

WILD Correlations: SCIENCE GRADE 6

Grade 6 : Embedded Inquiry	
Learning Expectations	Project WILD (W) and Aquatic WILD (AW) Correlations
<p>GLE 0607.Inq.1 Design and conduct open-ended scientific investigations.</p>	<p>Eco-Enrichers, W102 - Students experiment with soil and redworms. Owl Pellets, W100 - Students examine owl pellets, reconstruct skeletons, and identify skeletons and prey of owls. Seed Need, W98 - Students gather seeds by going outside and wearing socks over their shoes.</p>
<p>GLE 0607.Inq.2 Use appropriate tools and techniques to gather, organize, analyze, and interpret data.</p> <p>GLE 0607.Inq.3 Synthesize information to determine cause and effect relationships between evidence and explanations.</p> <p>GLE 0607.Inq.4 Recognize possible sources of bias and error, alternative explanations, and questions for further exploration.</p>	<p>Alice in Waterland, AW151 - Students gather data on their daily water use for 5 days. They implement water conservation and gather another set of data to compare results. Fishy Who's Who, AW8 - Students complete an inventory of fish habitats that exist in their area, obtain information about the various fish species that occur in these habitats, and locate the fish Microtrek Treasure Hunt, W82 - Students use hand lenses to explore microhabitats. Puddle Wonders!, AW114 - Students observe water that accumulates in puddles. Rainfall and the Forest, W73 - Students color-code a map to look for patterns in rainfall-levels across the state and to determine relationships between rainfall and vegetation types. species on a map. Urban Nature Search, W70 - Students go outside to investigate an environment. Water Canaries, AW24 - Students investigate a stream or pond using sampling techniques. Water's Going On?, AW149 - Students design and try out ways to conserve water. Watershed, AW132 - Students measure the area of a local watershed, calculate the amount of water it received each year. What's in the Air?, AW136 - Students collect data over a two week period on grass seedlings "watered" with different vinegar solutions. Where Does Water Run?, AW21 - Students measure a site and calculate the volume of rainfall the site receives.</p>
<p>GLE 0607.Inq.5 Communicate scientific understanding using descriptions, explanations, and models.</p>	<p>Aquatic Times, AW188 - Students can use this "newspaper writing" approach to communicate the results of inquiry.</p>

Grade 6 : Embedded Technology & Engineering

Learning Expectations	Checks for Understanding	Project WILD (W) and Aquatic WILD (AW) Correlations
<p>GLE 0607.T/E.1 Explore how technology responds to social, political, and economic needs.</p> <p>GLE 0607.T/E.2 Know that the engineering design process involves an ongoing series of events that incorporate design constraints, model building, testing, evaluating, modifying, and retesting.</p> <p>GLE 0607.T/E.3 Compare the intended benefits with the unintended consequences of a new technology.</p> <p>GLE 0607.T/E.4 Describe and explain adaptive and assistive bioengineered products.</p>	<p>0607.T/E.1 Use appropriate tools to test for strength, hardness, and flexibility of materials.</p> <p>0607.T/E.2 Apply the engineering design process to construct a prototype that meets certain specifications.</p> <p>0607.T/E.3 Explore how the unintended consequences of new technologies can impact society.</p> <p>0607.T/E.4 Research bioengineering technologies that advance health and contribute to improvements in our daily lives.</p> <p>0607.T/E.5 Develop an adaptive design and test its effectiveness.</p>	

Grade 6 : Standard 2 - Interdependence

Learning Expectations	Checks for Understanding	Project WILD (W) and Aquatic WILD (AW) Correlations
<p>GLE 0607.2.1 Examine the roles of consumers, producers, and decomposers in a biological community.</p>	<p>0607.2.1 Compare and contrast the different methods used by organisms to obtain nutrition in a biological community.</p> <p>0607.2.3 Use a food web or energy pyramid to demonstrate the interdependence of organisms within a specific biome.</p>	<p>EcoEnrichers, W102 How Many Bears Can Live in this Forest?, W23 Interview a Spider, W12 (Focus on food webs.) Owl Pellets, W100 Quick Frozen Critters, W122 Spider Web Geometry, W34 What's for Dinner?, W96</p>

<p>GLE 0607.2.2 Describe how matter and energy are transferred through an ecosystem.</p>		<p>Energy Pipeline, W105</p>
<p>GLE 0607.2.3 Draw conclusions from data about interactions between the biotic and abiotic elements of a particular environment.</p>	<p>0607.2.2 Create a graphic organizer that illustrates how biotic and abiotic elements of an environment interact.</p>	<p>Checks and Balances, W387 Designing a Habitat, AW19 I'm Thirsty, W134 Kelp Help, AW195 Micro Odyssey, AW49 Microtrek Treasure Hunt, W82 My Kingdom for a Shelter, W 28 Oh Deer!, W36 Planting Animals, W152 Polar Bears in Phoenix?, W125 Pond Succession, AW66 Rainfall and the Forest, W73 Seed Need, W98 Time Lapse, W158 Urban Nature Search, W70 Water Canaries, AW24 Watershed, AW132 What's in the Air?, AW136 Wild Words, W41</p>
<p>GLE 0607.2.4 Analyze the environments and the interdependence among organisms found in the world's major biomes.</p>	<p>0607.2.4 Create poster presentations to illustrate differences among the world's major biomes.</p>	<p>Blue-Ribbon Niche, AW52 Edge of Home, AW75 Fishable Waters, AW158 Fishy Who's Who, AW8 Habitat Lap Sit, W61 Habitat Rummy, W14 Micro Odyssey, AW49 Riparian Retreat, AW118 Urban Nature Search, W70 Water Canaries, AW24 Wetland Metaphors, AW39 Who Fits Here?, W64</p>

Grade 6 : Standard 8 - The Atmosphere

Learning Expectations	Checks for Understanding	Project WILD (W) and Aquatic WILD (AW) Correlations
<p>GLE 0607.8.1 Design and conduct an investigation to determine how the sun drives atmospheric convection.</p>	<p>0607.8.1 Recognize how convection currents in the atmosphere produce wind.</p>	<p>Alice in Waterland, AW151 How Wet is Our Planet?, AW121 Puddle Wonders!, AW114 Water's Going On?, AW149 Where Does Water Run?, AW21</p>
<p>GLE 0607.8.2 Describe how the sun's energy produces the wind.</p> <p>GLE 0607.8.3 Investigate the relationship between currents and oceanic temperature differences.</p>	<p>0607.8.2 Design an experiment to investigate differences in the amount of the sun's energy absorbed by a variety of surface materials.</p> <p>0607.8.3 Design an experiment to demonstrate how ocean currents are associated with the sun's energy.</p> <p>0607.8.4 Analyze ocean temperature data to demonstrate how these conditions affect the weather in nearby land masses.</p> <p>0607.8.5 Interpret data found on ocean current maps.</p>	
<p>GLE 0607.8.4 Analyze meteorological data to predict weather conditions.</p>	<p>0607.8.6 Use data collected from instruments such as a barometer, thermometer, psychrometer, and anemometer to describe local weather conditions.</p>	<p>Rainfall and the Forest, W73 Stormy Weather, W85</p>