



# Correlation of Natural Resources Systems, Park and Berescik (Goodheart-Willcox Publisher ©2021) to

## Precision Exams Natural Resource Science I (170)

Goodheart-Willcox is pleased to partner with Precision Exams by correlating *Natural Resources Systems* to their *Natural Resource Science I (170)* standards. Precision Exams standards and Career Skills Exams were created in concert with industry and subject matter experts to match real-world job skills and marketplace demands. Students who pass the exam and performance portion of the exam can earn a Career Skills Certification.

The correlation chart below lists the Standards, Objectives, and Indicators for the **Natural Resource Science I (170)** in the left column. Corresponding content from **Natural Resources Systems** that can be used by a student to help achieve the standard, objective, or indicator listed in the right column.

For more information on Precision Exams, including a complete listing of their 150+ Career Skills Exams and Certificates, please visit www.precisionexams.com.



Standards, Objectives, and Indicators	<b>G–W Content</b> (TC Thinking Critically; ST STEM; FFA; SAE; CA Communicating about; Appendix)
Standard 1: Students will explain the role of student organizations in agricultural education.	
<b>Objective 1.</b> Discuss the history and organization of a student organization as it relates to the complete program of agricultural education.	Appendix Agricultural Education Appendix The National FFA Organization
Indicator 1: Explain the interrelationship of classroom and laboratory instruction, supervised agricultural experience, and student organizations.	Appendix Agricultural Education, Three Major Components
Indicator 2: Describe how, when, and why a student organization was organized.	Appendix The National FFA Organization
Indicator 3: Identify key student organization historical events.	Appendix The National FFA Organization Appendix Time Line of FFA Historical Events

Standards, Objectives, and Indicators	G–W Content	
	(TC Thinking Critically; ST STEM; FFA; SAE; CA Communicating about; Appendix)	
Indicator 4: Identify the mission and	Appendix Organizational Structure	
strategies, colors, motto, emblem and parts	Appendix The FFA Mission Statement	
of a student organization.	Appendix The FFA Motto	
	Appendix FFA Colors	
	Appendix The FFA Emblem	
Indicator 5: Recite and explain the meaning of a student organization creed.	Appendix The FFA Creed	
<b>Indicator 6:</b> Discuss the meaning and purpose of a program of activities and its committee structure.	Appendix Program of Activities	
Indicator 7: List student organization chapter officers, and discuss the role of each.	Appendix Chapter Officers	
<b>Objective 2.</b> Identify opportunities in student organizations.	Appendix Opportunities in FFA	
Indicator 1: Describe student organization opportunities that develop leadership skills, personal growth, and career success.	Appendix Opportunities in FFA	
Indicator 2: Summarize major state and national activities available to student organization members.	Appendix Local, State, and National Activities	
<b>Objective 3.</b> Describe student organization degrees,	Appendix FFA Degrees	
awards, and career development events (CDEs).	Appendix FFA Awards	
Indicator 1: List and explain student organization degree areas.	Appendix FFA Degrees	
Indicator 2: Identify student organization proficiency awards.	Appendix Agricultural Proficiency Awards	
Indicator 3: List and discuss various team and individual CDEs	Appendix Career Development Events and Leadership Development Events	
Standard 2: Students will explain the role of Supervised Agricultural Experience programs in agricultural education.		
<b>Objective 1.</b> Examine the responsibilities and benefits associated with an agricultural experience.	Appendix SAEs and Agricultural Education	
Indicator 1: Explain the meaning and benefits of supervised agricultural experience.	Appendix SAEs and Agricultural Education	
<b>Indicator 2:</b> Explain the characteristics of an effective supervised agricultural program and the responsibilities of those involved.	Appendix	

Standards, Objectives, and Indicators	G–W Content
	(TC Thinking Critically; ST STEM; FFA; SAE; CA Communicating about; Appendix)
<b>Objective 2.</b> Determine the types of agricultural experience programs.	Appendix Types of SAE Projects
Indicator 1: Compare entrepreneurship agricultural experiences and placement agricultural experiences.	Appendix Placement/Internship SAE Appendix Ownership/Entrepreneurship SAE
Indicator 2: Describe research/experimentation agricultural experiences.	Appendix Research: Experimental, Analysis or Invention SAE
Indicator 3: Describe exploratory agricultural experiences.	Appendix Career Exploration
<b>Objective 3.</b> Plan an agricultural experience program.	Appendix Planning Your SAE
Indicator 1: Identify the steps in planning an agricultural experience program.	Appendix Planning Your SAE
<b>Indicator 2:</b> Describe the function of a business/training plan and/or agreement in an agricultural experience program.	Appendix Business/Training Plan/Agreement
Indicator 3: Develop a short-range plan and a long-range plan for an agricultural experience program.	Appendix Short-Range Plan Appendix Long-Range Plan
Indicator 4: Relate classroom and laboratory instruction to an agricultural experience program.	Appendix
<b>Objective 4.</b> Maintain and use agricultural experience records.	Appendix Maintaining SAE Records
Indicator 1: Explain the importance of keeping records on an agricultural experience program.	Appendix Importance of Records
<b>Indicator 2:</b> Explain how agricultural experience records are organized.	Appendix Record Organization
<b>Indicator 3:</b> Follow approved procedures to make entries in agricultural experience records.	Appendix Making Entries in SAE Records
Standard 3: Students will examine natural resource science and management.	

Standards, Objectives, and Indicators	G-W Content
	(TC Thinking Critically; ST STEM; FFA; SAE; CA Communicating about; Appendix)
Objective 1. Discuss the basics of natural resource	13 Environmental Stewardship
science and management.	13–14 Conservation and Preservation
	18 (TC 2)
	19 (CA 1–3)
	113–114 Harvesting Natural Resources and Sustained Yields
	123–130 Waste Management
	156–160 Land Use
	161–162, 336–341 Water Use
	118–119 Energy Use and Power Generation
	254 (TC 2)
	255 (FFA 2; CA 2)
	259–263 Tillage
	264–268 Conservation Buffers
	269–274 Structural Conservation Practices
	279 (SAE 2)
	279 (ST 3–4)
	374–375 Wetland Conservation and
	Management
	510–512 Fisheries Management
	533–534 Game Species Management
	CH 23 Forest Management Practices
Indicator 1: Identify types of natural	2–19 CH 1 Introduction to Natural Resources
resources.	18 (ST 1)
	4–9 Renewable or Nonrenewable
	9–11 Nonrenewable Natural Resources
	11–12 Biotic and Abiotic Natural Resources
Indicator 2: Distinguish between renewable and nonrenewable resources.	4–9 Renewable or Nonrenewable
	9–11 Nonrenewable Natural Resources
	11–12 Biotic and Abiotic Natural Resources
	18 (ST 1, 3)
Indicator 3: Explain the difference between	4–9 Renewable or Nonrenewable
inexhaustible and exhaustible resources.	9–11 Nonrenewable Natural Resources

Standards, Objectives, and Indicators	G–W Content
	(TC Thinking Critically; ST STEM; FFA; SAE; CA Communicating about; Appendix)
Indicator 4: Explain the concept of	11–12 Biotic and Abiotic Natural Resources
interdependent relationships.	78 (TC 3, 5); (ST 1–5)
	82–83 Ecosystems
	83–87 Biogeochemical Cycles
	107 (TC 1)
	134 (TC 1)
	135 (ST 8)
	138–139 Determining Habitat Health
	152 (TC 1–2)
	178 Staples of Life
	200 Soil Functions
	359–361 Roles of Wetlands
	432–461 CH 18 Interactions
	474 Biodiversity and Ecological Health
	564–566 Healthy Forest Ecosystems
	CH 25 Healthy Grasslands and Rangelands
<b>Objective 2.</b> Examine the relationship between	18 (ST 1, 3)
natural resources and society, including conflict	136–153 CH 6 Habitat Destruction
management.	152 (ST 2)
	153 (FFA 1); (CA 1)
	156–160 Land Use
	161–162 Water Use
	162–163 Social Pressures
	163 Economic Value of Resources
	176–197 CH 8 Population Dynamics
	232–255 CH 10 Soil Erosion, Leaching, and Pollution
	280–305 CH 12 Mining of Natural Resources
	342–350 Water Pollution
	406–418 Types of Air Pollution
	454 Invasive Species
	462–489 CH 19 Endangered Species
	503–509 Threats to Fisheries
	523–524 Water Rights
	530–559 CH 21 Game Species
	CH 24 Threats to Forests
	CH 25 Grasslands and Rangelands
	CH 27 Natural Protected Areas

Standards, Objectives, and Indicators	G–W Content (TC Thinking Critically; ST STEM; FFA; SAE; CA
Indicator 1: Define natural resource management.	9 108–135 CH 5 Sustainability in the Environment 78 (TC 7) 487 (TC 3) 528 (ST 3)
Indicator 2: Identify and compare major natural resource management agencies and companies.	<ul> <li>54 US National Park Service</li> <li>55 The Soil Conservation Service</li> <li>56 The Civilian Conservation Corp</li> <li>67–69 Legislation and Natural Resources</li> <li>70–72 Government Agencies</li> <li>73–74 Advocacy Organizations</li> <li>464–465 International Union for Conservation of Nature</li> <li>466–467 The US Federal Lists of Endangered Species</li> <li>497 National Oceanic and Atmospheric Administration (NOAA)</li> <li>497 US Fish and Wildlife Service</li> <li>CH 23 Forest Succession and Management</li> <li>CH 24 Managing Diseases and Insect Pests</li> <li>CH 27 National Protected Areas</li> </ul>
Indicator 3: Describe human demands on natural resources.	4–9 Renewable or Nonrenewable 9–11 Nonrenewable Natural Resources 196 (TC 3)
Indicator 4: Explain natural resource conservation.	<ul> <li>13 Environmental Stewardship</li> <li>13–14 Conservation and Preservation</li> <li>19 (ST 5)</li> <li>117 Social Responsibility (sustainability)</li> <li>264–268 Conservation Buffers</li> <li>269–274 Structural Conservation Practices</li> </ul>

Standards, Objectives, and Indicators	G-W Content
	(TC Thinking Critically; ST STEM; FFA; SAE; CA Communicating about; Appendix)
Indicator 5: Provide examples of multiple uses of natural resources (e.g., recreation, mining, agriculture, forestry, etc.).	<ul> <li>5–8 Energy/Power</li> <li>8 <i>Timber Resources</i></li> <li>9 Soil</li> <li>9 STEM Connection: <i>Does Your Lifestyle Depend</i> on Fossil Fuels?</li> <li>10 <i>Minerals</i></li> <li>11 Fossil Fuels</li> <li>156–160 Land Use</li> <li>161–162 Water Use</li> <li>162 Power Production and Regulation</li> <li>163–164 Economic Value of Resources</li> <li>258–259 Land Use Classification</li> <li>280–305 CH 12 Mining of Natural Resources</li> <li>502–503 Fisheries and the Economy</li> <li>532 Game Hunting and the Economy</li> <li>588–590 Forest Products</li> <li>CH 26 Outdoor Recreation</li> <li>CH 27 Natural Protected Areas</li> </ul>
Indicator 6: Explore and describe societal issues related to natural resource management.	154–176 CH 7 Global Environmental Issues
<b>Objective 3.</b> Identify career opportunities in natural resource science.	<ul> <li>20–49 Chapter 2 Career Planning</li> <li>48 (ST 1, 4)</li> <li>49 (FFA 2</li> <li>Career Connections: Ecologist, 24; Dr. Robert G. Bailey, Geographer, 90; Sustainability Project Manager, 121; Population Biologist, 182; Soil Scientist, 205; Matt Lohr, Chief of National Resources Conservation Service, 242; Soil Conservation Technician, 265; Matthew Olson, Soil Conservationist, 284; Hydrologist, 319; Water Quality Technician, 335; Meteorologist, 393; Dr. Hailey Wilmer, Rangeland and Social Scientist, 421; Jessica Heitt, Wildlife Education Coordinator, 438; Paleobiologist, 466; Shawn Sanders, US Fish and Wildlife Service, 496; Andy King, Fish and Wildlife Biologist, 543</li> </ul>
Indicator 1: Identify and describe the major areas of natural resource science.	24, 90, 121, 182, 205, 242, 265, 284, 319, 335, 393, 421. 438, 466. 496. 543

Standards, Objectives, and Indicators	G-W Content
	(TC Thinking Critically; ST STEM; FFA; SAE; CA Communicating about; Appendix)
Indicator 2: Identify career opportunities in natural resource science, and determine the education and training they entail.	Chapter 2 Career Planning, 20–49 48 (ST 1) 49 (ST 4); (FFA 2) 107 (SAE 2) 231 (SAE 3); (CA 3) 255 (ST 3) 431 (SAE 2) 489 (SAE 2) CH 25 (SAE 2) CH 25 (SAE 2) CH 28 (SAE 2) Career Connections: Ecologist, 24; Dr. Robert G. Bailey, Geographer, 90; Sustainability Project Manager, 121; Lance Wealing, Entrepreneur, 129; Conservation Advocate, 157; Population Biologist, 182; Soil Scientist, 205; Matt Lohr, Chief of National Resources Conservation Service, 242; Clayton Zimmerman, Project Earthwork and Grading Supervisor, 261; Soil Conservation Technician, 265; Matthew Olson, Soil Conservationist, 284; Hydrologist, 319; Water Quality Technician, 335; Thunder View Farms, Coombe Family, 340; Wetlands Tour Guide, 362; Meteorologist, 393; Dr. Hailey Wilmer, Rangeland and Social Scientist, 421; Jessica Heitt, Wildlife Education Coordinator, 438; Wildlife Photographer, 454; Paleobiologist, 466; Shawn Sanders, US Fish and Wildlife Service, 496; Andy King, Fish and Wildlife Biologist, 543; Ty Bowgren, Head of Procurement, Wagner Lumber, 566; Matt Spalding, Education and Volunteer Manager, CH 23; Major Waltman, Project Director, Olmstead Parks Conservatory, CH 24; Jacob Zuniga, Assistant Director, Parks and Recreation, CH 25; Jim Barborak, Co-Director of the Center for Protected Area Management, CH 26; Evan Patrick, Natural Areas Manager, CH 27
natural resource systems.	ncepts and science principles related to

**Objective 1. Examine ecology.** 

80–107 CH 4 Ecology and Earth

Standards, Objectives, and Indicators	G–W Content
	(TC Thinking Critically; ST STEM; FFA; SAE; CA Communicating about; Appendix)
Indicator 1: Define ecosystem and related	82–83 Ecosystems
terms.	83–87 Biogeochemical Cycles
	88–102 Biomes and Ecoregions
Indicator 2: Describe the interdependence of	11–12 Biotic and Abiotic Natural Resources
organisms within an ecosystem.	82–83 Ecosystems
	87 The Energy Cycle
	98–100 Freshwater Lakes and Ponds
	138–139 Determining Habitat Health
	209–210 Organisms (in soil)
	230 (ST 4)
	255 (FFA 2; CA 2)
	279 (CA 2)
	432–461 CH 18 Interactions
Indicator 3: Describe the processes	CH 23 Forest Succession and Management
associated with ecological succession.	
Indicator 4: Explain population ecology,	176–197 CH 8 Population Dynamics
population density, and population	197 (CA 1)
Indicator 5: Explain the importance of	12 Elora and Equipa
biodiversity.	78 (TC 5)
	268 Wildlife Habitats
	296–297 Loss of Biodiversity
	304 (TC 1)
	436 Biodiversity
	460 (ST 8)
	474 Biodiversity and Ecological Health
	487 (TC 5)
	595 (ST 8)
	CH 28 (ST 7)
Indicator 6: Explain the process of natural selection.	439 Natural Selection
Indicator 7: Use taxonomy keys to identify	534 STEM Connection: Animal Classification
common plants and animals.	Illustrated Glossary
Indicator 8: Identify and classify game birds	534–546 Game Species
and other local birds.	Illustrated Glossary

Standards, Objectives, and Indicators	G–W Content
	(TC Thinking Critically; ST STEM; FFA; SAE; CA Communicating about; Appendix)
Indicator 9: Identify and classify game	512–514 Freshwater Finfish Species
animals and other local animals.	515–519 Commercial Marine Finfish Species
	520–524 Commercial Crustaceans and Mollusks
	534–546 Game Species
	Illustrated Glossary
Indicator 10: Define invasive species, and	140–143 Introduction of Invasive Species
discuss factors that influence the establishment and spread of invasive species.	147 Invasive Species: Rabbits and Habitat Degradation
	454 Invasive Species (interactions)
	469 Invasive Species (endangered species)
	507–509 Invasive Species (fisheries)
Objective 2. Describe biological, physical, and	198–231 CH 9 What Is Soil?
chemical properties of soil.	231 (CA 2)
Indicator 1: Explain the importance of soil as	200 Soil Functions
a life-supporting layer.	18 (TC 1)
	230 (ST 7)
Indicator 2: Explain the roles of parent	200–206 Soil Components
material, topography, organisms, time,	206–210 Soil Formation
weathering, and climate in soil formation.	210–211 Soil Profiles and Horizons
Indicator 3: Describe the physical	211–215 Physical Properties of Soil
characteristics of soil.	229 (TC 4)
	230 (ST 1–9)
Indicator 4: Describe the biodiversity found in	209 Organisms
soil and the contribution of biodiversity to	134 (TC 1)
soil.	
Indicator 5: Describe the chemical properties of soil.	217–219 Soil Chemistry
Indicator 6: Explain the characteristics of soil water.	215–217 Soil Water Movement
<b>Objective 3.</b> Examine hydrology principles.	CH 13 Water Supply 306–329
Indicator 1: Describe the movement of water	84–85 The Water Cycle (ecosystems)
through the water cycle.	308–310 Hydrologic Cycle
	107 (TC 2); (CA 2)

Standards, Objectives, and Indicators	<b>G–W Content</b> (TC Thinking Critically; ST STEM; FFA; SAE; CA Communicating about; Appendix)
Indicator 2: Compare and contrast ground water and surface-water flow.	<ul> <li>7 Aquifers</li> <li>98–102 Aquatic Biomes, Ecoregions, and Ecosystems</li> <li>247 Groundwater Contamination</li> <li>266–267 Riparian Buffers</li> <li>268 Grassed Waterways</li> <li>269–271 Surface and Subsurface Drainage</li> <li>272 Water and Sediment Control Basins</li> <li>273 Terraces</li> <li>274 Streambank Protection Structures</li> <li>297–299 Contamination of Water, Air, and Soil (mining)</li> <li>310–322 Locations of Water</li> <li>338 Water Supply Systems (domestic use)</li> <li>339 Water Supply Systems (agricultural use)</li> <li>340 Water Supply Systems (industrial use)</li> <li>356–381 CH 15 Wetlands</li> </ul>
Indicator 3: Discriminate between point and nonpoint pollution sources.	<ul><li>343 Point Source Pollution</li><li>344 Nonpoint Source Pollution</li><li>353 (TC 6)</li></ul>
Indicator 4: Survey the local area for pollution sources.	107 (TC 2) 174 (TC 1
<b>Indicator 5:</b> Calculate water distribution for an irrigation district.	329 (ST 1)
Indicator 6: Compare and contrast water usage in flood irrigation systems and sprinkler irrigation systems.	311 Figure 13–5

Standards, Objectives, and Indicators	G–W Content
	(TC Thinking Critically; ST STEM; FFA; SAE; CA Communicating about; Appendix)
Indicator 7: Identify local drinking water sources and measures that may be taken to protect the quality of the drinking water.	107 (CA 2) 135 (ST 6) 196 (ST 2) 310–322 Locations of Water 313 Water Regulation: Ogallala Aquifer 316 Protecting Groundwater 322 Water Treatment 328 (TC 1, 5) 338 Water Supply Systems (domestic use) 348–350 Pollution Mitigation 354 (ST 8) 355 (FFA 1)
Indicator 8: Discuss current regulations associated with water quality and water pollution.	68–69, 113 Clean Water Act (1972) 329 (ST 3); (CA 1) 430 (TC 4)
Objective 4. Investigate air resources.	404–431 CH 17 Air Quality
Indicator 1: Identify components and structural layers of the earth's atmosphere.	384–388 Earth's Atmosphere
Indicator 2: Identify sources of air pollution.	386 The Ozone Layer 386 The Montreal Protocol 390–391 The Greenhouse Effect 406–418 Types of Air Pollution
Indicator 3: Describe the effects of air pollution on people and their environment.	<ul> <li>407 Indoor Air Pollution</li> <li>410 Carbon Monoxide (CO)</li> <li>412 Health and Environmental Concerns (sulfur oxides)</li> <li>413 Particulate Matter (PM)</li> <li>414 Health and Environmental Concerns (lead)</li> <li>415 Health and Environmental Concerns (ground-level ozone)</li> <li>430 (TC 3)</li> <li>431 (ST 1)</li> </ul>
Standard 5: Students will relate range resources a	nd management to natural resources.
<b>Objective 1.</b> Analyze the interrelationships between range management and other natural resource activities.	CH 25 Grasslands and Rangelands
Indicator 1: Identify characteristics of healthy rangeland.	CH 25 Healthy Grasslands and Rangelands

Standards, Objectives, and Indicators	G–W Content	
	(TC Thinking Critically; ST STEM; FFA; SAE; CA Communicating about; Appendix)	
Indicator 2: Identify methods of rangeland improvement.	CH 25 <i>Grasslands and Rangelands</i> CH 25 (ST 1)	
Indicator 3: Evaluate a rangeland, and develop a management plan for improvement.	CH 25 <i>Grasslands and Rangelands</i> CH 25 (ST 3)	
Indicator 4: Discuss livestock use of rangeland.	CH 25 <i>Grasslands and Rangelands</i> CH 25 (TC 1)	
Indicator 5: Discuss wildlife use of rangeland.	CH 25 <i>Grasslands and Rangelands</i> CH 25 (ST 6, 7)	
<b>Indicator 6:</b> Discuss additional uses of rangeland (e.g., recreation, mining, watershed, etc.).	CH 25 <i>Grasslands and Rangelands</i> CH 25 (FFA 1)	
<b>Indicator 7:</b> Compare and contrast the effect of various uses of rangelands.	CH 25 Grasslands and Rangelands	
Indicator 8: Describe plant environment interactions.	CH 25 <i>Grasslands and Rangelands</i> CH 25 (ST 6, 7)	
<b>Indicator 9:</b> Explain range transects and their use in evaluating a specific location.	CH 25 Grasslands and Rangelands	
Standard 6: Students will examine waste management.		
<b>Objective 1.</b> Investigate waste generation, waste reduction, and disposal.	123–128 Waste Management 134 (ST 3)	
Indicator 1: Describe different types of solid waste.	125–127 Types of Waste	
Indicator 2: Evaluate environmental hazards created by different types of solid waste, solid waste accumulation, and solid waste disposal.	124 Landfills 125–127 Types of Waste	
Indicator 3: Explain practical management options for treating solid waste.	123–128 Waste Management 130 Zero Waste 135 (ST 7)	
<b>Indicator 4:</b> Explain the importance of reducing, reusing, and recycling.	127–129 Recycling and Upcycling	
<b>Indicator 5:</b> Describe recycling methods, and identify materials that can be recycled.	127–129 Recycling and Upcycling 130 Zero Waste 134 (TC 4) 135 (ST 8)	
Indicator 6: Define wastewater.	125–126 Wastewater	

Standards, Objectives, and Indicators	G–W Content	
	(TC Thinking Critically; ST STEM; FFA; SAE; CA Communicating about; Appendix)	
Indicator 7: Diagram the steps in wastewater treatment.	126 Figure 5-15	
<b>Indicator 8:</b> Assess agriculture's impact on the environment through waste generation (e.g., animal waste, pesticide residue, fertilizer runoff, sedimentation/erosion, and odors/dust).	<ul> <li>115–117 Agriculture</li> <li>232–255 CH 10 Soil Erosion, Leaching, and Pollution</li> <li>249 Agricultural Pesticides and Fertilizers</li> </ul>	
Indicator 9: Discuss the meaning and use of nutrient management plans.	116–117 What Are Sustainable Agriculture Practices?	
Standard 7: Students will explain land classification, resource inventories, and monitoring methods.		
<b>Objective 1.</b> Discuss land-use management planning.	221–224 Land Capability Classification (LCC)	
Indicator 1: Describe the interrelationships between land-use planning and natural resources.	221–224 Land Capability Classification (LCC) 258–259 Land Use Classification	
Indicator 2: Identify land uses, capability factors, and land capability classes.	221–224 Land Capability Classification (LCC) 258–259 Land Use Classification	
Indicator 3: Demonstrate how GIS/GPS applies to land-use planning.	279 (ST 4)	
Indicator 4: Use a soil survey to determine the land capability classes for different parcels of land in an area.	219 Soil Classification 258–259 Land Use Classification	
<b>Objective 1.</b> Discuss monitoring of land use.	156–160 Land Use	
<b>Indicator 1:</b> Identify the components of a monitoring plan.	156–160 Land Use	
<b>Indicator 2:</b> Discuss the procedures for conducting resource inventories and population studies.	18 (ST 4) 594 (ST 2) 180–182 Describing Populations 181 STEM Connection: Quadrat Sampling 196 (TC)	
Indicator 3: Analyze a current local Environmental Impact Statement (EIS), and determine the preferred alternative.	304 (ST 3)	
<b>Indicator 4:</b> Develop and implement a basic plan for monitoring a natural resource project.	529 (CA 1) 559 (ST 4)	

Standards, Objectives, and Indicators	G–W Content
	(TC Thinking Critically; ST STEM; FFA; SAE; CA Communicating about; Appendix)
Indicator 5: Participate in public involvement	153 (FFA 1)
processes in land-use planning.	255 (CA 2)
	279 (FFA 1)