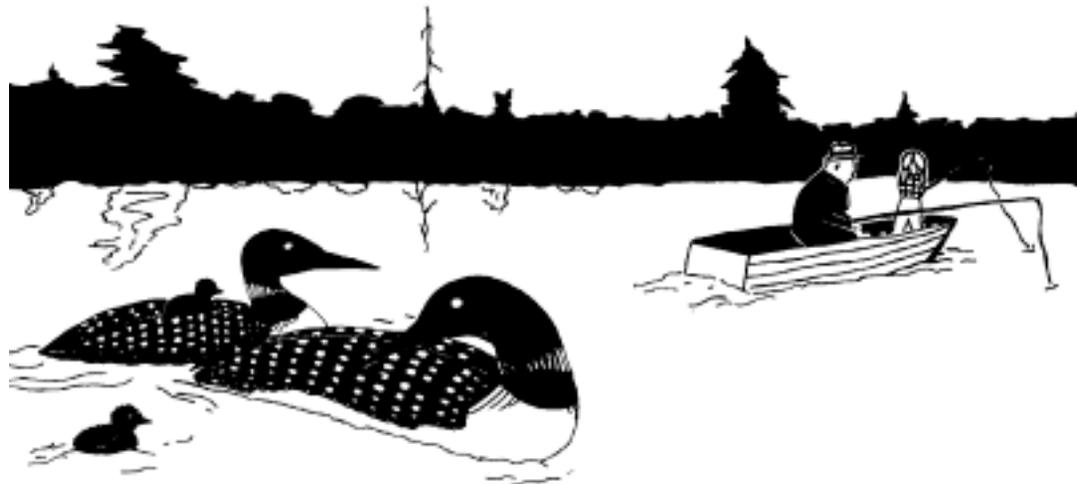


AQUATIC WILD Links/Visual and Performing Arts

<i>Activity Title:</i> WATER WINGS		<i>Activity Guide Page #:</i> 4	
Objective(s): Students will: 1) illustrate the water cycle; 2) describe the interrelatedness of the world's water; and 3) state the importance of water to people, plants and animals.			
Overview: Students experience a simulated field trip and then create artwork and poetry.			
Subject Area(s): Science, Art, Language Arts		Grade Level(s): 5-9	
<b>Standard</b>	<b>Performance Indicators (by grade clusters)</b>	<b>Evidence of alignment (text from activity description)</b>	<b>Notes to ensure high alignment for every student</b>
Visual and Performing Arts A. Creative Expression Students will create and/or perform to express ideas and feelings.	Middle Grades 5-8 4. Use a variety of resources, materials, and techniques to design and execute art works.	<u>Procedure #3</u> Students to a visualization story to simulate a field trip through the water cycle.	
	Secondary Grades 3. Create a piece in one art form which complements one of the other art forms (e.g., music to complement poetry).	<u>Procedure #6</u> Students paint the image they found most vivid after they write poetry to their art work.	<ul style="list-style-type: none"> <li>• paintings complement the students poetry to meet performance indicator A3</li> </ul>
	Secondary Grades 9. Use skills and knowledge of arts elements and principles, whenever applicable, to solve problems or enhance meaning in other disciplines.	<u>Evaluation #1</u> Illustrate a description of the water cycle. <u>Evaluation #5</u> Draw a picture how one drop of water can connect with a whale, a school, and a cactus.	<ul style="list-style-type: none"> <li>• art skills enhance the meaning of science</li> </ul>

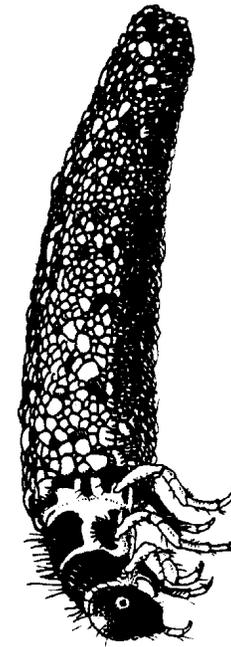
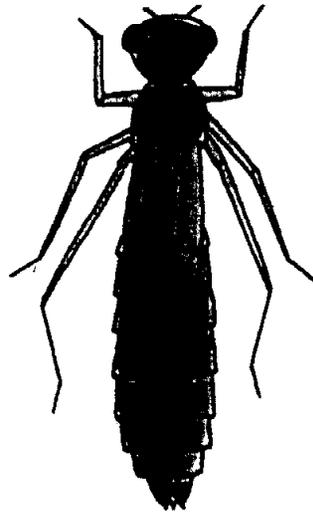


AQUATIC WILD Links/Visual and Performing Arts

<i>Activity Title:</i> WATER PLANT ART		<i>Activity Guide Page #:</i> 12	
Objective(s): Students will: identify a variety of aquatic plants.			
Overview: Students create artwork from pressed aquatic plants.			
Subject Area(s): Art, Science		Grade Level(s): K-12	
<b>Standard</b>	<b>Performance Indicators (by grade clusters)</b>	<b>Evidence of alignment (text from activity description)</b>	<b>Notes to ensure high alignment for every student</b>
Visual and Performing Arts A. Creative Expression Students will create and/or perform to express ideas and feelings.	Elementary Grades Pre-K-2 2. Experiment with art forms.	<u>Procedure #5</u> Students makes arrangements with water plants, grasses and/or algae on paper to be pressed. Later the plants will be used for identification and/or discussion.	<ul style="list-style-type: none"> <li>allows students to work with a new art form</li> </ul>
	Elementary Grades 3-4 1. Develop personal expression in works in each of the visual (2-D and 3-D) and performing arts (music, theater, and dance).	<u>Procedure #5</u>	
	Middle Grades 5-8 4. Use a variety of resources, materials, and techniques to design and execute art works.	<u>Procedure #5</u>	
	Secondary Grades 9. Use skills and knowledge of arts elements and principles, whenever applicable, to solve problems or enhance meaning in other disciplines.	<u>Procedure #5</u>	<ul style="list-style-type: none"> <li>enhances meaning in biology</li> </ul>

AQUATIC WILD Links/Visual and Performing Arts

<i>Activity Title:</i> ARE YOU ME?		<i>Activity Guide Page #:</i> 14	
Objective(s): Students will: recognize various young stages of aquatic animals and match them with corresponding adult stages.			
Overview: Using picture cards, students match pairs of juvenile and adult aquatic animals.			
Subject Area(s): Science		Grade Level(s): K-2	
Standard	Performance Indicators (by grade clusters)	Evidence of alignment (text from activity description)	Notes to ensure high alignment for every student
Visual and Performing Arts A. Creative Expression Students will create and/or perform to express ideas and feelings.	Elementary Grades Pre-K-2 2. Experiment with art forms.	<u>Evaluation</u> Students draw a picture of an animal as an adult and as a young animal.	<ul style="list-style-type: none"> <li>gives the student an opportunity to experiment with drawing</li> </ul>



AQUATIC WILD Links/Visual and Performing Arts

<i>Activity Title:</i> DESIGNING A HABITAT		<i>Activity Guide Page #:</i> 20	
Objective(s): Students will: identify the components of habitat that are essential for most aquatic animals to survive.			
Overview: Students design a habitat suitable for aquatic wildlife to survive in a zoo or an aquarium.			
Subject Area(s): Science, Language Arts		Grade Level(s): 4-12	
<b>Standard</b>	<b>Performance Indicators (by grade clusters)</b>	<b>Evidence of alignment (text from activity description)</b>	<b>Notes to ensure high alignment for every student</b>
Visual and Performing Arts A. Creative Expression Students will create and/or perform to express ideas and feelings.	Elementary Grades 3-4 1. Develop personal expression in works in each of the visual (2-D and 3-D) and performing arts (music, theater, and dance).	<u>Procedure #4</u> Students design and build a model of a zoo exhibit or aquarium habitat.	<ul style="list-style-type: none"> <li>students develop personal expression in the visual arts with an 3-D model</li> </ul>
	Middle Grades 5-8 4. Use a variety of resources, materials, and techniques to design and execute art works.	<u>Procedure #4</u>	
	Secondary Grades 9. Use skills and knowledge of arts elements and principles, whenever applicable, to solve problems or enhance meaning in other disciplines.	<u>Procedure #4</u>	<ul style="list-style-type: none"> <li>art skills and knowledge are used to solve problems of habitat needs and enhance meaning in science</li> </ul>

AQUATIC WILD Links/Visual and Performing Arts

<i>Activity Title:</i> RIPARIAN RETREAT		<i>Activity Guide Page #:</i> 34	
Objective(s): Students will: 1) describe habitat characteristics of riparian areas; 2) identify animals that inhabit them; and 3) state the importance of riparian areas to wildlife and humans.			
Overview: Awareness of a riparian zone is created through the use of a simulated field trip and art work.			
Subject Area(s): Language Arts, Science		Grade Level(s): 6-12	
<b>Standard</b>	<b>Performance Indicators (by grade clusters)</b>	<b>Evidence of alignment (text from activity description)</b>	<b>Notes to ensure high alignment for every student</b>
Visual and Performing Arts A. Creative Expression Students will create and/or perform to express ideas and feelings.	Middle Grades 5-8 4. Use a variety of resources, materials, and techniques to design and execute art works.	<u>Procedure #4</u> After listening to a visualization story, students will draw or paint their favorite image(s).	

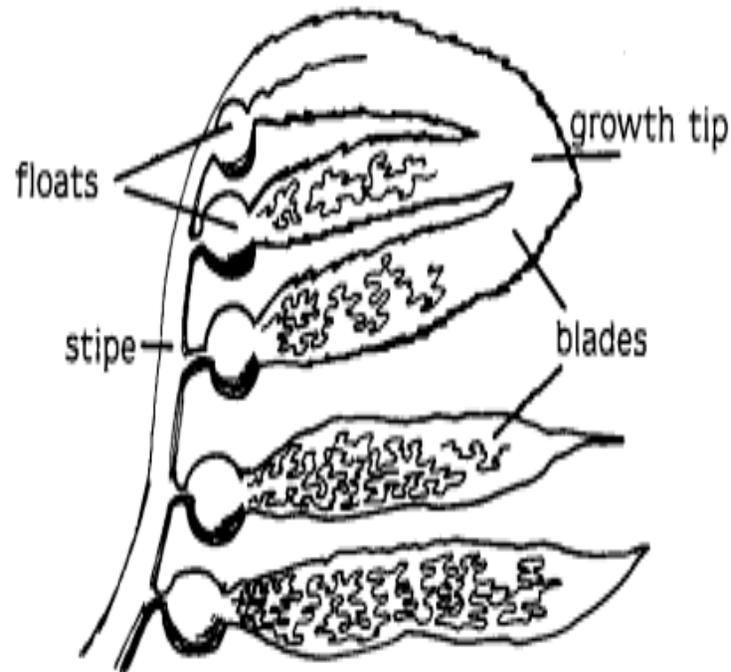


AQUATIC WILD Links/Visual and Performing Arts

<i>Activity Title:</i> MERMAIDS AND MANATEES		<i>Activity Guide Page #:</i> 44	
Objective(s): Students will: 1) describe how imaginary creatures may be inspired by actual animals: 2) distinguish between mythical and actual aquatic wildlife: and 3) give examples of how wildlife can inspire myth and art.			
Overview: Students describe aquatic animals using a narrative style of writing which in turn is the basis for a drawing or painting done by classmates.			
Subject Area(s): Language Arts, Science		Grade Level(s): 4-12	
<b>Standard</b>	<b>Performance Indicators (by grade clusters)</b>	<b>Evidence of alignment (text from activity description)</b>	<b>Notes to ensure high alignment for every student</b>
Visual and Performing Arts A. Creative Expression Students will create and/or perform to express ideas and feelings.	Elementary Grades 3-4 4. Create original works using different media, techniques, and processes to communicate ideas, feelings, and meaning.	<u>Procedure #9</u> Students write a short description of an aquatic creature, including the animals appearance, behavior and habitat. These descriptions are read to a partner, who then interprets and draws what was read to them.	<ul style="list-style-type: none"> <li>• The activity gives a choice of doing this as an individual or a group</li> <li>• To meet the alignment expectations, students should work individually</li> </ul>
	Middle Grades 5-8 4. Use a variety of resources, materials, and techniques to design and execute art works.	<u>Procedure #9</u>	
	Secondary Grades 1. Create a visual or performance piece to communicate an idea, feeling, or meaning using: a distinct style; imagination and technical skill; and the creative process, reflection, and self-evaluation (problem-solving skills).	<u>Procedure #9</u>	

AQUATIC WILD Links/Visual and Performing Arts

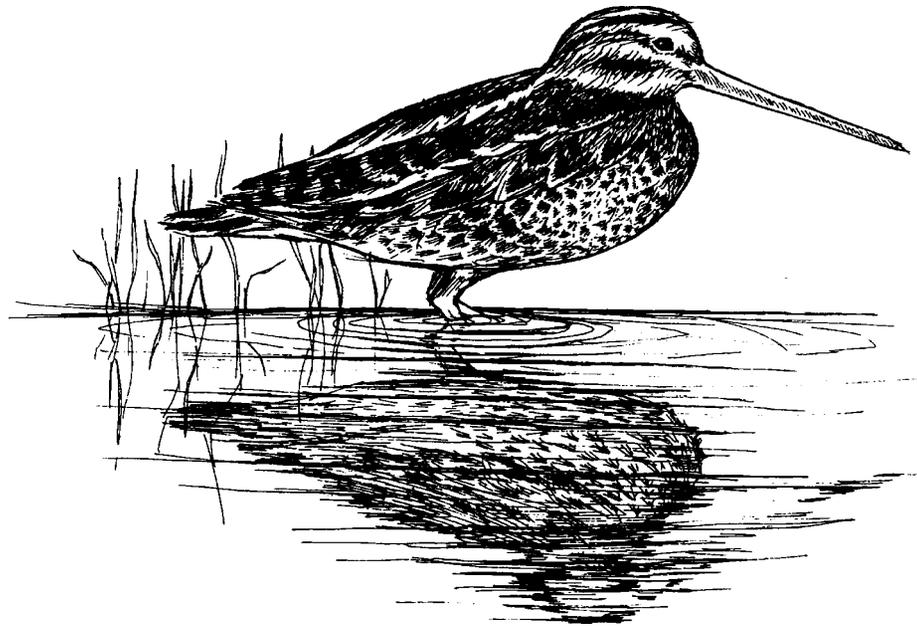
<i>Activity Title:</i> KELP HELP		<i>Activity Guide Page #:</i> 48	
Objective(s): Students will: list and describe different ways that kelp can be beneficial to humans, wildlife and the environment.			
Overview: Students research kelp, create a mural and report to the class about their findings.			
Subject Area(s): Science, Language Arts		Grade Level(s): 6-8	
Standard	Performance Indicators (by grade clusters)	Evidence of alignment (text from activity description)	Notes to ensure high alignment for every student
Visual and Performing Arts A. Creative Expression Students will create and/or perform to express ideas and feelings.	Middle Grades 5-8 4. Use a variety of resources, materials, and techniques to design and execute art works.	<u>Extension #2</u> Draw an accurate portrayal of a kelp “forest” food web. Keep the animals and plants to their proportionate sizes in the drawings.	<ul style="list-style-type: none"> <li>activity includes a detailed illustration of a kelp plant, with labels</li> </ul>



AQUATIC WILD Links/Visual and Performing Arts

<i>Activity Title: WETLAND METAPHORS</i>		<i>Activity Guide Page #: 54</i>	
Objective(s): Students will: 1) describe the characteristics of wetlands; and 2) demonstrate their understanding of the importance of wetlands to wildlife and humans.			
Overview: Students are presented with a selection of "hands-on" objects for investigation as metaphors for natural functions of wetlands.			
Subject Area(s): Science, Language Arts		Grade Level(s): 1-12	
<b>Standard</b>	<b>Performance Indicators (by grade clusters)</b>	<b>Evidence of alignment (text from activity description)</b>	<b>Notes to assure high alignment for every student</b>
Visual and Performing Arts A. Creative Expression Students will create and/or perform to express ideas and feelings.	Elementary Grades Pre-K-2 10. Demonstrate ways in which the arts can be used in interdisciplinary activities.	<u>Evaluation #1</u> (For younger students) Students draw a picture of a wetland and explain it.	<ul style="list-style-type: none"> <li>combines art with math and science</li> </ul>
	Elementary Grades 3-4 4. Create original works using different media, techniques, and processes to communicate ideas, feelings, and meaning.	<u>Evaluation #1</u> Students draw a picture of a wetland and explain it.	

<i>Activity Title:</i> MARSH MUNCHERS		<i>Activity Guide Page #:</i> 58	
Objective(s): Students will: identify a food web in a salt marsh.			
Overview: Students will use body movement and pantomime to simulate the feeding motions of marsh animals and identify their interconnectedness in a food web.			
Subject Area(s): Science		Grade Level(s): 3-6	
<b>Standard</b>	<b>Performance Indicators (by grade clusters)</b>	<b>Evidence of alignment (text from activity description)</b>	<b>Notes to assure high alignment for every student</b>
Visual and Performing Arts A. Creative Expression Students will create and/or perform to express ideas and feelings.	Elementary Grades 3-4 4. Create original works using different media, techniques, and processes to communicate ideas, feelings, and meaning.	<u>Extension #1</u> Draw or paint a salt marsh food web as a mural. Connect each animal with what it eats with yarn.	<ul style="list-style-type: none"> <li>complete the role-play activity first to help students complete the artistic portion of the activity</li> </ul>
	Middle Grades 5-8 4. Use a variety of resources, materials, and techniques to design and execute art works.	<u>Extension #1</u>	



AQUATIC WILD Links/Visual and Performing Arts

<i>Activity Title:</i> MICRO ODYSSEY		<i>Activity Guide Page #:</i> 64	
Objective(s): Students will: 1) identify forms of microscopic life that live in water: and 2) describe the interrelatedness of various aquatic plants and animals.			
Overview: Students will examine, draw, paint and identify microorganisms in pond water.			
Subject Area(s): Science, Art		Grade Level(s): 4-12	
<b>Standard</b>	<b>Performance Indicators (by grade clusters)</b>	<b>Evidence of alignment (text from activity description)</b>	<b>Notes to assure high alignment for every student</b>
Visual and Performing Arts A. Creative Expression Students will create and/or perform to express ideas and feelings.	Elementary Grades 3-4 2. Apply previously learned principles to perform, create, revise, and/or refine works.	<u>Procedures #3 and #4</u> Sketch several organisms to be refined and added to a large mural of a pond's aquatic environment.	<ul style="list-style-type: none"> <li>each student must participate in the drawing and production of the mural</li> </ul>
	Elementary Grades 3-4 4. Create original works using different media, techniques, and processes to communicate ideas, feelings, and meaning.	<u>Procedures #3 and #4</u>	
	Middle Grades 5-8 4. Use a variety of resources, materials, and techniques to design and execute art works.	<u>Procedures #3 and #4</u>	
	Secondary Grades 9. Use skills and knowledge of arts elements and principles, whenever applicable, to solve problems or enhance meaning in other disciplines.	<u>Procedures #3 and #4</u>	<ul style="list-style-type: none"> <li>enhances meaning in science</li> </ul>

AQUATIC WILD Links/Visual and Performing Arts

<i>Activity Title:</i> HOOKS AND LADDERS		<i>Activity Guide Page #:</i> 76	
Objective(s): Students will: 1) recognize that some fish migrate as part of their life cycle; 2) identify the stages of the life cycle of one kind of fish; 3) describe limiting factors affecting Pacific salmon as they complete the their life cycle; and 4) generalize that limiting factors affect all populations of animals.			
Overview: Students simulate Pacific salmon and the hazards faced by salmon in an activity portraying the life cycle of these aquatic creatures.			
Subject Area(s): Social Studies, Geography, Math, Science		Grade Level(s): 3-9	
Standard	Performance Indicators (by grade clusters)	Evidence of alignment (text from activity description)	Notes to assure high alignment for every student
Visual and Performing Arts A. Creative Expression Students will create and/or perform to express ideas and feelings.	Elementary Grades 3-4 4. Create original works using different media, techniques, and processes to communicate ideas, feelings, and meaning.	<u>Extension #2</u> Research and illustrate the life cycle of any local fish.	
	Middle Grades 5-8 4. Use a variety of resources, materials, and techniques to design and execute art works.	<u>Extension #2</u> Research and illustrate the life cycle of any local fish.	
	Secondary Grades 9. Use skills and knowledge of arts elements and principles, whenever applicable, to solve problems or enhance meaning in other disciplines.	<u>Extension #6</u> Design the perfect fish ladder. <u>Extension #2</u> Research and illustrate the life cycle of any local fish.	<ul style="list-style-type: none"> <li>• uses artistic skills to help solve a problem</li> <li>• enhances knowledge in biology</li> </ul>



AQUATIC WILD Links/Visual and Performing Arts

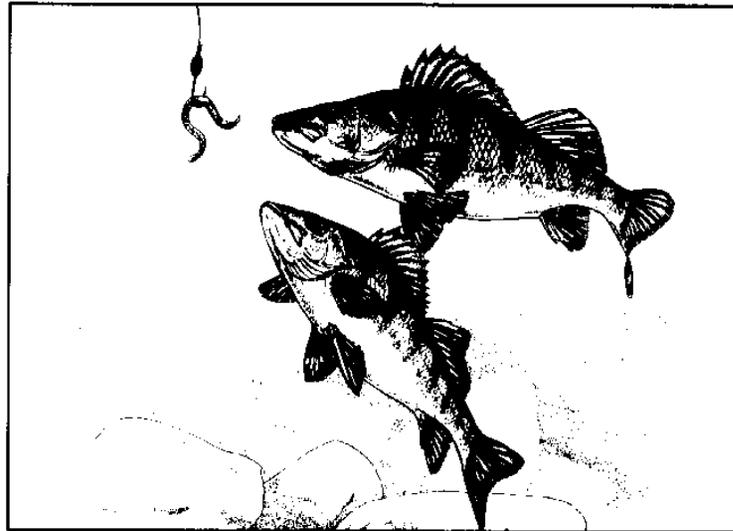
<i>Activity Title:</i> FISHY WHO'S WHO		<i>Activity Guide Page #:</i> 86	
Objective(s): Students will: 1) recognize and identify the major species of freshwater or saltwater fish that live in their area; 2) describe various values of fish species in some aquatic ecosystems; and 3) locate places where the fish species occur.			
Overview: Students do an inventory of fish habitats that exist in their area, obtain information about the various fish species that occur in these habitats, and locate the fish species on a map according to where they occur.			
Subject Area(s): Science, Language Arts		Grade Level(s): 4-12	
<b>Standard</b>	<b>Performance Indicators (by grade clusters)</b>	<b>Evidence of alignment (text from activity description)</b>	<b>Notes to assure high alignment for every student</b>
Visual and Performing Arts A. Creative Expression Students will create and/or perform to express ideas and feelings.	Elementary Grades 3-4 1. Develop personal expression in works in each of the visual (2-D and 3-D) and performing arts (music, theater, and dance).	<u>Procedure #4</u> After writing a biography of a fish, students create paintings, sketches, or other illustrations of the fish in their biography. <u>Extension #1</u> Students make 3-D replicas of fish in Procedure #4 to hang as mobiles.	<ul style="list-style-type: none"> <li>students create a two dimensional visual art</li> <li>students create a three dimensional visual art</li> </ul>
	Middle Grades 5-8 4. Use a variety of resources, materials, and techniques to design and execute art works.	<u>Procedure #4</u> <u>Extension #1</u>	
	Secondary Grades 1. Create a visual or performance piece to communicate an idea, feeling, or meaning using: a distinct style; imagination and technical skill; and the creative process, reflection, and self-evaluation (problem-solving skills).	<u>Procedure #4</u> <u>Extension #1</u>	

AQUATIC WILD Links/Visual and Performing Arts

<i>Activity Title:</i> FASHION A FISH		<i>Activity Guide Page #:</i> 88	
Objective(s): For Younger Students: Students will classify fish according to body shape and coloration. For Older Students: Students will: 1) describe adaptations of fish to their environments: 2) describe how adaptations can help fish survive in their habitat: and 3) interpret the importance of adaptations in animals.			
Overview: Students design a variety of fish adapted for various aquatic habitats.			
Subject Area(s): Science, Art		Grade Level(s): K-12	
<b>Standard</b>	<b>Performance Indicators (by grade clusters)</b>	<b>Evidence of alignment (text from activity description)</b>	<b>Notes to assure high alignment for every student</b>
Visual and Performing Arts A. Creative Expression Students will create and/or perform to express ideas and feelings.	Elementary Grades Pre-K-2 10. Demonstrate ways in which the arts can be used in interdisciplinary activities.	<u>Procedure #6</u> Students create an art form that represents a fish, using characteristics found on cards that describe the mouth, body shape, coloration and reproduction.	<ul style="list-style-type: none"> <li>Basic WILD Extension: adaptation artistry aquatic fashion any bird on paper instead of a fish</li> </ul>
	Elementary Grades 3-4 4. Create original works using different media, techniques, and processes to communicate ideas, feelings, and meaning.	<u>Procedure #6</u>	
	Middle Grades 5-8 4. Use a variety of resources, materials, and techniques to design and execute art works.	<u>Procedure #6</u>	
	Secondary Grades 9. Use skills and knowledge of arts elements and principles, whenever applicable, to solve problems or enhance meaning in other disciplines.	<u>Procedure #6</u>	<ul style="list-style-type: none"> <li>enhances knowledge of science</li> </ul>

AQUATIC WILD Links/Visual and Performing Arts

<i>Activity Title:</i> NET GAIN, NET EFFECT		<i>Activity Guide Page #:</i> 104	
Objective(s): Students will: 1) describe the evolution of fishing from the techniques of early humans to contemporary times: and 2) interpret the possible effects of changes in technology on fish populations.			
Overview: Students conduct a simulation to explore the evolution of fishing and the effects of changing technology on fish populations.			
Subject Area(s): Science, Math		Grade Level(s): 3-6	
<b>Standard</b>	<b>Performance Indicators (by grade clusters)</b>	<b>Evidence of alignment (text from activity description)</b>	<b>Notes to assure high alignment for every student</b>
Visual and Performing Arts A. Creative Expression Students will create and/or perform to express ideas and feelings.	Elementary Grades 3-4 4. Create original works using different media, techniques, and processes to communicate ideas, feelings, and meaning.	<u>Extension #1</u> Create an illustrated history of the fishing net.	<ul style="list-style-type: none"> <li>students will need background information found in pgs. 104-105 to complete this activity</li> </ul>
	Middle Grades 5-8 4. Use a variety of resources, materials, and techniques to design and execute art works.	<u>Extension #1</u>	



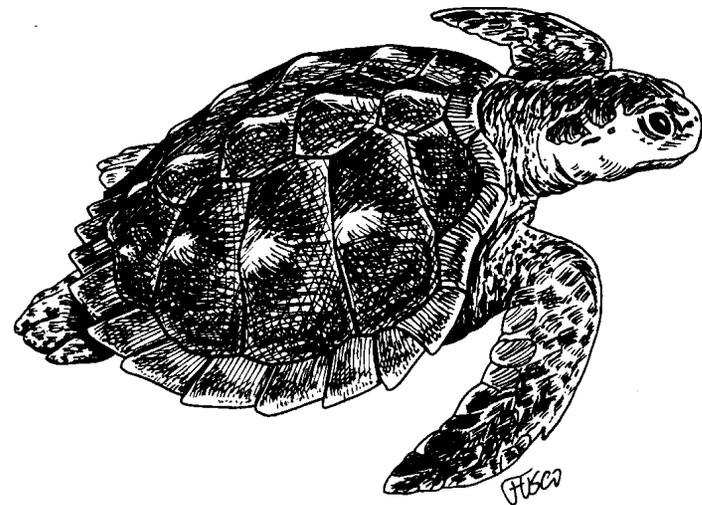
<i>Activity Title:</i> WATERED DOWN HISTORY			<i>Activity Guide Page #:</i> 116
Objective(s): Students will: 1) describe human, plant and animal life associated with a waterway from ancient times to the present: 2) predict the future of the waterway; and 3) analyze cause and effect relationships between events and consequences affecting the waterway.			
Overview: Students investigate the history of a chosen waterway through standard reference sources as well as taped personal interviews and public records, where available, and then display their findings on a mural.			
Subject Area(s): Social Studies (History, Geography)			Grade Level(s): 4-8
<b>Standard</b>	<b>Performance Indicators (by grade clusters)</b>	<b>Evidence of alignment (text from activity description)</b>	<b>Notes to assure high alignment for every student</b>
Visual and Performing Arts A. Creative Expression Students will create and/or perform to express ideas and feelings.	Elementary Grades 3-4 1. Develop personal expression in works in each of the visual (2-D and 3-D) and performing arts (music, theater, and dance).	<u>Extension #2</u> Write a play with traditional and/or original music to portray the course of your waterway through time. End with possible futures being depicted – emphasizing human responsibilities for the consequences of our choices. . .	<ul style="list-style-type: none"> <li>at this grade level, the activity aligns with the performing arts component including music and theatre, possibly visual arts in set design</li> </ul>
	Middle Grades 5-8 8. Perform a variety of styles and types of music, dance, and theatre.	<u>Extension #2</u>	<ul style="list-style-type: none"> <li>depending on how the play is written and the role a student might have, will effect how inclusive #8 will align</li> <li>students in the cast will perform in theatre</li> </ul>
	Secondary Grades 1. Create a visual or performance piece to communicate an idea, feeling, or meaning using: a distinct style; imagination and technical skill; and the creative process, reflection, and self-evaluation (problem-solving skills).	<u>Extension #2</u>	<ul style="list-style-type: none"> <li>student writing the play will align with #1 by creating a performance piece</li> </ul>

AQUATIC WILD Links/Visual and Performing Arts

<i>Activity Title:</i> TO DAM OR NOT TO DAM		<i>Activity Guide Page #:</i> 134	
Objective(s): Students will: evaluate potential positive and negative effects from constructing a dam on a river.			
Overview: Students role play individuals representing differing perspectives and concerns related to a complex issue.			
Subject Area(s): Social Studies, Science		Grade Level(s): 4-12	
<b>Standards</b>	<b>Performance Indicators (by grade clusters)</b>	<b>Evidence of alignment (text from activity description)</b>	<b>Notes to assure high alignment for every student</b>
Visual and Performing Arts A. Creative Expression Students will create and/or perform to express ideas and feelings.	Elementary Grades 3-4 1. Develop personal expression in works in each of the visual (2-D and 3-D) and performing arts (music, theater, and dance).	Students role play characters at a council meeting to determine if a dam will or will not be constructed.	<ul style="list-style-type: none"> <li>• completes the performing arts component</li> </ul>
	Middle Grades 5-8 8. Perform a variety of styles and types of music, dance, and theatre.	Same as above	<ul style="list-style-type: none"> <li>• allow students perform a different style of theatre (drama and debate)</li> </ul>
	Secondary Grades 1. Create a visual or performance piece to communicate an idea, feeling, or meaning using: a distinct style; imagination and technical skill; and the creative process, reflection, and self-evaluation (problem-solving skills).	Same as above	<ul style="list-style-type: none"> <li>• each student creates the characterization of his/her character</li> </ul>

AQUATIC WILD Links/Visual and Performing Arts

<i>Activity Title:</i> TURTLE HURDLES		<i>Activity Guide Page #:</i> 166	
Objective(s): Students will: describe the life cycle of sea turtles; 2) identify specific mortality factors related to sea turtles; 3) make inferences about the effects of limiting factors on sea turtle populations; and 4) make recommendations for ways to minimize the factors which contribute to the possible extinction of sea turtles.			
Overview: Students become sea turtles and limiting factors in a highly active simulation game.			
Subject Area(s): Science, Social Studies, Math		Grade Level(s): 4-12	
<b>Standards</b>	<b>Performance Indicators (by grade clusters)</b>	<b>Evidence of alignment (text from activity description)</b>	<b>Notes to assure high alignment for every student</b>
Visual and Performing Arts A. Creative Expression Students will create and/or perform to express ideas and feelings.	Elementary Grades 3-4 4. Create original works using different media, techniques, and processes to communicate ideas, feelings, and meaning.	<u>Evaluation #1</u> Describe and illustrate the major stages of sea turtles' life cycle, beginning with the egg.	<ul style="list-style-type: none"> <li>a visual art project in two dimensions to enhance science and social studies curriculums</li> </ul>
	Middle Grades 5-8 5. Investigate the work of a professional who has an arts component within his/her work environment.	<u>Evaluation #1</u>	
	Secondary Grades 9. Use skills and knowledge of arts elements and principles, whenever applicable, to solve problems or enhance meaning in other disciplines.	<u>Evaluation #1</u>	



AQUATIC WILD Links/Visual and Performing Arts

<i>Activity Title:</i> ALICE IN WATERLAND			Activity Guide Page #: 182
Objective(s): Students will: 1) trace their domestic water to its source prior to human use and to its destination after use; 2) identify potential effects from human water use on terrestrial and aquatic wildlife; and 3) develop and practice responsible water conservation behaviors.			
Overview: Students use a simulated field trip, lecture-discussion and student-gathered data to explore water use and its effects on wildlife habitat.			
Subject Area(s): Science, Math			Grade Level(s): 5-12
<b>Standards</b>	<b>Performance Indicators (by grade clusters)</b>	<b>Evidence of alignment (text from activity description)</b>	<b>Notes to assure high alignment for every student</b>
Visual and Performing Arts A. Creative Expression Students will create and/or perform to express ideas and feelings.	Middle Grades 5-8 4. Use a variety of resources, materials, and techniques to design and execute art works.	<u>Procedure #5</u> Students create a downstream mural following a guided imagery activity about a drop of water from the faucet to ground water.	<ul style="list-style-type: none"> <li>• A visual art activity; the extent of alignment will depend on the creativity of the student</li> </ul>
	Secondary Grades 1. Create a visual or performance piece to communicate an idea, feeling, or meaning using: a distinct style; imagination and technical skill; and the creative process, reflection, and self-evaluation (problem-solving skills).	<u>Procedure #5</u>	<ul style="list-style-type: none"> <li>• all procedure enhance meaning in science and social studies disciplines</li> </ul>
	Secondary Grades 9. Use skills and knowledge of arts elements and principles, whenever applicable, to solve problems or enhance meaning in other disciplines.	<u>Extension #4</u> Mural modifications to show the effects of water conservation on wildlife habitat. <u>Extension #5</u> Create a poster campaign to raise awareness of water conservation.	<ul style="list-style-type: none"> <li>• posters must include illustrations or utilize graphic arts principles</li> </ul>

AQUATIC WILD Links/Visual and Performing Arts

Activity Title: THE POWER OF A SONG		Activity Guide Page #: 191	
Objective(s): Students will: 1) analyze popular music for environmental messages; and 2) interpret some influences of popular music and other art forms on people's environmental attitudes.			
Overview: Students listen to songs and analyze lyrics.			
Subject Area(s): Language Arts, Music, Social Studies		Grade Level(s): 6-12	
Standard	Performance Indicator (by grade clusters)	Evidence of alignment (text from activity description)	Notes to assure high alignment for every student
Visual and Performing Arts A. Creative Expression Students will create and/or perform to express ideas and feelings.	Elementary Grades 3-4 7. Listen to and/or view a dramatic, musical, dance, or visual art work and provide feedback to the artist (peer).	<u>Aquatic Extension to a Basic Project Wild activity</u> Students listen to a variety of songs with an aquatic theme and look for logical concepts, historical information, examples of the many ways that people value water and aquatic environments and political messages.	<ul style="list-style-type: none"> <li>students are listening to music and providing feedback</li> </ul>
Visual and Performing Arts C. Criticism and Aesthetics Students will reflect upon and assess the characteristics and merits of art works.	Elementary Grades 3-4 3. Listen to and/or view a dramatic, musical, dance, or visual art work and provide feedback to the artist (peer).	<u>Aquatic Extension</u>	
	Secondary Grades 3. Analyze, interpret, and evaluate subtle and complex meaning in visual and/or performing arts intended to persuade and influence (as in electronic media, theater, commercial, and political advertising).	<u>Aquatic Extension</u>	<ul style="list-style-type: none"> <li>students analyze meaning of lyrics (example: how people value water environments or political messages)</li> </ul>