

**Curricular Cross Reference: New Saskatchewan Grade 6, 7, 8 Science and Project WILD, Below Zero, and Project WET**

**GRADE 6**

LIFE SCIENCE: DIVERSITY OF LIFE		Project WILD	Below Zero	Project WET
Outcomes	Indicators			
<b>DL 6.1</b> Recognize and describe the diversity of living things in local and other ecosystems.	a) State the characteristics that define all living things (e.g., are made up of one or more cells, require energy for life processes, and have the ability to reproduce).	6 Bearly Born 28 Habitat Lap Sit 38 Habitat Rummy (m) 46 What's For Dinner? (m)		76 The Life Box (m) 79 Life in the Fast Lane
	b) Observe and document the diversity of living things in their local habitat through journaling, a nature walk, sketching, drawing, photographing, video recording, or other means.	18 Wildlife is Everywhere! (& e-aq) 20 Microtrek Scavenger Hunt 32 Habitacks (m) 72 Puddle Wonders 82 Wild Words... (m) 85 Animal Poetry (m) 98 Environmental Barometer 105 Riparian Retreat (e1 & 3) 165 Micro Odyssey (m) 180 Blue Ribbon Niche (#11)	83 Winter-Wise Insects (e2)	19 Water Log 191 Stream Sense (m)
	c) Show respect for other people, living things, and the environment when observing ecosystems.	18 Wildlife is Everywhere! 20 Microtrek Scavenger Hunt 109 Water Canaries 127 Urban Nature Search (m) 165 Micro Odyssey 280 Learning to Look, Looking to See	83 Winter-Wise Insects 129 What Gall!	12 Water Actions 79 Life in the Fast Lane 89 People of the Bog 191 Stream Sense 397 Perspectives (m- use with field study)
	f) Identify examples of science and technology-related careers and workplaces which require an understanding of the diversity of life (e.g., naturalist, zoo keeper, palaeontologist, and wildlife biologist).	204 Wildwork 224 Smokey the Bear Said What? (m) 227 Checks and Balances (m)		360 Wet-Work Shuffle

**Notes (all tables)**

**bold:** very strong correlation of activity with outcome/indicator  
 (e): include activity extension  
 (e-aq): aquatic extension  
 (m): minor modification may be required of activity  
 (number; e.g., 2): relevant step in activity procedure

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<b>DL 6.2</b> Examine how humans organize understanding of the diversity of living things.	g) Use appropriate scientific terminology to communicate ideas about the diversity of living things (e.g., biotic, abiotic, Kingdom, Phylum, monera, protists, fungi, plant, animal, vertebrate, and invertebrate).	13 Interview a Spider 20 Microtrek Scavenger Hunt 72 Puddle Wonders (use older student variations) 85 Animal Poetry (m) 109 Water Canaries 131 Good Buddies 161 Visual Vocabulary 165 Micro Odyssey (m) 180 Blue Ribbon Niche (e1)	83 Winter-Wise Insects	19 Water Log (m) 191 Stream Sense (m)
<b>DL 6.3</b> Analyze the characteristics and behaviours of vertebrates (i.e., mammals, birds, reptiles, amphibians, and fish) and invertebrates.	c) Compare and represent characteristics and behaviours (e.g., body shape, body description, method of respiration, methods of reproduction, method of movement, and method of feeding) of student-selected examples of invertebrates (e.g., arthropods, annelids, cnidarians, echinoderms, molluscs, and nematodes).	13 Interview a Spider 15 Grasshopper Gravity (m) 64 Are You Me? (m) <b>109 Water Canaries</b> 172 Marsh Munchers	83 Winter-Wise Insects 129 What Gall!	<b>322 Macroinvertebrate Mayhem</b>
<b>DL 6.4</b> Examine and describe structures and behaviours that help: <ul style="list-style-type: none"> <li>• individual living organisms survive in their environments in the short term</li> <li>• species of living organisms adapt to their environments in the long term.</li> </ul>	b) Show interest and curiosity in learning about living organisms' adaptations to different environments by journaling, participating in a nature walk, or sharing science-related information about adaptations (gathered from print or video resources or personal experience) with classmates.	18 Wildlife is Everywhere! 20 Microtrek Scavenger Hunt 85 Animal Poetry 125 Graphanimal 127 Urban Nature Search 286 Too Close for Comfort	83 Winter-Wise Insects 93 A Furry Plant? 99 Snow Floats 103 Winter Wonders 107 Winter Buddies 123 The Benefit of Big 125 Cozy in the Cold	19 Water Log <b>122 Water Address</b> 191 Stream Sense (m)

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	c) Describe examples of structures and behaviours, including seasonal changes, which help living things survive in their environments during the life-time of the organism.	122 What Bear Goes Where? 131 Good Buddies 139 Adaptation Artistry 142 Seeing is Believing or the Eyes Have It 147 Quick Frozen Critters 153 Muskox Manoeuvres 197 Fashion a Fish	23 Follow the Leader 33 Winter Survival (evaluation) 41 Snow Place Like Home 83 Winter-Wise Insects 89 Ready, Set, Snow! 93 A Furry Plant? 107 Winter Buddies 113 Dress Like a Polar Bear 123 The Benefit of Big	79 Life in the Fast Lane (& e) 99 Salt Marsh Players 122 Water Address
	d) Describe examples of adaptations to structures and behaviours (e.g., flippers, webbed feet, night-time vision, wide wings, camouflage colouring, migration, and hibernation) that have enabled living things to adapt to their environments in the long term.	64 Are You Me? 72 Puddle Wonders 139 Adaptation Artistry 142 Seeing is Believing or The Eyes Have It! 168 Wetland Metaphors 172 Marsh Munchers 177 The Edge of Home 180 Blue Ribbon Niche 184 Hooks and Ladders 194 Fishy Who's Who 197 Fashion a Fish 363 Turtle Hurdles	15 Bird Banquets 33 Winter Survival 55 Fishy Deep Freeze 117 Adaptarmigan (m) 129 What Gall! 131 Snakes and Ladders 159 Dinner Time 180 How Wildlife Survives (Appendix information)	122 Water Address (m)
	e) Explain how scientists use the fossil record as a source of information to identify changes or diversity in species over long periods of time.	216 Here Today, Gone Tomorrow		150 The Great Stony Book (m)
	f) Suggest reasons why specific living organisms have or might become endangered or extinct.	98 Environmental Barometer 145 Polar Bears in Winnipeg? 216 Here Today, Gone Tomorrow 227 Checks and Balances (m) 237 Migration Headache (m) 289 Shrinking Habitat 299 Deadly Links		

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LIFE SCIENCE: DIVERSITY OF LIFE		Project WILD	Below Zero	Project WET
Outcomes	Indicators			
	h) Compare closely related animals that live in different parts of the world and propose explanations for any differences in their structures and behaviours.	<b>122 What Bear Goes Where?</b> 139 Adaptation Artistry 197 Fashion a Fish (e1 & 2) 220 Who Lives Here? (m) 242 Aquatic Roots	15 Bird Banquets (m, e 1 & 2) 89 Ready, Set, Snow! 99 Snow Floats 107 Winter Buddies <b>109 Frost-Free Feathered Friends (m)</b> 127 Neat Feet (m) <b>155 Mighty Migrators</b>	99 Salt Marsh Players (e) 123 Water Address (m)
	i) Research the advantages of particular structures or behaviours of living organisms that have been adapted to suit different environments (e.g., how different bird beaks are best suited to obtain different types of food, how different types of foot structure are best suited for different environments).	139 Adaptation Artistry (e6) 197 Fashion a Fish (8) 286 Too Close for Comfort (m)	15 Bird Banquets (e1) 89 Read, Set, Snow! (variation #1) 93 A Furry Plant? 97 Snow Lovers or Haters? 107 Winter Buddies 113 Dress Like a Polar Bear (gr 4-6 variations) 125 Cosy in the Cold 129 What Gall! (e2)	122 Water Address (m)
<b>DL 6.5</b> Assess effects of micro-organisms on past and present society, and contributions of science and technology to human understanding of micro-organisms.	a) Choose and correctly use appropriate tools (e.g., magnifying glasses, optical microscopes, and video microscopes) to study living organisms that cannot be seen with the naked eye.	20 Microtrek Scavenger Hunt (e4) 165 Micro Odyssey		
	b) Observe and represent, using words and diagrams, characteristics of micro-organisms obtained from student- or teacher-collected water samples (e.g., bottled water, tap water, rain barrel, pond, creek, slough, and river water).	20 Microtrek Scavenger Hunt (e4) 165 Micro Odyssey		322 Macroinvertebrate Mayhem (m & e)

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LIFE SCIENCE: DIVERSITY OF LIFE		Project WILD	Below Zero	Project WET
Outcomes	Indicators			
	c) Explain how micro-organisms meet their basic needs, including moving around and obtaining food, water, and oxygen.	28 Habitat Lap Sit (m) 38 Habitat Rummy (m) 46 What's For Dinner? (m) 70 Designing a Habitat 168 Wetland Metaphors		76 The Life Box (m) 79 Life in the Fast Lane <b>322 Macroinvertebrate Mayhem</b>
	g) Discuss positive and negative impacts of micro-organisms for humans (e.g., food production and spoilage, fermentation, pasteurization, water and sewage treatment, human digestion, composting, disease spread and prevention, and biological warfare).	20 Microtrek Scavenger Hunt (e4) 165 Micro Odyssey		85 No Bellyachers ( <b>background</b> ) 93 Poison Pump 107 Super Sleuths 348 Sparkling Water (e)
<b>Sustainable Personal Actions</b>		48 Litter We Know 98 Environmental Barometer 180 Blue Ribbon Niche 216 Here Today, Gone Tomorrow 286 Too Close for Comfort 303 Keeping Score 328 Ethi-Thinking 330 Playing Lightly on the Earth 340 Ethi-Reasoning 345 Can Do! 348 Improving Wildlife Habitat in the Community 354 Dragonfly Pond 360 Living Research: Aquatic Heroes and Heroines	155 Mighty Migrators 159 Dinner Time (m)	12 Water Actions 262 Nature Rules! (m) 274 Water Works 279 Where Are the Frogs? (parts II, III, & e) 316 Humpty Dumpty 367 Choices and Preferences, Water Index 457 Water Write (m) 429 Whose Problem Is It?

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PHYSICAL SCIENCE: ELECTRICITY		Project WILD	Below Zero	Project WET
Outcomes	Indicators			
<b>EL 6.1</b> Assess personal, societal, economic, and environmental impacts of electricity use in Saskatchewan.	a) Provide examples of the types of energy sources used to provide heat and light to homes in the past and describe ways in which electricity-based technologies have changed the way people work, live, and interact with the environment in Saskatchewan.	<b>337 Flip the Switch for Wildlife!</b>		373 Cold Cash in the Icebox
	c) Identify the locations and types of large-scale electrical energy generation facilities in Saskatchewan and explain how electrical energy is transmitted from those facilities to locations throughout the province.	184 Hooks and Ladders 337 Flip the Switch for Wildlife! 312 To Dam or Not to Dam		397 Perspectives
	d) Identify factors that affect electrical consumption at home, school, and in the workplace and propose methods of decreasing electrical energy consumption that can help to conserve natural resources and protect the environment.	337 Flip the Switch for Wildlife! <b>351 Enviro-Ethics (m)</b>		
<b>EL 6.2</b> Investigate the characteristics of static electric charges, conductors, insulators, switches, and electromagnetism.				
<b>EL 6.3</b> Explain and model the properties of simple series and parallel circuits.				
<b>Sustainable Personal Actions</b>		306 Planning for People and Wildlife (m) 337 Flip the Switch for Wildlife! 351 Enviro-Ethics		

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PHYSICAL SCIENCE: FLIGHT		Project WILD	Below Zero	Project WET
Outcomes	Indicators			
<b>FL6.1</b> Examine the connections between human fascination with flight and the development of technologies based on the scientific principles of flight.	a) Observe and describe physical characteristics and adaptations that enable birds (e.g., ravens, hawks, loons, geese, hummingbirds, sandpipers, cranes, and sparrows), insects (e.g., mosquitoes, dragonflies, grasshoppers, bees, wasps, and butterflies) and bats to fly.	139 Adaptation Artistry (m)	155 Mighty Migrators (m)	
	g) Explain how inventions based on principles of flight have changed the way people work, live, and interact with the environment locally, nationally, and globally (e.g., bush planes in northern Saskatchewan, scheduled airline travel, supply of cargo to remote communities and mine sites, and transoceanic air travel).	289 Too Close for Comfort (m)		
<b>FL6.2</b> Investigate how the forces of thrust, drag, lift, and gravity act on living things and constructed devices that fly through the air.				
<b>FL6.3</b> Design a working prototype of a flying object that meets specified performance criteria.				
<b>Sustainable Personal Actions</b>		289 Too Close for Comfort (e2)		

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<b>EARTH AND SPACE SCIENCE: SPACE (OUR SOLAR SYSTEM)</b>		<b>Project WILD</b>	<b>Below Zero</b>	<b>Project WET</b>
<b>Outcomes</b>	<b>Indicators</b>			
<b>SS6.1</b> Research the physical characteristics of the major components of the solar system, including the sun, planets, moons, asteroids, and comets.				
<b>SS6.2</b> Examine multiple ways of explaining and representing astronomical phenomena, including phases, eclipses, and seasons.				
<b>SS6.3</b> Examine the evolution of manned and unmanned space exploration of the solar system.				
<b>Sustainable Personal Actions</b>				

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**GRADE 7**

LIFE SCIENCE: INTERACTIONS WITHIN ECOSYSTEMS		Project WILD	Below Zero	Project WET
Outcomes	Indicators			
<b>IE 7.1</b> Examine and explain First Nations and Métis lifestyles and worldviews as they relate to ecosystems.				
<b>IE 7.2</b> Observe, illustrate, and analyze living organisms within local ecosystems as part of interconnected food webs, populations, and communities.	a) Illustrate the ecological organization of life within the biosphere, using specific examples of species, populations, communities, ecosystems, and biomes.	28 Habitat Lap Sit 72 Puddle Wonders 109 Water Canaries 118 Kelp Help 127 Urban Nature Search 131 Good Buddies (m) 165 Micro Odyssey (m) 172 Marsh Munchers <b>180 Blue Ribbon Niche</b> 188 Rainfall and the Forest 195 Fishy Who's Who 299 Deadly Links		79 Life in the Fast Lane (m) 89 People of the Bog 99 Salt Marsh Players 191 Stream Sense (Other Things to Do at a Stream) 201 Water Models (background)
	b) Provide examples of ecosystem of varying sizes and locations.	72 Puddle Wonders 105 Riparian Retreat 109 Water canaries 172 Marsh Munchers 177 The Edge of Home 180 Blue Ribbon Niche		

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Outcomes	Indicators			
	c) Conduct a field study to observe, record (using sketches, notes, tables, photographs, and/or video-recordings), and identify living and non-living components of a local ecosystem.	20 Microtrek Scavenger Hunt 57 Water Wings (1) 72 Puddle Wonders 105 Riparian Retreat (e1) 109 Water Canaries 118 Kelp Help (e3) <b>127 Urban Nature Search</b> 168 Wetland Metaphors (e1) 172 Marsh Munchers (e2) 177 The Edge of Home <b>180 Blue Ribbon Niche</b> 188 Rainfall and the Forest 237 Migration Headache (e4) 280 Learning to Look, Looking to See 283 The Glass Menagerie 303 Keeping Score 306 Planning for People and Wildlife	83 Winter-Wise Insects 151 An Ice Place to Be! (e2)	79 Life in the Fast Lane 89 People of the Bog (m, e) 99 Salt Marsh Players (m, e) 186 Rainy-Day Hike 191 Stream Sense (Other Things to Do at a Stream) 322 Macroinvertebrate Mayhem (e)
	d) Show respect for all forms of life when examining ecosystems.	18 Wildlife is Everywhere! 20 Microtrek Scavenger Hunt 109 Water Canaries 127 Urban Nature Search (m) 280 Learning to Look, Looking to See	83 Winter-Wise Insects 129 What Gall!	
	f) Choose and use appropriate instruments (e.g., magnifying glass, thermometer, light meter, hand-held microscope, and digital camera) safely, effectively and accurately to investigate living and non-living components of ecosystems.	20 Microtrek Scavenger Hunt 109 Water Canaries 163 Owl Pellets 165 Micro Odyssey 283 The Glass Menagerie	45 Snow Experiments (m)	79 Life in the Fast Lane 191 Stream Sense (Other Things to Do at a Stream) 322 Macroinvertebrate Mayhem (e)

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Outcomes	Indicators			
	g) Compile and display ecological data to illustrate the various interactions that occur among living and non-living components of ecosystems.	55 Aqua Words 109 Water Canaries 127 Urban Nature Search 165 Micro Odyssey 188 Rainfall and the Forest 224 Smokey the Bear Said What? (m) 255 First Impressions (m) 283 The Glass Menagerie 303 Keeping Score	107 Winter Buddies (m, e1) 151 An Ice Place to Be! (e2)	79 Life in the Fast Lane (m) 191 Stream Sense (Other Things to Do at a Stream, m) 322 Macroinvertebrate Mayhem
	h) Identify strengths and weaknesses of different methods of collecting and displaying ecological data (e.g., compare field observations of an ecosystem with observations from a video or television program, compare a food chain with a food web).	316 Facts and Falsehoods		
	i) Classify organisms in a variety of ecosystems as producers, consumers, or decomposers and further classify consumers as herbivores, carnivores, or omnivores.	172 Marsh Munchers 177 The Edge of Home (m) 180 Blue Ribbon Niche	65 It's A Gasp	
	j) Interpret interdependence within natural systems by constructing food chains and food webs to illustrate the interactions among producers, consumers, and decomposers in a particular ecosystem.	118 Kelp Help (e2) 127 Urban Nature Search (m) 153 Muskox Manoeuvres (m) 163 Owl Pellets 165 Micro Odyssey 172 Marsh Munchers 180 Blue Ribbon Niche (4) 283 The Glass Managerie 299 Deadly Links	69 The Great Escape (m, variation 2 & e)	79 Life in the Fast Lane (m) 99 Salt Marsh Players

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LIFE SCIENCE: INTERACTIONS WITHIN ECOSYSTEMS		Project WILD	Below Zero	Project WET
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	l) Provide examples of organizations in Canada that support scientific research related to ecosystems (e.g., environmental conservation groups, federal and provincial government departments, agricultural and marine institutes, universities, and colleges).	109 Water Canaries (e4) 168 Wetland Metaphors 184 Hooks and Ladders (e5, 6) 195 Fishy Who's Who 216 Here Today, Gone Tomorrow 222 Planting Animals 227 Checks and Balances 237 Migration Headache		
<b>IE 7.3</b> Identify the flow of energy and matter in ecosystems through biogeochemical cycles (water, carbon, nitrogen).	a) Illustrate how energy is supplied to and flows through a food web using the concept of ecological pyramids (e.g., pyramid of energy, pyramid of numbers, and pyramid of biomass).	46 What's for Dinner? 105 Riparian Retreat (m) 165 Micro Odyssey (m) 172 Marsh Munchers 252 Lobster in Your Lunch Box (m) 276 Water We Eating? (m) 299 Deadly Links (m)	55 Fishy Deep Freeze (e)	99 Salt Marsh Players (m)
	c) Explain the role of decomposers in recycling matter in an ecosystem.	46 What's for Dinner? (m) 55 Aqua Words (m) 57 Water Wings (m) 165 Micro Odyssey (m) 168 Wetland Metaphors (m) 172 Marsh Munchers 283 The Glass Menagerie (m) 322 Deadly Waters (m)		89 People of the Bog 99 Salt Marsh Players (m) 116 Thirsty Plants (m) 161 The Incredible Journey
	d) Describe examples of how scientists collect evidence, search for patterns and relationships in data, and propose explanations to further the development of scientific knowledge about energy and matter flow in ecosystems.	245 Where Have All the Salmon Gone? 283 The Glass Menagerie 299 Deadly Links (m) 316 Facts and Falsehoods		

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LIFE SCIENCE: INTERACTIONS WITHIN ECOSYSTEMS		Project WILD	Below Zero	Project WET
Outcomes	Indicators			
	e) Design and conduct an experiment to investigate the conditions essential for the growth of plants (e.g., determine whether nutrients in soil are sufficient to support plant growth, determine the influence of sunlight or other forms of light on plant growth).	133 Forest in a Jar (m) 283 The Glass Menagerie	145 The Acid Test (m)	
	h) Identify and evaluate potential impacts on energy and matter flow of the removal of one or more living organisms from a specific ecosystem.	28 Habitat Lap Sit 168 Wetland Metaphors (m) 180 Blue Ribbon Niche 216 Here Today, Gone Tomorrow 220 Who Lives Here? (m) 222 Planting Animals (m) 237 Migration Headache (m) 242 Aquatic Roots (m) 257 Changing Attitudes 286 Too Close for Comfort 299 Deadly Links	55 Fishy Deep Freeze (m)	316 Humpty Dumpty
	i) Provide examples of scientific knowledge that have resulted in the development of technologies that are designed to assist in managing aspects of ecosystems (e.g., understanding the effect of nitrogen, phosphorus, and potassium on plant growth led to the production of specific formulations of fertilizers, knowledge of how micro-organisms help break down matter led to the development of composting bins).	184 Hook and Ladders (e5, 6) 216 Here Today, Gone Tomorrow (e2) 232 Net Gain, Net Effect (e8) 276 Water We Eating? (e1,2)		

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LIFE SCIENCE: INTERACTIONS WITHIN ECOSYSTEMS		Project WILD	Below Zero	Project WET
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<p><b>IE 7.4</b> Analyze how ecosystems change in response to natural (e.g., ecological succession) and human influences, and propose actions to reduce the impact of human behaviour on a specific ecosystem.</p>	<p>a) Identify evidence of ecological succession in ecosystems, using the concepts pioneer species, climax community, primary succession, and secondary succession and by identifying changes in plant and animal life in the ecosystem.</p>	<p>133 Forest in a Jar 135 Pond Succession (m) 180 Blue Ribbon Niche (m) 224 Smokey the Bear Said What? (e2) 283 The Glass Menagerie</p>		191 Stream Sense (Other Things to Do at a Stream, m)
	<p>b) Propose ecological questions to investigate arising from practical problems and issues (e.g., "What is the impact of clearing land for farming?", "How could a community prolong the life of its landfill site?", "How could a community reduce the amount of garbage it produces?", "What is the impact of a sports field being constructed in a particular location?").</p>	<p>224 Smokey the Bear Said What? 230 No Water Off A Ducks' Back (m) 295 To Compromise or Not to Compromise (&amp; e1) 306 Planning for People and Wildlife 310 Aquatic Times (m) 312 To Dam or Not to Dam (m)</p>		
	<p>c) Predict what a specific ecosystem (e.g., clear-cut forest, abandoned sports field, abandoned farm yard, abandoned rail line, ditch, driveway or sidewalk) will look like in the future (e.g., 5, 10, and 25 years) based on characteristics of the area and long-term changes observed in similar ecosystems.</p>	<p>135 Pond Succession (m) 216 Here Today, Gone Tomorrow (m) 232 Net Gain, Net Effect (m) 262 Watered Down History 283 The Glass Menagerie (m) 286 Too Close for Comfort 293 Migration Barriers 295 To Compromise or Not to Compromise (e1) 306 Planning for People &amp; Wildlife (&amp; e-aq)</p>	155 Mighty Migrators (m, e1)	293 Back to the Future (m)

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	d) Identify and delimit questions and problems related to the effects of natural or human influences on a particular ecosystem (e.g., delimit a problem related to research on the impact of forest fires on ecological succession).	224 Smokey the Bear Said What? (m) 262 Watered Down History 310 Aquatic Times	141 Shocking Snow (m) 145 The Acid test (&e)	
	e) Select and synthesize information from various human, print, and electronic sources to develop a response to specific questions related to natural or human influences on a particular ecosystem.	118 Kelp Help 180 Blue Ribbon Niche (m 2) 195 Fishy Who's Who (m) 216 Here Today, Gone Tomorrow 220 Who Lives Here? 242 Aquatic Roots 262 Watered Down History 276 Water We Eating? 295 To Compromise or Not to Compromise (e1) 299 Deadly Links (e) 306 Planning for People and Wildlife 310 Aquatic Times 319 Deadly Skies 322 Deadly Waters (e)	65 It's A Gasp (e) 137 Snowmobile Savvy (variation2) 147 Kindness That Kills! (e3)	79 Life in the Fast Lane (m) 262 Nature Rules! 279 Where Are the Frogs? (m) 316 Humpty Dumpty (e)

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	f) Propose a course of action or defend a given position on a local ecological issue or problem related to natural or human influences on a particular ecosystem, taking into account scientific, societal, technological, and environmental factors.	145 Polar Bears In Winnipeg? (e3) 180 Blue Ribbon Niche (e2) 216 Here Today, Gone Tomorrow (m) 227 Checks and Balances 237 Migration Headache (11) 242 Aquatic Roots (m) 262 Watered Down History (m) 293 Migration Barriers 295 To Compromise or Not to Compromise 299 Deadly Links 303 Keeping Score 306 Planning for People and Wildlife 310 Aquatic Times (m) 312 To Dam or Not to Dam 319 Deadly Skies 322 Deadly Waters 354 Dragonfly Pond (m)		262 Nature Rules! (m) 279 Where Are the Frogs? (wrap up) 397 Perspectives (m)
	h) Provide specific examples to illustrate that scientific and technological activities related to ecosystems take place in a variety of individual or group settings, locally and globally, and by men and women from a variety of cultural backgrounds (e.g., individual and community gardening, impact studies done by environmental engineers, and research done by teams of international scientists).	118 Kelp Help 204 Wildwork (m) 216 Here Today, Gone Tomorrow (e1)		89 People of the Bog
<b>Sustainable Personal Actions</b>		48 Litter We Know 211 The Hunter 216 Here Today, Gone Tomorrow 230 No Water Off A Ducks' Back 252 Lobster in Your Lunch Box 255 First Impressions 257 Changing Attitudes	137 Snowmobile Savvy 155 Mighty Migrators 159 Dinner Time	186 Rainy-Day Hike 191 Stream Sense (Other Things to Do at a Stream) 316 Humpty Dumpty 367 Choices and Preferences, Water Index 377 Dilemma Derby

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<b>Outcomes</b>	<b>Indicators</b>			
		283 The Glass Menagerie 286 Too Close for Comfort 303 Keeping Score 306 Planning for Wildlife 328 Ethi-Thinking 337 Flip the Switch for Wildlife! 340 Ethi-Reasoning 345 Can Do! 348 Improving Wildlife Habitat in the Community 354 Dragonfly Pond 368 Plastic Jellyfish		397 Perspectives 429 Whose Problem Is It? (m)

<b>PHYSICAL SCIENCE: MIXTURES AND SOLUTIONS</b>		<b>Project WILD</b>	<b>Below Zero</b>	<b>Project WET</b>
<b>Outcomes</b>	<b>Indicators</b>			
<b>MS 7.1</b> Distinguish between pure substances and mixtures (mechanical mixtures and solutions) using the particle model of matter.	a) Examine a variety of objects and materials, and record qualitative (e.g., colour, texture, and state of matter) and quantitative (e.g., density, melting point, and freezing point) physical properties of those objects in a chart or data table.			279 Where Are the Frogs? (m)
	b) Describe the characteristics of pure substances, mechanical mixtures, and solutions.			54 What's the Solution? (m) 279 Where Are the Frogs? (m)
<b>MS 7.2</b> Investigate methods of separating the components of mechanical mixtures and solutions, and analyse the impact of industrial and agricultural applications of those methods in Saskatchewan.	a) Describe methods of separating the components of mechanical mixtures and solutions, including mechanical sorting, filtration, evaporation, distillation, magnetism, and chromatography.			348 Sparkling Water

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<b>Outcomes</b>	<b>Indicators</b>			
	j) Use a technological problem solving process to design, construct, and evaluate a prototype of a process or device for separating a mechanical mixture or solution (e.g., purifying drinking water, separating household waste).			348 Sparkling Water
<b>MS 7.3</b> Investigate the properties and applications of solutions, including solubility and concentration.	i) Analyze the effects of technological inventions or processes related to solutions (e.g., water softeners, water treatment plants, agricultural sprays, insecticides, bleaches, and drain cleaners) on self, community, and the environment.	230 No Water Off A Ducks' Back 299 Deadly Links 312 To Dam or Not to Dam 319 Deadly Skies 337 Flip the Switch for Wildlife! (m)		333 The Price is Right (m) 338 The Pucker Effect (m) 348 Sparkling Water 353 Super Bowl Surge 274 Water Works 397 Perspectives 429 Whose Problem Is It? (m)
<b>Sustainable Personal Actions</b>		319 Deadly Skies (e)		271 Water Meter 429 Whose Problem Is It? (m)

<b>PHYSICAL SCIENCE: HEAT</b>		<b>Project WILD</b>	<b>Below Zero</b>	<b>Project WET</b>
<b>Outcomes</b>	<b>Indicators</b>			
<b>HT 7.1</b> Assess the impact of past and current heating and cooling technologies on self, society, and the environment.	a) Describe examples of developments in science and technologies that arise from an individual's need for heating and cooling of clothing, food, and shelter.		113 Dress Like a Polar Bear	

**Curricular Cross Reference: New Saskatchewan Grade 6, 7, 8 Science and Project WILD, Below Zero, and Project WET**

PHYSICAL SCIENCE: HEAT		Project WILD	Below Zero	Project WET
Outcomes	Indicators			
	c) Illustrate the historical development and scientific principles of technologies that address practical problems regarding human heating and cooling needs for food, shelter, and clothing (e.g., oven mitts, survival suits, air conditioning, central heating, thermos, refrigerators, stoves, heaters, and home insulation).		113 Dress Like a Polar Bear	373 Cold Cash in the Icebox
	f) Use a technological problem solving process to design, construct, and evaluate a prototype of a device that will provide a solution to a practical problem related to heating or cooling (e.g., cooking food, keeping food warm or cool for an extended period, keeping a shelter warm or cool, keeping a person warm or cool).		17 Cold Busters (m)	373 Cold Cash in the Icebox (m)
<b>HT 7.2</b> Explain how understanding differences between states of matter and the effect of heat on changes in state provide evidence for the particle theory.	a) Provide examples from daily life that illustrate the effects of heating and cooling on solids, liquids, and gases.			35 Hangin' Together (m) 144 Geyser Guts 161 The Incredible Journey 201 Water Models
	b) Investigate the effects of changes in temperature on solids, liquids, and gases.			43 Is There Water on Zork? (m) 47 Molecules in Motion
<b>HT 7.3</b> Investigate heat transfer via conduction, convection, and radiation.				
<b>Sustainable Personal Actions</b>				

**Curricular Cross Reference: New Saskatchewan Grade 6, 7, 8 Science and Project WILD, Below Zero, and Project WET**

<b>EARTH AND SPACE SCIENCE: EARTH'S CRUST</b>		<b>Project WILD</b>	<b>Below Zero</b>	<b>Project WET</b>
<b>Outcomes</b>	<b>Indicators</b>			
<b>EC 7.1</b> Analyze scientific understanding and explanations for movements and forces within the Earth's crust.	b) Provide examples of past theories and ideas, including cultural mythology, that explain geological phenomena such as volcanic activity, earthquakes and mountain building.			144 Geyser Guts (m)
	e) Describe societal and environmental impacts of some catastrophic events, including earthquakes or volcanic eruptions, which have occurred on or near Earth's surface and predict the impacts of future events.			262 Nature Rules!
<b>EC 7.2</b> Identify locations and processes used to extract geological resources of the Earth, including rocks and minerals, and examine the impacts of those processes on society and the environment.	h) Suggest solutions to problems that arise from applications of science and technology, taking into account potential advantages and disadvantages (e.g., managing mine tailings and pollutants; reclamation of open pit mining sites; ecological impact of pipelines; resource depletion; erosion due to forestry, mining, and agriculture; and urbanization).	230 No Water Off A Ducks' Back 299 Deadly Links		166 Just Passing Through 254 Irrigation Interpretation 274 Water Works (m) 397 Perspectives 429 Whose Problem Is It? (m)
<b>EC 7.3</b> Investigate the characteristics and formation of the surface geology of Saskatchewan, including soil, and identify correlations between the surface geology and past, present, and possible future land uses.	e) Differentiate between weathering and erosion and the role of water in each process, and identify local examples of each process.			150 The Great Stony Book (m) 166 Just Passing Through 212 Wetland Soils in Living Colour (wrap up)

**Curricular Cross Reference: New Saskatchewan Grade 6, 7, 8 Science and Project WILD, Below Zero, and Project WET**

<b>EARTH AND SPACE SCIENCE: EARTH'S CRUST</b>		<b>Project WILD</b>	<b>Below Zero</b>	<b>Project WET</b>
<b>Outcomes</b>	<b>Indicators</b>			
	h) Collect, with permission, and examine samples of local soils to determine their properties (e.g., colour, odour, texture, presence of organic matter, pore size, and air and water capacity).			212 Wetland Soils in Living Colour
<b>Sustainable Personal Actions</b>				274 Water Works (wrap up) 429 Whose Problem Is It? (m)

**Curricular Cross Reference: New Saskatchewan Grade 6, 7, 8 Science and Project WILD, Below Zero, and Project WET**

**GRADE 8**

<b>LIFE SCIENCE: CELLS, TISSUES, ORGANS AND SYSTEMS</b>		<b>Project WILD</b>	<b>Below Zero</b>	<b>Project WET</b>
<b>Outcomes</b>	<b>Indicators</b>			
<b>CS 8.1</b> Describe the characteristics of cells and compare structural and functional characteristics of plant and animal cells.	f) Demonstrate how gases and water move into and out of cells by modelling the processes of diffusion and osmosis.			72 Let's Even Things Out
<b>CS 8.2</b> Demonstrate proficiency in the use of a compound light microscope to observe plant and animal cells.	d) Use a microscope effectively and accurately to observe differences in structure between plant and animal cells and draw labelled diagrams of what is seen.	165 Micro Odyssey (2)		
<b>CS 8.3</b> Explain structural and functional relationships among cells, tissues, organs, and organ systems in humans.				
<b>CS 8.4</b> Analyze how the interdependence of organ systems contributes to the healthy functioning of the human body.	b) Show interest in science-related questions and issues by posing questions and defining practical problems related to the healthy functioning of the human body.		113 Dress Like a Polar Bear (m)	
	d) Provide examples of how the body reacts to internal and external stimuli such as viruses, bacteria, alcohol, drugs, dust, and temperature changes.		113 Dress Like a Polar Bear (re: temperature changes)	
<b>Sustainable Personal Actions</b>		165 Micro Odyssey (e2)		

**Notes (all tables)**

**bold:** strong correlation of activity with outcome/indicator  
 (e): include activity extension  
 (e-aq): aquatic extension  
 (m): minor modification may be required of activity  
 (number; e.g., 2): relevant step in activity procedure

**Curricular Cross Reference: New Saskatchewan Grade 6, 7, 8 Science and Project WILD, Below Zero, and Project WET**

PHYSICAL SCIENCE: OPTICS AND VISION		Project WILD	Below Zero	Project WET
Outcomes	Indicators			
<b>OP 8.1</b> Identify and describe, through experimentation, properties of visible light including <ul style="list-style-type: none"> <li>- rectilinear propagation</li> <li>- reflection</li> <li>- refraction.</li> </ul>				
<b>OP 8.2</b> Explore properties and application of optics-related technologies, including concave and convex mirrors and lenses.				
<b>OP 8.3</b> Compare the nature and properties of human vision with optical devices and vision in other living organisms.	d) Compare human vision with that of other vertebrates and invertebrates, including the function and design of the eye.	142 Seeing is Believing or the Eyes Have It (m)		
<b>OP 8.4</b> Evaluate the impact of electromagnetic radiation-based technologies on self and community.				
<b>Sustainable Personal Actions</b>				

PHYSICAL SCIENCE: FLUIDS AND DENSITY		Project WILD	Below Zero	Project WET
Outcomes	Indicators			
<b>FD 8.1</b> Investigate and represent the density of solids, liquids, and gases based on the particle model of matter.	i) Identify the effects of changes in temperature on the density of solids, liquids, and gases and explain the results using the particle model of matter.			25 Adventures in Density 47 Molecules in Motion (m)

**Curricular Cross Reference: New Saskatchewan Grade 6, 7, 8 Science and Project WILD, Below Zero, and Project WET**

	j) Describe situations in daily life where we see evidence that the density of substances changes naturally (e.g., molten lava as it cools, water 'turning over' at 4°C in the fall, air when mirages form) or is intentionally altered (e.g., air in a hot-air balloon, cream when it is churned and cooled).			25 Adventures in Density
<b>FD 8.2</b> Examine the effects of forces in and on objects in fluids, including the buoyant force.				
<b>FD 8.3</b> Investigate and describe physical properties of fluids (liquids and gases), including viscosity and compressibility.	h) Describe situations in which pressure can be increased or decreased by altering surface area (e.g., snow shoes vs. boots, flat-heeled vs. high-heeled shoes, adaptive hoof shape of the woodland caribou, dual or triple tires on a tractor, and placing a thumb over the end of a garden hose).		99 Snow Floats (m) 103 Winter Wonders (m)	
<b>FD 8.4</b> Identify and interpret the scientific principles underlying the functioning of natural and constructed fluid systems.	f) Describe and explain the role of collecting evidence, finding relationships, proposing explanations, and imagination in the development of scientific knowledge related to fluids and fluid systems (e.g., finding relationships between density or pressure and change in temperature provides insights into practical uses for fluids).			43 Is There Water on Zork? (m)
<b>Sustainable Personal Actions</b>				333 The Price is Right

**Curricular Cross Reference: New Saskatchewan Grade 6, 7, 8 Science and Project WILD, Below Zero, and Project WET**

<b>EARTH AND SPACE SCIENCE: WATER SYSTEMS ON EARTH</b>		<b>Project WILD</b>	<b>Below Zero</b>	<b>Project WET</b>
<b>Outcomes</b>	<b>Indicators</b>			
<b>WS 8.1</b> Analyze the impact of natural and human changes to the distribution and characteristics of water in local, regional, and national ecosystems.	a) Construct visual representations of the world distribution of water, and the distribution of water in Saskatchewan, including watersheds, lakes, rivers, streams, river systems, wetlands, ground water, saline lakes, and riparian areas.	50 How Wet is Our Planet? (m & e1) 55 Aqua Words (m) 376 Watershed		206 Wet Vacation (m, part II) 238 A Drop in the Bucket (m) 392 Pass the Jug (m, background)
	b) Compare characteristics of surface water features, such as lakes, rivers, streams, wetlands, and riparian areas.	55 Aqua Words (m) 57 Water Wings (m) 72 Puddle Wonders! 82 Wild Words... (m) 105 Riparian Retreat 109 Water Canaries 135 Pond Succession <b>169 Wetland Metaphors</b> 172 Marsh Munchers 181 Blue Ribbon Niche 237 Migration Headache 376 Watershed	55 Fishy Deep Freeze 151 An Ice Place to Be!	79 Life in the Fast Lane 89 People of the Bog 133 Capture, Store, and Release (m) 186 Rainy Day Hike (& e)
	d) Apply the concept of systems as a tool for interpreting the structure and interactions of natural water systems by constructing representations of systems such as the water cycle, watersheds, and continental drainage basins and showing interrelationships between parts of the system.	55 Aqua Words <b>57 Water Wings</b> 169 Wetland Metaphors <b>188 Rainfall and the Forest</b> 191 Where Does Water Go After School? (m) 376 Watershed	141 Shocking Snow (winter modification of WILD "Where Does Water Go After School?")	89 People of the Bog 116 Thirsty Plants 129 Branching Out! 137 Get the Ground Water Picture 157 Imagine! (m) 161 Incredible Journey <b>201 Water Models</b> 348 Sparkling Water
	e) Construct a written, visual, or dramatic representation of the water cycle, including showing or explaining how a single particle of water can travel through the cycle over extended periods of time.	57 Water Wings (m #6)		129 Branching Out! 157 Imagine! <b>161 Incredible Journey</b> 201 Water Models

**Curricular Cross Reference: New Saskatchewan Grade 6, 7, 8 Science and Project WILD, Below Zero, and Project WET**

EARTH AND SPACE SCIENCE: WATER SYSTEMS ON EARTH		Project WILD	Below Zero	Project WET
Outcomes	Indicators			
	f) Identify possible personal, societal, economic, and environmental consequences of natural changes and human practices and technologies that pose threats to surface and/or groundwater systems in Saskatchewan (e.g., vegetation removal, water and sewage treatment plants, timber harvesting, over application of fertilizers, agricultural and urban irrigation, impervious ground cover, land alterations, mining, introduction of invasive species, shoreline erosion, fluctuating lake levels, flooding, draining and/or channelling of surface water features, and damming of rivers).	181 Blue Ribbon Niche 230 No Water Off A Duck's Back 237 Migration Headache (m) 312 To Dam or Not to Dam 322 Deadly Waters 333 Water's Going On?! (e) 335 What Did Your Lunch Cost Wildlife? (e-aq) 337 Flip the Switch for Wildlife (e-aq) 340 Ethi-Reasoning (e-aq) 345 Can Do! (e-aq) 351 Enviro-Ethics (e-aq) 354 Dragonfly Pond 360 Living Research: Aquatic Heros and Heroines 371 Something's Fishy Here! 376 Watershed (e4) 381 Alice in Waterland	155 Mighty Migrators (m #3)	12 Water Actions 166 Just Passing Through 219 A-maze-ing Water 254 Irrigation Interpretation 267 Sum of the Parts 289 AfterMath (e, m) 293 Back to the Future 316 Humpty Dumpty (m, e) 333 The Price is Right 348 Sparkling Water 353 Super Bowl Surge 367 Choices and Preferences, Water Index 377 Dilemma Derby 388 Hot Water 397 Perspectives  modifications: add SK data
	g) Research a specific human practice or technology that may pose a threat to surface and/or ground water systems in Saskatchewan and explain how different groups in society (e.g., landowner, consumer, business owner, recreational user, fisherman, government official, and farmer) may have conflicting needs and desires in relation to the practice or technology and how those decisions or actions of different stakeholders may or may not be addressed by scientific or technological knowledge.	<b>181 Blue Ribbon Niche</b> 184 Hooks and Ladders 191 Where Does Water Go After School? 231 No Water Off a Duck's Back 237 Migration Headache (m, e) 242 Aquatic Roots 312 To Dam or Not to Dam (e2,3) 322 Deadly Waters <b>354 Dragonfly Pond</b> 369 Plastic Jellyfish 371 Something's Fishy Here! 381 Alice in Waterland	141 Shocking Snow (e) 145 The Acid Test (m)	12 Water Actions 186 Rainy Day Hike 219 A-maze-ing Water (e) 232 Common Water 254 Irrigation Interpretation 267 Sum of the Parts 293 Back to the Future 333 The Price is Right 338 The Pucker Effect 353 Super Bowl Surge (m) 377 Dilemma Derby 388 Hot Water 397 Perspectives 429 Whose Problem Is It?  modifications: add SK data

**Curricular Cross Reference: New Saskatchewan Grade 6, 7, 8 Science and Project WILD, Below Zero, and Project WET**

EARTH AND SPACE SCIENCE: WATER SYSTEMS ON EARTH		Project WILD	Below Zero	Project WET
Outcomes	Indicators			
	h) Evaluate individual and group processes used in planning, problem solving, decision making, and completing a task related to studying threats to water systems, such as accepting various roles in a group, sharing responsibility for carrying out decisions, and seeking consensus before making decisions.	181 Blue Ribbon Niche 237 Migration Headache 345 Can Do! (e-aq) <b>354 Dragonfly Pond</b>		12 Water Actions 137 Get the Ground Water Picture 317 Humpty Dumpty 333 The Price is Right 348 Sparkling Water 353 Super Bowl Surge 392 Pass the Jug (7 & e) 397 Perspectives
<b>WS 8.2</b> Describe how wind, water, and ice have shaped and continue to shape the Canadian landscape.	a) Examine how the processes of weathering, erosion, and deposition result from water movement and wave action, including how waves and tides are generated and how they interact with shorelines.	135 Pond Succession (m) 376 Watershed (m)	155 Mighty Migrators (m)	150 The Great Stony Book 166 Just Passing Through
	d) Describe how the interactions of ocean currents, winds, and regional climates shape local, regional, national, and global environments.	188 Rainfall and the Forest (m)		174 Piece it Together 206 Wet Vacation (II)
	f) Create a written, visual, physical, or dramatic representation of the processes that lead to the development of rivers, lakes, continental drainage systems, and ocean basins, including glaciation, continental drift, erosion, and volcanic action.	376 Watershed		129 Branching Out! 166 Just Passing Through 223 Colour Me a Watershed
	g) Identify factors that affect glacier formation and reduction and their effects on the environment, including the formation of glacial landforms such as drumlins, moraines, eskers, and kettle lakes in Saskatchewan.	50 How Wet is Our Planet? (m)	155 Mighty Migrators (m)	171 Old Water 174 Piece It Together 303 Dust Bowls and Failed Levees

**Curricular Cross Reference: New Saskatchewan Grade 6, 7, 8 Science and Project WILD, Below Zero, and Project WET**

<b>EARTH AND SPACE SCIENCE: WATER SYSTEMS ON EARTH</b>		<b>Project WILD</b>	<b>Below Zero</b>	<b>Project WET</b>
<b>Outcomes</b>	<b>Indicators</b>			
	h) Identify factors that affect polar icecap formation and reduction and their effects on the environment, including possible changes to ocean currents and climate patterns.	50 How Wet is Our Planet? (m)	155 Mighty Migrators (m)	171 Old Water 174 Piece It Together 303 Dust Bowls and Failed Levees
	i) Propose new questions and problems for future study that arise from the study of the effects of wind, water, and ice on the landscape (e.g., "How might changes in glaciers affect Saskatchewan water supplies?" "How might icecap melting change Canadian coastlines?")			12 Water Actions 267 Sum of the Parts (m)
<b>WS 8.3</b> Analyze natural factors and human practices that affect productivity and species distribution in marine and fresh water environments.	b) Identify diverse examples of organisms in a variety of marine and freshwater ecosystems (e.g., wetlands, lakes, rivers, salt marsh, estuary, ocean, and intertidal zone) and explain how biodiversity is an indicator of ecosystem health.	64 Are You Me? (m) 70 Designing a Habitat (m) <b>105 Riparian Retreat</b> 109 Water Canaries 165 Micro Odyssey 169 Wetland Metaphors 177 The Edge of Home (m) <b>181 Blue Ribbon Niche</b>		122 Water Address (m) 191 Stream Sense (Other Things to Do at a Stream) 322 Macroinvertebrate Mayhem
	c) Identify factors that affect productivity and species distribution in aquatic environments (e.g., temperature, turbidity, sunlight, nutrients, salinity, water depth, currents, overfishing, upwelling, and pollutants).	<b>109 Water Canaries</b> 376 Watershed (e4)	141 Shocking Snow (e) 145 The Acid Test	79 Life in the Fast Lane 89 People of the Bog 191 Stream Sense (Other Things to Do at a Stream) 322 Macroinvertebrate Mayhem
	d) Research a student-selected aquatic species, describe the characteristics of its environment, identify factors that could affect its productivity, and suggest methods of ensuring long-term viability of the species.	57 Water Wings (e3) 181 Blue Ribbon Niche (m)	83 Winter-Wise Insects (e1) 93 A Furry Plant? (aq-e)	

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<b>EARTH AND SPACE SCIENCE: WATER SYSTEMS ON EARTH</b>		<b>Project WILD</b>	<b>Below Zero</b>	<b>Project WET</b>
<b>Outcomes</b>	<b>Indicators</b>			
	e) Measure factors that provide indicators of water quality, such as temperature, turbidity, dissolved oxygen content, presence of nitrates or phosphates, and macroinvertebrates, from a variety of samples of water.	<b>109 Water Canaries</b>	141 Shocking Snow	43 Is There Water on Zork? (e) 191 Stream Sense (with 194 Other Things to Do at a Stream) 344 Reaching Your Limits (e)
	f) Interpret patterns and trends in water quality data, and infer and explain relationships among the variables.	109 Water Canaries 319 Deadly Skies (m & e1)	141 Shocking Snow (m) 145 The Acid Test (e)	43 Is There Water on Zork? (e) 93 Poison Pump 344 Reaching Your Limits 279 Where Are the Frogs? (II, 5)
	h) Describe examples of technologies used to assess water quality and how those technologies have changed over time.			93 Poison Pump (m) 407 Water Concentration
	i) Provide examples of how individuals and public and private Canadian institutions contribute to the sustainable stewardship of water through traditional knowledge and scientific and technological research and endeavours related to aquatic environments (e.g., marine research institutes, universities, federal and provincial government departments, and ecological groups) and identify possible careers related to the study and stewardship of water.	216 Here Today, Gone Tomorrow 232 Net Gain, Net Effect (e9 & 10) 237 Migration Headache (m) 242 Aquatic Roots		191 Stream Sense (e) 300 The CEO 307 Every Drop Counts 353 Super Bowl Surge 360 Wet-Work Shuffle 377 Dilemma Derby 413 Water Court  modifications: add institutions

**Curricular Cross Reference: New Saskatchewan Grade 6, 7, 8 Science and Project WILD, Below Zero, and Project WET**

<b>EARTH AND SPACE SCIENCE: WATER SYSTEMS ON EARTH</b>		<b>Project WILD</b>	<b>Below Zero</b>	<b>Project WET</b>
<b>Outcomes</b>	<b>Indicators</b>			
<b>Sustainable Personal Actions</b>		230 No Water Off A Duck's Back 322 Deadly Waters 333 Water's Going On?! (e) 335 What Did Your Lunch Cost Wildlife? (e-aq) 337 Flip the Switch for Wildlife (e-aq) 340 Ethi-Reasoning (e-aq) 345 Can Do! (e-aq) 351 Enviro-Ethics (e-aq) 354 Dragonfly Pond 360 Living Research: Aquatic Heros and Heroines 371 Something's Fishy Here! 376 Watershed (e4) 381 Alice in Waterland	141 Shocking Snow! 145 The Acid Test 155 Mighty Migrators (m)	271 Water Meter 307 Every Drop Counts 333 The Price is Right 367 Choices and Preferences, Water Index 382 Easy Street 400 Water: Read All About It! 429 Whose Problem Is It?