

**Cross-Reference between**  
**Project WILD & Project WET**  
**and**  
**Saskatchewan Core Curricula**

**Science 6-10, Physics, Chemistry and Biology 20, 30**

**Saskatchewan Watershed Authority**  
**Updated October 2006**

## GRADE SIX

### Curricular Topics

### Project WILD Correlation

### Project WET Correlation

\* denotes aquatic activity

#### **Core Unit: ATOMS AND REACTIONS**

- 1) Explain the nature of indirect evidence
- 2) Describe elements and their symbols
- 3) Describe some chemical reactions

Is There Water On Zork? (43)

Adventure in Density (25)  
H<sub>2</sub>Olympics (30)  
Hangin' Together (35)  
What's the Solution? (54)

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#### **Core Unit: EARTHQUAKES AND VOLCANOES**

- 1) Explain the causes and effects of earthquakes
  - 2) Explain the causes and effects of volcanoes
  - 3) Investigate the theory of plate tectonics
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#### **Core Unit: ECOSYSTEMS**

- 1) Recognize the factors which influence the size of a population

\* Water Wings (57)  
\* Designing a Habitat (70)  
\* Riparian Retreat (105)  
\* Water Canaries (109)  
Adaptation Artistry (139)  
\* Polar Bears in Winnipeg (145)  
\* Marsh Munchers (172)  
The Edge of Home (177)  
\* Where Have all the Salmon Gone? (245)  
\* Deadly Links (299)  
Planning for People and Wildlife (306)

Salt Marsh Players (99)  
Water address (122)  
Common Water (232)

## GRADE SIX

### Curricular Topics

### Project WILD Correlation

### Project WET Correlation

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#### **Core Unit: ECOSYSTEMS**

- |    |  |   |   |
|----|--|---|---|
| 1) | Recognize the factors which influence the size of a population | Ethi-Reasoning (340)<br>Enviro-Ethics (351)   |   |
| 2) | Recognize that a change in an ecosystem can affect life        | * Designing a Habitat (70)<br>* Water Canaries (109)<br>* Migration Headache (237)<br>* Aquatic Roots (242)<br>* Where Have all the Salmon Gone? (245)<br>* Aquatic Times (310)<br>* To Dam or Not to Dam (312)<br>* Deadly Skies (319)<br>* Dragonfly Pond (354) | Life in the Fast Lane (79)<br>People of the Bog (89)<br>Water Address (122)<br>Capture, Store and Release (133)<br>Water Models (201)<br>Sum of the Parts (267)<br>Where Are the Frogs? (279) |
| 3) | Develop responsibility for the protection of the environment   | * Migration Headaches (237)<br>* Where Have all the Salmon Gone? (245)<br>* To Dam or Not to Dam (312)<br>* Deadly Skies (319)<br>* Dragonfly Pond (354)  | Water Actions (12)<br>Water Log (19)<br>Every Drop Counts (307)<br>Humpty Dumpty (316)<br>Macroinvertebrate Mayhem (322)<br>Dilemma Derby (377)<br>Water Celebration (446)                    |

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#### **Core Unit: EXPLORING SPACE**

- 1) Examine the impact of technology in space
  - 1) Predict the future impact of space exploration
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## GRADE SIX

### Curricular Topics

### Project WILD Correlation

### Project WET Correlation

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#### **Core Unit: EARTH'S CLIMATES**

- |    |   |                    |  |
|----|---|--------------------|--|
| 1) | Identify the factors which stabilize climate  | * Water Wings (57) | Imagine! (157)<br>The Incredible Journey (161)   |
| 2) | Identify and compare different world climates | * Water Wings (57) | Piece It Together (174)<br>Water Models (201)<br>Wet Vacation (206)<br>Nature Rules (262)<br>AfterMath (289) |
| 3) | Recognize long-term climate patterns          | * Water Wings (57) | Old Water (171)  |
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#### **Optional Unit: ENERGY USES**

- |    |  |  |   |
|----|--|--|---|
| 1) | Identify different forms and sources of energy |  | A Drop in the Bucket (238)<br>Energetic Water (242) |
| 2) | Evaluate different uses of energy              |  | Water Works (274)                                   |
| 2) | Recognize the need to conserve energy          |  |   |
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#### **Optional Unit: GROWTH AND DEVELOPMENT**

- |    |   |                    |  |
|----|---|--------------------|--|
| 1) | Explain how different organisms reproduce   | * Are You Me? (64) |  |
| 2) | Understand the basic principles of heredity |                    |  |
| 3) | Describe the stages in the human life cycle |                    |  |
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## GRADE SIX

### Curricular Topics

### Project WILD Correlation

### Project WET Correlation

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#### **Optional Unit: HUMAN BODY CONTROL SYSTEMS**

- 1) Recognize the importance of the central nervous system
  - 2) Recognize the importance of the endocrine system
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#### **Optional Unit: SOUND AND ELECTRICAL ENERGY**

- 1) Investigate the behavior of light
  - 2) Investigate the behavior of sound
  - 3) Explain important concepts about electricity
  - 4)
- 

The Thunderstorm (196)  
The Rainstick (442)  
WAtER in moTion (450)

#### **Optional Unit: PLANT AND ANIMAL ADAPTATIONS**

- 1) Explain the responses of plants to environmental stimuli
  - 2) Explain how animal adaptations improve the chances of survival
- 

Salt Marsh Players (99)  
Thirsty Plants (116)  
Water Address (122)  
Irrigation Interpretation (254)

Salt Marsh Players (99)  
Water Address (122)

## GRADE SEVEN

### Curricular Topics

### Project WILD Correlation

### Project WET Correlation

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#### **Core Unit: THE BASICS OF LIFE**

- |  |  |  |
|--|--|--|
| 1) Identify the essential characteristics and processes of living organisms                          | Animal Charades (4)<br>* Designing a Habitat (70)<br>* Whale of a Tail (77)<br>Good Buddies (131)<br>How Many Bears (156)<br>Oh Deer! (206)          | Aqua Bodies (63)<br>Imagine! (157)<br>The Incredible Journey (161)<br>Old water (171)    |
| 2) Appreciate how organisms meet their needs   | * Designing a Habitat (70)<br>* Where have all the Salmon Gone? (245)  | Hangin' Together (35)<br>The Life Box (76)<br>People of the Bog (89)<br>Poison Pump (93) |
| 3) Acquire appreciation of the personal, moral, social and cultural aspects of understanding life    | * Riparian Retreat (105)<br>* Wetland Metaphors (168)<br>* Migration Headaches (237)<br>* To Dam or Not to Dam (312)<br>* Facts and Falsehoods (316) | A Drop in the Bucket (238)<br>Choices and Preferences, Water Index (367)                 |
| 4) Develop the ability to describe and to evaluate ideas and processes which involve the environment |  | Is There Water on Zork? (43)   |
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#### **Core Unit: SASKATCHEWAN: THE LAND**

- |   |                   |   |
|---|-------------------|---|
| 1) Consider the effect of glaciation on Saskatchewan  | * Watershed (376) | Life in the Fast Lane (79)<br>Branching Out (129)   |
| 2) Recognize the weathering processes which have occurred since the last period of glaciation |                   | Life in the Fast Lane (79)<br>People of the Bog (89)<br>Poison Pump (93)<br>Water Address (122) |

## GRADE SEVEN

### Curricular Topics

#### **Core Unit: SASKATCHEWAN: THE LAND**

- 2) Recognize the weathering processes which have occurred since the last period of glaciation
- 3) Appreciate how nature and human forces have shaped the land
- 4) Understand how knowledge about the glacial period is created, evaluated, refined and changed
- 5) Understand and use the vocabulary and forms of expression which ecologists and geographers use to describe the environment

### Project WILD Correlation

\* denotes aquatic activity

- \* Puddle Wonders (72)
- \* Wetland Metaphors (168)
- \* Dragonfly Pond (354)

### Project WET Correlation

Capture, Store and Release (133)  
Wetland Soils in Living Color (212)

Water Address (122)  
Get the Ground Water Picture (136)  
The Great Stony Book (150)  
Just Passing Through (166)  
Color Me a Watershed (223)  
Irrigation Interpretation (254)  
Sum of the Parts (267)  
Humpty Dumpty (316)  
Easy Street (382)

Choices and Preferences, Water  
Index (367)

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#### **Core Unit: FORCE AND MOTION**

- 1) Recognize the relationship between force and motion

Branching Out (129)

Hangin' Together (35)  
Molecules in Motion (47)

## GRADE SEVEN

### Curricular Topics

### Project WILD Correlation

\* denotes aquatic activity

### Project WET Correlation

#### **Core Unit: FORCE AND MOTION**

- 2) Know the forces which influence various types of motion
- 3) Understand ways in which forces are used to control motion
- 4) Develop students' ability to meet their own learning needs
- 5) Strengthen students' knowledge and understanding of how to compute, measure, estimate and interpret mathematical data; when to apply these skills and techniques, and why these processes apply to a study of force and motion

Get the Ground Water Picture (136)  
The Great Stony Book (150)  
Just Passing Through (166)

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#### **Core Unit: STRUCTURES AND DESIGNS**

- 1) Recognize elements of designs in a diverse group of objects
- 2) Understand principles of good design
- 3) Develop a contemporary view of technology
- 4) Promote both intuitive, imaginative thought and the ability to evaluate ideas, processes, experiences and objects in meaningful contexts

My Kingdom for a Shelter (44)

Irrigation Interpretation (254)

Water Crossing (421)



## GRADE SEVEN

### Curricular Topics

### Project WILD Correlation

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### Project WET Correlation

#### **Core Unit: RENEWABLE RESOURCES IN SASKATCHEWAN**

1) Recognize the renewable resources of Saskatchewan	* Aqua Words (55) * Water Wings (57) * Aqua Times (310) * To Dam or Not to Dam (312)	Is There Water on Zork? (43) Sum of the Parts (267)
2) Compare renewable and non-renewable sources of energy	* To Dam or Not to Dam (312) * To Compromise or Not to Compromise (295)	Energetic Water (242) Irrigation Interpretation (254)
3) Investigate critical attributes of renewable sources of energy	* To Dam or Not to Dam (312)	Common Water (232) A Drop in the Bucket (238) Wet-Work Shuffle (360) Choices and Preferences, Water Index (367) Dilemma Derby (377)
4) Develop “strong sense” critical and creative thinkers	* To Dam or Not to Dam (312)	Life in the Fast Lane (79) A-maze-ing Water (219) Hot Water (388) Pass the Jug (392)
5) Develop an understanding that technology both shapes society and is shaped by society		The Long Haul (260) Perspectives (397) What’s Happening? (425) Whose Problem Is It? (429)

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## GRADE SEVEN

### Curricular Topics

### Project WILD Correlation

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### Project WET Correlation

#### **Optional Unit: MICROORGANISMS**

- |    |  |                       |  |
|----|--|-----------------------|--|
| 1) | Recognize some microorganisms  | * Micro-Odyssey (165) | Life in the Fast Lane (79)<br>People of the Bog (89)<br>Macroinvertebrate Mayhem (322) |
| 2) | Appreciate the beneficial roles of some microorganisms   |                       | Salt Marsh Players (99)  |
| 3) | Realize how microorganisms can cause food spoilage   |                       | Super Sleuths (107)  |
| 4) | Consider some attempts to avoid problems created by microorganism-induced food spoilage  |                       | Poison Pump (93)   |
| 5) | Promote both intuitive, imaginative thought and the ability to evaluate ideas, processes, experiences and objects in meaningful contexts |                       | Is There Water on Zork? (43)   |
| 6) | Develop students' abilities to access knowledge  |                       |  |
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#### **Optional Unit: TEMPERATURE AND HEAT**

- |    |   |  |  |
|----|---|--|--|
| 1) | Recognize energy conversions which involve heat                                     |  | Adventures in Density (25)   |
| 2) | Understand the relationship between heat and the motion of particles in a substance |  | Hangin' Together (35)<br>Molecules in Motion (47)<br>What's the Solution? (54)<br>Let's Even Things Out (72) |
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## GRADE SEVEN

### Curricular Topics

### Project WILD Correlation

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### Project WET Correlation

#### **Optional Unit: TEMPERATURE AND HEAT**

- 3) Recognize differences between heat and temperature
- 4) Develop compassionate, empathetic and fair-minded students who can make positive contributions to society as individuals and as members of groups
- 5) Strengthen students' understanding of heat by applying knowledge to numbers and their interrelationships

Water Models (201)

Is There Water on Zork? (43)

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#### **Optional Unit: RESOURCE USE**

- 1) Understand how resource use decisions are made
- 2) Investigate problems and concerns involving solid waste

- \* Aqua Words (55)
- \* Water Wings (57)
- \* Water's Going On? (332)
- \* To Dam or Not to Dam (312)

The Life Box (76)  
Life in the Fast Lane (79)  
Just Passing Through (166)  
A Drop in the Bucket (238)  
Sum of the Parts (267)  
Water Works (274)  
Wet-Work Shuffle (360)

A-maze-ing Water (219)  
Common Water (232)  
Every Drop Counts (307)  
A Grave Mistake (311)  
Money Down the Drain (328)  
Sparkling Water (348)  
Super Bowl Surge (353)  
Choices and Preferences, Water Index (367)

## GRADE SEVEN

### Curricular Topics

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#### **Optional Unit: RESOURCE USE**

- 3) Use Language for differing audiences and purposes relevant to the students and to understanding about how we use resources

Dilemma Derby (377)  
Hot Water (388)  
Pass the Jug (392)  
Perspectives (397)  
What's Happening? (425)  
Whose Problem Is It? (429)  
Water Celebration (446)  
Water Write (457)

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## GRADE EIGHT

### Curricular Topics

### Project WILD Correlation

### Project WET Correlation

#### **Core Unit: ADAPTATION AND SUCCESSION**

1) Recognize how biotic components of an ecosystem support life

\* Stormy Weather (22)  
Habitat Lap Sit (28)  
Habitat Rummy (38)  
\* Aqua Words (55)  
\* Water Wings (57)  
\* Designing a Habitat (70)  
\* Fashion a Fish (197)  
Checks and Balances (227)  
\* Migration Headache (237)  
\* Glass Menagerie (283)  
Ethi-Thinking (328)

People of the Bog (89)  
Thirsty Plants (116)  
Water Address (122)  
The Incredible Journey (161)  
Water Models (201)  
Wetland Soils in Living Color (212)  
Macroinvertebrate Mayhem (322)  
Water Concentration (407)

2) Examine how living things alter their environment

\* Pond Succession  
\* Glass Menagerie (283)

Life in the Fast Lane (79)  
Salt Marsh Players (99)  
Back to the Future (293)  
Humpty Dumpty (316)  
Reaching Your Limits (344)

3) Develop a positive disposition to lifelong learning

Water Actions (12)  
Water Meter (271)

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#### **Core Unit: THE MOVING CRUST**

1) Understand the concept and theory of drifting continents

## GRADE EIGHT

### Curricular Topics

### Project WILD Correlation

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### Project WET Correlation

#### **Core Unit: THE MOVING CRUST**

- 2) Investigate the effects produced by moving crust plates
- 3) Relate the geological history of Saskatchewan to the movement of the North American plate
- 4) Understand and use the vocabulary, structures and forms of expressions which characterize the study of earth science
- 5) Understand how knowledge is created, evaluated, refined and changed within science

Back to the Future (293)

Great Stony Book (150)  
Just Passing Through (166)  
Old Water (171)

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#### **Core Unit: SOLUTIONS**

- 1) Develop abilities to distinguish solutions from other mixtures
- 2) Investigate some properties of solutions

Hangin' Together (35)  
Molecules in Motion (47)

Adventures in Density (25)  
Is There Water on Zork? (43)  
What's the Solution? (54)  
Aqua Bodies (63)  
Let's Even Things Out (72)  
No Bellyachers (85)  
Poison Pump (93)  
Super Sleuths (107)  
Where Are the Frogs? (279)

## GRADE EIGHT

### Curricular Topics

### Project WILD Correlation

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### Project WET Correlation

#### **Core Unit: SOLUTIONS**

2) Investigate some properties of solutions

The Pucker Effect (338)

Sparkling Water (348)

3) Develop abilities to meet personal learning needs

Water Actions (12)

Water Write (457)

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#### **Core Unit: ENERGY RESOURCES IN SASKATCHEWAN**

1) Understand the formation and extraction of the mineral resources coal, natural gas, and petroleum

2) Study the creation demand for, and the patterns of use of fossil fuels

3) Identify and evaluate methods for the conservation of fossil fuels and energy

A Drop in the Bucket (238)

Energetic Water (242)

The Long Haul (260)

The Price Is Right (333)

Dilemma Derby (377)

4) Develop compassionate, empathetic and fair-minded students who can make positive contributions to society as individuals and as members of groups

Sum of the Parts (267)

Water Meter (271)

Water Works (274)

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#### **Core Unit: EARTH AND SPACE**

1) Understand the movements of the planets and other bodies in the solar system

## GRADE EIGHT

### Curricular Topics

### Project WILD Correlation

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#### **Core Unit: EARTH AND SPACE**

- 2) Recognize the conditions which govern life in space
- 3) Reflect on the interstellar travel
- 4) Provide for students' active involvement in decision-making about space exploration

The Life Box (76)  
Is There Water on Zork? (43)

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#### **Optional Unit: CONSUMER PRODUCT TESTING**

- 1) Understand the principles of product design test design and report design
- 2) Practice different ways of communicating information

Reaching Your Limits (344)  
Sparkling Water (348)  
Choices and Preferences, Water Index (367)

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#### **Optional Unit: PLANT GROWTH**

- 1) Explore factors which influence plant growth
  - \* Water Plant Art (62)
  - \* Watered Down History (62)
- 2) Understand the relationship between plant growth and agricultural practice

Thirsty Plant (116)  
Let's Even Things Out (72)

Common Water (232)  
A Drop in the Bucket (238)  
Irrigation Interpretation (254)  
Water Works (274)



## GRADE EIGHT

### Curricular Topics

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#### **Optional Unit: PLANT GROWTH**

- 2) Understand the relationship between plant growth and agricultural practice
- 3) Develop an understanding that technology both shapes society and is shaped by society

Easy Street (382)  
Pass the Jug (392)

Super Bowl Surge (353) both shapes  
Perspectives (397)  
Water Concentration (407)  
Whose Problem Is It? (429)

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#### **Optional Unit: ENERGY AND MACHINES**

- 1) Understand the principles of machines
- 2) Combine knowledge of the principles of design with the principles of simple machines

Energetic Water (242)

Water Works (274)

#### **Optional Unit: ENERGY AND MACHINES**

- 3) Develop an understanding that technology both shapes society and is shaped by society

Irrigation Interpretation (254)  
Water Concentration (407)  
Perspectives (397)  
Whose Problem Is It? (429)

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## GRADE NINE

### Curricular Topics

### Project WILD Correlation

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### Project WET Correlation

#### **Core Unit: CHEMISTRY AND YOU**

- |     |   |  |                            |
|-----|---|--|----------------------------|
| 1.5 | Investigate how the production of these chemical products have an impact on the environment |  | Where Are the Frogs? (279) |
| 2.5 | Develop operational definitions of acids and bases  |  | Where Are the Frogs? (279) |
| 2.6 | Use chemical indicators to identify whether or not a solution is acidic, basic or neutral   |  | Where Are the Frogs? (279) |
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#### **Core Unit: RISKS AND LIMITS**

- |     |  |  |   |
|-----|--|--|---|
| 2.2 | Assess significance of contaminants in water supplies                    |  | Poison Pump (93)<br>Super Sleuths (107)<br>A Grave Mistake (311)<br>The Pucker Effect (338) |
| 2.3 | Recognize how scientists estimate toxicity levels from experimental data |  | No Bellyachers (85)<br>A Grave Mistake (311)  |
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#### **Core Unit: SASKATCHEWAN – THE ENVIRONMENT**

- |     |  |   |                            |
|-----|--|---|----------------------------|
| 3.1 | Recognize that the behavior of an individual can affect the quality of an experience for others                        | * Riparian Retreat (105)<br>* Blue Ribbon Niche (180) | Whose Problem Is It? (429) |
| 3.2 | Reflect upon the benefits of cooperative, respectful, or empathetic behaviors in actions which influence the biosphere | * Blue Ribbon Niche (180)                             | Whose Problem Is It? (429) |

## GRADE NINE

### Curricular Topics

### Project WILD Correlation

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### Project WET Correlation

#### **Core Unit: SASKATCHEWAN – THE ENVIRONMENT**

- 3.3 Recognize that a balance is needed between the rights of an individual and the well-being of both the human group and all life-forms
- 3.4 Understand the need for some forms of authority in social situations, and the role of the individual in questioning authority where there appears to be a violation of fundamental moral value

Common Water (232)  
Pass the Jug (392)

Pass the Jug (392)  
Water Court (413)

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#### **Core Unit: USING ELECTRICITY**

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#### **Optional Unit: FLUIDS AND PRESSURE**

- 1.2 Examine the concept of density
- 1.3 Investigate the relationships among floating density, displacement, volume and buoyant force

Adventures in Density (25)

Adventures in Density (25)

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#### **Optional Unit: THE ATMOSPHERE**

- 1.1 Discover how weather information is gathered
- 1.2 Examine how weather systems develop and move
- 2.1 Identify some air pollutants
- 2.2 Describe the effects of air pollution

- \* Water Wings (57)  
\* Stormy Weather (22)

The Thunderstorm (196)

Piece It Together (174)

Where Are the Frogs? (279)

- \* Deadly Skies (319)

Where Are the Frogs? (279)

**GRADE NINE**

Curricular Topics

Project WILD Correlation

Project WET Correlation

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**Core Unit: DIVERSITY OF LIFE**

- |  |  |
|--|--|
| 1. Understand how classification systems are created | * Water Plant Art (62)<br>* Are You Me? (64)<br>* Puddle Wonders! (72)<br>* Water Canaries (109) |
| 2. Recognize the adaptive value of specie diversity  | * Water Canaries (109)<br>* Fashion a Fish (197)   |
| 3. Develop abilities to access knowledge             | * Mythical Mystical Monsters (115)   |
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## GRADE TEN

### Curricular Topics

#### **SUSTAINABILITY OF ECOSYSTEMS**

SE1: Explore cultural perspectives on sustainability

### Project WILD Correlation

\* denotes aquatic activity

Grasshopper Gravity (15)  
Litter We Know (48)  
\* How Wet Is Our Planet (50)  
\* Mythical Mystical Monsters (115)  
\* Wetland Metaphors (168)  
The Hunter (211)  
Here Today, Gone Tomorrow (216)  
\* No Water Off a Ducks Back (230)  
Changing Attitudes (257)  
\* Watered Down History (262) Indirect  
Saturday Morning Wildlife Watching (266)  
Cartoons and Bumper Stickers (268)  
Does Wildlife Sell Cigarettes? (270)  
The Power of a Song (272)  
\* Water We Eating (276) Indirect  
Keeping Score (303)  
\* Aquatic Times (310)  
\* To Dam or Not to Dam (312)  
\* Facts and Falsehoods (316)  
Ethi-Thinking (328)  
What Did Your Lunch Cost Wildlife? (335)  
Ethi-Reasoning (340)  
\* Dragonfly Pond (354)

### Project WET Correlation

Poetic Precipitation (182)  
Colour me a Watershed (223)  
Common Water (232)  
A Drop in the Bucket (238)  
Irrigation Interpretation (254)  
Sum of the Parts (267)  
Where are the Frogs (279)  
A Grave Mistake (311)  
Money Down the Drain (328)  
The Price is Right (333)  
Choices and Preferences, Water Index (367)  
Hot Water (385)  
Water: Read All About It! (400)  
Water Court (413)  
What's Happening (425)  
Whose Problem is it? (429)  
Raining Cats and Dogs (435)  
The Rainstick (442)  
Water Messages in Stone (454)

## GRADE TEN

### Curricular Topics

#### **SUSTAINABILITY OF ECOSYSTEMS**

SE2: Examine biodiversity within local ecosystems

### Project WILD Correlation

\* denotes aquatic activity

Animal Charades (4) Indirect  
Ants On a Twig (9)  
Interview A Spider ( 13)  
Grasshopper Gravity (15)  
MicroTrek Scavenger Hunt (20)  
Habitat Lap Sit (28)  
Habitat Rummy (38)  
Litter We Know (48)  
\* Aqua Words (55)  
\* Water Wings (57) Indirect  
\* Water Plant Art (62)  
\* Puddle Wonders (72)  
Wild Words (82) Indirect  
Eco-Enrichers (92)  
Seed Need (95)  
Environmental Barometer (98)  
Make A Coat (101)  
\* Riparian Retreat (105) Indirect  
\* Water Canaries (109)  
Urban Nature Search (127)  
Good Buddies (131)  
\* Pond Succession) (135)  
\* Micro Odyssey (165)  
\* Wetland Metaphors (168)  
\* The Edge of Home (177)  
\* Blue Ribbon Niche (180)  
\* Hooks and Ladders (184) Indirect  
Rainfall and the Forest (188)  
\* Fishy Who's Who (195)  
\* Fashion A Fish (197)  
Wildwork (204)

### Project WET Correlation

Water Actions (12)  
Aqua Bodies (63)  
Aqua Notes (65?)  
Life in the Fast Lane (79)  
No Bellyachers (85)  
People of the Bog (89)  
Thirsty Plants (116)  
Water Address (122)  
Capture, Store, Release (133)  
Stream Sense (191)  
Wetland Soils in Living Colour (212)  
Colour me a Watershed (223)  
Common Water (232)  
Wet Work Shuffle (360)  
Sum of the Parts (267)  
Water Meter (271)  
Water Works (274)  
Where are the Frogs (279)  
Macroinvertebrate Mayhem (322)  
Hot Water (388)

## GRADE TEN

### Curricular Topics

### Project WILD Correlation

### Project WET Correlation

\* denotes aquatic activity

### **SUSTAINABILITY OF ECOSYSTEMS**

SE2: Examine biodiversity within local ecosystems

Oh Deer (206)  
Here Today, Gone Tomorrow (216)  
Who Lives Here? (220)  
Checks and Balances (227)  
\* No Water Off a Ducks Back (230)  
\* Net Gain, Net effect (232)  
\* Migration Headache (237) Indirect  
\* Aquatic Roots (242)  
\* Where Have All the Salmon Gone?  
(245)  
Changing Attitudes (257)  
\* Watered Down History (262)  
Does Wildlife Sell Cigarettes? (270)  
\* The Glass Menagerie (283)  
Too Close For Comfort (286)  
Shrinking Habitat (289)  
Migration Barriers (293) (adapt)  
To Compromise or Not to Compromise  
(295)  
Deadly Links (299)  
Keeping Score (303)  
Planning for People and Wildlife (306)  
\* To Dam or Not to Dam (312)  
\* Deadly Skies (319)  
\* Deadly Waters (322)  
Ethi-Thinking (328)  
\* Water's Going On? (332)  
What Did Your Lunch Cost Wildlife?  
(335)  
Ethi-Reasoning (340)  
Can Do! (345)  
Improving Wildlife Habitat in the  
Community (348)

## GRADE TEN

### Curricular Topics

### Project WILD Correlation

### Project WET Correlation

\* denotes aquatic activity

### **SUSTAINABILITY OF ECOSYSTEMS**

SE2: Examine biodiversity within local ecosystems

Enviro-Ethics (351)  
\* Dragonfly Pond (354)  
\* Living Research: Aquatic Heroes and Heroines (360)  
\* Turtle Hurdles (363)  
\* Plastic Jellyfish (368)  
Something's Fishy Here (371)  
\* Watershed (376)  
National Wildlife Week Kit 2006  
*Watersheds*  
\* Alice in Waterland (381)  
Endangered Species List (446)  
Habitat Impact Map (452)  
Endangered Species Cards (453)

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SE3: Analyze population dynamics within an ecosystem

Bearly Born (6)  
\* Puddle Wonders (72) Indirect  
Eco-Enrichers (92)  
Seed Need (95)  
\* Water Canaries (109)  
Graphanimal (125) Indirect  
Good Buddies (131)  
Forest in a Jar (133)  
\* Pond Succession (135)  
Quick Frozen Critters (147)  
Classroom Carrying Capacity (150)  
Muskox Manouvres (153)  
How Many Bears Can Live In This Forest (156)  
\* Blue Ribbon Niche (180)

Life in the Fast Lane (79)  
Water Address (122)  
Macroinvertebrate Mayhem (322)



## GRADE TEN

### Curricular Topics

#### **SUSTAINABILITY OF ECOSYSTEMS**

SE3: Analyze population dynamics within an ecosystem

SE 4: Identify cycles, change, and stability in ecosystems

SE 5: Investigate human impact on ecosystems.

### Project WILD Correlation

\* denotes aquatic activity

Oh Deer (206)  
Checks and Balances (227)  
\* Migration Headache (237)  
\* The Glass Menagerie (283)  
Field Ethics: Determining What, Where, and Whether or Not! (432)

Eco-Enrichers (92) Indirect  
Visual Vocabulary (161)  
\* Blue Ribbon Niche (180)  
\* Fishy Who's Who (195)  
Oh Deer (206)  
Here Today, Gone Tomorrow (216)  
\* Watered Down History (262)  
Does Wildlife Sell Cigarettes? (270)  
Indirect  
\* The Glass Menagerie (283)  
\* To Dam or Not to Dam (312)

Litter We Know (48) Indirect  
\* Water Canaries (109) Indirect  
\* Pond Succession (135)  
\* Blue Ribbon Niche (180)  
The Hunter (211)  
Planting Animals (222)  
\* No Water Off a Ducks Back (230)  
\* Watered Down History (262)  
\* The Glass Menagerie (283)

### Project WET Correlation

Thirsty Plants (116) Indirect  
Humpty Dumpty (316)  
The Pucker Effect (338) Indirect  
Water Celebration (448) Indirect

Water Actions (12)  
Life in the Fast Lane (79)  
No Bellyachers (89)  
Capture, Store, Release (133)  
Indirect  
Get the Groundwater Picture (136)  
A-maze-ing Water (219)  
Colour me a Watershed (223)  
Common Water (232)  
Energetic Water (242)

## GRADE TEN

### Curricular Topics

#### **SUSTAINABILITY OF ECOSYSTEMS**

SE 5: Investigate human impact on ecosystems.

### Project WILD Correlation

\* denotes aquatic activity

\* Migration Barriers (293)  
Too Close For Comfort (286)  
To Compromise or Not to Compromise (295)  
Keeping Score (303)  
\* To Dam or Not to Dam (312)  
\* Deadly Skies (319) Indirect  
\* Deadly Waters (322) Indirect  
Ethi-Thinking (328)  
What Did Your Lunch Cost Wildlife? (335)  
Flip the Switch for Wildlife (337)  
Ethi-Reasoning (340)  
Can Do! (345)  
Improving Wildlife Habitat in the Community (348)  
Enviro-Ethics (351)  
\* Dragonfly Pond (354)  
\* Plastic Jellyfish (368)  
\* Something's Fishy Here! (371)  
\* Watershed (376)  
\* Alice in Waterland (381)  
National Wildlife Week Kit 2006  
*Watersheds*  
Saskatchewan Watershed Authority  
Website [www.swa.ca](http://www.swa.ca) Watershed  
Planning

### Project WET Correlation

Irrigation Interpretation (254)  
The Long Haul (260)  
Sum of the Parts (267)  
Water Works (274)  
Where are the Frogs (279)  
Every Drop Counts (307)  
A Grave Mistake (311)  
Humpty Dumpty (316)  
Money Down the Drain (328)  
The Price is Right (333)  
Sparkling Water (348)  
Superbowl Surge Part II (353)  
Choices and Preferences, Water Index (367) Indirect  
Dilema Derby (377)  
Hot Water (388)  
Pass the Jug (392)  
Perspectives (397)  
Water Court (413)

## GRADE TEN

### Curricular Topics

#### **CHEMICAL REACTIONS**

CR1: Observe common chemical reactions in your world

CR2: Represent chemical reactions symbolically using models, word equations and balanced chemical equations

CR3: Identify characteristics of chemical reactions involving organic compounds

CR4: Identify factors that affect the rates of chemical reactions

CR5: Investigate chemical reactions involving acids and bases

### Project WILD Correlation

\* denotes aquatic activity

\* Water Canaries (109) Indirect

### Project WET Correlation

Adventures in Density (25)  
H2Olympics (30) Indirect  
Hangin' Together (35)  
Is There Water on Zork? (43)  
Molecules in Motion (47)  
What's the Solution? (54)  
Lets Even Things Out (72)  
Where are all the Frogs (279)  
A Grave Mistake (311)  
The Pucker Effect (338)  
Sparkling Water (348)

Hanging Together (35)

Geyser Guts Extension (144)

Adventures in Density (25)  
Indirect  
Is There Water on Zork? (43)  
Molecules in Motion (47)  
Let's Even Things Out (72)  
The Pucker Effect (338) Indirect

Is There Water on Zork (43)  
Where are the Frogs (279)

## GRADE TEN

### Curricular Topics

### Project WILD Correlation

### Project WET Correlation

\* denotes aquatic activity

#### **EARTH AND SPACE SCIENCE: WEATHER DYNAMICS**

WD1: Explore the causes and impact of severe weather in Canada

The Thunderstorm (196)  
Wet Vacation (206)  
Nature Rules (260)  
Dust Bowls and Failed Levees (303)

WD2: Analyze meteorological data

\* Water Wings Extension 1. (57)  
\* Where Does Water Go After School (191)

Piece it Together (175)  
The Thunderstorm (196)  
Wet Vacation (206)  
Nature Rules (260)

WD3: Explain the principles of weather

\* Water Wings (57)  
Rainfall in the Forest (188)

Branching Out (129)  
Incredible Journey (161)  
Piece it Together (175)  
Water Models (201)  
After Math (289) Indirect  
The Rainstick (442)

WD4: Forecast local weather conditions

Wet Vacation (206)  
Nature Rules (260)  
The Rainstick (442)

## BIOLOGY 20

### Curricular Topics

### Project WILD Correlation

### Project WET Correlation

\* denotes aquatic activity

#### **Core Unit 1: INTRODUCTION TO BIOLOGY**

1.1	Exhibit a curiosity about life and the conditions which support life	Wild Words (82) Changing Attitudes (257) Cartoons and Bumper Stickers (268) Does Wildlife Sell Cigarettes? (270) The Power of a Song (272) Enviro Ethics (351)	The Life Box (76) Aqua Bodies (63)
1.2	Use a microscope to examine cells	* Micro Odyssey (165)	
1.3	Explain the importance of theory in biology	* Facts and Falsehoods (316)	

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#### **Core Unit 2: ECOLOGICAL ORGANIZATION**

1.1	Identify the components of soil		Wetland Soils in Living Color (212)
1.5	Investigate variations in plant growth on slopes		Just Passing Through (166)
1.8	Appreciate that the soil and the climate are the keys to life in Saskatchewan and on this planet	* How Wet Is Our Planet? (50) * Water Wings (57) * Designing a Habitat (70) The Edge of Home (177) Oh Deer (206) Checks and Balances (227) * Water We Eating (276) Planning for People and Wildlife (306) * Aquatic Times (310) Improving Wildlife Habitat in the Community (348)	Piece It Together (174) Water Models (201)

## BIOLOGY 20

### Curricular Topics

#### **Core Unit 2: ECOLOGICAL ORGANIZATION**

- 1.10 Discuss the following cycles and attempt to illustrate their interrelationship: water; carbon dioxide – oxygen; nitrogen
- 2.3 Describe how the human community is dependent on the soil, water and air
- 2.5 Describe how the human community in which one lives is dependent on, and influenced by, the climate
- 2.7 Investigate the natural community in the neighborhood of the school
- 3.1 Examine the evidence of life in the past
- 3.3 Investigate the role of humans in creating and sustaining conditions which alter the rate of ecological change

### Project WILD Correlation

\* denotes aquatic activity

- \* How Wet Is Our Planet (50)
  - \* Aqua Words (55)
  - \* Puddle Wonders (72)
  - \* Riparian Retreat (105)
  - \* Wetland Metaphors (168)
  - \* The Edge of Home (177)
  - \* Blue Ribbon Niche (180)
- 
- \* Watered Down History (262)
  - \* Dragonfly Pond (354)
- 
- \* Where Have All the Salmon Gone? (245)
  - \* The Glass Menagerie (283)
  - \* Turtle Hurdles (363)
  - \* Plastic Jellyfish (368)

### Project WET Correlation

- Imagine! (157)  
The Incredible Journey (161)  
Water Models (201)
- 
- Aqua Bodies (63)  
Piece It Together (174)  
Irrigation Interpretation (254)  
Easy Street ([historical perspective] (382)  
What's Happening?(424)  
Whose Problem Is It? (429)  
Raining Cats and Dogs (435)
- 
- Piece It Together (174)  
Dust Bowls and Failed Levees (303)
- 
- Rainy-Day Hike (186)
- 
- The Great Stony Book (150)
- 
- Just Passing Through (166)  
Humpty Dumpty (316)  
The Price Is Right (333)

## BIOLOGY 20

### Curricular Topics

### Project WILD Correlation

### Project WET Correlation

\* denotes aquatic activity

#### **Core Unit 2: ECOLOGICAL ORGANIZATION**

6.3 Draw a climatogram and discuss temperature and moisture as major determiners of a specific ecological area

Water Molecules (201)  
Wet Vacation (206)

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#### **Core Unit 3: DIVERSITY OF LIFE**

Describe the principles of classification

\* Fashion a Fish (197)

Recognize the role of monera, protist and fungi in the ecosystem

\* Micro Odyssey (165)

Describe the diversity of plants

\* Water Plant Art (62)  
\* Mythical Mystical Monsters (115)  
\* Aquatic Roots (242)

Describe the diversity of animals

\* Blue Ribbon Niche (180)  
\* Fishy Who's Who (195)  
\* Aquatic Roots (242)

Describe some diseases caused by bacteria which affect organisms living in Saskatchewan

No Bellyachers (85)  
Poison Pump (93)  
Super Sleuths (107)  
A Grave Mistake (311)

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#### **Core Unit 4: AGRICULTURAL BOTANY IN SASKATCHEWAN**

1.3 Describe the means by which solutions are transported through plants

H<sub>2</sub>Olympics (30)  
Thirsty Plants (116)

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## BIOLOGY 20

### Curricular Topics

### Project WILD Correlation

### Project WET Correlation

\* denotes aquatic activity

#### **Core Unit 4: AGRICULTURAL BOTANY IN SASKATCHEWAN**

1.7	Review the three major structures of a plant which include: the root, stem and leaf along with their locations and functions	Eco-Enrichers (92) What Did Your Lunch Cost Wildlife? (335)	H2Olympics (30) Thirsty Plants (116)
4.1	Describe the impact of agriculture on the local environment	* Living Research: Aquatic Heroes and Heroines (360)	Capture, Store and Release (133) Just Passing Through (166) Irrigation Interpretation (254)

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## BIOLOGY 30

### Curricular Topics

### Project WILD Correlation

\* denotes aquatic activity

### Project WET Correlation

#### **Core Unit 1: THE CHEMICAL BASIS OF LIFE**

- 2.1 Explain how carbon-based molecules interact with each other through hydrogen bonding
- 

Hangin' Together (35)

#### **Core Unit 2: CELL STRUCTURE**

- 2.1 Identify the factors which influence the rate and direction of diffusion
- 2.7 Identify how osmosis is related to diffusion and the value of osmosis to living organisms
- 

Let's Even Things Out (72)

Let's Even Things Out (72)

#### **Core Unit 3: GENETICS**

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#### **Core Unit 4: ANIMAL SYSTEMS**

5. Compare reproductive strategies among animal phyla
- 

\* Hooks and Ladders (184)

#### **Core Unit 5: EDUCATION**

1. Explain how the evolutionary theory unifies biology
2. Recognize evidence of evolution
3. Discuss how evolution proceeds
- 

Here Today, Gone Tomorrow (216)

## BIOLOGY 30

### Curricular Topics

### Project WILD Correlation

### Project WET Correlation

\* denotes aquatic activity

#### **Optional Unit:**

1. Impact of humans on the environment

- \* How Wet Is Our Planet? (50)
  - \* No Water Off a Duck's Back (230)
  - \* Net Gain, Net Effect (232)
  - \* Migration Headache (237)
  - \* Aquatic Roots (242)
  - \* Where Have all the Salmon Gone?  
(245)
  - \* Watered Down History (262)
  - \* To Compromise or Not to  
Compromise (295)
  - \* To Dam or Not to Dam (312)
  - \* Dragonfly Pond (354)
-

## CHEMISTRY 20

### Curricular Topics

### Project WILD Correlation

\* denotes aquatic activity

### Project WET Correlation

#### **Core Unit: INTRODUCTION TO CHEMISTRY**

Recognize safe practices and explain the reason for each practice

- recognize and minimize the hazards of toxic and corrosive chemicals

Identify and explain how chemistry affects us

- recognize that advances in chemistry are often driven by societal needs

Develop an understanding of how knowledge is obtained, evaluated, refined and changed within chemistry

- reflect upon how knowledge is created, refined and applied in chemistry

Come to a better understanding of the personal, moral, social and cultural aspects of chemistry

- understand how application of chemistry principles through technology influences the natural environment
- establish arguments based on human rights, human needs or the needs of the environment with respect to the use of knowledge about chemical principles
- explore how moral principles influence judgements about the application of chemical principles

The Pucker Effect (338)

Sparkling Water (348)  
Reaching Your Limits (344)

Reaching Your Limits (344)

Where Are the Frogs? (279)  
Macroinvertebrate Mayhem (322)  
A Grave Mistake (311)

Where Are the Frogs? (279)  
A Grave Mistake (311)

A Grave Mistake (311)

## CHEMISTRY 20

### Curricular Topics

### Project WILD Correlation

### Project WET Correlation

\* denotes aquatic activity

#### **Core Unit: MOLECULES AND COMPOUNDS**

Examine the bonding between molecules or atoms in solid and liquid phases

- describe the physical properties of ionic, metallic, covalent (molecular), covalent (network) and Van der Waals solids

Hangin' Together (35)

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#### **Core Unit: CHEMICAL REACTIONS**

Appreciate the importance of chemical reactions

- identify chemical reactions that affect the environment
- recognize how chemistry has been involved in product and process development in the last 30 years

A Grave Mistake (311)  
The Pucker Effect (338)

A Grave Mistake (311)

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#### **Optional Unit: BEHAVIOR OF GASES**

Applying kinetic molecular theory to understand the properties of gases

- compare the behavior of solids, liquids and gases
- use the kinetic molecular theory to make sense of observations about the behavior of matter

Molecules in Motion (47)

Molecules in Motion (47)

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## CHEMISTRY 30

### Curricular Topics

### Project WILD Correlation

\* denotes aquatic activity

### Project WET Correlation

#### **Core Unit: CONSUMER CHEMISTRY**

Describe and discuss the impact of the chemical industry on society

- investigate the impact of chemicals from consumer products in the environment

Develop a contemporary view of chemical technology and its influence on our lives

- examine experiences with, and contact chemical technology in the home and community
- understand the political, social and consumer demands which create and sustain technological developments

Where Are the Frogs (279)  
A Grave Mistake (311)

Sparkling Water (348)

The CEO (300)  
The Price Is Right (333)  
Sparkling Water (348)

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#### **Core Unit: INDEPENDENT RESEARCH**

Develop abilities to meet own learning needs

Develop an understanding of how knowledge is created, evaluated, refined and changed within chemistry

H<sub>2</sub>Olympics (30)  
A Grave Mistake – Extensions (311)  
Sparkling Water – Extensions (348)

H<sub>2</sub>Olympics (30)  
A-maze-ing Water – Extensions (219)  
A Grave Mistake – Extensions (311)  
Sparkling Water – Extensions (348)

## CHEMISTRY 30

### Curricular Topics

### Project WILD Correlation

\* denotes aquatic activity

### Project WET Correlation

#### **Core Unit: INDEPENDENT RESEARCH**

Develop abilities to meet own learning needs

Develop an understanding of how knowledge is created, evaluated, refined and changed within chemistry

H<sub>2</sub>Olympics (30)  
A Grave Mistake – Extensions (311)  
Sparkling Water – Extensions (348)

H<sub>2</sub>Olympics (30)  
A-maz-ing Water – Extensions (219)  
A Grave Mistake – Extensions (311)  
Sparkling Water – Extensions (348)

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#### **Core Unit: CASE STUDY**

Apply knowledge of chemistry to understanding how chemistry is developed and used

- determine the basic chemical principles which were under study or in use in the case

A Grave Mistake – Extensions (311)  
The Pucker Effect (338)

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#### **Core Unit: ENERGY CHANGES IN CHEMICAL REACTIONS**

Examine the relationships between heat energy and reactions

- compare the energy changes in phase changes and chemical reactions

Molecules in Motion (47)

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## CHEMISTRY 30

### Curricular Topics

### Project WILD Correlation

\* denotes aquatic activity

### Project WET Correlation

#### **Core Unit: SOLUBILITY AND SOLUTIONS**

Calculate concentrations of, and, prepare solutions

- relate concentrations expressed as ppm or ppb to those expressed as mol.L<sup>-1</sup> or g.L<sup>-1</sup>

Understand the principles of qualitative analysis of solutions

- investigate the applications of the principles of solubility

Reaching Your Limits (344)

What's the Solution? (54)

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#### **Core Unit: ACID-BASE EQUALIBRIA**

Understand that technology both shapes and is shaped by society

- appreciate how use of the principles of acid/base reactions has influenced our lives

Consider how the ionization of water interacts with acid and base dissociations

- recognize the relationship between the [H<sup>+</sup>] and [OH<sup>-</sup>] in an aqueous solution

Where Are the Frogs? (279)

Where Are the Frogs? (279)

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## PHYSICS 20

### Curricular Topics

### Project WILD Correlation

### Project WET Correlation

\* denotes aquatic activity

#### **Core Unit IV: HEAT**

##### **Topic A: Heat and Temperature**

###### Learning Outcomes

1. Identify some important postulates of the kinetic molecular theory

Molecules in Motion (47)

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#### **Core Unit: HEAT**

##### **Topic B: Specific Heat Capacity and Latent Heat**

###### Learning Outcomes

5. Identify several unique physical properties of water
6. Suggest some environmental implications leading from the physical properties of water

Adventures in Density (25)  
H<sub>2</sub>Olympics (30)  
Hangin' Together (35)  
Let's Even Things Out (72)  
A House of Seasons (155)

Geyser Guts (144)

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## PHYSICS 20

### Curricular Topics

### Project WILD Correlation

### Project WET Correlation

\* denotes aquatic activity

#### **Core Unit IV: HEAT**

#### **Topic C: Thermodynamics**

#### Learning Outcomes

3. Give a practical example which illustrates the Law of Conservation of Energy
5. Give a practical example which illustrates the Principle of Heat Exchange

Cold Cash in the Icebox (373)

Cold Cash in the Icebox (373)

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## PHYSICS 30

### Curricular Topics

### Project WILD Correlation

### Project WET Correlation

\* denotes aquatic activity

#### Core Unit III: ELECTRICITY

##### Topic D: Electric Power and Energy

###### Learning Outcomes

9. Identify the main ways that are used to produce electricity in Canada
10. Identify the impact each main method used to produce electricity has on the environment

Energetic Water (242)

Energetic Water (242)

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#### Core Unit IV: NUCLEAR PHYSICS

##### Topic D: Nuclear Reactors

###### Learning Outcomes

1. Describe how a nuclear reactor works,  
and
6. Identify some of the main features of the CANDU nuclear reactor

Geyser Guts (144)

**NOTE:** There is not a direct correlation between the learning outcomes and the listed activity. Parallels can, however, be drawn between the release of energy during the eruption of a geyser and the use of nuclear energy to heat water for production of electrical energy.

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## PHYSICS 30

### Curricular Topics

### Project WILD Correlation

### Project WET Correlation

\* denotes aquatic activity

#### **Optional Unit VI: FLUID MECHANICS**

##### **A: Density**

###### Learning Outcomes

- |    |  |                            |
|----|--|----------------------------|
| 1. | Define the following terms: density, relative density (specific gravity) | Adventures in Density (25) |
| 2. | Recognize that density is a characteristic property of matter            | Adventures in Density (25) |
| 4. | Solve problems based on an understanding of density                      | Adventures in Density (25) |
- 

#### **Core Unit VI: FLUID MACHANICS**

##### **D. Archimede's Principle**

###### Learning Outcomes

- |    |   |                            |
|----|---|----------------------------|
| 3. | Explain what factors would need to be considered in determining whether or not an object will float | Adventures in Density (25) |
|----|---|----------------------------|
-