

Project WET Correlations to the Earth Systems Science Curriculum Core

LIFE IN THE FAST LANE – Pg 79

Standard II Objective 2 e

GET THE GROUNDWATER PICTURE – Pg 137

Standard II Objective 2 e

Standard IV Objective 1 a

A DROP IN THE BUCKET – Pg 238

Standard IV Objective 1 a

ADVENTURES IN DENSITY – Pg 25

Standard IV Objective 1 b

WATER WRITE – PG 457

Standard IV Objective 1 c, d

WATER LOG – Pg 19

Standard IV Objective 1 c, d,

HOT WATER – Pg 388

Standard IV Objective 1 c

A GRAVE MISTAKE – Pg 311

Standard IV Objective 1 c

THE PUCKER EFFECT – Pg 388

Standard IV Objective 1 c

SPARKLING WATER – Pg 348

Standard IV Objective 1 d

SUPERBOWL SURGE – PG 353

Standard IV Objective 1 d

WET-WORK SHUFFLE – Pg 360

Standard IV Objective 1 e

WHOSE PROBLEM IS IT? – Pg 429

Standard IV Objective 1 e

EASY STREET – Pg 382

Standard IV Objective 1 e

THE LONG HAUL – Pg 260

Standard IV Objective 1 e

PASS THE JUG – PG 392

Standard IV Objective 1 e

WATER BILL OF RIGHTS – Pg 403

Standard IV Objective 1 e

WATER COURT – Pg 413

Standard IV Objective 1 e

No Correlations to Standards I, III, or V

<p>Standard II: Students will understand that the features of Earth’s evolving environment affecting living systems, and that life on earth is unique in the solar systems.</p>	<p>Objective 1: Describe the unique physical features of Earth’s environment that make life on Earth possible.</p>	a. Compare Earth’s atmosphere, solar energy, and water to those of the other planets and moons in the solar system.	
		b. Compare the conditions that currently support life on Earth to the conditions that exist on other planets in the solar systems.	
		c. Evaluate evidence for existence of life in other star systems, planets, or moons, with now, or in the past.	
	<p>Objective 2: Analyze how ecosystems differ from each other due to abiotic and biotic factors.</p>	a. Observe and list abiotic factors.	
		b. Observe and list biotic factors.	
		c. Predict how an ecosystem will change as a result of major changes in an abiotic and/or biotic factor.	
		d. Explain that energy enters the vast majority of Earth’s ecosystems through photosynthesis, and compare the path of energy through two different ecosystems.	
		e. Analyze interactions within an ecosystems.	<p>Life in the Fast Lane – Pg 79 Water Address – Pg 122 Get the Groundwater Picture – Pg 137</p>
		f. Plan and conduct an experiment to investigate how abiotic factors influence organisms and how organisms influence the physical environment.	

<p>Standard IV: Students will understand that water cycles through and between reservoirs in the hydrosphere and affects the other spheres of the Earth System.</p>	<p>Objective 1: Explain the water cycle in terms of reservoirs, the movement between reservoirs, and the energy to move water. Evaluate the importance of freshwater to the biosphere.</p>	<p>a. Identify the reservoirs of Earth’s water cycle locally and globally, and graph or chart relative amounts in global reservoirs.</p>	<p>Get the Groundwater Picture – Pg 137 A Drop in the Bucket – Pg 238</p>
		<p>b. Illustrate the movement of water on Earth and describe how the processes that move water use energy from the sun.</p>	<p>Adventures in Density – Pg 25</p>
		<p>c. Relate the physical and chemical properties of water to a water pollution issue.</p>	<p>Water Write – Pg 457 Water Log – Pg 19 Hot Water – Pg 388 A Grave Mistake – Pg 311 The Pucker Effect – Pg 388</p>
		<p>d. Make inferences about the quality and/or quantity of freshwater, using data collected from local water systems.</p>	<p>Water Write – Pg 457 Water Log – Pg 19 Sparkling Water – Pg 348 Super Bowl Surge – Pg 353</p>
		<p>e. Analyze how communities deal with water shortages, distribution, and quality in designing a long-term water use plan.</p>	<p>Wet-Work Shuffle – Pg 360 Who’s Problem is it? – Pg 429 Easy Street – Pg 382 The Long Haul – Pg 260 Pass the Jug – Pg 392 Water Bill of Rights – Pg 403 Water Court – Pg 413</p>
	<p>Objective 2: Analyze how ecosystems differ from each other due to abiotic and biotic factors.</p>	<p>a. Describe the physical dynamics of the oceans.</p>	
		<p>b. Determine how physical properties of oceans affect organisms.</p>	
		<p>c. Model energy flow in ocean ecosystems.</p>	
		<p>d. Research and report on changing ocean levels over geological time, and relate changes in ocean level to changes in the water cycle.</p>	
		<p>e. Describe how changing sea levels could affect life on earth.</p>	

