

E-Lit Correlations – Project WILD Terrestrial for Grades 9-12

Arctic Survival (Grades 9-12)

Grades 9-12

- 1.A.1; 1.B.2; 1.B.3; 7.A.1; 7.B.1 – The student will recognize that real problems have more than one solution and decisions to accept one solution over another are made on the basis of many issues.
- 5.A.2; 5.B.1; 6.B.1; 7.A.1; 7.F.1; 8.A.1; 8.D.1 – The student will evaluate the interrelationship between humans and energy resources
- 5.A.2; 5.B.1; 6.B.1; 7.A.1; 7.F.1; 8.A.1; 8.D.1 – The student will evaluate the interrelationship between humans and water quality and quantity.
- 5.A.2; 5.B.1; 6.B.1; 7.A.1; 7.F.1; 8.A.1; 8.D.1 – The student will evaluate the interrelationship between humans and biological resources.

Back from the Brink (Grades 9-12)

Grades 9-12

- 1.A.1; 1.B.2; 1.B.3; 7.A.1; 7.B.1 – The student will recognize that real problems have more than one solution and decisions to accept one solution over another are made on the basis of many issues.
- 1.A.1; 6.B.1; 7.B.1; 7.E.1 – Evaluate how the principles of economic costs, benefits, and opportunity cost are used to address public policy issues, such as... environmental concerns.
- 1.A.1; 4.C.1; 7.B.1; 8.C.1 – The student will evaluate the role of government in addressing land use and other environmental issues.
- 3.C.1; 4.B.1; 5.A.1; 6.A.1; 7.A.1 – The student will investigate how natural and man-made changes in environmental conditions will affect individual organisms...
- 5.A.2; 5.B.1; 6.B.1; 7.A.1; 7.F.1; 8.A.1; 8.D.1 – The student will evaluate the interrelationship between humans and biological resources.

Bird Song Survey (Grades 9-12)

Grades 9-12

- 1.A.5 – The student will analyze data to make predictions, decisions, or draw conclusions.
- 3.C.1 – Investigate how natural...changes in environmental conditions will affect individual organisms and the dynamics of populations.

Birds of Prey (Grades 9-12)

Grades 9-12

- 1.A.5 – The student will analyze data to make predictions, decisions, or draw conclusions.
- 3.C.1 – Investigate how natural...changes in environmental conditions will affect individual organisms and the dynamics of populations.

Bottleneck Genes (Grades 9-12)

Grades 9-12

- 1.A.5 – The student will analyze data to make predictions, decisions, or draw conclusions.
- 3.C.1; 4.B.1; 5.A.1; 6.A.1; 7.A.1 – The student will investigate how natural and man-made changes in environmental conditions will affect individual organisms and the dynamics of populations.
- 4.E.1 – Provide examples and evidence to show that a greater diversity of genes, species, and/or environments increases the chance that at least some living things will survive in the face of large changes in the environment.
- 5.A.2; 5.B.1; 6.B.1; 7.A.1; 7.D.1; 7.E.1; 7.F.1; 8.A.1; 8.D.1 – The student will evaluate the interrelationship between humans and biological resources.

Cabin Conflict (Grades 9-12)

Grades 9-12

- 1.A.1; 1.B.2; 1.B.3; 7.A.1; 7.B.1 – The student will recognize that real problems have more than one solution and decisions to accept one solution over another are made on the basis of many issues.
- 1.A.1; 4.C.1; 7.B.1; 8.C.1 – The student will evaluate the role of government in addressing land use and other environmental issues.
- 7.C.1; 8.B.1 – Evaluate the way...local governments develop policy to address land use issues.

Can Do! (Grades 9-12)

- Standard 1.0 – The student will investigate and analyze environmental issues...and develop and implement a local action plan that protects, sustains, or enhances the natural environment.

Carrying Capacity (Grades 9-12)

Grades 9-12

- 1.A.1; 1.B.2; 1.B.3; 7.A.1; 7.B.1 – The student will recognize that real problems have more than one solution and decisions to accept one solution over another are made on the basis of many issues
- 3.C.1; 4.B.1; 5.A.1; 6.A.1; 7.A.1 – The student will investigate how natural and man-made changes in environmental conditions will affect individual organisms and the dynamics of populations.

Deer Crossing (Grades 9-12)

Grades 9-12

- 1.A.1; 1.B.2; 1.B.3; 7.A.1; 7.B.1 – The student will recognize that real problems have more than one solution and decisions to accept one solution over another are made on the basis of many issues.
- 1.A.1; 6.B.1; 7.B.1; 7.E.1 – Evaluate how the principles of economic costs, benefits, and opportunity cost are used to address public policy issues, such as... environmental concerns.

- 1.A.5; 1.B.1; 6.B.1; 8.C.1; 8.F.1 – The student will analyze the consequences and/or trade-offs between technological changes and their effect on...the environment.
- 3.C.1; 4.B.1; 5.A.1; 6.A.1; 7.A.1 – The student will investigate how natural and man-made changes in environmental conditions will affect individual organisms...

Deer Dilemma (Grades 9-12)

Grades 9-12

- 1.A.1; 1.B.2; 1.B.3; 7.A.1; 7.B.1 – The student will recognize that real problems have more than one solution and decisions to accept one solution over another are made on the basis of many issues.
- 1.A.1; 6.B.1; 7.B.1; 7.E.1 – Evaluate how the principles of economic costs, benefits, and opportunity cost are used to address public policy issues, such as environmental concerns.
- 1.A.1; 4.C.1; 7.B.1; 8.C.1 – The student will evaluate the role of government in addressing land use and other environmental issues.
- 5.A.2; 5.B.1; 6.B.1; 7.A.1; 7.F.1; 8.A.1; 8.D.1 – The student will evaluate the interrelationship between humans and biological resources.

Dropping in on Deer (Grades 9-12)

Grades 9-12

- 1.A.4 – Design and conduct the research.
- 1.A.5 – Use data and references to interpret findings to form conclusions

Fire Ecologies (Grades 9-12)

Grades 9-12

- 1.A.5 – The student will analyze data to make predictions, decisions, or draw conclusions.
- 3.C.1; 4.B.1; 5.A.1; 6.A.1; 7.A.1 – The student will investigate how natural and man-made changes in environmental conditions will affect individual organisms...
- 5.A.2; 5.B.1; 6.B.1; 7.A.1; 7.D.1; 7.E.1; 7.F.1; 8.A.1; 8.D.1 – The student will evaluate the interrelationship between humans and biological resources.
- 7.B.1 – The student will evaluate the role of government in addressing... environmental issues.

From Bison to Bread: The American Prairie (Grades 9-12)

Grades 9-12

- 1.A.1; 1.B.2; 1.B.3; 7.A.1; 7.B.1 – The student will recognize that real problems have more than one solution and decisions to accept one solution over another are made on the basis of many issues.
- 1.A.1; 6.B.1; 7.B.1; 7.E.1 – Evaluate how the principles of economic costs, benefits, and opportunity cost are used to address public policy issues, such as environmental concerns.

- 1.A.5; 1.B.1; 6.B.1; 8.C.1; 8.F.1 – The student will analyze the consequences and/or trade-offs between technological changes and their effect on...the environment.
- 3.C.1; 4.B.1; 5.A.1; 6.A.1; 7.A.1 – The student will investigate how natural and man-made changes in environmental conditions will affect individual organisms...
- 5.A.2; 5.B.1; 6.B.1; 7.A.1; 7.F.1; 8.A.1; 8.D.1 – The student will evaluate the interrelationship between humans and biological resources
- 5.A.2; 5.B.1; 6.B.1; 7.A.1; 7.F.1; 8.A.1; 8.D.1 – The student will evaluate the interrelationship between humans and land resources.

Know Your Legislation: What's In It For Wildlife? (Grades 9-12)

Grades 9-12

- 7.B.1 – Examine the powers of local legislative bodies in Maryland.
- 7.B.1; 8.C.1 – The student will evaluate the role of government in addressing land use and other environmental issues.
- 7.C.1; 8.A.1; 8.B.1; 8.E.1 – Evaluate the way national, state, and local governments develop policy to address...environmental issues.

Philosophical Differences (Grades 9-12)

Grades 9-12

- 1.A.1; 1.B.2; 1.B.3; 7.A.1; 7.B.1 – The student will recognize that real problems have more than one solution and decisions to accept one solution over another are made on the basis of many issues.

Sustainability: Then, Now, Later(Grades 9-12)

Grades 9-12

- 1.A.1; 1.B.2; 1.B.3; 7.A.1; 7.B.1 – The student will recognize that real problems have more than one solution and decisions to accept one solution over another are made on the basis of many issues.
- 1.A.1; 6.B.1; 7.B.1; 7.E.1 – Evaluate how the principles of economic costs, benefits, and opportunity cost are used to address public policy issues, such as environmental concerns.
- 1.A.1; 4.C.1; 7.B.1; 8.C.1 – The student will evaluate the role of government in addressing land use and other environmental issues.
- 1.A.5; 1.B.1; 6.B.1; 8.C.1; 8.F.1 – The student will analyze the consequences and/or trade-offs between technological changes and their effect on the individual, society, and the environment.

Turkey Trouble (Grades 9-12)

Grades 9-12

- 1.A.5 – The student will analyze data to make predictions, decisions, or draw conclusions

We're in This Together(Grades 9-12)

Grades 9-12

- 1.A.1 – Identify an environmental issue and formulate related research questions.
- 1.A.1; 1.B.2; 1.B.3; 7.A.1; 7.B.1 – The student will recognize that real problems have more than one solution and decisions to accept one solution over another are made on the basis of many issues.
- 1.A.5 – The student will analyze data to...draw conclusions.
- 5.A.1; 5.B.1; 6.B.1; 7.A.1; 7.D.1;7.E.1; 7.F.1; 8.A.1; 8.B.1; 8.C.1; 8.D.1 – The student will evaluate the interrelationship between humans and biological resources.

Wild Bill's Fate (Grades 9-12)

Grades 9-12

- 7.B.1 – Examine the powers of local legislative bodies in Maryland.
- 7.B.1; 8.C.1 – The student will evaluate the role of government in addressing land use and other environmental issues.
- 7.C.1; 8.A.1; 8.B.1; 8.E.1 – Evaluate the way national, state, and local governments develop policy to address...environmental issues.

Wildlife Issues: Community Attitude Survey (Grades 9-12)

Grades 9-12

- 1.A.1; 1.B.2; 1.B.3; 7.A.1; 7.B.1 – The student will recognize that real problems have more than one solution and decisions to accept one solution over another are made on the basis of many issues.
- 1.A.5 – The student will analyze data to make predictions, decisions, or draw conclusions.
- 5.A.2; 5.B.1; 6.B.1; 7.A.1; 7.F.1; 8.A.1; 8.D.1 – The student will evaluate the interrelationship between humans and biological resources.

Wildlife Research (Grades 9-12)

Grades 9-12)

- 1.A.1 – Identify an environmental issue.
- 1.A.2 – Develop and write research questions related to an environmental issue.
- 1.A.3 – Given a specific issue, communicate the issue, the stakeholders involved and the stakeholders beliefs and values.
- 1.A.4 – Design and conduct the research.
- 1.A.5 – Use data and references to interpret findings to form conclusions