



The Subsidence District WaterWise Program - 4th Grade

Texas (TEKS) State Standard Correlation

Science					
Standard	Content	Teacher Guide Pages	Student Guide Pages	Student Workbook Pages	Additional Activities
1	Scientific investigation and reasoning. The student conducts classroom and outdoor investigations, following home and school safety procedures and environmentally appropriate and ethical practices. The student is expected to:				
A.	demonstrate safe practices and the use of safety equipment as described in the Texas Safety Standards during classroom and outdoor investigations; and	pgs 8, 15, 20, 30, 31, 42	N/A	pgs 3-28	N/A
B.	make informed choices in the use and conservation of natural resources and reusing and recycling of materials such as paper, aluminum, glass, cans, and plastic.	pgs 8, 15, 20, 30, 31, 42	pgs 3-27	pgs 3-28	N/A
2	Scientific investigation and reasoning. The student uses scientific inquiry methods during laboratory and outdoor investigations. The student is expected to:				
B.	collect and record data by observing and measuring, using the metric system, and using descriptive words and numerals such as labeled drawings, writing, and concept maps;	N/A	N/A	pgs 11-13	N/A
D.	analyze data and interpret patterns to construct reasonable explanations from data that can be observed and measured; and	pgs 8, 15, 20, 30, 31, 42	pgs 3-27	pgs 3-28	A-2, A-3
E.	perform repeated investigations to increase the reliability of results.	pgs 8, 15, 20, 30, 31, 42	N/A	pgs 3-28	A-1 to A-10
4.	Scientific investigation and reasoning. The student knows how to use a variety of tools, materials, equipment, and models to conduct science inquiry. The student is expected to:				
A.	collect, record, and analyze information using tools, including calculators, microscopes, cameras, computers, hand lenses, metric rulers, Celsius thermometers, mirrors, spring scales, pan balances, triple beam balances, graduated cylinders, beakers, hot plates, meter sticks, compasses, magnets, collecting nets, and notebooks; timing devices, including clocks and stopwatches; and materials to support observation of habitats of organisms such as terrariums and aquariums; and	pgs 8, 15, 20, 30, 31, 42	N/A	pgs 3-28	A-3
B.	use safety equipment as appropriate, including safety goggles and gloves.	pgs 8, 15, 20, 30, 31, 42	N/A	pgs 3-28	N/A
5.	Matter and energy. The student knows that matter has measurable physical properties and those properties determine how matter is classified, changed, and used. The student is expected to:				
B.	predict the changes caused by heating and cooling such as ice becoming liquid water and condensation forming on the outside of a glass of ice water.	pgs 17-20	pgs 9-11	N/A	N/A
7.	Earth and space. The students know that Earth consists of useful resources and its surface is constantly changing. The student is expected to:				
C.	identify and classify Earth's renewable resources, including air, plants, water, and animals; and nonrenewable resources, including coal, oil, and natural gas; and the importance of conservation.	pg 7	pg 4	N/A	N/A
8.	Earth and space. The student knows that there are recognizable patterns in the natural world and among the Sun, Earth, and Moon system. The student is expected to:				
B.	describe and illustrate the continuous movement of water above and on the surface of Earth through the water cycle and explain the role of the Sun as a major source of energy in this process.	pgs 17-19	pgs 9-11	N/A	N/A

Math

Standard	Content	Teacher Guide Pages	Student Guide Pages	Student Workbook Pages	Additional Activities
3	Number, operation and quantitative reasoning. The student adds and subtracts to solve meaningful problems involving whole numbers and decimals. The student is expected to:				
A.	use addition and subtraction to solve problems using whole numbers.	N/A	N/A	pgs 3-28	A-5
4.	Number, operation and quantitative reasoning. The student multiplies and divides to solve meaningful problems involving whole numbers. The student is expected to:				
A.	model factors and products using arrays and area models;	pg 15	N/A	pgs 3-28	N/A
B.	represent multiplication and division situations in picture, word and number form;	pg 42	N/A	pgs 3-28	N/A
C.	recall and apply multiplication facts through 12 x12;	pg 42	N/A	pgs 3-28	A-5
D.	use multiplication to solve problems (no more than two digits times two digits without technology); and	pg 42	N/A	pgs 3-28	N/A
E.	use division to solve problems (no more than one-digit divisors and three-digit dividends without technology).	pg 42	N/A	pgs 3-28	N/A
5.	Number operation and quantitative reasoning. The student estimates to determine reasonable results. The student is expected to:				
A.	round whole numbers to the nearest ten, hundred or thousand to approximate reasonable results in problem situations; and	pg 42	N/A	pgs 3-28	A-5
B.	use strategies including rounding and compatible numbers to estimate solutions to multiplication and division problems.	pg 42	N/A	pgs 3-28	A-5
6.	Patterns, relationships and algebraic thinking. The student uses patterns in multiplication and division. The student is expected to:				
A.	use patterns and relationships to develop strategies to remember basic multiplication and division facts (such as the patterns in related multiplication and division number sentences [fact families] such as $9 \times 9 = 81$ and 81 divided by 9=9).	pg 42	N/A	pgs 3-28	A-5, A-8
11.	Measurement. The student applies measurement concepts. The student is expected to estimate and measure to solve problems involving length (including perimeter) and area. The student uses measurement tools to measure capacity/volume and weight/mass. The student is expected to:				
C.	use concrete models of standard cubic units to measure volume;	N/A	N/A	pgs 11-13	N/A
D.	estimate volume in cubic units.	N/A	N/A	pgs 11-13	N/A
12.	Measurement The student applies measurement concepts. The student measures time and temperature (in degree-Fahrenheit and Celsius). The student is expected to:				
A.	use a thermometer to measure temperature and changes in temperature; and	pg 20	N/A	pgs 23-24	N/A
B.	use tools such as a clock with gears or a stopwatch to solve problems involving elapsed time.	pg 8	N/A	pgs 3-10, 15-22	N/A
14.	Underlying processes and mathematical tools. The student applies grade 4 mathematics to solve problems connected to everyday experiences and activities in and out of school. The student is expected to :				
A.	identify the mathematics in everyday situations;	pgs 15, 42	N/A	pgs 3-28	A-1 to A-10

B.	solve problems that incorporate understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness; and	pgs 8, 15, 20, 30, 31, 42	N/A	pgs 3-28	A-1 to A-10
C.	select or develop appropriate problem-solving strategies, including drawing a picture, looking for a pattern, systematic guessing and checking, acting it out, making a table, working a simpler problem, or working backward to solve a problem.	pgs 8, 15, 20, 30, 31, 42	N/A	pgs 3-28	A-1 to A-10
15.	<i>Underlying processes and mathematical tools. The student communicates about grade 4 mathematics using informal language. The student is expected to:</i>				
A.	explain and record observations using objects, words, pictures, numbers, and technology; and	pgs 8, 15, 20, 30, 31, 42	N/A	pgs 3-28	A-1, A-3, A-5
B.	relate informal language to mathematical language and symbols.	pgs 8, 15, 20, 30, 31, 42	N/A	pgs 3-28	A-1, A-3, A-5
16.	<i>Underlying processes and mathematical tools. The student uses logical reasoning. The student is expected to:</i>				
A.	make generalizations from patterns or sets of examples and non examples; and	pg 42	pgs 3-27	pgs 3-28	A-1 to A-10
B.	justify why an answer is reasonable and explain the solution process.	pg 42	N/A	pgs 3-28	A-1 to A-10

Social Studies

Standard	Content	Teacher Guide Pages	Student Guide Pages	Student Workbook Pages	Additional Activities
6	<i>Geography. The student uses geographic tools to collect, analyze, and interpret data. The student is expected to:</i>				
B.	translate geographic data into a variety of formats such as raw data to graphs and maps.	pgs 13, 19, 23	pgs 7, 11, 13	N/A	A-2, A10
7	<i>Geography. The student understands the concept of regions. The student is expected to:</i>				
A.	describe a variety of regions in the Texas and the western hemisphere such as political, population and economic regions that result from patterns of human activity; and	pgs 22-28	pgs 12-28	N/A	N/A
C.	compare the regions of Texas with regions of the United States and other parts of the world.	pgs 22-28	pgs 12-28	N/A	N/A
8	<i>Geography. The student understands the location and pattern of settlement and the geographic factors that influences where people live. The student is expected to:</i>				
B.	explain patterns of settlement at different time periods in Texas; and	pgs 22-28	pgs 12-28	N/A	N/A
D.	explain the geographic factors that influence patterns of settlement and the distribution of population in Texas, past and present.	pgs 22-28	pgs 12-28	N/A	N/A
9	<i>Geography: The student understands how people adapt to and modify their environment. The student is expected to:</i>				
A.	describe ways people have adapted to and modified their environment in Texas, past and present;	pgs 22-28	pgs 12-28	N/A	N/A
B.	identify reasons why people have adapted to and modified their environment in Texas, past and present, such as the use of natural resources to meet basic needs; and	pgs 22-28	pgs 12-28	N/A	N/A
C.	analyze the consequences of human modification of the environment in the United States, past and present.	pgs 22-28	pgs 12-28	N/A	N/A