

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>	

Grade 5 : Embedded Technology & Engineering

Learning Expectations	Checks for Understanding	Project WILD (W) and Aquatic WILD (AW) Correlations
<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</p> <p>How Many Bears Can Live in this Forest?, W23</p> <p>Owl Pellets, W100</p> <p>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>	