

| Matrix of Curriculum Connections for Science Courses per Lesson Plan ◆ = direct connections # = extension activity □ = related Feel free to note objectives that you feel are covered and send your ideas to Protected Areas Association! | A Special Place | Visiting PAA | Weaving the Web of Life | Going, Going, Gone | Deforestation Dance | Deforestation Webquest | You Be the Judge | Spruce River | Biodiversity Delimmas | Ecoregions Unit | Our Inheritance, Their Inheritance | Flower's Meadow | Taking a Stand | The Study of Biodiversity | Let's Take Action | Land and Sea Jeopardy | General Connections: | * ERB Activity Sheets | * Challenge 2000 |
|---|---|--------------|-------------------------|--------------------|---------------------|------------------------|------------------|--------------|-----------------------|-----------------|------------------------------------|-----------------|----------------|---------------------------|-------------------|-----------------------|----------------------|-----------------------|------------------|
| | Elementary (grade 4 - 6) Recommended | ✓ | ✓ | ✓ | ✓ | ✓ | | | | | | | | ✓ | ✓ | ✓ | ✓ | | |
| Intermediate (grade 7 - 9) Recommended | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | ✓ | ✓ | ✓ | ✓ | | | ✓ |
| High (grade 10 - 12) Recommended | | | | | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | ✓ |
| Grade 4 Life Science, Habitats | | | | | | | | | | | | | | | | | | | |
| 104-4 compare the results of their investigations to those of others and recognize that results may vary | | ◆ | ◆ | | | | | | | | | | | ◆ | | | | | |
| 104-6 demonstrate that specific terminology is used in science and technology contexts | ◆ | ◆ | ◆ | ◆ | ◆ | | | | | | | | ◆ | ◆ | ◆ | | | | |
| 105-1 identify examples of scientific questions and technological problems that are currently being studied | | ◆ | | | | | | | | | | | | ◆ | | | | | |
| 108-1 identify positive and negative effects of familiar technologies | ◆ | ◆ | ◆ | ◆ | ◆ | | | | | | | | | | ◆ | | | | 1 2 |
| 108-3 describe how personal actions help conserve natural resources and care for living things and their habitats | | ◆ | ◆ | 2 | ◆ | | | | | | | | | | ◆ | | | | 1 2 4 |
| 108-6 identify their own and their family's impact on natural resources | | ◆ | ◆ | | ◆ | | | | | | | | | | ◆ | | | | 2 4 |
| 204-1 propose questions to investigate and practical problems to solve | | | | | | | | | | | | | | | ◆ | | | | |
| 204-3 state a prediction and a hypothesis based on an observed pattern of events | | | | | | | | | | | | | ◆ | | | | | | |
| 204-6 identify various methods for finding answers to given questions and solutions to given problems, and select one that is appropriate | | | | | | | | | | | | | ◆ | ◆ | | | | | |
| 205-5 make observations and collect information that is relevant to a given question or problem | | | | | | | | | | | | | | ◆ | | | | | |
| 205-1 construct and use devices for a specific purpose | | | | | | | | | | | | | | ◆ | | | | | |
| 206-1 classify according to several attributes and create a chart or diagram that shows the method of classifying | | | ◆ | | | | | | | | | | ◆ | ◆ | | | | | |
| 206-2 compile and display data, by hand or by computer, in a variety of formats including frequency tallies, tables, and bar graphs | | | | | | | | | | | | | | ◆ | | | | | |
| 206-3 identify and suggest explanations for patterns and discrepancies in data | | | | | | | | | | | | | | ◆ | | | | | |
| 206-6 suggest improvements to a design or constructed object | | | | | | | | | | | | | ◆ | | | | | | |

| <p>Matrix of Curriculum Connections for Science Courses per Lesson Plan</p> <p>◆ = direct connections # = extension activity □ = related</p> <p>Feel free to note objectives that you feel are covered and send your ideas to Protected Areas Association!</p> | A Special Place | Visiting PAA | Weaving the Web of Life | Going, Going, Gone | Deforestation Dance | Deforestation Webquest | You Be the Judge | Spruce River | Biodiversity Delimmas | Ecoregions Unit | Our Inheritance, Their Inheritance | Flower's Meadow | Taking a Stand | The Study of Biodiversity | Let's Take Action | Land and Sea Jeopardy | General Connections: | * ERB Activity Sheets | * Challenge 2000 |
|---|-----------------|--------------|-------------------------|--------------------|---------------------|------------------------|------------------|--------------|-----------------------|-----------------|------------------------------------|-----------------|----------------|---------------------------|-------------------|-----------------------|----------------------|-----------------------|------------------|
| <p>207-2 communicate procedures and results, using lists, notes in point form, sentences, charts, graphs, drawings, and oral language</p> | | | | | | | | | | | | | | ◆ | | | | | |
| <p>302-1 identify a variety of local and regional habitats and their associated populations of plants and animals</p> | ◆ | ◆ | ◆ | | | | | | | | | | | ◆ | ◆ | | | | 3 5 |
| <p>302-2 describe how a variety of animals are able to meet their basic needs in their habitat</p> | | ◆ | ◆ | | ◆ | | | | | | | | ◆ | ◆ | | | | | |
| <p>301-1 predict how the removal of a plant or animal population affects the rest of the community.</p> | | | | ◆ | ◆ | ◆ | | | | | | | | | | | | | |
| <p>302-3 classify organisms according to their role in a food chain</p> | | | ◆ | ◆ | | | | | | | | | ◆ | | | | | | |
| <p>301-2 relate habitat loss to the endangerment or extinction of plants and animals</p> | ◆ | ◆ | | ◆ | ◆ | | | | | | | | | | ◆ | ◆ | | | |
| <p>Grade 6 Life Science, Diversity of Life</p> | | | | | | | | | | | | | | | | | | | |
| <p>104-5 describe how results of similar and repeated investigations may vary and suggest possible explanations for variations</p> | | | | | | | | | | | | | | ◆ | | | | | |
| <p>104-8 demonstrate the importance of using the languages of science and technology to compare and communicate ideas, processes, and results</p> | | | | | | | | | | | | | | ◆ | | | | | |
| <p>105-1 describe examples of scientific questions and technological problems that are currently being studied</p> | | | | | | | | | | | | | | | | | | | |
| <p>105-5 identify examples of scientific knowledge that have developed as a result of the gradual accumulation of evidence</p> | | | | | | | | | | | | | | | | | | | |
| <p>106-3 describe examples of improvements to the tools and techniques of scientific investigation that have led to new discoveries</p> | | | | | | | | | | | | | | | | | | | |
| <p>107-1 describe examples, in the home and at school, of tools, techniques, and materials that can be used to respond to their needs</p> | ◆ | | | | ◆ | | | | | | | | | | | | | | |
| <p>107-6 provide examples of how science and technology have been used to solve problems around the world</p> | | | | | ◆ | | | | | | | | | | | | | | |
| <p>107-11 identify examples of careers in which science and technology play a major role</p> | | | | | | | | | | | | | | 5 | | | | | |

