



Water Wise

Curriculum Standards

Grade 2 Standards Alignment	Activity 1	Activity 2	Activity 3
Common Core State Standards English/Language Arts:			
Reading Informational Text			
Key Ideas and Details:			
RI.2.1 Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	•	•	•
RI.2.3 Describe the connection between a series of historical events, scientific ideas, or concepts, or steps in technical procedures in a text.	•	•	•
Craft and Structure:			
RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic of subject area.		•	
RI.2.5 Know and use various text features to locate key facts or information in a text efficiently.	•	•	
Integration of Knowledge and Ideas:			
RI.2.7 Explain how specific images contribute to and clarify a text.	•	•	
National Health Standards			
Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.			•
Standard 3: Students will demonstrate the ability to access valid information, products, and services to enhance health.			•
National Science Standards			
Physical Science			
Properties of objects and materials:			
Materials can exist in different states – solid, liquid, and gas. Some common materials, such as water, can be changed from one state to another by heating or cooling.		•	
Life Science			
Characteristics of organisms:			
Organisms have basic needs. For example, animals need air, water, and food; plants require air, water, nutrients, and light. Organisms can survive only in environments in which their needs can be met. The world has many different environments, and distinct environments support the life of different types of organisms.	•	•	•



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Grade 2 Standards Alignment (cont.)	Activity 1	Activity 2	Activity 3
Organisms and environments:			
All organisms cause changes in the environment where they live. Some of these changes are detrimental to the organism or other organisms, whereas others are beneficial.	•	•	
Humans depend on their natural and constructed environments. Humans change environments in ways that can be either beneficial or detrimental for themselves and other organisms.	•	•	
Earth and Space Science			
Properties of earth materials:			
Earth materials are solid rocks and soils, water, and the gases of the atmosphere. The varied materials have different physical and chemical properties, which make them useful in different ways, for example, as building materials, as sources of fuel, or for growing the plants we use as food. Earth materials provide many of the resources that humans use.	•	•	
Science and Technology			
Understanding about science and technology:			
People have always had problems and invented tools and techniques to solve problems. Trying to determine the effects of solutions helps people avoid some new problems.	•	•	
Science in Personal and Social Perspectives			
Personal health:			
Nutrition is essential to health. Students should understand how the body uses food and how various foods contribute to health. Recommendations for good nutrition include eating a variety of foods, eating less sugar, and eating less fat.			•
Type of resources:			
Resources are things that we get from the living and nonliving environment to meet the needs and wants of a population. Some resources are basic materials, such as air, water, and soil; some are produced from basic resources, such as food, fuel, and building materials; and some resources are not materials, such as quiet places, beauty, security, and safety.	•	•	
The supply of many resources is limited. If used, resources can be extended through recycling and decreased use.	•	•	



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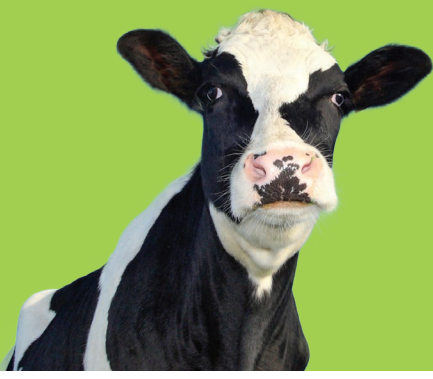
Curriculum Standards

Grade 2 Standards Alignment (cont.)	Activity 1	Activity 2	Activity 3
Change in environments:			
Environments are the space, conditions, and factors that affect an individual's and a population's ability to survive and their quality of life.	•	•	
Changes in environments can be natural or influenced by humans. Some changes are good, some are bad, and some are neither good nor bad. Pollution is change in the environment that can influence the health, survival, or activities of organisms, including humans.	•	•	
Some environmental changes occur slowly, and others occur rapidly. Students should understand the different consequences of changing environments in small increments over longer periods as compared with changing environments in large increments over short periods.	•	•	
Science and technology in local challenges:			
People continue inventing new ways of doing things, solving problems, and getting work done. New ideas and inventions often affect other people; sometimes the effects are good and sometimes they are bad. It is helpful to try to determine in advance how ideas and inventions will affect other people.	•	•	
Science and technology have greatly improved food quality and quantity, transportation, health, sanitation, and communication. These benefits of science and technology are not available to all of the people in the world.	•	•	
Next Generation Science Standards			
ESS2-1 Earth's Systems:			
Compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land.	•	•	
ESS2-3 Earth's Systems:			
Obtain information to identify where water is found on Earth and that it can be solid or liquid.	•	•	
K-2-ETS1-1 Engineering Design:			
Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.	•	•	
Common Core Mathematics			
Operations and Algebraic Thinking:			
2.OA.B.2 Fluently add and subtract within 20 using mental strategies.			•
Number and Operations in Base 10:			
2.NBT.B.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.			•



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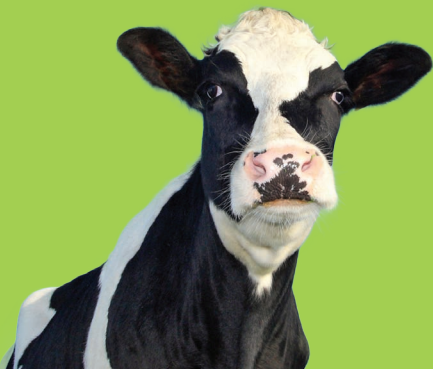
Grade 3 Standards Alignment	Activity 1	Activity 2	Activity 3
Common Core English Language Arts Standards			
Reading Informational Texts			
Key Ideas and Details:			
RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring to the text as the basis for the answers.	•	•	•
RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	•	•	•
Craft and Structure:			
RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.		•	
RI.3.5 Use text features and search tools to locate information relevant to a given topic efficiently.	•	•	
Integration of Knowledge and Ideas:			
RI.3.7 Use information gained from illustrations and the words in a text to demonstrate understanding of the text.	•	•	•
National Health Standards			
Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.			•
Standard 3: Students will demonstrate the ability to access valid information, products, and services to enhance health.			•
National Science Standards			
Physical Science			
Properties of objects and materials:			
Materials can exist in different states – solid, liquid, and gas. Some common materials, such as water, can be changed from one state to another by heating or cooling.	•	•	



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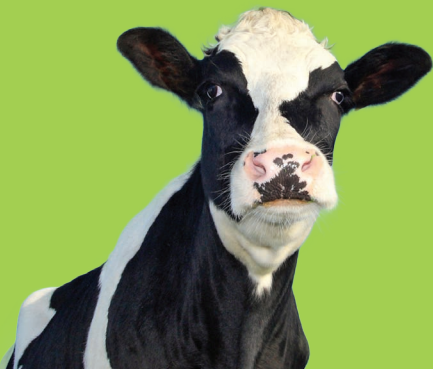
Grade 3 Standards Alignment (cont.)	Activity 1	Activity 2	Activity 3
Life Science			
Characteristics of organisms:			
Organisms have basic needs. For example, animals need air, water, and food; plants require air, water, nutrients, and light. Organisms can survive only in environments in which their needs can be met. The world has many different environments, and distinct environments support the life of different types of organisms.	•	•	•
Organisms and environments:			
All organisms cause changes in the environment where they live. Some of these changes are detrimental to the organism or other organisms, whereas others are beneficial.	•	•	
Humans depend on their natural and constructed environments. Humans change environments in ways that can be either beneficial or detrimental for themselves and other organisms.	•	•	
Earth and Space Science			
Properties of earth materials:			
Earth materials are solid rocks and soils, water, and the gases of the atmosphere. The varied materials have different physical and chemical properties, which make them useful in different ways, for example, as building materials, as sources of fuel, or for growing the plants we use as food. Earth materials provide many of the resources that humans use.	•	•	
Science and Technology			
Understanding about science and technology:			
People have always had problems and invented tools and techniques to solve problems. Trying to determine the effects of solutions helps people avoid some new problems.	•	•	
Science in Personal and Social Perspectives			
Personal health:			
Nutrition is essential to health. Students should understand how the body uses food and how various foods contribute to health. Recommendations for good nutrition include eating a variety of foods, eating less sugar, and eating less fat.			•
Type of resources:			
Resources are things that we get from the living and nonliving environment to meet the needs and wants of a population. Some resources are basic materials, such as air, water, and soil; some are produced from basic resources, such as food, fuel, and building materials; and some resources are not materials, such as quiet places, beauty, security, and safety.	•	•	
The supply of many resources is limited. If used, resources can be extended through recycling and decreased use.	•	•	



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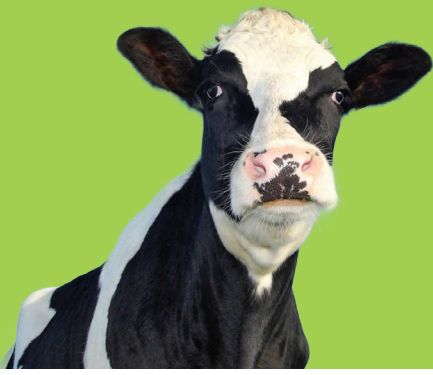
Grade 3 Standards Alignment (cont.)	Activity 1	Activity 2	Activity 3
Change in environments:			
Environments are the space, conditions, and factors that affect an individual's and a population's ability to survive and their quality of life.	•	•	
Changes in environments can be natural or influenced by humans. Some changes are good, some are bad, and some are neither good nor bad. Pollution is change in the environment that can influence the health, survival, or activities of organisms, including humans.	•	•	
Some environmental changes occur slowly, and others occur rapidly. Students should understand the different consequences of changing environments in small increments over longer periods as compared with changing environments in large increments over short periods.	•	•	
Science and technology in local challenges:			
People continue inventing new ways of doing things, solving problems, and getting work done. New ideas and inventions often affect other people; sometimes the effects are good and sometimes they are bad. It is helpful to try to determine in advance how ideas and inventions will affect other people.	•	•	
Science and technology have greatly improved food quality and quantity, transportation, health, sanitation, and communication. These benefits of science and technology are not available to all of the people in the world.	•	•	
Next Generation Science Standards			
3-LS4-4 Biological Evolution: Unity and Diversity:			
Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change.	•	•	
3-5 ETS1-1 Engineering Design:			
Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.	•	•	
Common Core Mathematics			
Number and Operations in Base 10:			
3.NBT.A.2 Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.			•



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Grade 4 Standards Alignment	Activity 1	Activity 2	Activity 3
Common Core English Language Arts Standards			
Reading Informational Texts			
Key Ideas and Details:			
RI.4.1 Ask and answer questions to demonstrate understanding of a text, referring to the text as the basis for the answers.	•	•	•
RI.4.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	•	•	•
Craft and Structure:			
RI.4.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.		•	
RI.4.5 Use text features and search tools to locate information relevant to a given topic efficiently.	•	•	
Integration of Knowledge and Ideas:			
RI.4.7 Use information gained from illustrations and the words in a text to demonstrate understanding of the text.	•	•	•
National Health Standards			
Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.			•
Standard 3: Students will demonstrate the ability to access valid information, products, and services to enhance health.			•
National Science Standards			
Physical Science			
Properties of objects and materials:			
Materials can exist in different states – solid, liquid, and gas. Some common materials, such as water, can be changed from one state to another by heating or cooling.		•	
Life Science			
Characteristics of organisms:			
Organisms have basic needs. For example, animals need air, water, and food; plants require air, water, nutrients, and light. Organisms can survive only in environments in which their needs can be met. The world has many different environments, and distinct environments support the life of different types of organisms.	•	•	•



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Grade 4 Standards Alignment (cont.)	Activity 1	Activity 2	Activity 3
Organisms and environments:			
All organisms cause changes in the environment where they live. Some of these changes are detrimental to the organism or other organisms, whereas others are beneficial.	•	•	
Humans depend on their natural and constructed environments. Humans change environments in ways that can be either beneficial or detrimental for themselves and other organisms.	•	•	
Earth and Space Science			
Properties of earth materials:			
Earth materials are solid rocks and soils, water, and the gases of the atmosphere. The varied materials have different physical and chemical properties, which make them useful in different ways, for example, as building materials, as sources of fuel, or for growing the plants we use as food. Earth materials provide many of the resources that humans use.	•	•	
Science and Technology			
Understanding about science and technology:			
People have always had problems and invented tools and techniques to solve problems. Trying to determine the effects of solutions helps people avoid some new problems.	•	•	
Science in Personal and Social Perspectives			
Personal health:			
Nutrition is essential to health. Students should understand how the body uses food and how various foods contribute to health. Recommendations for good nutrition include eating a variety of foods, eating less sugar, and eating less fat.			•
Type of resources:			
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Next Generation Science Standards			
4-ESS3-1 Earth and Human Activity			
Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment.	•	•	
3-5 ETS1-1 Engineering Design			
Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.	•	•	
Common Core Mathematics			
Numbers and Operations in Base 10			
4NBT.B.4 Fluently add and subtract multi-digit whole numbers using the standard algorithm.			•