





<b>Fishing for Adventure – Take the Bait</b>	
Level 1 – Grade 3 - 5	
Project 2061 Benchmarks (Grade 3 - 5)	
<b>The Nature of Science</b>	
Activity	<b>Scientific Inquiry</b>
9, 11	Scientific investigations may take many different forms, including observing what things are like or what is happening somewhere, collecting specimens for analysis, and doing experiments. Investigations can focus on physical, biological, and social questions.
<b>The Physical Setting</b>	
	<b>Earth</b>
11	When liquid water disappears, it turns into a gas (vapor) in the air and can reappear as a liquid when cooled, or as a solid if cooled below the freezing point of water. Clouds and fog are made of tiny droplets of water.
<b>The Living Environment</b>	
	<b>Diversity of Life</b>
	<b>Interdependence of Life</b>
10	For any particular environment, some kinds of plants and animals survive well, some survive less well, and some cannot survive at all.

<b>Fishing for Adventure – Take the Bait</b>	
Level 1 – Grades 3 - 5	
NH Science Frameworks (Grade K – 6)	
<b>Science as Inquiry</b>	
Activity	<b>1a. Students will demonstrate an increasing understanding of how the scientific enterprise operates</b>
11	Design and conduct a scientific investigation exploring the relationship between two variables
9	Use appropriate tools and techniques to gather, organize, and interpret data
<b>Life Science</b>	
	<b>3b. Students will demonstrate an increasing ability to understand how environmental factors affect all living systems (i.e. individuals, community, biome, the biosphere) as well as species to species interactions.</b>
9	Identify and describe the basic requirements for sustaining life, e.g. plants and animals need food for energy and growth
	<b>3c. Students will demonstrate an increasing ability to understand that organisms are linked to one another and to their physical setting by the transfer and transformation of matter and energy to maintain a dynamic equilibrium.</b>
11	Identify common materials that cycle through the environment, e.g. carbon, water, carbon dioxide, oxygen
<b>Unifying Themes and Concepts</b>	
	<b>6a. Students will demonstrate an increasing ability to recognize parts of any object or system, and understand how the parts interrelate in the operation of that object or system.</b>
7, 8, 14	Identify and describe the essentials parts of any object or system
8, 14	Relate structure and function of parts of any object in a system to the system as a whole
8, 14	Describe the interrelationships among the parts of an object or system
	<b>6c. Students will understand the meaning of models, their appropriate use and limitations, and how models can help them in understanding the natural world.</b>
11	Construct one or more physical models representative of objects or processes in the natural world, and explain how the elements of the model are representative of the real object, e.g. solar system, dinosaurs, telephone
	<b>6d. Students will increasingly quantify their interactions with phenomena in the natural world, use these results to understand differences of scale in objects and systems, and determine how changes in scale affect various properties of those objects and systems.</b>
9	Measure properties of objects, to a reasonable degree of accuracy, using standard scientific instruments such as a ruler, balance, clock, and thermometer

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Level 1 – Grades 3 - 5	
NH Career Development Frameworks (Grade K – 4)	
<b>Core Educational Learning</b>	
	<b>1. Students will demonstrate a firm grounding in the interactive language processes of reading, writing, speaking, listening, and viewing, as well as the ability to use those skills to communicate effectively.</b>
10, 12 - 14	Demonstrate effective study and information-seeking habits.
10	Demonstrate the capacity to use a variety of basic reference tools, such as dictionaries, maps and globes, encyclopedias, newspapers, and magazines.
9	Present ideas appropriately, including the use of visual techniques.
2, 4, 8	Demonstrate the capacity to communicate constructively with peers and adults.
8	Actively seek response, advice, and critique from others.
	<b>2. Students will demonstrate a firm grounding in essential computational skills as well as strong problem-solving and reasoning abilities.</b>
3, 5	Describe steps needed to solve a problem.
5	Demonstrate that a problem may be solved in more than one way.
	<b>3. Students will take an active role in their own learning</b>
1, 3, 4	Establish expectations for achievement and use evaluation tools.
4	Demonstrate an understanding of the importance of observation, practice, effort and learning.
<b>Individual and Social Learning</b>	
	<b>5. The student will demonstrate skills in working cooperatively/collaboratively with others.</b>
4	Demonstrate the ability to participate in forming a team and identifying a common goal.
4	Work toward a common goal as a member of a team.