

Project WET Correlations to the Fourth Grade Science Core Curriculum

A DROP IN THE BUCKET – Pg 238

**Standard I Objective 1 a
Standard I Objective 2 c, e**

IMAGINE! – Pg 157

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

THE INCREDIBLE JOURNEY – Pg 161

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

WATER MODELS – Pg 201

**Standard I Objective 1 b, c, d
Standard I Objective 2 a, b, c, d
Standard II Objective 1 d**

WATER MATCH – Pg 50

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

POETIC PRECIPITATION – Pg 182

Standard II Objective 1 a, d

RAINY DAY HIKE – Pg 186

Standard II Objective 1 b

PIECE IT TOGETHER – Pg 174

**Standard II Objective 1 b, d
Standard II Objective 3 b**

THE THUNDERSTORM – Pg 196

**Standard II Objective 1 d
Standard II Objective 3 b**

JUST PASSING THROUGH – Pg 166

**Standard III Objective 2 a, b
Standard III Objective 3 d**

CAPTURE STORE AND RELEASE – Pg 133

Standard V Objective 1 a, b

LIFE IN THE FAST LANE – Pg 79

Standard V Objective 1 a, b

Standard V Objective 2 b, c

SALT MARSH PLAYERS – Pg 99

Standard V Objective 1 a, b

WETLAND SOILS IN LIVING COLOR – Pg 212

Standard V Objective 1 a

WATER ADDRESS

Standard V Objective 2 a, b, c

MACROINVERTEBRATE MAYHEM – Pg 322

Standard V Objective 2 a, b, c

Standard V Objective 3 b (indirect)

Standard V Objective 4 e (indirect)

<p>Standard I: Students will understand that water changes as it moves through the water cycle.</p>	<p>Objective 1: Describe the relationship between heat energy, evaporation and condensation of water on Earth.</p>	a. Identify the relative amount and kind of water found in various locations on Earth.	<p>A Drop in the Bucket – Pg 238 Imagine! – Pg 157 The Incredible Journey – Pg 161</p>
		b. Identify the sun as the source of energy that evaporated water from the surface of the Earth.	<p>The Incredible Journey – Pg 161 Water Models – Pg 201 Imagine! – Pg 157</p>
		c. Compare the processes of evaporation and condensation of water.	<p>Water Match – Pg 50 Water Models – Pg 201 Imagine! – Pg 157</p>
		d. Investigate and record temperature data to show the effects of heat energy on changing the states of water.	<p>Water Match – Pg 50 Water Models – Pg 201</p>
	<p>Objective 2: Describe the water cycle.</p>	a. Locate examples of evaporation and condensation in the water cycle.	<p>The Incredible Journey – Pg 161 Water Match – Pg 50 Water Models – Pg 201 Imagine! – Pg 157</p>
		b. Describe the processes of evaporation, condensation and precipitation as they relate to the water cycle.	<p>The Incredible Journey – Pg 161 Water Match – Pg 50 Water Models – Pg 201 Imagine! – Pg 157</p>
		c. Identify locations that hold water as it passes through the water cycle.	<p>The Incredible Journey – Pg 161 Water Match – Pg 50 Water Models – Pg 201 Imagine! – Pg 157 A Drop in the Bucket – Pg 238</p>
		d. Construct a model or diagram to show how water continuously moves through the water cycle over time.	<p>Water Models – Pg 201 The Incredible Journey – Pg 161</p>
		e. Describe how the water cycle related to the water supply in your community.	<p>A Drop in the Bucket – Pg 238 Imagine! – Pg 157</p>

Standard II: Students will understand that the elements of weather can be observed, measured, and recorded to make predictions and determine simple weather patterns.	Objective 1: Observe, measure, and record the basic elements of weather.	a. Identify basic cloud types.	Poetic Precipitation – Pg 182
		b. Observe, measure, and record data on the basic elements of weather over a period of time.	Rainy Day Hike – Pg 186 Piece it Together – Pg 174
		c. Investigate evidence that air is a substance..	
		d. Compare the components of severe weather phenomena to normal weather conditions.	Poetic Precipitation – Pg 182 Piece it Together – Pg 174 The Thunderstorm – Pg 196 Water Models – Pg 201
	Objective 2: Interpret recorded weather data for simple patterns.	a. Observe and record effects of air temperature on precipitation.	
		b. Graph recorded data to show daily and seasonal patterns in weather.	
		c. Infer relationships between wind and weather change.	
	Objective 3: Evaluate weather predictions based upon observational data.	a. Identify and use the tools of a meteorologist.	
		b. Describe how weather and forecasts affect people’s lives.	The Thunderstorm – Pg 196 Piece it Together – Pg 174
		c. Predict weather and justify prediction with observable evidence.	
		d. Evaluate the accuracy of student and professional weather forecasts.	
		e. Relate weather forecast accuracy to evidence or tools used to make the forecast.	

<p>Standard III: Students will understand the basic properties of rocks, the processes involved in the formation of soils, and the needs of plants provided by soil.</p>	<p>Objective 1: Identify basic properties of minerals and rocks.</p>	a. Describe the differences between minerals and rocks.	
		b. Observe rocks using a magnifying glass and draw shapes and colors of the minerals.	
		c. Sort rocks by appearance according to the three basic types: sedimentary, igneous and metamorphic.	
		d. Classify common rocks found in Utah as sedimentary, igneous and metamorphic.	
	<p>Objective 2: Explain how the processes of weathering and erosion change and move materials that become soil.</p>	a. Identify the processes of physical weathering that break down rocks at Earth’s surface.	Just Passing Through – Pg 166
		b. Distinguish between weathering and erosion.	Just Passing Through – Pg 166
		c. Model erosion of Earth materials and collection of these materials as part of the process that leads to soil.	
		d. Investigate layers of soil in the local area and predict the sources of the sand and rocks in the soil.	
	<p>Objective 3: Observe the basic components of soil and relate the components to plant growth.</p>	a. Observe and list the components of soil and distinguish between the living, nonliving, and once living components of soil.	
		b. Diagram or model a soil profile showing topsoil, subsoil, and bedrock, and how the layers differ in composition.	
		c. Relate the components of soil to the growth of plants in the soil.	
		d. Explain how plants may help control the erosion of soil.	Just Passing Through – Pg 166
		e. Research and investigate ways to provide mineral nutrients for plants to grow without soil.	

No correlations to Standard 4

<p>Standard V: Students will understand the physical characteristics of Utah’s wetlands, forests, deserts and identify common organisms for each environment.</p>	<p>Objective 1: Describe the physical characteristics of Utah’s wetlands, forests and deserts.</p>	a. Compare the physical characteristics of Utah’s wetlands, forests, and deserts.	Capture, Store and Release – Pg 133 Life in the Fast Lane – Pg 79 Salt Marsh Players – Pg 99
		b. Describe Utah’s wetlands, forests, and deserts.	Capture, Store and Release – Pg 133 Life in the Fast Lane – Pg 79 Salt Marsh Players – Pg 99 Wetland Soil in Living Color – Pg 212
		c. Locate examples of areas that have characteristics of wetlands, forests, or deserts in Utah.	
		d. Based upon information gathered, classify areas of Utah that are generally identifies as wetlands, forests, or deserts.	
		e. Create models of wetlands, forests, and deserts.	
	<p>Objective 2: Describe common plants and animals found in Utah environments and how these organisms have adapted to the environment in which they live.</p>	a. Identify common plants and animals that inhabit Utah’s forests, wetlands, and deserts.	Water Address – Pg 122 Macroinvertebrate Mayhem – Pg 322
		b. Cite examples of physical features that allow particular plants and animals to live in specific environments.	Water Address – Pg 122 Macroinvertebrate Mayhem – Pg 322 Life in the Fast Lane – Pg 79
		c. Describe some of the interactions between animals and plants of a given environment.	Water Address – Pg 122 Macroinvertebrate Mayhem – Pg 322 Life in the Fast Lane – Pg 79
		d. Identify the effect elevation has on types of plants and animals that live in a specific wetland, forest, or desert.	
		e. Find examples of endangered Utah plants and animals and describe steps being taken to protect them.	
	<p>Objective 3: Use a simple scheme to classify Utah plants and animals.</p>	a. Explain how scientists use classification schemes.	
		b. Use a simple classification system to classify unfamiliar Utah plants or animals.	Macroinvertebrate Mayhem – Pg 322
	<p>Objective 4: Observe and record the behavior of Utah animals.</p>	a. Observe and record the behavior of birds.	
		b. Describe how the behavior and adaptations of Utah mammals help them survive winter.	
		c. Research and report on the behavior of a species of Utah fish.	
		d. Compare the structure and behavior of Utah amphibians and reptiles.	
		e. Use simple classification schemes to sort Utah’s common insects and spiders.	Macroinvertebrate Mayhem - Pg 322

