PROJECT WILD CORRELATIONS TO SOUTH DAKOTA'S CONTENT STANDARDS

GRADES 3-5

South Dakota Department of Game, Fish and Parks Project WILD

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PROJECT WILD
South Dakota Game, Fish and Parks

www.projectwildsd.info

Third Grade (3rd) Correlations with Project WILD Curriculum & Activity Guides

Project WILD Activities			
Project WILD Activities	SCIENCE	MATH	SOCIAL STUDIES
Beautiful Basics	3.L.3.1		3.US.2.1
Classroom Carrying Capacity	3.L.3.1		3.US.2.1
Color Crazy	3.L.1.2 3.I.1.3		
Environmental Barometer	3.L.3.1 3.L.3.2 3.L.3.3	3.S.1.2	
Ethi-Thinking			3.C.1.1 3.C.1.4
Everybody Needs a Home	3.L.3.1		3.US.2.1 3.G.1.1
First Impressions	3.P.1.1		
Graphanimal	3.L.3.1 3.L.3.2	3.S.1.1 3.S.1.2	
Grasshopper Gravity	3.P.1.1 3.L.1.2		
Habitracks	3.L.3.1 3.L.3.2		3.G.1.1
Habitrekking	3.P.1.1 3.P.1.2 3.L.3.1		
Learning to Look, Looking to See	3.P.1.1		

Third Grade (3rd) Correlations with Project WILD Curriculum & Activity Guides

Project WILD Activities	SCIENCE	MATH	SOCIAL STUDIES
Make a Coat!	3.E.1.2		3.US.1.1 3.E.1.1
Playing Lightly on the Earth			3.C.1.4
Seeing is Believing	3.P.1.1 3.P.1.2		
Surprise Terrarium	3.P.1.1 3.I.3.1 3.L.3.2		
Thicket Game	3.L.3.1 3.L.3.2		
Too Close for Comfort			3.W.2.1 3.G.2.1 3.C.1.1
What Bear Goes Where?	3.L.3.2		
What's That, Habitat?	3.L.3.1 3.L.3.1		
What's Wild?	3.P.1.1 3.L.1.2 3.L.1.3		
Wildlife is Everywhere!	3.P.1.1		

Third Grade (3rd) Correlations with Project WILD Curriculum & Activity Guides

Aquatic WILD Activities			
Aquatic WILD Activities	SCIENCE	MATH	SOCIAL STUDIES
Aqua Words	3.L.1.2 3.L.2.1 3.L.3.3		
Are You Me?	3.L.1.3		
Fashion a Fish	3.L.1.2		
Marsh Munchers	3.L.1.1 3.L.3.1 3.L.3.2		
Plastic Jellyfish	3.L.3.3	3.S.1.1 3.S.1.2	3.E.1.1
Silt: A Dirty Word	3.E.1.1 3.S.1.1		
Sockeye Scents	3.L.2.1 3.L.3.1		3.G.1.1 3.G.1.3
Water Plant Art	3.L.2.1 3.I.3.1 3.L.3.2		
Water We Eating	3.L.3.2		3.G.1.3 3.E.1.1 3.E.1.2

Fourth Grade (4th) Correlations
with Project WILD Curriculum & Activity Guides
Science, Math, and Social Studies

Project WILD Activities			
Project WILD Activities	SCIENCE	MATH	SOCIAL STUDIES
Adaptation Artistry	4.L.2.1		
Beautiful Basics	4.L.2.2	4.S.1.1	
Classroom Carrying Capacity	4.L.2.2		
Energy Pipeline	4.L.3.1		
Environmental Barometer	4.L.2.2	4.N.3.1	
Ethi-Thinking	4.S.1.1 4.S.1.2		
Everybody Needs a Home		4.S.1.1	
Graphanimal		4.S.1.1	
Grasshopper Gravity	4.L.2.1		
Habitat Lap Sit	4.L.2.2		
Habitracks	4.L.2.2		
Habitrekking		4.S.1.1	
I'm Thirsty	4.L.2.1		
Lobster in Your Lunch Box	4.L.3.1		
Oh Deer!	4.L.2.2		
Owl Pellets	4.L.3.1		
Playing Lightly on the Earth	4.E.2.1 4.S.1.1 4.S.1.2		

Project WILD Activities	**SCIENCE**	**MATH**	**SOCIAL STUDIES**
Seeing is Believing	4.L.2.1 4.S.1.1 4.S.1.2		
Surprise Terrarium	4.L.2.1		
Thicket Game	4.L.2.1		
Too Close for Comfort	4.L.2.2		
What Bear Goes Where?	4.L.2.1		
What's Wild?	4.L.2.1	4.S.1.1	
Aquatic WILD Activities			
Aquatic WILD Activities	**SCIENCE**	**MATH**	**SOCIAL STUDIES**
Aqua Words	4.L.2.1		
Fashion a Fish	4.L.2.1	4.S.1.1	
Marsh Munchers	4.L.2.1 4.L.3.1		
Plastic Jellyfish	4.L.2.2	4.S.1.1	
Silt: A Dirty Word	4.E.1.1		
Sockeye Scents	4.L.2.1		
Water Plant Art	4.L.2.1		
Water We Eating	4.L.2.1		

Fifth Grade (5th) Correlations
with Project WILD Curriculum & Activity Guides
Science, Math, and Social Studies

Project WILD Activities			
Project WILD Activities	SCIENCE	MATH	SOCIAL STUDIES
Bearly Growing		5.S.1.1 5.M.1.4	
Career Critters	5.L.3.1		
Changing the Land	5.L.3.1 5.S.2.1		
Checks and Balances	5.S.2.1	5.S.1.1 5.S.2.2 5.A.3.1 5.A.3.2 5.N.1.1 5.N.3.1	
Eco-Enrichers	5.L.3.1		
Ecosystem Facelift	5.L.3.1 5.L.3.3		
Energy Pipeline	5.L.3.2		
Enviro-Ethics	5.L.3.1 5.S.2.1		
Ethi-Reasoning	5.L.3.1 5.S.2.1		
Flip the Switch for Wildlife	5.L.3.1		
Good Buddies	5.L.3.3		

Project WILD Activities	SCIENCE	MATH	SOCIAL STUDIES
Habitat Lap Sit	5.L.3.1 5.L.3.3 5.S.2.1		
Hazardous Links, Possible Solutions	5.S.2.1		
History of Wildlife Management	5.S.2.1		
How Many Bears Can Live in This Forest (SD? How Many Coyotes Can Live on This Prairie?)	5.S.2.1	5.S.1.1	
I'm Thirsty		S.M.1.4 5.A.2.1 5.A.3.1 5.M.1.1 5.M.3.1	
Improving Wildlife Habitat in the Community	5.L.3.1 5.S.2.1		
Let's Talk Turkey	5.S.2.1		5.G.2.1
Litter We Know	5.S.2.1		
Lobster in Your Lunch Box		5.M.1.2	
Microtrek Treasure Hunt	5.S.2.1	5.S.1.1	
Migration Barriers	5.S.2.1		
Muskox Maneuvers	5.L.3.3		
No Water Off a Duck's Back	5.L.3.1	5.S.1.1 5.M.1.4 5.N.1.1	

Project WILD Activities	SCIENCE	MATH	SOCIAL STUDIES
Noisy Neighbors	5.S.2.1		
Oh Deer!	5.L.3.1 5.S.2.1	5.S.1.1 5.S.2.2	
Pay to Play	5.S.2.1		
Planning for People and Wildlife	5.L.3.1 5.S.2.1		
Prairie Memoirs			5.US.1.4 5.G.2.1
Pro & Con: Consumptive and Nonconsumptive Uses of ...	5.S.2.1		
Quick Frozen Critters	5.L.3.2 5.L.3.3 5.S.2.1		
Rainfall and the Forest (SD: Prairie Precipitation)	5.L.3.1 5.S.2.1		5.G.1.2
Riparian Zone	5.L.3.1 5.S.2.1		
Seed Need	5.L.3.3	5.S.1.1	
Shrinking Habitat	5.L.3.1 5.S.2.1		
Smokey Bear Said What?	5.L.3.1		
Spider Web Geometry		5.G.1.2	
Time Lapse	5.L.3.1		
To Zone or Not to Zone	5.L.3.1 5.S.2.1		
What Did Your Lunch Cost Wildlife?	5.L.3.1 5.S.2.1		
Wildlife Bibliography	5.S.2.1		

Project WILD Activities	SCIENCE	MATH	SOCIAL STUDIES
World Travelers	5.L.3.1	5.S.1.1 5.M.1.4	
Aquatic WILD Activities			
Aquatic WILD Activities	SCIENCE	MATH	SOCIAL STUDIES
Alice in Waterland	5.L.3.1 5.S.2.1		
Aqua Words	4.L.2.1		
Blue-Ribbon Niche	5.L.3.1		
Designing a Habitat	5.L.3.3		
Fashion a Fish	4.L.2.1		
Hooks and Ladders	5.S.2.1		
How Wet is Our Planet?	5.P.1.1		
Kelp Help	5.L.1.1		
Marsh Munchers	4.L.2.1 4.L.3.1		
Micro Odyssey	5.L.3.3 5.S.2.1		
Migration Headache	5.L.3.1 5.S.2.1		
Net Gain, Net Effect	5.S.2.1		5.G.2.1
Plastic Jellyfish	4.L.2.2		
Silt: A Dirty Word	4.E.1.1		
Sockeye Scents	4.L.2.1		
Something's Fishy Here!	5.S.1.1		
Puddle Wonders	5.L.3.2		

Aquatic WILD Activities	SCIENCE	MATH	SOCIAL STUDIES
To Dam or Not to Dam	5.S.1.1 5.S.1.2		
Water Canaries	5.L.3.2		
Water Plant Art	4.L.2.1		
Water We Eating	4.L.2.1		
Watered Down History	5.S.2.1		5.G.2.1
Watershed	5.S.2.1		5.G.2.1
Wetland Metaphors	5.S.2.1		
What's in the Air?	5.S.1.1		
What's in the Water?	5.S.1.1		
Where Does Water Run?	5.P.1.1		
Where Have All the Salmon Gone?	5.L.3.1		

PROJECT WILD CORRELATIONS TO
SOUTH DAKOTA'S SCIENCE STANDARDS

THIRD GRADE

Third Grade Physical Science

Indicator 1: Describe structures and properties of, and changes in, matter.

3.P.1.1. Students are able to describe physical properties of matter using the senses (touch, smell, etc.).

- Define the five senses.
- Define solid, liquid, and gas

Project WILD K-12 Guide	Project WILD Aquatic Guide
First Impressions	
Grasshopper Gravity	
Habitrekking	
Learning to Look, Looking to See	
Seeing is Believing	
Surprise Terrarium	
What's Wild?	
Wildlife is Everywhere!	

3.P.1.2. Students are able to use tools to relate composition to physical properties.

- Describe the basic characteristics of matter in relation to space and mass.
- Recognize changes in matter from one state to another using water.

Project WILD K-12 Guide	Project WILD Aquatic Guide
Habitrekking	
Seeing is Believing	

Third Grade Life Science

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Indicator 1: Understand the fundamental structures, functions, classifications, and mechanisms found in living things.

3.L.1.2. Students are able to identify characteristic features of animals and their related functions in relation to their environment.

- Differentiate between plants and animals.

Project WILD K-12 Guide	Project WILD Aquatic Guide
Color Crazy	
Grasshopper Gravity	
What's Wild?	

3.L.1.3. Students are able to describe life cycles, including growth and metamorphosis, of familiar organisms.

- Differentiate between adult males and females.

Project WILD K-12 Guide	Project WILD Aquatic Guide
Color Crazy	
What's Wild?	

Indicator 3: Analyze how organisms are linked to one another and the environment.

3.L.3.1. Students are able to describe how species depend on one another and on the environment for survival.

- Describe cause-and-effect relationships in living systems.

Project WILD K-12 Guide	Project WILD Aquatic Guide
Beautiful Basics	
Classroom Carrying Capacity	
Environmental Barometer	
Everybody Needs a Home	
Graphanimal	
Habitracks	
Habitrekking	
Surprise Terrarium	
Thicket Game	
What's That, Habitat?	

3.L.3.2. Students are able to explain how environments support a diversity of plants and animals.

- Describe types of environments.

Project WILD K-12 Guide	Project WILD Aquatic Guide
Environmental Barometer	
Graphanimal	
Habitracks	
Surprise Terrarium	
Thicket Game	
What Bear Goes Where?	
What's That, Habitat?	

3.L.3.3. Students are able to describe ways humans impact air, water, and habitat quality.

- Define pollution.

Project WILD K-12 Guide	Project WILD Aquatic Guide
Environmental Barometer	

Third Grade Earth/Space Science

Indicator 1: Analyze the various structures and processes of the Earth system.

3.E.1.2. Describe how humans use Earth's natural resources.

- Define natural resources.

Project WILD K-12 Guide	Project WILD Aquatic Guide
Make a Coat!	

FOURTH GRADE

Fourth Grade Life Science

Indicator 2: Analyze various patterns and products of natural and induced biological change.

4.L.2.1. Students are able to identify behavioral and structural adaptations that allow a plant or animal to survive in a particular environment.

- Explain environments and adaptations.

Project WILD K-12 Guide	Project WILD Aquatic Guide
Adaptation Artistry	
Grasshopper Gravity	
I'm Thirsty	
Seeing is Believing	
Surprise Terrarium	
Thicket Game	
What Bear Goes Where?	
What's Wild?	

4.L.2.2. Students are able to explain how a size of a population is dependent upon the available resources within its community.

- Know community resources.
- Define population

Project WILD K-12 Guide	Project WILD Aquatic Guide
Beautiful Basics	
Classroom Carrying Capacity	
Environmental Barometer	
Habitracks	
Habitat Lap Sit	
Oh Deer!	
Too Close for Comfort	

Indicator 3: Analyze how organisms are linked to one another and the environment.

4.L.3.1. Students are able to describe the flow of energy through food chains and webs.

- Understand food chains.

Project WILD K-12 Guide	Project WILD Aquatic Guide
Energy Pipeline	
Lobster in Your Lunch Box	

Owl Pellets

Fourth Grade Earth/Space Science

Indicator 2: Analyze essential principles and ideas about the composition and structure of the universe.

4.E.2.1. Students are able to describe the motions of Earth, Sun, and Moon.

- Revolution and rotation

Project WILD K-12 Guide	Project WILD Aquatic Guide
Playing Lightly on the Earth	

Fourth Grade Science, Technology, Environment, and Society

Indicator 1: Analyze various implications/effects of scientific advancement within the environment and society.

4.S.1.1. Students are able to describe how people continue to invent new ways of doing things, solving problems, and getting work done.

- Ways progress makes our lives easier
- People and inventions can have tremendous impact on our daily lives.

Project WILD K-12 Guide	Project WILD Aquatic Guide
Ethi-Thinking	
Playing Lightly on the Earth	
Seeing is Believing	

4.S.1.2. Students are able to explain how new ideas and inventions often affect people.

- Explain the benefits of new ideas and inventions.

Project WILD K-12 Guide	Project WILD Aquatic Guide
Ethi-Thinking	
Playing Lightly on the Earth	
Seeing is Believing	

FIFTH GRADE

Fifth Grade Life Science

Indicator 3: Analyze how organisms are linked to one another and the environment.

5.L.3.1. Students are able to describe how natural events and/or human influences may help or harm ecosystems.

- Define ecosystem.

Project WILD K-12 Guide	**Project WILD Aquatic Guide**
Career Critters	
Changing the Land	
Eco-Enrichers	
Ecosystem Facelift	
Enviro-Ethics	
Ethi-Reasoning	
Flip the Switch for Wildlife	
Habitat Lap Sit	
Improving Wildlife Habitat in the Community	
No Water Off a Duck's Back	
Oh Deer!	
Planning for People and Wildlife	
*Rainfall and the Forest (*SD: Prairie Precipitation)	
Riparian Zone	
Shrinking Habitat	
Smokey Bear Said What?	
Time Lapse	
To Zone or Not to Zone	
What Did Your Lunch Cost Wildlife	
World Travelers	

5.L.3.2. Students are able to analyze the roles of organisms to determine the transfer of energy using an energy pyramid model.

- Define an energy pyramid.
- Define an organism.

Project WILD K-12 Guide	**Project WILD Aquatic Guide**
Quick Frozen Critters	
Energy Pipeline	

5.L.3.3. Students are able to describe how interrelationships enable some organisms to survive.

- Define interrelationships.

Project WILD K-12 Guide	Project WILD Aquatic Guide
Ecosystem Facelift	
Good Buddies	
Habitat Lap Sit	
Muskox Maneuvers	
Quick Frozen Critters	
Seed Need	

<u>Fifth Grade Science, Technology, Environment, and Society</u>

Indicator 2: Analyze the relationships/interactions among science, technology, environment, and society.

5.S.2.1. Students are able to explain the interrelationship of populations, resources, and environments.

- Define interrelationships.

Project WILD K-12 Guide	Project WILD Aquatic Guide
Changing the Land	
Checks and Balances	
Enviro-Ethics	
Ethi-Reasoning	
Habitat Lap Sit	
Hazardous Links, Possible Solutions	
History of Wildlife Management	
How Many Bears Can Live in This Forest?	
(SD: How Many Coyotes Can Live on This Prairie?)	
Improving Wildlife Habitat in the Community	
Let's Talk Turkey	
Litter We Know	
Microtrek Treasure Hunt	

Migrtion Barriers
Noisy Neighbors
Oh Deer!
Pay to Play
Planning for People and Wildlife
Pro & Con: Consumptive and Nonconsumptive Uses of
Quick Frozen Critters
Rainfall and the Forest
(SD: Prairie Precipitation)
Riparian Zone
Shrinking Habitat
To Zone or Not to Zone
What Did Your Lunch Cost Wildlife?
Wildlife Bibliography