"The American Southwest: Are We Running Dry"

Key Linkages to California's Education and the Environment Initiative (EEI)

In an effort to lead the nation in environmental literacy, the California Environmental Protection Agency and the California Integrated Waste Management Board, along with over 100 other public and private organizations, institutions and agencies, is implementing California's Education and the Environment Initiative (EEI). This effort is designed to formally integrate environmental education content as a part of the core K-12 curriculum and materials.

In so doing, the EEI partners have developed an extensive set of "Environmental Principles and Concepts" (one of which, Principle III, is linked with the "Running Dry?" activities below). These Principles and Concepts, much like the content standards, serve to provide both a set of desired learning objectives, as well as a fully developed Master Curriculum Framework of K-12 lessons and activities. For more information on EEI and its progress please go to http://www.calepa.ca.gov/Education/EEI.

Environmental Principle and Concepts (EP &C)
California Environmental Principle III

EP & C Principle Statement
Natural Systems proceed through cycles that humans depend upon, benefit from, and can alter **[All Activities** link directly to this specific statement.]

Concept Letters and Statements
Concept A: Students need to know that natural systems proceed through cycles and processes that are required for their functioning.

Concept B: Students need to know that human practices depend upon and benefit from the cycles and processes that operate with the natural system.

EEI Learning Objectives [Linkages to Activities]

- Identify sources of fresh water and describe the reservoirs of Earth's water.
  - **[Activities 1a and 1b]**
- Recognize that water moves from one reservoir to another over time.
  - **[Activity 2a]**
- Describe the ways in which humans, human communities, and their practices use water.
  - **[Pre-Screening Activity 2, Activities 2a, 3a, 3b, and 4 and 5]**
- Recognize that the supply of fresh water is limited at any given time and discuss how some resources within an ecosystem are finite in supply while others are less limited.
  - **[Activities 1a, 2a, 3a and 3b, Post-Screening Activity 2]**
- Provide examples of how water use can be decreased by humans and human communities (for example, through conservation and stewardship)
  - **[Pre-screening Activity 1 and Post-Screening Activity 4]**

- Explain potential consequences when the quantity, distribution, or chemical characteristics of water are changed (for example, through creation of dams, agricultural activities and population growth)
    - **[Pre-Screening Activity 2, Activities 2a, 4 and 5, and Post-Screening Activity 1]**
- Describe how changes to the quantity, distribution, and chemical characteristics of water in natural systems can influence the functioning of wetlands, freshwater, coastal, and marine ecosystems (for example, with excessive salinity)
    - **[Activity 1b, 3a, 3b and Post-Screening Activity 3]**