

Grade 4

Science Standards Correlations

For the

SRP Water In-Service Tours and Workshops

Please note: Science standards correlations are based upon the

Arizona Department of Education's Science Standard Crosswalk

www.ade.state.az.us/standards/science/articulated.asp**Grade 4, Strand 1
Inquiry Process****Concept One – Observations, Questions & Hypotheses**

Coding	Performance Objective
SC04-S1C1-02	Formulate a relevant question through observations that can be tested by an investigation. (See M04-S2C1-01)
SC04-S1C1-03	Formulate predictions in the realm of science based on observed cause and effect relationships.
SC04-S1C1-04	Locate information (e.g., book, article, website) related to an investigation. (See W-E8-01)

Concept Two – Scientific Testing (Investigating & Modeling)

Coding	Performance Objective
SC04-S1C2-04	Measure using appropriate tools (e.g., ruler, scale, balance) and units of measure (i.e., metric, U.S. customary). (See M04-S4C4-03 and M04-S4C4-07)
SC04-S1C2-05	Record data in an organized and appropriate format (e.g., t-chart, table, list, written log).

Concept Three – Analysis & Conclusions

Coding	Performance Objective
SC04-S1C3-01	Analyze data obtained in a scientific investigation to identify trends. (See M04-S2C1-03)
SC04-S1C3-02	Formulate conclusions based upon identified trends in data. (See M04-S2C1-03)
SC04-S1C3-03	Determine that data collected is consistent with the formulated question.
SC04-S1C3-04	Determine whether the data supports the prediction for an investigation. (See M04-S2C2-05)
SC04-S1C3-05	Develop new questions and predictions based upon the data collected in the investigation.

Concept Four – Communication

Coding	Performance Objective
SC04-S1C4-01	Communicate verbally or in writing the results of an inquiry. (See W-E6-01)
SC04-S1C4-03	Communicate with other groups or individuals to compare the results of a common investigation.

**Grade 4, Strand 2
History & Nature of Science**

Concept Two – Nature of Scientific Knowledge

Coding	Performance Objective
SC04-S2C2-01	Explain the role of experimentation in scientific inquiry.

**Grade 4, Strand 3
Science in Personal & Social Perspectives**

Concept One – Changes in Environments

Coding	Performance Objective
SC04-S2C2-01	Explain the role of experimentation in scientific inquiry.
SC04-S3C1-01	Describe how natural events and human activities have positive and negative impacts on environments (e.g., fire, floods, pollution, dams).
SC04-S3C1-02	Evaluate the consequences of environmental occurrences that happen either rapidly (e.g., fire, flood, tornado) or over a long period of time (e.g., drought, melting ice caps, the greenhouse effect, erosion).

Concept Three – Organisms & Environments

Coding	Performance Objective
SC04-S4C3-01	Describe ways various resources (e.g., air, water, plants, animals, soil) are utilized to meet the needs of a population.
SC04-S4C3-02	Differentiate renewable resources from nonrenewable resources.
SC04-S4C3-03	Analyze the effect that limited resources (e.g., natural gas, minerals) may have on an environment.
SC04-S4C3-04	Describe ways in which resources can be conserved (e.g., by reducing, reusing, recycling, finding substitutes).

**Grade 4, Strand 6
Earth & Space Science**

Concept Two – Earth's Processes & Systems

Coding	Performance Objective
SC04-S6C2-03	Describe the role that water plays in the following processes that alter the Earth's surface features (erosion, deposition, weathering)
SC04-S6C2-04	Compare rapid and slow processes that change the Earth's surface, including: <ul style="list-style-type: none"> ▪ rapid – earthquakes, volcanoes, floods ▪ slow – wind, weathering
SC04-S6C2-05	Identify the earth events that cause changes in atmospheric conditions (e.g., volcanic eruptions, forest fires).
SC04-S6C2-06	Analyze evidence that indicates life and environmental conditions have changed (e.g., tree rings, fish fossils in desert regions, ice cores).

Concept Three – Changes in Earth & Sky

Coding	Performance Objective
SC04-S6C3-01	Identify the sources of water within an environment (e.g., ground water, surface water, atmospheric water, glaciers).
SC04-S6C3-02	Describe the distribution of water on the Earth's surface.
SC04-S6C3-03	Differentiate between weather and climate as they relate to the southwestern United States.