

WONDERS OF WETLANDS (WOW)
Correlation to Kentucky's Core Content for Assessment¹

SCIENCE-

Applicable grade	Numeric Code	Narrative explanation of numeric code
Primary	SC-P-1.1.1	Students will classify material objects by properties
	SC-P-2.3.1	Students will describe earth material by properties
	SC-P-3.4.1	Explain basic needs of organisms
	SC-P-3.4.2	Understand that things are classified as living/non living
	SC-P-3.4.4	Compare a variety of plant and animal life cycles to understand patterns of growth, development, reproduction and death of an organism.
	SC-P-4.6.1	Describe basic relationships of plants and animals in an Ecosystem
Grade 4	SC-P-4.7.1	Describe the cause/effect relationship between organisms and environments
	SC-E4.2.3.1	Classify earth materials by ways used
	SC-E4.2.3.2	Describe/explain consequences of changes to surface of earth
	SC-E4.3.4.1	Compare different structures/functions of plants and animals that contribute to growth, survival & reproduction of the organisms.
	SC-E4-3.4.3	Compare variety of life cycles of plants/animals
	SC-E4-3.4.4	Identify some characteristics of organisms that are passed from parents and some that are learned from interactions with the environment
	SC-E4.4.6.1	Analyze patterns/make generalizations about relationships of plants/animals in an ecosystem
	SC-E4.4.7.1	Make predictions/inferences based on patterns of evidence related to survival and reproductive success of organisms in particular environments
	SC-E4.4.7.2	Describe human interactions in the environment in which they live. Classify those as beneficial or harmful to environment using data
	Grade 5	SC-M5.2.3.1
SC-M5-2.3.4		Analyze global patterns of atmospheric movement. Explain basic relationship of patterns of atmospheric movement to local weather.
SC-M5-3.4.1		Describe/compare living systems to understand complementary nature of structure and function

	SC-M5-3.5.1	Describe cause/effect between enhanced survival/reproductive success and particular biological adaptations to generalize about the diversity of species
	SC-M5-3.5.2	Understand that all organisms must be able to obtain and use resources, grow, reproduce, and maintain stable internal conditions while living in a changing external environment
	SC-M5-4.7.1	Describe/categorize populations of organisms according to function served in an ecosystem. Draw conclusions about effects of changes to populations in an ecosystem.
	SC-M5-4.7.2	Understand that a population consists of all individuals of species that occur together at a given time and place and must interact.
Grade 6	SC-M6-2.3.3	Compare constructive/destructive forces on Earth to predict nature of landforms.
	SC-M6-3.5.2	Maintaining a stable internal environment is essential for an organism's survival
Grade 7	SC-HS-4.6.1	Describe cause/effect between oceans and climate
	SC-M7-2.3.4	Make inferences/predictions related to changes in Earth's surface or atmosphere based on data
	SC-M7-2.3.2	Explain layers of Earth and their interactions
	SC-M7-3.5.1	Explain cause/effect relationship between extinction of a species and environmental changes
	SC-M7-4.6.1	Sources of energy are internal and external to Earth
Grade 8	SC-M7-4.6.4	Describe flow of energy in ecosystems
	SC-M8-1.1.4	Describe interactions which cause movement of each element among the solid Earth, oceans, atmosphere, and organisms
	SC-M8-2.3.1	Describe various techniques for estimating geological time
	SC-M8-4.6.1	Cause/effect relationship between global climate and energy transfer
	SC-M8-4.6.2	Explain energy transfer and energy conservation
	SC-M8-4.6.5	Describe relationships between organisms and energy flow in ecosystems
High School	SC-HS-1.1.6	Identify variables that affect reaction rates Predict effects of changes in variables
	SC-HS-2.3.2	Understand that many earth processes such as mountain building take place over hundreds of millions of years.
	SC-HS-2.3.8	Compare limitations/benefits of various techniques for estimating geological time
	SC-HS-2.3.10	Predict consequences of rapid/slow earth processes
	SC-HS-3.4.3	Describe cell regulation & predict consequences of internal/external environmental changes
	SC-HS-3.4.4	Plant cells contain chloroplasts

SC-HS-3.4.7	Classify organisms into groups based on similarities
SC-HS-3.5.1	Propose solutions to real world problems of endangered/extinct species
SC-HS-3.5.2	Predict success of patterns of adaptive behaviors based on evidence/data and justify explanations of organism survival based on understandings of behavior
SC-HS-4.6.1	Explain relationships/connections between matter, energy, living systems, and environment
SC-HS-4.6.4	Describe components and reservoirs involved in biogeochemical cycles
SC-HS-4.6.5	Describe role of carbon-containing molecules and chemical reactions in energy transfer in living systems.
SC-HS-4.6.8	Describe connections between the functioning of Earth system and energy sources
SC-HS-4.6.9	Explain cause/effect relationship between global climate and weather patterns and energy transfer and predict consequences of change
SC-HS-4.7.1	Analyze relationships/interactions among organisms in ecosystems Predict effects on other organisms of changes to parts of ecosystem
SC-HS-4.7.2	Evaluate proposed solutions to environmental problems caused by human interaction
SC-HS-4.7.3	Predict consequences of changes to any one component of the Earth system, propose solutions
SC-HS-4.7.5	Predict consequences of changes in resources to a population, select/defend solutions

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SOCIAL STUDIES -

Applicable grade	Numeric Code	Narrative explanation of numeric code
Primary	SS-EP-1.3.1	Describe characteristics of responsible citizens in a democratic society
	SS-EP-2.3.1	Describe social interactions among individuals and groups
	SS-EP-3.1.1	Describe basic economic terms related to scarcity
	SS-EP-3.3.1	Describe basic economic terms related to markets
	SS-EP-3.4.1	Describe basic economic terms related to production, distribution, and consumption
	SS-EP-4.1.1	Use geographic tools to identify patterns and places
	SS-EP-4.1.2	Use grids to explain relative location
	SS-EP-4.2.1	Describe places on Earth by their physical characteristics
	SS-EP-4.3.1	Describe patterns of human settlement in regions
	SS-EP-4.4.1	Describe ways people use the environment for their physical needs
	SS-EP-4.4.2	Explain how physical features can promote/restrict human Activities
	SS-EP-5.1.1	Use tools to learn about the past
	SS-EP-5.2.2	Explain why people move and settle in one place
	Grade 4	SS-04-1.3.1
SS-04-2.3.1		Describe social interactions among individuals and groups
SS-04-3.1.1		Describe examples of scarcity
SS-04-4.1.1		Uses a variety of geographic tools
SS-04-4.1.2		Use geographic tools to describe locations of places
SS-04-4.2.1		Compare regions in Ky. by physical characteristics
SS-04-4.3.1		Describe patterns of settlement in Ky. and explain how they were influenced by physical characteristics
SS-04-4.4.1		Explain how people modified physical environment
SS-04-4.4.2		Describe how physical environment both promoted/restricted human activities in early Ky.
SS-04-5.1.1		Use a variety of tools to understand Ky.'s past
Grade 5	SS-05-1.3.2	Describe role citizens play in civic affairs
	SS-05-3.1.1	Explain how scarcity requires individuals and societies to make choices about goods/services
	SS-05-4.1.1	Use a variety of geographic tools
	SS-05-4-1.3	Explain how physical characteristics influence where things are located
	SS-05-4.1.4	Explain how different factors in one location impact on other locations
	SS-05-4.2.1	Describe places/regions by physical characteristics
	SS-05-4.3.1	Explain patterns of human settlement in US

	SS-05-4.3.2	Describe how human populations in US have changed over time because of new technologies
	SS-05-4.4.1	Explain how people modified physical environment
	SS-05-4.4.2	Describe how physical environment promoted/restricted human activities during early US
	SS-05-4.4.3	Compare different perspectives in land use
Grade 6	SS-06-1.1.2	Describe how governments function to preserve the rights and property of citizens
	SS-06-2.3.2	Explain how compromise/cooperation are possible to resolve conflict
	SS-06-3.1.1	Explain how scarcity requires government to make decisions about how productive resources will be used
	SS-06-4.1.1	Use a variety of geographic tools to interpret patterns and locations
	SS-06-4.1.2	Describe how different factors affect where human activities are located
	SS-06-4.2.1	Describe how regions are made distinctive by physical characteristics
	SS-06-4.2.2	Describe how places change over time as technologies, resources, and knowledge become available
	SS-06-4.4.1	Explain how technology assists human modification of the environment
	SS-06-4.4.2	Describe ways in which the environment promotes/restricts human activities
	SS-06-4.4.3	Explain how natural resources impacts its economic development
	SS-06-4.4.4	Explain how group perspectives impact the use of natural resource
Grade 7	SS-07-4.1.1	Use a variety of geographic tools to interpret patterns
	SS-07-4.1.2	Describe how different factors affected where human activities were located
	SS-07-4.2.1	Describe how regions can be made distinctive by human characteristics and physical ones
	SS-07-4.2.2	Describe how places changed over time
	SS-07-4.4.1	Explain how technology assisted human modification of the physical environment
	SS-07.4.4.2	Describe ways the physical environment promoted/hindered human activities
	SS-07-4.4.3	Explain how natural resources impact a place's development
Grade 8	SS-08-3.1.1	Explain how scarcity required government to make \ decisions about resources
	SS-08-4.1.1	Use a variety of geographic tools
	SS-08-4.1.2	Describe how different factors affected where activities \ were located
	SS-08-4.2.1	Describe how regions can be made distinctive by physical

		characteristics
	SS-08-4.3.1	Describe patterns of human settlement in US
	SS-08-4.4.1	Explain how technology assisted human modification of the physical environment
	SS-08-4.4.2	Describe ways in which the physical environment promoted/limited human activities
	SS-08-4.4.3	Explain how natural resources impact a place's development
	SS-08-4.4.4	Compare different perspectives about land use
High School	SS-HS-1.3.1	Explain how rights of one may be in conflict with rights of others
	SS-HS-1.3.2	Explain how rights of one may be in conflict with responsibility of government to protect the "Common good"
	SS-HS-3.1.1	Explain how scarcity of resources necessitates choices at both person and societal levels
	SS-HS-4.1.1	Use a variety of geographic tools
	SS-HS-4.4.1	Explain how humans develop strategies to overcome limits of their physical environment
	SS-HS-4.4.2	Explain how human modifications to the environment may have possible global effects
	SS-HS-4.4.3	Explain how perspectives impact the use of natural resources.

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READING – Applies to all lessons

Applicable grades	Numeric Code	Narrative explanation of numeric code
4-8	RD-E5-1.7	Scan to find information
4-8	RD-E4-1.8	Skim to get general meaning
Primary-4	RD-EP-2.4	Locate key ideas in information in a passage
4-5	RD-E4-2.7	Summarize information in a passage
Primary-5	RD-E4-2.8	Make inferences/draw conclusions
Primary-5	RD-E4-3.4	Identify main ideas/details
Primary-5	RD-E4-3.8	Identify informative/persuasive passages
Primary-8	RD-E4.4.1	Connect information from passage to students lives/real world issues
Primary-5	RD-EP-5.1	Evaluate what is read
7-8	RD-M7-1.8	Interpret meaning of specialized vocabulary in a passage
6-8	RD-M7-2.1	Identify main idea
6-8	RD-M7-2.4	Locate key ideas or information
6-8	RD-M7-2.5	Summarize information from paragraph or passage
6-8	RD-M7-2.7	Make predictions, draw conclusions, make generalizations or inferences
7-8	RD-M7-4.2	Use evidence from a passage to formulate opinions
7-8	RD-M7-5.5	Compare/contrast elements, views, or events
9-12	RD-H9-1.4	Interpret meaning of specialized vocabulary
9-12	RD-H10-2.1	Paraphrase information
9-12	RD-H10-2.2	Identify essential information to accomplish task
9-12	RD-H10-2.3	Apply information in a passage to accomplish task or answer questions
9-12	RD-H10-2.5	Interpret concrete/abstract terms using context
9-12	RD-H10-2.6	Explain main ideas and identify key ideas or info.
9-12	RD-H10-2.8	Make inferences, draw conclusions or make generalizations on evidence from passage
9-12	RD-H10-3.4	Accept or reject an argument giving supporting evidence
9-12	RD-H10-3.8	Analyze/evaluate use of persuasive techniques
9-12	RD-H10-4.2	Use evidence to formulate opinions in response to passage

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WRITING – Applies to most lessons and all numeric codes apply to all grade levels

Numeric Code	Narrative explanation of numeric code
WR-1.1.00	Establish and maintain a focused purpose to communicate with an authentic audience by: <ul style="list-style-type: none">*Narrowing the topic to present idea*Choosing a perspective genuine to the writer*Addressing the intended audience
WR-1.2.00	Students support main ideas and deepen the audience’s understanding of purpose by: <ul style="list-style-type: none">*Developing logical explanations*Developing relevant elaboration*Explaining related connections
WR-2.1.00	Students will create unity and coherence to accomplish a focused purpose by: <ul style="list-style-type: none">*Engaging the audience*Communicating ideas in a meaningful order*Applying transitions to guide the reader*Developing effective closure
WR-3-1.00	Sentence structure-create effective sentences by: <ul style="list-style-type: none">*Applying a variety of structures and lengths*Developing complete and correct sentences
WR-3.2.00	Students will exemplify effective language choices by: <ul style="list-style-type: none">*Applying correct grammar and usage*Applying concise use of language*Incorporate strong verbs, precise nouns, concrete details*Applying language appropriate to context, purpose, and audience
WR-3.3.00	Students will communicate clearly by: <ul style="list-style-type: none">*Applying correct spelling, punctuation, capitalization
WR-4.2.00	Utilize the writing process to create their own work

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