

Curriculum Overview - Alignment with Washington Science Essential Academic Learning Requirements

| | Unit 1 | Unit 2 | Unit 3 | Unit 4 |
|--|--------------------------|--|--|-------------------------------|
| | What is the water cycle? | How is flowing water an energy source? | How can work be done with water power? | How can a dam affect a river? |
| EALR 1. The student understands and uses scientific concepts and principles. | X | X | X | X |
| 1.1 Use properties to identify, describe, and categorize substances, materials and objects and use characteristics to categorize living things | | | | |
| 1.2 Recognize the components, structure, and organization of systems and interconnections within and among them | | | | X |
| 1.3 Understand how interactions within and among systems cause changes in matter and energy | X | X | X | X |
| EALR 2. The student knows and applies the skills and processes of science and technology | X | X | X | X |
| 2.1 Develop abilities necessary to do scientific inquiry | X | X | X | |
| 2.2 Apply science knowledge and skills to solve problems or meet challenges | X | X | X | X |

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| EALR 3. The students understands the nature and contexts of science and technology | X | X | X | |
| 3.1 Understand the nature of scientific inquiry | X | X | X | |
| 3.2 Know that science and technology are human endeavors, interrelated to each other, to society, and to the workplace | | X | X | |

This overview was developed to provide the science educator with a quick view of the alignment of this curriculum and the Washington Science Standards (EALRS). The overview lists the three Washington Science Essential Academic Learning Requirements and each of their components. Graphically it shows how the Nature of Water Power curriculum units meet the EALRS.