CEE
COUNCIL FOR ENVIRONMENTAL EDUCATION

Project WILD Correlations

to the

Association of Fish and Wildlife Agencies K-12 Conservation Education Scope and Sequence

Project WILD®

Introduction

The recently adopted Association of Fish and Wildlife Agencies (AFWA) K-12 Conservation Education Scope and Sequence demonstrates the high value placed on conservation education by the directors and staff of fish and wildlife agencies. These standards and core concepts provide a foundation that unifies and strengthens the conservation education efforts of all AFWA members and partners.

Since 1983, the *Project WILD Curriculum and Activity Guide*, *Project WILD Aquatic K–12 Curriculum and Activity Guide*, and other materials developed and administered by the Council for Environmental Education (CEE) have been a vital part of these conservation education efforts. These materials deliver time-tested lessons that educators use to teach about wildlife and conservation in both formal and nonformal settings.

Like the AFWA Scope and Sequence, the backbone of CEE's carefully designed compilation of wildlife-focused educational activities is its conceptual framework. This set of topic statements defines the ecological, social, and political knowledge needed to sustain fish and wildlife resources. Specific lessons in the activity guides directly address each concept statement.

Project WILD and *Project WILD Aquatic* activities support each of AFWA's 62 core concepts. The guides are invaluable tools that can help fish and wildlife agencies advance conservation education in a thorough and effective manner.

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Educators may photocopy these correlation materials for the non-commercial purpose of educational advancement. This document is also available for download at www.projectwild.org.

How to Use the Correlation Chart

The first column of the correlation lists the 62 core concepts (divided by standard) of the AFWA Scope and Sequence. The second column identifies related CEE topic statements, taken from the conceptual framework included in both the *WILD* and *WILD Aquatic* guides. These are coded by the 14 topic areas* covered in the framework (such as WP for Wildlife Populations, or ID for Interdependence) and numbered according to each statement's position in the framework outline. Finally, the third and fourth columns indicate specific activities—listed by title and grade levels—that support the teaching of each CEE topic statement and AFWA core concept.

For example, the first core concept under AFWA's Standard 1 (Conservation and management of terrestrial and water resources are essential to sustaining fish and wildlife, the outdoor landscape, and the quality of our lives.) is:

1.1 The health and well being of fish, wildlife and humans depend on the quality of their environment.

There are six topic statements in Project WILD's conceptual framework that closely correspond to this core concept and its sub-concepts. These include:

WP-IC	Living things all need food, water, shelter, and a suitable place to live.
HN-IIA	Good habitat is the key to the survival of humans and wildlife.
ID-IA2a	Humans and wildlife share environments and are subject to essentially the same environmental conditions.
ID-IA2b	The health and well-being of humans and wildlife depend on the quality of the natural environment.
ID-IIA	All living things are affected by and interact with their environments.
CA-IC	All forms of life are affected by changes in the quality, quantity, and distribution of their habitats.

Each activity in the *Project WILD* and *Project WILD Aquatic* guides references the conceptual framework topic statements that it is designed to teach. Based on these references, eight *Project WILD* activities and four *Project WILD Aquatic* activities support these six concepts, each in a slightly different way. These activities, which cover grade levels from kindergarten to grade 12, include:

Project WILD
Habitat Rummy (5–8)
My Kingdom for a Shelter (5–8)
We're in This Together (9–12)
Beautiful Basics (K–4)
Everybody Needs a Home (K–4)
Habitrekking (3–4)
Microtrek Treasure Hunt (5–8)
Stormy Weather (5–8)

Project WILD Aquatic
Designing a Habitat (5–8)
Marsh Munchers (K–4)
Wetland Metaphors (5–8)
Eat and Glow (7–10)

Thus, educators who wish to teach the first core concept in the AFWA Scope and Sequences can choose from among these 12 activities to achieve their goal. The grade level each activity targets, as indicated in the parentheses after each activity title, will further help educators select activities for the grade levels of their audience.

CEE prepared this correlation to clearly illustrate the strong connections between the AFWA Scope and Sequence and the CEE conceptual framework. The correlation also provides educators with an easy-to-use guide to the *Project WILD* and *Project WILD Aquatic* activities that support each of the AFWA core concepts.

*The 14 topic areas include Wildlife Populations (WP); Habitats, Ecosystems, and Niches (HN); Interdependence (ID); Changes and Adaptations (CA); Biodiversity (BD); Cultural Perspectives (CP); Economic, Commercial, and Recreational Considerations (EC); Historical and Geographic Development (HG); Political and Legislative Frameworks (PL); Attitudes and Awareness (AA); Human Impact (HI); Issues and Trends (IT); Wildlife Management (WM); and Responsible Action (RA).

Standard 1: Conservation and management of terrestrial and water resources are essential to sustaining fish and wildlife, the outdoor landscape, and the quality of our lives.

AFWA Core Concept Standard	Project WILD Concept Reference Code	Project WILD Activities That Support this Standard	Aquatic WILD Activities That Support this Standard
1.1. The health and well being of fish, wildlife and humans depend on the quality of their environment.	WP-IC HN-IIA ID-IA2a ID-IA2b ID-IIA CA-IC	Habitat Rummy (5–8) My Kingdom for a Shelter (5–8) We're in This Together (9–12) Beautiful Basics (K–4) Everybody Needs a Home (K–4) Habitrekking (3–4) Microtrek Treasure Hunt (5–8) Stormy Weather (5–8)	Designing a Habitat (5–8) Marsh Munchers (K–4) Wetland Metaphors (5–8) Eat and Glow (7–10)
1.2. All living things depend on habitat that includes adequate supplies and suitably arranged food, water, shelter, and space.	WP-IC HN-IIA1 ID-IA1 CA-IIB	Habitat Rummy (5–8) My Kingdom for a Shelter (5–8) We're in This Together (9–12) Habitracks (K–4) What's That, Habitat? (K–4) Beautiful Basics (K–4) Everybody Needs a Home (K–4) Habitat Lap Sit (5–8) Habitrekking (3–4) Ants on a Twig (5–8) Adaptation Artistry (5–8) Fire Ecologies (9–12) Oh Deer! (5–8) Rainfall and the Forest (5–8)	Designing a Habitat (5–8) Aqua Words (K–4) Fashion a Fish (K–4)
1.3. The "Carrying Capacity" of an area determines the size of the population that can exist or will be tolerated.	WP-IIA2a1 WP-IIA2a2b	Classroom Carrying Capacity (K–4) Oh Deer! (5–8) Carrying Capacity (9–12) How Many Bears Can Live in This Forest? (5–8)	

1.4. Living things tend to reproduce in numbers greater than their habitat can support. The populations are limited by factors such as quality of food, water, shelter, space, also disease, predation, climatic conditions.	WP-IIA2a WP-IIA2b1 WP-IIA2b2	How Many Bears Can Live in This Forest? (5–8) Oh Deer! (5–8) Carrying Capacity (9–12)	Migration Headache (5–8)
1.5. Fish and wildlife are present in nearly all areas of Earth. Each ecosystem has characteristic species.	WP-IA1 WP-ID HN-IA HN-IB ID-IIB ID-IIC	What's Wild? (K–4) Tracks! (5–8) Graphananimal (Pre-K–4) Wildlife is Everywhere! (K–4) Who Fits Here? (5–8) Urban Nature Search (5–8) Owl Pellets (5–8) Eco-Enrichers (5–8) Birds of Prey (9–12) Which Niche? (5–8) Rainfall and the Forest (5–8) Good Buddies (5–8) Energy Pipeline (7–8)	Fishy Who's Who (5–8) Aqua Words (K–4) Marsh Munchers (K–4) Hooks and Ladders (5–8) Micro Odyssey (5–8) Blue-Ribbon Niche (5–8)
1.6. Ecological succession is a process involving continuous replacement of one community by another.	CA-IB BD-IA2	Forest in a Jar (9–12) Time Lapse (5–8)	Pond Succession (5–8)
1.7. Species differ in their ability to adapt.	CA-IIA1 CA-IIA2 BD-IA3 BD-IIC	Thicket Game (Pre-K–4) Seeing Is Believing! (K–4) Quick-Frozen Critters (5–8) Adaptation Artistry (5–8) I'm Thirsty (6–8) Here Today, Gone Tomorrow (5–8) Bottleneck Genes (9–12) What Bear Goes Where? (K–4) Polar Bears in Phoenix? (5–8) Rainfall and the Forest (5–8) Which Niche? (5–8)	Sockeye Scents (3–4) Eat and Glow (7–10) Fishable Waters (6–9) Fashion a Fish (K–4)

1.8. Conserving biodiversity is important.	ID-IB ID-IIA ID-IIC1 CA-IC CA-IIC BD-IA3 BD-IC2 BD-IIA BD-IIIA BD-IIIC RA-II	Stormy Weather (5–8) Good Buddies (5–8) What's for Dinner (5–8) Environmental Barometer (Pre-K–4) Seed Need (5–8) Eco-Enrichers (5–8) Planting Animals (5–8) Here Today, Gone Tomorrow (5–8) Ecosystem Facelift (7–8) Bottleneck Genes (9–12)	Water Plant Art (K–4) Marsh Munchers (K–4) Micro Odyssey (5–8) Eat and Glow (7–10) Fishable Waters (6–9) Kelp Help (5–8)
1.9. Fish and wildlife can be conserved and restored through science-based management which considers the needs of humans as well as those of fish and wildlife.	WM-IB WM-IIA WM-IIB1 WM-IIC WM-IIC2 WM-IIIA WM-IIIB WM-IIIB2	Career Critters (5–6) Checks and Balances (5–8) Deer Crossing (9–12) From Bison to Bread: The American Prairie (9–12) Bird Song Survey (9–12) A Picture is Worth a Thousand Words (9–12) Wildlife Research (9–12) Dropping in on Deer (9–12) Deer Dilemma (9–12)	Dam Design (9–12)

Standard 2: Students should understand and actively participate in the stewardship and support of our natural resources.

AFWA Core Concept Standard	Project WILD Concept Reference Code	Project WILD Activities	Aquatic WILD Activities
2.1. A person's culture affects his or her view and use of fish and wildlife and their habitats.	CP (all activities within the CP set of concepts) IT-IVB	First Impressions (K–4) And the Wolf Wore Shoes (K–4) Museum Search for Wildlife (5–8) Saturday Morning Wildlife Watching (5–8) Wildlife in National Symbols (5–8) Prairie Memoirs (5–8) Cartoons and Bumper Stickers (5–8) Power of a Song (5–8) For Your Eyes Only (5–8) Ethi-Reasoning (5–8) Wildlife on Coins and Stamps (9–12) Back from the Brink (9–12) Philosophical Differences (9–12)	Mermaids and Manatees (5–8)
2.2. The distribution and abundance of fish and wildlife provide significant economic benefits.	EC-IB EC-ID EC-IIB1a EC-IIB1b	Pay to Play (5–8) Arctic Survival (9–12)	Net Gain, Net Effect (5–8) Fishable Waters (6–9) Water We Eating? (K–4)
2.3. Everyone impacts fish and wildlife and their habitats and as human populations grow, impacts on natural resources increase.	HG-IIC HI-IB HI-IIB HI-IIC IT-IIA IT-IIB IT-IIIA IT-IIIB	Let's Talk Turkey (5–8) Ethi-Thinking (K–4) No Water Off a Duck's Back (5–8) Migration Barriers (5–8) Noisy Neighbors (5–8) Flip the Switch for Wildlife (5–8) To Zone or Not to Zone (5–8) Riparian Zone (5–8) Changing the Land (6–8) Turkey Trouble (9–12) Shrinking Habitat (5–8)	Water's Going On? (5–8) Alice in Waterland (5–8) Fishable Waters (6–9) What's in the Air? (5–8) What's in the Water? (5–8) Something's Fishy Here! (5–8) Aquatic Roots (5–8)

2.4. Unlike other organisms, only humans have the capacity and responsibility to consider the effects of their actions on the environment.	AA-IIA HI-IIA1 HI-IIA3a IT-IVA IT-IVB IT-IVC	The Hunter (5–8) Smokey Bear Said What? (5–8) Flip the Switch for Wildlife (5–8) Cabin Conflict (9–12) Back from the Brink (9–12) Philosophical Differences (9–12) Ethi-Thinking (K–4) Wildlife Issues: Community Attitude Survey (9–12)	Riparian Retreat (5–8) Plastic Jellyfish (K–4) Water's Going On? (5–8) Where Have All the Salmon Gone? (5–8) To Dam or Not to Dam (5–8) Alice in Waterland (5–8)

Standard 3: Students should understand the value of our fish and wildlife resources as a public trust.

AFWA Core Concept Standard	Project WILD Concept Reference Code	Project WILD Activities	Aquatic WILD Activities
3.1. In North America, fish and wildlife are public trust resources managed by governmental agencies.	PL-IB PL-IB3 RA-IC7	Know Your Legislation: What's in It for Wildlife? (9–12) Wild Bill's Fate (9–12) History of Wildlife Management (5–8)	Sea Turtles International (9–12)
3.2. Primary responsibility for most fish and wildlife management programs in North America is delegated to governmental agencies.	PL-IB2	Wild Bill's Fate (9–12) History of Wildlife Management (5–8)	

Standard 4: Students should understand and accept and/or lawfully participate in hunting, fishing, trapping, boating, wildlife watching, shooting sports, and other types of resource-related outdoor recreation.

AFWA Core Concept Standard	Project WILD Concept Reference Code	Project WILD Activities	Aquatic WILD Activities
4.1. Regulated hunting, fishing and trapping are important tools for managing some wildlife populations and habitats.	WM-IIIB2	A Picture is Worth a Thousand Words (9–12)	
4.2. Fish and wildlife-based resources provide recreational benefits directly to participants and increase advocacy for conservation.	RA-IA	Sustainability: Then, Now, Later (9–12)	
4.3. Responsible users of fish, wildlife and the out of doors, respect the rights and property of others.	RA-IC5		Living Research: Aquatic Heroes and Heroines (9–12)

Standard 5: Students should understand the need for, and actively support funding for fish and wildlife conservation.

AFWA Core Concept Standard	Project WILD Concept Reference Code	Project WILD Activities	Aquatic WILD Activities
5.1. Within the U.S., state fish and wildlife management is funded through hunting, fishing and trapping licenses and through federal excise taxes collected from the sale of hunting, target shooting, fishing equipment, and motor boat fuels.	EC-IIC1	Pay to Play (5–8)	

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