

Cedar Waxing or Waning?

National Science Education Standards Addressed in This Article

National Science Education Standard	Where and How the Standard Is Addressed
Abilities necessary to do scientific inquiry	Introduction Reflection Section: Critical thinking; observation. Methods and figure 6: Using a surrogate measure. Methods and figure 7: Simulating snow cover. Methods Reflection Section, FACTivity: Critical thinking.
Understandings about scientific inquiry	Introduction: Iterative nature of scientific investigation. Methods and figure 6: The use of a surrogate measure when necessary.
Regulation and behavior	Introduction: The loss of yellow-cedar trees.
Populations and ecosystems	Findings: The relationship between snow cover, soil temperature, and tree health.
Diversity and adaptations of organisms	Thinking About the Environment: Tree species move through successful germination.
Populations, resources, and environments	What Is Yellow-Cedar Sidebar: Cultural and social value of yellow-cedar. Introduction Reflection Section: Cultural and social value of yellow-cedar.
Risks and benefits	FACTivity: Identifying risks and benefits of taking adaptive management action.
Science as a human endeavor	Meet the Scientists: Each scientist has an individual story.
Nature of science	Thinking About Science: Some research questions require many studies conducted over many years.

Social Studies Education Standards Addressed in This Article

National Curriculum Standards for Social Studies	Where and How the Standard Is Addressed
Culture	What Is Yellow-Cedar Sidebar, Introduction Reflection Section: Cultural and social value of yellow-cedar.
Time, continuity, and change	Introduction, Discussion: Yellow-cedar trees have been dying for the past 100 years; the changing climate plays a role in this “sudden” change.
Production, distribution, and consumption	What Is Yellow-Cedar Sidebar: Economic value of yellow-cedar.