

WILD Correlations: SCIENCE GRADE 8

Grade 8 : Embedded Inquiry	
Learning Expectations	Project WILD (W) and Aquatic WILD (AW) Correlations
<p>GLE 0807.Inq.1 Design and conduct open-ended scientific investigations.</p>	<p>Eco-Enrichers, W102 - Students experiment with soil and redworms.</p>
<p>GLE 0807.Inq.2 Use appropriate tools and techniques to gather, organize, analyze, and interpret data.</p> <p>GLE 0807.Inq.3 Synthesize information to determine cause and effect relationships between evidence and explanations.</p> <p>GLE 0807.Inq.4 Recognize possible sources of bias and error, alternative explanations, and questions for further exploration.</p>	<p>Ants on a Twig, W80 - Students go outside to observe and demonstrate ant behavior.</p> <p>Eat and Glow, AW69 - Students conduct an experiment using Daphnia and brine shrimp to demonstrate adaptations to environmental change by organisms.</p> <p>Fishy Who's Who, AW8 - Students complete an inventory of fish habitats that exist in their area, obtain information about the various fish species that occur in these habitats, and locate the fish species on a map.</p> <p>Microtrek Treasure Hunt, W82 - Students use hand lenses to explore microhabitats.</p> <p>Urban Nature Search, W70 - Students go outside to investigate an environment.</p> <p>Water Canaries, AW24 - Students investigate a stream or pond using sampling techniques.</p> <p>What's in the Air?, AW136 - Students collect data over a two week period on grass seedlings "watered" with different vinegar solutions.</p>
<p>GLE 0807.Inq.5 Communicate scientific understanding using descriptions, explanations, and models.</p>	<p>Aquatic Times, AW188 - Students can use this "newspaper writing" approach to communicate the results of inquiry.</p> <p>World Travelers, W330 - Students conduct field research to identify, map, and graph exotic plant species on an assigned plot.</p>

Grade 8 : Embedded Technology & Engineering

Learning Expectations	Checks for Understanding	Project WILD (W) and Aquatic WILD (AW) Correlations
<p>GLE 0807.T/E.1 Explore how technology responds to social, political, and economic needs.</p> <p>GLE 0807.T/E.2 Know that the engineering design process involves an ongoing series of events that incorporate design constraints, model building, testing, evaluating, modifying, and retesting.</p> <p>GLE 0807.T/E.3 Compare the intended benefits with the unintended consequences of a new technology.</p> <p>GLE 0807.T/E.4 Describe and explain adaptive and assistive bioengineered products.</p>	<p>0807.T/E.1 Use appropriate tools to test for strength, hardness, and flexibility of materials.</p> <p>0807.T/E.2 Apply the engineering design process to construct a prototype that meets certain specifications.</p> <p>0807.T/E.3 Explore how the unintended consequences of new technologies can impact society.</p> <p>0807.T/E.4 Research bioengineering technologies that advance health and contribute to improvements in our daily lives.</p> <p>0807.T/E.5 Develop an adaptive design and test its effectiveness.</p>	

Grade 8 : Standard 5 - Biodiversity and Change

Learning Expectations	Checks for Understanding	Project WILD (W) and Aquatic WILD (AW) Correlations
<p>GLE 0807.5.1 Identify various criteria used to classify organisms into groups.</p>	<p>0807.5.1 Select characteristics of plants and animals that serve as the basis for developing a classification key.</p> <p>0807.5.2 Create and apply a simple classification key to identify an organism.</p>	<p>Adaptation Artistry, W128 Ants on a Twig, W80 Fishy Who's Who, AW8 Interview a Spider, W12 Mermaids and Manatees, AW80 Spider Web Geometry, W34 Tracks!, W30</p>

<p>GLE 0807.5.2 Use a simple classification key to identify a specific organism.</p>		<p>Micro Odyssey, AW49 World Travelers, W330</p>
<p>GLE 0807.5.3 Analyze how structural, behavioral, and physiological adaptations within a population enable it to survive in a given environment.</p>	<p>0807.5.3 Compare and contrast the ability of an organism to survive under different environmental conditions.</p>	<p>Career Critters, W371 Habitat Lap Sit, W61 I'm Thirsty, W138 Microtrek Treasure Hunt, W82 Move Over Rover, W144 Pond Succession, AW66 Time Lapse, W158 Urban Nature Search, W70 Whale of a Tail, AW10 Which Niche?, W66 Who Fits Here?, W64</p>
<p>GLE 0807.5.4 Explain why variation within a population can enhance the chances for group survival.</p>	<p>0807.5.4 Collect and analyze data relating to variation within a population of organisms.</p>	
<p>GLE 0807.5.5 Describe the importance of maintaining the earth's biodiversity.</p>	<p>0807.5.5 Prepare a poster that illustrates the major factors responsible for reducing the amount of global biodiversity.</p> <p>0807.5.6 Prepare graphs that demonstrate how the amount of biodiversity has changed in a particular continent or biome.</p>	<p>Aquatic Roots, AW177 Hazardous Links, Possible Solutions, W326 Here Today, Gone Tomorrow, W154 Hooks and Ladders, AW43 How Many Bears Can Live in this Forest?, W23 Migration Headache, AW15 Planting Animals, W152 Turtle Hurdles, AW172 World Travelers, W330</p>
<p>GLE 0807.5.6 Investigate fossils in sedimentary rock layers to gather evidence of changing life forms.</p>	<p>0807.5.7 Create a timeline that illustrates the relative ages of fossils in sedimentary rock layers.</p>	

Grade 8 : Standard 9 - Matter

Learning Expectations	Checks for Understanding	Project WILD (W) and Aquatic WILD (AW) Correlations
<p>GLE 0807.9.1 Understand that all matter is made up of atoms.</p> <p>GLE 0807.9.2 Explain that matter has properties that are determined by the structure and arrangement of its atoms.</p> <p>GLE 0807.9.3 Interpret data from an investigation to differentiate between physical and chemical changes.</p> <p>GLE 0807.9.4 Distinguish among elements, compounds, and mixtures.</p> <p>GLE 0807.9.5 Apply the chemical properties of the atmosphere to illustrate a mixture of gases.</p> <p>GLE 0807.9.6 Use the periodic table to determine the characteristics of an element.</p> <p>GLE 0807.9.7 Explain the Law of Conservation of Mass.</p> <p>GLE 0807.9.8 Interpret the events represented by a chemical equation.</p>	<p>0807.9.1 Identify atoms as the fundamental particles that make up matter.</p> <p>0807.9.2 Illustrate the particle arrangement and type of motion associated with different states of matter.</p> <p>0807.9.3 Measure or calculate the mass, volume, and temperature of a given substance.</p> <p>0807.9.4 Calculate the density of various objects.</p> <p>0807.9.5 Distinguish between elements and compounds by their symbols and formulas.</p> <p>0807.9.6 Differentiate between physical and chemical changes.</p> <p>0807.9.7 Describe how the characteristics of a compound are different than the characteristics of their component parts.</p> <p>0807.9.8 Determine the types of interactions between substances that result in a chemical change.</p> <p>0807.9.9 Explain how the chemical makeup of the atmosphere illustrates a mixture of gases.</p> <p>0807.9.10 Identify the atomic number, atomic mass, number of protons, neutrons, and electrons in an atom of an element using the periodic table.</p> <p>0807.9.11 Use investigations of chemical and physical changes to describe the Law of Conservation of Mass.</p>	

	<p>0807.9.12 Differentiate between the reactants and products of a chemical equation.</p> <p>0807.9.13 Determine whether a substance is an acid or a base by its reaction to an indicator.</p>	
<p>GLE 0807.9.9 Explain the basic difference between acids and bases.</p>	<p>0807.9.13 Determine whether a substance is an acid or a base by its reaction to an indicator.</p>	<p>Eat and Glow, AW69 EcoEnrichers, W102 Water Canaries, AW24 What's in the Air?, AW136</p>

Grade 8 : Standard 12 - Forces in Nature

Learning Expectations	Checks for Understanding	Project WILD (W) and Aquatic WILD (AW) Correlations
<p>GLE 0807.12.1 Investigate the relationship between magnetism and electricity.</p> <p>GLE 0807.12.2 Design an investigation to change the strength of an electromagnet.</p> <p>GLE 0807.12.3 Compare and contrast the earth's magnetic field to that of a magnet and an electromagnet.</p> <p>GLE 0807.12.4 Identify factors that influence the amount of gravitational force between objects.</p> <p>GLE 0807.12.5 Recognize that gravity is the force that controls the motion of objects in the solar system.</p>	<p>0807.12.1 Create a diagram to explain the relationship between electricity and magnetism.</p> <p>0807.12.2 Produce an electromagnet using a bar magnet and a wire coil.</p> <p>0807.12.3 Experiment with an electromagnet to determine how to vary its strength.</p> <p>0807.12.4 Create a chart to distinguish among the earth's magnetic field, and fields that surround a magnet and an electromagnet.</p> <p>0807.12.5 Explain the difference between mass and weight.</p> <p>0807.12.6 Identify factors that influence the amount of gravitational force between objects.</p> <p>0807.12.7 Explain how the motion of objects in the solar system is affected by gravity.</p>	<p>Flip the Switch for Wildlife, W319</p>

WILD Correlations: SCIENCE GRADE 5

Grade 5 : Embedded Inquiry	
Learning Expectations	Project WILD (W) and Aquatic WILD (AW) Correlations
<p>GLE 0507.Inq.1 Explore different scientific phenomena by asking questions, making logical predictions, planning investigations, and recording data.</p>	<p>Alice in Waterland, AW151 - 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>Aquatic Times, AW188 - Students can use this “newspaper writing” approach to communicate the results of inquiry.</p> <p>Eco-Enrichers, W102 - Students experiment with soil and redworms.</p> <p>Fishy Who's Who, AW8 - Students complete an inventory of fish habitats that exist in their area, obtain information about the various fish species that occur in these habitats, and locate the fish species on a map.</p> <p>Improving Wildlife Habitat in the Community, W440 - Students design and accomplish a project to improve wildlife habitat in their community.</p> <p>Litter We Know, W434 - Students collect and evaluate litter’s potential effects on wildlife, making collages.</p> <p>No Water Off a Duck’s Back, W305 - Students conduct an investigation to explore what happens to wildlife during an oil spill.</p> <p>Noisy Neighbors, W317 - Students conduct an investigation of noise levels in their community and generate and test hypotheses.</p> <p>Owl Pellets, W100 - Students examine owl pellets, reconstruct skeletons, and identify skeletons and prey of owls.</p> <p>Water's Going On?, AW149 - Students design and try out ways to conserve water.</p> <p>What’s in the Air?, AW136 - Students collect data over a two week period on grass seedlings “watered” with different vinegar solutions.</p> <p>World Travelers, W330 - Students conduct field research to identify, map, and graph exotic plant species on an assigned plot.</p>
<p>GLE 0507.Inq.2 Select and use appropriate tools and simple equipment to conduct an investigation.</p>	

<p>GLE 0507.Inq.3 Organize data into appropriate tables, graphs, drawings, or diagrams.</p>	
<p>GLE 0507.Inq.4 Identify and interpret simple patterns of evidence to communicate the findings of multiple investigations.</p>	<p>Aquatic Times, AW188 - Students can use this “newspaper writing” approach to communicate the results of inquiry.</p>
<p>GLE 0507.Inq.5 Recognize that people may interpret the same results in different ways.</p> <p>GLE 0507.Inq.6 Compare the results of an investigation with what scientists already accept about this question.</p>	

<h2 style="text-align: center;">Grade 5 : Embedded Technology & Engineering</h2>		
<p>Learning Expectations</p>	<p>Checks for Understanding</p>	<p>Project WILD (W) and Aquatic WILD (AW) Correlations</p>
<p>GLE 0507.T/E.1 Describe how tools, technology, and inventions help to answer questions and solve problems.</p> <p>GLE 0507.T/E.2 Recognize that new tools, technology, and inventions are always being developed.</p> <p>GLE 0507.T/E.3 Identify appropriate materials, tools, and machines that can extend or enhance the ability to solve a specified problem.</p>	<p>0507.T/E.1 Explain how different inventions and technologies impact people and other living organisms.</p> <p>0507.T/E.2 Design a tool or a process that addresses an identified problem caused by human activity.</p> <p>0507.T/E.3 Determine criteria to evaluate the effectiveness of a solution to a specified problem.</p>	

GLE 0507.T/E.4 Recognize the connection between scientific advances, new knowledge, and the availability of new tools and technologies.	0507.T/E.4 Evaluate an invention that solves a problem and determine ways to improve the design.	
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Grade 5 : Standard 1 - Cells

Learning Expectations	Checks for Understanding	Project WILD (W) and Aquatic WILD (AW) Correlations
GLE 0507.1.1 Distinguish between the basic structures and functions of plant and animal cells.	<p>0507.1.1 Label drawings of plant and animal cells.</p> <p>0507.1.2 Compare and contrast the basic structures and functions of plant and animal cells.</p>	

Grade 5 : Standard 2 - Interdependence

Learning Expectations	Checks for Understanding	Project WILD (W) and Aquatic WILD (AW) Correlations
GLE 0507.2.1 Investigate different nutritional relationships among organisms in an ecosystem.	0507.2.1 Evaluate producer/consumer, predator/prey, and parasite/host relationships.	<p>Eco-Enrichers, W102 How Many Bears Can Live in this Forest?, W23 Owl Pellets, W100 Quick Frozen Critters, W122</p>
GLE 0507.2.2 Explain how organisms interact through symbiotic, commensal, and parasitic relationships.	0507.2.2 Classify interspecific relationships within an ecosystem as mutualism, commensalism, or parasitism.	Good Buddies, W91

	<p>0507.2.3 Create a simple model illustrating the interspecific relationships within an ecosystem.</p> <p>0507.2.4 Analyze basic information from a body of text to identify key issues or assumptions about the relationships among organisms in an ecosystem.</p>	
<p>GLE 0507.2.3 Establish the connections between human activities and natural disasters and their impact on the environment.</p>	<p>0507.2.5 Create a poster to illustrate how human activities and natural disasters affect the environment.</p>	<p>Alice in Waterland, AW151 Aquatic Roots, AW177 Changing the Land, W345 Checks and Balances, W387 Dragonfly Pond, AW198 EnviroEthics, W443 Flip the Switch for Wildlife, W319 Hazardous Links, Possible Solutions, W326 History of Wildlife Management, W267 The Hunter, W287 Improving Wildlife Habitat in the Community, W440 Let's Talk Turkey, W248 Litter We Know, W434 Lobster in Your Lunch Box, W245 Migration Barriers, W308 Migration Headache, AW15 No Water Off a Duck's Back, W305 Noisy Neighbors, W317 Oh Deer!, W36 Pay to Play, W216 Planting Animals, W152 Pond Succession, AW66 Pro and Con: Consumptive and Non-consumptive Uses of Wildlife, W338 Rare Bird Eggs for Sale, W335 Riparian Zone, W341 Shrinking Habitat, W310 Smokey Bear Said What?, W314 Something's Fishy Here!, AW145</p>

		Time Lapse, W158 To Dam or Not to Dam, AW184 To Zone or Not to Zone, W321 Water's Going On?, AW149 Wetland Metaphors, AW39 What Did Your Lunch Cost Wildlife, W68 What You Wear Is What They Were, W210 What's in the Air?, AW136 What's in the Water?, AW140 Wildwork, W385 World Travelers, W330
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Grade 5 : Standard 3 - Flow of Matter and Energy		
Learning Expectations	Checks for Understanding	Project WILD (W) and Aquatic WILD (AW) Correlations
GLE 0507.3.1 Demonstrate how all living things rely on the process of photosynthesis to obtain energy.	0507.3.1 Identify the cell structures that enable plants to conduct photosynthesis. 0507.3.2 Design a graphic organizer that illustrates the difference between plants and animals in the movement of food energy through an ecosystem.	Energy Pipeline, W105

Grade 5 : Standard 4 - Heredity

Learning Expectations	Checks for Understanding	Project WILD (W) and Aquatic WILD (AW) Correlations
<p>GLE 0507.4.1 Describe how genetic information is passed from parents to offspring during reproduction.</p> <p>GLE 0507.4.2 Recognize that some characteristics are inherited while others result from interactions with the environment.</p>	<p>0507.4.1 Explain how genetic information is transmitted from parents to offspring.</p> <p>0507.4.2 Create a chart that compares hereditary and environmental traits.</p> <p>0507.4.3 Distinguish between a scar and a birthmark in terms of their origins.</p>	

Grade 5 : Standard 5 - Biodiversity and Change

Learning Expectations	Checks for Understanding	Project WILD (W) and Aquatic WILD (AW) Correlations
<p>GLE 0507.5.1 Investigate physical characteristics associated with different groups of animals.</p>	<p>0507.5.1 Classify animals according to their physical characteristics.</p> <p>0507.5.2 Design a model to illustrate how an animal's physical characteristics enable it to survive in a particular environment.</p>	<p>Adaptation Artistry, W128 Bearly Growing, W19 Career Critters, W371 Fishy Who's Who, AW8 Habitat Lap Sit, W61 Interview a Spider, W12 Migration Headache, AW15 Move Over Rover, W144 Spider Web Geometry, W34 Tracks!, W30 Whale of a Tail, AW10 Where Have All the Salmon Gone?, AW180 Which Niche?, W66 Who Fits Here?, W64</p>

<p>GLE 0507.5.2 Analyze fossils to demonstrate the connection between organisms and environments that existed in the past and those that currently exist.</p>	<p>0507.5.3 Identify the processes associated with fossil formation.</p> <p>0507.5.4 Use fossil evidence to describe an environment from the past.</p> <p>0507.5.5 Use fossils to match a previously existing organism with one that exists today.</p>	<p>Here Today, Gone Tomorrow, W154</p>
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Grade 5 : Standard 7 – The Earth

Learning Expectations	Checks for Understanding	Project WILD (W) and Aquatic WILD (AW) Correlations
<p>GLE 0507.7.1 Compare geologic events responsible for the earth’s major geological features.</p>	<p>0507.7.1 Create a model to illustrate geologic events responsible for changes in the earth’s crust.</p> <p>0507.7.2 Prepare a chart to compare how volcanoes, earthquakes, faulting, and plate movements affect the earth’s surface features.</p>	

Grade 5 : Standard 8 - The Atmosphere

Learning Expectations	Checks for Understanding	Project WILD (W) and Aquatic WILD (AW) Correlations
<p>GLE 0507.8.1 Analyze and predict how major landforms and bodies of water affect atmospheric conditions.</p>	<p>0507.8.1 Compare the climates of coastal and inland areas at similar latitudes to demonstrate the ocean’s impact on weather and climate.</p> <p>0507.8.2 Use land maps to demonstrate how mountain ranges affect weather and climate.</p>	

	<p>0507.8.3 Use weather maps of the United States to graph temperature and precipitation for inland and coastal regions.</p> <p>0507.8.4 Use local environmental information to analyze how weather and climate are affected by landforms and bodies of water.</p>	
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Grade 5 : Standard 9 - Matter

Learning Expectations	Checks for Understanding	Project WILD (W) and Aquatic WILD (AW) Correlations
<p>GLE 0507.9.1 Observe and measure the simple chemical properties of common substances.</p> <p>GLE 0507.9.2 Design and conduct an experiment to demonstrate how various types of matter freeze, melt, or evaporate.</p> <p>GLE 0507.9.3 Investigate factors that affect the rate at which various materials freeze, melt, or evaporate.</p>	<p>0507.9.1 Compare the simple chemical properties of common substances.</p> <p>0507.9.2 Investigate how different types of materials freeze, melt, evaporate, or dissipate.</p> <p>0507.9.3 Use data from a simple investigation to determine how temperature change affects the rate of evaporation and condensation.</p>	

WILD Correlations: SCIENCE GRADE 1

Grade 1 : Embedded Inquiry

Learning Expectations	Project WILD (W) and Aquatic WILD (AW) Correlations
<p>GLE 0107.Inq.1 Observe the world of familiar objects using the senses and tools.</p>	<p>Fashion a Fish, AW56 - Students consider how body shape and coloration of their “designed fish” would affect what habitat it could survive in.</p> <p>Grasshopper Gravity, W4 - Students attempt to answer various questions about grasshoppers.</p> <p>Learning to Look, Looking to See, W278 - Students develop observation skills needed in other inquiry-based activities.</p> <p>Plastic Jellyfish, AW128 - Students collect and sort plastic litter (Steps 1 and 2). As Extensions, they establish a Litter Patrol and research the breakdown of plastic litter over a 1 month period.</p> <p>Water We Eating?, AW83 - 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>Wildlife is Everywhere, W51 - Students search their surroundings for evidence of wildlife.</p>
<p>GLE 0107.Inq.2 Ask questions, make logical predictions, plan investigations, and represent data.</p> <p>GLE 0107.Inq.3 Explain the data from an investigation.</p>	<p>Graphanimal, W49 - Students create picture collections of animals in two different habitats, and then "visit" the habitats by going on an indoor nature walk where they tally the number of animals seen.</p>

Grade 1 : Embedded Technology & Engineering

Learning Expectations	Checks for Understanding	Project WILD (W) and Aquatic WILD (AW) Correlations
<p>GLE 0107.T/E.1 Recognize that both natural materials and human-made tools have specific characteristics that determine their use.</p> <p>GLE 0107.T/E.2 Apply engineering design and creative thinking to solve practical problems.</p>	<p>0107.T/E.1 Explain how simple tools are used to extend the senses, make life easier, and solve everyday problems.</p> <p>0107.T/E.2 Invent designs for simple products.</p> <p>0107.T/E.3 Use tools to measure materials and construct simple products.</p>	

Grade 1 : Standard 1 - Cells

Learning Expectations	Checks for Understanding	Project WILD (W) and Aquatic WILD (AW) Correlations
<p>GLE 0107.1.1 Recognize that living things have parts that work together.</p> <p>GLE 0107.1.2 Use tools to examine major body parts and plant structures.</p>	<p>0107.1.1 Combine pictures of major body parts to assemble a complete animal.</p> <p>0107.1.2 Communicate the effect of using tools like magnifiers when examining different body parts.</p> <p>0107.1.3 Make diagrams to record and communicate observations.</p>	<p>Grasshopper Gravity, W4</p>

Grade 1 : Standard 2 - Interdependence

Learning Expectations	Checks for Understanding	Project WILD (W) and Aquatic WILD (AW) Correlations
<p>GLE 0107.2.1 Distinguish between living and non-living things in an environment.</p>	<p>0107.2.1 Identify the basic characteristics of living things.</p> <p>0107.2.2 Record information about living or non-living objects in local environments.</p> <p>0107.2.3 Sort and classify a variety of living and non-living materials based on their characteristics.</p>	<p>Aqua Words, AW29 Fashion a Fish, AW56 Marsh Munchers, AW34 Plastic Jellyfish, AW128 Water Plant Art, AW31</p>

Grade 1 : Standard 3 - Flow of Matter and Energy

Learning Expectations	Checks for Understanding	Project WILD (W) and Aquatic WILD (AW) Correlations
<p>GLE 0107.3.1 Recognize that plants and animals are living things that grow and change over time.</p>	<p>0107.3.1 Conduct investigations and record data about the growth of different plants under varying conditions.</p> <p>0107.3.2 Describe what plants and animals need in order to grow and remain healthy.</p>	<p>Beautiful Basics, W58 Everybody Needs a Home, W59 Habitacks, W53 What's That, Habitat?, W56</p>

Grade 1 : Standard 4 - Heredity

Learning Expectations	Checks for Understanding	Project WILD (W) and Aquatic WILD (AW) Correlations
<p>GLE 0107.4.1 Observe and illustrate the life cycle of animals.</p> <p>GLE 0107.4.2 Describe ways in which animals closely resemble their parents.</p>	<p>0107.4.1 Observe, describe, and record the life cycle of a particular animal.</p> <p>0107.4.2 Match pictures of parents and related offspring by identifying common characteristics.</p>	<p>Are You Me?, AW2</p>

Grade 1 : Standard 5 - Biodiversity and Change

Learning Expectations	Checks for Understanding	Project WILD (W) and Aquatic WILD (AW) Correlations
<p>GLE 0107.5.1 Investigate how plants and animals can be grouped according to their habitats.</p> <p>GLE 0107.5.2 Recognize that some organisms which formerly lived are no longer found on earth.</p>	<p>0107.5.1 Observe plants and animals on the school grounds and group them according to where they are found.</p> <p>0107.5.2 Create a chart of different habitats and match animals to specific locations.</p> <p>0107.5.3 Sort pictures or illustrations of animals into groups that are extinct and those that still exist and offer possible explanations for extinction.</p>	<p>And the Wolf Wore Shoes, W180 Graphanimal, W49 Surprise Terrarium, W120 Water We Eating?, AW83 What Bear Goes Where?, W118 What's Wild?, W7</p>

Grade 1: Standard 6 – Omitted

Grade 1 : Standard 7 – The Earth

Learning Expectations	Checks for Understanding	Project WILD (W) and Aquatic WILD (AW) Correlations
<p>GLE 0107.7.1 Realize that water, rocks, soil, living organisms, and man-made objects make up the earth’s surface.</p> <p>GLE 0107.7.2 Classify earth materials according to their physical properties.</p>	<p>0107.7.1 Create a diagram of the school grounds to identify where water, rocks, soil, living organisms, and man-made objects are found.</p> <p>0107.7.2 Sample areas of the school grounds to identify where different materials are found.</p> <p>0107.7.3 Use bagged samples of earth materials or pictures from different areas to classify materials according to their use.</p>	<p>Learning to Look, Looking to See, W278 Wildlife is Everywhere, W51</p>

Grade 1 : Standard 8 - The Atmosphere

Learning Expectations	Checks for Understanding	Project WILD (W) and Aquatic WILD (AW) Correlations
<p>GLE 0107.8.1 Gather and interpret daily weather data.</p>	<p>0107.8.1 Collect daily weather information to predict what conditions might occur on the following day.</p> <p>0107.8.2 Discuss what makes a weather prediction accurate or inaccurate.</p>	

Grade 1 : Standard 9 - Matter

Learning Expectations	Checks for Understanding	Project WILD (W) and Aquatic WILD (AW) Correlations
<p>GLE 0107.9.1 Classify objects according to their physical properties.</p> <p>GLE 0107.9.2 Distinguish between the properties of solids and liquids.</p> <p>GLE 0107.9.3 Predict the changes that may occur when different materials are mixed.</p>	<p>0107.9.1 Classify solids according to their size, shape, color, texture, hardness, ability to change shape, magnetic attraction, whether they sink or float, and use.</p> <p>0107.9.2 Compare liquids according to their color, ability to flow, solubility in water, and use.</p> <p>0107.9.3 Investigate and describe the results of mixing different substances such as salt and pepper, water and sand, water and oil, and water and salt.</p>	

Grade 1 : Standard 10 - Energy

Learning Expectations	Checks for Understanding	Project WILD (W) and Aquatic WILD (AW) Correlations
<p>GLE 0107.10.1 Investigate the effect of the sun on land, water, and air.</p>	<p>0107.10.1 Predict and determine what happens over the course of a school day when containers of sand, soil, and water with thermometers are placed in a sunny window.</p> <p>0107.10.2 Predict and determine what happens over the course of a school day when containers of sand, soil and water with thermometers are placed in a shady location.</p> <p>0107.10.3 Compare the temperature at different places around the school such as black top driveway, lawn, concrete areas, side of the building, under a shade tree, wet area, in the ground.</p>	

WILD Correlations: SCIENCE GRADE 4

Grade 4 : Embedded Inquiry	
Learning Expectations	Project WILD (W) and Aquatic WILD (AW) Correlations
<p>GLE 0407.Inq.1 Explore different scientific phenomena by asking questions, making logical predictions, planning investigations, and recording data.</p>	<p>Environmental Barometer, W77 - 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>Fashion a Fish, AW56 - Students consider how up to 5 characteristics of their "designed fish" would affect what habitat it could survive in.</p> <p>Grasshopper Gravity, W4 - Students attempt to answer various questions about grasshoppers.</p> <p>Habitrekking, W79 - Students go outside to conduct an investigation requiring observation, interpretation, and data-gathering skill.</p> <p>Learning to Look, Looking to See, W278 - Students develop observation skills needed in other inquiry-based activities.</p> <p>Plastic Jellyfish, AW128 - 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>Silt: A Dirty Word, AW190 - Students create a model to simulate changes to a stream and its water flow when silt, sand or both are added to the system.</p> <p>Too Close for Comfort, W300 - Students experiment with physical distance and levels of comfort in humans, estimate appropriate distances between humans and wildlife under various conditions, hypothesize about indicators of animal discomfort, and summarize reasons to avoid animal discomfort through crowding.</p> <p>Water We Eating?, AW83 - 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>GLE 0407.Inq.2 Select and use appropriate tools and simple equipment to conduct an investigation.</p> <p>GLE 0407.Inq.3 Organize data into appropriate tables, graphs, drawings, or diagrams.</p> <p>GLE 0407.Inq.4 Identify and interpret simple patterns of evidence to communicate the findings of multiple investigations.</p>	

<p>GLE 0407.Inq.5 Recognize that people may interpret the same results in different ways.</p> <p>GLE 0407.Inq.6 Compare the results of an investigation with what scientists already accept about this question.</p>		
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Grade 4 : Embedded Technology & Engineering		
Learning Expectations	Checks for Understanding	Project WILD (W) and Aquatic WILD (AW) Correlations
<p>GLE 0407.T/E.1 Describe how tools, technology, and inventions help to answer questions and solve problems.</p> <p>GLE 0407.T/E.2 Recognize that new tools, technology, and inventions are always being developed.</p> <p>GLE 0407.T/E.3 Identify appropriate materials, tools, and machines that can extend or enhance the ability to solve a specified problem.</p> <p>GLE 0407.T/E.4 Recognize the connection between scientific advances, new knowledge, and the availability of new tools and technologies.</p> <p>GLE 0407.T/E.5 Apply a creative design strategy to solve a particular problem generated by societal needs and wants.</p>	<p>0407.T/E.1 Explain how different inventions and technologies impact people and other living organisms.</p> <p>0407.T/E.2 Design a tool or a process that addresses an identified problem caused by human activity.</p> <p>0407.T/E.3 Determine criteria to evaluate the effectiveness of a solution to a specified problem.</p> <p>0407.T/E.4 Evaluate an invention that solves a problem and determine ways to improve the design.</p>	

Grade 4 : Standard 1 - Cells

Learning Expectations	Checks for Understanding	Project WILD (W) and Aquatic WILD (AW) Correlations
<p>GLE 0407.1.1 Recognize that cells are the building blocks of all living things.</p>	<p>0407.1.1 Use illustrations or direct observations to compare and contrast the basic structures of plant and animal cells.</p> <p>0407.1.2 Create a basic model of the cell that illustrates different cell structures and describes their functions.</p>	

Grade 4 : Standard 2 - Interdependence

Learning Expectations	Checks for Understanding	Project WILD (W) and Aquatic WILD (AW) Correlations
<p>GLE 0407.2.1 Analyze the effects of changes in the environment on the stability of an ecosystem.</p>	<p>0407.2.1 Analyze how an increase or decrease in competition or predation affects an ecosystem.</p> <p>0407.2.2 Design a simple experiment to illustrate the effects of competition, predation, and interdependency among living things.</p>	<p>Environmental Barometer, W77 Ethi-Thinking, W303 Habitrekking, W79 Plastic Jellyfish, AW128 Too Close for Comfort, W300 What's That, Habitat?, W56</p>

Grade 4 : Standard 3 - Flow of Matter and Energy

Learning Expectations	Checks for Understanding	Project WILD (W) and Aquatic WILD (AW) Correlations
<p>GLE 0407.3.1 Demonstrate that plants require light energy to grow and survive.</p>	<p>0407.3.1 Create a food web that illustrates the energy relationships between plants and animals and the key issues or assumptions found in the model.</p>	
<p>GLE 0407.3.2 Investigate different ways that organisms meet their energy needs.</p>	<p>0407.3.2 Classify organisms as carnivores, herbivores, or omnivores.</p> <p>0407.3.3 Identify how a variety of organisms meet their energy needs.</p>	<p>Thicket Game, W114</p>

Grade 4 : Standard 4 - Heredity

Learning Expectations	Checks for Understanding	Project WILD (W) and Aquatic WILD (AW) Correlations
<p>GLE 0407.4.1 Recognize the relationship between reproduction and the continuation of a species.</p> <p>GLE 0407.4.2 Differentiate between complete and incomplete metamorphosis.</p>	<p>0407.4.1 Design a simple demonstration that illustrates the relationship between reproduction and survival of a species.</p> <p>0407.4.2 Study the life cycles of a variety of organisms and determine whether these processes illustrate complete or incomplete metamorphosis.</p>	<p>Are You Me?, AW2</p>

Grade 4 : Standard 5 - Biodiversity and Change

Learning Expectations	Checks for Understanding	Project WILD (W) and Aquatic WILD (AW) Correlations
<p>GLE 0407.5.1 Analyze physical and behavioral adaptations that enable organisms to survive in their environment.</p>	<p>0407.5.1 Classify animals according to their physical adaptations for obtaining food, oxygen, and surviving within a particular environment.</p> <p>0407.5.2 Describe how animal behaviors such as migration, defense, means of locomotion, and hibernation enable them to survive in an environment.</p> <p>0407.5.3 Investigate tropisms that plants exhibit in response to changes in their environment.</p>	<p>And the Wolf Wore Shoes, W180 Color Crazy, W2 Grasshopper Gravity, W4 Fashion a Fish, AW56 First Impressions, W178 Learning to Look, Looking to See, W278 Marsh Munchers, AW34 Sockeye Scents, AW61 Surprise Terrarium, W120 Water Plant Art, AW31 Water We Eating?, AW83</p>
<p>GLE 0407.5.2 Describe how environmental changes caused the extinction of various plant and animal species.</p>	<p>0407.5.4 Gather fossil information to draw conclusions about organisms that exist today.</p> <p>0407.5.5 Analyze the common causes of extinction and explain how human actions sometimes result in the extinction of a species.</p>	<p>Silt: A Dirty Word, AW190</p>

Grade 4: Standard 6 - Omitted

Grade 4 : Standard 7 – The Earth

Learning Expectations	Checks for Understanding	Project WILD (W) and Aquatic WILD (AW) Correlations
<p>GLE 0407.7.1 Investigate how the Earth’s geological features change as a result of erosion (weathering and transportation) and deposition.</p>	<p>0407.7.1 Prepare a demonstration to illustrate how wind and water affect the earth’s surface features.</p>	<p>Aqua Words, AW29 Silt: A Dirty Word, AW190</p>

	0407.7.2 Design an investigation to demonstrate how erosion and deposition change the earth's surface.	
GLE 0407.7.2 Evaluate how some earth materials can be used to solve human problems and enhance the quality of life.	0407.7.3 List factors that determine the appropriate use of an earth material. 0407.7.4 Use data from a variety of informational texts to analyze and evaluate man's impact on non-renewable resources.	

Grade 4 : Standard 8 - The Atmosphere

Learning Expectations	Checks for Understanding	Project WILD (W) and Aquatic WILD (AW) Correlations
GLE 0407.8.1 Recognize the major components of the water cycle.	0407.8.1 Prepare a model that illustrates the basic features of the water cycle. 0407.8.3 Use an illustration to predict and draw conclusions about how weather and climate affect the water cycle.	Aqua Words, AW29
GLE 0407.8.2 Differentiate between weather and climate.	0407.8.2 Use long term weather data to distinguish between weather and climate.	

Grade 4 : Standard 9 - Matter

Learning Expectations	Checks for Understanding	Project WILD (W) and Aquatic WILD (AW) Correlations
<p>GLE 0407.9.1 Collect data to illustrate that the physical properties of matter can be described with tools that measure weight, mass, length, and volume.</p> <p>GLE 0407.9.2 Explore different types of physical changes in matter.</p>	<p>0407.9.1 Use appropriate tools to measure and compare the physical properties of various solids and liquids.</p> <p>0407.9.2 Compare the causes and effects of various physical changes in matter.</p>	

Grade 4 : Standard 10 - Energy

Learning Expectations	Checks for Understanding	Project WILD (W) and Aquatic WILD (AW) Correlations
<p>GLE 0407.10.1 Distinguish among heat, radiant, and chemical forms of energy.</p> <p>GLE 0407.10.2 Investigate how light travels and is influenced by different types of materials and surfaces.</p>	<p>0407.10.1 Design an investigation to demonstrate how different forms of energy release heat or light.</p> <p>0407.10.2 Design an experiment to investigate how different surfaces determine if light is reflected, refracted, or absorbed.</p> <p>0407.10.3 Gather and organize information about a variety of materials to categorize them as translucent, transparent, or opaque.</p>	

WILD Correlations: SCIENCE GRADE K

Kindergarten : Embedded Inquiry	
Learning Expectations	Project WILD (W) and Aquatic WILD (AW) Correlations
<p>GLE 0007.Inq.1 Observe the world of familiar objects using the senses and tools.</p>	<p>Fashion a Fish, AW56 - Students consider how body shape and coloration of their “designed fish” would affect what habitat it could survive in.</p> <p>Graphananimal, W49 - Students create picture collections of animals in two different habitats, and then "visit" the habitats by going on an indoor nature walk where they tally the number of animals seen.</p> <p>Grasshopper Gravity, W4 - Students attempt to answer various questions about grasshoppers.</p> <p>Learning to Look, Looking to See, W278 - Students develop observation skills needed in other inquiry-based activities.</p> <p>Plastic Jellyfish, AW128 - Students collect and sort plastic litter (Steps 1 and 2). As Extensions, they establish a Litter Patrol and research the breakdown of plastic litter over a 1 month period.</p> <p>Water We Eating?, AW83 - 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>Wildlife is Everywhere, W51 - Students search their surroundings for evidence of wildlife.</p>
<p>GLE 0007.Inq.2 Ask questions, make logical predictions, plan investigations, and represent data.</p> <p>GLE 0007.Inq.3 Explain the data from an investigation.</p>	

Kindergarten : Embedded Technology & Engineering

Learning Expectations	Checks for Understanding	Project WILD (W) and Aquatic WILD (AW) Correlations
<p>GLE 0007.T/E.K-2.1 Recognize that both natural materials and human-made tools have specific characteristics that determine their use.</p> <p>GLE 0007.T/E.2 Apply engineering design and creative thinking to solve practical problems.</p>	<p>0007.T/E.1 Explain how simple tools are used to extend the senses, make life easier, and solve everyday problems.</p> <p>0007.T/E.2 Invent designs for simple products.</p> <p>0007.T/E.3 Use tools to measure materials and construct simple products.</p>	

Kindergarten : Standard 1 - Cells

Learning Expectations	Checks for Understanding	Project WILD (W) and Aquatic WILD (AW) Correlations
<p>GLE 0007.1.1 Recognize that many things are made of parts.</p>	<p>0007.1.1 Use puzzles to determine that there are many parts that make up a whole.</p> <p>0007.1.2 Use building blocks to create a whole from the parts.</p> <p>0007.1.3 Take apart an object and describe how the parts work together.</p>	

Kindergarten : Standard 2 - Interdependence

Learning Expectations	Checks for Understanding	Project WILD (W) and Aquatic WILD (AW) Correlations
GLE 0007.2.1 Recognize that some things are living and some are not.	0007.2.1 Categorize objects or images of objects as living or non-living according to their characteristics.	Wildlife is Everywhere, W51 (Indirect evidence of wildlife)
GLE 0007.2.2 Know that people interact with their environment through their senses.	0007.2.2 Use the senses to investigate and describe an object.	Learning to Look, Looking to See, W278

Kindergarten : Standard 3 - Flow of Matter and Energy

Learning Expectations	Checks for Understanding	Project WILD (W) and Aquatic WILD (AW) Correlations
GLE 0007.3.1 Recognize that living things require water, food, and air.	0007.3.1 Observe plants and animals and make records of their similarities and differences. 0007.3.2 Record information about the care, feeding, and maintenance of a living thing.	Aqua Words, AW29 Beautiful Basics, W58 Everybody Needs a Home, W59 Plastic Jellyfish, AW128 Water We Eating?, AW83 What's That, Habitat?, W56

Kindergarten : Standard 4 - Heredity

Learning Expectations	Checks for Understanding	Project WILD (W) and Aquatic WILD (AW) Correlations
<p>GLE 0007.4.1 Observe how plants and animals change as they grow.</p> <p>GLE 0007.4.2 Observe that offspring resemble their parents.</p>	<p>0007.4.1 Observe a plant to identify how it changes as it grows from a seed to the adult plant and record data using non-standard measurement devices.</p> <p>0007.4.2 Match pictures of seedlings to adult plants and a juvenile to the adult animal.</p>	<p>Are You Me?, AW2</p>

Kindergarten : Standard 5 - Biodiversity and Change

Learning Expectations	Checks for Understanding	Project WILD (W) and Aquatic WILD (AW) Correlations
<p>GLE 0007.5.1 Compare the basic features of plants and animals.</p>	<p>0007.5.1 Use a variety of representations to describe similarities and differences among plants and animals.</p> <p>0007.5.2 Create a mural of an ecosystem and compare the characteristics of animals and plants within that environment.</p> <p>0007.5.3 Match pictures of animal and plant characteristics needed for survival to appropriate environments.</p>	<p>And the Wolf Wore Shoes, W180 Animal Charades, W280 Color Crazy, W2 Fashion a Fish, AW56 Grasshopper Gravity, W4 Graphanimal, W49 Marsh Munchers, AW34 Seeing is Believing, W116 Surprise Terrarium, W120 Water Plant Art, AW31 What Bear Goes Where?, W118 What's Wild?, W7</p>

Grade K: Standard 6 - Omitted

Kindergarten : Standard 7 – The Earth		
Learning Expectations	Checks for Understanding	Project WILD (W) and Aquatic WILD (AW) Correlations
GLE 0007.7.1 Identify non-living materials found on the surface of the earth.	<p>0007.7.1 Identify non-living materials found on the school site and discuss how these materials are similar and different.</p> <p>0007.7.2 Investigate and compare a variety of non-living materials using simple tools.</p>	
GLE 0007.7.2 Recognize that some objects are manmade and that some occur naturally.	0007.7.3 Observe familiar environments and make lists of natural and manmade objects.	

Kindergarten : Standard 8 - The Atmosphere		
Learning Expectations	Checks for Understanding	Project WILD (W) and Aquatic WILD (AW) Correlations
GLE 0007.8.2 Collect daily weather data at different times of the year.	<p>0007.8.1 Collect, compare, and record daily weather data during different seasons.</p> <p>0007.8.2 Infer the relationship between temperature and seasonal change by maintaining a paper chain on which dates are recorded and temperature described according to different colors.</p>	

Kindergarten : Standard 9 - Matter

Learning Expectations	Checks for Understanding	Project WILD (W) and Aquatic WILD (AW) Correlations
GLE 0007.9.1 Describe an object by its observable properties.	0007.9.1 Observe, identify, and compare the properties of various objects such as color, shape, and size.	
GLE 0007.9.2 Identify objects and materials as solids or liquids.	0007.9.2 Observe, discuss, and compare characteristics of various solids and liquids.	

Kindergarten : Standard 10 - Energy

Learning Expectations	Checks for Understanding	Project WILD (W) and Aquatic WILD (AW) Correlations
<p data-bbox="107 938 705 1008">GLE 0007.10.1 Identify the sun as the source of heat and light.</p> <p data-bbox="107 1045 669 1115">GLE 0007.10.2 Investigate the effect of the sun on a variety of materials.</p>	<p data-bbox="743 938 1283 1115">0007.10.1 Place a thermometer in a sunny window and one in a shady area of the classroom and record the temperatures over time. Compare, discuss, and record any temperature differences.</p> <p data-bbox="743 1149 1268 1252">0007.10.2 Investigate the temperature differences in various locations around the school. Discuss and record the results.</p> <p data-bbox="743 1289 1325 1391">0007.10.3 Place a thermometer under pieces of different colored paper on a sunny window. Compare results and discuss possible causes.</p>	

WILD Correlations: SCIENCE GRADE 2

Grade 2 : Embedded Inquiry	
Learning Expectations	Project WILD (W) and Aquatic WILD (AW) Correlations
<p>GLE 0207.Inq.1 Observe the world of familiar objects using the senses and tools.</p>	<p>Fashion a Fish, AW56 - Students consider how body shape and coloration of their “designed fish” would affect what habitat it could survive in.</p> <p>Grasshopper Gravity, W4 - Students attempt to answer various questions about grasshoppers.</p> <p>Learning to Look, Looking to See, W278 - Students develop observation skills needed in other inquiry-based activities.</p> <p>Plastic Jellyfish, AW128 - Students collect and sort plastic litter (Steps 1 and 2). As Extensions, they establish a Litter Patrol and research the breakdown of plastic litter over a 1 month period.</p> <p>Silt: A Dirty Word, AW190 - Students create a model to simulate changes to a stream and its water flow when silt, sand or both are added to the system.</p> <p>Water We Eating?, AW83 - 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>Wildlife is Everywhere, W51 - Students search their surroundings for evidence of wildlife.</p>
<p>GLE 0207.Inq.2 Ask questions, make logical predictions, plan investigations, and represent data.</p> <p>GLE 0207.Inq.3 Explain the data from an investigation.</p>	<p>Graphanimal, W49 - Students create picture collections of animals in two different habitats, and then "visit" the habitats by going on an indoor nature walk where they tally the number of animals seen.</p>

Grade 2 : Embedded Technology & Engineering		
Learning Expectations	Checks for Understanding	Project WILD (W) and Aquatic WILD (AW) Correlations
<p>GLE 0207.T/E.1 Recognize that both natural materials and human-made tools have specific characteristics that determine their uses.</p>	<p>0207.T/E.1 Explain how simple tools are used to extend the senses, make life easier, and solve everyday problems.</p>	

<p>GLE 0207.T/E.2 Apply engineering design and creative thinking to solve practical problems.</p>	<p>0207.T/E.2 Invent designs for simple products.</p> <p>0207.T/E.3 Use tools to measure materials and construct simple products.</p>	
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<p>Grade 2 : Standard 1 - Cells</p>		
<p>Learning Expectations</p>	<p>Checks for Understanding</p>	<p>Project WILD (W) and Aquatic WILD (AW) Correlations</p>
<p>GLE 0207.1.1 Recognize that plants and animals are made up of smaller parts and use food, water, and air to survive.</p>	<p>0207.1.1 Design a new living thing and explain how it would acquire food, water, and air.</p>	

<p>Grade 2 : Standard 2 - Interdependence</p>		
<p>Learning Expectations</p>	<p>Checks for Understanding</p>	<p>Project WILD (W) and Aquatic WILD (AW) Correlations</p>
<p>GLE 0207.2.1 Investigate the habitats of different kinds of local plants and animals.</p>	<p>0207.2.1 Draw or use pictures of a local environment to label the plants and animals.</p> <p>0207.2.2 Investigate ways that plants and animals depend on each other.</p> <p>0207.2.3 Construct a flow chart that demonstrates how plants, animals, and the environment interact to provide basic life requirements.</p>	<p>Beautiful Basics, W58 Everybody Needs a Home, W59 Graphanimal, W49 Habitacks, W53 What's That, Habitat?, W56 Wildlife is Everywhere, W51</p>

<p>GLE 0207.2.2 Investigate living things found in different places.</p>		<p>Wildlife is Everywhere, W51</p>
<p>GLE 0207.2.3 Identify basic ways that plants and animals depend on each other.</p>		

Grade 2 : Standard 3 - Flow of Matter and Energy

Learning Expectations	Checks for Understanding	Project WILD (W) and Aquatic WILD (AW) Correlations
<p>GLE 0207.3.1 Recognize that animals eat plants or other animals for food.</p>	<p>0207.3.1 Describe the habitat of a particular organism based on its food, water, and air requirements.</p> <p>0207.3.2 Design a model of a habitat for an organism in which all of its needs would be met.</p>	<p>Beautiful Basics, W58 Everybody Needs a Home, W59 Habitacks, W53 Thicket Game, W114 Water We Eating?, AW83 What's That, Habitat?, W56</p>

Grade 2 : Standard 4 - Heredity

Learning Expectations	Checks for Understanding	Project WILD (W) and Aquatic WILD (AW) Correlations
<p>GLE 0207.4.1 Compare the life cycles of various organisms.</p> <p>GLE 0207.4.2 Realize that parents pass along physical characteristics to their offspring.</p>	<p>0207.4.1 Compare and contrast the life cycles of different organisms such as a chicken, butterfly, meal worm, frog, or human.</p> <p>0207.4.2 Sequence a collection of pictures or illustrations into the correct stages of an organism's life cycle.</p>	<p>Are You Me?, AW2</p>

	<p>0207.4.3 Look for similarities in pictures of members from the same human family.</p> <p>0207.4.4 Create a graphic organizer that compares observable traits that offspring share with their parents.</p>	
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Grade 2 : Standard 5 - Biodiversity and Change

Learning Expectations	Checks for Understanding	Project WILD (W) and Aquatic WILD (AW) Correlations
<p>GLE 0207.5.1 Investigate the relationship between an animal’s characteristics and the features of the environment where it lives.</p>	<p>0207.5.1 Compare and contrast the characteristics of organisms from two different environments.</p> <p>0207.5.2 Infer the characteristics needed by an organism to survive in a particular environment.</p>	<p>And the Wolf Wore Shoes, W180 Aqua Words, AW29 Color Crazy, W2 Everybody Needs a Home, W59 Fashion a Fish, AW56 Grasshopper Gravity, W4 Learning to Look, Looking to See, W278 Marsh Munchers, AW34 Seeing is Believing!, W116 Surprise Terrarium, W120 Water Plant Art, AW31 What Bear Goes Where?, W118</p>
<p>GLE 0207.5.2 Draw conclusions from fossils about organisms that lived in the past.</p>	<p>0207.5.3 Observe fossils or pictures of fossils and make inferences about the organisms from which they originated.</p> <p>0207.5.4 Compare pictures of fossils with animals or plants that are living today.</p>	

Grade 2: Standard 6 – Omitted

Grade 2 : Standard 7 – The Earth		
Learning Expectations	Checks for Understanding	Project WILD (W) and Aquatic WILD (AW) Correlations
<p>GLE 0207.7.1 Compare and record the components of a variety of soil types.</p> <p>GLE 0207.7.2 Describe rocks according to their origin, size, shape, texture, and color.</p>	<p>0207.7.1 Sort, analyze, and compare a variety of soil types.</p> <p>0207.7.2 Observe rocks of different sizes with a hand lens and describe these materials according to their basic features.</p>	<p>Silt: A Dirty Word, AW190</p>
<p>GLE 0207.7.3 Differentiate between renewable and non-renewable resources.</p>	<p>0207.7.3 Identify and categorize items in the classroom made from renewable or nonrenewable resources.</p> <p>0207.7.4 Identify simple methods for reusing the earth’s resources.</p>	<p>Plastic Jellyfish, AW128</p>

Grade 2 : Standard 8 - The Atmosphere		
Learning Expectations	Checks for Understanding	Project WILD (W) and Aquatic WILD (AW) Correlations
<p>GLE 0207.8.1 Associate temperature patterns with seasonal changes.</p>	<p>0207.8.1 Use records and graphs of seasonal temperature changes to draw conclusions about the weather during different times of the year.</p>	

Grade 2 : Standard 9 - Matter

Learning Expectations	Checks for Understanding	Project WILD (W) and Aquatic WILD (AW) Correlations
<p>GLE 0207.9.1 Use tools to observe the physical properties of objects.</p> <p>GLE 0207.9.2 Investigate how temperature changes affect the state of matter.</p> <p>GLE 0207.9.3 Recognize that air takes up space.</p>	<p>0207.9.1 Use tools such as hand lenses, measurement devices, and simple arm balances to gather data about the physical properties of different objects.</p> <p>0207.9.2 Describe what happens when ice changes from a solid to a liquid.</p> <p>0207.9.3 Describe what happens when water is heated to the point of evaporation.</p> <p>0207.9.4 Explain what happens when a balloon is blown up and pops.</p>	

Grade 2 : Standard 10 - Energy

Learning Expectations	Checks for Understanding	Project WILD (W) and Aquatic WILD (AW) Correlations
<p>GLE 0207.10.1 Explain why the sun is the primary source of the earth's energy.</p>	<p>0207.10.1 Identify and explain how the sun affects objects on the surface of the earth.</p> <p>0207.10.2 Investigate how the sun affects various objects and materials.</p>	

Grade 2 : Standard 11 - Motion

Learning Expectations	Checks for Understanding	Project WILD (W) and Aquatic WILD (AW) Correlations
<p>GLE 0207.11.1 Investigate how vibrating objects produce sound.</p> <p>GLE 0207.11.2 Classify sounds according to their loudness and pitch.</p>	<p>0207.11.1 Use a variety of objects that vibrate to demonstrate how sounds are produced.</p> <p>0207.11.2 Describe the sounds produced by different types of vibrating objects.</p>	

WILD (W) AND AQUATIC WILD (AW) Correlations: SCIENCE GRADE 7

Grade 7 : Embedded Inquiry	
Learning Expectations	Project WILD (W) AND AQUATIC WILD (AW) Correlations
<p>GLE 0707.Inq.1 Design and conduct open-ended scientific investigations.</p>	<p>Seed Need, W98 - Students gather seeds by going outside and wearing socks over their shoes.</p>
<p>GLE 0707.Inq.2 Use appropriate tools and techniques to gather, organize, analyze, and interpret data.</p>	<p>Alice in Waterland, AW151 - 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>Ecosystem Facelift, W166 - Students research potential plants to use in their proposed site restoration.</p> <p>Fishy Who's Who, AW8 - Students complete an inventory of fish habitats that exist in their area, obtain information about the various fish species that occur in these habitats, and locate the fish species on a map.</p> <p>Improving Wildlife Habitat in the Community, W440 - Students design and accomplish a project to improve Wildlife habitat in their community.</p> <p>Litter We Know, W434 - Students collect and evaluate litter's potential effects on wildlife, making collages.</p> <p>Noisy Neighbors, W317 - Students conduct an investigation of noise levels in their community and generate and test hypotheses.</p> <p>No Water Off a Duck's Back, W305 - Students conduct an investigation to explore what happens to wildlife during an oil spill.</p> <p>Planning for People and Wildlife, W436 - Students design communities; and build and evaluate models of their community designs.</p> <p>Puddle Wonders!, AW114 - Students will observe water that accumulates in puddles.</p> <p>Water Canaries, AW24 - Students investigate a stream or pond using sampling techniques.</p> <p>Water's Going On?, AW149 - Students design and try out ways to conserve water.</p> <p>What's in the Air?, AW136 - Students collect data over a two week period on grass seedlings "watered" with different vinegar solutions.</p> <p>Where Does Water Run?, AW21 - Students measure a site and calculate the volume of rainfall the site receives.</p>

<p>GLE 0707.Inq.3 Synthesize information to determine cause and effect relationships between evidence and explanations.</p> <p>GLE 0707.Inq.4 Recognize possible sources of bias and error, alternative explanations, and questions for further exploration.</p>	
<p>GLE 0707.Inq.5 Communicate scientific understanding using descriptions, explanations, and models.</p>	<p>Aquatic Times, AW188 - Students can use this “newspaper writing” approach to communicate the results of inquiry.</p>

Grade 7 : Embedded Technology & Engineering

Learning Expectations	Checks for Understanding	Project WILD (W) AND AQUATIC WILD (AW) Correlations
<p>GLE 0707.T/E.1 Explore how technology responds to social, political, and economic needs.</p> <p>GLE 0707.T/E.2 Know that the engineering design process involves an ongoing series of events that incorporate design constraints, model building, testing, evaluating, modifying, and retesting.</p> <p>GLE 0707.T/E.3 Compare the intended benefits with the unintended consequences of a new technology.</p> <p>GLE 0707.T/E.4 Describe and explain adaptive and assistive bioengineered products.</p>	<p>0707.T/E.1 Use appropriate tools to test for strength, hardness, and flexibility of materials.</p> <p>7707.T/E.2 Apply the engineering design process to construct a prototype that meets certain specifications.</p> <p>0707.T/E.3 Explore how the unintended consequences of new technologies can impact society.</p> <p>0707.T/E.4 Research bioengineering technologies that advance health and contribute to improvements in our daily lives.</p> <p>0707.T/E.5 Develop an adaptive design and test its effectiveness.</p>	

Grade 7 : Standard 1 - Cells

Learning Expectations	Checks for Understanding	Project WILD (W) AND AQUATIC WILD (AW) Correlations
<p>GLE 0707.1.1 Make observations and describe the structure and function of organelles found in plant and animal cells.</p> <p>GLE 0707.1.2 Summarize how the different levels of organization are integrated within living systems.</p>	<p>0707.1.1 Examine and describe plant and animal cells using compound microscopes.</p> <p>0707.1.2 Identify the function of the major plant and animal cellular organelles.</p> <p>0707.1.3 Make a Venn diagram to compare the structures and functions of an animal cell with a city or school.</p> <p>0707.1.4 Build a 3-D model of a cell.</p>	
<p>GLE 0707.1.3 Describe the function of different organ systems and how collectively they enable complex multicellular organisms to survive.</p>	<p>0707.1.5 Construct a poster that illustrates the hierarchy among cells, tissues, organs, organ systems, and organisms.</p> <p>0707.1.6 Describe the function of different organ systems.</p> <p>0707.1.7 Explain how different organ systems interact to enable complex multicellular organisms to survive.</p> <p>0707.1.8 Apply the idea of the division of labor to explain why living things are organized into cells, tissues, organs, and organ systems.</p>	<p>Noisy Neighbors, W317</p>
<p>GLE 0707.1.4 Illustrate how cell division occurs in sequential stages to maintain the chromosome number of a species.</p> <p>GLE 0707.1.5 Observe and explain how materials move through simple diffusion.</p>	<p>0707.1.9 Model the movement of chromosomes during plant cell division.</p> <p>0707.1.10 Design a demonstration that illustrates how materials move across a semi-permeable membrane by simple diffusion.</p>	

Grade 7 : Standard 3 - Flow of Matter and Energy

Learning Expectations	Checks for Understanding	Project WILD (W) AND AQUATIC WILD (AW) Correlations
<p>GLE 0707.3.1 Distinguish between the basic features of photosynthesis and respiration.</p>	<p>0707.3.1 Associate the fundamental processes of photosynthesis and respiration with appropriate cell structures.</p> <p>0707.3.2 Examine and identify the chloroplasts in a leaf cell.</p> <p>0707.3.3 Identify the materials used by plants to make food.</p> <p>0707.3.4 Create a chart that compares the reactants and products of photosynthesis and respiration.</p> <p>0707.3.5 Model the pathways of water, oxygen, and carbon dioxide through a plant.</p>	
<p>GLE 0707.3.2 Investigate the exchange of oxygen and carbon dioxide between living things and the environment.</p>	<p>0707.3.6 Describe the movement of oxygen and carbon dioxide between living things and the environment.</p> <p>0707.3.7 Describe structures that animals use to obtain oxygen.</p>	<p>Fishy Who's Who, AW8</p>

Grade 7 : Standard 4 - Heredity

Learning Expectations	Checks for Understanding	Project WILD (W) AND AQUATIC WILD (AW) Correlations
<p>GLE 0707.4.1 Compare and contrast the fundamental features of sexual and asexual reproduction.</p>	<p>0707.4.1 Classify organisms according to whether they reproduce sexually or asexually.</p>	
<p>GLE 0707.4.2 Demonstrate an understanding of sexual reproduction in flowering plants.</p>	<p>0707.4.2 Label and explain the function of the reproductive parts of a flower.</p> <p>0707.4.3 Describe various methods of plant pollination.</p>	<p>Seed Need, W98</p>
<p>GLE 0707.4.3 Explain the relationship among genes, chromosomes, and inherited traits.</p> <p>GLE 0707.4.4 Predict the probable appearance of offspring based on the genetic characteristics of the parents</p>	<p>0707.4.4 Investigate the relationship among DNA, genes, and chromosomes.</p> <p>0707.4.5 Explain the differences between dominant and recessive traits.</p> <p>0707.4.6 Use a Punnett square to predict the genotypes of offspring resulting from a monohybrid cross.</p> <p>0707.4.7 Draw a phenotypically accurate picture of an individual whose traits are modeled by the role of a die.</p>	

Grade 7 : Standard 7 – The Earth

Learning Expectations	Checks for Understanding	Project WILD (W) AND AQUATIC WILD (AW) Correlations
<p>GLE 0707.7.1 Describe the physical properties of minerals.</p>	<p>0707.7.1 Organize and explain information about the properties of minerals and their uses.</p>	

<p>GLE 0707.7.2 Summarize the basic events that occur during the rock cycle.</p>	<p>0707.7.2 Label a diagram that depicts the major processes of the rock cycle.</p> <p>0707.7.3 Distinguish among sedimentary, igneous, and metamorphic rocks and relate these to a simple diagram of the rock cycle.</p>	<p>Alice in Waterland, AW151 Puddle Wonders!, AW114 Water Wings, AW110 Where Does Water Run?, AW21</p>
<p>GLE 0707.7.3 Analyze the characteristics of the earth's layers and the location of the major plates.</p> <p>GLE 0707.7.4 Explain how earthquakes, mountain building, volcanoes, and sea floor spreading are associated with movements of the earth's major plates.</p>	<p>0707.7.4 Recognize that the earth's layers have different thickness, states of matter, densities, and chemical makeup.</p> <p>0707.7.5 Analyze the relationship between plate movements and areas of earthquake activity.</p> <p>0707.7.6 Analyze the relationship between plate movements and mountain building.</p> <p>0707.7.7 Analyze the relationship between plate movements, volcanoes, and sea floor spreading.</p>	
<p>GLE 0707.7.5 Differentiate between renewable and nonrenewable resources in terms of their use by man.</p>	<p>0707.7.8 Determine the impact of man's use of renewable and nonrenewable resources on future supplies.</p>	<p>Alice in Waterland, AW151 Fishy Who's Who, AW8 Water's Going On?, AW149 What You Wear Is What They Were, W210</p>
<p>GLE 0707.7.6 Evaluate how human activities affect the earth's land, oceans, and atmosphere.</p>	<p>0707.7.9 Evaluate how human activities affect the condition of the earth's land, water, and atmosphere.</p>	<p>Aquatic Roots, AW177 Changing the Land, W345 Checks and Balances, W387 Dragonfly Pond, AW198 Ecosystem Facelift, W166 EnviroEthics, W443 Hazardous Links, Possible Solutions, W326 History of Wildlife Management, W267 How Many Bears Can Live in this Forest?, W23 The Hunter, W287 Improving Wildlife Habitat in the Community, W440 Let's Talk Turkey, W248</p>

		Lobster in Your Lunch Box, W245 Litter We Know, W434 Migration Barriers, W308 Migration Headache, AW15 Net Gain, Net Effect, AW85 No Water Off a Duck's Back, W305 Oh Deer!, W36 Pay to Play, W216 Planning for People and Wildlife, W436 Planting Animals, W152 Pond Succession, AW66 Pro and Con: Consumptive and Non-consumptive Uses of Wildlife, W338 Riparian Zone, W341 Shrinking Habitat, W310 Smokey Bear Said What?, W314 Something's Fishy Here!, AW145 Time Lapse, W158 To Dam or Not to Dam, AW184 Water Canaries, AW24 Watered-Down History, AW91 What You Wear Is What They Were, W210 What's in the Air?, AW136 What's in the Water?, AW140 Where Does Water Run?, AW21 Where Have All the Salmon Gone?, AW180 Wildwork, W385
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Grade 7 : Standard 11 - Motion		
Learning Expectations	Checks for Understanding	Project WILD (W) AND AQUATIC WILD (AW) Correlations
GLE 0707.11.1 Identify six types of simple machines.	0707.11.1 Compare the six types of simple machines.	

<p>GLE 0707.11.2 Apply the equation for work in experiments with simple machines to determine the amount of force needed to do work.</p>	<p>0707.11.2 Compete an investigation to determine how machines reduce the amount of force needed to do work.</p>	
<p>GLE 0707.11.3 Distinguish between speed and velocity.</p>	<p>0707.11.3 Summarize the difference between the speed and velocity based on the distance and amount of time traveled.</p>	
<p>GLE 0707.11.4 Investigate how Newton’s laws of motion explain an object’s movement.</p> <p>GLE 0707.11.5 Compare and contrast the basic parts of a wave.</p> <p>GLE 0707.11.6 Investigate the types and fundamental properties of waves.</p>	<p>0707.11.4 Recognize how a net force impacts an object’s motion.</p> <p>0707.11.5 Create a graphic organizer to illustrate and describe the basic parts of a wave.</p> <p>0707.11.6 Compare how transverse and longitudinal waves are produced and transmitted.</p>	

WILD Correlations: SCIENCE GRADE 6

Grade 6 : Embedded Inquiry	
Learning Expectations	Project WILD (W) and Aquatic WILD (AW) Correlations
<p>GLE 0607.Inq.1 Design and conduct open-ended scientific investigations.</p>	<p>Eco-Enrichers, W102 - Students experiment with soil and redworms. Owl Pellets, W100 - Students examine owl pellets, reconstruct skeletons, and identify skeletons and prey of owls. Seed Need, W98 - Students gather seeds by going outside and wearing socks over their shoes.</p>
<p>GLE 0607.Inq.2 Use appropriate tools and techniques to gather, organize, analyze, and interpret data.</p> <p>GLE 0607.Inq.3 Synthesize information to determine cause and effect relationships between evidence and explanations.</p> <p>GLE 0607.Inq.4 Recognize possible sources of bias and error, alternative explanations, and questions for further exploration.</p>	<p>Alice in Waterland, AW151 - Students gather data on their daily water use for 5 days. They implement water conservation and gather another set of data to compare results. Fishy Who's Who, AW8 - Students complete an inventory of fish habitats that exist in their area, obtain information about the various fish species that occur in these habitats, and locate the fish Microtrek Treasure Hunt, W82 - Students use hand lenses to explore microhabitats. Puddle Wonders!, AW114 - Students observe water that accumulates in puddles. Rainfall and the Forest, W73 - Students color-code a map to look for patterns in rainfall-levels across the state and to determine relationships between rainfall and vegetation types. species on a map. Urban Nature Search, W70 - Students go outside to investigate an environment. Water Canaries, AW24 - Students investigate a stream or pond using sampling techniques. Water's Going On?, AW149 - Students design and try out ways to conserve water. Watershed, AW132 - Students measure the area of a local watershed, calculate the amount of water it received each year. What's in the Air?, AW136 - Students collect data over a two week period on grass seedlings "watered" with different vinegar solutions. Where Does Water Run?, AW21 - Students measure a site and calculate the volume of rainfall the site receives.</p>
<p>GLE 0607.Inq.5 Communicate scientific understanding using descriptions, explanations, and models.</p>	<p>Aquatic Times, AW188 - Students can use this "newspaper writing" approach to communicate the results of inquiry.</p>

Grade 6 : Embedded Technology & Engineering

Learning Expectations	Checks for Understanding	Project WILD (W) and Aquatic WILD (AW) Correlations
<p>GLE 0607.T/E.1 Explore how technology responds to social, political, and economic needs.</p> <p>GLE 0607.T/E.2 Know that the engineering design process involves an ongoing series of events that incorporate design constraints, model building, testing, evaluating, modifying, and retesting.</p> <p>GLE 0607.T/E.3 Compare the intended benefits with the unintended consequences of a new technology.</p> <p>GLE 0607.T/E.4 Describe and explain adaptive and assistive bioengineered products.</p>	<p>0607.T/E.1 Use appropriate tools to test for strength, hardness, and flexibility of materials.</p> <p>0607.T/E.2 Apply the engineering design process to construct a prototype that meets certain specifications.</p> <p>0607.T/E.3 Explore how the unintended consequences of new technologies can impact society.</p> <p>0607.T/E.4 Research bioengineering technologies that advance health and contribute to improvements in our daily lives.</p> <p>0607.T/E.5 Develop an adaptive design and test its effectiveness.</p>	

Grade 6 : Standard 2 - Interdependence

Learning Expectations	Checks for Understanding	Project WILD (W) and Aquatic WILD (AW) Correlations
<p>GLE 0607.2.1 Examine the roles of consumers, producers, and decomposers in a biological community.</p>	<p>0607.2.1 Compare and contrast the different methods used by organisms to obtain nutrition in a biological community.</p> <p>0607.2.3 Use a food web or energy pyramid to demonstrate the interdependence of organisms within a specific biome.</p>	<p>EcoEnrichers, W102 How Many Bears Can Live in this Forest?, W23 Interview a Spider, W12 (Focus on food webs.) Owl Pellets, W100 Quick Frozen Critters, W122 Spider Web Geometry, W34 What's for Dinner?, W96</p>

<p>GLE 0607.2.2 Describe how matter and energy are transferred through an ecosystem.</p>		<p>Energy Pipeline, W105</p>
<p>GLE 0607.2.3 Draw conclusions from data about interactions between the biotic and abiotic elements of a particular environment.</p>	<p>0607.2.2 Create a graphic organizer that illustrates how biotic and abiotic elements of an environment interact.</p>	<p>Checks and Balances, W387 Designing a Habitat, AW19 I'm Thirsty, W134 Kelp Help, AW195 Micro Odyssey, AW49 Microtrek Treasure Hunt, W82 My Kingdom for a Shelter, W 28 Oh Deer!, W36 Planting Animals, W152 Polar Bears in Phoenix?, W125 Pond Succession, AW66 Rainfall and the Forest, W73 Seed Need, W98 Time Lapse, W158 Urban Nature Search, W70 Water Canaries, AW24 Watershed, AW132 What's in the Air?, AW136 Wild Words, W41</p>
<p>GLE 0607.2.4 Analyze the environments and the interdependence among organisms found in the world's major biomes.</p>	<p>0607.2.4 Create poster presentations to illustrate differences among the world's major biomes.</p>	<p>Blue-Ribbon Niche, AW52 Edge of Home, AW75 Fishable Waters, AW158 Fishy Who's Who, AW8 Habitat Lap Sit, W61 Habitat Rummy, W14 Micro Odyssey, AW49 Riparian Retreat, AW118 Urban Nature Search, W70 Water Canaries, AW24 Wetland Metaphors, AW39 Who Fits Here?, W64</p>

Grade 6 : Standard 8 - The Atmosphere

Learning Expectations	Checks for Understanding	Project WILD (W) and Aquatic WILD (AW) Correlations
<p>GLE 0607.8.1 Design and conduct an investigation to determine how the sun drives atmospheric convection.</p>	<p>0607.8.1 Recognize how convection currents in the atmosphere produce wind.</p>	<p>Alice in Waterland, AW151 How Wet is Our Planet?, AW121 Puddle Wonders!, AW114 Water's Going On?, AW149 Where Does Water Run?, AW21</p>
<p>GLE 0607.8.2 Describe how the sun's energy produces the wind.</p> <p>GLE 0607.8.3 Investigate the relationship between currents and oceanic temperature differences.</p>	<p>0607.8.2 Design an experiment to investigate differences in the amount of the sun's energy absorbed by a variety of surface materials.</p> <p>0607.8.3 Design an experiment to demonstrate how ocean currents are associated with the sun's energy.</p> <p>0607.8.4 Analyze ocean temperature data to demonstrate how these conditions affect the weather in nearby land masses.</p> <p>0607.8.5 Interpret data found on ocean current maps.</p>	
<p>GLE 0607.8.4 Analyze meteorological data to predict weather conditions.</p>	<p>0607.8.6 Use data collected from instruments such as a barometer, thermometer, psychrometer, and anemometer to describe local weather conditions.</p>	<p>Rainfall and the Forest, W73 Stormy Weather, W85</p>

WILD Correlations: SCIENCE GRADE 3

Grade 3 : Embedded Inquiry	
Learning Expectations	Project WILD (W) and Aquatic WILD (AW) Correlations
<p>GLE 0307.Inq.1 Explore different scientific phenomena by asking questions, making logical predictions, planning investigations, and recording data.</p>	<p>Fashion a Fish, AW56 - Students consider how up to 5 characteristics of their “designed fish” would affect what habitat it could survive in.</p> <p>Graphanimal, W49 - Students create picture collections of animals in two different habitats, and then "visit" the habitats by going on an indoor nature walk where they tally the number of animals seen.</p> <p>Grasshopper Gravity, W4 - Students attempt to answer various questions about grasshoppers.</p> <p>Learning to Look, Looking to See, W278 - Students develop observation skills needed in other inquiry-based activities.</p> <p>Plastic Jellyfish, AW128 - Students collect and sort plastic litter (Steps 1 and 2). As Extensions, they establish a Litter Patrol and research the breakdown of plastic litter over a 1 month period.</p> <p>Silt: A Dirty Word, AW190 - Students create a model to simulate changes to a stream and its water flow when silt, sand or both are added to the system.</p> <p>Too Close for Comfort, W300 - Students experiment with physical distance and levels of comfort in humans, estimate appropriate distances between humans and wildlife under various conditions, hypothesize about indicators of animal discomfort, and summarize reasons to avoid animal discomfort through crowding.</p> <p>Water We Eating?, AW83 - 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>Wildlife is Everywhere, W51 - Students search their surroundings for evidence of wildlife.</p>
<p>GLE 0307.Inq.2 Select and use appropriate tools and simple equipment to conduct an investigation.</p> <p>GLE 0307.Inq.3 Organize data into appropriate tables, graphs, drawings, or diagrams.</p> <p>GLE 0307.Inq.4 Identify and interpret simple patterns of evidence to communicate the findings of multiple investigations.</p>	

<p>GLE 0307.Inq.5 Recognize that people may interpret the same results in different ways.</p> <p>GLE 0307.Inq.6 Compare the results of an investigation with what scientists already accept about this question.</p>	
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Grade 3 : Embedded Technology & Engineering

Learning Expectations	Checks for Understanding	Project WILD (W) and Aquatic WILD (AW) Correlations
<p>GLE 0307.T/E.1 Describe how tools, technology, and inventions help to answer questions and solve problems.</p> <p>GLE 0307.T/E.2 Recognize that new tools, technology, and inventions are always being developed.</p> <p>GLE 0307.T/E.3 Identify appropriate materials, tools, and machines that can extend or enhance the ability to solve a specified problem.</p> <p>GLE 0307.T/E.4 Recognize the connection between scientific advances, new knowledge, and the availability of new tools and technologies.</p> <p>GLE 0307.T/E.5 Apply a creative design strategy to solve a particular problem generated by societal needs and wants.</p>	<p>0307.T/E.1 Explain how different inventions and technologies impact people and other living organisms.</p> <p>0307.T/E.2 Design a tool or a process that addresses an identified problem caused by human activity.</p> <p>0307.T/E.3 Determine criteria to evaluate the effectiveness of a solution to a specified problem.</p> <p>0307.T/E.4 Evaluate an invention that solves a problem and determine ways to improve the design.</p>	

Grade 3 : Standard 1 - Cells

Learning Expectations	Checks for Understanding	Project WILD (W) and Aquatic WILD (AW) Correlations
<p>GLE 0307.1.1 Use magnifiers to make observations of specific plant and body parts and describe their functions.</p>	<p>0307.1.1 Use a magnifier to investigate and describe the function of root hairs, stem cross sections, and leaf veins.</p> <p>0307.1.2 Use a magnifier to investigate and describe the function of skin pores, hair follicles, finger nails, veins, and cuticles, etc.</p>	

Grade 3 : Standard 2 - Interdependence

Learning Expectations	Checks for Understanding	Project WILD (W) and Aquatic WILD (AW) Correlations
<p>GLE 0307.2.1 Categorize things as living or non-living.</p>	<p>0307.2.1 Use a T-Chart to compare and contrast the characteristics of living and nonliving things.</p>	<p>Wildlife is Everywhere, W51 (Indirect evidence of wildlife)</p>
<p>GLE 0307.2.2 Explain how organisms with similar needs compete with one another for resources.</p>	<p>0307.2.2 Label a drawing of an environment to illustrate interrelationships among plants and animals.</p> <p>0307.2.3 Construct a diagram to demonstrate how plants, animals, and the environment interact to provide basic life requirements.</p>	<p>Habitrekking, W79 What's That, Habitat?, W56</p>

Grade 3 : Standard 3 - Flow of Matter and Energy

Learning Expectations	Checks for Understanding	Project WILD (W) and Aquatic WILD (AW) Correlations
<p>GLE 0307.3.1 Describe how animals use food to obtain energy and materials for growth and repair.</p>	<p>0307.3.1 Label a diagram to illustrate the food relationships that exist between plant and animals.</p> <p>0307.3.2 Create a chart to show how plants and animals satisfy their energy requirements.</p> <p>0307.3.3 Identify structures used by different plants and animals to meet their basic energy requirements.</p> <p>0307.3.4 Use a piece of text to obtain basic information about how plants and animals obtain food.</p>	<p>Thicket Game, W114 Water We Eating?, AW83</p>

Grade 3 : Standard 4 - Heredity

Learning Expectations	Checks for Understanding	Project WILD (W) and Aquatic WILD (AW) Correlations
<p>GLE 0307.4.1 Identify the different life stages through which plants and animals pass.</p> <p>GLE 0307.4.2 Recognize common human characteristics that are transmitted from parents to offspring.</p>	<p>0307.4.1 Sequence diagrams that illustrate various stages in the development of an organism.</p> <p>0307.4.2 Create a timeline to depict the changes that occur during an organism's life cycle.</p>	<p>Are You Me?, AW2</p>

	<p>0307.4.3 Differentiate among the stages in the life cycle of a butterfly, mealworm, frog, and plant.</p> <p>0307.4.4 Draw conclusions about the similarities and differences between parents and their offspring</p> <p>0307.4.5 Make a list of human characteristics that are transmitted from parents to their offspring.</p>	
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Grade 3 : Standard 5 - Biodiversity and Change		
Learning Expectations	Checks for Understanding	Project WILD (W) and Aquatic WILD (AW) Correlations
<p>GLE 0307.5.1 Explore the relationship between an organism’s characteristics and its ability to survive in a particular environment.</p>	<p>0307.5.1 Create representations of animals that have characteristics necessary to survive in a particular environment.</p> <p>0307.5.2 Investigate the connection between an organism’s characteristics and its ability to survive in a specific environment.</p> <p>0307.5.3 Describe how environmental factors change over place and time.</p> <p>0307.5.4 Determine how changes in an environmental variable can affect plants and animals of an area.</p> <p>0307.5.5 Construct a diorama that shows plants and animals in an appropriate environment.</p>	<p>And the Wolf Wore Shoes, W180 Aqua Words, AW29 Color Crazy, W2 Everybody Needs a Home, W59 Fashion a Fish, AW56 First Impressions, W178 Graphanimal, W49 Grasshopper Gravity, W4 Habitrekking, W79 Learning to Look, Looking to See, W278 Marsh Munchers, AW34 Seeing is Believing!, W116 Sockeye Scents, AW61 Surprise Terrarium, W120 Water Plant Art, AW31 What Bear Goes Where?, W118</p>

<p>GLE 0307.5.2 Classify organisms as thriving, threatened, endangered, or extinct.</p>	<p>0307.5.6 Identify evidence used to determine the previous existence of an organism.</p> <p>0307.5.7 Use a data chart or informational text to classify organisms as thriving, threatened, endangered, or extinct.</p>	<p>Here Today, Gone Tomorrow, W154 Too Close for Comfort, W300</p>
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Grade 3: Standard 6 - Omitted

Grade 3 : Standard 7 – The Earth		
Learning Expectations	Checks for Understanding	Project WILD (W) and Aquatic WILD (AW) Correlations
<p>GLE 0307.7.1 Use information and illustrations to identify the earth’s major landforms and water bodies.</p> <p>GLE 0307.7.2 Recognize that rocks can be composed of one or more minerals.</p> <p>GLE 0307.7.3 Distinguish between natural and manmade objects.</p>	<p>0307.7.1 Use a Venn diagram to compare and contrast two different landforms or bodies of water.</p> <p>0307.7.2 Analyze the physical characteristics of different kinds of rocks.</p> <p>0307.7.3 Use a magnifier to observe, describe, and compare materials to determine if they are natural or manmade.</p>	
<p>GLE 0307.7.4 Design a simple investigation to demonstrate how earth materials can be conserved or recycled.</p>	<p>0307.7.4 Design and evaluate a method for reusing or recycling classroom materials.</p> <p>0307.7.5 Create a web that demonstrates the link between basic human needs and the earth’s resources.</p>	<p>Ethi-Thinking, W303 Plastic Jellyfish, AW128 Silt: A Dirty Word, AW190 Too Close for Comfort, W300</p>

Grade 3 : Standard 8 - The Atmosphere

Learning Expectations	Checks for Understanding	Project WILD (W) and Aquatic WILD (AW) Correlations
<p>GLE 0307.8.1 Recognize that there are a variety of atmospheric conditions that can be measured.</p> <p>GLE 0307.8.2 Use tools such as the barometer, thermometer, anemometer, and rain gauge to measure atmospheric conditions.</p> <p>GLE 0307.8.3 Identify cloud types associated with particular atmospheric conditions.</p> <p>GLE 0307.8.4 Predict the weather based on cloud observations.</p>	<p>0307.8.1 Select appropriate tools used for collecting weather data that correspond to the atmospheric condition being measured.</p> <p>0307.8.2 Identify major cloud types and associate them with particular weather conditions.</p>	

Grade 3 : Standard 9 - Matter

Learning Expectations	Checks for Understanding	Project WILD (W) and Aquatic WILD (AW) Correlations
<p>GLE 0307.9.1 Design a simple experiment to determine how the physical properties of matter can change over time and under different conditions.</p>	<p>0307.9.1 Use physical properties to compare and contrast substances.</p> <p>0307.9.3 Make predictions and conduct experiments about conditions needed to change the physical properties of particular substances.</p>	

<p>GLE 0307.9.2 Investigate different types of mixtures.</p>	<p>0307.9.2 Compare and contrast events that demonstrate evaporation, crystallization, and melting.</p>	
<p>GLE 0307.9.3 Describe different methods to separate mixtures.</p>	<p>0307.9.4 Classify combinations of materials according to whether they have retained or lost their individual properties.</p>	
	<p>0307.9.5 Investigate different ways to separate mixtures such as filtration, evaporation, settling, or using a sieve.</p>	

Grade 3 : Standard 10 - Energy

Learning Expectations	Checks for Understanding	Project WILD (W) and Aquatic WILD (AW) Correlations
<p>GLE 0307.10.1 Investigate phenomena that produce heat.</p>	<p>0307.10.1 Associate the sun’s energy with the melting of an ice cube placed in a window.</p>	
<p>GLE 0307.10.2 Design and conduct an experiment to investigate the ability of different materials to conduct heat.</p>	<p>0307.10.2 Investigate various materials to explore heat conduction.</p>	

Grade 3 : Standard 11 - Motion

Learning Expectations	Checks for Understanding	Project WILD (W) and Aquatic WILD (AW) Correlations
<p>GLE 0307.11.1 Explore how the direction of a moving object is affected by unbalanced forces.</p>	<p>0307.11.1 Plan an investigation to illustrate how changing the mass affects a balanced system.</p>	

<p>GLE 0307.11.2 Recognize the relationship between the mass of an object and the force needed to move it.</p>		
<p>GLE 0307.11.3 Investigate how the pitch and volume of a sound can be changed.</p>	<p>0307.11.2 Use a variety of materials to produce sounds of different pitch and volume.</p> <p>0307.11.3 Classify a variety of taped sounds according to their pitch and volume.</p>	