

MACKINAC

STATE ♦ HISTORIC ♦ PARKS



Water, Woods and Wildlife



Teacher Information

How does this fit in with the GLCEs?

This program provides many different experiences, hands-on approaches, examples and review for students studying Science and Michigan Social Studies.

Below is a list of the Grade Level Content Expectations (GLCEs) for Michigan that are fully or partially obtainable through the “Water, Woods and Wildlife” program. This program touches on and reinforces these standards. However, it is the teacher who guides and reinforces the content presented to help reach, meet and obtain these strands and standards. Use our resources to help you in this endeavor.

Science Expectations

Third Grade

Expectations

SCIENCE PROCESSES: Inquiry Process

S.IP.03.11 Make purposeful observation of the natural world using the appropriate senses.

SCIENCE PROCESSES: Reflection and Social Implications

S.RS.03.18 Describe the effect humans and other organisms have on the balance of the natural world.

LIFE SCIENCE: Organization of Living Things

L.OL.03.32 Identify and compare structures in animals used for controlling body temperature, support, movement, food-getting, and protection (for example: fur, wings, teeth, claws).

L.OL.03.42 Classify animals on the basis of observable physical characteristics (backbone, skin, shell, limbs, scales).

LIFE SCIENCE: Evolution

L.EV.03.12 Relate characteristics and functions of observable body parts to the ability of animals to live in their environment.

EARTH SCIENCE: Earth Systems

E.ES.03.41 Identify natural resources (metals, fuels, fresh water, farmland, and forests).

E.ES.03.42 Classify renewable (fresh water, farmland, forests) and non-renewable (fuels, metals) resources.

E.ES.03.43 Describe ways humans are protecting, extending, and restoring resources (recycle, reuse, and reduce, renewal).

E.ES.03.51 Describe ways humans are dependent on the natural environment (forests, water, clean air, earth materials) and constructed environments (homes, neighborhoods, shopping malls, factories, and industry).

E.ES.03.52 Describe helpful or harmful effects of humans on the environment (garbage, habitat destruction, land management, renewable and non-renewable resources).

Social Studies Content Expectations

Third Grade

Expectations

GEOGRAPY: The World in Spatial Terms

3 - G1.0.1 Use cardinal directions (north, south, east, west) to describe the relative location of significant places in the immediate environment.

3 – G2.0.2 Describe different regions to which Michigan belongs (e.g., Great Lakes Region, Midwest).

GEOGRAPY: Environment and Society

3 – G5.0.1 Locate natural resources in Michigan and explain the consequences of their use.

PUBLIC DISCOURSE, DECISION MAKING, AND CITIZEN INVOLVEMENT:

Identifying and Analyzing Issues

3 – P3.1.1 Identify public issues in Michigan that influence the daily lives of its citizens.

Science Expectations

Fourth Grade
Expectations

SCIENCE PROCESSES: Inquiry Process

S.IP.04.11 Make purposeful observation of the natural world using the appropriate senses.

SCIENCE PROCESSES: Reflection and Social Implications

S.RS.04.11 Demonstrate scientific concepts through various illustrations, performances, models, exhibits and activities.

S.RS.04.18 Describe the effect humans and other organisms have on the balance of the natural world.

LIFE SCIENCE: Organization of Living Things

L.OL.04.15 Determine that plants require air, water, light, and a source of energy and building material for growth and repair.

L.OL.04.16 Determine that animals require air, water, and a source of energy and building material for growth and repair.

LIFE SCIENCE: Evolution

L.EV.04.21 Identify individual differences (for example: color, leg length, size, wing size) in organisms of the same kind.

L.EV.04.22 Identify how variations in physical characteristics of individual organisms give them an advantage for survival and reproduction.

LIFE SCIENCE: Ecosystems

L.EC.04.11 Identify organisms as part of a food chain or food web.

L.EC.04.21 Explain how environmental changes can produce a change in the food web.

Social Studies Content Expectations

Fourth Grade
Expectations

HISTORY: History in Michigan (Beyond Statehood)

4 – H3.0.8 Describe past and current threats to Michigan's natural resources; describe how Michigan worked in the past and continues to work today to protect its natural resources.

GEOGRAPHY: Places and Regions

4 – G2.0.2 Compare human and physical characteristics of a region to which Michigan belongs (e.g., Great Lakes, Midwest) with those of another region of the United States.

GEOGRAPHY: Environment and Society

4 – G5.0.1 Assess the positive and negative effects of human activities on the physical environment of the United States.