-C PS 5-8: 6.1, 7.3, 8.3, PS 9-12: 9.3, 10.2, 11.2
<u>Heat Beneath My Feet</u>	<ul style="list-style-type: none"> • Strand I, St I, BM I, PS 5:1-5, 6:1-3, 9-12:1-5 • Strand II, St II, BM I 5:3, 6:1-3, 7:1-5, 9-12:3 	<ul style="list-style-type: none"> •CS 1, PS: 5-8, B3, 9-12, C1, C2 		
<u>A Solar Still</u>	<ul style="list-style-type: none"> • Strand I, St I, BM I, 	<ul style="list-style-type: none"> •CS 1, PS: 5-8, B3, 9- 		

	<p>PS 5:1-5, 6:1-3, 9-12:1-5</p> <ul style="list-style-type: none"> • Strand II, St II, BM I 5:3, 6:1-3, 7:1-5, 9-12:3 	12, C1, C2		
<u>A World of Mulches</u>	<ul style="list-style-type: none"> • Strand I, St I, BM I, PS 5:1-5, 6:1-3, 9-12:1-5 • Strand II, St II, BM I 5:3, 6:1-3, 7:1-5, 9-12:3 		<ul style="list-style-type: none"> •CS I, B.I-D, PS 5-8: 6.3, 7.3, 8, PS 9-12: 8 	<ul style="list-style-type: none"> • CS I, B.I-A PS 5-8: 5.1, 5.4, 6.5, 7.2, PS 9-12: 9.2, 9.3 • CS I, B.I-B PS 5-8: 5.1, 5.2, 6.1, 6.2, 8.2, PS 9-12: 10.3 • CS I, B.I-D PS 5-8: 6.4, PS 9-12: 9.5, 9.6, 11.3, 11.5, 11.6, 12.4
<u>Keeping the Water</u>	<ul style="list-style-type: none"> • Strand I, St I, BM I, PS 5:1-5, 6:1-3, 9-12:1-5 • Strand II, St II, BM I 5:3, 6:1-3, 7:1-5, 9-12:3 	<ul style="list-style-type: none"> •CS 1, PS: 5-8, B3, 9-12, C1, C2 		
<u>Cool Soil</u>	<ul style="list-style-type: none"> • Strand I, St I, BM I, PS 5:1-5, 6:1-3, 9-12:1-5 • Strand II, St II, BM I 5:3, 6:1-3, 7:1-5, 9-12:3 	<ul style="list-style-type: none"> •CS 1, PS: 5-8, C1, 9-12, C1, C2 		
<u>Material Breakdown: The Source of Life</u>	<ul style="list-style-type: none"> • Strand I, St I, BM I, PS 5:1-5, 6:1-3, 9-12:1-5 • Strand II, St II, BM I 5:3, 6:1-3, 7:1-5, 9-12:3 			
Chapter 5:				

Appropriate Turf Areas				
<u>What is it About Lawns?</u> Student Handouts			•CS II, B.II-D, PS 5-8: 6.1, 7.3, 8.1, PS 9-12: 2, 3	• CS I, B.I-A, PS 5-8: 7.2, PS 9-12: 9.2, 10.2,11.3,12.1
<u>Barry Sodler</u> Problem to Solve	• Strand I, St I, BM I and II PS all	•CS 1, PS: 5-8, B1, B3, 9-12, B1, C1		• CS II, B.II-B, PS 5-8: 6.9,8.1,8.7, PS 9-12: 9.3,11.2
<u>Bunchin' and Creepin'</u>	• Strand II, St II, BM I, PS 6:1,3, 7:4-5, 9-12:9 • Strand II, St II, BM II, PS 5:1, 7:1, 9-12:6			• CS I, B.I-A PS 5-8: 5.1, 5.4, 7.2 • CS I, B.I-B PS 5-8: 7.2, 8.1 • CS I, B.I-D PS 5-8: 5.1, 5.2, 6.4, 6.5, 7.4, 8.3, PS 9-12: 9.1, 9.3, 11.3, 11.5, 11.6, 12.1
<u>Can Roots Create Air?</u>	• Strand I, St I, BM I, 5:1-5, 6:2-3, 8:1,3, 9-12:1-5 • Strand II, St II, BM I, PS 6:1, 7:5, 8:1-3, 9-12:3,5-7			
<u>Deep, Deeper, Deepest</u>	• Strand I, St I BM I PS 5:1-5, 6:2-3, 8:1,3, 9-12:1-5 • Strand II, St II, BM 1, PS5:3,4, 6:1,3 7:4-5, 9-12:3-4	•CS 2, PS: 5-8, B1		• CS I, B.I-B PS 5-8: 5.2, 7.2 • CS I, B.I-D PS 5-8: 6.4, PS 9-12: 11.5 • CS II, B.II-C PS 5-8: 5.1
<u>School-arly Habitats I See</u>	• Strand II, St II, BM I, PS 5:1-4, 6:1-3, 7:1-5, 9-12:1-4	•CS 1, PS: 5-8, B1-3, 9-12, B1, C1		
<u>Elegant Coverings</u>	•		•CS I, B.I-B, PS 5-8: 6.1, PS 9-12: 2, 9	

<u>Shapely Lawns</u>	<ul style="list-style-type: none"> • Strand II, St II, BM I, PS 5:1,4, 6:1-3, 7:4-5, 9-12:2-4 	<ul style="list-style-type: none"> •CS 1, PS: 5-8, A1, B1, B3, F1, F2, 9-12, A1, A2, B1, B3, D1, F1 		
Chapter 6: Low-Water-Use Plants				
<u>There's More Than Marigolds Out There</u> Student Handouts			<ul style="list-style-type: none"> •CS I, B.I-D, PS 5-8: 6.3, 7.3, 8.1 •CS II B.II-D, PS 5-8: 6.1, 7.3, 8.1, PS 9-12: 2 •CS II, B.II-F, PS 5-8: 6.1, 7.1, 8.1, PS 9-12: 1, 2, 3 	<ul style="list-style-type: none"> • CS I, B.I-B, PS 5-8: 6.1, 7.1, 8.1, PS 9-12: 10.3, 11.3, 12.1
<u>Sandra Phlant</u> Problem to Solve	<ul style="list-style-type: none"> • Strand I, St I, BM I and II PS all 			<ul style="list-style-type: none"> • CS I, B.I-A PS 9-12: 10.3, 11.3 • CS I, B.I-B PS 5-8: 7.2, 8.1, PS 9-12: 10.3 • CS I, B.I-D PS 5-8: 5.2, 6.4, 7.4, 8.4, PD 9-12, 9.1, 12.4 • CS II, B.II-A PS 5-8: 5.2
<u>Leaves of My School</u>	<ul style="list-style-type: none"> • Strand II, St II, BM I, PS 5:3-4, 6:1-3, 7:1-5, 9-12:9 • Strand II St II, BM II, PS 6:2, 7:7,7-12, 9-12:12 			
<u>Art in the Garden</u>	<ul style="list-style-type: none"> • Strand II, St II, BM II, PS 7:1-4 			
<u>Lost Water</u>	<ul style="list-style-type: none"> • Strand I, St I, BM I, PS 5:1-5, 6:1-3, 8:1-3, 9-12:1-5 	<ul style="list-style-type: none"> •CS 9, PS: 5-8, A, C, 9-12, A 		

	<ul style="list-style-type: none"> • Strand II, St II, BM I, 6:1-3, 7:4-5, 8:1, 9-12:2,3,7 			
<u>Dripping Blooms</u>	<ul style="list-style-type: none"> • Strand II, St II, BM I, PS 5:1,3-4, 6:1-3, 7:1-5, 9-12:1-4,9 			<ul style="list-style-type: none"> • CS I, B.I-A PS 5-8: 5.1, 7.2, PS 9-12: 10.2, 10.3 • CS I, B.I-B PS 5-8: 5.1-3, 6.2, 7.2, 7.3, 8.1, 8.2, PS 9-12: 10.2, 10.3 • CS I, B.I-C PS 5-8: 7.1 • CS I, B.I-D PS 5-8: 7.4, PS 9-12: 9.1, 9.3, 9.4, 9.6, 11.5, 11.6, 12.1
<u>Adapted to the Desert</u>	<ul style="list-style-type: none"> • Strand I, St I, BM I, PS 5:1-5, 6:1-3, 7:1-2, 9-12:1-4,9 • Strand II, St II, BM I, PS 5:1,3-4, 6:1-3, 7:1-5, 9-12:1-4,9 	<ul style="list-style-type: none"> •CS 7, PS: 5-8, A, C, D •CS 9, PS: 5-8, A, C, 9-12, A 		<ul style="list-style-type: none"> • CS I, B.I-A PS 5-8: 7.2, PS 9-12: 10.3, 10.4, 11.3 • CS I, B.I-B PS 5-8: 7.2, 8.1, PS 9-12: 11.1 • CS I, B.I-C PS 9-12: 11.1 • CS I, B.I-D PS 5-8: 5.2, 6.4, PS 9-12: 10.1, 11.5, 11.6, 12.4
<u>Where Are You From?</u>	<ul style="list-style-type: none"> • Strand II, St II, BM I, PS 5:1,3-4, 6:1-3, 7:1-5, 9-12:1-4,9 		<ul style="list-style-type: none"> •CS II, B.II-D, PS 5-8: 6.1, 7.3, 8.1, PS 9-12: 1, 2 	<ul style="list-style-type: none"> • CS I, B.I-A PS 5-8: 5.1, 7.2 • CS I, B.I-B PS 5-8: 5.2, 6.1, 6.2, 7.2, 8.1, 8.2, PS 9-12: 9.1, 10.1-3, 11.1 • CS I, B.I-C PS 5-8:

				8.1 <ul style="list-style-type: none"> • CS I, B.I-D PS 5-8: 5.1, 6.4, PS 9-12: 9.1, 11.5, 11.6, 12.4 • CS II, B.II-A PS 5-8: 5.2, 5.3, PS 9-12: 9.3, 9.4, 10.2, 11.1
<u>A Desert Blooms in My Garden</u>	<ul style="list-style-type: none"> • Strand II, St II, BM I, PS 5:1,3-4, 6:1-3, 7:1-5, 9-12:1-4,9 		<ul style="list-style-type: none"> •CS II, B.II-D, PS 5-8: 5.1, 8.1, PS 9-12: 2, 3 	<ul style="list-style-type: none"> • CS II, B.II-A. PS 9-12: 9.4, 10.3
Chapter 7: Proper Maintenance				
<u>I've Already Mowed, What Else is There To Do?</u> Student Handout				<ul style="list-style-type: none"> • CS I, B.I-A, PS 5-8: 7.2, 8.2, PS 9-12: 9.2, 10.3
<u>The Harrisons & the Sieberts Problem to Solve</u>	<ul style="list-style-type: none"> • Strand I, St I, BM I and II PS all 	<ul style="list-style-type: none"> •CS 9, PS: 9-12, B1 •CS 4, PS: 5-8, B1 •CS 2, PS: 5-8, A1, 9-12, A1 		<ul style="list-style-type: none"> • CS II, B.II-A, PS 5-8: 7.1, 8.2, PS 9-12: 9.3,10.2
<u>Starting a Business Problem to Solve</u>	<ul style="list-style-type: none"> • Strand I, St I, BM I and II PS all 	<ul style="list-style-type: none"> •CS 1, PS: 9-12, C2, C3 •CS 4, PS: 9-12, E1 •CS 7, PS: 5-8, D1 •CS 9, PS: 9-12, B1 	<ul style="list-style-type: none"> •CS IV, B.IV-A, PS 5-8: 7.1, PS 9-12: 1, 3, 10 	<ul style="list-style-type: none"> • CS II, B.II-A, PS 5-8: 7.1, 8.2, PS 9-12: 9.3, 10.2
Chapter 8: Planning and Design				
<u>Design Do's and Don'ts</u> Student Handouts				<ul style="list-style-type: none"> • CS I, B.I-A, PS 5-8: 6.6, 6.7, 7.2, 8.2, PS 9-12: 9.2, 9.3, 10.3, 10.4,

				11.3, 12.1
<u>The Young Castillo Family Problem to Solve</u>	• Strand I, St I, BM I and II PS all	•CS 1, PS: 5-8, A1, B1, B3, 9-12, B1-3 •CS 8, PS: 5-8, D1, E, 9-12, D		• CS II, B.II-C, PS 5-8: 6.2, 7.3, 8.3, PS 9-12: 9.3, 10.2, 11.2
<u>Thirty Years Later Problem to Solve</u>	• Strand I, St I, BM I and II PS all	•CS 1, PS: 5-8, A1, B1, B3, 9-12, B1-3 •CS 8, PS: 5-8, D1, E, 9-12, D		• CS II, B.II-C, PS 5-8: 6.2, 7.3, 8.3, PS 9-12: 9.3, 10.2, 11.2
<u>Kids Alive!!! Nursery School Problem to Solve</u>	• Strand I, St I, BM I and II PS all	•CS 1, PS: 5-8, A1, B1, B3, 9-12, B1-3 •CS 8, PS: 5-8, D1, E, 9-12, D		• CS II, B.II-C, PS 5-8: 6.2, 7.3, 8.3, PS 9-12: 9.3, 10.2, 11.2
Chapter 9: Community Outreach				
<u>A Community of Xeriscapers</u>			•CS II, B.II-A, PS 9-12: 1 •CS IV, B.IV-A, PS 9-12: 1,2	• CS I, B.I-A, PS 5-8: 501, 6.3, 6.6, 7.3, 8.1, 8.2, PS 9-12: 10.4 • CS I, B.I-B, PS 5-8: 5.2, 6.1, 7.1, 7.2, 8.1, PS 9-12: 10.1 • CS I, B.I-C, PS 5-8: 8.1, PS 9-12: 10.1 • CS I, B.I-D, PS 5-8: 6.4 • CS II, B.II-A, PS 5-8: 5.2, 5.3, 7.1, 7.5, PS 9-12: 10.3, 11.1, 12.1 • CS II, B.II-B, PS 5-8: 5.6, 5.7, 6.7, PS 9-12: 10.2, 11.3
<u>News from Xeriscape HQ</u>				• CS I, B.I-A, PS 5-8: 6.1, 6.5, PS 9-12: 10.2,

				<p>11.3, 12.1</p> <ul style="list-style-type: none"> • CS I, B.I-B, PS 5-8: 5.2, 6.1, 6.2, 7.1, 7.2, 8.1, 8.2, PS 9-12: 9.1, 10.1-3, 11.3, 11.4, 12.1-3 • CS I, B.I-C, PS 5-8: 8.1, PS 9-12: 10.1, 12.1 • CS I, B.I-D, PS 5-8: 6.4, 7.4, PS 9-12: 9.3, 9.4, 11.6 • CS II, B.II-B, PS 5-8: 5.1-6, 6.1-6, 7.1-7, 8.1, 8.7, PS 9-12: 9.3, 11.1, 11.2 • CS II, B.II-C, PS 5-8: 5.2, 5.3, 6.1, 7.3, 7.4, PS 9-12: 11.2
<u>As A Citizen, I Feel...</u>			<ul style="list-style-type: none"> •CS III B. III-D, PS 5-8: 7.2, 8.1, PS 9-12: 2, 4 	<ul style="list-style-type: none"> • CS I, B.I-B, PS 5-8: 7.1, PS 9-12: 12.3 • CS I, B.I-C, PS 9-12: 9.2, 10.1, 11.1, 11.3, 12.1 • CS I, B.I-D, PS 5-8: 6.4 • CS II, B.II-A, PS 9-12: 9.3, 9.4, 10.2, 10.3, 11.1 • CS II, B.II-B, PS 5-8: 5.5, 7.12, 8.1, 8.7, PS 9-12: 9.3, 11.1 • CS II, B.II-C, PS 5-8:

				5.1, 5.3

Part 2: Correlated by Content Standard

Language Arts 5-8

Content Standard	<u>Benchmark</u>	<u>Activity, Chapter, Performance Standard</u>
<p>Content Standard 1: Strand: Reading and Listening for Comprehension Students will apply strategies and skills to comprehend information that is read, heard, and viewed.</p>	<p>A: Listen to, read, react to, and interpret information</p>	<ul style="list-style-type: none"> • <i>History of New Mexico Water and Water Rights, Student Handout (Ch. 1):</i> 5.1, 5.4, 6.3, 6.7, 7.2, 8.1, 8.2 • <i>Water World (Ch. 1):</i> 7.2, 8.2 • <i>Soil Through the Looking Glass (Ch. 2):</i> 5.1, 6.5, 7.2 • <i>Holes in the Soil (Ch. 2):</i> 5.1, 6.5, 7.2 • <i>When to Water? Student Handout (Ch. 3):</i> 7.2 • <i>Mulching Guidelines, Student Handout (Ch. 4):</i> 7.2 • <i>A World of Mulches (Ch. 4):</i> 5.1, 5.4, 6.5, 7.2 • <i>What is it About Lawns? Student Handout (Ch. 5):</i> 7.2 • <i>Bunchin' and Creepin' (Ch. 5):</i> 5.1, 5.4, 7.2 • <i>Dripping Blooms (Ch. 6):</i> 5.1, 7.2 • <i>Adapted to the Desert (Ch. 6):</i> 7.2 • <i>Where Are You From? (Ch. 6):</i> 5.1, 7.2 • <i>I've Mowed, Now What? Student Handout (Ch. 7):</i> 7.2, 8.2 • <i>Design Do's and Don'ts, Student Handout (Ch. 8):</i> 6.6, 6.7, 7.2, 8.2 • <i>A Community of Xeriscapes (Ch. 9):</i> 5.1, 6.3, 6.6, 7.3, 8.1, 8.2 • <i>News from Xeriscape HQ (Ch. 9):</i> 6.1, 6.5

	<p>B: Gather and use information for research and other purposes</p>	<ul style="list-style-type: none"> • <i>History of New Mexico Water and Water Rights, Student Handout (Ch. 1):</i> 5.1, 7.2 • <i>It All Looks Like Dirt to Me! Student Handout (Ch. 2):</i> 6.1, 6.2, 7.1, 7.2, 7.4, 8.1 • <i>Soil Through the Looking Glass (Ch. 2):</i> 6.1, 7.2 • <i>Holes in the Soil (Ch. 2):</i> 7.2 • <i>Harrison and Seibert, Problem to Solve and Project Cover Sheet (Ch. 3):</i> 6.9, 8.1, 8.7 • <i>A World of Mulches (Ch. 4):</i> 5.1, 5.2, 6.1, 6.2, 8.2 • <i>Bunchin' and Creepin' (Ch. 5):</i> 7.2, 8.1 • <i>Deep, Deeper, Deepest (Ch. 5):</i> 5.2, 7.2 • <i>There's More Than Marigolds Out There, Student Handout (Ch. 6):</i> 6.1, 7.1, 8.1 • <i>Sandra Phillips, Problem to Solve and Project Cover Sheet (Ch. 6):</i> 7.2, 8.1 • <i>Dripping Blooms (Ch. 6):</i> 5.1-3, 6.2, 7.2, 7.3, 8.1, 8.2 • <i>Adapted to the Desert (Ch. 6):</i> 7.2, 8.1 • <i>Where Are You From? (Ch. 6):</i> 5.2, 6.1, 6.2, 7.2, 8.1, 8.2 • <i>Community of Xeriscapes (Ch. 9):</i> 5.2, 6.1, 7.1, 7.2, 8.1 • <i>News from Xeriscape HQ (Ch. 9):</i> 5.2, 6.1, 6.2, 7.1, 7.2, 8.1, 8.2 • <i>As A Citizen, I Feel . . . (Ch. 9):</i> 7.1
	<p>C: Apply critical thinking skills to analyze information</p>	<ul style="list-style-type: none"> • <i>Soil Through the Looking Glass (Ch. 2):</i> 5.2, 5.5, 6.3, 7.1, 7.2 • <i>Holes in the Soil (Ch. 2):</i> 7.2 • <i>Dripping Blooms (Ch. 6):</i> 7.1 • <i>Where Are You From? (Ch. 6):</i> 8.1 • <i>Community of Xeriscapes (Ch. 9):</i> 8.1 • <i>News from Xeriscape HQ (Ch. 9):</i> 8.1

	<p>D: Demonstrate competence in the skills and strategies of the reading process</p>	<ul style="list-style-type: none"> • <i>History of New Mexico Water and Water Rights, Student Handout (Ch. 1): 5.1, 5.2, 7.4, 8.2, 8.3</i> • <i>Soil Through the Looking Glass (Ch. 2): 5.2, 6.4</i> • <i>Holes in the Soil (Ch. 2): 5.2, 6.1, 6.4, 7.4</i> • <i>A World of Mulches (Ch. 4): 6.4</i> • <i>Bunchin' and Creepin' (Ch. 5): 5.1, 5.2, 6.4, 6.5, 7.4, 8.3</i> • <i>Deep, Deeper, Deepest (Ch. 5): 6.4</i> • <i>Sandra Phillips, Problem to Solve and Project Cover Sheet (Ch. 6): 5.2, 6.4, 7.4, 8.4</i> • <i>Dripping Blooms (Ch. 6): 7.4</i> • <i>Adapted to the Desert (Ch. 6): 5.2, 6.4</i> • <i>Where Are You From? (Ch. 6): 5.1, 6.4</i> • <i>Community of Xeriscapes (Ch. 9): 6.4</i> • <i>News from Xeriscape HQ (Ch. 9): 6.4, 7.4</i> • <i>As A Citizen, I Feel . . . (Ch. 9): 6.4</i>
<p>Content Standard 2: Strand: Writing and Speaking for Expression Students will communicate effectively through speaking and writing.</p>	<p>A: Use speaking as an interpersonal communication tool</p>	<ul style="list-style-type: none"> • <i>History of New Mexico Water and Water Rights, Student Handout (Ch. 1): 5.1, 6.2, 7.4, 7.5</i> • <i>Little Wet Jug (Ch. 1): 7.5, 8.1, 8.2</i> • <i>Soil Through the Looking Glass (Ch. 2): 5.2, 6.2, 7.1</i> • <i>Holes in the Soil (Ch. 2): 5.2</i> • <i>Sandra Phillips, Problem to Solve and Project Cover Sheet (Ch. 6): 5.2</i> • <i>Where Are You From? (Ch. 6): 5.2, 5.3</i> • <i>The Harrisons & the Sieberts, Problem to Solve and Project Cover Sheet (Ch. 7): 7.1, 8.2</i> • <i>Starting a Business, Problem to Solve and Project Cover Sheet (Ch. 7): 7.1, 8.2</i> • <i>Community of Xeriscapes (Ch. 9): 5.2, 5.3, 7.1, 7.5</i>

	<p>B: Apply grammatical and language conventions to communicate</p>	<ul style="list-style-type: none"> • <i>Barry Salas, Problem to Solve and Project Cover Sheet (Ch. 5):</i> 6.9, 8.1, 8.7 • <i>Community of Xeriscapes (Ch. 9):</i> 5.6, 5.7, 6.7 • <i>News from Xeriscape HQ (Ch. 9):</i> 5.1-6, 6.1-6, 7.1-7, 8.1, 8.7 • <i>As A Citizen, I Feel . . . (Ch. 9):</i> 5.5, 7.12, 8.1, 8.7
	<p>C: Demonstrate competence in the skills and strategies of the writing process</p>	<ul style="list-style-type: none"> • <i>Pete Tucker, Problem to Solve and Project Cover Sheet (Ch. 4):</i> 6.1, 7.3, 8.3 • <i>Deep, Deeper, Deepest (Ch. 5):</i> 5.1 • <i>The Young Castillo Family, Problem to Solve and Project Cover Sheet (Ch. 8):</i> 6.2, 7.3, 8.3 • <i>Thirty Years Later, Problem to Solve and Project Cover Sheet (Ch. 8):</i> 6.2, 7.3, 8.3 • <i>Kids Alive!!! Nursery School, Problem to Solve and Project Cover Sheet (Ch. 8):</i> 6.2, 7.3, 8.3 • <i>News from Xeriscape HQ (Ch. 9):</i> 5.2, 5.3, 6.1, 7.3, 7.4 • <i>As A Citizen, I Feel . . . (Ch. 9):</i> 5.1, 5.3

Language Arts 9-12

Content Standard	<u>Benchmark</u>	<u>Activity, Chapter, Performance Standard</u>
<p>Content Standard 1: Strand: Reading and Listening for Comprehension Students will apply strategies and skills to comprehend information that is read, heard, and viewed.</p>	<p>A: Listen to, read, react to and analyze information</p>	<ul style="list-style-type: none"> • <i>History of New Mexico Water and Water Rights, Student Handout (Ch. 1): 10.3, 10.4, 12.1</i> • <i>Water World (Ch. 1): 9.2, 10.3, 12.1</i> • <i>When to Water? Student Handout (Ch. 3): 9.2, 10.2, 11.3, 12.1</i> • <i>Mulching Guidelines, Student Handout (Ch. 4): 9.2, 10.2, 11.3, 12.1</i> • <i>A World of Mulches (Ch. 4): 9.2, 9.3</i> • <i>What is it About Lawns? Student Handout (Ch. 5): 9.2, 10.2, 11.3, 12.1</i> • <i>Sandra Phillips, Problem to Solve and Project Cover Sheet (Ch. 6): 10.3, 11.3</i> • <i>Dripping Blooms (Ch. 6): 10.2, 10.3</i> • <i>Adapted to the Desert (Ch. 6): 10.3, 10.4, 11.3</i> • <i>I've Mowed, Now What? Student Handout (Ch. 7): 9.2, 10.3</i> • <i>Design Do's and Don'ts, Student Handout (Ch. 8): 9.2, 9.3, 10.3, 10.4, 11.3, 12.1</i> • <i>Community of Xeriscapes (Ch. 9): 10.4</i> • <i>News from Xeriscape HQ (Ch. 9): 10.2, 11.3, 12.1</i>

	<p>B: Synthesize and evaluate information to solve problems across the curriculum</p>	<ul style="list-style-type: none"> • <i>It All Looks Like Dirt to Me! Student Handout (Ch. 2):</i> 9.1, 10.1, 10.3, 11.3, 12.1, 12.2 • <i>Soil Through the Looking Glass (Ch. 2):</i> 9.2, 11.1 • <i>A World of Mulches (Ch. 4):</i> 10.3 • <i>There's More Than Marigolds Out There, Student Handout (Ch. 6):</i> 10.3, 11.3, 12.1 • <i>Sandra Phillips, Problem to Solve and Project Cover Sheet (Ch. 6):</i> 10.3 • <i>Dripping Blooms (Ch. 6):</i> 10.2, 10.3 • <i>Adapted to the Desert (Ch. 6):</i> 11.1, • <i>Where Are You From? (Ch. 6):</i> 9.1, 10.1-3, 11.1 • <i>Community of Xeriscapes (Ch. 9):</i> 10.1 • <i>News from Xeriscape HQ (Ch. 9):</i> 9.1, 10.1-3, 11.3, 11.4, 12.1-3 • <i>As A Citizen, I Feel . . . (Ch. 9):</i> 12.3
	<p>C: Demonstrate critical thinking skills to evaluate information and solve problems</p>	<ul style="list-style-type: none"> • <i>Soil Through the Looking Glass (Ch. 2):</i> 9.1, 9.2 • <i>Holes in the Soil (Ch. 2):</i> 10.2 • <i>Adapted to the Desert (Ch. 6):</i> 11.1 • <i>Community of Xeriscapes (Ch. 9):</i> 10.1 • <i>News from Xeriscape HQ (Ch. 9):</i> 10.1, 12.1 • <i>As A Citizen, I Feel . . . (Ch. 9):</i> 9.2, 10.1, 11.1, 11.3, 12.1

	<p>D: Apply knowledge of the reading process to evaluate print, non-print, and technology-based information</p>	<ul style="list-style-type: none"> • <i>History of New Mexico Water and Water Rights, Student Handout (Ch. 1):</i> 9.1-5, 11.5, 12.1 • <i>Soil Through the Looking Glass (Ch. 2):</i> 11.3, 11.5 • <i>Holes in the Soil (Ch. 2):</i> 9.1, 11.3, 11.5, 12.1 • <i>A World of Mulches (Ch. 4):</i> 9.5, 9.6, 11.3, 11.5, 11.6, 12.4 • <i>Bunchin' and Creepin' (Ch. 5):</i> 9.1, 9.3, 11.3, 11.5, 11.6, 12.1 • <i>Deep, Deeper, Deepest (Ch. 5):</i> 11.5 • <i>Sandra Phillips, Problem to Solve and Project Cover Sheet (Ch. 6):</i> 9.1, 12.4 • <i>Dripping Blooms (Ch. 6):</i> 9.1, 9.3, 9.4, 9.6, 11.5, 11.6, 12.1 • <i>Adapted to the Desert (Ch. 6):</i> 10.1, 11.5, 11.6, 12.4 • <i>Where Are You From? (Ch. 6):</i> 9.1, 11.5, 11.6, 12.4 • <i>News from Xeriscape HQ (Ch. 9):</i> 9.3, 9.4, 11.6
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<p>Content Standard 2: Strand: Writing and Speaking for Expression Students will communicate effectively through speaking and writing.</p>	<p>A: Communicate information in a coherent and persuasive manner using verbal and non-verbal language</p>	<ul style="list-style-type: none"> • <i>History of New Mexico Water and Water Rights, Student Handout (Ch. 1): 9.1-4, 10.3</i> • <i>Little Wet Jug (Ch. 1): 9.1-4, 10.1-3, 11.1, 12.1, 12.2</i> • <i>Where Are You From? (Ch. 6): 9.3, 9.4, 10.2, 11.1</i> • <i>A Desert Blooms in My Garden (Ch. 6): 9.4, 10.3</i> • <i>The Harrisons & the Sieberts, Problem to Solve and Project Cover Sheet (Ch. 7): 9.3, 10.2</i> • <i>Starting a Business, Problem to Solve and Project Cover Sheet (Ch. 7): 9.3, 10.2</i> • <i>Community of Xeriscapes (Ch. 9): 10.3, 11.1, 12.1</i> • <i>As A Citizen, I Feel . . . (Ch. 9): 9.3, 9.4, 10.2, 10.3, 11.1</i>
	<p>B: Apply grammatical and language conventions to communicate</p>	<ul style="list-style-type: none"> • <i>Harrison and Seibert, Problem to Solve and Project Cover Sheet (Ch. 3): 9.3, 11.2</i> • <i>Barry Salas, Problem to Solve and Project Cover Sheet (Ch. 5): 9.3, 11.2</i> • <i>Community of Xeriscapes (Ch. 9): 10.2, 11.3</i> • <i>News from Xeriscape HQ (Ch. 9): 9.3, 11.1 11.2</i> • <i>As A Citizen, I Feel . . . (Ch. 9): 9.3, 11.1</i>

	<p>C: Demonstrate competence in the skills and strategies of the writing process to inform and persuade</p>	<ul style="list-style-type: none"> • <i>Holes in the Soil</i> (Ch. 2): 11.2 • <i>Pete Tucker, Problem to Solve and Project Cover Sheet</i> (Ch. 4): 9.3, 10.2, 11.2 • <i>The Young Castillo Family, Problem to Solve and Project Cover Sheet</i> (Ch. 8): 9.3, 10.2, 11.2 • <i>Thirty Years Later, Problem to Solve and Project Cover Sheet</i> (Ch. 8): 9.3, 10.2, 11.2 • <i>Kids Alive!!! Nursery School, Problem to Solve and Project Cover Sheet</i> (Ch. 8): 9.3, 10.2, 11.2 • <i>News from Xeriscape HQ</i> (Ch. 9): 11.2
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Math 5-8

Content Standard	<u>Benchmark</u>	Activity, Chapter, Performance Standard
<p>Content Standard 1: Unifying concepts and processes Students will understand and use mathematics in problem solving.</p>	A. Differentiate among problem-solving approaches to investigate and understand mathematical content.	<ul style="list-style-type: none"> • <i>Shapely Lawns (Ch. 5): 1</i> • <i>The Young Castillo Family (Ch. 8): 1</i> • <i>Thirty Years Later, Problem to Solve and Project Cover Sheet (Ch. 8): 1</i> • <i>Kids Alive!!! Nursery School, Problem to Solve and Project Cover Sheet (Ch. 8): 1</i>
	B. Formulate problems from community mathematical situations.	<ul style="list-style-type: none"> • <i>Heat Beneath My Feet (Ch. 4): 3</i> • <i>A Solar Still (Ch. 4): 3</i> • <i>Keeping the Water (Ch. 4): 3</i> • <i>Barry Salas, Problem to Solve and Project Cover Sheet (Ch. 5): 1,3</i> • <i>School-arly Habitats I See (Ch. 5): 1-3</i> • <i>Shapely Lawns (Ch. 5): 1,3</i> • <i>The Young Castillo Family (Ch. 8): 1,3</i> • <i>Thirty Years Later, Problem to Solve and Project Cover Sheet (Ch. 8): 1,3</i> • <i>Kids Alive!!! Nursery School, Problem to Solve and Project Cover Sheet (Ch. 8): 1,3</i>
	C. Develop and apply strategies to solve a wide variety of problems with an emphasis on multi-step and non-routine problems.	<ul style="list-style-type: none"> • <i>Design A Drip (Ch. 3): 1</i> • <i>Cool Soil (Ch. 4): 1</i>
<p>Content Standard 2: Unifying Concepts and Processes Students will understand and use mathematics in communication.</p>	A. Interpret and explain personal mathematical thinking to make conjectures and convincing arguments.	<ul style="list-style-type: none"> • <i>Are All Habitats Identical? (Ch. 1): 1</i> • <i>Pete Tucker, Problem to Solve and Project Cover Sheet (Ch. 4): 1</i> • <i>The Harrisons & the Sieberts (Ch. 7): 1</i>
	B. Use drawings, discussion, reading, writing, and listening to access, learn, and communicate mathematical ideas	<ul style="list-style-type: none"> • <i>Deep, Deeper, Deepest (Ch. 5): 1</i>

	C. Create and use a variety of media and methods to communicate mathematical concepts, thoughts, and problem solutions including charts, slides, graphs, maps, drawings, pictures, sound recordings, video, e-mail, and others.	<ul style="list-style-type: none"> • <i>Are All Habitats Identical (Ch. 1): 1</i>
	E. Describe the value of mathematical notation and its role in the development of mathematical ideas.	<ul style="list-style-type: none"> • <i>Too High, Too Low, Just Right (Ch. 3): 1,2</i>
<p>Content Standard 3: Unifying Concepts and Processes Students will understand and use mathematics in reasoning</p>	A. Identify and apply deductive and inductive reasoning to mathematical problems.	<ul style="list-style-type: none"> • <i>Soil Through the Looking Glass (Ch. 2): 1,2</i>
<p>Content Standard 4: Unifying Concepts and Processes Students will understand and use mathematical connections.</p>	A. Use mathematical processes and concepts to summarize complex ideas.	<ul style="list-style-type: none"> • <i>Are All Habitats Identical? (Ch. 1): 1</i> • <i>Rainwater Harvesting (Ch. 3): 1</i>
	B. Describe how mathematics is integrated throughout the school and surrounding environment.	<ul style="list-style-type: none"> • <i>Are All Habitats Identical? (Ch. 1): 1</i> • <i>Who Lives in Soil??(Ch. 2): 1</i> • <i>The Harrisons & the Sieberts (Ch. 7): 1</i>
	D. Apply mathematical thinking and modeling to solve problems in other curriculum areas such as employability, health education, social studies, visual and performing arts, physical education, language arts, and science.	<ul style="list-style-type: none"> • <i>Are All Habitats Identical? (Ch. 1): 1</i> • <i>Soil Through the Looking Glass (Ch. 2): 1</i> • <i>Who Lives in Soil?? (Ch. 2): 1</i> • <i>Holes in the Soil (Ch. 2): 1</i> • <i>Water Around My School (Ch. 3): 1</i>
	E. Describe the role of mathematics in our culture and society.	

<p>Content Standard 5: Number and Operation Concepts Students will understand and use numbers and number relationships.</p>	<p>A. Represent and use numbers in a variety of equivalent forms including integers, fractions, decimals, percents, exponents, and scientific notation.</p>	<ul style="list-style-type: none"> • <i>Water World (Ch. 1): 1</i>
	<p>C. Apply the relationships among fractions, decimals, and percents to ratios and proportion.</p>	<ul style="list-style-type: none"> • <i>Water World (Ch.): 1</i>
<p>Content Standard 7: Number and Operation Concepts Students will understand and use computation and estimation.</p>	<p>A. Solve problems through computation with whole numbers, fractions, decimals, rational and irrational numbers.</p>	<ul style="list-style-type: none"> • <i>Water World (Ch. 1): 1</i> • <i>Adapted to the Desert (Ch. 6): 1</i>
	<p>C. Select and use an appropriate method for computing from various processes including mental arithmetic, paper and pencil, calculators, and technology.</p>	<ul style="list-style-type: none"> • <i>Adapted to the Desert (Ch. 6): 1</i>
	<p>D. Use computation, estimation, and proportions to solve problems.</p>	<ul style="list-style-type: none"> • <i>Adapted to the Desert (Ch. 6): 1</i> • <i>Starting a Business, Problem to Solve and Project Cover Sheet (Ch. 7): 1</i>
<p>Content Standard 8: Geometry and Measurement Concepts Students will have a foundation in geometric concepts.</p>	<p>C. Classify figures in terms of congruence and similarity and apply these relationships.</p>	<ul style="list-style-type: none"> • <i>Water Around My School (Ch. 3): 2</i>
	<p>D. Represent problem situations with geometric models and apply properties of figures.</p>	<ul style="list-style-type: none"> • <i>Water Around My School (Ch. 3): 1</i> • <i>The Young Castillo Family (Ch. 8): 1</i> • <i>Thirty Years Later, Problem to Solve and Project Cover Sheet (Ch. 8): 1</i> • <i>Kids Alive!!! Nursery School, Problem to Solve and Project Cover Sheet (Ch. 8): 1</i>

	E. Deduce properties of and relationships between figures from given assumptions.	<ul style="list-style-type: none"> • <i>The Young Castillo Family (Ch. 8): 1</i> • <i>Thirty Years Later, Problem to Solve and Project Cover Sheet (Ch. 8): 1</i> • <i>Kids Alive!!! Nursery School, Problem to Solve and Project Cover Sheet (Ch. 8): 1</i>
Content Standard 9: Geometry and Measurement Concepts Students will understand and use measurement.	A. Define the characteristics of perimeter, area, volume, angle measure, capacity, weight, and mass.	<ul style="list-style-type: none"> • <i>Lost Water (Ch. 6): 1</i> • <i>Adapted to the Desert (Ch. 6): 1</i>
	B. Select appropriate units and tools to measure to the degree of accuracy required in particular problems.	<ul style="list-style-type: none"> • <i>Water Around My School (Ch. 3): 1</i>
	C. Estimate, make, and use measurements to describe and compare.	<ul style="list-style-type: none"> • <i>Best of the Best (Ch. 2): 1</i> • <i>Lost Water (Ch. 6): 1</i> • <i>Adapted to the Desert (Ch. 6): 1</i>
Content Standard 10: Statistics and Probability Concepts Students will use and understand statistics.	A. Collect, organize, and describe data systematically.	<ul style="list-style-type: none"> • <i>Who Lives in Soil?? (Ch. 2): 1</i>

Math 9-12

Content Standard	Benchmark	Activity, Chapter, Performance Standard
<p>Content Standard 1: Unifying concepts and processes Students will understand and use mathematics in problem solving.</p>	B. Formulate problems from global mathematical situations.	<ul style="list-style-type: none"> • <i>Barry Salas, Problem to Solve and Project Cover Sheet (Ch. 5): 1</i> • <i>School-arly Habitats I See (Ch. 5): 1</i> • <i>The Young Castillo Family (Ch. 8): 1-3</i> • <i>Thirty Years Later, Problem to Solve and Project Cover Sheet (Ch. 8): 1-3</i> • <i>Kids Alive!!! Nursery School, Problem to Solve and Project Cover Sheet (Ch. 8): 1-3</i>
	C. Select the best strategies to solve a wide variety of problems in diverse contexts.	<ul style="list-style-type: none"> • <i>Design A Drip (Ch. 3): 1</i> • <i>Heat Beneath My Feet (Ch. 4): 1,2</i> • <i>A Solar Still (Ch. 4): 1,2</i> • <i>Keeping the Water (Ch. 4): 1,2</i> • <i>Cool Soil (Ch. 4): 1,2</i> • <i>Barry Salas, Problem to Solve and Project Cover Sheet (Ch. 5): 1</i> • <i>School-arly Habitats I See (Ch. 5): 1</i> • <i>Starting a Business, Problem to Solve and Project Cover Sheet (Ch. 7): 2,3</i>
	D. Verify and interpret results with respect to the original problem situation.	<ul style="list-style-type: none"> • <i>Shapely Lawns (Ch. 5): 1</i>
<p>Content Standard 2: Unifying Concepts and Processes Students will understand and use mathematics in communication</p>	A. Analyze personal mathematical thinking for validity and applicability to specific problems.	<ul style="list-style-type: none"> • <i>Rainwater Harvesting (Ch. 3): 1</i> • <i>Pete Tucker, Problem to Solve and Project Cover Sheet (Ch. 4): 1</i> • <i>The Harrisons & the Sieberts (Ch. 7): 1</i>

communication.	C. Select the most economical and illustrative method to communicate mathematical concepts, thoughts and problem solutions including mathematical notation, charts, slides, graphs, maps, drawings, pictures, sound recordings, video, e-mail, and others.	<ul style="list-style-type: none"> • <i>Are All Habitats Identical? (Ch. 1): 1</i>
	E. Describe the economy, power, and elegance of mathematical notation and its role in the development of mathematical ideas.	<ul style="list-style-type: none"> • <i>Too High, Too Low, Just Right (Ch. 3): 1,2</i>
Content Standard 4: Unifying Concepts and Processes Students will understand and use mathematical connections.	A. Relate mathematical procedures in one representation to procedures in equivalent representations	<ul style="list-style-type: none"> • <i>Rainwater Harvesting (Ch. 3): 1</i>
	B. Compare and contrast equivalent representations of the same concept.	<ul style="list-style-type: none"> • <i>Starting a Business, Problem to Solve and Project Cover Sheet (Ch. 7): 1</i>
	D. Incorporate the use of technology into the application of mathematical reasoning and problem solving to other disciplines.	<ul style="list-style-type: none"> • <i>Are All Habitats Identical? (Ch. 1): 1</i> • <i>Who Lives in Soil? (Ch. 2): 1</i>
	E. Evaluate mathematical solutions for problems in daily life and in the greater society.	<ul style="list-style-type: none"> • <i>Starting a Business, Problem to Solve and Project Cover Sheet (Ch. 7): 1</i>
Content Standard 5: Number and Operation Concepts Students will understand and use numbers and number relationships.	C. Apply ratios, proportions and percents in more complex mathematical situations.	<ul style="list-style-type: none"> • <i>Water World (Ch. 1): 1</i>
Content Standard 7: Number and Operation Concepts Students will understand and use computation and	B. Extend solutions of problems to formulate predictions.	<ul style="list-style-type: none"> • <i>Water World (Ch. 1): 1</i>

Students will understand and use computation and estimation.		
Content Standard 8: Geometry and Measurement Concepts Students will have a foundation in geometric concepts.	A. Interpret and draw three-dimensional objects.	<ul style="list-style-type: none"> • <i>Water Around My School (Ch. 3): 1</i>
	D. Represent problem situations with geometric models and apply properties of figures.	<ul style="list-style-type: none"> • <i>The Young Castillo Family (Ch. 8): 1</i> • <i>Thirty Years Later, Problem to Solve and Project Cover Sheet (Ch. 8): 1</i> • <i>Kids Alive!!! Nursery School, Problem to Solve and Project Cover Sheet (Ch. 8): 1</i>
Content Standard 9: Geometry and Measurement Concepts Students will understand and use measurement.	A. Apply measurement as a tool in other disciplines and in everyday problem situations.	<ul style="list-style-type: none"> • <i>Best of the Best (Ch. 2): 1</i> • <i>Lost Water (Ch. 6): 1</i> • <i>Adapted to the Desert (Ch. 6): 1</i>
	B. Identify and use the appropriate units and tools of measurement to the degree of accuracy required in particular problems.	<ul style="list-style-type: none"> • <i>Best of the Best (Ch. 2): 1</i> • <i>Water Around My School (Ch. 3): 1</i> • <i>The Harrisons & the Sieberts, Problem to Solve and Project Cover Sheet (Ch. 7): 1</i> • <i>Starting a Business, Problem to Solve and Project Cover Sheet (Ch. 7): 1</i>
Content Standard 10: Statistics and Probability Concepts Students will use and understand statistics.	D. Define sampling and recognize its role in statistical claims.	<ul style="list-style-type: none"> • <i>Who Lives in Soil? (Ch. 2): 1</i>

Science 5-8

Strand	Standard	<u>Benchmark</u>	<u>Activity, Chapter, Performance Standard</u>
Strand I: Scientific Thinking and Practice	I: Understanding the process of scientific investigations and use inquiry and scientific ways of observing, experimenting, predicting, and validating to think critically.	I: Use Scientific methods to develop questions, design and conduct experiments using appropriate technologies, analyze and evaluate results, make predictions, and communicate findings.	<ul style="list-style-type: none"> • <i>Andy Dry (Ch. 2): all</i> • <i>Best of the Best (Ch. 2): 5: 1-5, 6: 1-3, 8: 1</i> • <i>Harrison and Seibert (Ch. 3): all</i> • <i>Pete Mosser (Ch. 4): all</i> • <i>Heat Beneath My Feet (Ch. 4): 5: 1-5, 6: 1-3</i> • <i>A Solar Still (Ch. 4): 5: 1-5, 6: 1-3</i> • <i>Keeping the Water (Ch. 4): 5: 1-5, 6: 1-3</i> • <i>Cool Soil (Ch. 4): 5: 1-5, 6: 1-3</i> • <i>Material Breakdown: The Source of Life (Ch. 4): 5: 1-5, 6: 1-3</i> • <i>Barry Sodler (Ch. 5): all</i> • <i>Can Roots Create Air? (Ch. 5): 5: 1-5, 6: 2-3, 8: 1</i> • <i>Deep, Deeper, Deepest (Ch. 5): 5: 1-5, 6: 2-3, 8: 1,3</i> • <i>Sandra Phlant (Ch. 6): all</i> • <i>Lost Water (Ch. 6): 5: 1-5, 6: 1-3, 8: 1-3</i> • <i>Adapted to the Desert (Ch. 6): 5: 1-5, 6: 1-3, 7: 1-2, 8: 1-3</i> • <i>Harrison and Siebert (Ch. 7): all</i> • <i>Starting a Business (Ch. 7): all</i> • <i>The Young Castillo Family (Ch. 8): all</i> • <i>Thirty Years Later (Ch. 8): all</i> • <i>Kids Alive!!! Nursery School (Ch. 8): all</i>
		II: Understand the process of scientific investigation and how scientific inquiry results in scientific knowledge.	<ul style="list-style-type: none"> • <i>Andy Dry, (Ch. 2): all</i> • <i>Harrison and Seibert (Ch. 3): all</i> • <i>Pete Mosser (Ch. 4): all</i> • <i>Barry Sodler (Ch. 5): all</i> • <i>Sandra Phlant (Ch. 6): all</i> • <i>Harrison and Siebert (Ch.7): all</i> • <i>Starting a Business (Ch. 7): all</i> • <i>The Young Castillo Family (Ch. 8): all</i> • <i>Thirty Years Later (Ch. 8): all</i> • <i>Kids Alive!!! Nursery School (Ch. 8): all</i>

		III: Use mathematic ideas, tool, and techniques to understand scientific knowledge.	<ul style="list-style-type: none"> • <i>Holes in the Soil (Ch. 2):</i> 5: 1-4, 6: 1, 7; 1-2, 8: 1-2 • <i>Best of the Best (Ch. 2):</i> 5: 1-4, 6: 1, 7; 1-2, 8: 1-2 • <i>Too High, Too Low, Just Right (Ch. 3):</i> 5: 1-4, 6: 1, 7; 1-2, 8: 1-2 • <i>Design a Drip (Ch. 3):</i> 5: 1-4 • <i>Heat Beneath My Feet (Ch. 4):</i> 5: 1-4, 6: 1-2, 7: 1-2, 8: 1 • <i>Cool Soil (Ch. 4):</i> 5: 1-4, 6: 1-2, 7: 1-2, 8: 1 • <i>Deep, Deeper, Deepest (Ch. 5):</i> 5: 1-4, 6: 1-2, 7: 1-2, 8: 1 • <i>Lost Water (Ch. 6):</i> 5: 1-4, 6: 1-2, 7: 1-2, 8: 1 •
Strand II: Content of Science	I: (Physical Science) Understand the structure and properties of matter, the characteristics of energy, and the interactions between matter and energy.	I: Know the forms of properties of matter and how matter interacts.	<ul style="list-style-type: none"> • <i>It All Looks Like Dirt to Me (Ch. 2):</i> 7: 1, 5 • <i>Soil Through the Looking Glass (Ch. 2):</i> 6: 1-2
		II: Explain the physical processes involved in the transfer, change, and conservation of energy.	
		III: Describe and explain forces that produce motion in objects.	

	<p>II: (Life Science) Understand the properties, structures, and processes of living things and the interdependence of living things and their environments.</p>	<p>I: Explain the diverse structures and functions of living things and the complex relationships between living things and their environments.</p>	<ul style="list-style-type: none"> • <i>Are All Habitats Identical?</i> (Ch. 1): 5: 1-4, 6: 1-3, 7: 1-5, 8:3 • <i>Who Lives in the Soil?</i> (Ch. 2): 5: 1, 6: 1, 7: 1, 3, 5 • <i>Best of the Best</i> (Ch. 2): 5: 3-4, 6: 1, 7: 4, 8: 3 • <i>Moving Water Around</i> (Ch. 3): 5: 4, 6: 3, 7: 5 • <i>Too High, Too Low, Just Right</i> (Ch. 3): 6: 1,3, 7: 3-5 • <i>Heat Beneath My Feet</i> (Ch. 4): 5: 3, 6: 1-3, 7: 1-5 • <i>A World of Mulches</i> (Ch. 4): 5: 3, 6: 1-3, 7: 1-5 • <i>A Solar Still</i> (Ch. 4): 5: 3, 6: 1-3, 7: 1-5 • <i>Keeping the Water</i> (Ch. 4): 5: 3, 6: 1-3, 7: 1-5 • <i>Cool Soil</i> (Ch. 4): 5: 3, 6: 1-3, 7: 1-5 • <i>Material Breakdown: The Source of Life</i> (Ch. 4): 5: 3, 6: 1-3, 7: 1-5 • <i>Bunchin' and Creepin'</i> (Ch. 5): 6: 1, 3, 7: 4-5 • <i>Can Roots Create Air?</i> (Ch. 5): 6: 1, 7: 5, 8: 1-3 • <i>Deep, Deeper, Deepest</i> (Ch. 5): 5: 3-4, 6: 1,3, 7: 4-5 • <i>School-arly Habitats I See</i> (Ch. 5): 5: 1-4, 6: 1, 7: 1-5 • <i>Shapely Lawns</i> (Ch. 5): 5: 1, 4, 6: 1-3, 7: 1-5 • <i>Leaves of My School</i> (Ch. 6): 5: 3-4, 6: 1-3, 7: 1-5 • <i>Lost Water</i> (Ch. 6): 6: 1-3, 7: 4-5, 8: 1 • <i>Dripping Blooms</i> (Ch. 6): 5: 1, 3-4, 6: 1-3, 7: 1-5 • <i>Adapted to the Desert</i> (Ch. 6): 5: 1-5, 6: 1-3, 7: 1-2, 8: 1-3 • <i>Where Are You From?</i> (Ch. 6): 5: 1, 3-4, 6: 1-3, 7: 1-5 • <i>A Desert Blooms in my Garden</i> (Ch. 6): 5: 1,3,4, 6: 1-3, 7: 1-5
		<p>II: Understand how traits are passed from one generation to the next and how species evolve.</p>	<ul style="list-style-type: none"> • <i>Bunchin' and Creepin'</i> (Ch. 5): 5: 1, 7: 1 • <i>Leaves of My School</i> (Ch. 6): 6: 2, 7: 5, 7-12 • <i>Art in the Garden</i> (Ch. 6): 7: 1-4
		<p>III: Understand the structure of organisms and the function of cells in living organisms.</p>	

	III: (Earth and Space Science) Understand the structure of the earth, the solar system, and the universe, the interconnections among them, and the processes and interactions of Earth's systems.	I: Describe how the concepts of energy, matter, and force can be used to explain the observed behavior of the solar system, the universe and their structures.	
		II: Describe the structure of the Earth and its atmosphere and explain how energy, matter and forces shape Earth's systems.	<ul style="list-style-type: none"> • <i>Water World (Ch. 1): 5: 3</i> • <i>It All Looks Like Dirt to Me (Ch. 2): 6: 1 3, 7: 2</i> • <i>Holes in the Soil (Ch. 2): 5: 1, 8: 2</i>
Strand III: Science and Society	I: Understand how scientific discoveries, inventions, practices, and knowledge influence, and are influenced by individuals and societies.	I: Explain how scientific discoveries and inventions have changed individuals and societies.	<ul style="list-style-type: none"> • <i>Moving Water Around (Ch. 3): 5: 1-2, 6: 1</i>

Science 9-12

Strand	Standard	<u>Benchmark</u>	<u>Activity, Chapter, Performance Standard</u>
Strand I: Scientific Thinking and Practice	I: Understanding the process of scientific investigations and use inquiry and scientific ways of observing, experimenting, predicting, and validating to think critically.	I: Use scientific methods to collect, analyze, and interpret data and observations and to design and conduct scientific investigations and communicate results.	<ul style="list-style-type: none"> • <i>Andy Dry, (Ch. 2): all</i> • <i>Best of the Best (Ch. 2): 1-5</i> • <i>Harrison and Seibert (Ch. 3): all</i> • <i>Pete Mosser (Ch. 4): all</i> • <i>Heat Beneath My Feet (Ch. 4): 1-5</i> • <i>A World of Mulches (Ch. 4): 1-5</i> • <i>A Solar Still (Ch. 4): 1-5</i> • <i>Keeping the Water (Ch. 4): 1-5</i> • <i>Cool Soil (Ch. 4): 1-5</i> • <i>Material Breakdown: The Source of Life (Ch. 4): 1-5</i> • <i>Barry Sodler (Ch. 5): all</i> • <i>Can Roots Create Air? (Ch. 5): 1-5</i> • <i>Deep, Deeper, Deepest (Ch. 5): 1-5</i> • <i>Sandra Phlant (Ch. 6): all</i> • <i>Lost Water (Ch. 6): 1-5</i> • <i>Adapted to the Desert (Ch. 6): 1-5</i> • <i>Harrison and Siebert (Ch. 7): all</i> • <i>Starting a Business (Ch. 7): all</i> • <i>The Young Castillo Family (Ch. 8): all</i> • <i>Thirty Years Later (Ch. 8): all</i> • <i>Kids Alive!!! Nursery School (Ch. 8): all</i>
		II: Understand that scientific processes produce scientific knowledge that is continually evaluated, validated, revised, or rejected.	<ul style="list-style-type: none"> • <i>Andy Dry, (Ch. 2): all</i> • <i>Harrison and Seibert (Ch. 3): all</i> • <i>Pete Mosser (Ch. 4): all</i> • <i>Barry Sodler (Ch. 5): all</i> • <i>Sandra Phlant (Ch. 6): all</i> • <i>Harrison and Siebert (Ch. 7): all</i> • <i>Starting a Business (Ch. 7): all</i> • <i>The Young Castillo Family (Ch. 8): all</i> • <i>Thirty Years Later (Ch. 8): all</i> • <i>Kids Alive!!! Nursery School (Ch. 8): all</i>

		III: Use mathematical concepts, principles, and expressions to analyze data, develop methods, understand patterns and relationships, evaluate finding, and draw conclusions.	<ul style="list-style-type: none"> • <i>Holes in the Soil (Ch. 2): 2-5</i> • <i>Best of the Best (Ch. 2): 2-5</i> • <i>Too High, Too Low, Just Right (Ch. 3): 1-5</i> • <i>Design a Drip (Ch. 3): 3-5</i> • <i>Heat Beneath My Feet (Ch. 4): 2-5</i> • <i>Cool Soil (Ch. 4): 2-5</i> • <i>Deep, Deeper, Deepest (Ch. 5): 2-5</i> • <i>Lost Water (Ch. 6): 1-5</i>
Strand II: Content of Science	I: (Physical Science) Understand the structure and properties of matter, the characteristics of energy, and the interactions between matter and energy.	I: Understand the properties, underlying structures, and reactions of matter.	<ul style="list-style-type: none"> • <i>It All Looks Like Dirt to Me (Ch. 2): 9-12: 15</i> • <i>Soil Through the Looking Glass (Ch. 2): 2</i>
		II: Understand the transformation and transmission of energy and how energy and matter interact.	
		III: Understand the motion of objects and waves, and the forces that cause them.	

	<p>II: (Life Science) Understand the properties, structures, and processes of living things and the interdependence of living things and their environments.</p>	<p>I: Understand how the survival of species depends on biodiversity and on complex interactions, including the cycling of matter and the flow of energy.</p>	<ul style="list-style-type: none"> • <i>Are All Habitats Identical?</i> (Ch. 1): 1-4, 6 • <i>Who Lives in the Soil?</i> (Ch. 2): 2, 3 • <i>Best of the Best</i> (Ch. 2): 3-4 • <i>Moving Water Around</i> (Ch. 3): 3-4 • <i>Too High, Too Low, Just Right</i> (Ch. 3): 3 • <i>Heat Beneath My Feet</i> (Ch. 4): 3 • <i>A World of Mulches</i> (Ch. 4): 3 • <i>A Solar Still</i> (Ch. 4): 3 • <i>Keeping the Water</i> (Ch. 4): 3 • <i>Cool Soil</i> (Ch. 4): 3 • <i>Material Breakdown: The Source of Life</i> (Ch. 4): 3 • <i>Bunchin' and Creepin'</i> (Ch. 5): 9 • <i>Can Roots Create Air?</i> (Ch. 5): 3, 5-7 • <i>Deep, Deeper, Deepest</i> (Ch. 5): 3-4 • <i>School-arly Habitats I See</i> (Ch. 5): 1-4 • <i>Shapely Lawns</i> (Ch. 5): 1-4 • <i>Leaves of My School</i> (Ch. 6): 9 • <i>Lost Water</i> (Ch. 6): 3 • <i>Dripping Blooms</i> (Ch. 6): 1-4, 9 • <i>Adapted to the Desert</i> (Ch. 6): 1-4, 9 • <i>Where Are You From?</i> (Ch. 6): 1-4, 9 • <i>A Desert Blooms in my Garden</i> (Ch. 6): 1-4, 9
		<p>II: Understand the genetic basis for inheritance and the basic concepts of biological evolution.</p>	<ul style="list-style-type: none"> • <i>Bunchin' and Creepin'</i> (Ch. 5): 6 • <i>Leaves of My School</i> (Ch. 6): 12 • <i>Art in the Garden</i> (Ch. 6): 6, 12
		<p>III: Understand the characteristics, structures, and functions of cells.</p>	
	<p>III: (Earth and Space Science) Understand the structure of the earth, the solar system, and the universe, the interconnections among them, and the processes and interactions of Earth's systems.</p>	<p>I: Examine the scientific theories of the origin, structure, contents, and evolution of the solar system and the universe, and the interconnections.</p>	

		II: Examine the scientific theories of origin, structure, energy, and evolution of Earth and its atmosphere, and their interconnections.	<ul style="list-style-type: none"> • <i>Water World (Ch. 1): 9, 12</i> • <i>It All Looks Like Dirt to Me (Ch. 2): 10</i> • <i>Holes in the Soil (Ch. 2): 12</i>
Strand III: Science and Society	I: Understand how scientific discoveries, inventions, practices, and knowledge influence, and are influenced by individuals and societies.	I: Examine and analyze how scientific discoveries and their applications affect the world, and explain how societies influence scientific investigations and applications.	<ul style="list-style-type: none"> • <i>Moving Water Around (Ch. 3): 3-4, 9, 11-13</i>

Social Studies 5-8

Content Standard	Benchmark	Activity, Chapter, Performance Standard
<p>Content Standard 1: History: Students are able to identify important people and events in order to analyze significant patterns, relationships, themes, ideas, beliefs, and turning points in New Mexico, United States, and world history in order to understand the complexity of the human experience.</p>	A: New Mexico: Explore and explain how people and events have influenced the development of New Mexico up to the present day.	<ul style="list-style-type: none"> • <i>History of New Mexico Water and Water Rights, Student Handouts (Ch. 1): 5.1, 6.1, 7.1, 7.2, 7.5, 7.6</i> • <i>Little Wet Jug (Ch.1): 6.1, 7.5</i>
	B. United States: Analyze and interpret major eras, events, and individuals from the periods of exploration and colonization through the Civil War and Reconstruction in United States history.	<ul style="list-style-type: none"> • <i>Elegant Coverings (Ch. 5): 6.1</i>
	D: Skills: Research historical events and people from a variety of perspectives.	<ul style="list-style-type: none"> • <i>A World of Mulches (Ch. 4): 6.3, 7.3, 8</i> • <i>There's More Than Marigolds Out There, Student Handouts (Ch. 6): 6.3, 7.3, 8.1</i>
<p>Content Standard 2: Geography: Students understand how physical, natural, and cultural processes influence where people live, the ways in which people live, and how societies interact with one another and their environments.</p>	A: Analyze and evaluate the characteristics and purposes of geographic tools, knowledge, skills and perspectives and apply them to explain the past, present, and future in terms of patterns, events, and issues.	<ul style="list-style-type: none"> • <i>Are All Habitats Identical? (Ch. 1): 6.2, 7.2,</i> • <i>Rainwater Harvesting (Ch. 3): 7.2</i>
	C: Understand how human behavior impacts man-made and natural environments, recognizes past and present results, and predicts potential changes.	<ul style="list-style-type: none"> • <i>Are All Habitats Identical? (Ch. 1): 7.4</i>

	<p>D: Explain how physical processes shape the Earth's surface patterns and biosystems.</p>	<ul style="list-style-type: none"> • <i>Water World (Ch. 1): 7.2, 8.1</i> • <i>Acequias and the Community (Ch. 1): 7.3, 8.1</i> • <i>What is it About Lawns? Student Handouts (Ch. 5): 6.1, 7.3, 8.1</i> • <i>There's More Than Marigolds Out There, Student Handouts (Ch. 6): 6.1, 7.3, 8.1</i> • <i>Where Are You From? (Ch. 6): 6.1, 7.3, 8.1</i> • <i>A Desert Blooms in My Garden (Ch. 6): 5.1, 8.1</i>
	<p>E: Understand how economic, political, cultural, and social processes interact to shape patterns of human populations, and their interdependence, cooperation, and conflict.</p>	<ul style="list-style-type: none"> • <i>Acequias and the Community (Ch. 1): 6.3, 7.1-7.2, 8.1</i>
	<p>F: Understand the effects of interactions between human and natural systems in terms of changes in meaning, use, distribution, and relative importance of resources.</p>	<ul style="list-style-type: none"> • <i>Water World (Ch. 1): 6.1, 7.1, 8.1</i> • <i>There's More Than Marigolds Out There, Student Handouts (Ch. 6): 6.1, 7.1, 8.1</i>
<p>Content Standard 3: Civics and Government: Students understand the ideals, rights, and responsibilities of citizenship and understand the content and history of the founding documents of the United States with particular emphasis on the United States and New Mexico constitutions and how governments function at local, state, tribal, and national levels.</p>	<p>D: Explain how individuals have rights and responsibilities as members of social groups, families, schools, communities, states, tribes, and countries.</p>	<ul style="list-style-type: none"> • <i>Little Wet Jug (Ch. 1): 7.2, 8.1</i> • <i>As A Citizen, I Feel. . . (Ch. 9): 7.2, 8.1</i>
<p>Content Standard 4: Economics: Students understand basic economic principles and use economic reasoning skills to analyze the impact of economic systems (including the market economy) on individuals, families, businesses, communities and governments.</p>	<p>A: Explain and describe how individuals, households, businesses, governments, and societies make decisions, are influenced by incentives (economic as well as intrinsic) and the availability</p>	<ul style="list-style-type: none"> • <i>Starting a Business, Problem to Solve and Project Cover Sheet (Ch. 7): 7.1</i>

communities, and governments.	and use of scarce resources, and that their choices involve costs and varying ways of allocating.	
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Social Studies 9-12

Content Standard	Benchmark	Activity, Chapter, Performance Standard
<p>Content Standard 1: History: Students are able to identify important people and events in order to analyze significant patterns, relationships, themes, ideas, beliefs, and turning points in New Mexico, United States, and world history in order to understand the complexity of the human experience.</p>	A: New Mexico: Explore and explain how people and events have influenced the development of New Mexico up to the present day.	<ul style="list-style-type: none"> • <i>History of New Mexico Water and Water Rights, Student Handouts (Ch. 1): 2</i> • <i>Little Wet Jug (Ch. 1): 2</i>
	B: United States: Analyze and evaluate the impact of major eras, events, and individuals in United States history since the Civil War and Reconstruction.	<ul style="list-style-type: none"> • <i>Elegant Coverings (Ch. 5): 2, 9</i>
	D: Skills: Use critical thinking skills to understand and communicate perspectives of individuals, groups, and societies from multiple contexts.	<ul style="list-style-type: none"> • <i>A World of Mulches (Ch. 4): 8</i>
<p>Content Standard 2: Geography: Students understand how physical, natural, and cultural processes influence where people live, the ways in which people live, and how societies interact with one another and their environments.</p>	A: Analyze and evaluate the characteristics and purposes of geographic tools, knowledge, skills, and perspectives, and apply them to explain the past, present, and future in terms of patterns, events, and issues.	<ul style="list-style-type: none"> • <i>Are All Habitats Identical? (Ch. 1): 1</i> • <i>Rainwater Harvesting (Ch. 3): 1</i> • <i>A Community of Xeriscapes (Ch. 9): 1</i>
	C: Understand how human behavior impacts man-made and natural environments, recognizes past and present results, and predicts potential changes.	<ul style="list-style-type: none"> • <i>History of New Mexico Water and Water Rights, Student Handouts (Ch. 1): 2</i>

	<p><u>D: Analyze how physical processes shape the Earth's surface patterns and biosystems.</u></p>	<ul style="list-style-type: none"> • <i>Water World (Ch. 1): 2,3</i> • <i>Acequias and the Community (Ch. 1): 3</i> • <i>What is it About Lawns? Student Handouts (Ch. 5): 2,3</i> • <i>There's More Than Marigolds Out There, Student Handouts (Ch. 6): 2</i> • <i>Where Are You From? (Ch. 6): 1, 2</i> • <i>A Desert Blooms in My Garden (Ch. 6): 2, 3</i>
	<p><u>E: Understand how economic, political, cultural, and social processes interact to shape patterns of human populations, and their interdependence, cooperation, and conflict.</u></p>	<ul style="list-style-type: none"> • <i>Are All Habitats Identical? (Ch. 1): 2,3</i> • <i>Acequias and the Community (Ch. 1): 1, 5</i>
	<p>F: Analyze and evaluate the effects of human and natural interactions in terms of changes in the meaning, use, distribution, and importance of resources in order to predict our global capacity to support human activity.</p>	<ul style="list-style-type: none"> • <i>Water World (Ch. 1): 1</i> • <i>There's More Than Marigolds Out There, Student Handouts (Ch. 6): 1, 2, 3</i>
<p>Content Standard 3: Civics and Government: Students understand the ideals, rights, and responsibilities of citizenship and understand the content and history of the founding documents of the United States with particular emphasis on the United States and New Mexico constitutions and how governments function at local, state, tribal, and</p>	<p>D: Explain how individuals have rights and responsibilities as members of social groups, families, schools, communities, states, tribes, and countries.</p>	<ul style="list-style-type: none"> • <i>Little Wet Jug (Ch. 1): 2, 4</i> • <i>As A Citizen, I Feel. . . (Ch. 9): 2, 4</i>

national levels.		
<p>Content Standard 4: Economics: Students understand basic economic principles and use economic reasoning skills to analyze the impact of economic systems (including the market economy) on individuals, families, businesses, communities, and governments.</p>	<p>A: Explain and describe how individuals, households, businesses, governments, and societies make decisions, are influenced by incentives (economic as well as intrinsic) and the availability and use of scarce resources, and that their choices involve costs and varying ways of allocating.</p>	<ul style="list-style-type: none"> • <i>Starting a Business, Problem to Solve and Project Cover Sheet (Ch. 7): 1, 3, 10</i> • <i>A Community of Xeriscapes (Ch. 9): 1, 2</i>