

## WILD Correlations: SCIENCE GRADE 2

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

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

<p><b>GLE 0207.T/E.2</b> Apply engineering design and creative thinking to solve practical problems.</p>	<p><b>0207.T/E.2</b> Invent designs for simple products.</p> <p><b>0207.T/E.3</b> Use tools to measure materials and construct simple products.</p>	
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## Grade 2 : Standard 1 - Cells

<b>Learning Expectations</b>	<b>Checks for Understanding</b>	<b>Project WILD (W) and Aquatic WILD (AW) Correlations</b>
<p><b>GLE 0207.1.1</b> Recognize that plants and animals are made up of smaller parts and use food, water, and air to survive.</p>	<p><b>0207.1.1</b> Design a new living thing and explain how it would acquire food, water, and air.</p>	

## Grade 2 : Standard 2 - Interdependence

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

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

## Grade 2 : Standard 3 - Flow of Matter and Energy

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

## Grade 2 : Standard 4 - Heredity

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

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

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

## Grade 2: Standard 6 – Omitted

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

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

## Grade 2 : Standard 9 - Matter

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

## Grade 2 : Standard 10 - Energy

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

## Grade 2 : Standard 11 - Motion

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