

Project WET Fifth Grade Core Curriculum Connections

ADVENTURES IN DENSITY – Pg 25

Standard I Objective 1 b
Standard I Objective 2 a, b, c

MOLECULES IN MOTION – Pg 47

Standard I Objective 1 b
Standard I Objective 2 a, b, c

COLD CASH IN THE ICEBOX - Pg 373

Standard I Objective 1 b

WATER MODELS - Pg 201

Standard I Objective 1 b
Standard I Objective 2 a, b, c

WATER MATCH - Pg 50

Standard I Objective 2 a, b, c

THE INCREDIBLE JOURNEY- Pg 161

Standard I Objective 2 b

GEYSER GUTS - Pg 144

Standard II Objective 1 a

THE GREAT STONY BROOK PASSAGE- Pg 150

Standard II Objective 1 a, b

JUST PASSING THROUGH - Pg 166

Standard II Objective 3 a

LIFE IN THE FAST LANE – Pg 79

Standard V Objective 2 b, c

SALT MARSH PLAYERS – Pg 99

Standard V Objective 2 b, c

WATER ADDRESS - Pg 122

Standard V Objective 2 b, c

PIECE IT TOGETHER - Pg 174

Standard V Objective 2 b, c

MACROINVERTEBRATE MAYHEM – Pg 322

Standard V Objective 2 b, c

<p>Standard I: Students will understand that chemical and physical changes occur in matter.</p>	<p>Objective 1: Describe that matter is neither created nor destroyed even though it may undergo change.</p>	a. Compare the total weight of an object to the weight of its individual parts, after being disassembled.	
		b. Compare the weight of a specified quantity of matter before and after it undergoes melting or freezing.	<p>Adventures in Density Pg. 25 (indirect) Molecules in Motion Pg. 47 Cold Cash in the Icebox Pg. 373 (indirect) Water Models Pg. 201</p>
		c. Investigate the results of the combined weights of a liquid and a solid after the solid has been dissolved and then recovered from the liquid.	
		d. Investigate chemical reactions in which the total weight of the materials before and after the reaction is the same.	
	<p>Objective 2: Evaluate evidence that indicates a physical change has occurred.</p>	a. Identify the physical properties of matter.	<p>Adventures in Density Pg. 25 Molecules in Motion Pg. 47 Water Match Pg. 50 Water Models Pg. 201</p>
		b. Compare changes in substances before and after a physical change.	<p>Water Match Pg. 50 The Incredible Journey Pg. 161 Molecules in Motion Pg. 47 Adventures in Density Pg. 25 Water Models Pg. 201</p>
		c. Describe the appearance of a substance before and after a physical change.	<p>Water Match Pg. 50 Molecules in Motion Pg. 47 Adventures in Density Pg. 25 Water Models Pg. 201</p>
	<p>Objective 3: Investigate evidence for changes in matter that occur during a chemical reaction.</p>	a. Identify observable evidence of a chemical reaction.	
		b. Explain why the measured weight of a remaining product is less than its reactants when a gas is produced.	
		c. Cite examples of chemical reactions in daily life.	
		d. Compare a physical change to a chemical change.	
		e. Hypothesize how changing one of the materials in a chemical reaction will change the results.	

Standard II: Students will understand that volcanoes, earthquakes, uplift, weathering and erosion reshape the Earth's surface.	Objective 1: Describe how weathering and erosion change the Earth's surface.	a. Identify the objects, processes, or forces that weather and erode Earth's surface.	Geyser Guts Pg. 144 The Great Stony Book Pg. 150 Just Passing Through Pg. 166
		b. Describe how geological features are changed through erosion.	The Great Stony Book Pg. 150
		c. Explain the relationship between time and specific geological changes.	
	Objective 2: Explain how volcanoes, earthquakes and uplift affect the Earth's surface.	a. Identify specific geological features created by volcanoes, earthquakes and uplift.	
		b. Give examples of different landforms that are formed by volcanoes, earthquakes and uplift.	
		c. Describe how volcanoes, earthquakes and uplift change landforms.	
		d. Cite examples of how technology is used to predict volcanoes and earthquakes.	
	Objective 3: Relate the building up and breaking down of the Earth's surface over time to various physical land features.	a. Explain how layers of exposed rock, such as those observed in the Grand Canyon, are the result of natural processes acting over long periods of time.	Just Passing Through Pg. 166
		b. Describe the role of deposition in the processes that changes Earth's surface.	
		c. Use a time line to identify the sequence and time required for building and breaking down of geologic features on Earth.	
d. Describe and justify how the surface of Earth would appear of there were no mountain uplift, weathering or erosion.			

No Correlations for standards 3 & 4.

<p>Standard V: Students will understand that traits are passed from the parent organisms to their offspring, and that sometimes the offspring may possess variations of these traits that may help or hinder survival in a given environment.</p>	<p>Objective 1: Using supporting evidence, show that traits are transferred from a parent organism to its offspring.</p>	a. Make a chart and collect data identifying various traits among a given population.	
		b. Identify similar physical traits of a parent organism and its offspring.	
		c. Compare various examples of offspring that do not initially resemble the parent organism but mature to become similar to the parent organism.	
		d. Contrast inherited traits with traits and behaviors that are not inherited but may be learned or induced by environmental factors.	
		e. Investigate variations and similarities in plants grown from seeds of a parent plant.	
	<p>Objective 2: Describe how some characteristics could give a species a survival advantage in a particular environment.</p>	a. Compare the traits of similar species for physical abilities, instinctual behaviors, and specialized body structures that increase the survival of one species in a specific environment over another species.	
		b. Identify that some environments give one species a survival advantage over another.	<p>Life in the Fast Lane Pg. 79 Salt Marsh Players Pg. 99 Water Address Pg. 122 Piece it Together Pg. 174 Macroinvertebrate Mayhem Pg. 322</p>
		c. Describe how a particular physical attribute may provide an advantage for survival in one environment but not in another.	<p>Life in the Fast Lane Pg. 79 Salt Marsh Players Pg. 99 Water Address Pg. 122 Piece it Together Pg. 174 Macroinvertebrate Mayhem Pg. 322</p>
		d. Research a specific plant or animal and report how specific physical attributes provide an advantage for survival in a specific environment.	