Project WILD & Project WILD Aquatic

K-12 Curriculum & Activity Guide

Correlations to NH Frameworks For Science Literacy (K-12)

September 2006
Welcome Educators

New Hampshire’s curriculum standards have undergone substantial change in response to the federal No Child Left Behind Act. In an effort to make it easier for teachers and non-formal educators to use the Project WILD and Project WILD Aquatic manuals correlations have been made between the Project WILD activities and the revised New Hampshire Science Frameworks. The correlations are designed to assist educators, especially classroom teachers, curriculum specialists and curriculum committees in reviewing and revising their science curricula.

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In New Hampshire Project WILD is sponsored by the N.H. Fish and Game Department. For more information about Project WILD contact Mary Goodyear, N.H. Fish and Game, 11 Hazen Drive, Concord, NH 03301; 603 271-3211; mgoody@ncia.net

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METHODOLOGY
2006 Science Correlations

New Hampshire’s curriculum standards have undergone substantial change in response to the federal No Child Left Behind Act. Previously, state standards had been written for the end of grades three, six and ten. To meet new formalized assessment requirements, the New Hampshire Frameworks for Science Literacy (K-12), approved in June 2006 by the state Department of Education, address both content and skills. They are divided into grade spans for K-2, 3-4, 5-6, 7-8, 9-11 (basic literacy) and 11-12 (advanced literacy).

The N.H. Frameworks for Science Literacy (K-12) contain the following components:

- **Domain**: overall category. There are four domains within the science curriculum frameworks: Earth Space Science (ESS), Life Science (LS), Physical Science (PS) and Science Process Skills (SPS).

- **Strand**: enduring knowledge statement. There are five strands in Life Science and four each in the domains of Physical Science and Earth Space Science. Strands are the SAME for each grade span although not all components may be seen in each grade span. An example of a strand is LS1 – All living organisms have identifiable structures and characteristics that allow for survival (organisms, populations and species.)

- **Stem**: a category of ideas. Stems are common throughout all grade spans. An example of a stem is LS 1 is Classification

- **Grade-span Expectations (Proficiencies)**: what all students should know and be able to do within the identified grade range. The ranges include: K-2, 3-4, 5-6, 7-8, 9-11 (basic literacy level) 11-12 (advanced level).

During the correlation process the proficiencies for each strand were examined to help the consultant determine the degree of correlation each activity had to the strand. A match with at least one proficiency was required to indicate a correlation. Three elements of each activity were examined to help determine if a correlation existed.

- The subject identifier in the shaded box of the activity determined whether the activity was correlated to the science frameworks; if science was not listed the activity was not addressed.

- The grade levels noted in the shaded box determined which grade span proficiencies were examined.

- The activity objectives listed for each activity helped determine which curriculum and proficiency standard(s) was related to the activity.

Keep in mind that correlating activities to relevant frameworks is a subjective process. In an effort to minimize subjectivity, the methodology indicated was strictly adhered to and drafts were peer-reviewed by Project WILD trained facilitators and teachers. Although every effort was made to provide accurate correlations, individual teachers or curricula specialists may feel additional correlations may apply or that some listed do not fit their correlation criteria. Also, correlations were made to each activity as written and do not take into consideration any modifications or extensions teachers may make or use when using the activity with students.
HOW TO USE THIS HANDBOOK

The correlations handbook is divided into three sections as follows:

- **Part I:** includes a list of Project WILD and Project WILD Aquatic activities in the K-12 Curriculum and Activity Guide, followed by the standards from the New Hampshire Frameworks for Science Literacy (K-12) with which they are aligned.

  Use Part I if you have a particular WILD activity in mind and want to know how it correlates with the state curriculum standards. To find an appropriate activity to meet your needs, use the Topic Index in the Appendices of the Project WILD and WILD Aquatic manuals and select potential activities to supplement your unit. To determine which state standards correlate with the selected activities go to each of the activities in the handbook. All the WILD and WILD Aquatic activities are listed in alphabetical order for each manual. An alphabetical listing of the activities and the pages on which they are located is listed on the last page of each manual. Each activity in the handbook is followed by the strand and stem for each framework that is correlated to it.

- **Part II:** includes a list of individual state curriculum standards from the New Hampshire Frameworks for Science Literacy (K-12), followed by the Project WILD activities that correlate to the individual standards.

  Use Part II if you have a particular curriculum standard in mind and want to find an activity that supports it. Read about any listed activities in the appropriate WILD or WILD Aquatic manual to determine the one that best meets your needs. Remember, there is an alphabetical listing of activities on the last pages of both Project WILD manuals.

- **Part III:** Chart for Project WILD and WILD Aquatic activity correlations

Note: Throughout this handbook, the domains are abbreviated as follows:

- ESS – Earth Space Science
- LS – Life Science
- PS – Physical Science
- SPS – Science Process Skills
Project WILD Activities
A Picture Is Worth a Thousand Words

**LS5** – The growth of scientific knowledge in Life Science has been advanced through the development of technology and is used (alone or in combination with other sciences) to identify, understand and solve local and global issues.

1. Design Technology
2. Social Issues (Local and Global): Medical Technology and Biotechnology

**SPS1** - Scientific Inquiry and Critical Thinking Skills.

1. Making Observations and Asking Questions
2. Representing and Understanding Results of Investigations

Adaptation Artistry

**LS1** - All living organisms have identifiable structures and characteristics that allow for survival (organisms, populations, & species).

1. Living Things and Organization

**LS3** - Groups of organisms show evidence of change over time (e.g. evolution, natural selection, structures, behaviors, and biochemistry).

1. Natural Selection

**SPS2** - Unifying Concepts of Science.

1. Form and Function

**SPS4** - Science Skills for Information, Communication and Media Literacy.

1. Problem Identification, Formulation, and Solution

And the Wolf Wore Shoes

**LS1** - All living organisms have identifiable structures and characteristics that allow for survival (organisms, populations, & species).

1. Classification

**SPS1** - Scientific Inquiry and Critical Thinking Skills.

1. Making Observations and Asking Questions
Animal Charades

LS1 - All living organisms have identifiable structures and characteristics that allow for survival (organisms, populations, & species).
   1 - Classification
   2 - Living Things and Organization

SPS1 - Scientific Inquiry and Critical Thinking Skills.
   1 - Making Observations and Asking Questions

Animal Poetry

NONE

Ants on a Twig

LS4 - Humans are similar to other species in many ways, and yet are unique among Earth’s life forms.
   4 - Human Identity

SPS1 - Scientific Inquiry and Critical Thinking Skills.
   1 - Making Observations and Asking Questions

Arctic Survival

NONE

Back from the Brink

LS2 - Energy flows and matter recycles through an ecosystem.
   1 - Environment

LS3 - Groups of organisms show evidence of change over time (e.g. evolution, natural selection, structures, behaviors, and biochemistry).
   1 - Change

SPS1 - Scientific Inquiry and Critical Thinking Skills.
   4 - Representing and Understanding Results of Investigations
Back from the Brink (cont.)

SPS3 - Personal, Social, and Technological Perspectives.
   2 - Common Environmental Issues, Natural Resources Management and Conservation

SPS4 - Science Skills for Information, Communication and Media Literacy.
   1 - Information and Media Literacy
   2 - Communication Skills

Bearly Growing (Born)

LS1 - All living organisms have identifiable structures and characteristics that allow for survival (organisms, populations, & species).
   3 - Reproduction

SPS1 - Scientific Inquiry and Critical Thinking Skills.
   1 - Making Observations and Asking Questions

SPS1 - Scientific Inquiry and Critical Thinking Skills.
   4 - Representing and Understanding Results of Investigations

Beautiful Basics

LS1 - All living organisms have identifiable structures and characteristics that allow for survival (organisms, populations, & species).
   2 - Living Things and Organization

LS4 - Humans are similar to other species in many ways, and yet are unique among Earth’s life forms.
   4 - Human Identity

Bird Song Survey

SPS1 - Scientific Inquiry and Critical Thinking Skills.
   1 - Making Observations and Asking Questions
   3 - Conducting Scientific Investigations
   4 - Representing and Understanding Results of Investigations

SPS3 - Personal, Social, and Technological Perspectives.
   2 - Common Environmental Issues, Natural Resources Management and Conservation
Birds of Prey

**LS2** - Energy flows and matter recycles through an ecosystem.
   1 - Environment

**SPS1** - Scientific Inquiry and Critical Thinking Skills.
   2 – Designing Scientific Investigations
   4 - Representing and Understanding Results of Investigations

**SPS2** - Unifying Concepts of Science.
   4 - Patterns of Change

Bottleneck Genes

**LS3** - Groups of organisms show evidence of change over time (e.g. evolution, natural selection, structures, behaviors, and biochemistry).
   2 - Evolution
   3 – Natural Selection

**SPS1** - Scientific Inquiry and Critical Thinking Skills.
   4 - Representing and Understanding Results of Investigations

**SPS2** – Unifying Concepts of Science
   3 – Models and Scale

Cabin Conflict

**NONE**

Can Do!

**SPS3** - Personal, Social, and Technological Perspectives.
   2 - Common Environmental Issues, Natural Resources Management and Conservation

**SPS4** - Science Skills for Information, Communication and Media Literacy.
   4 - Problem Identification, Formulation, and Solution
Career Critters

**LS2** - Energy flows and matter recycles through an ecosystem.
  3 - Recycling of Materials

**LS3** - Groups of organisms show evidence of change over time (e.g. evolution, natural selection, structures, behaviors, and biochemistry).
  1 - Change

**LS5** - The growth of scientific knowledge in Life Science has been advanced through the development of technology and is used (alone or in combination with other sciences) to identify, understand and solve local and global issues.
  3 – Social Issues (Local and Global): Medical Technology and Biotechnology

**SPS1** - Scientific Inquiry and Critical Thinking Skills.
  4 - Representing and Understanding Results of Investigations

**SPS3** - Personal, Social, and Technological Perspectives.
  2 - Common Environmental Issues, Natural Resources Management and Conservation

Carrying Capacity

**LS2** - Energy flows and matter recycles through an ecosystem.
  1 – Environment

**SPS1** - Scientific Inquiry and Critical Thinking Skills.
  1 - Making Observations and Asking Questions

**SPS1** - Scientific Inquiry and Critical Thinking Skills.
  4 - Representing and Understanding Results of Investigations

Cartoons and Bumper Stickers

NONE

Changing Attitudes

NONE
Changing Societies

NONE

Changing the Land

LS2 - Energy flows and matter recycles through an ecosystem.
  1 - Environment

LS3 - Groups of organisms show evidence of change over time (e.g. evolution, natural selection, structures, behaviors, and biochemistry).
  1 - Change

SPS1 - Scientific Inquiry and Critical Thinking Skills.
  1 - Making Observations and Asking Questions
  4 - Representing and Understanding Results of Investigations

SPS3 - Personal, Social, and Technological Perspectives.
  2 - Common Environmental Issues, Natural Resources Management and Conservation

SPS4 - Science Skills for Information, Communication and Media Literacy.
  2 - Communication Skills
  6 - Interpersonal and Collaborative Skills

Checks and Balances

LS2 - Energy flows and matter recycles through an ecosystem.
  1 - Environment

LS3 - Groups of organisms show evidence of change over time (e.g. evolution, natural selection, structures, behaviors, and biochemistry).
  1 - Change

SPS3 - Personal, Social, and Technological Perspectives.
  2 - Common Environmental Issues, Natural Resources Management and Conservation

Classroom Carrying Capacity

LS2 - Energy flows and matter recycles through an ecosystem.
  1 - Environment
Classroom Carrying Capacity (cont.)

LS3 - Groups of organisms show evidence of change over time (e.g. evolution, natural selection, structures, behaviors, and biochemistry).
   1 - Change

Color Crazy

NONE

Deadly Links (see Hazardous Links)

Deer Crossing

LS2 - Energy flows and matter recycles through an ecosystem.
   1 - Environment

LS3 - Groups of organisms show evidence of change over time (e.g. evolution, natural selection, structures, behaviors, and biochemistry).
   1 - Change

SPS3 - Personal, Social, and Technological Perspectives.
   2 - Common Environmental Issues, Natural Resources Management and Conservation

SPS4 - Science Skills for Information, Communication and Media Literacy.
   1 – Information and Media Literacy
   2 - Communication Skills

Deer Dilemma

LS2 - Energy flows and matter recycles through an ecosystem.
   1 - Environment

LS3 - Groups of organisms show evidence of change over time (e.g. evolution, natural selection, structures, behaviors, and biochemistry).
   1 - Change

SPS1 - Scientific Inquiry and Critical Thinking Skills.
   4 - Representing and Understanding Results of Investigations
Deer Dilemma (cont.)

SPS3 - Personal, Social, and Technological Perspectives.
   2 - Common Environmental Issues, Natural Resources Management and Conservation

SPS4 - Science Skills for Information, Communication and Media Literacy.
   2 - Communication Skills
   6 - Interpersonal and Collaborative Skills

Does Wildlife Sell?

NONE

Drawing on Nature

NONE

Dropping in on Deer

LS5 - The growth of scientific knowledge in Life Science has been advanced through the development of technology and is used (alone or in combination with other sciences) to identify, understand and solve local and global issues.
   4 – Career Technical Education Connections

SPS1 - Scientific Inquiry and Critical Thinking Skills.
   1 - Making Observations and Asking Questions
   3 - Conducting Scientific Investigations
   4 - Representing and Understanding Results of Investigations

SPS3 - Personal, Social, and Technological Perspectives.
   2 - Common Environmental Issues, Natural Resources Management and Conservation

Eco-Enrichers

LS2 - Energy flows and matter recycles through an ecosystem.
   1 - Environment
   3 - Recycling of Materials
Eco-Enrichers (cont.)

**LS5** - The growth of scientific knowledge in Life Science has been advanced through the development of technology and is used (alone or in combination with other sciences) to identify, understand and solve local and global issues.

  2 - Tools

**SPS1** - Scientific Inquiry and Critical Thinking Skills.

  1 - Making Observations and Asking Questions
  3 - Conducting Scientific Investigations
  4 - Representing and Understanding Results of Investigations

Ecosystem Facelift

**LS1** - All living organisms have identifiable structures and characteristics that allow for survival (organisms, populations, & species).

  2 - Living Things and Organization

**LS2** - Energy flows and matter recycles through an ecosystem.

  1 - Environment
  3 - Recycling of Materials

**LS3** - Groups of organisms show evidence of change over time (e.g. evolution, natural selection, structures, behaviors, and biochemistry).

  1 - Change

**SPS2** - Unifying Concepts of Science

  2 - Systems and Energy

**SPS3** - Personal, Social, and Technological Perspectives.

  2 - Common Environmental Issues, Natural Resources Management and Conservation

**SPS4** - Science Skills for Information, Communication and Media Literacy.

  2 - Communication Skills

Energy Pipeline

**LS2** - Energy flows and matter recycles through an ecosystem.

  2 - Flow of Energy
  3 - Recycling of Materials
Energy Pipeline (cont.)

SPS1 - Scientific Inquiry and Critical Thinking Skills.
   4 - Representing and Understanding Results of Investigations

Enviro-Ethics

ESS4 - The growth of scientific knowledge in Earth Space Science has been advanced through the development of technology and is used (alone or in combination with other sciences) to identify, understand and solve local and global issues.
   3 – Social Issues (Local and Global): Uses of Earth Materials and Environmental Change

SPS3 - Personal, Social, and Technological Perspectives.
   2 - Common Environmental Issues, Natural Resources Management and Conservation

SPS4 - Science Skills for Information, Communication and Media Literacy
   9 – Social Responsibility

Environmental Barometer

LS1 - All living organisms have identifiable structures and characteristics that allow for survival (organisms, populations, & species).
   2 - Living Things and Organization

LS2 - Energy flows and matter recycles through an ecosystem.
   1 - Environment

SPS1 - Scientific Inquiry and Critical Thinking Skills.
   1 - Making Observations and Asking Questions
   4 - Representing and Understanding Results of Investigations

Ethi-Reasoning

SPS1 - Scientific Inquiry and Critical Thinking Skills.
   4 - Representing and Understanding Results of Investigations

SPS3 - Personal, Social, and Technological Perspectives.
   2 - Common Environmental Issues, Natural Resources Management and Conservation
Ethi-Reasoning (cont.)

SPS4 - Science Skills for Information, Communication and Media Literacy.
   6 - Interpersonal and Collaborative Skills

Ethi-Thinking

SPS4 - Science Skills for Information, Communication and Media Literacy.
   2 - Communication Skills
   3 - Critical Thinking and Systems Thinking

Everybody Needs a Home

LS1 - All living organisms have identifiable structures and characteristics that allow for survival (organisms, populations, & species).
   2 - Living Things and Organization

LS4 - Humans are similar to other species in many ways, and yet are unique among Earth’s life forms.
   4 - Human Identity

Fire Ecologies

LS2 - Energy flows and matter recycles through an ecosystem.
   1 - Environment

LS3 - Groups of organisms show evidence of change over time (e.g. evolution, natural selection, structures, behaviors, and biochemistry).
   1 - Change

SPS1 - Scientific Inquiry and Critical Thinking Skills.
   1 - Making Observations and Asking Questions

SPS3 - Personal, Social, and Technological Perspectives.
   2 - Common Environmental Issues, Natural Resources Management and Conservation

SPS4 - Science Skills for Information, Communication and Media Literacy.
   2 - Communication Skills
First Impressions

**LS2** - Energy flows and matter recycles through an ecosystem.
  1 - Environment
  3 - Recycling of Materials

**SPS4** - Science Skills for Information, Communication and Media Literacy.
  2 - Communication Skills

Flip the Switch for Wildlife

**LS2** - Energy flows and matter recycles through an ecosystem.
  1 - Environment

**PS2** - Energy is necessary for change to occur in matter. Energy can be stored, transferred and transformed, but cannot be destroyed.
  3 - Energy

**PS4** - The growth of scientific knowledge in Physical Science has been advanced through the development of technology and is used (alone or in combination with other sciences) to identify, understand and solve local and global issues.
  3 – Social Issues (Local and Global): Energy, Power, And Transportation & Manufacturing

**SPS3** - Personal, Social, and Technological Perspectives.
  2 - Common Environmental Issues, Natural Resources Management and Conservation

**SPS4** - Science Skills for Information, Communication and Media Literacy.
  1 - Information and Media Literacy

For Your Eyes Only

NONE

Forest in a Jar

**LS2** - Energy flows and matter recycles through an ecosystem.
  1 - Environment
Forest in a Jar (cont.)

**LS3** - Groups of organisms show evidence of change over time (e.g. evolution, natural selection, structures, behaviors, and biochemistry).
   1 - Change

**SPS1** - Scientific Inquiry and Critical Thinking Skills.
   1 - Making Observations and Asking Questions
   2 - Designing Scientific Investigations
   3 - Conducting Scientific Investigations
   4 - Representing and Understanding Results of Investigations

From Bison to Bread: The American Prairie

**LS2** - Energy flows and matter recycles through an ecosystem.
   1 - Environment
   2 - Flow of Energy

**LS3** - Groups of organisms show evidence of change over time (e.g. evolution, natural selection, structures, behaviors, and biochemistry).
   1 - Change

**SPS1** - Scientific Inquiry and Critical Thinking Skills.
   4 - Representing and Understanding Results of Investigations

**SPS4** - Science Skills for Information, Communication and Media Literacy.
   1 – Information and Media Literacy
   2 - Communication Skills

Good Buddies

**LS1** - All living organisms have identifiable structures and characteristics that allow for survival (organisms, populations, & species).
   1 - Classification
   2 - Living Things and Organization

**LS2** - Energy flows and matter recycles through an ecosystem.
   3 - Recycling of Materials

**LS3** - Groups of organisms show evidence of change over time (e.g. evolution, natural selection, structures, behaviors, and biochemistry).
   3 – Natural Selection
Good Buddies (cont.)

SPS1 - Scientific Inquiry and Critical Thinking Skills.
   4 - Representing and Understanding Results of Investigations

SPS4 - Science Skills for Information, Communication and Media Literacy.
   1 - Information and Media Literacy
   2 - Communication Skills

Graphananimal

LS2 - Energy flows and matter recycles through an ecosystem.
   1 - Environment

SPS1 - Scientific Inquiry and Critical Thinking Skills.
   1 - Making Observations and Asking Questions

SPS1 – Scientific Inquiry and Critical Thinking Skills.
   4 - Representing and Understanding Results of Investigations

Grasshopper Gravity

LS1 - All living organisms have identifiable structures and characteristics that allow for survival (organisms, populations, & species).
   2 - Living Things and Organization

LS5 - The growth of scientific knowledge in Life Science has been advanced through the development of technology and is used (alone or in combination with other sciences) to identify, understand and solve local and global issues.
   2 - Tools

SPS1 – Scientific Inquiry and Critical Thinking Skills.
   1 - Making Observations and Asking Questions

SPS2 – Unifying Concepts of Science.
   5 - Form and Function
Habitat Lap Sit

**LS1** - All living organisms have identifiable structures and characteristics that allow for survival (organisms, populations, & species).
   2 - Living Things and Organization

**LS2** - Energy flows and matter recycles through an ecosystem.
   1 - Environment

**LS3** - Groups of organisms show evidence of change over time (e.g. evolution, natural selection, structures, behaviors, and biochemistry).
   1 - Change

**SPS2** - Unifying Concepts of Science
   2 - Systems and Energy

Habitat Rummy

**LS1** - All living organisms have identifiable structures and characteristics that allow for survival (organisms, populations, & species).
   2 - Living Things and Organization

**LS2** - Energy flows and matter recycles through an ecosystem.
   2 - Flow of Energy

**SPS4** - Science Skills for Information, Communication and Media Literacy.
   1 - Information and Media Literacy

Habitracks

**LS1** - All living organisms have identifiable structures and characteristics that allow for survival (organisms, populations, & species).
   2 - Living Things and Organization

**SPS1** - Scientific Inquiry and Critical Thinking Skills.
   1 - Making Observations and Asking Questions
   2 - Designing Scientific Investigations
Habitrekking

**LS1** - All living organisms have identifiable structures and characteristics that allow for survival (organisms, populations, & species).
  2 - Living Things and Organization

**LS2** - Energy flows and matter recycles through an ecosystem.
  1 - Environment

**LS4** - Humans are similar to other species in many ways, and yet are unique among Earth’s life forms.
  4 - Human Identity

**LS5** - The growth of scientific knowledge in Life Science has been advanced through the development of technology and is used (alone or in combination with other sciences) to identify, understand and solve local and global issues.
  2 - Tools

**SPS1** - Scientific Inquiry and Critical Thinking Skills.
  1 - Making Observations and Asking Questions

Hazardous Links, Possible Solutions (Deadly Links)

**LS2** - Energy flows and matter recycles through an ecosystem.
  1 - Environment
  3 - Recycling of Materials

**LS3** - Groups of organisms show evidence of change over time (e.g. evolution, natural selection, structures, behaviors, and biochemistry).
  1 - Change

**LS5** - The growth of scientific knowledge in Life Science has been advanced through the development of technology and is used (alone or in combination with other sciences) to identify, understand and solve local and global issues.
  3 – Social Issues (Local and Global): Medical Technology and Biotechnology

**SPS1** - Scientific Inquiry and Critical Thinking Skills.
  4 - Representing and Understanding Results of Investigations

**SPS4** - Science Skills for Information, Communication and Media Literacy.
  1 - Information and Media Literacy
Here Today, Gone Tomorrow

LS3 - Groups of organisms show evidence of change over time (e.g. evolution, natural selection, structures, behaviors, and biochemistry).
   1 - Change

SPS1 - Scientific Inquiry and Critical Thinking Skills.
   4 - Representing and Understanding Results of Investigations

SPS4 - Science Skills for Information, Communication and Media Literacy.
   1 - Information and Media Literacy

History of Wildlife Management

LS3 - Groups of organisms show evidence of change over time (e.g. evolution, natural selection, structures, behaviors, and biochemistry).
   1 - Change

SPS4 - Science Skills for Information, Communication and Media Literacy.
   1 - Information and Media Literacy

How Many Bears Can Live in This Forest?

LS2 - Energy flows and matter recycles through an ecosystem.
   1 – Environment
   2 – Flow of Energy

LS3 - Groups of organisms show evidence of change over time (e.g. evolution, natural selection, structures, behaviors, and biochemistry).
   1 – Change
   3 – Natural Selection

SPS1 - Scientific Inquiry and Critical Thinking Skills.
   1 - Making Observations and Asking Questions

SPS1 - Scientific Inquiry and Critical Thinking Skills.
   4 - Representing and Understanding Results of Investigations
I'm Thirsty

**LS1** - All living organisms have identifiable structures and characteristics that allow for survival (organisms, populations, & species).
   2 - Living Things and Organization

**LS3** - Groups of organisms show evidence of change over time (e.g. evolution, natural selection, structures, behaviors, and biochemistry).
   3 – Natural Selection

**SPS1** - Scientific Inquiry and Critical Thinking Skills.
   4 - Representing and Understanding Results of Investigations

Improving Wildlife Habitat in the Community

**LS2** - Energy flows and matter recycles through an ecosystem.
   1 - Environment

**LS3** - Groups of organisms show evidence of change over time (e.g. evolution, natural selection, structures, behaviors, and biochemistry).
   1 - Change

**LS5** - The growth of scientific knowledge in Life Science has been advanced through the development of technology and is used (alone or in combination with other sciences) to identify, understand and solve local and global issues.
   1- Design Technology

**SPS3** - Personal, Social, and Technological Perspectives.
   2 - Common Environmental Issues, Natural Resources Management and Conservation
   3 - Science and Technology; Technological Design and Application

**SPS4** - Science Skills for Information, Communication and Media Literacy.
   2 - Communication Skills
   4 - Problem Identification, Formulation, and Solution

Interview a Spider

**LS1** - All living organisms have identifiable structures and characteristics that allow for survival (organisms, populations, & species).
   2 - Living Things and Organization
Interview a Spider (cont.)

SPS4 - Science Skills for Information, Communication and Media Literacy.
   1 - Information and Media Literacy

SPS4 - Science Skills for Information, Communication and Media Literacy.
   2 - Communication Skills

Know Your Legislation: What's In It for Wildlife?

NONE

Learning to Look, Looking to See

SPS1 - Scientific Inquiry and Critical Thinking Skills.
   1 - Making Observations and Asking Questions

Let's Talk Turkey

LS3 - Groups of organisms show evidence of change over time (e.g. evolution, natural selection, structures, behaviors, and biochemistry).
   1 - Change

SPS3 - Personal, Social, and Technological Perspectives.
   2 - Common Environmental Issues, Natural Resources Management and Conservation

SPS4 - Science Skills for Information, Communication and Media Literacy.
   1 - Information and Media Literacy
   2 - Communication Skills

Litter We Know

ESS4 - The growth of scientific knowledge in Earth Space Science has been advanced through the development of technology and is used (alone or in combination with other sciences) to identify, understand and solve local and global issues.
   3 – Social Issues (Local and Global): Uses of Earth Materials and Environmental Change
Litter We Know (cont.)

SPS3 - Personal, Social, and Technological Perspectives.
   1 – Collaboration in Scientific Endeavors
   2 - Common Environmental Issues, Natural Resources Management and Conservation

Lobster in Your Lunch Box

LS1 - All living organisms have identifiable structures and characteristics that allow for survival (organisms, populations, & species).
   1 - Classification

LS2 - Energy flows and matter recycles through an ecosystem.
   2 - Flow of Energy

SPS1 - Scientific Inquiry and Critical Thinking Skills.
   1 - Making Observations and Asking Questions
   4 - Representing and Understanding Results of Investigations

Make A Coat!

LS5 - The growth of scientific knowledge in Life Science has been advanced through the development of technology and is used (alone or in combination with other sciences) to identify, understand and solve local and global issues.
   1- Design Technology

Microtrek Treasure Hunt

LS2 - Energy flows and matter recycles through an ecosystem.
   1 - Environment

LS5 - The growth of scientific knowledge in Life Science has been advanced through the development of technology and is used (alone or in combination with other sciences) to identify, understand and solve local and global issues.
   2 - Tools

SPS1 - Scientific Inquiry and Critical Thinking Skills.
   1 - Making Observations and Asking Questions

SPS4 - Science Skills for Information, Communication and Media Literacy.
   2 - Communication Skills
Migration Barriers

**LS2** - Energy flows and matter recycles through an ecosystem.
   1 - Environment

**LS3** - Groups of organisms show evidence of change over time (e.g. evolution, natural selection, structures, behaviors, and biochemistry).
   1 - Change

**LS4** - Humans are similar to other species in many ways, and yet are unique among Earth’s life forms.
   1 - Behavior

**SPS3** - Personal, Social, and Technological Perspectives.
   2 - Common Environmental Issues, Natural Resources Management and Conservation

Move Over Rover

**LS1** - All living organisms have identifiable structures and characteristics that allow for survival (organisms, populations, & species).
   1 - Classification
   2 - Living Things and Organization

**LS2** - Energy flows and matter recycles through an ecosystem.
   1 - Environment

**SPS1** - Scientific Inquiry and Critical Thinking Skills.
   4 - Representing and Understanding Results of Investigations

**SPS3** - Personal, Social, and Technological Perspectives.
   1 – Collaboration in Scientific Endeavors

**SPS4** - Science Skills for Information, Communication and Media Literacy.
   1 - Information and Media Literacy
   2 - Communication Skills

Museum Search for Wildlife

NONE
Muskox Maneuvers

LS1 - All living organisms have identifiable structures and characteristics that allow for survival (organisms, populations, & species).
  2 - Living Things and Organization

LS3 - Groups of organisms show evidence of change over time (e.g. evolution, natural selection, structures, behaviors, and biochemistry).
  3 – Natural Selection

SPS1 - Scientific Inquiry and Critical Thinking Skills.
  4 - Representing and Understanding Results of Investigations

My Kingdom for a Shelter

LS1 - All living organisms have identifiable structures and characteristics that allow for survival (organisms, populations, & species).
  2 - Living Things and Organization

SPS1 - Scientific Inquiry and Critical Thinking Skills.
  1 - Making Observations and Asking Questions

SPS3 - Personal, Social, and Technological Perspectives.
  3 - Science and Technology; Technological Design and Application

SPS4 - Science Skills for Information, Communication and Media Literacy.
  1 - Information and Media Literacy

No Water Off a Duck's Back

LS1 - All living organisms have identifiable structures and characteristics that allow for survival (organisms, populations, & species).
  2 - Living Things and Organization

LS2 - Energy flows and matter recycles through an ecosystem.
  1 - Environment

LS3 - Groups of organisms show evidence of change over time (e.g. evolution, natural selection, structures, behaviors, and biochemistry).
  1 - Change
No Water Off a Duck's Back (cont.)

SPS1 - Scientific Inquiry and Critical Thinking Skills.
   1 - Making Observations and Asking Questions
   3 - Conducting Scientific Investigations

Noisy Neighbors

LS3 - Groups of organisms show evidence of change over time (e.g. evolution, natural selection, structures, behaviors, and biochemistry).
   1 - Change

LS5 - The growth of scientific knowledge in Life Science has been advanced through the development of technology and is used (alone or in combination with other sciences) to identify, understand and solve local and global issues.
   2 - Tools

SPS1 - Scientific Inquiry and Critical Thinking Skills.
   1 - Making Observations and Asking Questions
   3 - Conducting Scientific Investigations
   4 - Representing and Understanding Results of Investigations

SPS4 - Science Skills for Information, Communication and Media Literacy.
   1 - Information and Media Literacy

Oh Deer!

LS1 - All living organisms have identifiable structures and characteristics that allow for survival (organisms, populations, & species).
   2 - Living Things and Organization

LS2 - Energy flows and matter recycles through an ecosystem.
   1 - Environment

LS3 - Groups of organisms show evidence of change over time (e.g. evolution, natural selection, structures, behaviors, and biochemistry).
   1 - Change

SPS1 - Scientific Inquiry and Critical Thinking Skills.
   4 - Representing and Understanding Results of Investigations

SPS2 - Unifying Concepts of Science.
   4 - Patterns of Change
Owl Pellets

LS1 - All living organisms have identifiable structures and characteristics that allow for survival (organisms, populations, & species).
   1 - Classification

LS2 - Energy flows and matter recycles through an ecosystem.
   2 - Flow of Energy

LS5 - The growth of scientific knowledge in Life Science has been advanced through the development of technology and is used (alone or in combination with other sciences) to identify, understand and solve local and global issues.
   3 – Social Issues (Local and Global): Medical Technology and Biotechnology

SPS1 - Scientific Inquiry and Critical Thinking Skills.
   1 - Making Observations and Asking Questions
   4 - Representing and Understanding Results of Investigations

Pay to Play

NONE

Philosophical Differences

NONE

Planning for People and Wildlife

LS3 - Groups of organisms show evidence of change over time (e.g. evolution, natural selection, structures, behaviors, and biochemistry).
   1 - Change

SPS3 - Personal, Social, and Technological Perspectives.
   2 - Common Environmental Issues, Natural Resources Management and Conservation
   3 - Science and Technology; Technological Design and Application

SPS4 - Science Skills for Information, Communication and Media Literacy.
   1 - Information and Media Literacy
   2 - Communication Skills
   6 - Interpersonal and Collaborative Skills
Planting Animals

**LS1** - All living organisms have identifiable structures and characteristics that allow for survival (organisms, populations, & species).
  2 - Living Things and Organization

**LS3** - Groups of organisms show evidence of change over time (e.g. evolution, natural selection, structures, behaviors, and biochemistry).
  1 - Change

**SPS3** - Personal, Social, and Technological Perspectives.
  2 - Common Environmental Issues, Natural Resources Management and Conservation

**SPS4** - Science Skills for Information, Communication and Media Literacy.
  1 - Information and Media Literacy

Playing Lightly on the Earth

NONE

Polar Bears in Phoenix?

**LS1** - All living organisms have identifiable structures and characteristics that allow for survival (organisms, populations, & species).
  2 - Living Things and Organization

**SPS4** - Science Skills for Information, Communication and Media Literacy.
  4 - Problem Identification, Formulation, and Solution

Power of a Song

NONE

Prairie Memoirs

**LS2** - Energy flows and matter recycles through an ecosystem.
  1 - Environment
Prairie Memoirs (cont.)

LS3 - Groups of organisms show evidence of change over time (e.g. evolution, natural selection, structures, behaviors, and biochemistry).
   1 - Change

SPS4 - Science Skills for Information, Communication and Media Literacy.
   1 - Information and Media Literacy

Pro and Con: Consumptive and Nonconsumptive Uses

NONE

Quick-Frozen Critters

LS1 - All living organisms have identifiable structures and characteristics that allow for survival (organisms, populations, & species).
   2 - Living Things and Organization

LS2 - Energy flows and matter recycles through an ecosystem.
   1 - Environment

LS3 - Groups of organisms show evidence of change over time (e.g. evolution, natural selection, structures, behaviors, and biochemistry).
   3 – Natural Selection

SPS1 - Scientific Inquiry and Critical Thinking Skills.
   4 - Representing and Understanding Results of Investigations

Rainfall and the Forest

LS2 - Energy flows and matter recycles through an ecosystem.
   1 - Environment

SPS1 - Scientific Inquiry and Critical Thinking Skills.
   4 - Representing and Understanding Results of Investigations

SPS2 - Unifying Concepts of Science.
   4 - Patterns of Change
Rainfall and the Forest (cont.)

SPS4 - Science Skills for Information, Communication and Media Literacy.
   1 - Information and Media Literacy

Rare Bird Eggs for Sale

NONE

Riparian Zone

LS2 - Energy flows and matter recycles through an ecosystem.
   1 - Environment

LS3 - Groups of organisms show evidence of change over time (e.g. evolution, natural selection, structures, behaviors, and biochemistry).
   1 - Change

SPS1 - Scientific Inquiry and Critical Thinking Skills.
   4 - Representing and Understanding Results of Investigations

SPS3 - Personal, Social, and Technological Perspectives.
   2 - Common Environmental Issues, Natural Resources Management and Conservation

SPS4 - Science Skills for Information, Communication and Media Literacy.
   1 - Information and Media Literacy
   2 - Communication Skills
   6 - Interpersonal and Collaborative Skills

Saturday Morning Wildlife Watching

NONE

Seed Need

LS2 - Energy flows and matter recycles through an ecosystem.
   3 - Recycling of Materials
Seed Need (cont.)

SPS1 - Scientific Inquiry and Critical Thinking Skills.
   1 - Making Observations and Asking Questions

SPS2 - Unifying Concepts of Science.
   5 - Form and Function

Seeing Is Believing!

LS1 - All living organisms have identifiable structures and characteristics that allow for survival (organisms, populations, & species).
   2 - Living Things and Organization

SPS1 - Scientific Inquiry and Critical Thinking Skills.
   1 - Making Observations and Asking Questions
   4 - Representing and Understanding Results of Investigations

SPS4 - Science Skills for Information, Communication and Media Literacy.
   2 - Communication Skills

Shrinking Habitat

LS2 - Energy flows and matter recycles through an ecosystem.
   1 - Environment

LS3 - Groups of organisms show evidence of change over time (e.g. evolution, natural selection, structures, behaviors, and biochemistry).
   1 - Change

Smokey Bear Said What?

LS2 - Energy flows and matter recycles through an ecosystem.
   1 - Environment

LS3 - Groups of organisms show evidence of change over time (e.g. evolution, natural selection, structures, behaviors, and biochemistry).
   1 - Change

SPS4 - Science Skills for Information, Communication and Media Literacy.
   1 - Information and Media Literacy
   2 - Communication Skills
Spider Web Geometry

LS1 - All living organisms have identifiable structures and characteristics that allow for survival (organisms, populations, & species).
   2 - Living Things and Organization

SPS1 - Scientific Inquiry and Critical Thinking Skills.
   1 - Making Observations and Asking Questions

SPS3 - Personal, Social, and Technological Perspectives.
   3 - Science and Technology; Technological Design and Application

SPS4 - Science Skills for Information, Communication and Media Literacy.
   1 - Information and Media Literacy
   2 - Communication Skills

Stormy Weather

LS2 - Energy flows and matter recycles through an ecosystem.
   1 - Environment

Surprise Terrarium

LS1 - All living organisms have identifiable structures and characteristics that allow for survival (organisms, populations, & species).
   2 - Living Things and Organization

SPS1 - Scientific Inquiry and Critical Thinking Skills.
   1 - Making Observations and Asking Questions

Sustainability: Then, Now, Later

ESS4 - The growth of scientific knowledge in Earth Space Science has been advanced through the development of technology and is used (alone or in combination with other sciences) to identify, understand and solve local and global issues.
   3 – Social Issues (Local and Global): Uses of Earth Materials and Environmental Change

SPS4 - Science Skills for Information, Communication and Media Literacy.
   1 - Information and Media Literacy
   2 - Communication Skills
The Hunter

NONE

Thicket Game

LS1 - All living organisms have identifiable structures and characteristics that allow for survival (organisms, populations, & species).
   2 - Living Things and Organization

LS3 - Groups of organisms show evidence of change over time (e.g. evolution, natural selection, structures, behaviors, and biochemistry).
   3 – Natural Selection

SPS1 - Scientific Inquiry and Critical Thinking Skills.
   1 - Making Observations and Asking Questions

Time Lapse

LS1 - All living organisms have identifiable structures and characteristics that allow for survival (organisms, populations, & species).
   1 - Classification
   2 - Living Things and Organization

LS2 - Energy flows and matter recycles through an ecosystem.
   1 - Environment

LS3 - Groups of organisms show evidence of change over time (e.g. evolution, natural selection, structures, behaviors, and biochemistry).
   1 - Change

SPS1 - Scientific Inquiry and Critical Thinking Skills.
   1 - Making Observations and Asking Questions

SPS2 - Unifying Concepts of Science.
   4 - Patterns of Change

To Zone or Not to Zone

LS2 - Energy flows and matter recycles through an ecosystem.
   1 - Environment
To Zone or Not to Zone (cont.)

**LS3** - Groups of organisms show evidence of change over time (e.g. evolution, natural selection, structures, behaviors, and biochemistry).

1 - Change

**SPS3** - Personal, Social, and Technological Perspectives.

2 - Common Environmental Issues, Natural Resources Management and Conservation

**SPS4** - Science Skills for Information, Communication and Media Literacy.

1 - Information and Media Literacy
6 - Interpersonal and Collaborative Skills

Too Close for Comfort

**LS4** - Humans are similar to other species in many ways, and yet are unique among Earth’s life forms.

1 - Behavior

**SPS3** - Personal, Social, and Technological Perspectives.

2 - Common Environmental Issues, Natural Resources Management and Conservation

Tracks!

**LS1** - All living organisms have identifiable structures and characteristics that allow for survival (organisms, populations, & species).

2 - Living Things and Organization

**SPS1** - Scientific Inquiry and Critical Thinking Skills.

1 - Making Observations and Asking Questions

Turkey Trouble

**LS2** - Energy flows and matter recycles through an ecosystem.

1 - Environment

**LS3** - Groups of organisms show evidence of change over time (e.g. evolution, natural selection, structures, behaviors, and biochemistry).

1 - Change
Turkey Trouble (cont.)

**SPS1** - Scientific Inquiry and Critical Thinking Skills.
   4 - Representing and Understanding Results of Investigations

Urban Nature Search

**LS1** - All living organisms have identifiable structures and characteristics that allow for survival (organisms, populations, & species).
   2 - Living Things and Organization

**LS2** - Energy flows and matter recycles through an ecosystem.
   1 - Environment

**SPS1** - Scientific Inquiry and Critical Thinking Skills.
   1 - Making Observations and Asking Questions

We're in This Together

NONE

What Bear Goes Where?

**LS1** - All living organisms have identifiable structures and characteristics that allow for survival (organisms, populations, & species).
   1 - Classification
   2 - Living Things and Organization

**SPS4** - Science Skills for Information, Communication and Media Literacy.
   2 - Communication Skills

What Did Your Lunch Cost Wildlife?

**LS3** - Groups of organisms show evidence of change over time (e.g. evolution, natural selection, structures, behaviors, and biochemistry).
   1 - Change
What Did Your Lunch Cost Wildlife? (cont.)

**LS5** - The growth of scientific knowledge in Life Science has been advanced through the development of technology and is used (alone or in combination with other sciences) to identify, understand and solve local and global issues.

1 – Design Technology

**SPS4** - Science Skills for Information, Communication and Media Literacy.

1 - Information and Media Literacy
2 - Communication Skills

What You Wear Is What They Were

**LS5** - The growth of scientific knowledge in Life Science has been advanced through the development of technology and is used (alone or in combination with other sciences) to identify, understand and solve local and global issues.

1 - Design Technology

**SPS1** - Scientific Inquiry and Critical Thinking Skills.

1 - Making Observations and Asking Questions

What's for Dinner?

**LS2** - Energy flows and matter recycles through an ecosystem.

2 - Flow of Energy
3 - Recycling of Materials

**SPS1** - Scientific Inquiry and Critical Thinking Skills.

4 - Representing and Understanding Results of Investigations

What's That, Habitat?

**LS1** - All living organisms have identifiable structures and characteristics that allow for survival (organisms, populations, & species).

2 - Living Things and Organization

**LS4** - Humans are similar to other species in many ways, and yet are unique among Earth’s life forms.

4 - Human Identity
What's Wild?

**LS1** - All living organisms have identifiable structures and characteristics that allow for survival (organisms, populations, & species).
   1 - Classification

**SPS1** - Scientific Inquiry and Critical Thinking Skills.
   1 - Making Observations and Asking Questions

**SPS4** - Science Skills for Information, Communication and Media Literacy.
   1 - Information and Media Literacy

Which Niche?

**LS2** - Energy flows and matter recycles through an ecosystem.
   3 - Recycling of Materials

**SPS4** - Science Skills for Information, Communication and Media Literacy.
   1 - Information and Media Literacy
   2 - Communication Skills

Who Fits Here?

**LS1** - All living organisms have identifiable structures and characteristics that allow for survival (organisms, populations, & species).
   1 - Classification

**LS1** - All living organisms have identifiable structures and characteristics that allow for survival (organisms, populations, & species).
   2 - Living Things and Organization

**LS2** - Energy flows and matter recycles through an ecosystem.
   1 - Environment

**LS3** - Groups of organisms show evidence of change over time (e.g. evolution, natural selection, structures, behaviors, and biochemistry).
   1 - Change

**SPS1** - Scientific Inquiry and Critical Thinking Skills.
   1 - Making Observations and Asking Questions
Who Fits Here? (cont.)

SPS4 - Science Skills for Information, Communication and Media Literacy.
   1 - Information and Media Literacy
   2 - Communication Skills

Wild Bill's Fate

NONE

Wild Words

NONE

Wildlife on Coins and Stamps

NONE

Wildlife Bibliography

NONE

Wildlife in National Symbols

NONE

Wildlife Is Everywhere!

LS1 - All living organisms have identifiable structures and characteristics that allow for survival (organisms, populations, & species).
   2 - Living Things and Organization

SPS1 - Scientific Inquiry and Critical Thinking Skills.
   1 - Making Observations and Asking Questions
Wildlife Issues: Community Attitude Survey

NONE

Wildlife Research

SPS1 - Scientific Inquiry and Critical Thinking Skills.
1 - Making Observations and Asking Questions
2 - Designing Scientific Investigations
3 - Conducting Scientific Investigations
4 - Representing and Understanding Results of Investigations

Wildwork

LS5 - The growth of scientific knowledge in Life Science has been advanced through the development of technology and is used (alone or in combination with other sciences) to identify, understand and solve local and global issues.
   4 – Career Technical Education Connections

SPS4 - Science Skills for Information, Communication and Media Literacy.
1 - Information and Media Literacy
2 - Communication Skills

World Travelers

LS2 - Energy flows and matter recycles through an ecosystem.
   1 - Environment

LS3 - Groups of organisms show evidence of change over time (e.g. evolution, natural selection, structures, behaviors, and biochemistry).
   1 - Change

SPS1 - Scientific Inquiry and Critical Thinking Skills.
   1 - Making Observations and Asking Questions
   3 - Conducting Scientific Investigations
   4 - Representing and Understanding Results of Investigations

SPS3 - Personal, Social, and Technological Perspectives.
   2 - Common Environmental Issues, Natural Resources Management and Conservation
World Travelers (cont.)

SPS4 - Science Skills for Information, Communication and Media Literacy.
1 - Information and Media Literacy
2 - Communication Skills
Project WILD
Aquatic Activities
Alice In Waterland

ESS1 – The Earth and Earth materials, as we know them today, have developed over long periods of time, through constant change processes.
7 – Water

ESS4 - The growth of scientific knowledge in Earth Space Science has been advanced through the development of technology and is used (alone or in combination with other sciences) to identify, understand and solve local and global issues.
3 - Social Issues (Local And Global): Uses Of Earth Materials & Environmental Change

SPS1 – Scientific Inquiry and Critical Thinking Skills
1 – Making Observations and Asking Questions
4 – Representing and Understanding the Results of Investigations

SPS3 – Personal, Social, and Technological Perspectives
2 – Common Environmental Issues, Natural Resources Management and Conservation

Aqua Words

NONE

Aquatic Roots

LS1 - All living organisms have identifiable structures and characteristics that allow for survival (organisms, populations, & species).
1 – Classification
2 – Living Things and Organization

SPS4 – Science Skills for Information, Communication and Media Literacy
1 – Information and Media Literacy
2 – Communication Skills

Aquatic Times

NONE
**Are You Me?**

**LS1** - All living organisms have identifiable structures and characteristics that allow for survival (organisms, populations, & species).
   1 – Classification
   3 – Reproduction

**SPS1** – Scientific Inquiry and Critical Thinking Skills
   1 – Making Observations and Asking Questions
   4 – Representing and Understanding the Results of Investigations

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**Blue-Ribbon Niche**

**LS1** - All living organisms have identifiable structures and characteristics that allow for survival (organisms, populations, & species).
   1 - Classification

**LS2** - Energy flows and matter recycles through an ecosystem.
   1 – Environment

**LS3** - Groups of organisms show evidence of change over time (e.g. evolution, natural selection, structures, behaviors, and biochemistry).
   1 – Change

**ESS4** - The growth of scientific knowledge in Earth Space Science has been advanced through the development of technology and is used (alone or in combination with other sciences) to identify, understand and solve local and global issues.
   3 - Social Issues (Local And Global): Uses Of Earth Materials & Environmental Change

**SPS4** – Science Skills for Information, Communication and Media Literacy
   1 – Information and Media Literacy
   5 – Creativity and Intellectual Curiosity

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**Dam Design**

**ESS4** - The growth of scientific knowledge in Earth Space Science has been advanced through the development of technology and is used (alone or in combination with other sciences) to identify, understand and solve local and global issues.
   3 - Social Issues (Local And Global): Uses Of Earth Materials & Environmental Change
A Handbook Linking Project WILD’s K-12 Activity Guide to New Hampshire’s Frameworks for Science Literacy (K-12)

Dam Design (cont.)

SPS3 – Personal, Social, and Technological Perspectives
  2 – Common Environmental Issues, Natural Resources Management and Conservation
  3 – Science and Technology; Technological Design and Application

SPS4 – Science Skills for Information, Communication and Media Literacy
  1 – Information and Media Literacy
  2 – Communication Skills
  3 – Critical Thinking and Systems Thinking

Designing a Habitat

LS1 - All living organisms have identifiable structures and characteristics that allow for survival (organisms, populations, & species).
  2 – Living Things and Organization
  3 – Reproduction

LS2 - Energy flows and matter recycles through an ecosystem.
  2 – Flow of Energy

SPS2 – Unifying Concepts of Science
  2 – Systems and Energy
  3 – Models and Scale

SPS3 – Personal, Social, and Technological Perspectives
  2 – Common Environmental Issues, Natural Resources Management and Conservation

SPS4 – Science Skills for Information, Communication and Media Literacy
  1 – Information and Media Literacy

Dragonfly Pond

LS3 - Groups of organisms show evidence of change over time (e.g. evolution, natural selection, structures, behaviors, and biochemistry).
  1 - Change
**Dragonfly Pond (cont.)**

**ESS4** - The growth of scientific knowledge in Earth Space Science has been advanced through the development of technology and is used (alone or in combination with other sciences) to identify, understand and solve local and global issues.

3 - Social Issues (Local And Global): Uses Of Earth Materials & Environmental Change

**SPS2** – Unifying Concepts of Science

2 – Systems and Energy

**SPS3** – Personal, Social, and Technological Perspectives

2 – Common Environmental Issues, Natural Resources Management and Conservation

**SPS4** – Science Skills for Information, Communication and Media Literacy

6 – Interpersonal and Collaborative Skills

**Eat and Glow**

**LS1** - All living organisms have identifiable structures and characteristics that allow for survival (organisms, populations, & species).

2 – Living Things and Organization

**LS2** - Energy flows and matter recycles through an ecosystem.

1 – Environment

**LS3** - Groups of organisms show evidence of change over time (e.g. evolution, natural selection, structures, behaviors, and biochemistry).

1 - Change

3 – Natural Selection

**LS4** - Humans are similar to other species in many ways, and yet are unique among Earth’s life forms.

1 - Behavior

**SPS1** – Scientific Inquiry and Critical Thinking Skills

1 – Making Observations and Asking Questions

3 – Conducting Scientific Investigations

4 – Representing and Understanding the Results of Investigations

**SPS3** – Personal, Social, and Technological Perspectives

2 – Common Environmental Issues, Natural Resources Management and Conservation

Edge of Home

**LS2** - Energy flows and matter recycles through an ecosystem.
   1 – Environment

**LS3** - Groups of organisms show evidence of change over time (e.g. evolution, natural selection, structures, behaviors, and biochemistry).
   1 - Change
   3 – Natural Selection

**SPS1** – Scientific Inquiry and Critical Thinking Skills
   1 – Making Observations and Asking Questions
   4 – Representing and Understanding the Results of Investigations

**SPS3** – Personal, Social, and Technological Perspectives
   2 – Common Environmental Issues, Natural Resources Management and Conservation

Facts and Falsehoods

*NONE*

Fashion A Fish

**LS1** - All living organisms have identifiable structures and characteristics that allow for survival (organisms, populations, & species).
   1 - Classification
   2 – Living Things and Organization

**LS3** - Groups of organisms show evidence of change over time (e.g. evolution, natural selection, structures, behaviors, and biochemistry).
   3 – Natural Selection

**SPS1** – Scientific Inquiry and Critical Thinking Skills
   1 – Making Observations and Asking Questions

**SPS2** – Unifying Concepts of Science
   5 – Form and Function

**SPS4** – Science Skills for Information, Communication and Media Literacy
   2 – Communication Skills
Fishy Who's Who

**LS1** - All living organisms have identifiable structures and characteristics that allow for survival (organisms, populations, & species).

2 – Living Things and Organization

**SPS1** – Scientific Inquiry and Critical Thinking Skills

1 – Making Observations and Asking Questions

4 – Representing and Understanding the Results of Investigations

**SPS4** – Science Skills for Information, Communication and Media Literacy

1 – Information and Media Literacy

The Glass Menagerie

**LS2** - Energy flows and matter recycles through an ecosystem.

1 – Environment

**LS3** - Groups of organisms show evidence of change over time (e.g. evolution, natural selection, structures, behaviors, and biochemistry).

1 - Change

**LS5** - The growth of scientific knowledge in Life Science has been advanced through the development of technology and is used (alone or in combination with other sciences) to identify, understand and solve local and global issues.

2 - Tools

**SPS1** – Scientific Inquiry and Critical Thinking Skills

1 – Making Observations and Asking Questions

3 – Conducting Scientific Investigations

4 – Representing and Understanding the Results of Investigations

**SPS3** – Personal, Social, and Technological Perspectives

2 – Common Environmental Issues, Natural Resources Management and Conservation

Hooks and Ladders

**LS1** - All living organisms have identifiable structures and characteristics that allow for survival (organisms, populations, & species).

3 – Reproduction
Hooks and Ladders (cont.)

**LS2** - Energy flows and matter recycles through an ecosystem.
   1 – Environment

**LS3** - Groups of organisms show evidence of change over time (e.g. evolution, natural selection, structures, behaviors, and biochemistry).
   1 – Change
   3 – Natural Selection

**LS4** - Humans are similar to other species in many ways, and yet are unique among Earth’s life forms.
   1 – Behavior

**SPS1** – Scientific Inquiry and Critical Thinking Skills
   1 – Making Observations and Asking Questions
   4 – Representing and Understanding the Results of Investigations

**SPS4** – Science Skills for Information, Communication and Media Literacy
   6 – Interpersonal and Collaborative Skills

How Wet Is Our Planet?

**ESS1** – The Earth and Earth materials, as we know them today, have developed over long periods of time, through constant change processes.
   7 – Water

**SPS1** – Scientific Inquiry and Critical Thinking Skills
   1 – Making Observations and Asking Questions
   4 – Representing and Understanding the Results of Investigations

Kelp Help

**LS1** - All living organisms have identifiable structures and characteristics that allow for survival (organisms, populations, & species).
   2 – Living Things and Organization

**SPS4** – Science Skills for Information, Communication and Media Literacy
   1 – Information and Media Literacy
   2 – Communication Skills
Living Research: Aquatic Heroes and Heroines

Marsh Munchers

**LS1** - All living organisms have identifiable structures and characteristics that allow for survival (organisms, populations, & species).

2 – Living Things and Organization

**LS2** - Energy flows and matter recycles through an ecosystem.

1 – Environment

2 – Flow of Energy

**SPS1** – Scientific Inquiry and Critical Thinking Skills

1 – Making Observations and Asking Questions

4 – Representing and Understanding the Results of Investigations

Mermaids and Manatees

Micro Odyssey

**LS1** - All living organisms have identifiable structures and characteristics that allow for survival (organisms, populations, & species).

1 - Classification

**LS2** - Energy flows and matter recycles through an ecosystem.

1 – Environment

**LS5** - The growth of scientific knowledge in Life Science has been advanced through the development of technology and is used (alone or in combination with other sciences) to identify, understand and solve local and global issues.

2 – Tools

**SPS1** – Scientific Inquiry and Critical Thinking Skills

1 – Making Observations and Asking Questions

4 – Representing and Understanding the Results of Investigations
Micro Odyssey (cont.)

SPS4 – Science Skills for Information, Communication and Media Literacy
  5 – Creativity and Intellectual Curiosity

Migration Headache

LS1 - All living organisms have identifiable structures and characteristics that allow for survival (organisms, populations, & species).
  2 – Living Things and Organization

LS2 - Energy flows and matter recycles through an ecosystem.
  1 – Environment

LS3 - Groups of organisms show evidence of change over time (e.g. evolution, natural selection, structures, behaviors, and biochemistry).
  1 – Change

SPS1 – Scientific Inquiry and Critical Thinking Skills
  1 – Making Observations and Asking Questions
  4 – Representing and Understanding the Results of Investigations

SPS3 – Personal, Social, and Technological Perspectives
  2 – Common Environmental Issues, Natural Resources Management and Conservation

Net Gain, Net Effect

LS2 - Energy flows and matter recycles through an ecosystem.
  1 – Environment

LS5 - The growth of scientific knowledge in Life Science has been advanced through the development of technology and is used (alone or in combination with other sciences) to identify, understand and solve local and global issues.
  1 – Design Technology
  3 – Social Issues (Local and Global): Medical Technology and Biotechnology

SPS1 – Scientific Inquiry and Critical Thinking Skills
  1 – Making Observations and Asking Questions
  4 – Representing and Understanding the Results of Investigations
Plastic Jellyfish

**LS2** - Energy flows and matter recycles through an ecosystem.
   1 – Environment

**ESS4** - The growth of scientific knowledge in Earth Space Science has been advanced through the development of technology and is used (alone or in combination with other sciences) to identify, understand and solve local and global issues.
   3 - Social Issues (Local And Global): Uses Of Earth Materials & Environmental Change

**SPS1** – Scientific Inquiry and Critical Thinking Skills
   1 – Making Observations and Asking Questions
   4 – Representing and Understanding the Results of Investigations

**SPS3** – Personal, Social, and Technological Perspectives
   2 – Common Environmental Issues, Natural Resources Management and Conservation

Pond Succession

**LS2** - Energy flows and matter recycles through an ecosystem.
   1 – Environment

**LS3** - Groups of organisms show evidence of change over time (e.g. evolution, natural selection, structures, behaviors, and biochemistry).
   1 - Change

**SPS2** – Unifying Concepts of Science
   4 – Patterns of Change

Puddle Wonders!

**LS2** - Energy flows and matter recycles through an ecosystem.
   1 – Environment

**LS3** - Groups of organisms show evidence of change over time (e.g. evolution, natural selection, structures, behaviors, and biochemistry).
   1 - Change
Puddle Wonders! (cont.)

**LS5** - The growth of scientific knowledge in Life Science has been advanced through the development of technology and is used (alone or in combination with other sciences) to identify, understand and solve local and global issues.
2 - Tools

**SPS1** – Scientific Inquiry and Critical Thinking Skills
1 – Making Observations and Asking Questions
4 – Representing and Understanding the Results of Investigations

**SPS3** – Personal, Social, and Technological Perspectives
2 – Common Environmental Issues, Natural Resources Management and Conservation

Riparian Retreat

**LS1** - All living organisms have identifiable structures and characteristics that allow for survival (organisms, populations, & species).
2 – Living Things and Organization

**LS2** - Energy flows and matter recycles through an ecosystem.
1 – Environment

Sea Turtles International

*NONE*

Silt: A Dirty Word

**LS2** - Energy flows and matter recycles through an ecosystem.
1 – Environment

**ESS1** – The Earth and Earth materials, as we know them today, have developed over long periods of time, through constant change processes.
7 – Water

**SPS1** – Scientific Inquiry and Critical Thinking Skills
1 – Making Observations and Asking Questions
4 – Representing and Understanding the Results of Investigations
Sockeye Scents

**LS1** - All living organisms have identifiable structures and characteristics that allow for survival (organisms, populations, & species).
   2 – Living Things and Organization
   3 – Reproduction

**LS2** - Energy flows and matter recycles through an ecosystem.
   1 – Environment

**LS3** - Groups of organisms show evidence of change over time (e.g. evolution, natural selection, structures, behaviors, and biochemistry).
   3 – Natural Selection

**LS4** - Humans are similar to other species in many ways, and yet are unique among Earth’s life forms.
   1 - Behavior

**SPS1** – Scientific Inquiry and Critical Thinking Skills
   1 – Making Observations and Asking Questions
   4 – Representing and Understanding the Results of Investigations

Something’s Fishy Here!

**LS2** - Energy flows and matter recycles through an ecosystem.
   1 – Environment

**LS3** - Groups of organisms show evidence of change over time (e.g. evolution, natural selection, structures, behaviors, and biochemistry).
   1 - Change

**ESS1** – The Earth and Earth materials, as we know them today, have developed over long periods of time, through constant change processes.
   7 – Water

**ESS4** - The growth of scientific knowledge in Earth Space Science has been advanced through the development of technology and is used (alone or in combination with other sciences) to identify, understand and solve local and global issues.
   3 - Social Issues (Local And Global): Uses Of Earth Materials & Environmental Change

**SPS1** – Scientific Inquiry and Critical Thinking Skills
   4 – Representing and Understanding the Results of Investigations
Something's Fishy Here! (cont.)

SPS3 – Personal, Social, and Technological Perspectives
   2 – Common Environmental Issues, Natural Resources Management and Conservation

SPS4 – Science Skills for Information, Communication and Media Literacy
   2 – Communication Skills

To Dam Or Not To Dam

LS2 - Energy flows and matter recycles through an ecosystem.
   1 – Environment

LS3 - Groups of organisms show evidence of change over time (e.g. evolution, natural selection, structures, behaviors, and biochemistry).
   1 - Change

ESS4 - The growth of scientific knowledge in Earth Space Science has been advanced through the development of technology and is used (alone or in combination with other sciences) to identify, understand and solve local and global issues.
   3 - Social Issues (Local And Global): Uses Of Earth Materials & Environmental Change

SPS4 – Science Skills for Information, Communication and Media Literacy
   1 – Information and Media Literacy
   2 – Communication Skills
   6 – Interpersonal and Collaborative Skills

Turtle Hurdles

LS1 - All living organisms have identifiable structures and characteristics that allow for survival (organisms, populations, & species).
   3 – Reproduction

LS2 - Energy flows and matter recycles through an ecosystem.
   1 – Environment

LS3 - Groups of organisms show evidence of change over time (e.g. evolution, natural selection, structures, behaviors, and biochemistry).
   1 - Change
   3 – Natural Selection
Turtle Hurdles (cont.)

SPS1 – Scientific Inquiry and Critical Thinking Skills
  1 – Making Observations and Asking Questions
  4 – Representing and Understanding the Results of Investigations

SPS3 – Personal, Social, and Technological Perspectives
  2 – Common Environmental Issues, Natural Resources Management and Conservation

Water Canaries

LS1 - All living organisms have identifiable structures and characteristics that allow for survival (organisms, populations, & species).
  1 – Classification
  2 – Living Things and Organization

LS2 - Energy flows and matter recycles through an ecosystem.
  1 – Environment

LS3 - Groups of organisms show evidence of change over time (e.g. evolution, natural selection, structures, behaviors, and biochemistry).
  1 – Change

ESS1 - The Earth and Earth materials, as we know them today, have developed over long periods of time, through constant change processes.
  7 – Water

SPS1 – Scientific Inquiry and Critical Thinking Skills
  1 – Making Observations and Asking Questions
  3 – Conducting Scientific Investigations
  4 – Representing and Understanding the Results of Investigations

SPS3 – Personal, Social, and Technological Perspectives
  2 – Common Environmental Issues, Natural Resources Management and Conservation

Water Plant Art

LS1 - All living organisms have identifiable structures and characteristics that allow for survival (organisms, populations, & species).
  2 – Living Things and Organization
**Water We Eating?**

**LS1** - All living organisms have identifiable structures and characteristics that allow for survival (organisms, populations, & species).
   1 – Classification

**LS2** - Energy flows and matter recycles through an ecosystem.
   2 – Flow of Energy

**SPS1** – Scientific Inquiry and Critical Thinking Skills
   1 – Making Observations and Asking Questions

---

**Water Wings**

**ESS1** – The Earth and Earth materials, as we know them today, have developed over long periods of time, through constant change processes.
   7 – Water

---

**Water's Going On?**

**ESS4** - The growth of scientific knowledge in Earth Space Science has been advanced through the development of technology and is used (alone or in combination with other sciences) to identify, understand and solve local and global issues.
   3 - Social Issues (Local And Global): Uses Of Earth Materials & Environmental Change

**SPS1** – Scientific Inquiry and Critical Thinking Skills
   1 – Making Observations and Asking Questions
   4 – Representing and Understanding the Results of Investigations

**SPS3** – Personal, Social, and Technological Perspectives
   2 – Common Environmental Issues, Natural Resources Management and Conservation

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**Watered-Down History**

*NONE*
Watershed

ESS1 – The Earth and Earth materials, as we know them today, have developed over long periods of time, through constant change processes.
  7 – Water

SPS1 – Scientific Inquiry and Critical Thinking Skills
  1 – Making Observations and Asking Questions
  4 – Representing and Understanding the Results of Investigations

Wetland Metaphors

LS2 - Energy flows and matter recycles through an ecosystem.
  1 – Environment

ESS1 -The Earth and Earth materials, as we know them today, have developed over long periods of time, through constant change processes.
  7 – Water

SPS1 – Scientific Inquiry and Critical Thinking Skills
  1 – Making Observations and Asking Questions
  4 – Representing and Understanding the Results of Investigations

SPS3 – Personal, Social, and Technological Perspectives
  1 – Collaboration in Scientific Endeavors

Whale of a Tail

NONE

What's In The Air?

LS2 - Energy flows and matter recycles through an ecosystem.
  1 – Environment

LS3 - Groups of organisms show evidence of change over time (e.g. evolution, natural selection, structures, behaviors, and biochemistry).
  1 - Change
What's In The Air? (cont.)

SPS1 – Scientific Inquiry and Critical Thinking Skills
   1 – Making Observations and Asking Questions
   3 – Conducting Scientific Investigations
   4 – Representing and Understanding the Results of Investigations

SPS3 – Personal, Social, and Technological Perspectives
   2 – Common Environmental Issues, Natural Resources Management and Conservation

What's In The Water?

LS2 - Energy flows and matter recycles through an ecosystem.
   1 – Environment

LS3 - Groups of organisms show evidence of change over time (e.g. evolution, natural selection, structures, behaviors, and biochemistry).
   1 - Change

ESS1 – The Earth and Earth materials, as we know them today, have developed over long periods of time, through constant change processes.
   7 – Water

SPS1 – Scientific Inquiry and Critical Thinking Skills
   4 – Representing and Understanding the Results of Investigations

When a Whale is Right

NONE

Where Does Water Run?

ESS1 – The Earth and Earth materials, as we know them today, have developed over long periods of time, through constant change processes.
   7 – Water

ESS4 - The growth of scientific knowledge in Earth Space Science has been advanced through the development of technology and is used (alone or in combination with other sciences) to identify, understand and solve local and global issues.
   2 – Tools
Where Does Water Run? (cont.)

SPS1 – Scientific Inquiry and Critical Thinking Skills
  1 – Making Observations and Asking Questions
  3 – Conducting Scientific Investigations
  4 – Representing and Understanding the Results of Investigations

SPS3 – Personal, Social, and Technological Perspectives
  2 – Common Environmental Issues, Natural Resources Management and Conservation
  3 – Science and Technology; Technological Design and Application

Where Have All The Salmon Gone?

LS2 - Energy flows and matter recycles through an ecosystem.
  1 – Environment

LS3 - Groups of organisms show evidence of change over time (e.g. evolution, natural selection, structures, behaviors, and biochemistry).
  1 - Change

SPS1 – Scientific Inquiry and Critical Thinking Skills
  4 – Representing and Understanding the Results of Investigations

SPS3 – Personal, Social, and Technological Perspectives
  2 – Common Environmental Issues, Natural Resources Management and Conservation
NH Frameworks for Science Literacy (K-12)
Earth Space Science

ESS1 - The Earth and Earth materials, as we know them today, have developed over long periods of time, through constant change processes.

1. Atmosphere, Climate, & Weather
   None
2. Composition & Features
   None
3. Fossils
   None
4. Observation of the Earth from Space
   None
5. Processes & Rates of Change
   None
6. Rock Cycle
   None
7. Water
   None

ESS2 - The Earth is part of a solar system, made up of distinct parts, which have temporal and spatial interrelationships.

1. Earth, Sun and Moon
   None
2. Energy
   None
3. Solar System
   None
4. View from Earth
   None

ESS3 - The origin and evolution of galaxies and the universe demonstrate fundamental principles of physical science across vast distances and time.

1. Size and Scale
   None
2. Stars and Galaxies
   None
3. Universe
   None
ESS4 - The growth of scientific knowledge in Earth Space Science has been advanced through the development of technology and is used (alone or in combination with other sciences) to identify, understand and solve local and global issues.

1. Design Technology
   None

2. Tools
   None

3. Social Issues (Local and Global)
   Enviro-Ethics
   Litter We Know
   Sustainability: Then, Now, Later

4. Career Technical Education Connections
   None
Life Science

LS1 - All living organisms have identifiable structures and characteristics that allow for survival (organisms, populations, & species).

1. Classification
   And the Wolf Wore Shoes  Owl Pellets
   Animal Charades  Time Lapse
   Good Buddies  What Bear Goes Where?
   Lobster in Your Lunch Box  What's Wild?
   Move Over Rover  Who Fits Here?

2. Living Things and Organization
   Adaptation Artistry  No Water Off a Duck's Back
   Animal Charades  Oh Deer!
   Beautiful Basics  Planting Animals
   Ecosystem Facelift  Polar Bears in Phoenix?
   Environmental Barometer  Quick-Frozen Critters
   Everybody Needs a Home  Seeing Is Believing!
   Good Buddies  Spider Web Geometry
   Grasshopper Gravity  Surprise Terrarium
   Habitat Lap Sit  Thicket Game
   Habitat Rummy  Time Lapse
   Habittracks  Tracks!
   Habitrekking  Urban Nature Search
   I'm Thirsty  What Bear Goes Where?
   Interview a Spider  What's That, Habitat?
   Move Over Rover  Who Fits Here?
   Muskox Maneuvers  Wildlife Is Everywhere!
   My Kingdom for a Shelter

3. Reproduction
   Bearly Growing

LS2 - Energy flows and matter recycles through an ecosystem.

1. Environment
   Back from the Brink  Deer Crossing
   Birds of Prey  Deer Dilemma
   Carrying Capacity  Eco-Enrichers
   Changing the Land  Ecosystem Facelift
   Checks and Balances  Environmental Barometer
   Classroom Carrying Capacity  Fire Ecologies
LS2 - Energy flows and matter recycles through an ecosystem.

1. Environment (cont.)
   - First Impressions
   - Flip the Switch for Wildlife
   - Forest in a Jar
   - From Bison to Bread: The American Prairie
   - Graphpananimal
   - Habitat Lap Sit
   - Habitrekking
   - Hazardous Links, Possible Solutions
   - How Many Bears Can Live in This Forest?
   - Improving Wildlife Habitat in the Community
   - Microtrek Treasure Hunt
   - Migration Barriers

2. Flow of Energy
   - Energy Pipeline
   - From Bison to Bread: The American Prairie
   - Habitat Rummy

3. Recycling of Materials
   - Career Critters
   - Eco-Enrichers
   - Ecosystem Facelift
   - Energy Pipeline
   - First Impressions

LS3 - Groups of organisms show evidence of change over time (e.g. evolution, natural selection, structures, behaviors, and biochemistry).

1. Change
   - Back from the Brink
   - Career Critters
   - Changing the Land
   - Checks and Balances
   - Classroom Carrying Capacity
   - Deer Crossing
   - Deer Dilemma

   - Ecosystem Facelift
   - Fire Ecologies
   - Forest in a Jar
   - From Bison to Bread: The American Prairie
   - Habitat Lap Sit
   - Hazardous Links, Possible Solutions
   - Here Today, Gone Tomorrow
LS3 - Groups of organisms show evidence of change over time (e.g. evolution, natural selection, structures, behaviors, and biochemistry).

1. Change (cont.)
   - History of Wildlife Management
   - Planting Animals
   - How Many Bears Can Live
     - in This Forest?
   - Riparian Zone
   - Improving Wildlife Habitat
     - Shrinking Habitat
   - in the Community
  - Smokey Bear Said What?
   - Let's Talk Turkey
   - Time Lapse
   - Migration Barriers
   - To Zone or Not to Zone
   - No Water Off a Duck's Back
   - Turkey Trouble
   - Noisy Neighbors
   - What Did Your Lunch Cost Wildlife?
   - Oh Deer!
   - Who Fits Here?
   - Planning for People and Wildlife
   - World Travelers

2. Evolution
   - Bottleneck Genes

3. Natural Selection
   - Adaptation Artistry
   - I'm Thirsty
   - Bottleneck Genes
   - Muskox Maneuvers
   - Good Buddies
   - Quick-Frozen Critters
   - How Many Bears Can Live
     - in This Forest?
     - Thicket Game

LS4 - Humans are similar to other species in many ways, and yet are unique among Earth’s life forms.

1. Behavior
   - Migration Barriers
     - Too Close for Comfort

2. Disease
   - None

3. Human identity
   - None
**LS5 -** The growth of scientific knowledge in Life Science has been advanced through the development of technology and is used (alone or in combination with other sciences) to identify, understand and solve local and global issues.

1. **Design Technology**
   - A Picture Is Worth a Thousand Words
   - Improving Wildlife Habitat in the Community
   - Make A Coat!
   - What Did Your Lunch Cost Wildlife?
   - What You Wear Is What They Were

2. **Tools**
   - Eco-Enrichers
   - Grasshopper Gravity
   - Habitrekking
   - Microtrek Treasure Hunt
   - Noisy Neighbors
   - Owl Pellets

3. **Social Issues (Local and Global)**
   - A Picture Is Worth a Thousand Words
   - Career Critters
   - Hazardous Links, Possible Solutions

4. **Career Technical Education Connections**
   - Dropping in on Deer
   - Wildwork
Physical Science

PS1 - All living and nonliving things are composed of matter having characteristic properties that distinguish one substance from another (independent of size/amount of substance).

1. Composition
   None
2. Properties
   None

PS 2 - Energy is necessary for change to occur in matter. Energy can be stored, transferred and transformed, but cannot be destroyed.

1. Change
   None
2. Conservation
   None
3. Energy
   Flip the Switch for Wildlife

PS 3 - The motion of an object is affected by force.

1. Forces
   None
2. Motion
   None

PS4 - The growth of scientific knowledge in Physical Science has been advanced through the development of technology and is used (alone or in combination with other sciences) to identify, understand and solve local and global issues.

1. Design Technology
   None
2. Tools
   None
3. Social Issues (Local and Global)
   Flip the Switch for Wildlife
4. Career Technical Education Connections
   None
Science Process Skills

SPS1: Scientific Inquiry and Critical Thinking Skills

1. Making Observations and Asking Questions

   - A Picture Is Worth a Thousand Words
   - And the Wolf Wore Shoes
   - Animal Charades
   - Ants on a Twig
   - Bearly Growing
   - Bird Song Survey
   - Carrying Capacity
   - Changing the Land
   - Dropping in on Deer
   - Eco-Enrichers
   - Environmental Barometer
   - Fire Ecologies
   - Forest in a Jar
   - Graphanimal
   - Grasshopper Gravity
   - Habitracks
   - Habitrekking
   - How Many Bears Can Live in This Forest?
   - Learning to Look, Looking to See
   - Lobster in Your Lunch Box
   - Microtrek Treasure Hunt
   - No Water Off a Duck's Back
   - Noisy Neighbors
   - Owl Pellets
   - Seed Need
   - Seeing Is Believing!
   - Spider Web Geometry
   - Surprise Terrarium
   - Thicket Game
   - Time Lapse
   - Tracks!
   - Urban Nature Search
   - What You Wear Is What They Were
   - What's Wild?
   - Who Fits Here?
   - Wildlife Is Everywhere!
   - Wildlife Research
   - World Travelers

2. Designing Scientific Investigations

   - Birds of Prey
   - Forest in a Jar
   - Habittrakcs
   - Wildlife Research

3. Conducting Scientific Investigations

   - Bird Song Survey
   - Dropping in on Deer
   - Eco-Enrichers
   - Forest in a Jar
   - No Water Off a Duck's Back
   - Noisy Neighbors
   - Wildlife Research
   - World Travelers

4. Representing and Understanding Results of Investigations

   - A Picture Is Worth a Thousand Words
   - Back from the Brink
   - Bearly Growing
   - Bird Song Survey
4. Representing and Understanding Results of Investigations (cont.)

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<td>Hazardous Links, Possible Solutions</td>
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5. Evaluating Scientific Explanations

*None*

**SPS2:** Unifying Concepts of Science.

1. Nature of Science

*None*

2. Systems and Energy

- Ecosystem Facelift
- Habitat Lap Sit

3. Models and Scale

- Bottleneck Genes

4. Patterns of Change

- Birds of Prey
- Oh Deer!
- Rainfall and the Forest
- Time Lapse

5. Form and Function

- Adaptation Artistry
- Grasshopper Gravity
- Seed Need
SPS3: Personal, Social, and Technological Perspectives

1. Collaboration in Scientific Endeavors
   - Litter We Know
   - Move Over Rover

2. Common Environmental Issues, Natural Resources Management and Conservation
   - Back from the Brink
   - Birod Song Survey
   - Can Do!
   - Career Critters
   - Changing the Land
   - Checks and Balances
   - Deer Crossing
   - Deer Dilemma
   - Dropping in on Deer
   - Ecosystem Facelift
   - Enviro-Ethics
   - Ethi-Reasoning
   - Fire Ecologies
   - Flip the Switch for Wildlife
   - Improving Wildlife Habitat in the Community
   - Let's Talk Turkey
   - Migration Barriers
   - Planning for People and Wildlife
   - Planning Animals
   - Riparian Zone
   - To Zone or Not to Zone
   - Too Close for Comfort
   - World Travelers

3. Science and Technology: Technological Design and Application
   - Back from the Brink
   - Deer Crossing
   - Flip the Switch for Wildlife
   - From Bison to Bread: The American Prairie
   - Habitat Rummy
   - Hazardous Links, Possible Solutions
   - Here Today, Gone Tomorrow
   - History of Wildlife Management
   - Interview a Spider
   - Let's Talk Turkey
   - Move Over Rover
   - My Kingdom for a Shelter
   - Noisy Neighbors

SPS4: Science Skills for Information, Communication and Media Literacy

1. Information and Media Literacy
   - Back from the Brink
   - Deer Crossing
   - Flip the Switch for Wildlife
   - From Bison to Bread: The American Prairie
   - Good Buddies
   - Habitat Rummy
   - Hazardous Links, Possible Solutions
   - Here Today, Gone Tomorrow
   - History of Wildlife Management
   - Interview a Spider
   - Let's Talk Turkey
   - Move Over Rover
   - My Kingdom for a Shelter
   - Noisy Neighbors
   - Planning for People and Wildlife
   - Planning Animals
   - Prairie Memoirs
   - Rainfall and the Forest
   - Riparian Zone
   - Smokey Bear Said What?
   - Spider Web Geometry
   - Sustainability: Then, Now, Later
   - To Zone or Not to Zone
   - What Did Your Lunch Cost Wildlife?
   - What's Wild?
   - Which Niche?
   - Who Fits Here?
   - Wildwork
   - World Travelers
2. Communication Skills
   Back from the Brink
   Changing the Land
   Deer Crossing
   Deer Dilemma
   Ecosystem Facelift
   Ethi-Thinking
   Fire Ecologies
   First Impressions
   From Bison to Bread: The
   American Prairie
   Good Buddies
   Improving Wildlife Habitat
   in the Community
   Interview a Spider
   Let's Talk Turkey
   Microtrek Treasure Hunt
   Move Over Rover
   Planning for People and Wildlife
   Riparian Zone
   Seeing Is Believing!
   Smokey Bear Said What?
   Spider Web Geometry
   Sustainability: Then, Now, Later
   What Bear Goes Where?
   What Did Your Lunch Cost Wildlife?
   Which Niche?
   Who Fits Here?
   Wildwork
   World Travelers

3. Critical Thinking and Systems Thinking
   Ethi-Thinking

4. Problem Identification, Formulation, and Solution
   Adaptation Artistry
   Can Do!
   Improving Wildlife Habitat in the Community
   Polar Bears in Phoenix?

5. Creativity and Intellectual Curiosity
   None

6. Interpersonal and Collaborative Skills
   Changing the Land
   Deer Dilemma
   Ethi-Reasoning
   Planning for People and Wildlife
   Riparian Zone
   To Zone or Not to Zone

7. Self Direction
   None

8. Accountability and Adaptability
   None

9. Social Responsibility
   Enviro-Ethics
Earth Space Science

ESS1 - The Earth and Earth materials, as we know them today, have developed over long periods of time, through constant change processes.

1. Atmosphere, Climate, & Weather
   None

2. Composition & Features
   None

3. Fossils
   None

4. Observation of the Earth from Space
   None

5. Processes & Rates of Change
   None

6. Rock Cycle
   None

7. Water
   Alice In Waterland
   How Wet Is Our Planet?
   Silt: A Dirty Word
   Something's Fishy Here!
   Water Canaries
   Water Wings
   Watershed
   Wetland Metaphors
   What's In The Water?
   Where Does Water Run?

ESS2 - The Earth is part of a solar system, made up of distinct parts, which have temporal and spatial interrelationships.

1. Earth, Sun and Moon
   None

2. Energy
   None

3. Solar System
   None

4. View from Earth
   None
ESS3 - The origin and evolution of galaxies and the universe demonstrate fundamental principles of physical science across vast distances and time.

1. Size and Scale
   None

2. Stars and Galaxies
   None

3. Universe
   None

ESS4 - The growth of scientific knowledge in Earth Space Science has been advanced through the development of technology and is used (alone or in combination with other sciences) to identify, understand and solve local and global issues.

1. Design Technology
   None

2. Tools
   None

3. Social Issues (Local and Global)
   Alice In Waterland
   Plastic Jellyfish
   Blue-Ribbon Niche
   Something's Fishy Here!
   Dam Design
   To Dam Or Not To Dam
   Dragonfly Pond
   Water's Going On?

4. Career Technical Education Connections
   None
**Life Science**

**LS1 - All living organisms have identifiable structures and characteristics that allow for survival (organisms, populations, & species).**

1. **Classification**
   - Aquatic Roots
   - Are You Me?
   - Blue-Ribbon Niche
   - Fashion A Fish
   - Micro Odyssey
   - Water Canaries
   - Water We Eating?

2. **Living Things and Organization**
   - Aquatic Roots
   - Designing a Habitat
   - Eat and Glow
   - Fashion A Fish
   - Fishy Who's Who
   - Kelp Help
   - Marsh Munchers
   - Migration Headache
   - Riparian Retreat
   - Sockeye Scents
   - Water Canaries
   - Water Plant Art

3. **Reproduction**
   - Are You Me?
   - Designing a Habitat
   - Hooks and Ladders
   - Sockeye Scents
   - Turtle Hurdles

**LS2 - Energy flows and matter recycles through an ecosystem.**

1. **Environment**
   - Blue-Ribbon Niche
   - Eat and Glow
   - Edge of Home
   - Hooks and Ladders
   - Marsh Munchers
   - Micro Odyssey
   - Migration Headache
   - Net Gain, Net Effect
   - Plastic Jellyfish
   - Pond Succession
   - Puddle Wonders!
   - Riparian Retreat
   - Silt: A Dirty Word
   - Sockeye Scents
   - Something's Fishy Here!
   - The Glass Menagerie
   - To Dam Or Not To Dam
   - Turtle Hurdles
   - Water Canaries
   - Wetland Metaphors
   - What's In The Air?
   - What's In The Water?
   - Where Have All The Salmon Gone?
2. Flow of Energy
   Designing a Habitat
   Marsh Munchers
   Water We Eating?

3. Recycling of Materials
   None

**LS3** - Groups of organisms show evidence of change over time (e.g. evolution, natural selection, structures, behaviors, and biochemistry).

1. Change
   Blue-Ribbon Niche                             Something's Fishy Here!
   Dragonfly Pond                                The Glass Menagerie
   Eat and Glow                                  To Dam Or Not To Dam
   Edge of Home                                  Turtle Hurdles
   Hooks and Ladders                             Water Canaries
   Migration Headache                            What's In The Air?
   Pond Succession                               What's In The Water?
   Puddle Wonders!                               Where Have All The Salmon Gone?

2. Evolution
   None

3. Natural Selection
   Eat and Glow                                  Hooks and Ladders
   Edge of Home                                  Sockeye Scents
   Fashion A Fish                                Turtle Hurdles

**LS4** - Humans are similar to other species in many ways, and yet are unique among Earth’s life forms.

1. Behavior
   Eat and Glow
   Hooks and Ladders
   Sockeye Scents

2. Disease
   None

3. Human Identity
   Ants on a Twig                                Habittracks
   Beautiful Basics                              Habitrekking
   Everybody Needs a Home                        What's That, Habitat?
LS5 - The growth of scientific knowledge in Life Science has been advanced through the development of technology and is used (alone or in combination with other sciences) to identify, understand and solve local and global issues.

1. Design Technology
   Net Gain, Net Effect

2. Tools
   Micro Odyssey
   Puddle Wonders!
   The Glass Menagerie

3. Social Issues (Local and Global)
   Net Gain, Net Effect

4. Career Technical Education Connections
   None
Physical Science

PS1 - All living and nonliving things are composed of matter having characteristic properties that distinguish one substance from another (independent of size/amount of substance).

1. Composition
   None
2. Properties
   None

PS 2 - Energy is necessary for change to occur in matter. Energy can be stored, transferred and transformed, but cannot be destroyed.

1. Change
   None
2. Conservation
   None
3. Energy
   None

PS 3 - The motion of an object is affected by force.

1. Forces
   None
2. Motion
   None

PS4 - The growth of scientific knowledge in Physical Science has been advanced through the development of technology and is used (alone or in combination with other sciences) to identify, understand and solve local and global issues.

1. Design Technology
   None
2. Tools
   None
3. Social Issues (Local and Global)
   None
4. Career Technical Education Connections
   None
Science Process Skills

SPS1: Scientific Inquiry and Critical Thinking Skills

1. Making Observations and Asking Questions

   Alice In Waterland  Puddle Wonders!
   Are You Me?        Silt: A Dirty Word
   Eat and Glow       Sockeye Scents
   Edge of Home       The Glass Menagerie
   Fashion A Fish     Turtle Hurdles
   Fishy Who's Who    Water Canaries
   Hooks and Ladders  Water We Eating?
   How Wet Is Our Planet? Water's Going On?
   Marsh Munchers     Watershed
   Micro Odyssey      Wetland Metaphors
   Migration Headache What's In The Air?
   Net Gain, Net Effect Where Does Water Run?
   Plastic Jellyfish  

2. Designing Scientific Investigations

   None

3. Conducting Scientific Investigations

   Eat and Glow
   The Glass Menagerie
   Water Canaries
   What's In The Air?
   Where Does Water Run?

4. Representing and Understanding Results of Investigations

   Alice In Waterland  Silt: A Dirty Word
   Are You Me?        Sockeye Scents
   Eat and Glow       Something's Fishy Here!
   Edge of Home       The Glass Menagerie
   Fishy Who's Who    Turtle Hurdles
   Hooks and Ladders  Water Canaries
   How Wet Is Our Planet? Water's Going On?
   Marsh Munchers     Watershed
   Micro Odyssey      Wetland Metaphors
   Migration Headache What's In The Air?
   Net Gain, Net Effect What's In The Water?
   Plastic Jellyfish  Where Does Water Run?
   Puddle Wonders!    Where Have All The Salmon Gone?

5. Evaluating Scientific Explanations

   None
A Handbook Linking Project WILD Aquatic’s K-12 Activity Guide to New Hampshire’s Frameworks for Science Literacy (K-12)

SPS2: Unifying Concepts of Science.

1. Nature of Science
   None

2. Systems and Energy
   Designing a Habitat
   Dragonfly Pond

3. Models and Scale
   Designing a Habitat

4. Patterns of Change
   Pond Succession

5. Form and Function
   Fashion A Fish

SPS3: Personal, Social, and Technological Perspectives

1. Collaboration in Scientific Endeavors
   Wetland Metaphors

2. Common Environmental Issues, Natural Resources Management and Conservation
   Alice In Waterland
   Something's Fishy Here!
   Dam Design
   The Glass Menagerie
   Designing a Habitat
   Turtle Hurdles
   Dragonfly Pond
   Water Canaries
   Eat and Glow
   Water's Going On?
   Edge of Home
   What's In The Air?
   Migration Headache
   Where Does Water Run?
   Plastic Jellyfish
   Where Have All The Salmon Gone?
   Puddle Wonders!

3. Science and Technology; Technological Design and Application
   Dam Design
   Where Does Water Run?

SPS4: Science Skills for Information, Communication and Media Literacy

1. Information and Media Literacy
   Aquatic Roots
   Fishy Who's Who
   Blue-Ribbon Niche
   Kelp Help
   Dam Design
   To Dam Or Not To Dam
   Designing a Habitat
2. Communication Skills
   - Aquatic Roots
   - Dam Design
   - Fashion A Fish
   - Kelp Help
   - Something's Fishy Here!
   - To Dam Or Not To Dam

3. Critical Thinking and Systems Thinking
   - Dam Designs

4. Problem Identification, Formulation, and Solution
   - None

5. Creativity and Intellectual Curiosity
   - None

6. Interpersonal and Collaborative Skills
   - Dragonfly Pond
   - Hooks and Ladders
   - To Dam Or Not To Dam

7. Self Direction
   - None

8. Accountability and Adaptability
   - None

9. Social Responsibility
   - None
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## A Handbook Linking Project WILD and Project WILD Aquatic’s K-12 Activity Guide to New Hampshire’s Frameworks for Science Literacy (K-12)

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# Activity Guide to New Hampshire’s Frameworks for Science Literacy (K-12)

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A Handbook Linking Project WILD and Project WILD Aquatic’s K-12 Activity Guide to New Hampshire’s Frameworks for Science Literacy (K-12)

**Life Science**

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### Science Process Skills *

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<td>Where Does Water Run?</td>
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<td>Where Have All the Salmon Gone?</td>
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* See end of document for abbreviated domains and associated strands.
**Earth Space Science**

**ESS1** - The Earth and Earth materials, as we know them today, have developed over long periods of time, through constant change processes.

**ESS2** - The Earth is part of a solar system, made up of distinct parts, which have temporal and spatial interrelationships.

**ESS3** - The origin and evolution of galaxies and the universe demonstrate fundamental principles of physical science across vast distances and time.

**ESS4** - The growth of scientific knowledge in Earth Space Science has been advanced through the development of technology and is used (alone or in combination with other sciences) to identify, understand and solve local and global issues.

**Life Science**

**LS1** – All living organisms have identifiable structures and characteristics that allow for survival (organisms, populations, & species).

**LS2** – Energy flows and matter recycles through an ecosystem.

**LS3** – Groups of organisms show evidence of change over time (e.g. evolution, natural selection, structures, behaviors, and biochemistry).

**LS4** – Humans are similar to other species in many ways, and yet are unique among Earth’s life.

**LS5** – The growth of scientific knowledge in Life Science has been advanced through development of technology and is used (alone or in combination with other sciences) to identify, understand and solve local and global issues.

**Physical Science**

**PS1** – All living and nonliving things are composed of matter having characteristic properties that distinguish one substance from another (independent of size/amount of substance).

**PS2** – Energy is necessary for change to occur in matter. Energy can be stored, transferred and transformed, but cannot be destroyed.

**PS3** – The motion of an object is affected by force.

**PS4** – The growth of scientific knowledge in Physical Science has been advanced through development of technology and is used (alone or in combination with other sciences) to identify, understand and solve local and global issues.

**Science Process Skills**

**SPS1** – Scientific Inquiry and Critical Thinking Skills

**SPS2** – Unifying Concepts of Science

**SPS3** – Personal, Social, and Technological Perspectives

**SPS4** – Science Skills for Information, Communication and Media Literacy

The complete text for the NH Frameworks for Science Literacy is available online at http://www.ed.state.nh.us.