|                             |        |         | Cond | ent t<br>cepts |   | e        |            |              |             |                      |              |            |                            |                   |        |                |                    |              |                            |        |         |                      |           |            |                    |        |                         | Top  | oic                           |                        |                                   |                              |                 |                 |                   |          |                         |                              |                  |           |                     |                             |                                  |                   |        |            |                            |        |                 |
|-----------------------------|--------|---------|------|----------------|---|----------|------------|--------------|-------------|----------------------|--------------|------------|----------------------------|-------------------|--------|----------------|--------------------|--------------|----------------------------|--------|---------|----------------------|-----------|------------|--------------------|--------|-------------------------|------|-------------------------------|------------------------|-----------------------------------|------------------------------|-----------------|-----------------|-------------------|----------|-------------------------|------------------------------|------------------|-----------|---------------------|-----------------------------|----------------------------------|-------------------|--------|------------|----------------------------|--------|-----------------|
| "Project" Activity          | Source | Science | ies  | Skills         |   | Literacy | Adaptation | Animal Signs | Agriculture | Basic Survival Needs | Biodiversity | Camouflage | Career/Occupation/Vocation | Carrying Capacity | Change | Communications | Community Attitude | Conservation | Consumptive/Nonconsumptive | Cycles | Cultura | Dependence of Plants | Economics | Ecosystems | Endangered Species | Fnerov | Environmental Awareness | Ciro | FILE<br>Food Chaine/Food Wobs | FOOD CHAILIS/FOOD WEDS | Herbivores, Carnivores, Omnivores | HISTORY OF NATURAL RESOURCES | Interdependence | Intrinsic Value | NonNative Species | Land Use | Laws/Regulations/Policy | Natural Resources Management | Limiting Factors | Pollution | Population Dynamics | Predator/Prey Relationships | Renewable/Nonrenewable Resources | Resource Agencies | Senses | Succession | Value of Natural Resources | Water  | lowa Supplement |
| A Forest of Many Uses       | PLT    | Х       | Х    | Х              | Х |          |            |              |             |                      |              |            |                            |                   |        |                |                    |              |                            |        |         |                      |           |            |                    |        |                         |      |                               |                        |                                   |                              |                 |                 |                   |          |                         |                              |                  |           |                     |                             |                                  |                   |        |            |                            |        |                 |
| Adopt a Tree                | PLT    | Х       | Х    | Х              | Х | Х        |            |              |             |                      |              |            |                            |                   |        |                |                    |              |                            |        |         |                      |           |            |                    |        |                         |      |                               |                        |                                   |                              |                 |                 |                   |          |                         |                              |                  |           |                     |                             |                                  |                   |        |            |                            |        | x               |
| Air Plants                  | PLT    | Х       |      |                | Х |          |            |              |             |                      |              |            |                            |                   |        |                |                    |              |                            |        |         |                      |           |            |                    |        |                         |      |                               |                        |                                   |                              |                 |                 |                   |          |                         |                              |                  |           |                     |                             |                                  |                   |        |            |                            |        |                 |
| And the Wolf Wore Shoes     | PW     | Х       |      |                | Х | Х        |            |              |             |                      |              |            |                            |                   |        |                |                    |              |                            |        |         |                      |           |            |                    |        |                         |      |                               |                        |                                   |                              |                 |                 |                   |          |                         |                              |                  |           |                     |                             |                                  |                   |        |            |                            |        | П               |
| Animal Charades             | PW     | Х       | Х    |                |   | х        |            |              |             |                      |              |            |                            |                   |        |                |                    |              |                            |        |         |                      |           |            |                    |        |                         |      |                               |                        |                                   |                              |                 |                 |                   |          |                         |                              |                  |           |                     |                             |                                  |                   |        |            |                            |        |                 |
| Aquawords                   | PWA    | Х       | х    | х              | Х | Х        |            |              |             |                      |              |            |                            |                   |        |                |                    |              |                            |        |         |                      |           |            |                    |        |                         |      |                               |                        |                                   |                              |                 |                 |                   |          |                         |                              |                  |           |                     |                             |                                  |                   |        |            |                            |        | П               |
| Are Vacant Lots Vacant?     | PLT    | Х       |      | Х              | Х |          |            |              |             |                      |              |            |                            |                   |        |                |                    |              |                            |        |         |                      |           |            |                    |        |                         |      |                               |                        |                                   |                              |                 |                 |                   |          |                         |                              |                  |           |                     |                             |                                  |                   |        |            |                            | П      | П               |
| Are You Me?                 | PWA    | Х       | Х    |                |   |          |            |              |             |                      |              |            |                            |                   |        |                |                    |              |                            |        |         |                      |           |            |                    |        |                         |      |                               |                        |                                   |                              |                 |                 |                   |          |                         |                              |                  |           |                     |                             |                                  |                   |        |            |                            |        | П               |
| Beautiful Basics, The       | PW     | Х       | Х    | Х              |   | Х        |            |              |             |                      |              |            |                            |                   |        |                |                    |              |                            |        |         |                      |           |            |                    |        |                         |      |                               |                        |                                   |                              |                 |                 |                   |          |                         |                              |                  |           |                     |                             |                                  |                   |        |            |                            |        |                 |
| Birds and Worms             | PLT    | Х       | х    |                | Х |          |            |              |             |                      |              |            |                            |                   |        |                |                    |              |                            |        |         |                      |           |            |                    |        |                         |      |                               |                        |                                   |                              |                 |                 |                   |          |                         |                              |                  |           |                     |                             |                                  |                   |        |            |                            |        | x               |
| Bursting Buds               | PLT    | Х       |      | Х              |   |          |            |              |             |                      |              |            |                            |                   |        |                |                    |              |                            |        |         |                      |           |            |                    |        |                         |      |                               |                        |                                   |                              |                 |                 |                   |          |                         |                              |                  |           |                     |                             |                                  |                   |        |            |                            |        |                 |
| Classroom Carrying Capacity | PW     | х       | х    |                |   | х        |            |              |             |                      |              |            |                            |                   |        |                |                    |              |                            |        |         |                      |           |            |                    |        |                         |      |                               |                        |                                   |                              |                 |                 |                   |          |                         |                              |                  |           |                     |                             |                                  |                   |        |            |                            |        | П               |
| Color Crazy                 | PW     | Х       |      | Х              |   | Х        |            |              |             |                      |              |            |                            |                   |        |                |                    |              |                            |        |         |                      |           |            |                    |        |                         |      |                               |                        |                                   |                              |                 |                 |                   |          |                         |                              |                  |           |                     |                             |                                  |                   |        |            |                            |        |                 |
| Did You Notice?             | PLT    |         | х    | х              |   | х        |            |              |             |                      |              |            |                            |                   |        |                |                    |              |                            |        |         |                      |           |            |                    |        |                         |      |                               |                        |                                   |                              |                 |                 |                   |          |                         |                              |                  |           |                     |                             |                                  |                   |        |            |                            | $\Box$ | П               |
| Earth Manners               | PLT    | Х       | Х    | Х              |   | Х        |            |              |             |                      |              |            |                            |                   |        |                |                    |              |                            |        |         |                      |           |            |                    |        |                         |      |                               |                        |                                   |                              |                 |                 |                   |          |                         |                              |                  |           |                     |                             |                                  |                   |        |            |                            |        |                 |
| Energy Sleuths              | PLT    | Х       | Х    | Х              |   |          |            |              |             |                      |              |            |                            |                   |        |                |                    |              |                            |        |         |                      |           |            |                    |        |                         |      |                               |                        |                                   |                              |                 |                 |                   |          |                         |                              |                  |           |                     |                             |                                  |                   |        |            |                            |        | П               |
| Environmental Barometer     | PW     | Х       | Х    |                | Х |          |            |              |             |                      |              |            |                            |                   |        |                |                    |              |                            |        |         |                      |           |            |                    |        |                         |      |                               |                        |                                   |                              |                 |                 |                   |          |                         |                              |                  |           |                     |                             |                                  |                   |        |            |                            |        |                 |
| Environmental Exchange Box  | PLT    | Х       | Х    | Х              |   |          |            |              |             |                      |              |            |                            |                   |        |                |                    |              |                            |        |         |                      |           |            |                    |        |                         |      |                               |                        |                                   |                              |                 |                 |                   |          |                         |                              |                  |           |                     |                             |                                  |                   |        |            |                            |        | ×               |
| Ethi-Thinking               | PW     | Х       | Х    |                |   | Х        |            |              |             |                      |              |            |                            |                   |        |                |                    |              |                            |        |         |                      |           |            |                    |        |                         |      |                               |                        |                                   |                              |                 |                 |                   |          |                         |                              |                  |           |                     |                             |                                  |                   |        |            |                            |        |                 |
| Every Tree for Itself       | PLT    | Х       |      |                | Х |          |            |              |             |                      |              |            |                            |                   |        |                |                    |              |                            |        |         |                      |           |            |                    |        |                         |      |                               |                        |                                   |                              |                 |                 |                   |          |                         |                              |                  |           |                     |                             |                                  |                   |        |            |                            |        | ×               |
| Everybody Needs a Home      | PW     | Х       | Х    | Х              | Х | Х        |            |              |             |                      |              |            |                            |                   |        |                |                    |              |                            |        |         |                      |           |            |                    |        |                         |      |                               |                        |                                   |                              |                 |                 |                   |          |                         |                              |                  |           |                     |                             |                                  |                   |        |            |                            |        |                 |
| Fashion a Fish              | PWA    | Х       |      |                | Х | Х        |            |              |             |                      |              |            |                            |                   |        |                |                    |              |                            |        |         |                      |           |            |                    |        |                         |      |                               |                        |                                   |                              |                 |                 |                   |          |                         |                              |                  |           |                     |                             |                                  |                   |        |            |                            |        | x               |
| Field, Forest, and Stream   | PLT    | Х       |      | Х              | Х |          |            |              |             |                      |              |            |                            |                   |        |                |                    |              |                            |        |         |                      |           |            |                    |        |                         |      |                               |                        |                                   |                              |                 |                 |                   |          |                         |                              |                  |           |                     |                             |                                  |                   |        |            |                            |        | ×               |
| First Impressions           | PW     | х       |      |                | Х | х        |            |              |             |                      |              |            |                            |                   |        |                |                    |              |                            |        |         |                      |           |            |                    |        |                         |      |                               |                        |                                   |                              |                 |                 |                   |          |                         |                              |                  |           |                     |                             |                                  |                   |        |            |                            |        | х               |
| Get in Touch with Trees     | PLT    | х       |      | х              |   | Х        |            |              |             |                      |              |            |                            |                   |        |                |                    |              |                            |        |         |                      |           |            |                    |        |                         |      |                               |                        |                                   |                              |                 |                 |                   |          |                         |                              |                  |           |                     |                             |                                  |                   |        |            |                            |        |                 |
| Graphananimal               | PW     | Х       |      |                | Х |          |            |              |             |                      |              |            |                            |                   |        |                |                    |              |                            |        |         |                      |           |            |                    |        |                         |      |                               |                        |                                   |                              |                 |                 |                   |          |                         |                              |                  |           |                     |                             |                                  |                   |        |            |                            |        | П               |
| Grasshopper Gravity         | PW     | Х       |      |                | Х | Х        |            |              |             |                      |              |            |                            |                   |        |                |                    |              |                            |        |         |                      |           |            |                    |        |                         |      |                               |                        |                                   |                              |                 |                 |                   |          |                         |                              |                  |           |                     |                             |                                  |                   |        |            |                            |        |                 |
| Habitracks                  | PW     | х       | х    | х              | Х | T        |            |              |             |                      |              |            |                            |                   |        |                |                    |              |                            |        |         |                      |           |            |                    |        |                         |      |                               |                        |                                   |                              |                 |                 |                   |          |                         |                              |                  |           |                     |                             |                                  |                   |        |            |                            |        | П               |
| Habitrekking                | PW     | Х       | Х    |                | Х | х        |            |              |             |                      |              |            |                            |                   |        |                |                    |              |                            |        |         |                      |           |            |                    |        |                         |      |                               |                        |                                   |                              |                 |                 |                   |          |                         |                              |                  |           |                     |                             |                                  |                   |        |            |                            |        |                 |
| Have Seeds, Will Travel     | PLT    | Х       |      | х              |   |          |            |              |             |                      |              |            |                            |                   |        |                |                    |              |                            |        |         |                      |           |            |                    |        |                         |      |                               |                        |                                   |                              |                 |                 |                   |          |                         |                              |                  |           |                     |                             |                                  |                   |        |            |                            |        | х               |
| How Big Is Your Tree?       | PLT    | х       | Х    |                | Х |          |            |              |             |                      |              |            |                            |                   |        |                |                    |              |                            |        |         |                      |           |            |                    |        |                         |      |                               |                        |                                   |                              |                 |                 |                   |          |                         |                              |                  |           |                     |                             |                                  |                   |        |            |                            |        | х               |
| How Plants Grow             | PLT    | х       |      | х              | Х | х        |            |              |             |                      |              |            |                            |                   |        |                |                    |              |                            |        |         |                      |           |            |                    |        |                         |      |                               |                        |                                   |                              |                 |                 |                   |          |                         |                              |                  |           |                     |                             |                                  |                   |        |            |                            |        | П               |

|                                     |        |         | Con            | cept                | to Core<br>and<br>Skills | 9        |            |              |             |                      |              |            |                            |                   |                |                    |                   |              |                            |          |         |                               |                      |           |                                  |        |        | То                      | pic                           |                       |  |                              |               |                 |                 |                   |          |                         |                              |                  |           |                     |                             |                                  |                   |        |            |   |                                      |                 |
|-------------------------------------|--------|---------|----------------|---------------------|--------------------------|----------|------------|--------------|-------------|----------------------|--------------|------------|----------------------------|-------------------|----------------|--------------------|-------------------|--------------|----------------------------|----------|---------|-------------------------------|----------------------|-----------|----------------------------------|--------|--------|-------------------------|-------------------------------|-----------------------|--|------------------------------|---------------|-----------------|-----------------|-------------------|----------|-------------------------|------------------------------|------------------|-----------|---------------------|-----------------------------|----------------------------------|-------------------|--------|------------|---|--------------------------------------|-----------------|
| "Project" Activity                  | Source | Science | Social Studies | 21st Century Skills | Math                     | Literacy | Adaptation | Animal Signs | Agriculture | Basic Survival Needs | Biodiversity | Camouriage | Career/Occupation/Vocation | Can ying capacity | Communications | Community Attitude | Community Autoria | Conservation | Consumptive/Nonconsumptive | Crowaing | Cultura | Culture Discussion of Discuss | Dependence of Figure | Economics | Ecosystems<br>Endangered Species | Enormy | Enelgy | Environmental Awareness | Fire<br>Ecod Chaine/Ecod Wobs | FOOD CHAIRS/FOOD WEDS | Habitat<br>Herbiyores, Carnivores, Omnivores | History of Natural Resources | Human Impacts | Interdependence | Intrinsic Value | NonNative Species | Land Use | Laws/Regulations/Policy | Natural Resources Management | Limiting Factors | Pollution | Population Dynamics | Predator/Prey Relationships | Renewable/Nonrenewable Resources | Resource Agencies | Senses | Succession | Urban Environment<br>Value of Natural Resources | value of ivatural resources<br>Water | lowa Supplement |
| I'd Like to Visit a Place Where     | PLT    | Х       | Х              | Х                   | х                        | х        |            |              |             |                      |              |            |                            |                   |                |                    |                   |              |                            |          |         |                               |                      |           |                                  |        |        |                         |                               |                       |  |                              |               |                 |                 |                   |          |                         |                              |                  |           |                     |                             |                                  |                   |        |            |   |                                      |                 |
| Learning to Look                    | PW     | Х       |                |                     | х                        | Х        |            |              |             |                      |              |            |                            |                   |                |                    |                   |              |                            |          |         |                               |                      |           |                                  |        |        |                         |                               |                       |  |                              |               |                 |                 |                   |          |                         |                              |                  |           |                     |                             |                                  |                   |        |            |   | 1                                    | П               |
| Living with Fire                    | PLT    | Х       | Х              |                     |                          |          |            |              |             |                      |              |            |                            |                   |                |                    |                   |              |                            |          |         |                               |                      |           |                                  |        |        |                         |                               |                       |  |                              |               |                 |                 |                   |          |                         |                              |                  |           |                     |                             |                                  |                   |        |            |   |                                      | П               |
| Looking at Leaves                   | PLT    | х       |                | Х                   |                          |          |            |              |             |                      |              |            |                            |                   |                |                    |                   |              |                            |          |         |                               |                      |           |                                  |        |        |                         |                               |                       |  |                              |               |                 |                 |                   |          |                         |                              |                  |           |                     |                             |                                  |                   |        |            |   |                                      | П               |
| Make A Coat                         | PW     | х       | х              |                     |                          | Х        |            |              |             |                      |              |            |                            |                   |                |                    |                   |              |                            |          |         |                               |                      |           |                                  |        |        |                         |                               |                       |  |                              |               |                 |                 |                   |          |                         |                              |                  |           |                     |                             |                                  |                   |        |            |   |                                      |                 |
| Make Your Own Paper                 | PLT    | Х       | Х              | Х                   |                          | Х        |            |              |             |                      |              |            |                            |                   |                |                    |                   |              |                            |          |         |                               |                      |           |                                  |        |        |                         |                               |                       |  |                              |               |                 |                 |                   |          |                         |                              |                  |           |                     |                             |                                  |                   |        |            |   |                                      | х               |
| Marsh Munchers                      | PWA    | х       | х              |                     | Х                        |          |            |              |             |                      |              |            |                            |                   |                |                    |                   |              |                            |          |         |                               |                      |           |                                  |        |        |                         |                               |                       |  |                              |               |                 |                 |                   |          |                         |                              |                  |           |                     |                             |                                  |                   |        |            |   |                                      | x               |
| Name that Tree                      | PLT    | Х       |                |                     |                          |          |            |              |             |                      |              |            |                            |                   |                |                    |                   |              |                            |          |         |                               |                      |           |                                  |        |        |                         |                               |                       |  |                              |               |                 |                 |                   |          |                         |                              |                  |           | $\perp$             |                             |                                  |                   |        | $\perp$    |   |                                      | х               |
| Nature's Recyclers                  | PLT    | Х       |                | Х                   |                          | Х        |            |              |             |                      |              |            |                            |                   |                |                    |                   |              |                            |          |         |                               |                      |           |                                  |        |        |                         |                               |                       |  |                              |               |                 |                 |                   |          |                         |                              |                  |           | 4                   |                             |                                  |                   |        |            |   |                                      |                 |
| Nothing Succeeds Like<br>Succession | PLT    | х       | х              | Х                   |                          | Х        |            |              |             |                      |              |            |                            |                   |                |                    |                   |              |                            |          |         |                               |                      |           |                                  |        |        |                         |                               |                       |  |                              |               |                 |                 |                   |          |                         |                              |                  |           |                     |                             |                                  |                   |        |            |   |                                      | х               |
| On the Move                         | PLT    | Х       | Х              | Х                   |                          |          |            |              |             |                      |              |            |                            |                   |                |                    |                   |              |                            |          |         |                               |                      |           |                                  |        |        |                         |                               |                       |  |                              |               |                 |                 |                   |          |                         |                              |                  |           |                     |                             |                                  |                   |        |            |   |                                      |                 |
| Pass the Plants, Please             | PLT    | Х       | Х              | Х                   | Х                        | х        |            |              |             |                      |              |            |                            |                   |                |                    |                   |              |                            |          |         |                               |                      |           |                                  |        |        |                         |                               |                       |  |                              |               |                 |                 |                   |          |                         |                              |                  |           |                     |                             |                                  |                   |        |            |   |                                      |                 |
| People, Places, Things              | PLT    |         | Х              |                     |                          |          |            |              |             |                      |              |            |                            |                   |                |                    |                   |              |                            |          |         |                               |                      |           |                                  |        |        |                         |                               |                       |  |                              |               |                 |                 |                   |          |                         |                              |                  |           | 4                   |                             |                                  |                   |        | 4          |   |                                      |                 |
| Peppermint Beetle                   | PLT    | Х       |                | Х                   |                          |          |            |              |             |                      |              |            |                            |                   |                |                    |                   |              |                            |          |         |                               |                      |           |                                  |        |        |                         |                               |                       |  |                              |               |                 |                 |                   |          |                         |                              |                  |           |                     | $\bot$                      |                                  | _                 |        |            | $\perp$   |                                      | Ш               |
| Picture This!                       | PLT    | Х       |                |                     | Х                        |          |            |              |             |                      |              |            |                            |                   |                |                    |                   |              |                            |          |         |                               |                      |           |                                  |        |        |                         |                               |                       |  |                              |               |                 |                 |                   |          |                         |                              |                  |           | 4                   |                             |                                  |                   |        |            |   |                                      | х               |
| Planning the Ideal Community        | PLT    |         | х              | Х                   |                          | Х        |            |              |             |                      |              |            |                            |                   |                |                    |                   |              |                            |          |         |                               |                      |           |                                  |        |        |                         |                               |                       |  |                              |               |                 |                 |                   |          |                         |                              |                  |           |                     |                             |                                  |                   |        |            |   |                                      |                 |
| Plant a Tree                        | PLT    | Х       | х              | Х                   |                          |          |            |              |             |                      |              |            |                            |                   |                |                    |                   |              |                            |          |         |                               |                      |           |                                  |        |        |                         |                               |                       |  |                              |               |                 |                 |                   |          |                         |                              |                  |           |                     |                             |                                  |                   |        |            |   |                                      | х               |
| Plastic Jellyfish                   | PWA    | Х       | Х              |                     | Х                        | Х        |            |              |             |                      |              |            |                            |                   |                |                    |                   |              |                            |          |         |                               |                      |           |                                  |        |        |                         |                               |                       |  |                              |               |                 |                 |                   |          |                         |                              |                  |           |                     |                             |                                  |                   |        |            |   |                                      | x               |
| Playing Lightly                     | PW     | Х       | Х              | Х                   |                          | Х        |            |              |             |                      |              |            |                            |                   |                |                    |                   |              |                            |          |         |                               |                      |           |                                  |        |        |                         |                               |                       |  |                              |               |                 |                 |                   |          |                         |                              |                  |           |                     |                             |                                  |                   |        |            |   |                                      |                 |
| Poet-Tree                           | PLT    | Х       | Х              | Х                   |                          | Х        |            |              |             |                      |              |            |                            |                   |                |                    |                   |              |                            |          |         |                               |                      |           |                                  |        |        |                         |                               |                       |  |                              |               |                 |                 |                   |          |                         |                              |                  |           |                     |                             |                                  |                   |        | ᆚ          |   |                                      |                 |
| Pollution Search                    | PLT    | Х       | Х              | Х                   | Х                        |          |            |              |             |                      |              |            |                            |                   |                |                    |                   |              |                            |          |         |                               |                      |           |                                  |        |        |                         |                               |                       |  |                              |               |                 |                 |                   |          |                         |                              |                  |           | 4                   |                             |                                  |                   |        | 4          |   |                                      |                 |
| Schoolyard Safari                   | PLT    | Х       |                | Х                   |                          | Х        |            |              |             |                      |              |            |                            |                   |                |                    |                   |              |                            |          |         |                               |                      |           |                                  |        |        |                         |                               |                       |  |                              |               |                 |                 |                   |          |                         |                              |                  |           | _                   | $\bot$                      |                                  |                   |        | $\perp$    | $\perp$   | _                                    |                 |
| Seeing is Believing                 | PW     | Х       |                |                     |                          | Х        |            |              |             |                      |              |            |                            |                   |                |                    |                   |              |                            |          |         |                               |                      |           |                                  |        |        |                         |                               |                       |  |                              |               |                 |                 |                   |          |                         |                              |                  |           | 4                   |                             |                                  |                   |        |            |   |                                      |                 |
| Signs of Fall                       | PLT    | Х       |                |                     |                          | Х        |            |              |             |                      |              | 1          |                            |                   |                |                    |                   | $\downarrow$ | _                          | 1        |         | _                             |                      |           |                                  |        |        | $\downarrow$            |                               |                       |  |                              |               |                 |                 |                   |          |                         |                              |                  |           | _                   | $\bot$                      |                                  |                   |        | _          | $\perp$   | _                                    | Ш               |
| Silt: A Dirty Word                  | PWA    |         | Х              |                     |                          |          |            |              |             |                      |              |            |                            |                   |                |                    |                   |              |                            |          |         |                               |                      |           |                                  |        |        |                         |                               |                       |  |                              |               |                 |                 |                   |          |                         |                              |                  |           | 4                   | 4                           |                                  |                   |        | 4          | 4   | 4                                    |                 |
| Sockeye Scents                      | PWA    |         | Х              |                     |                          | -        |            |              |             |                      |              | -          |                            |                   |                | -                  |                   | $\downarrow$ |                            |          |         | -                             |                      | -         |                                  |        | -      | $\downarrow$            |                               |                       |  |                              |               |                 |                 |                   |          |                         |                              | -                |           | _                   | $\perp$                     | -                                |                   |        | _          | _   | _                                    | Ш               |
| Soil Stories                        | PLT    | Х       | Х              | Х                   | Х                        |          |            |              |             |                      |              |            |                            |                   |                |                    |                   |              |                            |          |         |                               |                      |           |                                  |        |        |                         |                               |                       |  |                              |               |                 |                 |                   |          |                         |                              |                  |           | 4                   | 4                           |                                  |                   |        | 4          | 4   | 4                                    |                 |
| Sounds Around (Parts A, B, D)       | PLT    | Х       |                | Х                   |                          | Х        |            |              |             |                      |              |            |                            |                   |                |                    |                   |              |                            |          |         |                               |                      |           |                                  |        |        |                         |                               |                       |  |                              |               |                 |                 |                   |          |                         |                              |                  |           | $\bot$              | $\perp$                     |                                  |                   |        |            | $\perp$   | $\perp$                              | Ш               |
| Sunlight and Shades of Green        | PLT    | Х       |                | Х                   |                          | Х        |            |              |             |                      |              |            |                            |                   |                |                    |                   |              |                            |          |         |                               |                      |           |                                  |        |        |                         |                               |                       |  |                              |               |                 |                 |                   |          |                         |                              |                  |           |                     |                             |                                  |                   |        |            |   |                                      |                 |
| Surprise Terrarium                  | PW     | Х       |                | Х                   |                          |          |            |              |             |                      |              |            |                            |                   |                |                    |                   | $\perp$      |                            |          |         |                               |                      |           |                                  |        |        | $\perp$                 |                               |                       |  |                              |               |                 |                 |                   |          |                         |                              |                  |           | $\bot$              |                             |                                  |                   |        | $\perp$    | $\perp$   | _                                    | Ш               |
| Tale of the Sun                     | PLT    | Х       | Х              | Х                   |                          | Х        |            |              |             |                      |              |            |                            |                   |                |                    |                   |              |                            |          |         |                               |                      |           |                                  |        |        |                         |                               |                       |  |                              |               |                 |                 |                   |          |                         |                              |                  |           |                     |                             |                                  |                   |        |            |   |                                      |                 |

|                           |        |         | lignm          | cept                | s and | ı        |            |              |             |                      |              |            |                            |                   |        |                |                    |              |                            |          |        |         |                      |           |           |                    |        |                         | Top  | oic |                       |   |   |               |                |                 |                   |          |                         |                              |                  |           |                     |                             |                                  |                   |        |            |                   |                            |       | $\prod$         |
|---------------------------|--------|---------|----------------|---------------------|-------|----------|------------|--------------|-------------|----------------------|--------------|------------|----------------------------|-------------------|--------|----------------|--------------------|--------------|----------------------------|----------|--------|---------|----------------------|-----------|-----------|--------------------|--------|-------------------------|------|-----|-----------------------|---|---|---------------|----------------|-----------------|-------------------|----------|-------------------------|------------------------------|------------------|-----------|---------------------|-----------------------------|----------------------------------|-------------------|--------|------------|-------------------|----------------------------|-------|-----------------|
|                           |        | -       | Esse           | ntial               | Skill | S        |            |              |             |                      |              | 1          |                            |                   |        |                |                    | ı —          | 1                          |          | I      | 1       |                      | 1         | 1         |                    | 1      | 1                       |      | 1   | 1                     | 1 |   |               | 1              | 1               |                   | T        | I                       |                              |                  |           |                     |                             | $\overline{}$                    |                   |        | 1          |                   | $\overline{}$              | _     |                 |
| "Project" Activity        | Source | Science | Social Studies | 21st Century Skills | Math  | Literacy | Adaptation | Animal Signs | Agriculture | Basic Survival Needs | Biodiversity | Camouflage | Career/Occupation/Vocation | Carrying Capacity | Change | Communications | Community Attitude | Conservation | Consumptive/Nonconsumptive | Crowding | Cycles | Culture | Dependence of Plants | Economics | Fosystems | Endangered Species | Fnerov | Environmental Awareness | Ciro |     | FOOD CHAINS/FOOD WEDS |   | Herbivores, Carnivores, Umnivores<br>History of Natural Resources | Himan Impacts | nterdependence | Intrinsic Value | NonNative Species | Land Use | Laws/Regulations/Policy | Natural Resources Management | Limiting Factors | Pollution | Population Dynamics | Predator/Prey Relationships | Renewable/Nonrenewable Resources | Resource Agencies | Senses | Succession | Urban Environment | Value of Natural Resources | Water | lowa Supplement |
| The Closer You Look       | PLT    | Х       |                | Х                   |       | Х        |            |              |             |                      |              |            |                            |                   |        |                |                    |              |                            |          |        |         |                      |           |           |                    |        |                         |      |     |                       |   |   |               |                |                 |                   |          |                         |                              |                  |           |                     | Ш                           | Ш                                |                   |        |            |                   | _                          |       |                 |
| The Shape of Things       | PLT    | Х       |                | Х                   | Х     | Χ        |            |              |             |                      |              |            |                            |                   |        |                |                    |              |                            |          |        |         |                      |           |           |                    |        |                         |      |     |                       |   |   |               |                |                 |                   |          |                         |                              |                  |           |                     | Ш                           |                                  |                   |        |            |                   |                            |       |                 |
| Thicket Game              | PW     | Х       |                |                     |       | Х        |            |              |             |                      |              |            |                            |                   |        |                |                    |              |                            |          |        |         |                      |           |           |                    |        |                         |      |     |                       |   |   |               |                |                 |                   |          |                         |                              |                  |           |                     | Ш                           |                                  |                   |        |            |                   | _                          |       |                 |
| Three Cheers for Trees    | PLT    | Х       | Х              | Х                   |       |          |            |              |             |                      |              |            |                            |                   |        |                |                    |              |                            |          |        |         |                      |           |           |                    |        |                         |      |     |                       |   |   |               |                |                 |                   |          |                         |                              |                  |           |                     | Ш                           |                                  |                   |        |            |                   |                            |       |                 |
| To Be a Tree              | PLT    | Х       |                | Х                   |       | Х        |            |              |             |                      |              |            |                            |                   |        |                |                    |              |                            |          |        |         |                      |           |           |                    |        |                         |      |     |                       |   |   |               |                |                 |                   |          |                         |                              |                  |           |                     | Ш                           | Ш                                |                   |        |            |                   |                            |       |                 |
| Too Close for Comfort     | PW     | Х       | Х              | Х                   | Х     |          |            |              |             |                      |              |            |                            |                   |        |                |                    |              |                            |          |        |         |                      |           |           |                    |        |                         |      |     |                       |   |   |               |                |                 |                   |          |                         |                              |                  |           |                     |                             |                                  |                   |        |            |                   |                            |       |                 |
| Tree Cookies              | PLT    | Х       | Х              |                     |       | Х        |            |              |             |                      |              |            |                            |                   |        |                |                    |              |                            |          |        |         |                      |           |           |                    |        |                         |      |     |                       |   |   |               |                |                 |                   |          |                         |                              |                  |           |                     | Ш                           | ш                                |                   |        |            |                   |                            |       | х               |
| Tree Factory              | PLT    | Х       |                |                     |       |          |            |              |             |                      |              |            |                            |                   |        |                |                    |              |                            |          |        |         |                      |           |           |                    |        |                         |      |     |                       |   |   |               |                |                 |                   |          |                         |                              |                  |           |                     |                             |                                  |                   |        |            |                   |                            |       | х               |
| Tree Lifecycle            | PLT    | Х       |                | Х                   |       | Х        |            |              |             |                      |              |            |                            |                   |        |                |                    |              |                            |          |        |         |                      |           |           |                    |        |                         |      |     |                       |   |   |               |                |                 |                   |          |                         |                              |                  |           |                     |                             | <u>i</u>                         |                   |        |            |                   |                            |       |                 |
| Trees as Habitats         | PLT    | Х       | Х              | Х                   | Х     |          |            |              |             |                      |              |            |                            |                   |        |                |                    |              |                            |          |        |         |                      |           |           |                    |        |                         |      |     |                       |   |   |               |                |                 |                   |          |                         |                              |                  |           |                     |                             |                                  |                   |        |            |                   |                            |       |                 |
| Trees for Many Reasons    | PLT    | Х       | Х              | Х                   |       | Х        |            |              |             |                      |              |            |                            |                   |        |                |                    |              |                            |          |        |         |                      |           |           |                    |        |                         |      |     |                       |   |   |               |                |                 |                   |          |                         |                              |                  |           |                     |                             | <u>i</u>                         |                   |        |            |                   |                            |       |                 |
| Trees in Trouble          | PLT    | Х       | Х              | Х                   | Х     | Х        |            |              |             |                      |              |            |                            |                   |        |                |                    |              |                            |          |        |         |                      |           |           |                    |        |                         |      |     |                       |   |   |               |                |                 |                   |          |                         |                              |                  |           |                     |                             |                                  |                   |        |            |                   |                            |       | x               |
| Tropical Treehouse        | PLT    | Х       | Х              | х                   |       | Х        |            |              |             |                      |              |            |                            |                   |        |                |                    |              |                            |          |        |         |                      |           |           |                    |        |                         |      |     |                       |   |   |               |                |                 |                   |          |                         |                              |                  |           |                     |                             | i                                |                   |        |            |                   |                            |       |                 |
| Water Plant Art           | PWA    | Х       |                |                     |       |          |            |              |             |                      |              |            |                            |                   |        |                |                    |              |                            |          |        |         |                      |           |           |                    |        |                         |      |     |                       |   |   |               |                |                 |                   |          |                         |                              |                  |           |                     |                             |                                  |                   |        |            |                   |                            |       | x               |
| Water We Eating           | PWA    | Х       | Х              | Х                   | Х     |          |            |              |             |                      |              |            |                            |                   |        |                |                    |              |                            |          |        |         |                      |           |           |                    |        |                         |      |     |                       |   |   |               |                |                 |                   |          |                         |                              |                  |           |                     | Ш                           |                                  |                   |        |            |                   |                            |       | х               |
| We All Need Trees         | PLT    | х       | Х              | х                   |       | Х        |            |              |             |                      |              |            |                            |                   |        |                |                    |              |                            |          |        |         |                      |           |           |                    |        |                         |      |     |                       |   |   |               |                |                 |                   |          |                         |                              |                  |           |                     |                             |                                  |                   |        |            |                   |                            |       |                 |
| What Bear Goes Where?     | PW     | Х       | Х              |                     |       |          |            |              |             |                      |              |            |                            |                   |        |                |                    |              |                            |          |        |         |                      |           |           |                    |        |                         |      |     |                       |   |   |               |                |                 |                   |          |                         |                              |                  |           |                     |                             |                                  |                   |        |            |                   |                            |       |                 |
| What's That, Habitat      | PW     | Х       | Х              |                     | Х     | Х        |            |              |             |                      |              |            |                            |                   |        |                |                    |              |                            |          |        |         |                      |           |           |                    |        |                         |      |     |                       |   |   |               |                |                 |                   |          |                         |                              |                  |           |                     |                             |                                  |                   |        |            |                   |                            |       |                 |
| What's Wild?              | PW     | Х       |                |                     | Х     | Х        |            |              |             |                      |              |            |                            | П                 |        |                |                    |              |                            |          |        |         |                      |           |           |                    |        |                         |      |     |                       |   |   |               |                |                 |                   |          |                         |                              |                  |           |                     |                             |                                  |                   |        |            |                   |                            |       | $\Box$          |
| Who Works in this Forest? | PLT    | Х       | Х              |                     |       |          |            |              |             |                      |              |            |                            |                   |        |                |                    |              |                            |          |        |         |                      |           |           |                    |        |                         |      |     |                       |   |   |               |                |                 |                   |          |                         |                              |                  |           |                     |                             |                                  |                   |        |            |                   |                            |       |                 |
| Wildlife is Everywhere    | PW     | Х       | Х              |                     | Х     | Х        |            |              |             |                      |              |            |                            |                   |        |                |                    |              |                            |          |        |         |                      |           |           |                    |        |                         |      |     |                       |   |   |               |                |                 |                   |          |                         |                              |                  |           |                     |                             | ı                                |                   |        |            |                   |                            |       |                 |

| Core Essential Concepts & Skills Sets  | "Project" Activity Source                                  | ce       |             |                |                |            |              |             | Act        | ivity S                      | Skill          | Dev       | elop           | men         | t            |                 |            |                |          |               |           |              |                 |                        |  |
|--|--|----------|-------------|----------------|----------------|------------|--------------|-------------|------------|------------------------------|----------------|-----------|----------------|-------------|--------------|-----------------|------------|----------------|----------|---------------|-----------|--------------|-----------------|------------------------|--|
| Inquiry 1 Inquiry 2 Inquiry 3 Inquiry 3 Inquiry 4 Inquiry 5 Inquiry 6 Inquiry 7 Inquiry 8 Inquiry 9 Inquiry 9 Inquiry 1 Inquiry 8 Inquiry 1 Inquir |  | analysis | application | cause & effect | classification | comparison | construction | description | discussion | evaluation<br>generalization | identification | inferance | interpretation | observation | organization | problem solving | reasoning  | representation | research | summarization | synthesis | verification | lowa Supplement |                        | Notes  |
|  | A Forest of Many Uses PLT                                  | X        | X           | Χ              | Ĵ              |            |              | Χ           | Χ          | ХХ                           |                |           |                |             |              | )               | ( X        | _              |          |               | Χ         | Х            | _               | コ                      |  |
|  | Adopt a Tree PLT Air Plants PLT                            | X        |             | Х              | Х              | XX         |              | Х           |            |                              | Х              | X         |                | X           | X            | X               | Х          | X              |          |               | Х         | X            | Х               | $\dashv$               |  |
| . x  | And the Wolf Wore Shoes PW                                 | X        | Х           |                | х              | Х          |              |             |            |                              |                | X         |                | Х           |              |                 |            |                |          |               |           |              |                 | a                      | Encourage students to ask questions and find<br>answers about one of the realistic animals from their<br>books.  |
|  | Animal Charades PW   | x        | x           |                |                |            |              |             |            |                              |                |           |                | X           |              |                 |            |                |          |               |           |              |                 | 2<br>to<br>2<br>2<br>2 | Students may ask questions about domestic vs. wild animals, including pets (in my own experience, questions always come up in this activity!). Allow them to study in depth an animal from the game to find some answers. Teacher could also have students observe a wild animal (ex., squirrel) vs. a domestic pet (ex., classroom pet, cat) to ask questions relating to behavior. |
|  |  |          |             |                |                |            |              |             |            |                              |                |           |                |             |              |                 |            |                |          |               |           |              |                 |                        | Discussion of aquawords could include topics such as weather, states of matter, ecosystems and human   |
|  | Aquawords PWA  | X        |             |                | Х              | Х          | Χ            | Х           |            |                              |                |           | Х              |             |              | ×               | (          |                |          |               | Х         |              |                 |                        | impacts.   |
|  | Are You Me? PWA  | X        |             |                |                | X          |              | Х           | X          |                              |                |           |                |             | X            | >               | (          |                |          | Х             |           | X            |                 |                        | Extensions to the activity create even more opportunity for inquiry!   |
| · x  | Beautiful Basics, The PW                                   | Х        |             |                | Х              | X          |              |             |            |                              |                |           |                |             |              |                 |            |                |          |               |           |              |                 |                        | Discussion about basic needs could extend into howinternal and external factors affect survival.   |
|  | Birds and Worms PLT  | X        |             | X              |                | X          |              | X           |            |                              | X              |           |                | X           |              | X               | Х          |                | t        |               |           | X            | Х               |                        | Encourage questions that can be answered through   |
|  | Bursting Buds PLT  Classroom Carrying Capacity PW          | X        | X           | X              |                | X          |              |             | X          | x x                          |                | X         |                | X           |              | x               |            |                |          |               |           | X            |                 | s<br>r<br>c            | observations and investigations.  Students could observe behavior of worms when many are put in a small container. Students could observe animals outside (ex. ants). These observations could lead to questions and result in a simple investigation. Evaluation activity #4 also encourages inquiry.   |
| X  | Color Crazy PW   |          |             |                |                |            | Χ            | Χ           | V          | Х                            |                |           |                | Χ           |              |                 |            |                |          |               |           |              |                 | 耳                      | <u> </u>   |
|  | Earth Manners PLT Energy Sleuths PLT                       | X        | X           |                | Х              |            |              | Х           | X          | Х                            | Х              |           |                | Х           |              |                 |            | -              |          | -             |           | Х            | ₩               | $\dashv$               |  |
|  |  | · ·      |             |                | х              | х х        |              |             |            | Х                            |                | ٧/        |                | V           |              | ,               |            |                |          | X             |           |              |                 |                        | Encourage students to generate questions about   |
|  | Environmental Barometer PW  Environmental Exchange Box PLT |          |             |                | ^              | X          |              | Х           | Х          | *                            | X              | *         | X              | X           | X            | X               |            | x              |          | X             | *         |              | х               | E<br>ti<br>ti          | things they observe.  Encourage students to ask questions about the region they are exchanging with. Answers can come in the box or from student investigations (including questions to the exchange participants). There are many things related to life and earth science that you may learn from your exchange box.   |
|  | Ethi-Thinking PW Every Tree for Itself PLT                 | X        | X           | X              |                |            | Х            | Х           |            | X X                          |                | Х         | Х              |             |              | × >             | ( <u>x</u> | -              |          |               | Х         |              | х               | 8                      | During the small group discussion, encourage students to come up with their own questions about appropriate and inappropriate actions that could be answered through investigations.   |
| X X  | Everybody Needs a Home PW                                  | X        | Ĺ           | ,              |                | Х          |              |             |            | X                            |                |           |                |             |              |                 |            |                |          |               |           |              | Ë               | コ                      | Chidana  |
| × × × × × × × × × × × × × × × × × × ×  | Fashion a Fish PWA Field, Forest, and Stream PLT           | X        | Х           | Х              |                | X          | Х            |             | X          | X                            |                | X         |                | X           | V            | >               | ( X        | X              |          |               | Х         | V            | x<br>x          |                        | Students can investigate adaptations of pets, classroom animals or animals of their choice   |
| X X X X X X X X X X X X X X X X X X X  | First Impressions PW                                       | X        |             | ٨              |                | X          |              | Χ           | ^          |                              | Х              |           |                | ^           | ^            |                 | ^          |                | X        | L             |           | X            |                 |                        | <u></u>  |
| . x x x x  | Get in Touch with Trees PLT Graphananimal PW               | X        |             |                | X<br>X         | X X        | Х            | Х           |            |                              | Х              |           |                | X           |              |                 |            | Х              |          |               |           |              |                 | t                      | Encourage student generation of questions about trees and help them discover as many answers as possible through their observations.   |

|           |           |           |           | С          | ore    | Ess    | en     | tial   | Co     | nce    | ept | s 8    | k SI    | cills | Se      | ets     |       |            |       |            |       |       | "Project" Activity                                    | Source       |        |             |                |                |           |             |              |             | Act        | ivity      | Skil           | l Dev     | vel            | opm       | ent          |            |                 |       |               |                 |               |           |         |                 |  |
|-----------|-----------|-----------|-----------|------------|--------|--------|--------|--------|--------|--------|-----|--------|---------|-------|---------|---------|-------|------------|-------|------------|-------|-------|---|--------------|--------|-------------|----------------|----------------|-----------|-------------|--------------|-------------|------------|------------|----------------|-----------|----------------|-----------|--------------|------------|-----------------|-------|---------------|-----------------|---------------|-----------|---------|-----------------|--|
|           |           |           |           |            |        |        |        |        |        |        |     |        |         |       |         |         |       |            |       |            |       |       |   |              |        |             |                |                |           |             |              |             |            | ĺ          |                |           |                |           |              |            |                 |       |               |                 |               |           |         |                 |  |
|           |           |           |           |            |        |        |        |        |        |        |     |        |         |       |         |         |       |            |       |            |       |       |   |              |        |             | act            | <u>-</u>       |           | _           | _            |             |            | 2          | 5 5            |           | 5              |           | ر            |            | ving            |       | lon           |                 | ion           |           |         | ment            |  |
| y 1       | y 3       | y 4       | y 5       | 2 / 2      | . 8    | J      | ٩      | ()     |        |        |     | 1      | _       | 2     | 3       | 4       | 2     | cal 1      | cal 2 | cal 3      | cal 4 | cal 5 |   |              | sis    | ation       | cause & effect | classification | omparison | ositio      | construction | description | ssion      | ation      | generalization | nce       | retatio        | Servation | organization | tion       | problem solving | ning  | epresentation | <del>L</del> S. | summarization | esis      | ation   | enpple          |  |
| Inquiry 1 | Inquiry 3 | Inquiry 4 | Inquiry 5 | la la      | Inguir | Life 1 | Life 1 | Life 1 | Life 2 | life 3 | 2 9 | LIIE 4 | Earth 1 | Earth | Earth 3 | Earth 4 | Earth | Physical 1 | Physi | Physical 3 | Physi | Physi |   |              | analys | application | canse          | classi         | comp      | composition | const        | descri      | discussion | evaluation | gener          | inferance | interpretation | obser     | organ        | prediction | proble          | reaso | repres        | research        | sumr          | synthesis | verific | lowa Supplement | Notes  |
|           |           |           |           |            |        |        |        |        |        |        |     |        |         |       |         |         |       |            |       |            |       |       |   |              |        |             |                |                |           |             |              |             |            |            |                |           |                |           |              |            |                 |       |               |                 |               |           |         |                 | This activity easily lends itself to investigations. Data can compiled and used to explain discoveries about |
| * X       | Х         | Х         | * *       | *          | Х      | X      |        | X      |        |        | -   | 4      |         |       |         |         | _     |            |       |            |       |       | Grasshopper Gravity<br>Habitracks                     | PW<br>PW     | X      |             | Х              | X              | X         | Χ           |              | X           | X          | -          | X X            | X X       |                | X         | (            | Х          |                 | Χ     |               |                 |               |           | Χ       |                 | grasshoppers.  |
|           |           |           |           |            |        |        |        | ,      |        |        |     | T      |         |       |         |         |       |            |       |            |       |       | Habit dots  |              | ~      |             |                |                | Λ.        |             |              | ^           | χ          |            | ,              | `         |                | ,         |              |            |                 |       |               |                 |               |           |         |                 | Measurements and graphing data are ways  |
| X         | Х         | Х         | * >       | ( )        | X      | Х      | V      | Х      | Х      |        |     | 4      |         |       |         |         |       |            |       |            |       |       | Habitrekking  | PW           | Х      | Χ           | Х              | V              | Χ         |             | Х            | Х           | Χ          |            | Х              | X         | · >            | X X       | (            | V          |                 | Χ     |               | Χ               |               | Χ         |         |                 | mathematics could be encouraged in this investigation.   |
|           |           |           |           |            |        | X      | X      | Х      |        |        |     | Ħ      |         |       |         |         | 1     |            |       |            |       |       | Have Seeds, WII Travel                                | PLT          | X      |             |                | Χ              |           |             |              |             |            | +          |                | Х         |                | X         | X            | X          |                 |       |               |                 |               |           | X       | Х               | Encourage questions that can be answered through   |
| XX        | Х         | Х         | X         | ( )        | X      | Х      | Х      | Х      |        |        |     | 1      | Х       |       |         |         |       |            |       |            | Χ     |       | How Big Is Your Tree?<br>How Plants Grow              | PLT<br>PLT   | X      |             | Χ              |                | Х         |             |              | Х           |            |            | X              |           |                | X         | X            | X          |                 |       |               |                 |               |           | X       | Х               | observations and investigations.   |
|           |           |           |           |            |        |        |        |        | X      |        |     | *      |         |       |         |         |       |            |       |            |       |       | I'd Like to Visit a Place Where                       | PLT          | Х      | Х           |                |                | Χ         |             | Х            | Х           | Χ          | х          | >              | (         |                | X         | x            |            | Х               |       |               | Х               |               | Х         |         |                 | Students could discuss the health benefits of parks.   |
|           |           |           |           |            |        |        |        |        |        |        |     |        |         |       |         |         |       |            |       |            |       |       |   |              |        |             |                |                |           |             |              |             |            |            |                |           |                |           |              |            |                 |       |               |                 |               |           |         |                 | During the discussion, encourage questions about the observations and discuss how those questions could      |
| * X       | -         |           |           | +          | +      | -      |        | Х      | X      | +      | -   | 4      |         | _     |         |         | _     | Х          |       |            | Х     |       | Learning to Look<br>Living with Fire                  | PW<br>PLT    | X      | X           | Χ              |                |           |             |              | Х           | X          | Х          |                |           |                | X         | (            | X          |                 |       | X             |                 | _             |           | X       |                 | be investigated.   |
| *         |           |           |           |            |        | ×      | ×      | Y      |        |        |     | T      |         |       |         |         |       |            |       |            |       |       | Looking at Leaves                                     | PLT          |        |             |                | Х              | Y         | Y           |              | Y           | X          |            | ,              | ( X       |                | ×         |              | ^          |                 |       | Λ.            |                 |               |           |         |                 | Encourage questions that can be answered through observations and investigations.                            |
|           |           |           |           |            |        | Ĺ      |        |        | Х      | ļ      |     | 1      |         |       |         |         |       |            |       |            |       |       | Make A Coat   | PW           | Χ      |             |                | Χ              | ^         | ^           | Χ            | Х           | Χ          | Х          |                | X         | >              | X X       | (            |            | Х               |       |               |                 |               |           |         |                 | observations and investigations.   |
|           |           |           |           |            |        |        |        |        |        |        |     |        |         |       |         |         |       |            |       |            |       |       |   |              |        |             |                |                |           |             |              |             |            |            |                |           |                |           |              |            |                 |       |               |                 |               |           |         |                 | Students can experiment with different types of  |
| _         | *         |           |           |            |        | X      |        | Χ      | X      |        |     |        |         |       |         |         |       |            |       |            |       |       | Make Your Own Paper<br>Marsh Munchers                 | PLT<br>PWA   | Х      |             | Χ              |                | X         | Х           | X            |             |            | Х          |                | X         | · >            | X X       | ( X          |            |                 |       | Χ             |                 |               | Χ         |         | X<br>X          | materials as explained in Enrichment Activity #1.  |
| *         |           |           |           |            |        | Х      |        |        |        |        |     |        |         |       |         |         |       |            |       |            |       |       | Name That Tree  | PLT          | Х      |             |                | Χ              | Χ         |             |              | Х           |            |            | >              | <         |                | X         | (            |            |                 |       |               |                 |               |           |         | х               | Encourage questions that can be answered through observations and investigations.                            |
|           |           |           |           |            |        |        |        |        |        |        |     |        |         |       |         |         |       |            |       |            |       |       |   |              |        |             |                |                |           |             |              |             |            |            |                |           |                |           |              |            |                 |       |               |                 |               |           |         |                 | Students can use tools such as magnifying glasses,   |
| XX        | X         | X         |           | ( )<br>( ) | X      | X      | Х      | X      |        | +      | +   | ╬      |         | +     |         | _       | +     |            |       |            |       |       | Nature's Recyclers<br>Nothing Succeeds Like Successio | PLT<br>1 PLT | X      |             | X              | Χ              | Χ         | Χ           |              | X           | X          |            |                | X<br>X    | · ·            | X<br>X    | X            | Х          |                 |       |               |                 | Х             | Х         | Х       | Х               | thermometers and scales in their investigation.  |
|           |           |           |           |            |        |        |        |        | X      |        |     | *      |         |       |         |         |       |            |       |            |       |       | On the Move   | PLT          | Х      |             |                |                | Χ         |             |              | х           |            |            |                | <         |                |           |              |            |                 |       |               |                 |               |           | Х       |                 | Students could discuss the health benefits of walking<br>and biking.   |
|           |           |           |           |            |        | Х      |        |        | É      |        | 1   | Χ      |         |       |         |         | 1     |            |       |            |       |       | Pass the Plants, Please                               | PLT          | X      |             |                | Χ              | Χ         |             |              | X           | Χ          |            |                | (         |                |           | Х            |            |                 |       |               | Χ               |               |           | X       |                 | Students may research how animals use their sense  |
| * X       |           |           |           | _          | _      | X      | X      | X      |        | Х      | (   | 4      |         |       |         |         |       |            |       |            |       |       | Peppermint Beetle<br>Picture This!                    | PLT<br>PLT   | V      |             |                | Х              | X         |             |              | X           | Χ          | X          |                |           |                | X X       | ( X          |            |                 | Χ     |               |                 | Х             |           | Х       | v               | of smell.  |
| X         |           |           |           |            |        | X      | ^      | X      | _      |        |     | 1      |         |       |         |         | 1     |            |       |            |       |       | Plant a Tree  | PLT          | ^      |             |                | ^              | ٨         |             |              | ^           |            | X          |                |           |                | ^ ^       | ^            |            | Х               |       |               | Χ               | ^             |           | ^       | Х               | Extensions to the activity create even more  |
| *         |           |           |           |            |        |        | Х      |        | Х      |        |     |        |         |       |         |         |       |            |       |            |       |       | Plastic Jellyfish                                     | PWA          | Х      |             | X              |                | V         | Χ           |              | _           | X          | V          | Χ              |           | >              | x x       | (            | Х          | X               | V     | Х             |                 | .,            | Х         |         | х               | opportunity for inquiry! (esp. 1, 2, 5, 6, 7)  |
|           |           |           |           |            |        | Х      |        | Χ      | X      |        | t   | 1      |         |       |         |         |       |            |       |            |       |       | Playing Lightly Poet-Tree                             | PW<br>PLT    | X      |             | Χ              |                | X         | Χ           |              | Χ           | X          | X          |                |           |                | X         | •            |            | Х               |       | Χ             |                 | Х             |           |         |                 |  |
| Х         | Х         | Х         |           | >          | X      | Х      | Х      | Х      | Х      |        | t   | #      |         |       |         |         |       |            |       |            |       |       | Pollution Search<br>Schoolyard Safari                 | PLT<br>PLT   | X      |             | Х              | Χ              | Χ         |             |              | X           | Χ          | Х          |                |           | >              | X<br>X X  |              |            | Х               |       |               |                 |               |           | X       |                 |  |
|           |           |           |           |            |        |        |        |        |        |        |     |        |         |       |         |         |       |            |       |            |       |       |   |              |        |             |                |                |           |             |              |             |            |            |                |           |                |           |              |            |                 |       |               |                 |               |           |         |                 | sight as well as other animals. Allow students to  |
|           |           |           |           |            |        |        |        |        |        |        |     |        |         |       |         |         |       |            |       |            |       |       |   |              |        |             |                |                |           |             |              |             |            |            |                |           |                |           |              |            |                 |       |               |                 |               |           |         |                 | investigate some properties of their own vision as well as learn more about the vision of animals of their   |
| X         | *         |           |           | -          | -      | X      | X      |        |        | #      |     | 4      |         |       |         |         |       |            |       |            |       |       | Seeing is Believing<br>Signs of Fall                  | PW<br>PLT    | X      |             | X              |                |           |             | Χ            | X           | X          | _          | X              | X         |                | X         | (            |            |                 |       | Х             |                 |               | Χ         | Х       |                 | choice.  |
| X         | Х         |           | X         | <b>(</b> ) | X      |        | Х      | _      | X      | _      | ļ   | 1      | Х       |       |         |         | 1     |            |       |            |       |       | Silt: A Dirty Word<br>Sockeye Scents                  | PWA<br>PWA   | X      |             | Χ              | Χ              | Χ         |             | Χ            | Х           |            | Х          |                | X         |                | X         | (            | Х          | X               |       | X             |                 |               |           | Χ       |                 |  |
| Х         | Х         | Х         | X         | ( )        | Х      |        |        |        | X      |        | 1   | 1      | Χ       | Х     |         |         |       | Χ          |       |            |       |       | Soil Stories  | PLT          | X      |             | Α              | *              |           |             | Χ            |             | ^          |            | >              | X X       |                | X         |              | Х          | _               |       | X             |                 |               |           | Χ       |                 | 1  |
|           |           |           |           |            |        |        |        |        |        |        |     |        |         |       |         |         |       |            |       |            |       |       |   |              |        |             |                |                |           |             |              |             |            |            |                |           |                |           |              |            |                 |       |               |                 |               |           |         |                 | Encourage student questions about how they hear  |
| *         |           | H         |           |            |        | H      | Х      |        |        | Х      | (   | 1      |         |       |         |         |       |            |       |            |       |       | Sounds Around   | PLT          | Х      |             |                | Χ              | Χ         |             | X            | Х           |            |            | >              | (         |                | Х         | X            |            |                 |       |               |                 |               |           | Χ       |                 | and special hearing adaptations of animals.  Enrichment activity #1 allows students to plan and              |
| XX        | *         |           |           | X          |        | X      |        | Χ      |        |        |     |        |         |       |         |         |       |            |       |            |       |       | Sunlight and Shades of Green                          | PLT          |        |             | Χ              |                | Χ         |             |              | Χ           | Χ          |            |                | Χ         |                | X         | (            |            |                 | X     |               |                 |               | Χ         |         |                 | conduct a different investigation.   |

Basic Alignment of Projects WILD, WILD Aquatic, Learning Tree activities to the Core Intermediate Grade Levels Science Essential Concepts and Skills

|           |           |           |           |           | Со        | re E      | sse     | nti     | al C    | ond    | сер    | ts 8   | . Sk    | tills   | Se      | ts      |         |            |            |            |            |            | 'Project" Activity  | Source          | )        |             |                |                |            |             |              |             | Acti       | ivity      | Skill          | De        | velo           | pme         | nt           |            |                 |           |                |          |               |           | Ī                               |  |
|-----------|-----------|-----------|-----------|-----------|-----------|-----------|---------|---------|---------|--------|--------|--------|---------|---------|---------|---------|---------|------------|------------|------------|------------|------------|---|-----------------|----------|-------------|----------------|----------------|------------|-------------|--------------|-------------|------------|------------|----------------|-----------|----------------|-------------|--------------|------------|-----------------|-----------|----------------|----------|---------------|-----------|---------------------------------|--|
| Inquiry 1 | Inquiry 2 | Inquiry 4 | Inquiry 5 | Inquiry 6 | Inquiry 7 | Inquiry 8 | Life 1a | Life 1b | Life 1c | Lire 2 | Life 3 | Life 4 | Earth 1 | Earth 2 | Earth 3 | Earth 4 | Earth 5 | Physical 1 | Physical 2 | Physical 3 | Physical 4 | Physical 5 |   |                 | analysis | application | cause & effect | classification | comparison | composition | construction | description | discussion | evaluation | identification | inferance | interpretation | observation | organization | prediction | problem solving | reasoning | representation | research | summarization | synthesis | verification<br>Iowa Supplement | Notes  |
| *         |           |           |           |           |           |           | X       | X       | x       |        |        |        |         |         |         |         |         |            |            |            |            | 9          | Surprise Terrarium  | PW              |          | x           | X              |                |            |             |              | x           |            |            | K              | X         |                | X           |              |            |                 |           |                |          |               |           |                                 | Use this activity in conjunction with going outside and looking for animals with camouflage. Allow students to ask questions about these animals and other animals with different adaptations and encourage investigations.                    |
|           |           |           |           |           |           |           |         | Χ       |         |        |        |        |         |         |         |         |         |            |            |            |            |            | Tale of the Sun   | PLT             | Χ        |             |                |                | Χ          |             |              |             | X          |            |                |           | Х              | Χ           |              |            |                 |           |                |          |               |           | Χ                               |  |
| Х         |           | Х         |           |           |           |           | Χ       |         | Χ       |        |        |        |         |         |         |         |         |            |            | 4          |            | T          | The Closer You Look   | PLT             | Χ        |             |                |                | Χ          | Χ           |              |             |            |            | Х              |           | Х              | Χ           |              |            |                 |           | X              |          |               |           | Χ                               |  |
|           |           | *         |           |           |           |           | Х       |         | V       |        |        |        |         |         |         |         |         |            |            |            |            |            | The Shape of Things   | PLT             | V        |             | V              | Х              | Х          |             |              | Х           |            |            |                |           |                | X           | Х            |            |                 |           | Х              |          | V             |           |                                 | A camera is a great tool for extending the senses and gathering data.  |
|           | -         |           | _         | -         |           | _         | X       |         | X       | V      | _      | _      |         | _       |         |         | 4       |            | 4          | 4          | _          |            | Fhicket Game<br>Fhree Cheers for Trees                        | PW<br>PLT       | Х        | Х           | X              |                | Χ          |             | V            | X           | V          | X          | X              |           | _              | Х           |              |            |                 |           | Х              | _        | Х             |           |                                 |  |
| *         |           |           |           |           |           |           | Х       | Х       | ^       | ^      |        |        |         |         |         |         | Ť       |            |            | 1          |            |            | To Be a Tree  | PLT             | Х        |             |                |                | ^          |             | X            | Х           | ^          | ^          | Х              |           | Х              |             |              |            |                 |           | Х              |          |               | Х         | Х                               | Encourage questions that can be answered through observations and investigations.  |
|           |           |           |           |           |           |           |         | X       |         | X      |        |        |         |         |         |         |         |            |            |            |            |            | Too Close for Comfort   | PW              | Χ        | Х           | Χ              |                | Χ          |             |              |             | X          | X )        | <b>(</b>       | X         |                |             |              | Χ          |                 |           |                |          |               |           |                                 |  |
| Х         |           |           |           | 1         |           |           | Χ       | Χ       | Х       | 4      | _      | _      |         | _       |         |         |         |            | 4          | 4          | _          | T          | Free Cookies  | PLT             | Χ        | Х           | Χ              |                |            | Χ           |              | Х           | Х          |            | Х              | X         |                | Χ           |              |            |                 |           |                | Х        |               |           | Хх                              |  |
| *         |           |           |           |           |           |           | X       | Χ       | X       |        |        |        |         |         |         |         |         |            |            | 4          |            |            | Free Factory Free Lifecycle                                   | PLT             | Χ        | Х           | X              |                |            |             |              | Х           |            |            | Х              |           | Х              | Χ           |              |            |                 |           | X              |          |               |           | Хх                              | Encourage questions that can be answered through observations and investigations.  |
| *         |           |           |           |           |           |           | X       | Х       | X       |        |        |        |         |         |         |         |         |            |            |            |            | Т          | Frees as Habitats   | PLT             |          |             | X              |                | V          | V           |              | Х           | V          | )          | X              | X         |                | Х           | Х            | Х          |                 |           |                |          |               |           |                                 | Before going outside in Part B, allow students to ask questions about life in a tree and encourge them to find answers during their observations.  |
| V         | ,         | / V       |           | V         | V         | V         | V       | V       | V       | X      | _      | _      | V       | _       | _       |         | 4       | _          | 4          | 4          | _          | _ !        | Frees for Many Reasons  | PLT<br>PLT      | V        |             | V              |                | X          | Х           |              |             |            | X          | V              | X         | Х              | V           |              |            |                 | Χ         | Х              | V        |               |           | Хх                              |  |
| ^         | ^ /       | X X       | ^         | ^         | ٨         |           | X       | • •     | X       | ^      | 4      | -      | ^       | 4       | 4       | Х       | +       | +          | +          | +          | +          | ÷          | Frees in Trouble Fropical Treehouse                           | PLT             | ٨        | -           | ٨              |                | ٨          |             |              | Х           | X          | Х          | X              | X         | Х              | ٨           | -            |            | Х               |           |                | ٨        |               |           | ^ X                             |  |
|           |           |           |           |           |           |           | Х       |         | ^       | $\pm$  | 1      | 1      |         |         |         | Λ.      |         |            | +          | +          | +          |            | Nater Plant Art   | PWA             | Χ        |             |                | Х              | Χ          | Х           | Χ            | Х           | /\         | -          | Х              |           |                |             |              |            | -               |           | Х              |          |               |           | Х                               |  |
|           |           |           |           |           |           |           | Х       |         |         | *      |        | *      |         |         |         |         |         |            |            |            |            | ٧          | Nater We Eating   | PWA             | Х        |             |                |                | Χ          |             | Х            |             | Х          | )          | χ X            | Х         |                | Х           |              |            | Х               |           | Х              | Х        |               | Х         | х                               | Both personal and environmental health could be topics for further discussion.   |
|           |           |           |           |           |           | _         | X       |         |         | Х      |        |        |         |         |         |         | 4       | 4          | 4          | 4          | 4          |            | Ne All Need Trees   | PLT             | X        | X           |                | X              | V          | Х           | V            | V           |            | Х          | X              |           |                | V           |              | X          |                 |           | V .            | X        | _             |           | Х                               |  |
|           |           |           |           |           |           | _         | X       | _       | X       | 4      |        | 4      | 4       |         |         |         | 4       | 4          | 4          | 4          | 4          |            | Mhat Bear Goes Where?   | PW              | X        | Х           |                | Χ              |            | Ш           | Χ            | Х           |            | _          | ( X            | X         | _              | Х           | <u> </u>     | Χ          | _               |           | Х              |          |               | Χ         | Хх                              |  |
| *         |           |           |           |           |           |           | X       | X       | X       | X      |        |        |         |         |         |         |         |            |            |            |            | V          | Mhat's That, Habilat  Mhat's Wild?  Mho Works in this Forest? | PW<br>PW<br>PLT | X        | X           |                | Х              | X          |             | X            | X           | X          | )          | X              |           |                | Х           |              |            |                 |           | X              |          |               |           |                                 | Encourage student questions about wild vs. domestic.<br>Have students choose an animal to learn more about.<br>See also Animal Charades.   |
| *         |           | *         | *         |           |           |           | X       | X       | X       | *      |        |        |         |         |         |         |         |            |            |            |            |            | Midlife is Everywhere   | PW              | X        | ۸           |                |                | X          |             |              | X           | A          | )          | X X            |           |                | X           |              |            |                 |           | ٨              |          |               |           | х                               | Encourage questions about the animal signs - what do they indicate? Use magnifying glasses as tools.  Graph results of the observations. Since we share environments with wildlife, discuss ways to help take care of this shared environment. |

| Intermediate (3-5) Science E   | ssential Skills and Concepts   |
|--|--|
| Science as Inquiry (Inquiry) (pg 10) # Description   | Life Science (Life) (pg 68)<br># Description   |
| Identify and generate questions that can be answered through     scientific investigations                     | Understand and apply knowledge of organisms and their enviroments, including:  |
| 2 Recognze that scientists perform different types of investigations   | 1a Structures, characteristics, and adaptations of organisms that allow them to function and survive within their habitats |
| 3 Plan and conduct scientific investigations   | 1b How individual organisms are influenced by internal and external factors  |
| 4 Use appropriate tools and techniques to gather, process, and analyze data                                    | 1c The relationships among living and non-living factors in terrestrial and aquatic ecosystems                             |
| 5 Incorporate mathematics in scientific inquiry  | 2 Understand and apply knowledge of environmental stewardship  |
| 6 Use evidence to develop reasonable explanations  | 3 Understand and apply knowledge of basic human body systems and<br>how they work together                                 |
| 7 Communicate scientific procedures and explanations   | 4 Understand and apply knowledge of personal health and wellness issues  |
| 8 Use appropriate safety procedures when conducting investigations   |  |
| Earth & Space (Earth) (pg 20)  | Physical Science (Physical) (pg 42)  |
| # Description  | # Description  |
| Understand and apply knowledge of properties and uses of earth     materials                                   | Understand and apply knowledge of how to describe and identify     substances based on characteristic properties           |
| 2 Understand and apply knowledge of processes and changes on or in<br>the earth's land, oceans, and atmosphere | 2 Understand and apply knowledge of states of matter and changes in<br>states of matter                                    |
| 3 Understand and apply knowledge of fossils and the evidence they provide of past life on earth                | 3 Understand and apply knowledge of the concept of conservation of mass/matter   |
| 4 Understand and apply knowledge of weather and weather patterns   | Understand and apply knowledge of sound, light,     electricity,magnetism, and heat  |
| 5 Understand and apply knowledge of the properties, movements, and locations of objects in our solar system    | 5 Understand and apply knowledge of how forces are related to an object's motion   |

| Basic                    | : Ali      | gnme       | ent c      | of P        | roje        | ects        | WIL         | D,          | WI          | LD .        | Aqı         | uati        | c, L        | .ea       | rnir      | ng ¯      | Tre       | e ac      | ctiv      | itie      | es t      | o ti      | he (       | Co         | re I       | Inte       | erm        | ned        | liate Grade Levels S                                   | ocial Stu  | dies     | Ess        | enti        | ial (          | Con            | cep        | ots         | and          | Ski         | lls        |            |                |                |           |                |             |              |            |                 |           |                |          |               |            |           |             |                 |   |
|--------------------------|------------|------------|------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|------------|------------|------------|------------|------------|------------|--|------------|----------|------------|-------------|----------------|----------------|------------|-------------|--------------|-------------|------------|------------|----------------|----------------|-----------|----------------|-------------|--------------|------------|-----------------|-----------|----------------|----------|---------------|------------|-----------|-------------|-----------------|---|
|                          |            |            |            |             |             | . (         | Core        | E           | sse         | ntia        | al C        | one         | сер         | ts 8      | & S       | kill      | s S       | ets       |           |           |           |           |            |            |            |            |            |            | "Project" Activity                                     | Sour       | ce       |            |             |                |                |            |             |              |             | Α          | ctiv       | ity            | Skill          | De        | vel            | opn         | ent          |            |                 |           |                |          |               |            |           |             |                 |   |
| Behavior 1<br>Behavior 2 | Behavior 3 | Behavior 4 | Behavior 5 | Economics 1 | Economics 2 | Economics 3 | Economics 4 | Economics 5 | Economics 6 | Geography 1 | Geography 2 | Geography 3 | Geography 4 | History 1 | History 2 | History 3 | History 4 | History F | HISTORY 3 | History 6 | History 7 | History 8 | Poli Sci 1 | Poli Sci 2 | Poli Sci 3 | Poli Sci 4 | roll sci 4 | Poli Sci 5 |  |            |          | analysis   | application | cause & effect | classification | comparison | composition | construction | description | discussion | evaluation | generalization | identification | inferance | interpretation | observation | organization | prediction | problem solving | reasoning | representation | research | summarization | ojooqtario | synthesis | verincation | Iowa Supplement | Notes   |
| Х                        |            | Х          |            | Χ           |             |             |             |             |             |             | Χ           | Χ           | X           | Г         |           |           |           | Χ         |           |           |           |           | Χ          |            | Π          | Χ          |            |            | A Forest of Many Uses                                  | PLT        | >        | <b>(</b> ) | ( )         | Χ              |                |            |             |              | Х           | Χ          | Χ          | Χ              |                |           |                | V           |              |            | Χ               | X         |                |          |               | X          |           | Ţ           |                 |   |
|                          |            |            |            |             |             |             |             |             |             |             |             |             | X           | *         |           |           |           |           |           |           |           |           |            |            |            |            |            |            | Adopt a Tree  Animal Charades                          | PLT        | <b>)</b> | < ×        | (           | X              | X              | X          | X           |              | X           |            |            |                | X              |           |                | X           | X            | X          |                 | X         |                |          |               | X          |           | X           |                 | This activity could expand into a discussion about different cultures and periods of history in which domestic animals play a primary role.  Certain aquawords may bring up discussions about   |
|                          |            |            |            |             |             |             |             |             | *           |             |             |             | *           |           |           |           |           |           |           |           |           |           |            |            |            |            |            |            | Aquawords  | PWA        | >        | <          |             |                | Х              | Х          |             | Х            | Х           |            |            |                |                |           | Х              |             |              |            | Х               |           |                |          |               | Х          |           |             |                 | scarcity, water needs and the impact humans have on water.  |
|                          |            |            |            |             |             |             |             |             |             |             |             |             |             | Х         |           |           | Х         | Х         | Х         |           | Χ         | Χ         |            |            |            |            |            |            | Did You Notice?  | PLT        |          |            |             |                |                | Χ          |             |              | Χ           | Χ          |            |                |                |           |                |             | Х            |            |                 |           | Х              | Χ        |               |            |           |             |                 |   |
| X                        |            | X          |            | X           |             |             | X           | Χ           | X           | H           |             |             | X           | H         |           |           |           | Х         | Х         | ( )       | Χ         |           |            |            |            |            | Х          | χ.         | Earth Manners Energy Sleuths                           | PLT<br>PLT | <u> </u> | <b>(</b> ) | (           |                | Х              |            |             |              | Х           | X          |            | Х              | X              |           |                | X           |              |            |                 |           |                |          |               | +          | Х         | 4           |                 |   |
|                          |            |            |            |             |             |             |             | _           |             |             | Х           | Х           | X           | T         |           |           |           |           |           |           | •         |           |            |            |            |            |            |            | Environmental Barometer                                | PW         | ,        | <          |             |                | X              | Х          | Х           |              |             | X          | Х          |                |                | X         |                | X           |              | X          |                 |           |                |          | Х             | Х          |           | 1           |                 | Where we choose to live has many impacts on us and the environment.   |
|                          |            |            |            |             |             |             |             |             |             | Χ           | Х           | X           |             | t         |           | Х         |           | I         |           |           |           |           |            |            |            |            |            |            | Environmental Exchange Box                             | PLT        | Í        |            |             |                |                | X          | ^           |              | Χ           | X          | ^          |                | Χ              | ,,        | Х              | X           | Х            |            |                 |           | Х              |          | X             | Î          |           | Х           |                 |   |
| *                        |            |            |            |             |             |             |             |             |             |             |             | Х           | Х           |           |           |           |           |           |           |           |           |           |            |            |            |            |            |            | Ethi-Thinking  | PW         | >        | <b>(</b> ) | ( )         | Χ              |                |            |             | Χ            | Х           |            | Х          | Х              |                | Χ         |                |             |              |            | Х               | Х         |                |          |               | Х          |           |             |                 | Rules help resolve conflicts between people and the environment.  |
|                          |            |            |            | X           |             |             |             |             |             | Х           | Х           |             | ×           |           |           |           |           |           |           |           |           |           |            |            |            |            |            |            | Everybody Needs a Home                                 | PW         | >        | <          |             |                |                | Х          |             |              |             |            |            | X              |                |           |                |             |              |            |                 |           |                |          |               |            |           |             |                 | Discussion could include how our housing and community choices can alter the physical environment. Could also discuss how the physical environment affects our housing choices and how weather (floods, for example) have an impact.  |
|                          |            |            |            |             |             |             | *           |             |             |             | N.          | V           | *           |           |           |           |           |           |           |           |           |           |            |            |            |            |            |            | Habitracks   | PW         | >        | (          | (           |                | X              | X          | Х           | V            | X           | X          |            | X              | Х              | V         | V              | X           |              |            |                 | V         |                | V        |               | V          |           |             |                 | Students could make and label their own map of the<br>place they explored. Discussion could include how<br>resource scarcity affects the ability to find necessary<br>habitat components.   |
|                          |            |            |            |             |             |             |             |             |             |             | X           | Х           | Х           | X         |           |           | +         | +         | -         | )         | X         |           |            |            | +          | +          | +          | _          | Habitrekking<br>How Big Is Your Tree?                  | PW<br>PLT  | )<br>}   | ( )        | ( )         | Х              |                | X          | 1           | Х            | X           | Х          |            | Х              |                | Х         | Х              | X           |              | X          |                 | Х         |                | Х        |               | Х          | X         | х           |                 | +   |
| х                        |            | X          |            |             |             |             |             |             |             | *           | Х           | Х           | Х           | Î         |           |           |           |           |           | Í         | `         |           | Х          |            |            |            |            |            | I'd Like to Visit a Place Where.                       | PLT        | >        | · ·        | <i>(</i>    |                |                | Х          |             | Х            | X           | Х          | Х          |                | X              |           |                | Х           | X            | ,          | Х               |           |                | X        |               | Х          |           |             |                 | Students can make maps of the park or their ideal park (Enrichment activity #3).  |
| X                        |            | ,          |            |             |             |             |             |             |             |             |             | Х           | Х           | t         |           |           |           | I         |           |           |           |           |            |            |            |            |            |            | Living with Fire                                       | PLT        | >        | <i>'</i>   | ( )         | Χ              |                | ,          |             |              |             | X          |            |                | ,              |           |                | X           |              | Х          | ,               |           | Х              |          |               |            | Х         |             |                 | (Elinomion dalini) #0ji   |
|                          |            |            |            | *           |             |             |             | *           |             |             |             |             |             | Х         |           | *         |           | Х         |           | *         | *         |           |            |            |            |            |            |            | Make A Coat  | PW         | >        | (          |             |                | Х              |            |             | X            | Х           | X          | х          |                |                | X         | X              | X           |              |            | Х               |           |                |          |               |            |           |             |                 | This actifvity has many possibilities for expansion. Ideas include: how our clothes are made, supply and demand, how culture influences the way we dress (style), and how innovation has changed the way our clothes are made.  Discussions could include technologies of making paper as well as demand for paper and resulting stress |
|                          |            |            |            | *           |             |             |             |             | *           |             | Χ           |             | Χ           |           |           |           |           |           |           | *         | *         |           |            |            |            |            |            |            | Make Your Own Paper                                    | PLT        |          |            |             |                |                | Χ          | Χ           | Х            |             |            |            |                |                |           |                | Х           | Х            |            |                 |           |                |          |               |            |           | Х           |                 | on the environment.   |
|                          |            |            |            |             |             |             |             |             |             | *           | *           |             | *           |           |           |           |           |           |           |           |           |           |            |            |            |            |            |            | Marsh Munchers<br>Name that Tree                       | PWA<br>PLT | )<br>)   | (          | )           | X              | X              | X          |             | Х            | X           |            | Х          |                | X              | X         | Х              | X           |              |            |                 |           | х              |          |               | X          |           | Х           |                 | Given that marshes are an important ecosystem, discussion could include how humans impact and benefit from them. Could study geographical regions where salt and freshwater marshes are found.  |
|                          |            | Х          |            |             |             |             |             | Χ           |             |             | Χ           | Χ           |             |           |           |           |           |           | Х         | ( )       | Χ         |           | Χ          |            |            |            |            |            | On the Move  | PLT        | )<br>}   | <b>(</b>   |             |                | È              | Х          |             |              | X           |            |            |                | X              |           |                |             |              |            |                 |           |                |          |               |            | Х         |             |                 |   |
|                          | Х          |            |            |             |             |             |             |             |             |             | *           |             |             |           |           | *         |           |           |           |           |           |           |            |            |            |            |            |            | Pass the Plants, Please                                | PLT        | >        | (          |             |                | Х              | Х          |             |              | Х           | Х          |            |                | Х              |           |                |             | X            |            |                 |           |                | X        |               |            | X         |             |                 | Enrichment activity #2 encourages a trip to a farm to see where food is grown. Enrichment activity #4 provides an opportunity to talk about different cultures and regions where food is different and unique.  |
| хх                       |            | Х          |            | Х           |             |             |             |             |             | *           | X           | X           |             |           |           |           |           |           |           |           |           |           |            |            |            |            |            |            | People, Places, Things<br>Planning the Ideal Community | PLT<br>PLT |          |            |             |                | Χ              |            | Χ           | Х            | Х           | Х          |            |                | Х              |           |                | Х           |              |            |                 |           | X              |          | Х             |            |           |             |                 | Enrichment activity #1 involves map making.   |

| Bas        | c Alig     | nmer                     | nt of      | Pro          | jects                      | WIL         | LD,         | WILI        | D A         | qua         | itic,       | Lea         | rnir      | ng Tı     | ee a      | acti      | viti      | es to     | the        | Cor        | e In       | iter       | me         | diate Grade Levels S                       | ocial Studie | s Ess    | senti       | ial C          | onc            | epts        | and          | Ski         | lls        |            |                |                |           |                |              |            |                 |           |                |          |               |           |              |                 |                             |   |
|------------|------------|--------------------------|------------|--------------|----------------------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-----------|-----------|-----------|-----------|-----------|-----------|------------|------------|------------|------------|------------|--|--------------|----------|-------------|----------------|----------------|-------------|--------------|-------------|------------|------------|----------------|----------------|-----------|----------------|--------------|------------|-----------------|-----------|----------------|----------|---------------|-----------|--------------|-----------------|-----------------------------|---|
|            |            |                          |            |              |                            | Cor         | e Es        | sen         | tial        | Со          | nce         | pts         | & S       | kills     | Set       | s         |           |           |            |            |            |            |            | "Project" Activity                         | Source       | 1        |             |                |                |             |              |             | Α          | ctiv       | ity S          | kill [         | Deve      | lopn           | nent         | :          |                 |           |                |          |               |           | Ī            |                 |                             |   |
| Behavior 1 | Behavior 3 | Behavior 4<br>Behavior 5 | Behavior 6 | Economics 1  | Economics 2<br>Economics 3 | Economics 4 | Economics 5 | Economics 6 | Geography 1 | Geography 2 | Geography 3 | Geography 4 | History 2 | History 3 | History 4 | History 5 | History 6 | History 7 | Poli Sci 1 | Poli Sci 2 | Poli Sci 3 | Poli Sci 4 | Poli Sci 5 |  |              | analysis | application | cause & effect | crassification | composition | construction | description | discussion | evaluation | generalization | identification | inferance | Interpretation | organization | prediction | problem solving | reasoning | representation | research | summarization | synthesis | verification | lowa Supplement | Note                        | es  |
|            |            |                          |            |              |                            |             |             |             |             |             | <b>Χ</b>    |             |           |           |           |           |           |           | Х          |            |            |            |            | Plant a Tree                               | PLT          |          |             |                |                |             |              |             | Χ          | Χ          |                |                |           |                |              |            | Χ               |           |                | Χ        |               |           |              | Х               |                             |   |
| *          |            |                          |            |              |                            |             | ×           |             |             |             | Х           |             |           |           |           |           |           |           | *          |            |            | *          |            | Plastic Jellyfish                          | PWA          | Х        |             | Х              |                | Х           |              |             | Х          |            | Х              |                | X         | X              |              | X          | Х               |           | Х              |          |               | Х         |              | Х               | has a<br>indivi             | tics are a result of relatively recent technology that<br>affected economies (global and local), cultures,<br>iduals, and the environment.<br>nting a game requires considering rules and   |
| ×          |            |                          |            | $\vdash$     |                            |             |             |             | Х           | ( )         | ( X         | 4           |           |           |           |           |           |           | 4          |            |            |            |            | Playing Lightly                            | PW           | X        |             | Х              | X              |             |              |             | Χ          | Х          |                | _              |           |                |              |            | Х               | Χ         |                |          | Χ             |           |              |                 |                             | ing compromises.<br>chment activity #1 suggests writing poetry about an   |
|            |            |                          |            |              |                            |             |             |             | Х           | (           | *           |             |           |           |           |           |           |           |            |            |            |            |            | Poet-Tree                                  | PLT          |          |             |                |                | Х           |              | Х           | Х          |            |                |                |           | Х              |              |            |                 |           | Х              |          |               |           |              |                 |                             | romental issue.   |
|            | X          | -                        | +          | $\dashv$     |                            |             |             |             | X           | ( )         | ( X         |             |           |           |           |           |           |           | X          |            |            | Χ          |            | Pollution Search<br>Silt: A Dirty Word     | PLT<br>PWA   | X        |             | X              | X              |             | X            | Х           |            | X          | X              |                |           | X              |              | X          | X               |           | Х              |          |               |           | X            |                 |                             |   |
|            |            |                          |            |              |                            | *           |             | * )         | < x         | ( )         | <b>с</b> х  | *           |           |           |           |           | *         | *         |            |            |            |            |            | Sockeye Scents                             | PWA          | Х        |             | x x            |                |             |              | Х           | Х          |            |                | )              | (         | Х              |              |            | Х               |           | Х              |          |               |           |              |                 | dema<br>energ               | economic principles of scarity and supply and and as well as the historical aspects of dams and gy could be woven throughout this lesson.   |
| ×          | -          |                          |            |              |                            |             |             |             | X           | ( )         | ( X         |             |           |           |           |           |           |           | -          |            |            |            |            | Soil Stories                               | PLT          | Х        |             |                |                |             | Х            | Х           |            |            |                | X )            | (         | Х              |              | Х          |                 |           | Х              |          |               |           | Х            |                 | Enric                       | chment activity #2 uses a soil survey map.  |
|            | Х          |                          |            |              |                            |             |             |             |             |             |             |             |           | *         |           |           |           |           | *          | *          |            |            |            | Sounds Around                              | PLT          | X        |             | ×              | X              |             | Х            | Х           |            |            |                | Х              |           | X              | Х            |            |                 |           |                |          |               |           | Χ            |                 |                             | chment activity #2 incoroporates rules. Enrichment ity #3 incorporates other cultures.  |
|            | X          |                          |            |              |                            |             |             | ,           | · x         | ( )         | ( X         |             |           | X         |           |           |           |           | *          |            |            |            |            | Tale of the Sun  Three Cheers for Trees    | PLT          | Х        |             |                | X              |             | X            | X           | X          | X          |                |                | X         | . X            |              |            |                 |           | Х              |          |               |           | X            |                 |                             | d incorporate map making. Enrichment activity #3 porates Icivic involvment.   |
| *          |            |                          |            |              |                            |             |             |             | ×           | <b>(</b> *  | X           |             |           |           |           |           |           |           |            |            |            |            |            | Too Close for Comfort                      | PW           | X        | X           | X              | x              |             |              |             | X          | x          | х              | )              | (         |                |              | X          |                 |           |                |          |               |           |              |                 | Altho<br>could<br>how one p | bugh this activity is focused on animals, teacher dexpand to include people in the discussion (ex., our culture maintains an acceptable distance from person to another, and one house to another). ussion could also include why people choose to near wildlife and what consequences that may |
|            |            |                          |            |              |                            |             |             |             |             |             | V           | X           |           |           |           |           |           | Х         |            |            |            |            |            | Tree Cookies<br>Trees as Habitats          | PLT<br>PLT   | X        | Х           | X              |                | Х           |              | X           | Χ          |            | V              | X              | (         | X              | V            | V          |                 |           |                | Χ        |               |           | Χ            |                 |                             |   |
|            |            |                          |            |              |                            |             |             |             |             |             | X           |             |           |           |           |           |           |           |            |            |            |            | E          | Trees for Many Reasons                     | PLT          |          | H           | ٨              | X              | X           |              | X           | Χ          | Х          | ٨              |                | X         | ^              | ^            | ٨          |                 | Χ         | Х              |          |               |           |              |                 |                             |   |
|            |            |                          |            |              |                            |             |             |             |             |             | Х           |             |           |           |           |           |           |           | *          |            |            |            |            | Trees in Trouble                           | PLT          | Х        |             | Χ              | Х              |             |              | Х           |            | Х          |                | Х              | <         | Х              |              |            | Х               |           |                | Х        |               |           | Χ            |                 |                             | chment activity #1 has a service learning ponent.   |
| ×          |            | X                        |            | Х            |                            | *           |             | * )         | ( X         | ( )         | *           |             |           | X         |           | X         |           |           |            |            |            |            | Х          | Tropical Treehouse  Water We Eating?       | PLT<br>PWA   | X        |             |                | X              |             | X            |             | X          |            |                | X              | X         | X              |              |            | X               |           | X              | X        |               | X         |              | х               | that is<br>that t           | nsions include: Identifying seafood as a resource<br>is found in many regions around the world, and<br>the fishing industry is governed by economic wants<br>needs.   |
|            |            |                          |            | X            |                            | Χ           |             | X           | (<br>( )    | ,           | Х           |             |           |           |           |           |           |           |            |            |            |            |            | We All Need Trees<br>What Bear Goes Where? | PLT<br>PW    | X        | X<br>X      | X              | X              | Х           | _            | Х           |            | Х          | Χ              | X X            |           | X              |              | X          |                 |           | Х              | Χ        |               |           | X            | v               |                             |   |
|            |            |                          |            |              |                            | *           |             | 2           | Κ           |             |             |             |           |           |           |           |           |           |            |            |            |            |            | What's That, Habitat                       | PW           | X        | ^           | X              | X              |             | ٨            |             |            |            | Х              |                | · ·       | ^              |              | ٨          |                 |           |                |          |               | Х         | ۸            | ۸               | Discu                       | ussion could include how resource scarcity affects sbillity to find necessary habitat components.   |
|            |            |                          |            | $\mathbb{H}$ | -                          |             |             |             |             |             |             | 4           | -         |           | Χ         |           |           | -         | X          |            |            |            |            | Who Works in this Forest?                  | PLT          |          | Х           |                | -              |             |              | Х           | Χ          |            |                | Х              |           |                |              | +          | -               |           | Х              |          |               |           |              |                 |                             |   |
|            |            |                          |            |              |                            |             |             | ,           | ,           | )           | X           |             |           |           |           |           |           |           |            |            |            |            |            | Wildlife is Everywhere                     | PW           | Χ        |             |                | X              |             |              | X           |            |            | Х              | Χ              |           | X              |              |            |                 |           |                |          |               |           |              | х               | Exter                       | nsion #4 includes a fun map reading activity.   |

| Intermediate (3-5) Social Studie  | es Essential Skills and Concepts   |
|---|--|
| Behavioral Sciences (Behavior) (pg 9)   | Economics (pg 19)  |
| # Description   | # Description  |
| 1 Understand the changing nature of society.  | 1 Understand the role of scarcity and economic trade-offs and how economic conditions impact people's lives. |
| Understand the influences on individual and group behavior and group decision making.   | 2 Understand the functions of economic institutions.   |
| 3 Understand how personality and socialization impact the individual.   | 3 Understand how governments throughout the world influence economic behavior.                               |
| 4 Understand the process of how humans develop, learn, adapt to their environment, and internalize their culture.                   | 4 Understand factors that create patterns of interdependence in the world economy.                           |
| 5 Understand current social issues to determine how the individual formulates opinions and responds to issues.                      | 5 Understand that advancing technologies impact the global economy.  |
| 6 Understand how to evaluate social research and information.   | 6 Understand that all economies throughout the world rely upon universal concepts.                           |
| Geography (pg 27)   | History (pg 37)  |
| # Description   | # Description  |
| 1 Understand the use of geographic tools to locate and analyze information about people, places, and environments.                  | 1 Understand historical patterns, periods of time and the relationships among<br>these elements.             |
| 2 Understand how geographic and human characteristics create culture and define regions.  | 2 Understand how and why people create, maintain, or change systems of<br>power, authority, and governance.  |
| 3 Understand how human factors and the distribution of resources affect the development of society and the movement of populations. | 3 Understand the role of culture and cultural diffusion on the development and maintenance of societies.     |
| 4 Understand how physical processes and human actions modify the environment and how the environment affects humans.                | 4 Understand the role of individuals and groups within a society as promoters of change or the status quo.   |
| environment and now the environment affects numbers.  | 5 Understand the effect of economic needs and wants on individual and group decisions.                       |
|   | 6 Understand the effects of geographic factors on historical events.   |
|   | 7 Understand the role of innovation on the development and interactions of societies.                        |
|   | 8 Understand cause and effect relationships and other historical thinking skills in                          |
|   | order to interpret events and issues.  |
| Political Science/Civic Literacy (Poli Sci)** 49  |  |
| # Description   |  |
| 1 Understand the rights and responsibilities of each citizen and demonstrate the value of lifelong civic action.                    |  |
| 2 Understand how the government established by the Constitution embosides   |  |
| values and principles of democracy and republicanism.   |  |
| 3 Understand the purpose and function of each of the three branches of  |  |
| government established by the US Constitution.  |  |
| 4 Understand the differences among local, state and national government.  |  |
| 5 Understand the role of the United States in current world affairs.  |  |
| **The essentials concepts and skills listed in social studies - Political   |  |
| Science/Civic Literacy are the same as the essential concepts and skills listed   |  |
| in 21st Century Skills - Civic Literacy.  |  |

| Basic                                       | Alig                  | jnme                   | ent c                  | of Pr                  | roje      | cts       | WIL       | .D, \     | WILI                    | D A                     | qua                      | atic,                   | , Le                     | earn                     | ing                         | j Tr                          | ee a                          | ctiv                          | /itie                        | es to t  | he Core Intermedia         | te Grade | Lev     | vels l      | Mati          | hem           | atic       | s Es        | senti       | ial C     | onc        | epts           | and \$   | Skill         | S           |                                   |                 |          |               |         |              |           |              |               |  |
|---|-----------------------|------------------------|------------------------|------------------------|-----------|-----------|-----------|-----------|-------------------------|-------------------------|--------------------------|-------------------------|--------------------------|--------------------------|-----------------------------|-------------------------------|-------------------------------|-------------------------------|------------------------------|--|----------------------------|----------|---------|-------------|---------------|---------------|------------|-------------|-------------|-----------|------------|----------------|----------|---------------|-------------|-----------------------------------|-----------------|----------|---------------|---------|--------------|-----------|--------------|---------------|--|
|   |                       |                        |                        |                        |           |           |           |           |                         |                         |                          |                         |                          |                          |                             |                               |                               |                               |                              |  |                            |          |         |             |               |               |            |             |             |           |            |                |          |               |             |                                   |                 |          |               |         |              |           |              |               |  |
|   |                       |                        | (                      | Core                   | Es        | ser       | ntial     | Co        | nce                     | pts                     | & S                      | <u>kill</u>             | s S                      | ets                      |                             |                               |                               |                               |                              | "Pro   | ject" Activity             | Source   |         |             |               |               |            |             |             | Ac        | tivit      | y Ski          | II De    | velo          | pmeı        | nt                                |                 |          |               |         |              |           |              |               |  |
| umbers & Operations 1 umbers & Operations 2 | umbers & Operations 3 | Numbers & Operations 4 | Numbers & Operations 5 | Jumbers & Operations 7 | Algebra 1 | Algebra 2 | Algebra 3 | Algebra 4 | eometry & Measurement 1 | sometry & Measurement 2 | Geometry & Measurement 3 | eometry & Measurement 5 | cornetty & Measurement 5 | seometry & Measurement o | connent y wivedsui enient / | Jata Analysis & Probability 1 | Jata Analysis & Probability 2 | Data Analysis & Probability 4 | ata Analysis & Probability 5 | ing Articulation of the Condition of the |                            |          | nalysis | application | ause & effect | lassification | comparison | onstruction | description | iscussion | evaluation | generalization | nferance | nterpretation | observation | organization<br><u>oradiction</u> | problem solving | easoning | epresentation | esearch | ummarization | synthesis | verincationi | wa supplement | Nata   |
| ž ž   | Ž                     | Ž Ž                    | 2 2                    | Ž                      | Ā         | A         | A :       | Ā         | ن ق                     | 5 (                     | ن ق                      | 5 0                     | 5 (                      | 5 0                      | 5 C                         | Š                             | ع د                           |                               | Ď                            | 3  | est of Many Uses           | PLT      | В       | X )         | X .           | ਹ             | 8          | 3 6         | V S         | Υ         | رة<br>و    | X Z            |          | Ξ.            | Ö           | 0                                 | X               |          | <u> </u>      | Je Je   | SL           | X X       | _            | 0             | Notes  |
|   |                       |                        |                        |                        |           |           |           |           |                         |                         |                          |                         | *                        | *                        |                             |                               |                               |                               |                              | _  | a Tree                     | PLT      |         | )           | X             | X             | X          |             | X           | Α         | ^          | X              |          |               | X           | X                                 | ^               | X        |               |         |              | X         |              |               | Extension #2 incorporates measurement.   |
|   |                       |                        |                        |                        |           |           |           |           |                         |                         |                          |                         |                          |                          | X                           |                               |                               |                               |                              |  | e Wolf Wore Shoes          | PW       | Χ       | Х           | )             | X X           | (          |             |             |           |            |                |          |               | Χ           |                                   |                 |          |               |         |              |           |              |               |  |
|   |                       |                        |                        |                        |           |           |           | ,         |                         |                         |                          |                         |                          |                          | X                           |                               | .,                            |                               |                              |  |                            | PLT      | X       |             |               | ×             | (          |             | X           | Χ         |            |                |          |               | X           | (                                 |                 | .,       |               |         |              | Х         |              |               | D  |
|   |                       |                        |                        |                        |           |           | ×         | (         |                         |                         |                          |                         |                          |                          | X                           | ×                             | Х                             | *                             |                              | Birds a  | and Worms                  | PLT      | Х       |             | X             | ×             | <          |             | Х           |           |            | Х              |          |               | Х           | X                                 |                 | Х        |               |         |              | X         | Х            |               | Data analysis could include finding mean, median, mode and range.                                  |
|   |                       |                        |                        |                        |           |           |           |           |                         |                         |                          |                         |                          |                          | *                           |                               | *                             | *                             |                              |  | nmental Barometer          | PW       | X       |             | >             | X             | X          |             |             | Х         | Х          |                | Х        |               | X           | X                                 |                 |          |               |         | Х            | X         |              |               | Students could predict, graph and draw conclusions about their observations outside.               |
|   |                       |                        |                        |                        |           |           |           |           |                         |                         |                          |                         | *                        | *                        | Х                           | *                             | Х                             |                               | X                            | Every  | Tree for Itself            | PLT      |         | X           | X             |               |            |             |             |           |            | X              |          | Х             |             | X                                 |                 | X        |               |         |              |           | Х            |               | Enrichment activity #2 includes measurement. All the data collected could be graphed and analyzed. |
|   |                       |                        |                        |                        |           |           |           | *         | •                       |                         |                          | *                       | *                        |                          |                             |                               |                               |                               |                              | Everyb   | oody Needs a Home          | PW       | X       |             |               | >             | (          |             |             |           |            | Х              |          |               |             |                                   |                 |          |               |         |              |           |              |               | Student floor plan could be drawn to scale and include estimated measurements.                     |
|   |                       |                        |                        |                        |           |           |           |           |                         |                         |                          |                         | Х                        |                          | X                           |                               | Χ                             |                               |                              |  | Forest, and Stream         | PLT      | Χ       | )           | X             | ×             | (          |             |             | Χ         |            | Χ              | Χ        |               | X           | (                                 |                 | Χ        |               |         |              | Х         | Х            |               |  |
| _   | 1                     |                        |                        |                        |           |           |           | _         |                         |                         |                          |                         | V                        | V                        | X<br>*                      | *                             | X<br>*                        | *                             |                              |  | ananimal Cravity           | PW       | X       |             | \ \ \ \ \     | X             | ,          | Х           | V           |           |            | V              | V        | _             | X           | V                                 | _               | V        |               |         |              | V         | -            |               | Data anthoroid from the aronchanner  |
|   |                       |                        |                        |                        |           |           |           |           |                         |                         |                          |                         | X                        | X                        | ľ                           |                               |                               |                               |                              | Grassr   | nopper Gravity             | PW       | Х       | ,           | X             | X             |            |             | X           |           |            | X              | Х        |               | Х           | X                                 |                 | Х        |               |         |              | ×         |              |               | Data gathered from the grasshopper<br>observations could be analyzed many<br>ways.                 |
|   |                       |                        |                        |                        |           |           |           |           |                         |                         |                          |                         | Х                        | Х                        | *                           |                               |                               |                               |                              | Habitre  | •                          | PW       | Х       | X X         | X             | ×             | (          | X           | Х           | Х         |            | Х              | Х        | Х             | Х           |                                   |                 | Х        |               | Х       |              | X         |              |               | Some data could be organized into graphs or charts.  |
|   |                       | Х                      |                        |                        |           |           |           |           |                         |                         |                          |                         | Х                        | X                        | X                           | *                             |                               |                               |                              |  | ig Is Your Tree?           | PLT      | X       |             |               | ×             | (          |             | Х           |           |            |                |          |               | X           | X                                 |                 |          |               |         |              | Х         | Х            |               | Datay analysis could include finding mean, median, mode and range.                                 |
|   |                       |                        |                        |                        |           |           |           |           |                         |                         |                          |                         | Х                        | X<br>*                   | X                           | Î                             |                               |                               |                              |  | Plants Grow                | PLT      | X       | )<br>V      | X             |               | /          | V           | V           | X         | v          | X              |          |               | X           | ( X                               | V               |          |               | V       |              | X         |              |               | Data analysis could include finding mean, median, mode and range.                                  |
|   |                       |                        |                        |                        |           |           |           |           |                         |                         |                          |                         |                          |                          |                             |                               |                               |                               |                              |  | e to Visit a Place Where   | PLT      | ^       | ^           |               | ,             | `          | λ           | ٨           | ۸         | ^          | Λ              |          |               | ^ /         | `                                 | ^               |          |               | ^       |              | ^         |              |               | Students can estimate park size and draw a map to scale.   |
|   |                       |                        |                        |                        |           |           |           | 4         |                         |                         |                          |                         | Х                        | +                        | X                           | *                             | X                             |                               |                              |  | g Succeeds Like Succession |          | X       | )           | X >           | ` '           | (          |             | X           | X         | $\vdash$   | X              |          | X             | X           | ,                                 |                 |          |               | V       |              | X         | Х            |               | Data analysis saydd in dyd - find'   |
|   |                       |                        |                        |                        |           |           |           |           |                         |                         |                          |                         |                          |                          | X                           |                               | X                             |                               |                              | Pass th  | he Plants, Please          | PLT      | Χ       |             | >             | X   X         |            |             | X           | Х         |            | X              |          |               | )           | `                                 |                 |          |               | Х       |              | X         |              |               | Data analysis could include finding mean, median, mode and range.                                  |
|   |                       |                        |                        |                        |           |           |           |           |                         |                         |                          |                         |                          |                          | X                           |                               |                               |                               |                              | Picture  |                            | PLT      | Χ       |             | )             | X X           | (          |             | X           |           | Χ          |                |          | Χ             | X           | (                                 |                 |          |               |         | Χ            | Х         | Х            |               |  |
|   |                       |                        |                        |                        |           |           | Х         | <         |                         |                         |                          |                         |                          |                          | X                           | *                             | X                             | *                             | *                            | Plastic  | : Jellyfish                | PWA      | X       | )           | X             |               | Х          |             |             | X         |            | X              |          | Х             | Х           | X                                 | Х               |          | Х             |         |              | X         | Х            |               | Students could use Extension #1 to predict the probaiblity of certain events                       |
|   |                       |                        |                        |                        |           |           |           |           |                         |                         |                          |                         |                          |                          | X                           | *                             |                               |                               |                              | Pollutio   | on Search                  | PLT      | X       | )           | X             | ×             | (          |             | Х           |           | Х          |                |          |               | X           |                                   | X               |          |               |         |              | Х         |              |               | Data analysis could include finding mean, median, mode and range.                                  |
|   |                       |                        |                        |                        |           |           |           |           |                         |                         |                          |                         |                          |                          | X                           |                               | Х                             |                               |                              | Soil St  | ories                      | PLT      | Χ       |             |               |               |            | X           | Х           |           |            | Х              | Х        |               | Χ           | X                                 |                 |          | Х             |         |              | Х         |              |               |  |

| Basic Alig                                    | nme   | nt o                   | f Pr                   | ojec      | cts \     | WILI      | D, V      | VILD                     | Aq                       | uat                      | ic,                      | Lea                      | arnii                    | ng T                          | ree                           | ac                            | tiviti                        | ies                           | to the Core Intermed   | liate Grade | Le       | vels        | s Ma           | the            | mati       | cs E        | sse          | ntial       | Coı                     | ncep           | ts ar          | nd SI     | kills          |                             |            |                 |           |                |          |                     |           |                 |   |
|---|---|------------------------|------------------------|-----------|-----------|-----------|-----------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|-------------------------------|-------------------------------|-------------------------------|-------------------------------|-------------------------------|------------------------|-------------|----------|-------------|----------------|----------------|------------|-------------|--------------|-------------|-------------------------|----------------|----------------|-----------|----------------|-----------------------------|------------|-----------------|-----------|----------------|----------|---------------------|-----------|-----------------|---|
|   |   | (                      | Core                   | Es        | sen       | tial (    | Con       | сер                      | ts 8                     | k Sk                     | kills                    | s Se                     | ets                      | _                             |                               |                               |                               |                               | "Project" Activity     | Source      |          |             |                |                |            |             |              |             | Acti                    | vity           | Skill          | Dev       | elop           | men                         | t          |                 |           |                |          |                     |           |                 |   |
| Numbers & Operations 2 Numbers & Operations 3 | Numbers & Operations 4 Numbers & Operations 5 | Numbers & Operations 6 | Numbers & Operations 7 | Algebra 1 | Algebra 2 | Algebra 3 | Algebra 4 | Geometry & Measurement 2 | Geometry & Measurement 3 | Geometry & Measurement 4 | Geometry & Measurement 5 | Geometry & Measurement 6 | Geometry & Measurement 7 | Data Analysis & Probability 1 | Data Analysis & Probability 2 | Data Analysis & Probability 3 | Data Analysis & Probability 4 | Data Analysis & Probability 5 |                        |             | analysis | application | cause & effect | classification | comparison | composition | construction | description | uscussion<br>evaluation | generalization | identification | inferance | interpretation | observation<br>organization | prediction | problem solving | reasoning | representation | research | SullillidillZdliUll | Synthesis | lowa Supplement | Notes   |
|   |   |                        |                        |           |           | *         | X         | X                        |                          |                          |                          |                          |                          | *                             |                               |                               |                               |                               | The Shape of Things    | PLT         |          |             |                | X              | X          |             |              |             |                         |                |                |           | >              | X                           |            |                 |           | X              |          |                     |           |                 | Encourage students to find patterns created by the shapes. Sutdents ca classify the shapes, as well. The Shapes Around Us bulletin board coinclude a graph of the shapes found outside. |
|   |   |                        |                        |           |           |           |           |                          |                          |                          |                          | *                        | *                        |                               |                               |                               |                               | 7                             | Too Close for Comfort  | PW          | X        | Х           | Х              |                | Χ          |             |              | X           | X                       | X              |                | Х         |                |                             | X          |                 |           |                |          |                     |           |                 | Extension #1 gives opportunities for estimating and measuring.  |
|   |   |                        |                        |           |           |           |           |                          |                          |                          |                          |                          |                          | X                             |                               | Х                             | *                             | 1                             | Trees as Habitats      | PLT         |          |             | Х              |                |            |             | )            | (           |                         | Х              |                | Х         | >              | X                           | Х          |                 |           |                |          |                     |           |                 | Data analysis could include finding likelihood of events.   |
|   |   |                        |                        |           |           |           |           |                          |                          |                          |                          | Χ                        |                          | Χ                             |                               | Χ                             |                               | 1                             | Trees in Trouble       | PLT         | Χ        |             | Χ              |                | Χ          |             | )            | (           | X                       |                | Χ              | Χ         | >              | (                           |            | Χ               |           |                | Χ        |                     | Χ         | Х               |   |
|   |   |                        |                        |           |           |           |           |                          |                          |                          |                          |                          |                          | *                             | *                             |                               |                               | ٧                             | Water We Eating?       | PWA         | Х        |             |                |                | Х          |             | X            | X           |                         | X              | X              | X         | >              | (                           |            | X               |           | X              | X        | ×                   | K         | х               | Students could graph the types of<br>seafood, countries from which it co<br>or which products they like to eat.   |
|   |   |                        |                        |           |           |           | *         |                          |                          |                          | *                        | *                        |                          |                               |                               |                               |                               | ٧                             | What's That, Habitat   | PW          | Χ        |             |                |                | Х          |             |              |             |                         | Х              |                |           |                |                             |            |                 |           |                |          |                     |           |                 | Student floor plan could be drawn<br>scale and include estimated<br>measurements.   |
|   |   |                        |                        |           |           |           |           |                          |                          |                          |                          |                          |                          | *                             |                               |                               |                               | ٧                             | What's Wild?           | PW          |          |             |                | Х              |            |             | Х            |             |                         |                |                |           | >              | (                           |            |                 |           |                |          |                     |           |                 | Interest of creating a collage of wild domestic animals, students could of the pictures.  |
|   |   |                        |                        |           |           |           |           |                          |                          |                          |                          |                          |                          | *                             |                               |                               |                               | V                             | Wildlife is Everywhere | PW          | Х        |             |                |                | Х          |             | )            | (           |                         | Х              | Х              |           | >              | (                           |            |                 |           |                |          | ı                   |           | х               | Students could graph and compare/contrast types of wildlife the find  |

| Intermediate (3-5) Math Es   | ssential Skills and Concepts   |
|--|--|
| Numbers and Operations (pg 23) # Description   | Algebra (pg 26)<br># Description   |
| 1 Develop an understanding of multiplication and division concepts and strategies for basic multiplication facts and related division facts.   | Represent and analyze patterns and relationships involving multiplication and division to introduce multiplicative reasoning.          |
| 2 Develop fluency and quick recall of multiplication facts and related division facts and fluency with multi-digit multiplication and division.  | 2 Identify the commutative, associative, and distributive properties and use them to compute with whole numbers.                       |
| 3 Develop the ability to estimate the results of computation with whole numbers, fractions, or decimals and be able to judge reasonableness.   | 3 Understand and apply the idea of a variable as an unknown quantity and express mathematical relationships using equations.           |
| 4 Extend place value concepts to represent and compare both whole numbers and decimals.  | 4 Represent and analyze patterns and functions, using words, tables and graphs.  |
| <ul> <li>5 Use benchmarks to help develop number sense.</li> <li>6 Develop an understanding of commonly used fractions, decimals, and percents including recognizing and generating equivilant representations.</li> </ul> |  |
| 7 Develop an understanding of and fluency with addition and subtraction of fractions and decimals.   |  |
| Geometry and Measurement (pg 27) # Description 1 Describe, analyze and classify two-dimensional and three-   | Data Analysis and Probability (pg 29)  # Description  1 Represent and analyze data using tallies, pictographs, tables, line            |
| dimensional shapes.  2 Explore congruence and similarity.  | plots, bar graphs, circle graphs and line graphs.  2 Describe the distribution of the data using mean, median, mode and range.         |
| 3 Predict and describe the results of sliding(translation), flipping (reflection) and turning (rotation) two-dimensional shapes.   | 3 Propose and justify conclusions and predictions based on data.   |
| 4 Use ordered pairs on a coordinate grid to describe points or paths (first quadrant).   | 4 Predict the probability of simple experiments and test predictions.  |
| 5 Use geometric models to solve problems, such as determining the perimeter, area, volume and surface area.  | 5 Describe events as likely or unlikely and discuss the degree of likelihood using words like certain, equally likely, and impossible. |
| 6 Select and apply appropriate standard (customary and metric) units and tools to measure length, area, volume, weight, time, tempature and the size of angles.  |  |
| 7 Select and use benchmarks (1/2 inch, 2 liters, etc) to estimate measurements.  |  |

| Basic Alignment of Projects WILD, WILD Aquatic, Learning Tree activities to the Core Intermed  | ediate Grade Levels Liter                            | cy Skills Essential Concepts and Skills  |                   |
|--|--|--|-------------------|
| Core Essential Concepts & Skills Sets  | "Project" Activity                                   | Source Activity Skill Development  |                   |
| ading 1  ading 2  ading 4  ading 5  ading 6  ading 6  ading 7  ting 1  ting 2  ting 3  ting 3  ting 8  ading 6  ting 7  ting 8  ading 7  ting 8  ading 7  ting 8  ading 7  ting 8  ading 1  ading 7  ting 8  ading 1  ading 7  ting 8  ading 1  ading 1  ting 8  ading 1  ading 2  ading 1  ading 2  ading 1  ading 3  ading 1  tening 1  tening 2  tening 3  wing 1 |  | alysis  Ilication  Ise & effect  Ssification  Inparison  Inposition  Interior  Interio |                   |
|  | Adopt a Tree   |  |                   |
|  | And the Wolf Wore Shoes                              | DW X X X X X X X X X X X X X X X X X X X   |                   |
| X X X  | Animal Charades                                      | DW X X V V V V V V V V V V V V V V V V V   |                   |
| X X X X X X X X X X X X X X X X X X X  | Aquawords Beautiful Basics, The                      | PWA X X X X X X X X X X X X X X X X X X X  |                   |
| X X X  | Classroom Carrying Capacity                          | PW X X X X X X X X X X X X X X X X X X X   |                   |
|  | Color Crazy Did You Notice?                          | PW X X X X X X X X X X X X X X X X X X X   |                   |
|  | Earth Manners  | PLT X X X X X X X X X X X X X X X X X X X  |                   |
|  | Ethi-Thinking  | PW X X X X X X X X X X X X X X X X X X X   |                   |
|  | Everybody Needs a Home<br>Fashion a Fish             | PW X X X X X X X X X X X X X X X X X X X   |                   |
| - x - x x - x x x x x x x x x x x x x x  | First Impressions                                    | After researching one of the students can practice using effective writing process for report.  X X X X X X X X X X X X X X X X X Introduce field guides as an introduce field guides as an  | an                |
|  | Get in Touch with Trees                              | PLT X X X X X X X I X I I X I I X I I I X I  |                   |
| X X X  | Grasshopper Gravity                                  | DW X X X X X X X X X X X X X X X X X X X   | 200               |
| x x x x x x x x x x x x x x x x x x x  | Habitrekking<br>I'd Like to Visit a Place Where      | DW II students are allowed to bring the common of the comm | ey can            |
|  | Learning to Look                                     | PW X X X X X X X X X X X X X X X X X X X   |                   |
|  | Make A Coat  Make Your Own Paper Nature's Recyclers  | No.    | -                 |
| X X X X X X X X X X X X X X X X X X X  | Nothing Succeeds Like Succession                     | PLT X X X X X X X X X X X X X X X X X X X  |                   |
|  | Pass the Plants, Please Planning the Ideal Community | PLT X X X X X X X X X X X X X X X X X X X  |                   |
|  | Plastic Jellyfish                                    | PWA X X X X X X X X X X X X X X X X X X X  |                   |
|  | Playing Lightly Poet-Tree                            | PW X X X X X X X X X X X X X X X X X X X   |                   |
| X  | Schoolyard Safari                                    | PLT X X X X X X X X X X X X X X X X X X X  |                   |
|  | Seeing is Believing                                  | PW X X X X X X X X X X X X X X X X X X X   | ing               |
|  | Signs of Fall Silt: A Dirty Word                     | PLT X X X X X X X X X X X X X X X X X X X  | $\longrightarrow$ |
| x x x x  | Sockeye Scents                                       | PWA X X X X X X X X X X X X X X X X X X X  | ative             |
| X X X X X X X X X X X X X X X X X X X  | Sounds Around  | PLT X X X X X X X X X X X X X X X X X X X  |                   |
| X X X  | Sunlight and Shades of Green                         | PLT  | portunity         |
| x x x x x x x x x x x x x x x x x x x  | Tale of the Sun                                      | PLT X X X X X X X X for writing.  Enrichment activity #3 offers  |                   |
| * * X X  | The Closer You Look                                  | PLT X X X X X X X X X X Writing component.   |                   |
| X X X X X X X X X X X X X X X X X X X  | The Shape of Things Thicket Game                     | PLT X X X X X X X X X X X X X X X X X X X  |                   |
|  | To Be a Tree   | Enrichment activity #3 offers  |                   |
| x - x x x x  | Tree Cookies   | PLT X X X X X X X X X X X X X X X X X X X  | e an              |
| X X X X X X X X X X X X X X X X X X X  | Tree Lifecycle Trees for Many Reasons                | PLT X X X X X X X X X X X X X X X X X X X  |                   |
|  | TICCS IOI WAITY INCASULIS                            |  |                   |

| Basic Alignment of Projects WILD, WILD Aquatic, Learning Tree activities to the Core Interme   | ediate Grade Levels Literacy Skill | tills Essential Concepts and Skills   |   |
|--|------------------------------------|---|---|
| Core Essential Concepts & Skills Sets  | "Project" Activity Source          | ce Activity Skill Development   |   |
| Reading 1 Reading 2 Reading 3 Reading 4 Reading 6 Reading 6 Reading 7 Writing 1 Writing 2 Writing 3 Writing 3 Writing 4 Writing 4 Writing 5 Writing 6 Writing 7 Speaking 1 Speaking 1 Speaking 3 Speaking 3 Speaking 4 Listening 1 Listening 1 Listening 2 Listening 2 Listening 3 Viewing 2 Viewing 3 Viewing 3 | Viewing 4                          | analysis application cause & effect classification comparison comparison composition description description evaluation evaluation inferance interpretation organization prediction problem solving reasoning representation summarization summarization vestification research summarization research summarization research summarization research summarization research summarization | g .   |
|  | Trees in Trouble PLT               | X X X X X X X X X X X X X X X X X X X   |   |
|  | Tropical Treehouse PLT             | X X X   |   |
|  | We All Need Trees PLT              | X X X X X X X X X X X X X X X X X X X   |   |
| X X X X X X X X X X X X X X X X X X X  | What's That, Habitat PW            | X X X   |   |
| X X  | What's Wild? PW                    | X X X   |   |
|  | Wildlife is Everywhere             | X X X X X X X   | Extensions provide reading and viewing opportunities. |

| Intermediate (3-5) Literacy E   | ssential Skills and Concepts   |
|---|--|
| Reading (pg 22)   | Writing (pg 63)  |
| # Description   | # Description  |
| 1 Use multiple decoding strategies to read words in texts.                                | 1 Use an effective writing process.  |
| 2 Independently read a significant number of books and texts each                         | 2 Use knowledge of purpose, audience, format, and medium in  |
| year. This includes reading both fiction and nonfiction in a variety of genres.           | developing written communication.  |
| 3 Read for a variety of purposes and across content areas.                                | 3 Apply writing strategies to communicate in a variety of genres with various audiences.   |
| 4 Use a variety of skills and strategies to comprehend nonfiction and informational text. | 4 Use writing as a tool for learning.  |
| 5 Use a variety of strategies and skills to comprehend and interpret fiction.             | 5 Engage in the information literacy process: access, evaluate, and communicate information and ideas.   |
| 6 Read with fluency silently and aloud to support comprehension.                          | 6 Write on demand.   |
| 7 Use a variety of strategies to develop and expand reading vocabulary.                   | 7 Adhere to conventions generally established in spelling, punctuation,<br>grammar, usage, syntax and style appropriate to genre and writing<br>situation. |
|   | 8 Incorporate technology as a tool to enhance writing.   |
| Speaking (pg 91)  | Listening (pg 107)   |
| # Description   | # Description  |
| 1 Consider audience and variables in the speaking situation.                              | 1 Listen for information and understanding.  |
| 2 Produce a coherent message.   | 2 Listen for interpretation, analysis, and evaluation.   |
| 3 Participate in a variety of communication situations.                                   | 3 Listen to establish, maintain, and enhance relationships.  |
| 4 Use appropriate content and conventions for purpose, audience, occasion and context.    |  |
| 5 Demonstrate control of delivery skills.   |  |
| 6 Participate appropriately in one-on-one situations and group settings                   |  |
| 7 Recognize the role of evaluation in oral communication.                                 |  |
| 8 Recognize the role of response in oral communication.                                   |  |
| Viewing (pg 127)  |  |
| # Description   |  |
| 1 Analyze the effects of visual media on society and culture.                             |  |
| 2 Use a range of strategies to interpret visual media.                                    |  |
|   |  |
| 3 Apply a variety of criteria to evaluate informational media.                            |  |
|   |  |

| Basic                    | Alig       | nme                      | nt of           | Pro             | jects           | s WI            | LD,          | WIL         | D A         | ۱qu         | atic,       | Lea         | arnii    | ng T     | ree      | ac       | tiviti       | es to         | th:           | e Co         | ore          | Intermediate Grade Lev                       | els 21st C | ent      | ury S       | Skills         | Ess            | senti       | al C         | once        | epts       | and S      | Skills         | S         |                |             |              |            |                 |           |                |               |           |              |                 |   |   |
|--------------------------|------------|--------------------------|-----------------|-----------------|-----------------|-----------------|--------------|-------------|-------------|-------------|-------------|-------------|----------|----------|----------|----------|--------------|---------------|---------------|--------------|--------------|--|------------|----------|-------------|----------------|----------------|-------------|--------------|-------------|------------|------------|----------------|-----------|----------------|-------------|--------------|------------|-----------------|-----------|----------------|---------------|-----------|--------------|-----------------|---|---|
|                          |            |                          | _               |                 | Co              | re E            | sse          | ntia        | l Co        | nce         | epts        | &_S         | kills    | s Set    | ts       |          | _            |               |               |              |              | "Project" Activity                           | Source     | I        |             |                |                |             |              |             | Ad         | tivity     | / Ski          | ill De    | velo           | pme         | ent          |            |                 |           |                |               |           |              |                 |   |   |
| Poli Sci 1<br>Poli Sci 2 | Poli Sci 3 | Poli Sci 4<br>Poli Sci 5 | Employability 1 | Employability 2 | Employability 3 | Employability 5 | Financial 1  | Financial 2 | Financial 3 | Financial 4 | Financial 5 | Financial 6 | Health 2 | Health 3 | Health 4 | Health 5 | Technology 1 | l echnology 2 | reciniology 3 | Technology 5 | Technology 6 | 6  |            | analysis | application | cause & effect | Classification | composition | construction | description | discussion | evaluation | generalization | inferance | interpretation | observation | organization | prediction | problem solving | reasoning | representation | summarization | synthesis | verification | lowa Supplement | 1 | Notes   |
| Х                        |            | Х                        |                 |                 |                 |                 |              |             |             |             |             | 4           |          |          |          |          | V            |               | Х             |              | X            | A Forest of Many Uses Adopt a Tree           | PLT<br>PLT | Χ        | Χ           | X              | V              | X           | /            | X           |            | Χ          | Χ )            | v         |                | X           | Х            | V          | Х               | X         |                |               |           | X X          | ,               |   |   |
|                          |            |                          | Х               |                 |                 |                 | $\mathbf{I}$ |             |             |             |             | +           |          |          |          |          | ^            |               | +^            |              | ^            | And the Wolf Wore Shoes                      | PW         | Χ        | Х           |                | Х              | Λ /<br>Χ    |              | ^           |            |            | ,              | ^         |                | Х           |              | ٨          |                 | ۸         |                |               | ,         | ۸            | X               |   |   |
|                          |            |                          | Χ               |                 |                 |                 |              |             |             |             |             |             |          |          |          |          |              |               |               |              |              | Animal Charades                              | PW         | Χ        | Х           |                |                |             |              |             |            |            |                |           |                | Χ           |              |            |                 |           |                |               |           |              |                 |   |   |
|                          |            |                          |                 |                 |                 |                 |              |             |             |             |             |             |          |          |          |          |              |               | 1             |              |              | Aquawords                                    | PWA        | X        |             |                | Х              | X           | ×            | , ,,        |            |            |                |           | Х              |             |              |            | Х               |           |                |               | )         | X            |                 | E | Emphasize how important water is to good health.  |
|                          |            |                          | 1               |                 |                 |                 | 1            |             |             |             |             | -           |          |          |          |          | *            |               | *             |              |              | Are Vacant Lots Vacant?                      | PLT<br>PW  | Х        |             |                |                | X           |              | Х           | Χ          |            |                |           |                | X           | Х            |            |                 |           |                |               |           | Х            |                 |   | Enrichment Activity #1 includes technology.  Discuss the wants and needs involved in providing a  |
|                          |            |                          | Χ               | Χ               |                 |                 | *            |             |             |             |             | ,           | X        | *        |          |          |              |               |               |              |              | Beautiful Basics, The                        | ***        | Х        |             |                | Х              | Χ           |              |             |            |            |                |           |                |             |              |            |                 |           |                |               |           |              |                 |   | nome.   |
|                          |            |                          |                 |                 |                 |                 |              |             |             |             |             |             |          |          |          |          | *            |               | *             |              | *            | Bursting Buds                                | PLT        | Х        |             | Х              |                | Х           |              | Х           |            |            | )              | х         |                | Х           |              |            |                 |           |                |               |           | Х            |                 |   | Enrichment activity #4 offers a technology component.   |
|                          |            |                          | _               |                 | _               |                 | *            |             |             |             |             |             |          |          |          |          |              | X             |               | Х            | Х            | Color Crazy<br>Did You Notice?               | PW<br>PLT  |          |             |                |                | X           | ×            | X X         | X          |            | Х              |           |                | X           | Х            |            |                 | 2         | X )            | X             |           |              |                 | ŀ | Discuss the wants and needs involved in providing a<br>nome. Discuss how houses help meet wellness needs<br>See Technology connections.                                       |
|                          |            |                          | X               | X               |                 |                 |              |             |             |             |             |             |          |          |          |          | X            |               | ,             |              |              | Earth Manners                                | PLT        | Χ        | Х           |                | V              |             |              |             | X          |            | X              | V         |                | V           |              |            |                 |           |                |               |           | Х            |                 |   |   |
|                          |            | X                        | X               | Х               | X               |                 | 1            |             |             |             |             | -           |          |          |          |          | X            | 1             |               | X            | X            | Energy Sleuths Environmental Exchange Box    | PLT<br>PLT |          |             |                | Х              | X           |              | X           |            |            | )              | X         | Х              | X           |              |            |                 | )         | X              | >             | X         |              | Х               |   |   |
|                          |            |                          | Χ               | Χ               |                 |                 |              |             |             |             |             |             |          |          |          |          |              |               |               |              |              | Ethi-Thinking                                | PW         | Χ        | Х           | Χ              |                |             | X            | X           |            | Χ          | Χ              | Х         |                |             |              |            | Χ               | Χ         |                |               | _         | Χ            |                 |   |   |
|                          |            |                          | X               | X               | X               |                 | *            |             |             |             |             | ,           | X        | *        |          |          |              |               |               |              |              | Everybody Needs a Home<br>Fashion a Fish     | PW<br>PWA  | X        | Х           |                |                | X           | V            | (           |            |            | X              | Х         | _              |             |              |            | X               | ,         | v              |               | ,         | X            | v               |   |   |
|                          |            | Х                        |                 |                 |                 |                 | $\mathbf{I}$ |             |             |             |             | +           |          |          |          |          |              |               |               |              |              | Field, Forest, and Stream                    | PLT        | X        |             | Χ              | _              | X           |              | \           | Χ          |            | X              | X         | _              | Χ           | Х            |            |                 | X         | ^              |               | ,         | X            | X               |   |   |
|                          |            |                          | Χ               | Χ               | Х               |                 |              |             |             |             |             |             | ,        |          |          |          |              |               |               |              |              | First Impressions                            | PW         | Χ        |             |                |                | X           | ,            | X           |            |            | X )            |           |                |             |              |            |                 |           | X )            | X             |           | Х            | Х               |   |   |
|                          |            |                          |                 |                 |                 |                 | *            |             |             |             |             | 7           | (        |          |          |          |              |               |               |              |              | Get in Touch with Trees Habitracks           | PLT<br>PW  | X        |             | _              | _              | X >         |              | X           |            |            | X              |           |                | X           |              |            |                 |           | Х              |               |           |              |                 |   |   |
|                          |            |                          | Χ               | Χ               | Х               |                 |              |             |             |             |             |             |          |          |          |          |              |               |               |              |              | Habitrekking                                 | PW         | Χ        | Х           | Χ              |                | Χ           | _            | ( X         |            |            | Χ              | X         | X              | Χ           |              |            |                 | Χ         | )              | X             | )         | X            |                 |   |   |
|                          | -          |                          | Х               | Х               | _               | -               | -            |             |             |             |             | 4           |          |          |          |          |              | -             | ( X           | -            | Y            | Have Seeds, Will Travel<br>How Plants Grow   | PLT<br>PLT | X        | $\vdash$    | Y              | Х              |             |              |             |            |            | Y              | X         |                | X           |              | X          |                 |           | _              |               | -         | X            | Х               |   |   |
| Х                        |            |                          | X               | X               | X               |                 |              |             |             |             |             | ,           | * *      | *        | *        | *        |              |               |               |              |              | I'd Like to Visit a Place Where              | PLT<br>PW  | X        | Х           | X              |                | Х           | ×            | X X         | Х          | X          | ,              | X         |                | X           | Х            | X          | Х               |           | )              | K             | )         | x            |                 | Ş | During the discussion about why parks are important, students can share ideas about the role of parks in<br>oromoting health and wellness for individuals and<br>communities. |
|                          |            |                          | ^               | ٨               | ^               |                 |              |             |             |             |             |             |          |          |          |          | Χ            | X             | Х             | X            | Х            | Looking at Leaves                            | PLT        |          |             |                | Χ              | X >         | (            | X           |            | ^          | )              | ХХ        |                | X           |              |            |                 |           |                |               |           |              |                 | 9 | See Technology connection.  |
|                          |            |                          | X               | Х               | V               |                 |              |             |             |             |             |             |          |          |          |          |              |               |               |              |              | Make A Coat                                  | PW         | X        |             |                | х              | \ <u></u>   | ×            | X           | Х          | Х          |                | Х         | Х              | ,,          | Ü            |            | х               |           |                |               |           |              |                 |   | Discuss the wants and needs involved in providing a nome.   |
|                          | $\dashv$   |                          | X               | X               |                 |                 |              |             |             |             |             |             |          |          |          |          | Х            |               | X             |              | X            | Make Your Own Paper<br>Nature's Recyclers    | PLT<br>PLT | Х        | $\vdash$    | Χ              |                | X >         |              | X           | X          |            | X )            | ХХ        |                | X           |              | Χ          | -               |           |                | X             | X         | Х            | Х               |   |   |
|                          |            |                          |                 | ,,              |                 |                 |              |             |             |             |             |             |          |          |          |          |              | ,             |               |              |              |  |            |          |             | .,             | ,              | ,           |              |             |            |            |                |           | .,             |             |              |            |                 |           |                |               |           | , ,          |                 |   |   |
| X                        |            |                          | X               | X               |                 |                 |              |             |             |             |             |             |          |          |          | *        | X .          | X             | X             | X            |              | Nothing Succeeds Like Succession On the Move | PLT PLT    | X        |             | Х              | Х              | X           |              | X           |            |            | ,              | X         | X              | X           |              |            |                 |           |                |               | )         | X            | Х               | M | Modeling could be done with computers. Discussion about health benefits of walking and biking.  |
| ^                        |            |                          |                 |                 |                 |                 |              |             |             |             |             | >           | (        | Х        | Х        | Х        | Х            |               |               |              |              | Pass the Plants, Please                      | PLT        | X        |             |                | X              | X           |              |             | X          |            | )              |           |                |             | Х            |            |                 |           | )              | X             |           | X            |                 | Č | about realith bettetits of walking and biking.  |
| V V                      |            |                          |                 | V               | V               |                 |              |             |             |             |             |             | (        |          |          |          |              |               |               | 1.           |              | Peppermint Beetle                            | PLT        |          |             |                |                |             |              | Х           | Χ          |            |                |           | Х              | Χ           |              |            |                 | Х         | ,              |               |           |              |                 |   |   |
| X X                      |            |                          | Х               | Х               | Χ               |                 | Χ            |             |             |             | Χ           |             |          |          |          |          | X            | X             | X             | X            | X            | Planning the Ideal Community Plant a Tree    | PLT<br>PLT |          |             |                |                |             | X            | X           |            | Х          |                |           |                |             |              |            | Х               |           | X )            | X             | )         | X            | Х               |   |   |
| *                        |            | *                        | X               | X               | X               |                 |              |             |             |             | 7.          |             |          |          |          | V        |              |               |               |              | 7            | Plastic Jellyfish                            | PWA        | X        |             | X              |                | <b>&gt;</b> | <            |             | X          |            | Х              |           | Х              | Х           |              | X          | Х               | )         | х              |               | )         | X            | х               | ŀ | Plastics are a result of relatively recent technology that<br>has affected economies (global and local), cultures,<br>ndividuals, and the environment.                        |
|                          | $\dashv$   | -                        | Х               | Х               | Х               | +               | H            |             |             |             |             | +           |          |          |          | Х        | Х            | -             |               | +            | X            | Playing Lightly Poet-Tree                    | PW<br>PLT  | X        |             | Χ              | -              | X           | <            | Х           |            | Х          |                |           |                | Х           |              |            | Х               | X         | Х              | >             | X         |              |                 |   |   |
| х                        |            | Х                        |                 |                 |                 |                 |              |             |             |             |             |             |          |          |          |          | *            |               |               |              | *            | Pollution Search                             | PLT        | Х        |             | Х              | V              | Х           |              | х           |            | Х          |                |           |                | Х           |              |            | Х               |           |                |               |           | Х            |                 | ( | One enrichment activity includes taking digital pictures  |
|                          | $\dashv$   |                          |                 | X               |                 | +               |              |             |             |             | _           | +           |          |          |          |          | $\dashv$     |               | ( X           |              |              | Schoolyard Safari<br>Silt: A Dirty Word      | PLT<br>PWA | X        |             |                | X              | Y           | V            | X           | Χ          | Х          | Y              |           |                | X           |              | X          | -               |           | X              |               | -         | X            |                 |   |   |
|                          |            |                          | ^               | Λ               | Λ               |                 |              |             |             |             |             |             |          |          |          |          |              |               |               |              |              | Jili. A Dirty Word                           | li wv      | ٨        |             |                | Λ              | /\          |              | `           |            | Λ          | Λ              |           |                | Λ           |              | Λ          |                 |           | ^              |               |           | ^            | 1               |   |   |

|            |            |            |                 |                 | C | re l | Ess | enti | al ( | Con         | сер | ots | & S | Skil | ls S | Sets | 5 |          |              |              |              |              |              | "Project" Activity                  | Source    |          |             |                |                |            |              |             | Α          | ctivi | ty SI | kill C | Devel     | lopm | nent | t |                 |           |                |          |               |           |              |                |  |
|------------|------------|------------|-----------------|-----------------|---|------|-----|------|------|-------------|-----|-----|-----|------|------|------|---|----------|--------------|--------------|--------------|--------------|--------------|-------------------------------------|-----------|----------|-------------|----------------|----------------|------------|--------------|-------------|------------|-------|-------|--------|-----------|------|------|---|-----------------|-----------|----------------|----------|---------------|-----------|--------------|----------------|--|
| Poli Sci 2 | Poli Sci 3 | Poli Sci 5 | Employability 1 | Employability 2 |   |      |     |      |      | Financial 4 |     |     |     |      |      |      |   | Health 5 | Fechnology 1 | rechnology 2 | Technology 4 | Technology 5 | Technology 6 |                                     |           | analysis | application | cause & effect | classification | comparison | construction | description | discussion |       | , .   | ion    | inferance |      |      |   | problem solving | reasoning | representation | research | summarization | synthesis | verification | owa Supplement | Notes  |
|            |            |            | Χ               |                 |   |      |     |      |      |             |     |     |     |      |      |      |   |          |              |              |              |              |              | Sockeye Scents                      | PWA       | Χ        |             | Χ              | Χ              |            |              | X           | Χ          |       |       |        | Χ         | Х    | (    |   | Χ               |           | Χ              |          |               |           |              |                |  |
|            |            |            |                 |                 |   |      |     |      |      |             |     |     |     |      |      |      |   |          | Х            |              | Х            |              | Х            | Soil Stories                        | PLT       | X        | 4           |                |                |            | )            | X X         |            |       |       | Χ      | X         | X    | (    | X |                 |           | Х              |          |               |           | Χ            |                | See Technology connection.   |
| *          |            |            | Χ               | Х               |   |      |     |      |      |             |     |     |     | х    |      |      |   |          | Х            | >            | (            |              |              | Sounds Around                       | PLT       | Х        |             |                | х              | Х          | >            | x x         |            |       |       | х      |           | X    | ( X  | x |                 |           |                |          |               |           | Х            |                | Enrichment activity #2 explores community ordina<br>and civic engagment.       |
|            |            |            | Χ               | Χ               | Х |      |     |      |      |             |     |     |     |      |      |      |   |          |              |              |              |              |              | Sunlight and Shades of Green        | PLT       |          |             | Χ              |                | X          |              | Х           | X          |       |       |        | Χ         | Х    | (    |   |                 | Χ         |                |          |               | Χ         |              |                |  |
|            |            |            |                 |                 |   |      | ,   |      |      |             |     |     |     |      |      |      |   |          |              |              |              |              |              | Surprise Terrarium                  | PW        |          | Х           | Χ              |                |            |              | Х           |            |       | Χ     |        | Χ         | Х    | (    |   |                 |           |                |          |               |           |              |                |  |
|            |            |            | Χ               | Χ               | Χ |      |     |      |      |             |     |     |     |      |      |      |   |          | *            |              | *            |              |              | Tale of the Sun                     | PLT       | X        | 4           |                |                | X          |              |             | X          |       |       |        |           | X X  | (    |   |                 |           |                |          |               |           | Χ            |                | Enrichment activity #2 utilizes technology.                                    |
|            |            |            | X               | X               | X |      |     |      |      |             |     |     |     |      |      |      |   |          | х            | >            | ( X          | Х            |              | The Shape of Things<br>Thicket Game | PLT<br>PW | V        | Х           | V              | х              | Х          |              | X           |            |       | Х     | Х      |           | X    | ( X  | х |                 |           | Х              |          | Х             |           |              |                | The techonology connections emphasize severa of computers and digital cameras. |
|            | -          | _          | ^               | ^               | ^ | -    | -   | +    | +    |             | _   | +   | -   |      |      | -    | - |          | -            | -            | -            | +            |              | Thicket Gaine                       | PW        | ^        | +^-         | ^              | -              |            | -            | ^           |            |       | ^     | ^      |           | ^    | \    | + |                 |           | -              |          | ^             | _         |              |                | -  |
| *          |            |            |                 |                 |   |      |     |      |      |             |     |     |     |      |      |      |   |          | Х            | >            | χ            |              | Х            | Three Cheers for Trees              | PLT       |          | /           |                |                | Х          | >            | x x         | Х          | Х     |       |        |           |      |      |   |                 |           | Х              |          |               |           |              |                | Enrichment activity #3 incorporates civic engage                               |
|            |            |            |                 |                 |   |      |     |      |      |             |     |     |     |      |      |      |   |          |              |              |              |              |              | To Be a Tree                        | PLT       | Х        | П           |                |                |            | )            | х           |            |       |       | Х      |           | х    |      |   |                 |           | Х              |          |               | Х         | Х            |                | Enrichment Activity #3 includes a service learning component.                  |
|            |            |            |                 |                 |   |      |     | T    |      |             |     |     |     | Χ    |      | Х    |   |          |              |              |              |              |              | Too Close for Comfort               | PW        | Χ        | Χ           | Χ              |                | Χ          |              |             | Χ          | Х     | Χ     |        | Χ         |      |      | Х |                 |           |                |          |               |           |              |                |  |
|            |            |            | Χ               | Χ               |   |      |     |      |      |             |     |     |     |      |      |      |   |          | X 2          | Χ            |              |              |              | Tree Lifecycle                      | PLT       |          |             | Χ              |                |            |              |             |            |       |       | Χ      |           |      |      |   |                 |           | Χ              |          |               |           |              |                | See Technology connections.  |
|            |            |            |                 |                 |   |      |     |      |      |             |     |     |     |      |      |      |   |          | *            |              |              |              |              | Trees as Habitats                   | PLT       |          |             | Х              |                |            |              | х           |            |       | Х     |        | Х         | Х    | ( X  | х |                 |           |                |          |               |           |              |                | Enrichment activity #3 encourages use of digital camera.                       |
|            |            |            | Χ               | Χ               | Χ |      |     |      |      |             |     |     |     |      |      |      |   |          |              |              |              |              |              | Trees for Many Reasons              | PLT       |          |             |                |                | X          | X            | X           | X          | X     |       |        |           | X    |      |   |                 | Χ         | Χ              |          |               | 7         |              |                |  |
|            |            |            |                 |                 |   |      |     |      |      |             |     |     |     | х    |      | Х    | Х |          |              |              |              |              |              | Trees in Trouble                    | PLT       | Χ        |             | Х              |                | Х          |              | х           |            | Х     |       | Х      | Х         | Х    | (    |   | х               |           |                | X        |               |           | Χ            |                | Enrichment activity #1 has a service learning component.                       |
|            |            |            |                 |                 |   |      |     |      |      |             |     |     |     |      |      |      |   |          |              | X >          | (            |              |              | Tropical Treehouse                  | PLT       |          |             |                |                |            |              |             | Х          |       |       |        |           | X    |      |   |                 |           |                |          |               |           |              |                |  |
|            |            |            |                 |                 |   |      |     |      |      |             |     |     |     | *    |      |      | * | *        |              |              |              |              |              | Water We Eating?                    | PWA       | Х        |             |                |                | Х          | )            | x           | X          |       | Х     | Х      | Х         | X    | (    |   | Х               |           | Х              | X        |               | X         |              | х              | Emphasize that seafood can be a part of a heal                                 |
|            |            |            | Χ               | Χ               | Χ |      |     |      |      |             |     |     |     |      |      |      |   |          |              |              |              |              |              | We All Need Trees                   | PLT       |          | Χ           |                | Χ              |            | Х            |             |            | Χ     |       | Χ      | Χ         |      |      | X |                 |           |                | Χ        |               |           | Χ            |                |  |
|            |            |            | X               | Χ               |   |      | ,   |      |      |             |     |     |     | Х    | Х    |      |   |          |              |              |              |              |              | What's That, Habitat                | PW        | X        |             |                |                | Χ          |              |             |            |       | Χ     |        |           |      |      |   |                 |           |                |          |               |           |              |                |  |
| ĺ          |            |            |                 | Χ               |   |      |     |      |      |             |     |     |     |      |      |      |   |          |              |              |              |              |              | What's Wild?                        | PW        |          | 4]          |                | Х              |            | )            | X           |            |       |       |        |           | X    | (    |   |                 |           |                |          |               |           |              |                |  |
|            | П          |            | X               | V               | V |      |     |      |      |             |     |     |     |      |      |      |   |          |              |              |              |              |              | Wildlife is Everywhere              | PW        | X        | 4           |                |                | X          |              | X           |            |       | X     | Х      |           | X    |      |   |                 |           |                |          |               |           |              |                |  |

| Basic                    | Alig       | nme                      | nt of           | Pro             | jects           | s WI            | LD,          | WIL         | D A         | ۱qu         | atic,       | Lea         | arnii    | ng T     | ree      | ac       | tiviti       | es to         | th:           | e Co         | ore          | Intermediate Grade Lev                       | els 21st C | ent      | ury S       | Skills         | Ess            | senti       | al C         | once        | epts       | and S      | Skills         | S         |                |             |              |            |                 |           |                |               |           |              |                 |   |   |
|--------------------------|------------|--------------------------|-----------------|-----------------|-----------------|-----------------|--------------|-------------|-------------|-------------|-------------|-------------|----------|----------|----------|----------|--------------|---------------|---------------|--------------|--------------|--|------------|----------|-------------|----------------|----------------|-------------|--------------|-------------|------------|------------|----------------|-----------|----------------|-------------|--------------|------------|-----------------|-----------|----------------|---------------|-----------|--------------|-----------------|---|---|
|                          |            |                          | _               |                 | Co              | re E            | sse          | ntia        | l Co        | nce         | epts        | &_S         | kills    | s Set    | ts       |          | _            |               |               |              |              | "Project" Activity                           | Source     | I        |             |                |                |             |              |             | Ad         | tivity     | / Ski          | ill De    | velo           | pme         | ent          |            |                 |           |                |               |           |              |                 |   |   |
| Poli Sci 1<br>Poli Sci 2 | Poli Sci 3 | Poli Sci 4<br>Poli Sci 5 | Employability 1 | Employability 2 | Employability 3 | Employability 5 | Financial 1  | Financial 2 | Financial 3 | Financial 4 | Financial 5 | Financial 6 | Health 2 | Health 3 | Health 4 | Health 5 | Technology 1 | l echnology 2 | reciniology 3 | Technology 5 | Technology 6 | 6  |            | analysis | application | cause & effect | Classification | composition | construction | description | discussion | evaluation | generalization | inferance | interpretation | observation | organization | prediction | problem solving | reasoning | representation | summarization | synthesis | verification | lowa Supplement | 1 | Notes   |
| Х                        |            | Х                        |                 |                 |                 |                 |              |             |             |             |             | 4           |          |          |          |          | V            |               | Х             |              | X            | A Forest of Many Uses Adopt a Tree           | PLT<br>PLT | Χ        | Χ           | X              | V              | X           | /            | X           |            | Χ          | Χ )            | v         |                | X           | Х            | V          | Х               | X         |                |               |           | X X          | ,               |   |   |
|                          |            |                          | Х               |                 |                 |                 | $\mathbf{I}$ |             |             |             |             | +           |          |          |          |          | ^            |               | +^            |              | ^            | And the Wolf Wore Shoes                      | PW         | Χ        | Х           |                | Х              | Λ /<br>Χ    |              | ^           |            |            | ,              | ^         |                | X           |              | ٨          |                 | ۸         |                |               | ,         | ۸            | X               |   |   |
|                          |            |                          | Χ               |                 |                 |                 |              |             |             |             |             |             |          |          |          |          |              |               |               |              |              | Animal Charades                              | PW         | Χ        | Х           |                |                |             |              |             |            |            |                |           |                | Χ           |              |            |                 |           |                |               |           |              |                 |   |   |
|                          |            |                          |                 |                 |                 |                 |              |             |             |             |             |             |          |          |          |          |              |               | 1             |              |              | Aquawords                                    | PWA        | X        |             |                | Х              | X           | ×            | , ,,        |            |            |                |           | Х              |             |              |            | Х               |           |                |               | )         | X            |                 | E | Emphasize how important water is to good health.  |
|                          |            |                          | 1               |                 |                 |                 | 1            |             |             |             |             | -           |          |          |          |          | *            |               | *             |              |              | Are Vacant Lots Vacant?                      | PLT<br>PW  | Х        |             |                |                | X           |              | Х           | Χ          |            |                |           |                | Х           | Х            |            |                 |           |                |               |           | Х            |                 |   | Enrichment Activity #1 includes technology.  Discuss the wants and needs involved in providing a  |
|                          |            |                          | Χ               | Χ               |                 |                 | *            |             |             |             |             | ,           | X        | *        |          |          |              |               |               |              |              | Beautiful Basics, The                        | ***        | Х        |             |                | Х              | Χ           |              |             |            |            |                |           |                |             |              |            |                 |           |                |               |           |              |                 |   | nome.   |
|                          |            |                          |                 |                 |                 |                 |              |             |             |             |             |             |          |          |          |          | *            |               | *             |              | *            | Bursting Buds                                | PLT        | Х        |             | Х              |                | Х           |              | Х           |            |            | )              | х         |                | Х           |              |            |                 |           |                |               |           | Х            |                 |   | Enrichment activity #4 offers a technology component.   |
|                          |            |                          | _               |                 | _               |                 | *            |             |             |             |             |             |          |          |          |          |              | X             |               | Х            | Х            | Color Crazy<br>Did You Notice?               | PW<br>PLT  |          |             |                |                | X           | ×            | X X         | X          |            | Х              |           |                | X           | Х            |            |                 | 2         | X )            | X             |           |              |                 | ŀ | Discuss the wants and needs involved in providing a<br>nome. Discuss how houses help meet wellness needs<br>See Technology connections.                                       |
|                          |            |                          | X               | X               |                 |                 |              |             |             |             |             |             |          |          |          |          | X            |               | ,             |              |              | Earth Manners                                | PLT        | Χ        | Х           |                | V              |             |              |             | X          |            | X              | V         |                | V           |              |            |                 |           |                |               |           | Х            |                 |   |   |
|                          |            | X                        | X               | Х               | X               |                 | 1            |             |             |             |             | -           |          |          |          |          | X            | 1             |               | X            | X            | Energy Sleuths Environmental Exchange Box    | PLT<br>PLT |          |             |                | Х              | X           |              | X           |            |            | )              | X         | Х              | X           |              |            |                 | )         | X              | >             | X         |              | Х               |   |   |
|                          |            |                          | Χ               | Χ               |                 |                 |              |             |             |             |             |             |          |          |          |          |              |               |               |              |              | Ethi-Thinking                                | PW         | Χ        | Х           | Χ              |                |             | X            | X           |            | Χ          | Χ              | Х         |                |             |              |            | Χ               | Χ         |                |               | _         | Χ            |                 |   |   |
|                          |            |                          | X               | X               | X               |                 | *            |             |             |             |             | ,           | X        | *        |          |          |              |               |               |              |              | Everybody Needs a Home<br>Fashion a Fish     | PW<br>PWA  | X        | Х           |                |                | X           | V            | (           |            |            | X              | Х         |                |             |              |            | X               | ,         | v              |               | ,         | X            | v               |   |   |
|                          |            | Х                        |                 |                 |                 |                 | $\mathbf{I}$ |             |             |             |             | +           |          |          |          |          |              |               |               |              |              | Field, Forest, and Stream                    | PLT        | X        |             | Χ              | _              | X           |              | \           | Χ          |            | X              | X         | _              | Χ           | Х            |            |                 | X         | ^              |               | ,         | X            | X               |   |   |
|                          |            |                          | Χ               | Χ               | Х               |                 |              |             |             |             |             |             | ,        |          |          |          |              |               |               |              |              | First Impressions                            | PW         | Χ        |             |                |                | X           | ,            | X           |            |            | X )            |           |                |             |              |            |                 |           | X )            | X             |           | Х            | Х               |   |   |
|                          |            |                          |                 |                 |                 |                 | *            |             |             |             |             | 7           | (        |          |          |          |              |               |               |              |              | Get in Touch with Trees Habitracks           | PLT<br>PW  | Х        |             | _              | _              | X >         |              | X           |            |            | X              |           |                | X           |              |            |                 |           | Х              |               |           |              |                 |   |   |
|                          |            |                          | Χ               | Χ               | Х               |                 |              |             |             |             |             |             |          |          |          |          |              |               |               |              |              | Habitrekking                                 | PW         | Χ        | Х           | Χ              |                | Χ           | _            | ( X         |            |            | Χ              | X         | X              | Χ           |              |            |                 | Χ         | )              | X             | )         | X            |                 |   |   |
|                          | -          |                          | Х               | Х               | _               | -               | -            |             |             |             |             | 4           |          |          |          |          |              | -             | ( X           | -            | Y            | Have Seeds, Will Travel<br>How Plants Grow   | PLT<br>PLT | X        | $\vdash$    | Y              | Х              |             |              |             |            |            | Y              | X         |                | X           |              | X          |                 |           | _              |               | -         | X            | Х               |   |   |
| Х                        |            |                          | X               | X               | X               |                 |              |             |             |             |             | ,           | t *      | *        | *        | *        |              |               |               |              |              | I'd Like to Visit a Place Where              | PLT<br>PW  | X        | Х           | X              |                | Х           | ×            | X X         | Х          | X          | ,              | X         |                | X           | Х            | X          | Х               |           | )              | K             | )         | x            |                 | Ş | During the discussion about why parks are important, students can share ideas about the role of parks in<br>oromoting health and wellness for individuals and<br>communities. |
|                          |            |                          | ^               | ٨               | ^               |                 |              |             |             |             |             |             |          |          |          |          | Χ            | Χ             | Х             | X            | Х            | Looking at Leaves                            | PLT        |          |             |                | Χ              | X >         | (            | X           |            | ^          | )              | ХХ        |                | X           |              |            |                 |           |                |               |           |              |                 | 9 | See Technology connection.  |
|                          |            |                          | X               | Х               | V               |                 |              |             |             |             |             |             |          |          |          |          |              |               |               |              |              | Make A Coat                                  | PW         | X        |             |                | х              | \ <u></u>   | ×            | X           | Х          | Х          |                | Х         | Х              | ,,          | Ü            |            | х               |           |                |               |           |              |                 |   | Discuss the wants and needs involved in providing a nome.   |
|                          | $\dashv$   |                          | X               | X               |                 |                 |              |             |             |             |             |             |          |          |          |          | Х            |               | X             |              | X            | Make Your Own Paper<br>Nature's Recyclers    | PLT<br>PLT | Х        | $\vdash$    | Χ              |                | X >         |              | X           | X          |            | X )            | ХХ        |                | X           |              | Χ          | -               |           |                | X             | X         | Х            | Х               |   |   |
|                          |            |                          |                 | ,,              |                 |                 |              |             |             |             |             |             |          |          |          |          |              | ,             |               |              |              |  |            |          |             | .,             | ,              | ,           |              |             |            |            |                |           | .,             |             |              |            |                 |           |                |               |           | , ,          |                 |   |   |
| X                        |            |                          | X               | X               |                 |                 |              |             |             |             |             |             |          |          |          | *        | X .          | X             | X             | X            |              | Nothing Succeeds Like Succession On the Move | PLT PLT    | X        |             | Х              | Х              | X           |              | X           |            |            | ,              | X         | X              | X           |              |            |                 |           |                |               | )         | X            | Х               | M | Modeling could be done with computers. Discussion about health benefits of walking and biking.  |
| ^                        |            |                          |                 |                 |                 |                 |              |             |             |             |             | >           | (        | Х        | Х        | Х        | Х            |               |               |              |              | Pass the Plants, Please                      | PLT        | X        |             |                | Х              | X           |              |             | Χ          |            | )              |           |                |             | Х            |            |                 |           | )              | X             |           | X            |                 | Č | about realith bettetits of walking and biking.  |
| V V                      |            |                          |                 | V               | V               |                 |              |             |             |             |             |             | (        |          |          |          |              |               |               | 1.           |              | Peppermint Beetle                            | PLT        |          |             |                |                |             |              | Х           | Χ          |            |                |           | Х              | Χ           |              |            |                 | Х         | ,              |               |           |              |                 |   |   |
| X X                      |            |                          | Х               | Х               | Χ               |                 | Χ            |             |             |             | Χ           |             |          |          |          |          | X            | X             | X             | X            | X            | Planning the Ideal Community Plant a Tree    | PLT<br>PLT |          |             |                |                |             | X            | X           |            | Х          |                |           |                |             |              |            | Х               |           | X )            | X             | )         | X            | Х               |   |   |
| *                        |            | *                        | X               | X               | X               |                 |              |             |             |             | 7.          |             |          |          |          | V        |              |               |               |              | 7            | Plastic Jellyfish                            | PWA        | X        |             | X              |                | <b>&gt;</b> | <            |             | X          |            | Х              |           | Х              | Х           |              | X          | Х               | )         | х              |               | )         | X            | х               | ŀ | Plastics are a result of relatively recent technology that<br>has affected economies (global and local), cultures,<br>ndividuals, and the environment.                        |
|                          | $\dashv$   | -                        | Х               | Х               | Х               | +               | H            |             |             |             |             | +           |          |          |          | Х        | Х            | -             |               | +            | X            | Playing Lightly Poet-Tree                    | PW<br>PLT  | X        |             | Χ              | -              | X           | (            | Х           |            | Х          |                |           |                | Х           |              |            | Х               | X         | Х              | >             | X         |              |                 |   |   |
| х                        |            | Х                        |                 |                 |                 |                 |              |             |             |             |             |             |          |          |          |          | *            |               |               |              | *            | Pollution Search                             | PLT        | Х        |             | Х              | V              | Х           |              | х           |            | Х          |                |           |                | Х           |              |            | Х               |           |                |               |           | Х            |                 | ( | One enrichment activity includes taking digital pictures  |
|                          | $\dashv$   |                          |                 | X               |                 | +               |              |             |             |             | _           | +           |          |          |          |          | $\dashv$     |               | ( X           |              |              | Schoolyard Safari<br>Silt: A Dirty Word      | PLT<br>PWA | X        |             |                | X              | Y           | V            | X           | Χ          | Х          | Y              |           |                | X           |              | X          | -               |           | X              |               | -         | X            |                 |   |   |
|                          |            |                          | ^               | Λ               | Λ               |                 |              |             |             |             |             |             |          |          |          |          |              |               |               |              |              | Jili. A Dirty Word                           | li wv      | ٨        |             |                | Λ              | /\          |              | `           |            | Λ          | Λ              |           |                | Λ           |              | Λ          |                 |           | ^              |               |           | ^            | 1               |   |   |

|            |            |            |                 |                 | C | re l | Ess | enti | al ( | Con         | сер | ots | & S | Skil | ls S | Sets | 5 |          |              |              |              |              |              | "Project" Activity                  | Source    |          |             |                |                |            |              |             | Α          | ctivi | ty SI | kill C | Devel     | lopm | nent | t |                 |           |                |          |               |           |              |                |  |
|------------|------------|------------|-----------------|-----------------|---|------|-----|------|------|-------------|-----|-----|-----|------|------|------|---|----------|--------------|--------------|--------------|--------------|--------------|-------------------------------------|-----------|----------|-------------|----------------|----------------|------------|--------------|-------------|------------|-------|-------|--------|-----------|------|------|---|-----------------|-----------|----------------|----------|---------------|-----------|--------------|----------------|--|
| Poli Sci 2 | Poli Sci 3 | Poli Sci 5 | Employability 1 | Employability 2 |   |      |     |      |      | Financial 4 |     |     |     |      |      |      |   | Health 5 | Fechnology 1 | rechnology 2 | Technology 4 | Technology 5 | Technology 6 |                                     |           | analysis | application | cause & effect | classification | comparison | construction | description | discussion |       | , .   | ion    | inferance |      |      |   | problem solving | reasoning | representation | research | summarization | synthesis | verification | owa Supplement | Notes  |
|            |            |            | Χ               |                 |   |      |     |      |      |             |     |     |     |      |      |      |   |          |              |              |              |              |              | Sockeye Scents                      | PWA       | Χ        |             | Χ              | Х              |            |              | X           | Χ          |       |       |        | Χ         | Х    | (    |   | Х               |           | Χ              |          |               |           |              |                |  |
|            |            |            |                 |                 |   |      |     |      |      |             |     |     |     |      |      |      |   |          | Х            |              | Х            |              | Х            | Soil Stories                        | PLT       | X        | 4           |                |                |            | )            | X X         |            |       |       | Χ      | X         | X    | (    | X |                 |           | Х              |          |               |           | Χ            |                | See Technology connection.   |
| *          |            |            | Χ               | Х               |   |      |     |      |      |             |     |     |     | х    |      |      |   |          | Х            | >            | (            |              |              | Sounds Around                       | PLT       | Х        |             |                | х              | Х          | >            | x x         |            |       |       | х      |           | X    | ( X  | x |                 |           |                |          |               |           | Х            |                | Enrichment activity #2 explores community ordina<br>and civic engagment.       |
|            |            |            | Χ               | Χ               | Х |      |     |      |      |             |     |     |     |      |      |      |   |          |              |              |              |              |              | Sunlight and Shades of Green        | PLT       |          |             | Χ              |                | X          |              | Х           | X          |       |       |        | Χ         | Х    | (    |   |                 | Χ         |                |          |               | Χ         |              |                |  |
|            |            |            |                 |                 |   |      | ,   |      |      |             |     |     |     |      |      |      |   |          |              |              |              |              |              | Surprise Terrarium                  | PW        |          | Х           | Χ              |                |            |              | X           |            |       | Χ     |        | Χ         | Х    | (    |   |                 |           |                |          |               |           |              |                |  |
|            |            |            | Χ               | Χ               | Χ |      |     |      |      |             |     |     |     |      |      |      |   |          | *            |              | *            |              |              | Tale of the Sun                     | PLT       | X        | 4           |                |                | X          |              |             | X          |       |       |        |           | X X  | (    |   |                 |           |                |          |               |           | Χ            |                | Enrichment activity #2 utilizes technology.                                    |
|            |            |            | X               | X               | X |      |     |      |      |             |     |     |     |      |      |      |   |          | х            | >            | ( X          | Х            |              | The Shape of Things<br>Thicket Game | PLT<br>PW | V        | Х           | V              | х              | Х          |              | X           |            |       | Х     | Х      |           | X    | ( X  | х |                 |           | Х              |          | Х             |           |              |                | The techonology connections emphasize severa of computers and digital cameras. |
|            | -          | _          | ^               | ^               | ^ | -    | -   | +    | +    |             | _   | +   | -   |      |      | -    | - |          | -            | -            | -            | +            |              | Thicket Gaine                       | PW        | ^        | +^-         | ^              | -              |            | -            | ^           |            |       | ^     | ^      |           | ^    | `    | + |                 |           | -              |          | ^             | _         |              |                | -  |
| *          |            |            |                 |                 |   |      |     |      |      |             |     |     |     |      |      |      |   |          | Х            | >            | χ            |              | Х            | Three Cheers for Trees              | PLT       |          | /           |                |                | Х          | >            | x x         | Х          | Х     |       |        |           |      |      |   |                 |           | Х              |          |               |           |              |                | Enrichment activity #3 incorporates civic engage                               |
|            |            |            |                 |                 |   |      |     |      |      |             |     |     |     |      |      |      |   |          |              |              |              |              |              | To Be a Tree                        | PLT       | Х        | П           |                |                |            | )            | х           |            |       |       | Х      |           | х    |      |   |                 |           | Х              |          |               | Х         | Х            |                | Enrichment Activity #3 includes a service learning component.                  |
|            |            |            |                 |                 |   |      |     | T    |      |             |     |     |     | Χ    |      | Х    |   |          |              |              |              |              |              | Too Close for Comfort               | PW        | Χ        | Χ           | Χ              |                | Χ          |              |             | Χ          | Х     | Χ     |        | Χ         |      |      | Х |                 |           |                |          |               |           |              |                |  |
|            |            |            | Χ               | Χ               |   |      |     |      |      |             |     |     |     |      |      |      |   |          | X 2          | Χ            |              |              |              | Tree Lifecycle                      | PLT       |          |             | Χ              |                |            |              |             |            |       |       | Χ      |           |      |      |   |                 |           | Χ              |          |               |           |              |                | See Technology connections.  |
|            |            |            |                 |                 |   |      |     |      |      |             |     |     |     |      |      |      |   |          | *            |              |              |              |              | Trees as Habitats                   | PLT       |          |             | Х              |                |            |              | х           |            |       | Х     |        | Х         | Х    | ( X  | х |                 |           |                |          |               |           |              |                | Enrichment activity #3 encourages use of digital camera.                       |
|            |            |            | Χ               | Χ               | Χ |      |     |      |      |             |     |     |     |      |      |      |   |          |              |              |              |              |              | Trees for Many Reasons              | PLT       |          |             |                |                | X          | X            | Х           | X          | Х     |       |        |           | X    |      |   |                 | Χ         | Χ              |          |               | 7         |              |                |  |
|            |            |            |                 |                 |   |      |     |      |      |             |     |     |     | х    |      | Х    | Х |          |              |              |              |              |              | Trees in Trouble                    | PLT       | Χ        |             | Х              |                | Х          |              | х           |            | Х     |       | Х      | Х         | Х    | (    |   | х               |           |                | X        |               |           | Χ            |                | Enrichment activity #1 has a service learning component.                       |
|            |            |            |                 |                 |   |      |     |      |      |             |     |     |     |      |      |      |   |          |              | X >          | (            |              |              | Tropical Treehouse                  | PLT       |          |             |                |                |            |              |             | X          |       |       |        |           | X    |      |   |                 |           |                |          |               |           |              |                |  |
|            |            |            |                 |                 |   |      |     |      |      |             |     |     |     | *    |      |      | * | *        |              |              |              |              |              | Water We Eating?                    | PWA       | Х        |             |                |                | Х          | )            | x           | X          |       | Х     | Х      | Х         | X    | (    |   | Х               |           | Х              | X        |               | X         |              | х              | Emphasize that seafood can be a part of a heal                                 |
|            |            |            | Χ               | Χ               | Χ |      |     |      |      |             |     |     |     |      |      |      |   |          |              |              |              |              |              | We All Need Trees                   | PLT       |          | Χ           |                | Χ              |            | Х            |             |            | Χ     |       | Χ      | Χ         |      |      | X |                 |           |                | Χ        |               |           | Χ            |                |  |
|            |            |            | X               | Χ               |   |      | ,   |      |      |             |     |     |     | Χ    | Х    |      |   |          |              |              |              |              |              | What's That, Habitat                | PW        | X        |             |                |                | Χ          |              |             |            |       | Χ     |        |           |      |      |   |                 |           |                |          |               |           |              |                |  |
| ĺ          |            |            |                 | Χ               |   |      |     |      |      |             |     |     |     |      |      |      |   |          |              |              |              |              |              | What's Wild?                        | PW        |          | 4]          |                | Х              |            | )            | X           |            |       |       |        |           | X    | (    |   |                 |           |                |          |               |           |              |                |  |
|            | П          |            | X               | V               | V |      |     |      |      |             |     |     |     |      |      |      |   |          |              |              |              |              |              | Wildlife is Everywhere              | PW        | X        | 4           |                |                | X          |              | X           |            |       | X     | Х      |           | X    |      |   |                 |           |                |          |               |           |              |                |  |

| intermediate (3-3) 2 13t Certary 3   | kills Essential Skills and Concepts                                       |
|--|---|
| Political Science/Civic Literacy (Poli Sci) (pg 9)   | Employability Skills (pg 26)  |
| # Description  | # Description   |
| 1 Understand the rights and responsibilities of each citizen and   | 1 Communicate and work productively with others emphasizing               |
| demonstrate the value of liflelong civic action.   | collaboration and cultural awareness to produce quality work.             |
| 2 Understand how the government established by the Constitution  | 2 Adjust to various roles and responsibilities and understand the need    |
| embodies the enduring values and principles of democracy and   | to be flexible to change.   |
| republicanism.   | ů   |
| 3 Understand the purpose and function of each of the three branches  | 3 Practice leadership skills, and demonstrate integrity, ethical          |
| of government established by the US Constitution.  | behavior, and social responsibility in all activities.                    |
| 4 Understand the differences among local, state and national   | 4 Demonstrate initiative, creativity, self-direction, and entrepreneurial |
| government.  | thinking to produce successful outcomes.                                  |
| 5 Understand the role of the United States in current world affairs.   | 5 Demonstrate productivity and accountability by producing quality        |
| ***The essentials concepts and skills listed in 21st Century Skills -  | work.   |
| Civic Literacy are the same as the essential concepts and skills   |   |
| listed in social studies - Polical Science/Civic Literacy.   |   |
| Financial Literacy (pg 47)   | Health Literacy(pg 59)  |
| # Description  | # Description   |
| 1 Create long and short term goals based on a prioritization of wants  | 1 Obtain, interpret, understand and use the basic health concepts to      |
| and needs.   | enhance personal, family, and community health.                           |
| 2 Recognize how one's personal career choice and attitude can  | Utilize interactive literacy and social skills to establish personal      |
| impact financial planning decisions.   | family, and community health goals.                                       |
| 3 Identify the concept of debt and an individual's responsibility for that   | 3 Demonstrate critical literacy/thinking skills related to personal,      |
| debt.  | family, and community wellness.   |
| 4 Recognize common risks to one's identity and demonstrate the   | 4 Recognize that media and other influences affect personal, family       |
| 1.99   |   |
| ability to protect that identity.  | and community health.   |
| 5 Determine the importance of saving/investing in relation to future   | 5 Demonstrate behaviors that foster healthy, active lifestyles for        |
| 5 Determine the importance of saving/investing in relation to future needs.  |   |
| <ul><li>5 Determine the importance of saving/investing in relation to future needs.</li><li>6 Recognize that spending choices differ between groups of people</li></ul>  | 5 Demonstrate behaviors that foster healthy, active lifestyles for        |
| <ul> <li>5 Determine the importance of saving/investing in relation to future needs.</li> <li>6 Recognize that spending choices differ between groups of people ans settings.</li> </ul>   | 5 Demonstrate behaviors that foster healthy, active lifestyles for        |
| <ul> <li>5 Determine the importance of saving/investing in relation to future needs.</li> <li>6 Recognize that spending choices differ between groups of people ans settings.</li> </ul> Technology Literacy (pg 76)   | 5 Demonstrate behaviors that foster healthy, active lifestyles for        |
| <ul> <li>5 Determine the importance of saving/investing in relation to future needs.</li> <li>6 Recognize that spending choices differ between groups of people ans settings.</li> <li>Technology Literacy (pg 76)</li> <li># Description</li> </ul>   | 5 Demonstrate behaviors that foster healthy, active lifestyles for        |
| <ul> <li>5 Determine the importance of saving/investing in relation to future needs.</li> <li>6 Recognize that spending choices differ between groups of people ans settings.</li> <li>Technology Literacy (pg 76)</li> <li># Description</li> <li>1 Use technology resources to create original projects, identify</li> </ul>   | 5 Demonstrate behaviors that foster healthy, active lifestyles for        |
| Determine the importance of saving/investing in relation to future needs.     Recognize that spending choices differ between groups of people ans settings.  Technology Literacy (pg 76)  # Description  1 Use technology resources to create original projects, identify patterns and problems, make predictions, and propose solutions.  | 5 Demonstrate behaviors that foster healthy, active lifestyles for        |
| <ul> <li>5 Determine the importance of saving/investing in relation to future needs.</li> <li>6 Recognize that spending choices differ between groups of people ans settings.</li> <li>Technology Literacy (pg 76)</li> <li># Description</li> <li>1 Use technology resources to create original projects, identify patterns and problems, make predictions, and propose solutions.</li> <li>2 Use interactive technologies in a collaborative group to produce</li> </ul>   | 5 Demonstrate behaviors that foster healthy, active lifestyles for        |
| <ul> <li>5 Determine the importance of saving/investing in relation to future needs.</li> <li>6 Recognize that spending choices differ between groups of people ans settings.</li> <li>Technology Literacy (pg 76)</li> <li># Description</li> <li>1 Use technology resources to create original projects, identify patterns and problems, make predictions, and propose solutions.</li> <li>2 Use interactive technologies in a collaborative group to produce digital presentations or products in a curricular area.</li> </ul>   | 5 Demonstrate behaviors that foster healthy, active lifestyles for        |
| <ul> <li>5 Determine the importance of saving/investing in relation to future needs.</li> <li>6 Recognize that spending choices differ between groups of people ans settings.</li></ul>  | 5 Demonstrate behaviors that foster healthy, active lifestyles for        |
| <ul> <li>5 Determine the importance of saving/investing in relation to future needs.</li> <li>6 Recognize that spending choices differ between groups of people ans settings.</li></ul>  | 5 Demonstrate behaviors that foster healthy, active lifestyles for        |
| <ul> <li>5 Determine the importance of saving/investing in relation to future needs.</li> <li>6 Recognize that spending choices differ between groups of people ans settings.</li></ul>  | 5 Demonstrate behaviors that foster healthy, active lifestyles for        |
| <ul> <li>5 Determine the importance of saving/investing in relation to future needs.</li> <li>6 Recognize that spending choices differ between groups of people ans settings.</li></ul>  | 5 Demonstrate behaviors that foster healthy, active lifestyles for        |
| <ul> <li>5 Determine the importance of saving/investing in relation to future needs.</li> <li>6 Recognize that spending choices differ between groups of people ans settings.</li> <li>Technology Literacy (pg 76)</li> <li># Description</li> <li>1 Use technology resources to create original projects, identify patterns and problems, make predictions, and propose solutions.</li> <li>2 Use interactive technologies in a collaborative group to produce digital presentations or products in a curricular area.</li> <li>3 Utilize digital tools and resources to investigate real-world issues, answer questions, or solve problems.</li> <li>4 Use technological resources to develop and refine for investigation.</li> </ul> | 5 Demonstrate behaviors that foster healthy, active lifestyles for        |
| <ul> <li>5 Determine the importance of saving/investing in relation to future needs.</li> <li>6 Recognize that spending choices differ between groups of people ans settings.</li></ul>  | 5 Demonstrate behaviors that foster healthy, active lifestyles for        |