

# **Project WET Correlations to the Third Grade Core Curriculum**

## **THE LIFE BOX – Pg 76**

**Standard II Objective 1 a**

## **LIFE IN THE FAST LANE – Pg 79**

**Standard II Objective 2 a, b, c**

## **SALT MARSH PLAYERS – Pg 99**

**Standard II Objective 2 a, b, c**

## **MACROINVERTEBRATE MAYHEM – Pg 322**

**Standard II Objective 2 b, c**

## **JUST PASSING THROUGH – Pg 166**

**Standard III Objective 2 a**

## **STREAM SENSE – Pg 191**

**Standard V Objective 1 a**

## **IRRIGATION INTERPRETATION – Pg 254**

**Standard V Objective 1 b**

No correlations to Standard I

<p><b>Standard II:</b> Students will understand that organisms depend on living and nonliving things within their environment.</p>	<p><b>Objective 1:</b> Classify living and nonliving things in and environment.</p>	a. Identify characteristics of living things.	<b>The Lifebox – Pg 76</b>
		b. Identify characteristics of nonliving things.	
		c. Classify living and nonliving things in an environment.	
	<p><b>Objective 2:</b> Describe the interactions between living and nonliving things in a small environment.</p>	a. Identify living and nonliving things in a small environment composed of living and nonliving things.	<b>Life in the Fast Lane – Pg 79</b> <b>Salt Marsh Players – Pg 99</b>
		b. Predict the effects of changes in the environment on a living organism.	<b>Macroinvertebrate Mayhem – Pg 322</b> <b>Life in the Fast Lane – Pg 79</b> <b>Salt Marsh Players – Pg 99</b>
		c. Observe and record the effect of changes upon the living organisms and nonliving things in a small scale environment	<b>Macroinvertebrate Mayhem – Pg 322</b> <b>Life in the Fast Lane – Pg 79</b> <b>Salt Marsh Players – Pg 99</b>
		d. Compare a small scale environment to a larger environment.	

<p><b>Standard III:</b> Students will understand the relationship between the force applied to an object and resulting motion of the object.</p>	<p><b>Objective 1:</b> Demonstrate how forces cause changed in speed or direction of objects.</p>	a. Show that objects at rest will not move unless a force is applied to them.	
		b. Compare the force of pushing and pulling.	
		c. Investigate how forced applied through simple machines affect the direction and/or amount of resulting force.	
	<p><b>Objective 2:</b> Demonstrate that the greater the force applied to an object, the greater the change in speed or direction of the object.</p>	a. Predict and observe what happens when a force is applied to an object.	<b>Just Passing Through – Pg 166</b>
		b. Compare and chart the relative effects of a force of the same strength on objects of different weight.	
		c. Compare the relative effects of forces of different strengths on an object.	
		d. Conduct a simple investigation to show what happens when objects of various weights collide with one another.	
		e. Show how these concepts apply to various activities in terms of force, motion, speed, direction, and distance.	

No correlations to standard IV.

<p><b>Standard V:</b> Students will understand that the sun is the main source of heat and light for living things on Earth. They will also understand that the motion of rubbing objects together may produce heat.</p>	<p><b>Objective 1:</b> Provide evidence showing that the sun is the source of heat and light for the Earth.</p>	a. Compare temperatures in sunny and shady places.	<b>Stream Sense – Pg 191</b>
		b. Observe and report how sunlight affects plant growth.	<b>Irrigation Interpretation – Pg 254</b>
		c. Provide examples of how sunlight affects people and animals by providing heat.	
		d. Identify and discuss as a class some misconceptions about heat sources.	
	<p><b>Objective 2:</b> Demonstrate that mechanical and electrical machines produce heat and sometimes light.</p>	a. Identify and classify mechanical and electrical sources of heat.	
		b. List examples of mechanical or electrical devices that produce light.	
		c. Predict, measure, and graph the temperature changes produced by a variety of mechanical machines and electrical devices while they are operating.	
	<p><b>Objective 3:</b> Demonstrate that heat may be produced when objects are rubbed against one another.</p>	a. Identify several examples of how rubbing one object against another produces heat.	
		b. Compare relative differences in the amount of heat given off or force required to move an object over lubricated/non-lubricated surfaces and smooth/rough surfaces.	