Cross-Reference Guide: Grade 2 Alberta Science with Project WILD and Below Zero *

J. Latshaw, Ph.D., University of Saskatchewan

Topic D: Hot and Cold Temperature		Project Wild*	Below Zero*	Project WET
General Learner Expectations	**Specific Learner Expectations**			
2–9 Recognize the effects of heating and cooling, and identify methods for heating and cooling.	1. Describe temperature in relative terms, using expressions, such as hotter than, colder than.			
	2. Measure temperature in degrees Celsius (°C).		53 Snug Under the Snow	
	3. Describe how heating and cooling materials can often change them; e.g., melting and freezing, cooking, burning.			50 Water Match
	4. Identify safe practices for handling hot and cold materials and for avoiding potential dangers from heat sources.			
	5. Recognize that the human body temperature is relatively constant and that a change in body temperature often signals a change in health.			
	6. Identify ways in which the temperature in homes and buildings can be adjusted; e.g., by turning a thermostat up or down, by opening or closing windows, by using a space heater in a cold room.			

* See end notes for abbreviations

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Topic D: Hot and Cold Temperature		Project Wild*	Below Zero*	Project WET
General Learner Expectations	**Specific Learner Expectations**			
	7. Describe, in general terms, how local buildings are heated: • identify the energy source or fuel • recognize that most buildings are heated by circulating hot air or hot water • describe how heat is circulated through the school building and through their own homes.			
	8. Describe the role of insulation in keeping things hot or cold, and identify places where some form of insulation is used; e.g., clothing, refrigerator, coolers, homes.		17 Cold Busters	373 Cold Cash in the Box
	9. Identify materials that insulate animals from the cold; e.g., wool, fur and feathers; and identify materials that are used by humans for the same purpose.		37 Design a Shelter	
	10. Design and construct a device to keep something hot or cold.			
	11. Describe ways in which temperature changes affect us in our daily lives.			

* See end notes for abbreviations

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Topic E: Small Crawling and Flying Animals		**Project Wild***	**Below Zero***	**Project WET**
General Learner Expectations	**Specific Learner Expectations**			
2–10 Describe the general structure and life habits of small crawling and flying animals; e.g., insects, spiders, worms, slugs; and apply this knowledge to interpret local species that have been observed.	1. Recognize that there are many different kinds of small crawling and flying animals, and identify a range of examples that are found locally.	15 Grasshopper Gravity 85 Animal Poetry (m)		
	2. Compare and contrast small animals that are found in the local environment. These animals should include at least three invertebrates—that is, animals such as insects, spiders, centipedes, slugs, worms.	127 Urban Nature Search		
	3. Recognize that small animals, like humans, have homes where they meet their basic needs of air, food, water, shelter and space; and describe any special characteristics that help the animal survive in its home.	26 Everybody Needs a Home 32 Habitracks	29 Hare Ways 33 Winter Survival 37 Design a Shelter 41 Snow Place Like Home	

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Topic E: Small Crawling and Flying Animals		Project Wild*	Below Zero*	Project WET
General Learner Expectations	**Specific Learner Expectations**			
	4. Identify each animal's role within the food chain. To meet this expectation, students should be able to identify the animals as plant eaters, animal eaters or decomposers and identify other animals that may use them as a food source.	163 Owl Pellets	69 The Great Escape 77 Moose Morsels 81 Snowway to Hide 159 Dinnertime (m)	
	5. Describe the relationships of these animals to other living and nonliving things in their habitat, and to people.			
	6. Identify and give examples of ways that small animals avoid predators, including camouflage, taking cover in burrows, use of keen senses and flight.	15 Grasshopper Gravity		
	7. Describe conditions for the care of a small animal, and demonstrate responsible care in maintaining the animal for a few days or weeks.			
	8. Identify ways in which animals are considered helpful or harmful to humans and to the environment.			

*** End Notes** (for all tables)

* See end notes for abbreviations

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bold - very strong correlation of activity with outcome/expectation

m - minor modification required for SLE

\# - relevant step in activity procedure

e - include extension activity

aq - aquatic extension

eval - evaluation section of activity

var - variation section of activity

* See end notes for abbreviations