PROJECT WILD CORRELATIONS TO SOUTH DAKOTA'S CONTENT STANDARDS

GRADES 9-12

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

High School (9th-12th) Correlations
with Project WILD Curriculum & Activity Guides
Science, Math, and Social Studies

Project WILD Activities			
Project WILD Activities	SCIENCE	MATH	SOCIAL STUDIES
Arctic Survival	9-12.N.1.1 9-12.E.1.3 9-12.S.1.2 9-12.S.2.2		9-12.E.1.2 9-12.E.1.6
Back from the Brink	9-12.N.2.1		9-12.G.2.2 9-12.C.2.2A 9-12.E.1.2
Bird Song Survey	9-12.L.3.1		
Birds of Prey	9-12.N.2.1 9-12.L.2.2 9-12.L.3.1	0-12.M.1.1 9-12.N.3.1 9-12.S.1.1 9-12.S.2.1 9-12.S.2.2 9-12.S.1.1A	
Bottle Neck Genes	9-12.N.1.1 9-12.N.2.1 9-12.L.2.1 9-12.L.2.1 9-12.L.2.2 9-12.L.3.1		

Project WILD Activities	SCIENCE	MATH	SOCIAL STUDIES
Cabin Conflict	9-12.S.1.2 9-12.S.2.2		9-12.C.2.1 9-12.C.2.2A 9-12.C.2.3A
Can Do!	9-12.N.1.1 9-12.N.2.1 9-12.S.1.2		9-12.C.2.2A 9-12.C.2.3A
Carrying Capacity	9-12.L.3.1		
Deer Crossing	9-12.N.1.1 9-12.E.1.3 9-12.E.1.3 9-12.S.1.1 9-12.S.1.2 9-12.S.2.3		9-12.G.2.2 9-12.C.2.2A 9-12.C.2.3A 9-12.E.1.2
Deer Dilemma	9-12.N.2.1 9-12.L.3.1 9-12.S.1.1 9-12.S.2.2 9-12.S.2.3		9-12.G.2.2 9-12.C.2.1
Dropping in on Deer	9-12.N.2.1 9-12.L.3.1	9-12.M.1.1 9-12.N.3.1 9-12.N.3.2 9-12.S.1.1 9-12.S.2.2 9-12.S.1.1A	

Project WILD Activities	SCIENCE	MATH	SOCIAL STUDIES
Fire Ecologies	9-12.N.1.1 9-12.L.3.1 9-12.E.1.3 9-12.E.1.3 9-12.S.1.1 9-12.S.1.2 9-12.S.2.1 9-12.S.2.2 9-12.S.2.3		
From Bison to Bread: The American Prairie	9-12.S.1.1 9-12.S.1.2 9-12.S.2.2		9-12.G.2.2 9-12.C.2.1
Know Your Legislation: What's in It for Wildlife?	9-12.S.2.2		9-12.C.1.5 9-12.C.2.1 9-12.C.2.3A
Philosophical Differences	9-12.S.1.2		9-12.C.2.2A 9-12.C.2.3A
A Picture is Worth a Thousand Words	9-12.S.1.2 9-12.S.2.1 9-12.S.2.2 9-12.S.2.3		9-12.US.1.1 9-12.G.1.1
Sustainability: Then, Now, Later	9-12.N.1.1 9-12.E.1.3 9-12.S.2.3		9-12.G.2.2 9-12.C.2.1

Project WILD Activities	SCIENCE	MATH	SOCIAL STUDIES
Turkey Trouble	9-12.N.2.1 9-12.L.3.1 9-12.E.1.3	0-12.A.3.1 9-12.M.1.1 9-12.M.1.2 9-12.N.2.1 9-12.N.3.2 9-12.S.1.1 9-12.S.2.1 9-12.S.2.2 9-12.S.1.1A 9-12.S.1.2A 9-12.S.2.1A 9-12.S.2.3A	
We're in This Together	9-12.S.1.2 9-12.S.2.1 9-12.S.2.2 9-12.S.2.3		9-12.W.2.1 9-12.C.2.1
Wild Bill's Fate	9-12.S.1.2 9-12.S.2.1 9-12.S.2.2 9-12.S.2.3		9-12.C.1.5
Wildlife Issues: Community Attitude Surveys	9-12.N.2.1 9-12.S.1.2 9-12.S.2.2 9-12.S.2.3		9-12.C.2.1 9-12.C.2.3A
Wildlife on Coins and Stamps	9-12.S.1.2 9-12.S.2.2 9-12.S.2.3		9-12.W.2.1

Wildlife Research	9-12.S.1.1		
Aquatic WILD Activities			
Aquatic WILD Activities	**SCIENCE**	**MATH**	**SOCIAL STUDIES**
Dam Design	9-12.N.1.1 9-12.S.2.1 9-12.S.2.2		9-12.US.1.1A 9-12.US.2.1 9-12.US.2.3 9-12.G.1.1
Eat and Glow		9-12.M.1.1 9-12.M.1.2	
Facts and Falsehoods			9-12.G.1.1 9-12.G.1.2 9-12.C.2.1
The Glass Menagerie	9-12.L.3.1		
Living Research: Aquatic Heroes and Heroines			9-12.G.1.1
Sea Turtles International			9-12.W.2.1 9-12.G.2.3 9-12.C.2.3A
When a Whale is Right			9-12.C.2.2A 9-12.E.1.6

PROJECT WILD CORRELATIONS TO SOUTH DAKOTA'S SCIENCE STANDARDS

CORE HIGH SCHOOL SCIENCE STANDARDS

Core High School Nature of Science

Indicator 1: Understand the nature and origin of scientific knowledge.

9-12.N.1.1. Students are able to evaluate a scientific discovery to determine and describe how societal, cultural, and personal beliefs influence scientific investigations and interpretations.

- Recognize scientific knowledge is not merely a set of static facts but is dynamic and affords the best current explanations.
- Discuss how progress in science can be affected by social issues.

Project WILD K-12 Guide	Project WILD Aquatic Guide
Arctic Survival	
Bottle Neck Genes	
Can Do!	
Deer Crossing	
Fire Ecologies	
Sustainability: Then, Now, Later	

Indicator 2: Apply the skills necessary to conduct scientific investigations.

9-12.N.2.1. Students are able to apply science process skills to design and conduct student investigations.

- Identify the questions and concepts to guide the development of hypotheses.
- Analyze primary sources of information to guide the development of the procedure.
- Select and use appropriate instruments to extend observations and measurements.
- Revise explanations and models based on evidence and logic.
- Use technology and mathematic skills to enhance investigations, communicate results, and defend conclusions.

Project WILD K-12 Guide	Project WILD Aquatic Guide
Back from the Brink	
Birds of Prey	
Bottleneck Genes	
Can Do	
Deer Dilemma	
Dropping in on Deer	
Turkey Trouble	
Wildlife Issues: Community Attitude Surveys	

Core High School Life Science

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

9-12.L.2.1. Students are able to predict inheritance patterns using a single allele.

- Discuss disorders resulting from alteration of a single gene.

Project WILD K-12 Guide	Project WILD Aquatic Guide
Bottleneck Genes	

9-12.L.2.2. Students are able to describe how genetic recombination, mutations, and natural selection lead to adaptations, evolution, extinction, or the emergence of new species.

- Use comparative anatomy to support evolutionary relationships.

Project WILD K-12 Guide	Project WILD Aquatic Guide
Birds of Prey	
Bottleneck Genes	

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

9-12.L.3.1. Students are able to identify factors that can cause changes in stability of populations, communities, and ecosystems.

- Define populations, communities, ecosystems, niches and symbiotic relationships.
- Predict the results of biotic and abiotic interactions.

Project WILD K-12 Guide	**Project WILD Aquatic Guide**
Bird Song Survey	
Birds of Prey	
Bottleneck Genes	
Carrying Capacity	
Deer Dilemma	
Dropping in on Deer	
Fire Ecologies	
Turkey Trouble	

Core High School Earth/Space Science

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

9-12.E.1.3. Students are able to assess how human activity has changed the land, ocean, and atmosphere of Earth.

Project WILD K-12 Guide	**Project WILD Aquatic Guide**
Arctic Survival	
Deer Crossing	
Fire Ecologies	
Sustainability: Then, Now, Later	

Core High School Science, Technology, Environment, and Society

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

9-12.S.1.1. Students are able to explain ethical roles and responsibilities of scientists and scientific research.

Project WILD K-12 Guide	Project WILD Aquatic Guide
Deer Crossing	
Deer Dilemma	
Fire Ecologies	
From Bison to Bread: The American Prairie	
Wildlife Research	

9-12.S.1.2. Students are able to evaluate and describe the impact of scientific discoveries on historical events and social, economic, and ethical issues.

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A Picture Is Worth a Thousand Words	
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Cabin Conflict	
Can Do!	
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Philosophical Differences	
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Wild Bill's Fate	
Wildlife Issues: Community Attitude Survey	
Wildlife on Coins and Stamps	

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

9-12.S.2.1. Students are able to describe immediate and long-term consequences of potential solutions for technological issues.

- Describe how the pertinent technological system operates.

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9-12.S.2.2. Students are able to analyze factors that could limit technological design.

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9-12.S.2.3. Students are able to analyze and describe the benefits, limitations, cost, and consequences involved in using, conserving, or recycling resources.

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