| **Red Wolf** | | | | |
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| **Activity Summaries** | | | | |
| **Activity** | **Description** | **Appropriate grade levels** | **Subject area** | **NC Curriculum**  **Correlations** |
| [Wolf it Down!](https://drive.google.com/drive/folders/1hskKF-B7ZbbFORQH0LghSwAHB9hnZo8G?usp=share_link) | Students will understand how energy flows through a trophic system and why trophic systems are pyramid shaped using the red wolf as an example. | 3-8 | Science | 6.L.2, 8.L.3, Bio 2.1, |
| [Red Wolf Track Story](https://drive.google.com/drive/folders/1FMz7boJCTxqXEgTaDbsbbx86AanlFNRf?usp=drive_link) | Students will be able to describe an event around a red wolf ecosystem based on interpretation of animal tracks. | 4 - 12 | Science  Speaking/Listening |  |
| [Tracks of my Mind](https://drive.google.com/file/d/1r7_8GLfpyCvQSqk6UWkyqQi0KyJc1ibo/view?usp=share_link) | Students examine their perceptions, thoughts, and feelings about wolves. Concept Map | 6 - 12 | Writing | NGSS - Systems and System Models, Asking questions (for science) and developing models (for engineering). Depending on the text assigned, all ELA Standards can be applied |
| [Where is Wild?](https://drive.google.com/file/d/10yXu6X23CuKjRb-apY0-MfAwYzC9q6cW/view?usp=share_link) | Students examine the concept of habitat and wildness | 4-12 | Creative Writing, Science | W.1, W.2, 1.L.1, 8.L.3.1 |