

# WILD Correlations: MATH GRADE K

## Content Standard 1: Mathematical Processes

Learning Expectations	Project WILD (W) and Aquatic WILD (AW) Correlations
GLE 0006.1.1 Use mathematical language, symbols, and definitions while developing mathematical reasoning.	
GLE 0006.1.2 Apply and adapt a variety of appropriate strategies to problem solving, including estimation, and reasonableness of the solution.	
GLE 0006.1.3 Develop independent reasoning to communicate mathematical ideas and derive algorithms and/or formulas.	
GLE 0006.1.4 Move flexibly between concrete and abstract representations of mathematical ideas in order to solve problems, model mathematical ideas, and communicate solution strategies.	
GLE 0006.1.5 Use mathematical ideas and processes in different settings to formulate patterns, analyze graphs, set up and solve problems and interpret solutions.	
GLE 0006.1.6 Read and interpret the language of mathematics and use written/oral communication to express mathematical ideas precisely.	
GLE 0006.1.7 Recognize the historical development of mathematics, mathematics in context, and the connections between mathematics and the real world.	
GLE 0006.1.8 Use technologies/manipulatives appropriately to develop understanding of mathematical algorithms, to facilitate problem solving, and to create accurate and reliable models of mathematical concepts.	

## Content Standard 2: Numbers and Operations

Learning Expectations	Project WILD (W) and Aquatic WILD (AW) Correlations
GLE 0006.2.1 Count objects in a set and use numbers, including written numerals to 25.	
GLE 0006.2.2 Create, represent and recognize a set with a given number of objects.	
GLE 0006.2.3 Recognize, compare and order sets of numerals by using both cardinal and ordinal meanings.	
GLE 0006.2.4 Understand addition as “putting together” and subtraction as “breaking apart.”	
GLE 0006.2.5 Model the numbers 1 through 10 as sums or differences of different sets of whole numbers (composing and decomposing numbers).	

## Content Standard 3: Algebra

Learning Expectations	Project WILD (W) and Aquatic WILD (AW) Correlations
GLE 0006.3.1 Identify, duplicate, and extend simple number patterns and sequential and growing patterns.	
GLE 0006.3.2 Recognize attributes (such as color, shape, size) and patterns (such as repeated pairs, bilateral symmetry).	<b>Fashion a Fish, AW56</b> - Students consider fish attributes (shape and coloration) and their effects on fish survival.
GLE 0006.3.3 Describe qualitative change.	

## Content Standard 4: Geometry and Measurement

Learning Expectations	Project WILD (W) and Aquatic WILD (AW) Correlations
GLE 0006.4.1 Interpret and describe the physical world with geometric ideas and vocabulary.	
GLE 0006.4.2 Use positional terms to specify locations with simple relationships.	
GLE 0006.4.3 Compare and order measurable attributes of objects directly (by comparing them with each other) and indirectly (by comparing both with a third object).	<b>What's Wild?, W7</b> - Students classify pictures of animals.

## Content Standard 5: Data, Probability and Statistics

Learning Expectations	Project WILD (W) and Aquatic WILD (AW) Correlations
<p>GLE 0006.5.1 Sort objects and use one or more attributes to solve problems.</p>	<p><b>Graphananimal, W49</b> - Students graph and compare their results.  <b>Plastic Jellyfish, AW128</b> - Students collect and sort plastic litter (Steps 1 and 2). As <b>Extensions</b>, they establish a Litter Patrol and research the breakdown of plastic litter over a 1 month period.  <b>Water We Eating? AW83</b> – As an Extension, students classify food products by aquatic habitats or compare aquatic products in typical American supermarkets to those in ethnic markets  <b>What’s Wild?, W7</b> - Students classify pictures of animals.</p>
<p>GLE 0006.5.2 Re-sort objects using new attributes.</p>	

# WILD Correlations: MATH GRADE 1

## Content Standard 1: Mathematical Processes

Learning Expectations	Project WILD (W) and Aquatic WILD (AW) Correlations
GLE 0106.1.1 Use mathematical language, symbols, and definitions while developing mathematical reasoning.	
GLE 0106.1.2 Apply and adapt a variety of appropriate strategies to problem solving, including estimation, and reasonableness of the solution.	
GLE 0106.1.3 Develop independent reasoning to communicate mathematical ideas and derive algorithms and/or formulas.	
GLE 0106.1.4 Move flexibly between concrete and abstract representations of mathematical ideas in order to solve problems, model mathematical ideas, and communicate solution strategies.	
GLE 0106.1.5 Use mathematical ideas and processes in different settings to formulate patterns, analyze graphs, set up and solve problems and interpret solutions.	
GLE 0106.1.6 Read and interpret the language of mathematics and use written/oral communication to express mathematical ideas precisely.	
GLE 0106.1.7 Recognize the historical development of mathematics, mathematics in context, and the connections between mathematics and the real world.	
GLE 0106.1.8 Use technologies/manipulatives appropriately to develop understanding of mathematical algorithms, to facilitate problem solving, and to create accurate and reliable models of mathematical concepts.	

## Content Standard 2: Number and Operations

Learning Expectations	Project WILD (W) and Aquatic WILD (AW) Correlations
GLE 0106.2.1 Understand and use number notation and place value to 100.	
GLE 0106.2.2 Compare and order whole numbers to 100.	
GLE 0106.2.3 Develop strategies for learning basic addition facts and related subtraction facts.	
GLE 0106.2.4 Use multiple representations (including groups of ten) to model two-digit addition and subtraction.	

## Content Standard 3: Algebra

Learning Expectations	Project WILD (W) and Aquatic WILD (AW) Correlations
GLE 0106.3.1 Identify, describe, and extend simple number patterns to develop strategies for adding and subtracting whole numbers.	
GLE 0106.3.2 Understand that addition and subtraction are inverse operations.	
GLE 0106.3.3 Extend the strategies for basic facts to include other properties of number and operations.	

## Content Standard 4: Geometry and Measurement

Learning Expectations	Project WILD (W) and Aquatic WILD (AW) Correlations
GLE 0106.4.1 Recognize, describe, and draw geometric figures.	<b>Fashion a Fish, AW56</b> - Students consider fish attributes (shape and coloration) and their effects on fish survival.
GLE 0106.4.2 Compose and decompose geometric shapes.	
GLE 0106.4.3 Use non-standard units in linear measurement.	

## Content Standard 5: Data, Probability and Statistics

Learning Expectations	Project WILD (W) and Aquatic WILD (AW) Correlations
GLE 0106.5.1 Use various representations to display and compare data.	<p><b>Graphananimal, W49</b> - Students graph and compare their results.</p> <p><b>Plastic Jellyfish, AW128</b> - Students collect and sort plastic litter (Steps 1 and 2). As <b>Extensions</b>, they establish a Litter Patrol and research the breakdown of plastic litter over a 1 month period.</p> <p><b>Water We Eating? AW83</b> – As an Extension, students classify food products by aquatic habitats or compare aquatic products in typical American supermarkets to those in ethnic markets</p> <p><b>What's Wild?, W7</b> - Students classify pictures of animals.</p>

# WILD Correlations: MATH GRADE 2

## Content Standard 1: Mathematical Processes

Learning Expectations	Project WILD (W) and Aquatic WILD (AW) Correlations
GLE 0206.1.1 Use mathematical language, symbols, and definitions while developing mathematical reasoning.	
GLE 0206.1.2 Apply and adapt a variety of appropriate strategies to problem solving, including estimation, and reasonableness of the solution.	
GLE 0206.1.3 Develop independent reasoning to communicate mathematical ideas and derive algorithms and/or formulas.	
GLE 0206.1.4 Move flexibly between concrete and abstract representations of mathematical ideas in order to solve problems, model mathematical ideas, and communicate solution strategies.	
GLE 0206.1.5 Use mathematical ideas and processes in different settings to formulate patterns, analyze graphs, set up and solve problems and interpret solutions.	
GLE 0206.1.6 Read and interpret the language of mathematics and use written/oral communication to express mathematical ideas precisely.	
GLE 0206.1.7 Recognize the historical development of mathematics, mathematics in context, and the connections between mathematics and the real world.	
GLE 0206.1.8 Use technologies/manipulatives appropriately to develop understanding of mathematical algorithms, to facilitate problem solving, and to create accurate and reliable models of mathematical concepts.	

## Content Standard 2: Number and Operations

Learning Expectations	Project WILD (W) and Aquatic WILD (AW) Correlations
GLE 0206.2.1 Understand and use place value concepts to 1000.	
GLE 0206.2.2 Understand and use the base-ten numeration system.	
GLE 0206.2.3 Use efficient and accurate strategies to develop fluency with multi-digit addition and subtraction.	
GLE 0206.2.4 Develop an initial understanding of multiplication.	

## Content Standard 3: Algebra

Learning Expectations	Project WILD (W) and Aquatic WILD (AW) Correlations
GLE 0206.3.1 Develop pattern recognition.	<b>Fashion a Fish, AW56</b> - Students consider fish attributes (shape and coloration) and their effects on fish survival.
GLE 0206.3.2 Extend knowledge of the properties of numbers and operations to multiplication.	
GLE 0206.3.3 Solve simple arithmetic problems using various methods.	
GLE 0206.3.4 Describe quantitative change.	

## Content Standard 4: Geometry and Measurement

Learning Expectations	Project WILD (W) and Aquatic WILD (AW) Correlations
GLE 0206.4.1 Recognize, classify, and transform 2- and 3-dimensional geometric figures.	
GLE 0206.4.2 Understand the meaning and process of linear measurement.	
GLE 0206.4.3 Add, subtract, compare, compute and estimate linear measurements.	
GLE 0206.4.4 Compose and decompose polygons to make other polygons.	

## Content Standard 5: Data, Probability and Statistics

Learning Expectations	Project WILD (W) and Aquatic WILD (AW) Correlations
GLE 0206.5.1 Use and understand various representations to depict and analyze data measurements.	<p><b>Graphananimal, W49</b> - Students graph and compare their results.</p> <p><b>Plastic Jellyfish, AW128</b> - Students collect and sort plastic litter (Steps 1 and 2). As <b>Extensions</b>, they establish a Litter Patrol and research the breakdown of plastic litter over a 1 month period.</p> <p><b>Water We Eating? AW83</b> – As an Extension, students classify food products by aquatic habitats or compare aquatic products in typical American supermarkets to those in ethnic markets</p>
GLE 0206.5.2 Determine whether an event is likely or unlikely.	

# WILD Correlations: MATH GRADE 3

## Content Standard 1: Mathematical Processes

Learning Expectations	Project WILD (W) and Aquatic WILD (AW) Correlations
GLE 0306.1.1 Use mathematical language, symbols, and definitions while developing mathematical reasoning.	
GLE 0306.1.2 Apply and adapt a variety of appropriate strategies to problem solving, including estimation, and reasonableness of the solution.	
GLE 0306.1.3 Develop independent reasoning to communicate mathematical ideas and derive algorithms and/or formulas.	
GLE 0306.1.4 Move flexibly between concrete and abstract representations of mathematical ideas in order to solve problems, model mathematical ideas, and communicate solution strategies.	
GLE 0306.1.5 Use mathematical ideas and processes in different settings to formulate patterns, analyze graphs, set up and solve problems and interpret solutions.	
GLE 0306.1.6 Read and interpret the language of mathematics and use written/oral communication to express mathematical ideas precisely.	
GLE 0306.1.7 Recognize the historical development of mathematics, mathematics in context, and the connections between mathematics and the real world.	
GLE 0306.1.8 Use technologies/manipulatives appropriately to develop understanding of mathematical algorithms, to facilitate problem solving, and to create accurate and reliable models of mathematical concepts.	

## Content Standard 2: Number and Operations

Learning Expectations	Project WILD (W) and Aquatic WILD (AW) Correlations
GLE 0306.2.1 Understand the place value of whole numbers to ten-thousands place including expanded notation for all arithmetic operations.	
GLE 0306.2.2 Develop understanding of multiplication and related division facts through multiple strategies and representations.	
GLE 0306.2.3 Relate multiplication and division as inverse operations.	
GLE 0306.2.4 Solve multiplication and division problems using various representations.	
GLE 0306.2.5 Understand the meaning and uses of fractions.	
GLE 0306.2.6 Use various strategies and models to compare and order fractions and identify equivalent fractions.	
GLE 0306.2.7 Add and subtract fractions with like denominators using various models.	

## Content Standard 3: Algebra

Learning Expectations	Project WILD (W) and Aquatic WILD (AW) Correlations
GLE 0306.3.1 Develop meaning for and apply the commutative, associative, and distributive properties using various representations.  GLE 0306.3.2 Develop understanding that a letter or a symbol can represent an unknown quantity in a simple mathematical expression/equation.	
GLE 0306.3.3 Describe and analyze patterns and relationships in contexts.	<b>Fashion a Fish, AW56</b> - Students consider fish attributes and their effects on fish survival.
GLE 0306.3.4 Create and represent patterns using words, tables, graphs, and symbols.	

## Content Standard 4: Geometry and Measurement

Learning Expectations	Project WILD (W) and Aquatic WILD (AW) Correlations
GLE 0306.4.1 Describe, compare, and analyze properties of polygons.	
GLE 0306.4.2 Understand and apply the concepts of congruence and symmetry.	
GLE 0306.4.3 Understand and use attributes of 2- and 3-dimensional figures to solve problems.	
GLE 0306.4.4 Use appropriate units, strategies and tools to solve problems involving perimeter.	
GLE 0306.4.5 Solve measurement problems involving fractional parts of linear units and capacity units.	

## Content Standard 5: Data Analysis, Statistics and Probability

Learning Expectations	Project WILD (W) and Aquatic WILD (AW) Correlations
GLE 0306.5.1 Organize, display, and analyze data using various representations to solve problems.	<p><b>Graphananimal, W49</b> - Students graph and compare their results.</p> <p><b>Plastic Jellyfish, AW128</b> - Students collect and sort plastic litter (Steps 1 and 2). As <b>Extensions</b>, they establish a Litter Patrol and research the breakdown of plastic litter over a 1 month period.</p> <p><b>Water We Eating? AW83</b> – As an Extension, students classify food products by aquatic habitats or compare aquatic products in typical American supermarkets to those in ethnic markets</p>

# WILD Correlations: MATH GRADE 4

Content Standard 1: Mathematical Processes	
Learning Expectations	Project WILD (W) and Aquatic WILD (AW) Correlations
<p>GLE 0406.1.1 Use mathematical language, symbols, and definitions while developing mathematical reasoning.</p> <p>GLE 0406.1.2 Apply and adapt a variety of appropriate strategies to problem solving, including estimation, and reasonableness of the solution.</p> <p>GLE 0406.1.3 Develop independent reasoning to communicate mathematical ideas and derive algorithms and/or formulas.</p> <p>GLE 0406.1.4 Move flexibly between concrete and abstract representations of mathematical ideas in order to solve problems, model mathematical ideas, and communicate solution strategies.</p>	
<p>GLE 0406.1.5 Use mathematical ideas and processes in different settings to formulate patterns, analyze graphs, set up and solve problems and interpret solutions.</p>	<p><b>Environmental Barometer, W77</b> - Students go outside to observe and count or to estimate wildlife in an area; they repeat the same procedures in another setting to compare findings and, as an option, make a school "environmental barometer."</p> <p><b>Fashion a Fish, AW56</b> - Students consider fish attributes and their effects on fish survival.</p>
<p>GLE 0406.1.6 Read and interpret the language of mathematics and use written/oral communication to express mathematical ideas precisely.</p> <p>GLE 0406.1.7 Recognize the historical development of mathematics, mathematics in context, and the connections between mathematics and the real world.</p>	

GLE 0406.1.8 Use technologies/manipulatives appropriately to develop understanding of mathematical algorithms, to facilitate problem solving, and to create accurate and reliable models of mathematical concepts.	
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**Content Standard 2: Number and Operations**

<b>Learning Expectations</b>	<b>Project WILD (W) and Aquatic WILD (AW) Correlations</b>
GLE 0406.2.1 Understand place value of numbers from hundredths to the hundred-thousands place.	
GLE 0406.2.2 Develop fluency with multiplication and single-digit division.	
GLE 0406.2.3 Identify prime and composite numbers.	
GLE 0406.2.4 Understand and use the connections between fractions and decimals.	
GLE 0406.2.5 Add and subtract fractions with like and unlike denominators.	
GLE 0406.2.6 Solve problems involving whole numbers, fractions, and/or decimals using all four arithmetic operations.	

## Content Standard 3: Algebra

Learning Expectations	Project WILD (W) and Aquatic WILD (AW) Correlations
GLE 0406.3.1 Extend understanding of a variable to equations involving whole numbers, fractions, decimals, and/or mixed numbers.	
GLE 0406.3.2 Use mathematical language and modeling to develop descriptions, rules and extensions of patterns.	
GLE 0406.3.3 Translate between different forms of representations of whole number relationships.	

## Content Standard 4: Geometry and Measurement

Learning Expectations	Project WILD (W) and Aquatic WILD (AW) Correlations
GLE 0406.4.1 Understand and use the properties of lines, segments, angles, polygons, and circles.	
GLE 0406.4.2 Understand and use measures of length, area, capacity, and weight.	
GLE 0406.4.3 Solve problems that involve estimating and measuring length, area, capacity and weight.	
GLE 0406.4.4 Understand the representation of location and movement within the first quadrant of a coordinate system.	

## Content Standard 5: Data, Probability and Statistics

Learning Expectations	Project WILD (W) and Aquatic WILD (AW) Correlations
GLE 0406.5.1 Collect, record, arrange, present, and interpret data using tables and various representations.	<p><b>Plastic Jellyfish, AW128</b> – Students explore the problems in trying to recover spilled plastic pellets, graph the data, and consider the effects of unrecovered pellets (Steps 3-10)</p> <p><b>Water We Eating?, AW83</b> – As an Extension, students classify food products by aquatic habitats or compare aquatic products in typical American supermarkets to those in ethnic markets.</p>
GLE 0406.5.2 Use probability to describe chance events.	

# WILD Correlations: MATH GRADE 5

Content Standard 1: Mathematical Processes	
Learning Expectations	Project WILD (W) and Aquatic WILD (AW) Correlations
<p>GLE 0506.1.1 Use mathematical language, symbols, and definitions while developing mathematical reasoning.</p> <p>GLE 0506.1.2 Apply and adapt a variety of appropriate strategies to problem solving, including estimation, and reasonableness of the solution.</p> <p>GLE 0506.1.3 Develop independent reasoning to communicate mathematical ideas and derive algorithms and/or formulas.</p> <p>GLE 0506.1.4 Move flexibly between concrete and abstract representations of mathematical ideas in order to solve problems, model mathematical ideas, and communicate solution strategies.</p>	
<p>GLE 0506.1.5 Use mathematical ideas and processes in different settings to formulate patterns, analyze graphs, set up and solve problems and interpret solutions.</p>	<p><b>Alice in Waterland, AW151</b> - Students gather data on their daily water use for 5 days. They implement water conservation and gather another set of data to compare results.</p> <p><b>Checks and Balances, W387</b> - Teams track herd size based on the series of imaginary events that occur over time.</p> <p><b>How Many Bears Can Live in This Forest?, W23</b> - Students collect “food tokens” and tally the amounts of foods of various types they collect, determining how bear survival is affected by food abundance and other factors.</p> <p><b>Litter We Know, W434</b> - Students assign a relative value to each piece of litter in a collection and tally the total “score” for the collection.</p>

	<p><b>Lobster in Your Lunchbox, W245</b> - Students calculate the cost of a family's meals for one day. They classify the food sources as plant or animal-derived, and as from wild or domesticated sources.</p> <p><b>Water's Going On?, AW149</b> - Students estimate and calculate water consumption.</p> <p><b>What's in the Air?, AW136</b> - Students graph data and compare results for different vinegar treatments.</p> <p><b>What's in the Water?, AW140</b> - Students graph the quantities of pollutants in a hypothetical water sample.</p> <p><b>Where Have All the Salmon Gone?, AW180</b> - Students graph and interpret actual fish population data in relation to historical events.</p>
GLE 0506.1.6	Read and interpret the language of mathematics and use written/oral communication to express mathematical ideas precisely.
GLE 0506.1.7	Recognize the historical development of mathematics, mathematics in context, and the connections between mathematics and the real world.
GLE 0506.1.8	Use technologies/manipulatives appropriately to develop understanding of mathematical algorithms, to facilitate problem solving, and to create accurate and reliable models of mathematical concepts.

## Content Standard 2: Number and Operations

Learning Expectations	Project WILD (W) and Aquatic WILD (AW) Correlations
GLE 0506.2.1	Extend the understanding of place value through millions and millionths in various contexts and representations.

GLE 0506.2.2	Write natural numbers (to 50) as a product of prime factors and understand that this is unique (apart from order).	
GLE 0506.2.3	Develop fluency with division of whole numbers. Understand the relationship of divisor, dividend, and quotient in terms of multiplication and division.	
GLE 0506.2.4	Develop fluency with addition and subtraction of proper and improper fractions and mixed numbers; explain and model the algorithm.	
GLE 0506.2.5	Develop fluency in solving multi-step problems using whole numbers, fractions, mixed numbers, and decimals.	

<b>Content Standard 3: Algebra</b>	
<b>Learning Expectations</b>	<b>Project WILD (W) and Aquatic WILD (AW) Correlations</b>
GLE 0506.3.1 Understand and use order of operations.	
GLE 0506.3.2 Develop and apply the concept of variable.	
GLE 0506.3.3 Understand and apply the substitution property.	
GLE 0506.3.4 Solve single-step linear equations and inequalities.	

## Content Standard 4: Geometry and Measurement

Learning Expectations	Project WILD (W) and Aquatic WILD (AW) Correlations
GLE 0506.4.1 Use basic formulas and visualization to find the area of geometric figures.	<b>Spider Web Geometry, W34</b> - Students apply principles of geometry to construct a replica of a spider's web.
GLE 0506.4.2 Describe polyhedral solids and analyze their properties, including volume and surface area.	
GLE 0506.4.3 Describe length/distance relationships using the first quadrant of the coordinate system.	<b>Whale of a Tail, AW10</b> - Students use computational, graphing, and measuring techniques to draw or sculpture life-size replicas of whales.
GLE 0506.4.4 Solve problems that require attention to both approximation and precision of measurement.	

## Content Standard 5: Data, Probability and Statistics

Learning Expectations	Project WILD (W) and Aquatic WILD (AW) Correlations
GLE 0506.5.1 Make, record, display and interpret data and graphs that include whole numbers, decimals, and fractions.	<b>Bearly Growing, W19</b> - Students illustrate, compute, and graph differences between people and black bears at various stages of maturity. <b>Oh Deer!, W36</b> - Students graphs fluctuations in population size over time. <b>World Travelers, W330</b> - Students develop graphs or pie charts and maps depicting the proportions of exotic species of plants on their designated plots.
GLE 0506.5.2 Describe the shape and important features of a set of data using the measures of central tendency.	

# WILD Correlations: MATH GRADE 6

Content Standard 1: Mathematical Processes	
Learning Expectations	Project WILD (W) and Aquatic WILD (AW) Correlations
<p>GLE 0606.1.1 Use mathematical language, symbols, and definitions while developing mathematical reasoning.</p> <p>GLE 0606.1.2 Apply and adapt a variety of appropriate strategies to problem solving, including estimation, and reasonableness of the solution.</p> <p>GLE 0606.1.3 Develop independent reasoning to communicate mathematical ideas and derive algorithms and/or formulas.</p> <p>GLE 0606.1.4 Move flexibly between concrete and abstract representations of mathematical ideas in order to solve problems, model mathematical ideas, and communicate solution strategies.</p>	
<p>GLE 0606.1.5 Use mathematical ideas and processes in different settings to formulate patterns, analyze graphs, set up and solve problems and interpret solutions.</p>	<p><b>Alice in Waterland, AW151</b> - Students gather data on their daily water use for 5 days. They implement water conservation and gather another set of data to compare results.</p> <p><b>Checks and Balances, W387</b> - Teams track herd size based on the series of imaginary events that occur over time.</p> <p><b>How Many Bears Can Live in This Forest?, W23</b> - Students collect “food tokens” and tally the amounts of foods of various types they collect, determining how bear survival is affected by food abundance and other factors.</p> <p><b>I’m Thirsty, W134</b> - Students use data provided to perform mathematical calculations and make inferences.</p> <p><b>Microtrek Treasure Hunt, W82</b> - Students classify and tally the types of wildlife they find.</p> <p><b>Oh Deer!, W36</b> - Students graphs fluctuations in population size over time.</p> <p><b>Puddle Wonders!, AW114</b> - Students measure the depth, area and volume of puddles.</p>

	<p><b>Rainfall and the Forest, W73</b> - Students color-code a map to look for patterns in rainfall-levels across the state and to determine relationships between rainfall and vegetation types.</p> <p><b>Urban Nature Search, W70</b> - Students organize and interpret data.</p> <p><b>Water's Going On?, AW149</b> - Students estimate and calculate water consumption.</p> <p><b>Watershed, AW132</b> - Students measure the area of a local watershed, calculate the amount of water it received each year.</p> <p><b>What's in the Air?, AW136</b> - Students graph data and compare results for different vinegar treatments.</p> <p><b>What's in the Water?, AW140</b> - Students graph the quantities of pollutants in a hypothetical water sample.</p> <p><b>Where Does Water Run?, AW21</b> - Students measure a site and calculate the volume of rainfall the site receives.</p>
<p>GLE 0606.1.6 Read and interpret the language of mathematics and use written/oral communication to express mathematical ideas precisely.</p> <p>GLE 0606.1.7 Recognize the historical development of mathematics, mathematics in context, and the connections between mathematics and the real world.</p> <p>GLE 0606.1.8 Use technologies/manipulatives appropriately to develop understanding of mathematical algorithms, to facilitate problem solving, and to create accurate and reliable models of mathematical concepts.</p>	

Content Standard 2: Number and Operations	
Learning Expectations	Project WILD (W) and Aquatic WILD (AW) Correlations
<p>GLE 0606.2.1 Understand and explain the procedures for multiplication and division of fractions, mixed numbers, and decimals.</p> <p>GLE 0606.2.2 Solve multi-step mathematical, contextual and verbal problems using fractions, mixed numbers, and decimals.</p>	

GLE 0606.2.3 Understand and use ratios, rates and percent.	<b>How Wet is Our Planet?, AW121</b> - Students calculate water volumes using percentages.
GLE 0606.2.4 Understand and convert between fraction, decimal, and percent forms of rational numbers.  GLE 0606.2.5 Develop meaning for integers; represent and compare quantities with integers.	

<b>Content Standard 3: Algebra</b>	
<b>Learning Expectations</b>	<b>Project WILD (W) and Aquatic WILD (AW) Correlations</b>
GLE 0606.3.1 Write and solve two-step equations and inequalities.	
GLE 0606.3.2 Interpret and represent algebraic relationships with variables in expressions, simple equations and inequalities.	
GLE 0606.3.3 Extend order of operations to include grouping symbols and exponents.	
GLE 0606.3.4 Use expressions, equations and formulas to solve problems.	
GLE 0606.3.5 Use multiple representations including symbolic algebra to model and/or solve contextual problems that involve linear relationships.	
GLE 0606.3.6 Understand and use the Cartesian coordinate system.	

## Content Standard 4: Geometry and Measurement

Learning Expectations	Project WILD (W) and Aquatic WILD (AW) Correlations
GLE 0606.4.1 Understand and use basic properties of triangles, quadrilaterals, and other polygons.	<b>Spider Web Geometry, W34</b> - Students apply principles of geometry to construct a replica of a spider's web.
GLE 0606.4.2 Use the concepts of translation, rotation, reflection, and symmetry to understand congruence in the plane.	
GLE 0606.4.3 Develop and use formulas to determine the circumference and area of circles, and the area of trapezoids, and develop strategies to find the area of composite shapes.	
GLE 0606.4.4 Develop and use formulas for surface area and volume of 3-dimensional figures.	

## Content Standard 5: Data Analysis, Statistics and Probability

Learning Expectations	Project WILD (W) and Aquatic WILD (AW) Correlations
GLE 0606.5.1 Understand the meaning of probability and how it is expressed.	
GLE 0606.5.2 Interpret representations of data from surveys and polls, and describe sample bias and how data representations can be misleading.	

# WILD Correlations: MATH GRADE 7

Content Standard 1: Mathematical Processes	
Learning Expectations	Project WILD (W) and Aquatic WILD (AW) Correlations
<p>GLE 0706.1.1 Use mathematical language, symbols, and definitions while developing mathematical reasoning.</p> <p>GLE 0706.1.2 Apply and adapt a variety of appropriate strategies to problem solving, including estimation, and reasonableness of the solution.</p> <p>GLE 0706.1.3 Develop independent reasoning to communicate mathematical ideas and derive algorithms and/or formulas.</p> <p>GLE 0706.1.4 Move flexibly between concrete and abstract representations of mathematical ideas in order to solve problems, model mathematical ideas, and communicate solution strategies.</p>	
<p>GLE 0706.1.5 Use mathematical ideas and processes in different settings to formulate patterns, analyze graphs, set up and solve problems and interpret solutions.</p>	<p><b>Alice in Waterland, AW151</b> - Students gather data on their daily water use for 5 days. They implement water conservation and gather another set of data to compare results.</p> <p><b>Checks and Balances, W387</b> - Teams track herd size based on the series of imaginary events that occur over time.</p> <p><b>How Many Bears Can Live in This Forest?, W23</b> - Students collect “food tokens” and tally the amounts of foods of various types they collect, determining how bear survival is affected by food abundance and other factors.</p> <p><b>Litter We Know, W434</b> - Students assign a relative value to each piece of litter in a collection and tally the total “score” for the collection.</p> <p><b>Lobster in Your Lunchbox, W245</b> - Students calculate the cost of a family’s meals for one day. They classify the food sources as plant or animal-derived, and as from wild or domesticated sources.</p>

	<p><b>Puddle Wonders!, AW114</b> - Students measure the depth, area and volume of puddles.</p> <p><b>Water's Going On?, AW149</b> - Students estimate and calculate water consumption.</p> <p><b>What's in the Air?, AW136</b> - Students graph data and compare results for different vinegar treatments.</p> <p><b>What's in the Water?, AW140</b> - Students graph the quantities of pollutants in a hypothetical water sample.</p> <p><b>Where Does Water Run?, AW21</b> - Students measure a site and calculate the volume of rainfall the site receives.</p> <p><b>Where Have All the Salmon Gone?, AW180</b> - Students graph and interpret actual fish population data in relation to historical events.</p>
<p>GLE 0706.1.6 Read and interpret the language of mathematics and use written/oral communication to express mathematical ideas precisely.</p> <p>GLE 0706.1.7 Recognize the historical development of mathematics, mathematics in context, and the connections between mathematics and the real world.</p> <p>GLE 0706.1.8 Use technologies/manipulatives appropriately to develop understanding of mathematical algorithms, to facilitate problem solving, and to create accurate and reliable models of mathematical concepts.</p>	

Content Standard 2: Number and Operations	
Learning Expectations	Project WILD (W) and Aquatic WILD (AW) Correlations
<p>GLE 0706.2.1 Extend understandings of addition, subtraction, multiplication and division to integers.</p> <p>GLE 0706.2.2 Understand and work with the properties of and operations on the system of rational numbers.</p>	

GLE 0706.2.3	Develop an understanding of and apply proportionality.	
GLE 0706.2.4	Use ratios, rates and perWILD to solve single- and multi-step problems in various contexts.	
GLE 0706.2.5	Understand and work with squares, cubes, square roots and cube roots.	
GLE 0706.2.6	Introduce the concept of negative exponents.	
GLE 0706.2.7	Understand and use scientific notation.	

## Content Standard 3: Algebra

Learning Expectations	Project WILD (W) and Aquatic WILD (AW) Correlations
GLE 0706.3.1 Recognize and generate equivalent forms for simple algebraic expressions.	
GLE 0706.3.2 Understand and compare various representations of relations and functions.	
GLE 0706.3.3 Understand the concept of function as a rule that assigns to a given input one and only one number (the output).	
GLE 0706.3.4 Use function notation where $f(x)$ represents the output that the function $f$ assigns to the input $x$ .	
GLE 0706.3.5 Understand and graph proportional relationships.	
GLE 0706.3.6 Conceptualize the meanings of slope using various interpretations, representations, and contexts.	

GLE 0706.3.7	Use mathematical models involving linear equations to analyze real-world phenomena.	
GLE 0706.3.8	Use a variety of strategies to efficiently solve linear equations and inequalities.	

## Content Standard 4: Geometry and Measurement

Learning Expectations	Project WILD (W) and Aquatic WILD (AW) Correlations	
GLE 0706.4.1	Understand the application of proportionality with similar triangles.	
GLE 0706.4.2	Apply proportionality to converting among different units of measurements to solve problems involving rates such as motion at a constant speed.	
GLE 0706.4.3	Understand and use scale factor to describe the relationships between length, area, and volume.	
GLE 0706.4.4	Understand and use ratios, derived quantities, and indirect measurements.	

## Content Standard 5: Data Analysis, Statistics and Probability

Learning Expectations	Project WILD (W) and Aquatic WILD (AW) Correlations	
GLE 0706.5.1	Collect, organize, and analyze both single- and two-variable data.	

GLE 0706.5.2 Select, create, and use appropriate graphical representations of data.	<b>Oh Deer!, W36</b> - Students graphs fluctuations in population size over time.
GLE 0706.5.3 Formulate questions and design studies to collect data about a characteristic shared by two populations, or different characteristics within one population.	
GLE 0706.5.4 Use descriptive statistics to summarize and compare data.	
GLE 0706.5.5 Understand and apply basic concepts of probability.	

# WILD Correlations: MATH GRADE 8

Content Standard 1: Mathematical Processes	
Learning Expectations	Project WILD (W) and Aquatic WILD (AW) Correlations
<p>GLE 0806.1.1 Use mathematical language, symbols, and definitions while developing mathematical reasoning.</p> <p>GLE 0806.1.2 Apply and adapt a variety of appropriate strategies to problem solving, including estimation, and reasonableness of the solution.</p> <p>GLE 0806.1.3 Develop independent reasoning to communicate mathematical ideas and derive algorithms and/or formulas.</p> <p>GLE 0806.1.4 Move flexibly between concrete and abstract representations of mathematical ideas in order to solve problems, model mathematical ideas, and communicate solution strategies.</p>	
<p>GLE 0806.1.5 Use mathematical ideas and processes in different settings to formulate patterns, analyze graphs, set up and solve problems and interpret solutions.</p>	<p><b>How Many Bears Can Live in This Forest?, W23</b> - Students collect “food tokens” and tally the amounts of foods of various types they collect, determining how bear survival is affected by food abundance and other factors.</p> <p><b>I’m Thirsty, W134</b> - Students use data provided to perform mathematical calculations and make inferences.</p> <p><b>Microtrek Treasure Hunt, W82</b> - Students classify and tally the types of wildlife they find.</p> <p><b>Urban Nature Search, W70</b> - Students organize and interpret data.</p> <p><b>What’s in the Air?, AW136</b> - Students graph data and compare results for different vinegar treatments.</p> <p><b>World Travelers, W330</b> - Students develop graphs or pie charts and maps depicting the proportions of exotic species of plants on their designated plots.</p>

GLE 0806.1.6	Read and interpret the language of mathematics and use written/oral communication to express mathematical ideas precisely.	
GLE 0806.1.7	Recognize the historical development of mathematics, mathematics in context, and the connections between mathematics and the real world.	
GLE 0806.1.8	Use technologies/manipulatives appropriately to develop understanding of mathematical algorithms, to facilitate problem solving, and to create accurate and reliable models of mathematical concepts.	

Content Standard 2: Number and Operations		
Learning Expectations		Project WILD (W) and Aquatic WILD (AW) Correlations
GLE 0806.2.1	Extend understanding of the real number system to include irrational numbers.	
GLE 0806.2.2	Solve problems involving exponents and scientific notation using technology appropriately.	
GLE 0806.2.3	Solve real-world problems using rational and irrational numbers.	
GLE 0806.2.4	Understand and use the laws of exponents.	

## Content Standard 3: Algebra

Learning Expectations	Project WILD (W) and Aquatic WILD (AW) Correlations
GLE 0806.3.1 Recognize and generate equivalent forms for algebraic expressions.	
GLE 0806.3.2 Represent, analyze, and solve problems involving linear equations and inequalities in one and two variables.	
GLE 0806.3.3 Solve systems of linear equations in two variables.	
GLE 0806.3.4 Translate among verbal, tabular, graphical and algebraic representations of linear functions.	
GLE 0806.3.5 Use slope to analyze situations and solve problems.	
GLE 0806.3.6 Compare and contrast linear and nonlinear functions.	

## Content Standard 4: Geometry and Measurement

Learning Expectations	Project WILD (W) and Aquatic WILD (AW) Correlations
<p>GLE 0806.4.1 Derive the Pythagorean theorem and understand its applications.</p> <p>GLE 0806.4.2 Understand the relationships among the angles formed by parallel lines cut by transversals.</p> <p>GLE 0806.4.3 Understand the necessary levels of accuracy and precision in measurement.</p> <p>GLE 0806.4.4 Understand both metric and customary units of measurement.</p>	
<p>GLE 0806.4.5 Use visualization to describe or identify intersections, cross-sections, and various views of geometric figures.</p>	<p><b>Spider Web Geometry, W34</b> - Students apply principles of geometry to construct a replica of a spider's web.</p> <p><b>Whale of a Tail, AW10</b> - Students use computational, graphing, and measuring techniques to draw or sculpture life-size replicas of whales.</p>

## Content Standard 5: Data Analysis, Statistics and Probability

Learning Expectations	Project WILD (W) and Aquatic WILD (AW) Correlations
<p>GLE 0806.5.1 Explore probabilities for compound, independent and/or dependent events.</p> <p>GLE 0806.5.2 Select, create, and use appropriate graphical representations of data (including scatterplots with lines of best fit) to make and test conjectures.</p> <p>GLE 0806.5.3 Evaluate the use of statistics in media reports.</p>	