

WILD Correlations: LANGUAGE ARTS GRADE 7

Content Standard 1: LANGUAGE	
Learning Expectations	Project WILD (W) and Aquatic WILD (AW) Correlations
<p>GLE 0701.1.1 Demonstrate control of Standard English through the use of grammar, usage, and mechanics (punctuation, capitalization, and spelling).</p> <p>GLE 0701.1.2 Employ a variety of strategies and resources to determine the definition, pronunciation, and usage of words and phrases.</p> <p>GLE 0701.1.3 Understand and use correctly a variety of sentence structures.</p>	

Content Standard 2: COMMUNICATION	
Learning Expectations	Project WILD (W) and Aquatic WILD (AW) Correlations
<p><u>Listening</u></p> <p>GLE 0701.2.1 Demonstrate critical listening skills essential for comprehension, evaluation, problem solving, and task completion.</p> <p>GLE 0701.2.2 Distinguish among summaries, paraphrases, and critiques.</p> <p>GLE 0701.2.3 Identify the thesis and main points of a speech.</p>	

<p>GLE 0701.2.4 Analyze the organizational structure of a speech.</p> <p>Speaking</p> <p>GLE 0701.2.5 Understand strategies for expressing ideas clearly and effectively in a variety of oral contexts.</p>	
<p>GLE 0701.2.6 Deliver effective oral presentations.</p>	<p>Wildwork, W385 - Students research wildlife related careers and develop presentations to be given to the class.</p>
<p>GLE 0701.2.7 Participate in work teams and group discussions.</p>	<p>Changing Societies, W258 -Students read and use information on one of three scenarios to imagine resource use by Native Americans in three different regions.</p> <p>Checks and Balances, W387 - Students discuss the changes they record and how realistic the events in the simulation are.</p> <p>Dragonfly Pond, AW198 - Students discuss possible alternative land-use decisions and create a collage showing chosen land-use activities around a pond.</p> <p>Enviro-Ethics, W443 - Students work in teams and discuss topics that relate to what is ethical when it comes to the environment.</p> <p>Litter We Know, W434 - Students discuss ways litter could harm wildlife and ways litter could be eliminated.</p> <p>Lobster in Your Lunchbox, W245 - Students create a classroom chart of plants and animals that provide human food; and analyze, discuss, and summarize findings.</p> <p>Migration Barriers, W308 - Students draw murals showing deer migration routes and the consequences of development of a highway through the area.</p> <p>Net Gain, Net Effect, AW85 - Students discuss their “fishing” experiences and consider the advantages of various fishing techniques.</p> <p>Pay to Play, W216 - Students discuss the simulation/game and consider various modifications and their potential effects.</p> <p>Pro & Con..., W338 - Students research consumptive and nonconsumptive use and organize the information for a debate. Students use pros and cons of each to defend their standpoint on the topic.</p>

	<p>Riparian Zone, W341 - Students work in groups to research and prepare a presentation for a mock “commission hearing” on a proposal to remove non-native tree from 100 miles of riverbank.</p> <p>Shrinking Habitat, W310 - Students discuss potential impacts of land development on wildlife.</p> <p>To Dam or Not to Dam, AW184 - Students role-play individuals representing differing perspectives and concerns related to a complex land-use issue.</p> <p>Wildlife in National Symbols, W186 - Students research national symbols and make posters to depict their findings.</p>
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Content Standard 3: WRITING

Learning Expectations	Project WILD (W) and Aquatic WILD (AW) Correlations
<p>GLE 0701.3.1 Write in a variety of modes for a variety of audiences and purposes.</p>	<p>Animal Poetry, W282 - Students write poems as they imagine themselves as animals.</p> <p>Aquatic Times, AW188 - Students investigate, write, and produce a newspaper that features aquatic information and issues.</p> <p>Fishy Who’s Who, AW8 - Students obtain information about the various fish species that occur in local habitats and locate the fish species on a map.</p> <p>The Hunter, W287 - Students read and discuss a story, or write their own ending.</p> <p>Power of a Song, W194 - Students discuss how environmental songs influence people’s attitudes. As an Extension, students write an environmental song.</p> <p>Something's Fishy Here!, AW145 - Students read and discuss a story, inventing their own endings that lead to environmental action in their community.</p> <p>Water Wings, AW110 - Students visualize a simulated field trip and then create artwork and poetry.</p>

<p>GLE 0701.3.2 Employ a variety of prewriting strategies.</p> <p>GLE 0701.3.3 Organize ideas into an essay with an introduction, developing paragraphs, conclusion, and appropriate transitions.</p> <p>GLE 0701.3.4 Refine strategies for editing and revising written work.</p>	
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Content Standard 4: RESEARCH

Learning Expectations	Project WILD (W) and Aquatic WILD (AW) Correlations
<p>GLE 0701.4.1 Define and narrow a problem or research topic.</p>	
<p>GLE 0701.4.2 Gather relevant information from a variety of print and electronic sources, as well as from direct observation, interviews, and surveys.</p>	<p>Aquatic Roots, WA177 - Students use reference materials to research various local aquatic plants, or animals, to find out whether they are natives or exotics and investigate their effects on people, other animals, and the environment.</p> <p>Changing Attitudes, W255 - Students design and conduct community interviews, compiling and summarizing findings to trace changes over time in attitudes about wildlife.</p> <p>Ecosystem Facelift, W166 - Students research potential plants to use in their proposed site restoration. They present their plans to the class.</p> <p>For Your Eyes Only, W196 - Students write about their observations, express their ideas clearly, and discuss their findings with the class. The students also analyze their findings and compare them to famous quotes.</p> <p>Hazardous Links, Possible Solutions, W326 - Students research and report on chemicals known to bioaccumulate in food chains.</p> <p>History of Wildlife Management, W267 - Students generate questions and contact agencies and organizations involved in wildlife management for information.</p>

	<p>Museum Search for Wildlife, W182 - Students research how wildlife is presented in cultural art forms using museum artifacts, reference materials, or Internet sources.</p> <p>Planting Animals, W152 - Students write letters to a wildlife agency or research wildlife publications to get information on “translocated” wildlife.</p> <p>Pro & Con..., W338 - Students research consumptive and nonconsumptive use and organize the information for a debate. Students use pros and cons of each to defend their standpoint on the topic.</p> <p>Saturday Morning Wildlife Watching, W184 - Students read various materials such as comic books, newspapers, etc. Students analyze and discuss how cartoons might influence people’s perception of wildlife.</p> <p>Smokey Bear Said What?, W314 - Students brainstorm positive and negative effects of forest and grassland fires; conduct research; and create murals showing changes from fire in forest and grassland ecosystems.</p> <p>Watered-Down History, AW91 - Students investigate the history of a chosen waterway through research methods, a taped personal interview, and public records, and then display their findings on a mural.</p> <p>Wildlife Bibliography, W253 - Students research and construct annotated bibliographies on wildlife topics.</p> <p>Wildlife in National Symbols, W186 - Students research national symbols and make posters to depict their findings.</p> <p>Wildwork, W385 - Students research wildlife related careers and develop presentations to be given to the class.</p>
<p>GLE 0701.4.3 Make distinctions about the credibility, reliability, consistency, strengths, and limitations of resources, including information gathered from Web sites.</p> <p>GLE 0701.4.4 Write a research paper, using primary and secondary sources and technology and graphics, as appropriate.</p>	

Content Standard 5: LOGIC

Learning Expectations	Project WILD (W) and Aquatic WILD (AW) Correlations
<p>GLE 0701.5.1 Use logic to make inferences and draw conclusions in a variety of oral and written contexts.</p>	<p>Changing the Land, W345 - Students read background information and two land-use change scenarios to answer questions. They create a projected land-use plan for the local community based on a hypothetical scenario. of such natural resources based on criteria which they establish.</p> <p>Ethi-Reasoning, W203 - Students read, discuss, make judgments and write about hypothetical dilemmas concerning wildlife and/or natural resources.</p> <p>For Your Eyes Only, W196 - Students write about their observations, express their ideas clearly, and discuss their findings with the class. The students also analyze their findings and compare them to famous quotes.</p> <p>Water's Going On?, AW149 - Students design and try out ways to conserve water.</p> <p>What You Wear Is What They Were, W210 - Students draw, label and analyze their clothing according to the natural resources from which they are derived; and make personal judgments about appropriate uses</p> <p>What's In the Water?, AW140 - Students make recommendations about actions that could be taken to improve the habitat.</p>
<p>GLE 0701.5.2 Analyze text for fact and opinion, cause-effect, inferences, evidence, and conclusions.</p> <p>GLE 0701.5.3 Demonstrate an understanding of deductive and inductive reasoning.</p>	
<p>GLE 0701.5.4 Analyze written and oral communication for persuasive devices.</p>	<p>Cartoons and Bumper Stickers, W192 - Students analyze persuasive devices in order to decide the purpose of the cartoons and/or bumper stickers.</p> <p>Power of a Song, W194 - Students discuss how environmental songs influence people's attitudes. As an Extension, students write an environmental song.</p>

	Wildlife in National Symbols, W186 - Students research national symbols and make posters to depict their findings.
GLE 0701.5.5 Explore the concept of premises, including false premises.	
GLE 0701.5.6 Explore the concept of logical fallacies.	

Content Standard 6: INFORMATIONAL TEXT

Learning Expectations	Project WILD (W) and Aquatic WILD (AW) Correlations
GLE 0701.6.1 Comprehend and summarize the main ideas and supporting details of informational texts.	Let's Talk Turkey, W248 - Students create a time line chronicling the historical use of wild turkey by societies through time and its ultimate decline and restoration in the wild.
GLE 0701.6.2 Analyze the organizational structures of informational texts.	
GLE 0701.6.3 Read, interpret, and analyze text features that support informational texts.	

Content Standard 7: MEDIA

Learning Expectations	Project WILD (W) and Aquatic WILD (AW) Correlations
GLE 0701.7.1 Analyze media for their ability to inform, persuade, and entertain.	

<p>GLE 0701.7.2 Examine the relationship between the visual (e.g., media images, painting, film, graphic arts) and the verbal in media.</p>	
<p>GLE 0701.7.3 Recognize how visual and sound techniques and design elements (e.g., special effects, camera angles, music) carry or influence messages in various media.</p>	<p>Does Wildlife Sell?, W213 - Students read various advertisements and analyze the purpose of the material.</p>
<p>GLE 0701.7.4 Apply and adapt the principles of written composition to create coherent media productions.</p>	<p>Migration Barriers, W308 - Students draw murals showing deer migration routes and the consequences of development of a highway through the area. Pond Succession, AW66 - Students create murals showing three major stages of pond succession. Time Lapse, W158 - Students prepare and present a visual interpretation of successional stages in a forest.</p>

<h2>Content Standard 8: LITERATURE</h2>	
<p>Learning Expectations</p>	<p>Project WILD (W) and Aquatic WILD (AW) Correlations</p>
<p>GLE 0701.8.1 Read and comprehend a variety of works from various forms of literature.</p> <p>GLE 0701.8.2 Understand the characteristics of various literary genres (e.g., poetry, novel, biography, short story, essay, drama).</p> <p>GLE 0701.8.3 Recognize the conventions of various literary genres.</p> <p>GLE 0701.8.4 Analyze works of literature for what they suggest about the historical period in which they were written.</p> <p>GLE 0701.8.5 Identify and analyze common literary terms (e.g., personification, conflict, theme).</p>	