A Correlation of

Elevate Science
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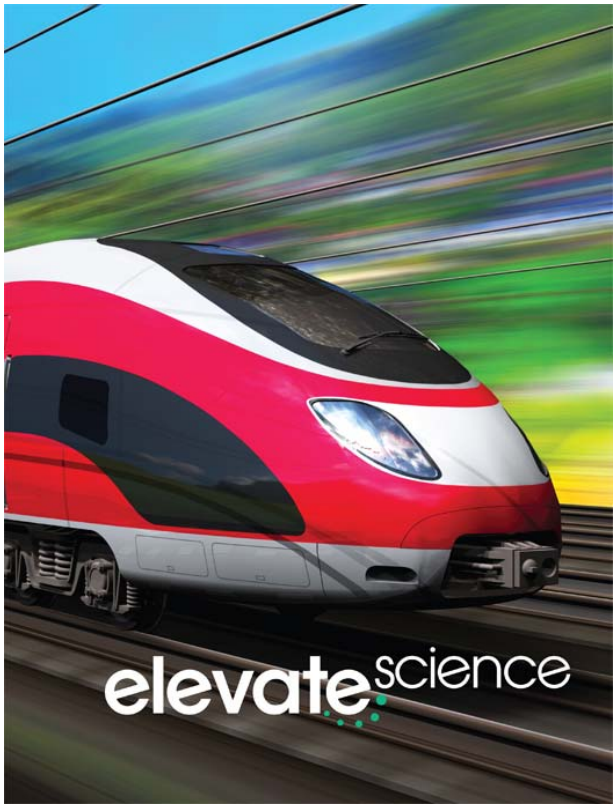

To the

Iowa Core Science Standards
Grade 4

Pearson

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Introduction

The following document demonstrates how the ***Elevate Science, ©2019*** program supports the Iowa Core Science Standards, Grade 4. For each standard, correlation references are to the Student Edition and Teacher Edition where applicable.

Elevate Science is a comprehensive K-5 science program that focuses on active, student-centered learning. It builds students' critical thinking, questioning, and collaboration skills, and fuels interest in STEM and creative problem solving while supporting literacy development for elementary-age learners. Developed to support Next Generation Science Standards (NGSS), ***Elevate Science*** integrates three dimensional learning of the Scientific and Engineering Practices, Crosscutting Concepts (CCC), and Disciplinary Core Ideas (DCIs).

The ***Elevate Science*** blended print and digital curriculum engages students in phenomena-based inquiry and hands-on investigations.

- Problem–based learning Quests put students on a journey of discovery
- Engineering-focused features infuse STEM learning
- Coding and innovation engage students and build 21st century skills

The Teacher's Edition of ***Elevate Science*** helps elementary educators teach science with confidence: Scaffolding, ELD, differentiated instruction, and an instructional organization based upon the 5E learning model, (Engage, Explore, Explain, Extend/Elaborate, Evaluate), provide all the support needed for successful teaching practices. Professional development offers point-of-use support. A full-view approach to inquiry and testing provides new options for a variety of hands-on labs and assessments for three-dimensional learning.

Elevate Science prepares students for the challenges of tomorrow, building strong reasoning skills and critical thinking strategies as they engage in explorations, formulate claims, and gather and analyze data that promote evidence-based argument. Designed for today's classroom, preparing students for tomorrow's world. ***Elevate Science*** promises to:

- Elevate thinking.
- Elevate learning.
- Elevate teaching.

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4-PS Energy	
Performance Expectation 4-PS3-1	
Use evidence to construct an explanation relating the speed of an object to the energy of that object**.**	**SE/TE:** 2–3, 4, 7, 12, 13, 17, 35, 46–47, 48–49 **TE Only:** 1d, 6a
Performance Expectation 4-PS3-2	
Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents.	**SE/TE:** 17, 18–19, 20–21, 30, 32, 35, 42 **TE Only:** 1d, 16a, 24a, 34a
Performance Expectation 4-PS3-3	
Ask questions and predict outcomes about the changes in energy that occur when objects collide.	**SE/TE:** 17, 18. 20–21 **TE Only:** 1d, 16a, 24a
Performance Expectation 4-PS3-4	
Apply scientific ideas to design, test, and refine a device that converts energy from one form to another.	**SE/TE:** 40–41, 57, 75, 80 **TE Only:** 50d, 56a, 64a, 74a
4-PS4 Waves and their Applications in Technologies for Information Transfer	
Performance Expectation 4-PS4-1	
Develop a model of waves to describe patterns in terms of amplitude and wavelength and that waves can cause objects to move.	**SE/TE:** 107, 117, 120–121, 135, 148–149 **TE Only:** 100d, 106a, 116a
Performance Expectation 4-PS4-2	
Develop a model to describe that light reflecting from objects and entering the eye allows objects to be seen.	**SE/TE:** 125 **TE Only:** 100d, 124a

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Performance Expectation 4-PS4-3	
Generate and compare multiple solutions that use patterns to transfer information.	**TE Only:** 100d, 116a, 124a, 134a
4-LS1 From Molecules to Organisms: Structures and Processes	
Performance Expectation 4-LS1-1	
Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.	**SE/TE:** 280, 290–291, 301, 315, 330–331, 351, 367, 382–383 **TE Only:** 276d, 282a, 292a, 300a, 308a, 334d, 340a, 350a, 358a, 366a
Performance Expectation 4-LS1-2	
Use a model to describe that animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways.	**SE/TE:** 317, 332–333, 336–337, 359, 364–365 **TE Only:** 276d, 316a, 334d, 358a
Earth's Place in the Universe	
Performance Expectation 4-ESS1-1	
Identify evidence from patterns in rock formations and fossils in rock layers to support an explanation for changes in a landscape over time.	**SE/TE:** 244–245, 249, 251, 255, 258, 259, 260, 261, 262–263, 264, 268, 270–271, 272–273, 274–275 **TE Only:** 242d, 248a, 258a
4-ESS2 Earth's Systems	
Performance Expectation 4-ESS2-1	
Make observations and/or measurements to provide evidence of the effects of weathering or the rate of erosion by water, ice, wind, or vegetation.	**SE/TE:** 152–153, 154, 177, 185, 186, 192, 194 **TE Only:** 150d, 174aE, 184a
Performance Expectation 4-ESS2-2	
Analyze and interpret data from maps to describe patterns of Earth's features.	**SE/TE:** 152–153, 157, 162, 164–165, 169 **TE Only:** 150d, 156a, 166a

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4-ESS Earth and Human Activity	
Performance Expectation 4-ESS3-1	
Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment.	**SE/TE:** 54, 90, 98–99 **TE Only:** 50d, 56a, 64a, 74a, 84a
Performance Expectation 4-ESS3-2	
Generate and compare multiple solutions to reduce the impacts of natural Earth Processes on humans.	**SE/TE:** 206, 227, 228, 232–233, 240–241 **TE Only:** 202d, 208a, 218a, 226a
3-5. Engineering Design	
Performance Expectation 4-ETS1-1	
Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.	**SE/TE:** 14–15, 114–115, 164–165, 324–325 **TE Only:** 14-15, 74a, 82-83, 114-115, 164-165, 324-325
Performance Expectation 4-ETS1-2	
Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.	**SE/TE:** 206, 232–233, 240–241 **TE Only:** 226a
Performance Expectation 4-ETS1-3	
Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.	**SE/TE:** 240–241, 348–349 **TE Only:** 348-349