

Wetland Investigations

| Goal | | Standard | |
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| Language Arts | | | |
| 1 | Read with fluency and understanding. | 1C2a | Use information to form and refine questions and predictions. |
| | | 1C2b | Make and support inferences and form interpretations about main themes and topics. |
| | | 1C2d | Summarize and make generalizations from content and relate to purpose of material. |
| | | 1C2f | Connect information presented in tables, maps, and charts to printed or electronic text. |
| 4 | Listen and speak effectively in a variety of situations. | 4A2a | Demonstrate understanding of the listening process (e.g. sender, receiver, message) by summarizing and paraphrasing spoken messages orally and in writing in formal and informal situations. |
| | | 4A2b | Ask and respond to questions related to oral presentations and messages in small and large group settings. |
| | | 4A2c | Restate and carry out a variety of oral instructions. |
| | | 4B2a | Present oral reports to an audience using correct language and nonverbal expressions for the intended purpose and message within a suggested organized format. |
| | | 4B2b | Use speaking skills and procedures to participate in group discussions. |
| Math | | | |
| 6 | Demonstrate and apply a knowledge and sense of numbers, including numeration and operations (addition, subtraction, multiplication, and division), patterns, ratios, and proportions. | 6A2 | Compare and order whole numbers, fractions, and decimals using concrete materials, drawings, and mathematical symbols. |
| | | 6B2 | Solve one-and two-step problems involving whole numbers, fractions, and decimals using addition, subtraction, multiplication, and division. |

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| | | 6C2a | Select and perform computational procedures to solve problems with whole numbers, fractions, and decimals. |
| | | 6C2b | Show evidence that computational results using whole numbers, fractions, and decimals are correct and/or that estimates are reasonable. |
| 10 | Collect, organize, and analyze data using statistical methods; predict results; and interpret uncertainty using concepts of probability. | 10A2a | Organize and display data using pictures, tallies, tables, charts, bar graphs, line graphs, line plots, and stem-and-leaf graphs. |
| | | 10A2c | Make predictions and decisions based on data and communicate their reasoning. |
| | | 10B2a | Formulate questions of interest and select methods to systematically collect data. |
| | | 10B2b | Collect, organize, and display data using tables, charts, bar graphs, line graphs, circle graphs, line plots, and stem-and-leaf graphs. |
| | | 10B2d | Interpret results or make relevant decisions based on the data gathered. |
| | | 10C2b | Compare the likelihood of events in terms of certain, more likely, less likely, or impossible. |
| Science | | | |
| 11 | Understand the processes of scientific inquiry and technological design to investigate questions, conduct experiments, and solve problems. | 11A2a | Formulate questions on a specific science topic and choose the steps needed to answer the question. |
| | | 11A2b | Collect data for investigations using scientific process skills including observing, estimating, and measuring. |
| | | 11A2c | Construct charts and visualizations to display data. |
| | | 11A2d | Use data to produce reasonable explanations. |
| | | 11A2e | Report and display the results of individual and group investigations. |

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| 12 | Understand the fundamental concepts, principles, and interconnections of the life, physical, and earth/space sciences. | 12B2a | Describe the relationships among various organisms in their environments (e.g. predator/prey, parasite/host, food chains, and food webs). |
| | | 12B2b | Identify physical features of plants and animals that help them live in different environments (e.g. specialized teeth for eating certain foods, thorns for protection, insulation for cold temperature). |
| 13 | Understand the relationship among science, technology, and society in historical and contemporary contexts. | 13A2b | Explain why similar investigations may not produce similar results. |
| | | 13A2c | Explain why keeping accurate and detailed records is important. |
| | | 13B2e | Identify and explain ways that technology changes ecosystems (e.g. dams, highways, buildings, communication networks, power plants). |
| | | 13B2f | Analyze how specific personal and societal choices that humans make affect local, regional, and global ecosystems (e.g. lawn and garden care, mass transit). |
| Physical Education/Health | | | |
| 19 | Acquire movement skills and understand concepts needed to engage in health-enhancing physical activity. | 19A2 | Demonstrate control when performing combinations and sequences in locomotor, non-locomotor, and manipulative motor patterns. |
| | | 19C2b | Identify and apply rules and safety procedures in physical activities. |
| 21 | Develop team-building skills by working with others through physical activity. | 21A2a | Accept responsibility for their own actions in group physical activities. |
| | | 21A2b | Use identified procedures and safe practices without reminders during group physical activities. |
| | | 21B2 | Work cooperatively with a partner or small group to reach a shared goal during physical activity. |