

Cross-Reference Guide: Grade 10 Alberta Science with Project WILD and Below Zero *

Unit D: Energy Flow in Global Systems		Project Wild*	Below Zero*
Outcomes for Science, Technology and Society (STS) and Knowledge	Specific Learner Expectations		
1. Describe how the relationships among input solar energy, output terrestrial energy and energy flow within the biosphere affect the lives of humans and other species	explain how climate affects the lives of people and other species, and explain the need to investigate climate change (<i>e.g., describe the responses of human and other species to extreme climatic conditions; describe housing designs, animal habitats, clothing and fur in conditions of extreme heat, cold, dryness or humidity, wind</i>)	50 How Wet is Our Planet? (indirect) 109 Water Canaries 135 Pond Succession 180 Blue Ribbon Niche (m) 188 Rainfall and the Forest 195 Fishy Who's Who	17 Cold Busters (m) 41 Snow Place Like Home 45 Snow Experiments (m) 55 Fishy Deep Freeze (m) 65 It's a Gasp 89 Ready, Set, Snow! 93 A Furry Plant? 97 Snow Lovers or Haters? 113 Dress Like a Polar Bear (m) 123 The Benefit of Big (m) 125 Cosy in the Cold (m) 131 Snakes and Ladders 151 An Ice Place to Be
	identify the Sun as the source of all energy on Earth		
	analyze, in general terms, the net radiation budget, using per cent; i.e., solar energy input, terrestrial energy output, net radiant energy		
	describe the major characteristics of the atmosphere, the hydrosphere and the lithosphere, and explain their relationship to Earth's biosphere	50 How Wet is Our Planet? 57 Water Wings (#9)	
	describe and explain the greenhouse effect, and the role of various gases—including methane, carbon dioxide and water vapour—in determining the scope of the greenhouse effect		

* See end notes for abbreviations

Cross-Reference Guide: Grade 10 Alberta Science with Project WILD and Below Zero *

Unit D: Energy Flow in Global Systems		Project Wild*	Below Zero*
Outcomes for Science, Technology and Society (STS) and Knowledge	Specific Learner Expectations		
2. Analyze the relationships among net solar energy, global energy transfer processes—primarily radiation, convection and hydrologic cycle—and climate	describe, in general terms, how thermal energy is transferred through the atmosphere (i.e., global wind patterns, jet stream, Coriolis effect, weather systems) and through the hydrosphere (i.e., ocean currents, large bodies of water) from latitudes of net radiation surplus to latitudes of net radiation deficit, resulting in a variety of climatic zones (<i>e.g., analyze static and animated satellite images</i>)		
	investigate and describe, in general terms, the relationships among solar energy reaching Earth’s surface and time of year, angle of inclination, length of daylight, cloud cover, albedo effect and aerosol or particulate distribution		
	explain how thermal energy transfer through the atmosphere and hydrosphere affects climate		
	investigate and interpret how variations in thermal properties of materials can lead to uneven heating and cooling		17 Cold Busters 41 Snow Place Like Home (m) 45 Snow Experiments 49 Snowsense (m) 53 Snug Under the Snow (m)
	investigate and explain how evaporation, condensation, freezing	57 Water Wings (m)	

* See end notes for abbreviations

Cross-Reference Guide: Grade 10 Alberta Science with Project WILD and Below Zero *

Unit D: Energy Flow in Global Systems		Project Wild*	Below Zero*
Outcomes for Science, Technology and Society (STS) and Knowledge	Specific Learner Expectations		
	and melting transfer thermal energy; i.e., use simple calculations of heat of fusion $H_{fus} = Qn$ and vaporization $H_{vap} = Qn$, and $Q = mc\Delta t$ to convey amounts of thermal energy involved, and link these processes to the hydrologic cycle		
3. Relate climate to the characteristics of the world's major biomes, and compare biomes in different regions of the world	describe a biome as an open system in terms of input and output of energy and matter and exchanges at its boundaries (<i>e.g., compare and contrast cells and biomes as open systems</i>)		
	relate the characteristics of two major biomes (i.e., grassland, desert, tundra, taiga, deciduous and rain forest) to net radiant energy, climatic factors (temperature, moisture, sunlight and wind) and topography (mountain ranges, large bodies of water)	188 Rainfall and the Forest	
	analyze the climatographs of two major biomes (i.e., grasslands, desert, tundra, taiga, deciduous and rain forest) and explain why biomes with similar characteristics can exist in different geographical locations, latitudes and altitudes		

* See end notes for abbreviations

Cross-Reference Guide: Grade 10 Alberta Science with Project WILD and Below Zero *

Unit D: Energy Flow in Global Systems		Project Wild*	Below Zero*
Outcomes for Science, Technology and Society (STS) and Knowledge	Specific Learner Expectations		
	identify the potential effects of climate change on environmentally sensitive biomes (<i>e.g., impact of a reduction in the Arctic ice pack on local species and on Aboriginal societies that rely on traditional lifestyles</i>)		113 Dress Like a Polar Bear (Background)
4. Investigate and interpret the role of environmental factors on global energy transfer and climate change	investigate and identify human actions affecting biomes that have a potential to change climate (<i>e.g., emission of greenhouse gases, draining of wetlands, forest fires, deforestation</i>) and critically examine the evidence that these factors play a role in climate change (<i>e.g., global warming, rising sea level(s)</i>)	168 Wetland Metaphors 224 Smokey the Bear Said What? 295 To Compromise or Not to Compromise (m)	141 Shocking Snow! (m) 145 The Acid Test (m)
	identify evidence to investigate past changes in Earth's climate (<i>e.g., ice core samples, tree ring analysis</i>)		
	describe and evaluate the role of science in furthering the understanding of climate and climate change through international programs (<i>e.g., World Meteorological Organization, World Weather Watch, Global Atmosphere Watch, Surface Heat Budget of the Arctic Ocean (SHEBA) project, The Intergovernmental Panel on Climate Change (IPCC); the study of</i>	188 Rainfall and the Forest	

* See end notes for abbreviations

Cross-Reference Guide: Grade 10 Alberta Science with Project WILD and Below Zero *

Unit D: Energy Flow in Global Systems		Project Wild*	Below Zero*
Outcomes for Science, Technology and Society (STS) and Knowledge	Specific Learner Expectations		
	<i>paleoclimates and models of future climate scenarios)</i>		
	describe the role of technology in measuring, modelling and interpreting climate and climate change (e.g., computer models, devices to take measurements of greenhouse gases, satellite imaging technology)	376 Watershed	
	describe the limitations of scientific knowledge and technology in making predictions related to climate and weather (e.g., predicting the direct and indirect impacts on Canada's agriculture, forestry and oceans of climate change, or from changes in energy transfer systems, such as ocean currents and global wind patterns)		
	assess, from a variety of perspectives, the risks and benefits of human activity, and its impact on the biosphere and the climate (e.g., compare the Gaia hypothesis with traditional Aboriginal perspectives on the natural world; identify and analyze various perspectives on reducing the impact of human activity on the global climate)	216 Here Today, Gone Tomorrow (indirect) 289 Shrinking Habitat (m) 293 Migration Barriers (e#1,2) 306 Planning for People and Wildlife 312 To Dam or Not To Dam 319 Deadly Skies 322 Deadly Waters 330 Playing Lightly on The Earth (e) 335 What Did Your Lunch Cost Wildlife?	141 Shocking Snow! (m) 145 The Acid Test (m) 151 An Ice Place to Be (m)

* See end notes for abbreviations

Cross-Reference Guide: Grade 10 Alberta Science with Project WILD and Below Zero *

Unit D: Energy Flow in Global Systems		Project Wild*	Below Zero*
Outcomes for Science, Technology and Society (STS) and Knowledge	Specific Learner Expectations		
		337 Flip the Switch for Wildlife! 340 Ethi-Reasoning 354 Dragonfly Pond (m) 376 Watershed (e#9)	

Unit D: Energy Flow in Global Systems		Project Wild*	Below Zero*
Skill Outcomes	Specific Learner Expectations		
Initiating and Planning Ask questions about observed relationships, and plan investigations of questions, ideas, problems and issues	<i>identify questions to investigate that arise from practical problems and issues (e.g., develop questions related to climate change, such as “How will global warming affect Canada’s northern biomes?”; “How will a species be affected by an increase or decrease in average temperature?”</i>	135 Pond Succession 319 Deadly Skies 376 Watershed	41 Snow Place Like Home 45 Snow Experiments 49 Snowsense 53 Snug Under the Snow 55 Fishy Deep Freeze 65 It’s a Gasp 89 Ready, Set, Snow! 93 A Furry Plant? 123 The Benefit of Big 125 Cosy in the Cold 151 An Ice Place to Be
	<i>design an experiment, and identify specific variables (e.g., investigate the heating effect of solar energy, using variables, such as temperature, efficiency and materials used)</i>	319 Deadly Skies	17 Cold Busters 41 Snow Place Like Home 45 Snow Experiments 49 Snowsense 53 Snug Under the Snow 113 Dress Like a Polar Bear (var 4-6, e#1,2)

* See end notes for abbreviations

Cross-Reference Guide: Grade 10 Alberta Science with Project WILD and Below Zero *

Unit D: Energy Flow in Global Systems		Project Wild*	Below Zero*
Skill Outcomes	Specific Learner Expectations		
			123 The Benefit of Big 125 Cosy in the Cold 141 Shocking Snow!
	formulate operational definitions of major variables (<i>e.g., define heat of fusion or vaporization as the quantity of energy to change the state of one mole of matter at its melting or boiling point in the absence of temperature change</i>)		
Performing and Recording Conduct investigations into relationships between and among observable variables, and use a broad range of tools and techniques to gather and record data and information	carry out procedures, controlling the major variables and adapting or extending procedures where required (<i>e.g., perform an experiment to determine the ability of various materials to absorb or reflect solar energy</i>)		17 Cold Busters 41 Snow Place Like Home 45 Snow Experiments 49 Snowsense 53 Snug Under the Snow 113 Dress Like a Polar Bear (var 4-6, e#1,2) 123 The Benefit of Big 125 Cosy in the Cold 141 Shocking Snow!
	use instruments, effectively and accurately, to collect data (<i>e.g., use a barometer, rain gauge, thermometer, anemometer</i>)	109 Water Canaries	17 Cold Busters 41 Snow Place Like Home 45 Snow Experiments 49 Snowsense 53 Snug Under the Snow 141 Shocking Snow! 123 The Benefit of Big 125 Cosy in the Cold
	<i>compile and organize data, using appropriate formats and data</i>	188 Rainfall and the Forest	17 Cold Busters 41 Snow Place Like Home

* See end notes for abbreviations

Cross-Reference Guide: Grade 10 Alberta Science with Project WILD and Below Zero *

Unit D: Energy Flow in Global Systems		Project Wild*	Below Zero*
Skill Outcomes	Specific Learner Expectations		
	<i>treatments to facilitate interpretation of the data (e.g., organize data to prepare climatographs for comparing biomes)</i>		45 Snow Experiments 49 Snowsense 53 Snug Under the Snow 113 Dress Like a Polar Bear (var 4-6, e#1,2) 123 The Benefit of Big 125 Cosy in the Cold 141 Shocking Snow!
	<i>use library and electronic research tools to collect information on a given topic (e.g., research sources of greenhouse gases; research protocols to control human sources of greenhouse gases)</i>	50 How Wet is Our Planet? 57 Water Wings (e#1) 109 Water Canaries (e#4,7) 168 Wetland Metaphors 188 Rainfall and the Forest 195 Fishy Who's Who 216 Here Today, Gone Tomorrow 224 Smokey the Bear Said What?	41 Snow Place Like Home (var2) 49 Snowsense (e#3) 65 It's a Gasp (e) 89 Ready, Set, Snow! 93 A Furry Plant? 97 Snow Lovers or Haters? 113 Dress Like a Polar Bear (var 4-6, e#1,2) 125 Cosy in the Cold
	<i>select and integrate information from various print and electronic sources or from several parts of the same source (e.g., collect weather and climate data, both historic and current, from the Internet)</i>	50 How Wet is Our Planet? 57 Water Wings 109 Water Canaries 168 Wetland Metaphors (e#2) 188 Rainfall and the Forest 195 Fishy Who's Who 216 Here Today, Gone Tomorrow 224 Smokey the Bear Said What? 289 Shrinking Habitat (aq2) 293 Migration Barriers (e#2) 306 Planning for People and Wildlife 312 To Dam or Not To Dam (e#2) 319 Deadly Skies (e#1,3,6,7) 322 Deadly Waters (e#3,4)	41 Snow Place Like Home (var2) 49 Snowsense (e#3) 65 It's a Gasp (e) 89 Ready, Set, Snow! 93 A Furry Plant? 97 Snow Lovers or Haters? 113 Dress Like a Polar Bear (var 4-6, e#1,2) 125 Cosy in the Cold

* See end notes for abbreviations

Cross-Reference Guide: Grade 10 Alberta Science with Project WILD and Below Zero *

Unit D: Energy Flow in Global Systems		Project Wild*	Below Zero*
Skill Outcomes	Specific Learner Expectations		
		335 What Did Your Lunch Cost Wildlife? 337 Flip the Switch for Wildlife! 354 Dragonfly Pond (e#3-7) 376 Watershed	
Analyzing and Interpreting Analyze data and apply mathematical and conceptual models to develop and assess possible solutions	compile and display, by hand or computer, evidence and information in a variety of formats, including diagrams, flow charts, tables, graphs and scatterplots (e.g., <i>construct climate graphs to compare any two of the following biomes: grassland, desert, tundra, taiga, deciduous forest, rain forest</i>)	50 How Wet is Our Planet? 109 Water Canaries 188 Rainfall and the Forest 216 Here Today, Gone Tomorrow 306 Planning for People and Wildlife (e#2) 319 Deadly Skies 322 Deadly Waters	17 Cold Busters 41 Snow Place Like Home 45 Snow Experiments 49 Snowsense 53 Snug Under the Snow 113 Dress Like a Polar Bear (e#1,2) 123 The Benefit of Big 125 Cosy in the Cold 141 Shocking Snow!
	identify and apply criteria for evaluating evidence and sources of information, including identifying bias (e.g., <i>investigate the issue of global climate change</i>)	50 How Wet is Our Planet? 57 Water Wings 109 Water Canaries 168 Wetland Metaphors 188 Rainfall and the Forest 195 Fishy Who's Who 216 Here Today, Gone Tomorrow 224 Smokey the Bear Said What? 289 Shrinking Habitat 293 Migration Barriers 306 Planning for People and Wildlife 312 To Dam or Not To Dam 319 Deadly Skies 322 Deadly Waters 335 What Did Your Lunch Cost Wildlife?	

* See end notes for abbreviations

Cross-Reference Guide: Grade 10 Alberta Science with Project WILD and Below Zero *

Unit D: Energy Flow in Global Systems		Project Wild*	Below Zero*
Skill Outcomes	Specific Learner Expectations		
		337 Flip the Switch for Wildlife! 354 Dragonfly Pond 376 Watershed	
	interpret patterns and trends in data, and infer or calculate linear and nonlinear relationships among variables (<i>e.g., analyze a graph of mean monthly temperatures for cities that are at similar latitudes but have different climates</i>)	50 How Wet is Our Planet? 109 Water Canaries 188 Rainfall and the Forest 216 Here Today, Gone Tomorrow 306 Planning for People and Wildlife (e#2) 319 Deadly Skies 322 Deadly Waters	17 Cold Busters 41 Snow Place Like Home 45 Snow Experiments 49 Snowsense 53 Snug Under the Snow 123 The Benefit of Big 125 Cosy in the Cold 141 Shocking Snow! 113 Dress Like a Polar Bear (e#1,2)
	identify limitations of data, evidence or measurement (<i>e.g., list the limitations of data and evidence of past climate changes, evaluate the validity of interpolations and extrapolations, use significant digits appropriately</i>)	50 How Wet is Our Planet? 57 Water Wings 109 Water Canaries 168 Wetland Metaphors 188 Rainfall and the Forest 195 Fishy Who's Who 216 Here Today, Gone Tomorrow 224 Smokey the Bear Said What? 289 Shrinking Habitat 293 Migration Barriers 306 Planning for People and Wildlife 312 To Dam or Not To Dam 319 Deadly Skies 322 Deadly Waters 335 What Did Your Lunch Cost Wildlife? 337 Flip the Switch for Wildlife! 354 Dragonfly Pond 376 Watershed	17 Cold Busters 41 Snow Place Like Home 45 Snow Experiments 49 Snowsense 53 Snug Under the Snow 123 The Benefit of Big 125 Cosy in the Cold 141 Shocking Snow! 113 Dress Like a Polar Bear (e#1,2)

* See end notes for abbreviations

Cross-Reference Guide: Grade 10 Alberta Science with Project WILD and Below Zero *

Unit D: Energy Flow in Global Systems		Project Wild*	Below Zero*
Skill Outcomes	Specific Learner Expectations		
	state a conclusion based on experimental data, and explain how evidence gathered supports or refutes the initial hypothesis (<i>e.g., summarize an analysis of the relationship between human activity and changing biomes</i>)	109 Water Canaries 319 Deadly Skies 322 Deadly Waters (m)	17 Cold Busters 41 Snow Place Like Home 45 Snow Experiments 49 Snowsense 53 Snug Under the Snow 123 The Benefit of Big 125 Cosy in the Cold 141 Shocking Snow! 113 Dress Like a Polar Bear (e#1,2)
	explain how data support or refute a hypothesis or a prediction (<i>e.g., provide evidence for or against the hypothesis that human activity is responsible for climate change</i>)	109 Water Canaries 319 Deadly Skies 322 Deadly Waters (m)	17 Cold Busters 41 Snow Place Like Home 45 Snow Experiments 49 Snowsense 53 Snug Under the Snow 123 The Benefit of Big 125 Cosy in the Cold 141 Shocking Snow! 113 Dress Like a Polar Bear (e#1,2)
	propose alternative solutions to a given practical problem, identify the potential strengths and weaknesses of each, and select one as the basis for a plan (<i>e.g., design a home for a specific climate; analyze traditional Aboriginal home designs for their suitability in particular climates</i>)	70 Designing a Habitat (m) 180 Blue Ribbon Niche 224 Smokey the Bear Said What? (m) 306 Planning for People and Wildlife 332 Water's Going On?! 335 What Did Your Lunch Cost Wildlife? 340 Ethi-Reasoning (m) 345 Can Do! (m) 348 Improving Wildlife Habitat in the Community (m) 354 Dragonfly Pond	141 Shocking Snow!

* See end notes for abbreviations

Cross-Reference Guide: Grade 10 Alberta Science with Project WILD and Below Zero *

Unit D: Energy Flow in Global Systems		Project Wild*	Below Zero*
Skill Outcomes	Specific Learner Expectations		
<p>Communication and Teamwork</p> <p>Work as members of a team in addressing problems, and apply the skills and conventions of science in communicating information and ideas and in assessing results</p>	<p>select and use appropriate numeric, symbolic, graphical and linguistic modes of representation to communicate ideas, plans and results (<i>e.g., use appropriate scientific (SI) notation, fundamental and derived units, significant digits</i>)</p>	<p>70 Designing a Habitat 109 Water Canaries 135 Pond Succession 195 Fishy Who's Who 216 Here Today, Gone Tomorrow 306 Planning for People and Wildlife 319 Deadly Skies 322 Deadly Waters 345 Can Do! 348 Improving Wildlife Habitat in the Community 376 Watershed</p>	<p>17 Cold Busters 41 Snow Place Like Home 45 Snow Experiments 49 Snowsense 53 Snug Under the Snow 123 The Benefit of Big 125 Cosy in the Cold 141 Shocking Snow! 113 Dress Like a Polar Bear (e#1,2)</p>
	<p>synthesize information from multiple sources or from complex and lengthy texts, and make inferences based on this information (<i>e.g., use integrated software effectively and efficiently to produce work that incorporates data, graphics and text</i>)</p>	<p>70 Designing a Habitat 195 Fishy Who's Who 306 Planning for People and Wildlife 337 Flip the Switch for Wildlife! 345 Can Do! 348 Improving Wildlife Habitat in the Community 354 Dragonfly Pond 376 Watershed</p>	<p>41 Snow Place Like Home (var 2) 49 Snowsense (e#3) 65 It's a Gasp (e) 89 Ready, Set, Snow! 93 A Furry Plant? 97 Snow Lovers or Haters? 113 Dress Like a Polar Bear (var 4-6, e#1,2) 125 Cosy in the Cold</p>
	<p>identify multiple perspectives that influence a science-related decision or issue (<i>e.g., consult a wide variety of electronic sources that reflect varied viewpoints and economic, social, scientific and other perspectives on global warming and climate change</i>)</p>	<p>224 Smokey the Bear Said What? 295 To Compromise or Not to Compromise 306 Planning for People and Wildlife 340 Ethical Reasoning 345 Can Do! 348 Improving Wildlife Habitat in the Community</p>	<p>49 Snowsense (e#3) 65 It's a Gasp (e) 89 Ready, Set, Snow! 93 A Furry Plant? 97 Snow Lovers or Haters? 113 Dress Like a Polar Bear (var 4, e#1-3) 125 Cosy in the Cold</p>

* See end notes for abbreviations

Cross-Reference Guide: Grade 10 Alberta Science with Project WILD and Below Zero *

Unit D: Energy Flow in Global Systems		Project Wild*	Below Zero*
Skill Outcomes	Specific Learner Expectations		
		354 Dragonfly Pond 376 Watershed	
	develop, present and defend a position or course of action, based on findings (<i>e.g., a strategy to reduce greenhouse gas emissions caused by the transportation of people and goods</i>)	70 Designing a Habitat 180 Blue Ribbon Niche 295 To Compromise or Not to Compromise 306 Planning for People and Wildlife 312 To Dam or Not To Dam 330 Playing Lightly on The Earth 340 Ethi-Reasoning (m) 345 Can Do! 348 Improving Wildlife Habitat in the Community 354 Dragonfly Pond	151 An Ice Place to Be

Unit D: Energy Flow in Global Systems		Project Wild*	Below Zero*
Attitude Outcomes	Specific Learner Expectations		
Interest in Science	Show interest in science-related questions and issues, and confidently pursue personal interests and career possibilities within science-related fields (<i>e.g., expand their inquiries beyond the classroom and into their everyday lives; show interest in careers related to climate and the environment</i>)		

* See end notes for abbreviations

Cross-Reference Guide: Grade 10 Alberta Science with Project WILD and Below Zero *

Unit D: Energy Flow in Global Systems		Project Wild*	Below Zero*
Attitude Outcomes	Specific Learner Expectations		
Mutual Respect	<i>Appreciate that scientific understanding evolves from the interaction of ideas involving people with different views and backgrounds (e.g., appreciate Aboriginal clothing and home designs of the past and present that use locally-available materials to adapt to climate; recognize that science and technology develop in response to global concerns, as well as to local needs; consider more than one factor or perspective when making decisions on Science, Technology and Society [STS] issues)</i>	257 Changing Attitudes	113 Dress Like a Polar Bear 141 Shocking Snow! 145 The Acid Test
Scientific Inquiry	<i>Seek and apply evidence when evaluating alternative approaches to investigations, problems and issues (e.g., view a situation from different perspectives, propose options and compare them when making decisions or taking action; evaluate inferences and conclusions with a critical mind and without bias, being cognizant of the many factors involved in experimentation)</i>		
Collaboration	<i>Work collaboratively in carrying out investigations and in generating and evaluating ideas (e.g., choose a variety of strategies, such as active listening, paraphrasing and</i>	50 How Wet is Our Planet? 70 Designing a Habitat 135 Pond Succession 168 Wetland Metaphors 195 Fishy Who's Who	17 Cold Busters 41 Snow Place Like Home 45 Snow Experiments 49 Snowsense 53 Snug Under the Snow

* See end notes for abbreviations

Cross-Reference Guide: Grade 10 Alberta Science with Project WILD and Below Zero *

Unit D: Energy Flow in Global Systems		Project Wild*	Below Zero*
Attitude Outcomes	Specific Learner Expectations		
	<i>questioning, in order to understand other points of view; consider a variety of perspectives and seek consensus before making decisions)</i>	224 Smokey the Bear Said What? 293 Migration Barriers 322 Deadly Waters 330 Playing Lightly on The Earth 337 Flip the Switch for Wildlife! 340 Ethi-Reasoning 345 Can Do! 348 Improving Wildlife Habitat in the Community 354 Dragonfly Pond 376 Watershed	55 Fishy Deep Freeze 65 It's a Gasp 113 Dress Like a Polar Bear (e#1-3) 123 The Benefit of Big 125 Cosy in the Cold 141 Shocking Snow! 145 The Acid Test 151 An Ice Place to Be
Stewardship	<i>Demonstrate sensitivity and responsibility in pursuing a balance between the needs of humans and a sustainable environment (e.g., recognize that human actions today may affect the sustainability of biomes for future generations; identify, without bias, potential conflicts between responding to human wants and needs and protecting the environment)</i>	50 How Wet is Our Planet? 216 Here Today, Gone Tomorrow 224 Smokey the Bear Said What? 289 Shrinking Habitat 306 Planning for People and Wildlife 322 Deadly Waters 330 Playing Lightly on The Earth 332 Water's Going On?! 335 What Did Your Lunch Cost Wildlife? 340 Ethi-Reasoning 345 Can Do! 348 Improving Wildlife Habitat in the Community 354 Dragonfly Pond 376 Watershed	65 It's a Gasp 141 Shocking Snow! 145 The Acid Test 151 An Ice Place to Be
Safety	<i>Show concern for safety in planning, carrying out and reviewing activities (e.g., demonstrate concern for self</i>		

* See end notes for abbreviations

Cross-Reference Guide: Grade 10 Alberta Science with Project WILD and Below Zero *

Unit D: Energy Flow in Global Systems		Project Wild*	Below Zero*
Attitude Outcomes	Specific Learner Expectations		
	<i>and others in planning and carrying out experimental activities involving the heating of materials; select safe methods for collecting evidence and solving problems)</i>		

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

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