

A Correlation of  
**Elevate Science**  
Grade 4, ©2019



To the  
**Next Generation Science Standards**  
DCI (Disciplinary Core Idea) Arrangement

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**Introduction**

The following document demonstrates how the ***Elevate Science, ©2019*** program supports the Next Generation 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 21<sup>st</sup> 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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| <b>4-PS Energy</b>   |  |
| <b>Performance Expectation 4-PS3-1</b>   |  |
| Use evidence to construct an explanation relating the speed of an object to the energy of that object.<br><b>Assessment Boundary</b> Assessment does not include quantitative measures of changes in the speed of an object or on any precise or quantitative definition of energy | <b>SE/TE:</b> 2-3, 4, 7, 12, 13, 17, 35, 46-47, 48-49<br><b>TE Only:</b> 1d, 6a  |
| <b>Disciplinary Core Ideas</b>   |  |
| <b>PS3.A: Definitions of Energy</b><br>The faster a given object is moving, the more energy it possesses.  | <b>SE/TE:</b> 7, 13<br><b>TE Only:</b> 6   |
| <b>Science and Engineering Practices</b>   |  |
| <b>Constructing Explanations and Designing Solutions</b><br>Use evidence (e.g., measurements, observations, patterns) to construct and explanation.  | <b>SE/TE:</b> 7, 20, 48-49, 65, 117, 123, 135, 154, 159, 185, 192, 206, 227, 232-233, 240-241, 246, 249, 259, 266-267, 274-275, 280, 364-365<br><b>TE Only:</b> 6a, EM6-EM7, EM10-EM11 |
| <b>Crosscutting Concepts</b>   |  |
| <b>Energy and Matter</b><br>Energy can be transferred in various ways and between objects.   | <b>SE/TE:</b> 2-3, 5, 8, 16, 17, 18-19, 20-21, 22-23, 30, 32, 42, 48-49<br><b>TE Only:</b> 6a  |
| <b>Performance Expectation 4-PS3-2</b>   |  |
| Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents.<br><b>Assessment Boundary</b> Assessment does not include quantitative measurements of energy.  | <b>SE/TE:</b> 17, 18-19, 20-21, 30, 32, 35, 42<br><b>TE Only:</b> 1d, 16a, 24a, 34a  |
| <b>Disciplinary Core Ideas</b>   |  |
| Energy can be moved from place to place by moving objects or through sound, light, or electric currents.   | <b>SE/TE:</b> 8, 10-11, 16, 17, 18-19, 20-21, 30, 29, 30, 32, 35, 37, 42, 48-49<br><b>TE Only:</b> 16a, 24a, 34a   |

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| <p><b>PS3.B: Conservation of Energy and Energy Transfer</b><br/>Energy is present whenever there are moving objects, sound, light, or heat. When objects collide, energy can be transferred from one object to another, thereby changing their motion. In such collisions, some energy is typically also transferred to the surrounding air; as a result, the air gets heated and sound is produced.</p> | <p><b>SE/TE:</b> 2-3, 5, 9, 16, 17, 18-19, 20-21, 22-23, 29, 32, 42, 46-47, 77<br/><b>TE Only:</b> 16a, 24a, 34a</p> |
| Light also transfers energy from place to place.   | <b>SE/TE:</b> 29   |
| Energy can also be transferred from place to place by electric currents, which can then be used locally to produce motion, sound, heat, or light. The currents may have been produced to begin with by transforming the energy of motion into electrical energy.   | <b>SE/TE:</b> 10-11, 30, 35, 37, 39, 48-49   |
| <b>Science and Engineering Practices</b>   |  |
| <p><b>Planning and Carrying Out Investigations</b><br/>Make observations and/or measurements to produce data to serve as the basis for evidence for an explanation of a phenomenon or test a design solution.</p>  | <p><b>SE/TE:</b> 4, 17, 25, 35, EM7<br/><b>TE Only:</b> 16a, 24a, 34a, 384-385, EM12-EM13</p>                        |
| <b>Crosscutting Concepts</b>   |  |
| <p><b>Energy and Matter</b><br/>Energy can be transferred in various ways and between objects.</p>   | <p><b>SE/TE:</b> 2-3, 5, 8, 16, 17, 18-19, 20-21, 22-23, 30, 32, 42, 48-49<br/><b>TE Only:</b> 16a, 24a, 34a</p>     |

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| <b>Performance Expectation 4-PS3-3</b>  |   |
| <p>Ask questions and predict outcomes about the changes in energy that occur when objects collide.</p> <p><b>Clarification Statement</b> Emphasis is on the change in the energy due to the change in speed, not on the forces as objects interact.</p> <p><b>Assessment Boundary</b> Assessment does not include quantitative measurements of energy.</p>  | <p><b>SE/TE:</b> 17, 18, 20–21<br/><b>TE Only:</b> 1d, 16a, 24a</p>                           |
| <b>Disciplinary Core Ideas</b>  |   |
| <p><b>PS3.A: Definitions of Energy</b><br/>Energy can be moved from place to place by moving objects or through sound, light, or electric energy.</p>   | <p><b>SE/TE:</b> 2–3, 5, 16, 17, 18–19, 20–21, 22–23, 32, 42<br/><b>TE Only:</b> 16a, 24a</p> |
| <p><b>PS3.B Conservation of Energy and Energy Transfer</b><br/>Energy is present whenever there are moving objects, sound, light, or heat. When objects collide, energy can be transferred from one object to another, thereby changing their motion. In such collisions, some energy is typically also transferred to the surrounding air; as a result, the air gets heated and sound is produced.</p> | <p><b>SE/TE:</b> 2–3, 5, 16, 17, 18–19, 20–21, 22–23, 32, 42<br/><b>TE Only:</b> 16a, 24a</p> |
| <p><b>PS3.C Relationship Between Energy and Forces</b><br/>When objects collide, the contact forces transfer energy so as to change the objects' motions.</p>   | <p><b>SE/TE:</b> 2–3, 5, 16, 17, 18–19, 20–21, 22–23, 32, 42<br/><b>TE Only:</b> 24a</p>      |
| <b>Science and Engineering Practices</b>  |   |
| <p><b>Asking Questions and Defining Problem</b><br/>Ask questions that can be investigated and predict reasonable outcomes based on patterns such as cause and effect relationships.</p>  | <p><b>SE/TE:</b> 72–73, 109, 372<br/><b>TE Only:</b> 384–385, EM10–EM11</p>                   |

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| <b>Crosscutting Concepts</b>  |   |
| <p><b>Energy and Matter</b><br/>Energy can be transferred in various ways and between objects.</p>  | <p><b>SE/TE:</b> 2-3, 5, 8, 16, 17, 18-19, 20-21, 22-23, 30, 32, 42, 48-49<br/><b>TE Only:</b> 16a, 24a</p> |
| <b>Performance Expectation 4-PS3-4</b>  |   |
| <p>Apply scientific ideas to design, test, and refine a device that converts energy from one form to another.</p> <p><b>Clarification Statement</b> Examples of devices could include electric circuits that convert electrical energy into motion of energy of a vehicle, light, or sound; and, a passive solar heater that converts light into heat. Examples of constraints could include the materials, costs, or time to design the device.</p> <p><b>Assessment Boundary</b> Devices should be limited to those that convert motion energy to electric energy or use stored energy to cause motion of produce light or sound.</p> | <p><b>SE/TE:</b> 40-41, 57, 75, 80<br/><b>TE Only:</b> 50d, 56a, 64a, 74a</p>                               |
| <b>Disciplinary Core Ideas</b>  |   |
| <p><b>PS3.B: Conservation of Energy and Energy Transfer</b><br/>Energy can also be transferred from place to place by electric currents, which can then be used locally to produce motion, sound, heat, or light. The currents may have been produced to begin with by transforming the energy of motion into electrical energy.</p>  | <p><b>SE/TE:</b> 72-73</p>  |
| <p><b>PS3.D: Energy in Chemical Processes and Everyday Life</b><br/>The expression “produce energy” typically refers to the conversion of stored energy into a desired form for practical use.</p>  | <p><b>TE Only:</b> 56a, 64a, 74a</p>  |

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| <p><b>ETS1.A: Defining Engineering Problems</b><br/>Possible solutions to a problem are limited by available materials and resources (constraints). The success of a designed solution is determined by considering the desired features of a solution (criteria). Different proposals for solution can be compared on the basis of how well each one meets the specified criteria for success or how well each takes the constraints into account.</p> | <p><b>SE/TE:</b> EM10, EM11</p>  |
| <b>Science and Engineering Practices</b>  |  |
| <p><b>Constructing Explanations and Designing Solutions</b><br/>Apply scientific ideas to solve design problems.</p>  | <p><b>SE/TE:</b> 4, 6, 40–41, 43, 52–53, 70, 72–73, 82–83, 92, 93, 139, 240–241, EM10<br/><b>TE Only:</b> 56a, 64a, EM6-EM7, EM10-EM11</p> |
| <b>Crosscutting Concepts</b>  |  |
| <p><b>Energy and Matter</b><br/>Energy can be transferred in various ways and between objects.</p>  | <p><b>SE/TE:</b> 2–3, 5, 8, 16, 17, 18–19, 20–21, 22–23, 30, 32, 42, 48–49<br/><b>TE Only:</b> 56a, 64a, 74a</p>                           |
| <p><b>Influence of Engineering, Technology, and Applications of Science</b><br/>Engineers improved existing technologies or develop new ones.</p>   | <p><b>SE/TE:</b> 4, 6, 20, 40–41, 43, 48–49, 52–53, 82–83, 84, 92, 93</p>  |
| <p><b>Science is a Human Endeavor</b><br/>Most scientists and engineers work in teams. Science affects everyday life.</p>   | <p><b>SE/TE:</b> 4, 40–41, 48–49, 74, 82–83, 92, 184, 258, 260</p>   |



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| <b>4-PS4 Waves and their Applications in Technologies for Information Transfer</b>   |   |
| <b>Performance Expectation 4-PS4-1</b>   |   |
| <p>Develop a model of waves to describe patterns in terms of amplitude and wavelength and that waves can cause objects to move.</p> <p><b>Clarification Statement</b> Examples of models could include diagrams, analogies, and physical models using wire to illustrate wavelength and amplitude of waves.</p> <p><b>Assessment Boundary</b> Assessment does not include interference effects, electromagnetic waves, non-periodic waves, or quantitative models of amplitude and wavelength.</p> | <p><b>SE/TE:</b> 107, 117, 120–121, 135, 148–149<br/><b>TE Only:</b> 100d, 106a, 116a</p>   |
| <b>Disciplinary Core Ideas</b>   |   |
| <p><b>PS4.A: Wave Properties</b><br/>Waves, which are regular patterns of motion, can be made in water by disturbing the surface. When waves move across the surface of deep water, the water goes up and down in place; there is no net motion in the direction of the waves except when the water meets a beach.</p>   | <p><b>SE/TE:</b> 104, 107, 117, 118, 119, 120–121, 122<br/><b>TE Only:</b> 106a, 116a</p>   |
| <p>Waves of the same type can differ in amplitude (height of the wave) and wavelength (spacing between wave peaks).</p>  | <p><b>SE/TE:</b> 109, 110–111, 112, 118, 120–121<br/><b>TE Only:</b> 106a, 116a</p>   |
| <b>Science and Engineering Practices</b>   |   |
| <p><b>Developing and Using Models</b><br/>Develop a model using an analogy, example, or abstract presentation to describe a scientific principle.</p> <p><b>Scientific Knowledge is Based on Empirical Evidence</b><br/>Science Findings are based on recognizing patterns.</p>  | <p><b>SE/TE:</b> 20, 104, 125, 135, 139, 148–149, 164–165, 167, 240–241, 256–257, 341, 351, 359, EM6<br/><b>TE Only:</b> 106a, 116a, EM6-EM7, EM12-EM13</p> |

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| <b>Crosscutting Concepts</b>  |  |
| <p><b>Patterns</b><br/>Similarities and differences in patterns can be used to sort, classify, and analyze simple rates of change for natural phenomena.</p>  | <p><b>SE/TE:</b> 117, 19, 120–121, 122, 175, 180, 200–201<br/><b>TE Only:</b> 106a, 116a</p>                                     |
| <b>Performance Expectation 4-PS4-2</b>  |  |
| <p>Develop a model to describe that light reflecting from objects and entering the eye allows objects to be seen.<br/><b>Assessment Boundary</b> Assessment does not include knowledge of specific colors reflected and seen, the cellular mechanisms of vision, or how the retina works.</p> | <p><b>SE/TE:</b> 125<br/><b>TE Only:</b> 100d, 124a</p>  |
| <b>Disciplinary Core Ideas</b>  |  |
| <p><b>PS4.B: Electromagnetic Radiation</b><br/>An object can be seen when lighted reflected from its surface enters the eye.</p>  | <p><b>SE/TE:</b> 127, 131, 144–145<br/><b>TE Only:</b> 124a</p>  |
| <b>Science and Engineering Practices</b>  |  |
| <p><b>Developing and Using Models</b><br/>Develop a model to describe phenomena.</p>  | <p><b>SE/TE:</b> 104, 107, 125, 148–149, 167, 209, 210, 219, 309, 317, 341, 359<br/><b>TE Only:</b> 124a, EM6-EM7, EM12-EM13</p> |
| <b>Crosscutting Concepts</b>  |  |
| <p><b>Cause and Effect</b><br/>Cause and effect relationships are routinely identified.</p>   | <p><b>SE/TE:</b> 5, 8, 38, 39, 44, 48–49, 84, 229, 236, 237, 239<br/><b>TE Only:</b> 124a</p>                                    |

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| <b>Performance Expectation 4-PS4-3</b>   |   |
| Generate and compare multiple solutions that use patterns to transfer information.<br><b>Clarification Statement</b> Examples of solutions could include drums sending coded information through sound waves, using a grid of 1's and 0's representing black and white to send information about a picture, and using Morse code to send text. | <b>TE Only:</b> 100d, 116a, 124a, 134a                                      |
| <b>Disciplinary Core Ideas</b>   |   |
| <b>PS4.C: Information Technologies and Instrumentation</b><br>Digitized information can be transmitted over long distances without significant degradation. High-tech devices, such as computers or cell phones can receive and decode information—convert it from digitized form to voice—and vice versa.                                     | <b>SE/TE:</b> 82–83, 137, 144–145, EM3<br><b>TE Only:</b> 134a              |
| <b>ETS1.C Optimizing the Design Solution</b><br>Different solutions need to be tested in order to determine which of them best solves the problem, given the criteria and the constraints.   | <b>SE/TE:</b> 57, EM11, EM13  |
| <b>Science and Engineering Practices</b>   |   |
| <b>Constructing Explanations and Designing Solutions</b><br>Generate and compare multiple solutions to a problem based on how well they meet the criteria and constraints of the design solution.  | <b>SE/TE:</b> 40–41<br><b>TE Only:</b> 116a, 124a, 134a, EM6-EM7, EM10-EM11 |
| <b>Crosscutting Concepts</b>   |   |
| <b>Patterns</b><br>Similarities and differences in patterns can be used to sort and classify designed products.  | <b>SE/TE:</b> 246, 249, 259, 266–267, 274–275<br><b>TE Only:</b> 116a, 134a |
| <b>Interdependence of Science, Engineering, and Technology</b><br>Knowledge of relevant scientific concepts and research findings is important in engineering.   | <b>SE/TE:</b> 40–41, 43, 184  |

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| <b>4-LS1 From Molecules to Organisms:<br/>Structures and Processes</b>  |   |
| <b>Performance Expectation 4-LS1-1</b>  |   |
| Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.<br><b>Clarification Statement</b> Examples of structures could include thorns, stems, roots, colored petals, heart, stomach, lung, brain, and skin.<br><b>Assessment Boundary</b> Assessment is limited to macroscopic structures within plant and animal systems. | <b>SE/TE:</b> 280, 290–291, 301, 315, 330–331, 351, 367, 382–383<br><b>TE Only:</b> 276d, 282a, 292a, 300a, 308a, 334d, 340a, 350a, 358a, 366a  |
| <b>Disciplinary Core Ideas</b>  |   |
| <b>LS1.A: Structure and Function</b><br>Plants and animals have both internal and external structures that serve various functions in growth, survival, behavior, and reproduction.   | <b>SE/TE:</b> 276–277, 278–279, 280, 282, 283, 284, 285, 288, 289, 290–291, 293, 294, 295, 296–297, 298, 301, 302, 303, 307, 308, 309, 310–311, 312, 313, 314, 315, 326, 328–329, 330–331, 332–333, 336–337, 341, 351, 367, 382–383<br><b>TE Only:</b> 282a, 292a, 300a, 308a, 340a, 350a, 358a, 366a |
| <b>Science and Engineering Practices</b>  |   |
| <b>Engaging in Argument from Evidence</b><br>Construct an argument with evidence, data, and/or a model.   | <b>SE/TE:</b> 80, 290–291, 341, 282–283, 293, 301, 351, 367, EM7<br><b>TE Only:</b> 282a, 292a, 300a, 340a, 350a, 366a, EM6-EM7, EM12-EM13  |
| <b>Crosscutting Concepts</b>  |   |
| <b>Systems and System Models</b><br>A system can be described in terms of its components and their interactions.  | <b>SE/TE:</b> 35, 342–346, 352–356, 358, 360–363, 381–382<br><b>TE Only:</b> 282a, 292a, 300a, 308a, 340a, 350a, 358a, 366a   |

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| <p><b>Performance Expectation 4-LS1-2</b></p> <p>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.</p> <p><b>Clarification Statement</b> Emphasis is on systems of information transfer.</p> <p><b>Assessment Boundary</b> Assessment does not include the mechanisms by which the brain stores and recalls information or the mechanisms of how sensory receptors function.</p> | <p><b>SE/TE:</b> 317, 332–333, 336–337, 359, 364–365<br/><b>TE Only:</b> 276d, 316a, 334d, 358a</p>                     |
| <p><b>Disciplinary Core Ideas</b></p> <p><b>LS1.D: Information Processing</b><br/>Different sense receptors are specialized for particular kinds of information which may be then processed by the animal’s brain. Animals are able to use their perceptions and memories to guide their actions.</p>  | <p><b>SE/TE:</b> 316, 317, 318–319, 320, 322, 323, 330–331, 336–337, 359, 360–361, 364–365<br/><b>TE Only:</b> 358a</p> |
| <p><b>Science and Engineering Practices</b></p> <p><b>Developing and Using Models</b><br/>Use a model to test interactions concerning the functioning of a natural system.</p>   | <p><b>SE/TE:</b> 20, 148–149, 341<br/><b>TE Only:</b> 316a, 358a, EM6-EM7, EM12-EM13</p>                                |
| <p><b>Crosscutting Concepts</b></p> <p><b>Systems and System Models</b><br/>A system can be described in terms of its components and their interactions.</p>   | <p><b>SE/TE:</b> 35, 342–346, 352–356, 358, 360–363, 381–382<br/><b>TE Only:</b> 316a</p>                               |

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| <b>Earth's Place in the Universe</b>   |  |
| <b>Performance Expectation 4-ESS1-1</b>  |  |
| <p>Identify evidence from patterns in rock formations and fossils in rock layers to support an explanation for changes in a landscape over time.</p> <p><b>Clarification Statement</b> Examples of evidence from patterns could include rock layer with marine shell fossils above rock layers with plant fossils and no shells, indicating a change from land to water over time; and, a canyon with different rock layers in the walls and a river in the bottom, indicating that over time a river cut through the rock.</p> <p><b>Assessment Boundary</b> Assessment does not include specific knowledge of the mechanism of rock formation or memorization of specific rock formation and layers. Assessment is limited to relative time.</p> | <p><b>SE/TE:</b> 244–245, 249, 251, 255, 258, 259, 260, 261, 262–263, 264, 268, 270–271, 272–273, 274–275</p> <p><b>TE Only:</b> 242d, 248a, 258a</p>                    |
| <b>Disciplinary Core Ideas</b>   |  |
| <p><b>ESS1.C: The History of Planet Earth</b></p> <p>Local, regional, and global patterns of rock formations reveal changes over time due to earth forces, such as earthquakes. The presence and location of certain fossil types indicate the order in which rock layers were formed.</p>   | <p><b>SE/TE:</b> 244–245, 248, 249, 250, 251, 252, 253, 254, 255, 259, 260, 261, 264, 265, 266–267, 268, 270–271, 272–273, 274–275</p> <p><b>TE Only:</b> 248a, 258a</p> |
| <b>Science and Engineering Practices</b>   |  |
| <p><b>Constructing Explanations and Designing Solutions</b></p> <p>Identify the evidence that supports particular points in an explanation.</p>  | <p><b>SE/TE:</b> 7, 17, 35</p> <p><b>TE Only:</b> 248a, 258a, EM6-EM7, EM10-EM11</p>   |

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|---|--|
| <b>Crosscutting Concepts</b>  |  |
| <p><b>Patterns</b><br/>Patterns can be used as evidence to support and explanation.</p> <p><b>Scientific Knowledge Assumes an Order and Consistency in Natural Systems</b><br/>Science assumes consistent patterns in natural systems.</p>  | <p><b>SE/TE:</b> 246, 249, 259, 266–267, 274–275<br/><b>TE Only:</b> 248a, 258a</p>  |
| <b>4-ESS2 Earth’s Systems</b>   |  |
| <b>Performance Expectation 4-ESS2-1</b>   |  |
| <p>Make observations and/or measurements to provide evidence of the effects of weathering or the rate of erosion by water, ice, wind, or vegetation.</p> <p><b>Clarification Statement</b> Examples of variables to test could include angle of slope in the downhill movement of water, amount of vegetation, speed of wind, relative rate of deposition, cycles of freezing and thawing of water, cycles of heating and cooling, and volume of water flow.</p> <p><b>Assessment Boundary</b> Assessment is limited to a single form of weathering or erosion.</p> | <p><b>SE/TE:</b> 152–153, 154, 177, 185, 186, 192, 194<br/><b>TE Only:</b> 150d, 174aE, 184a</p>                           |
| <b>Disciplinary Core Ideas</b>  |  |
| <p><b>ESS2.A Earth Materials and Systems</b><br/>Rainfall helps to shape the land and affects the types of living things found in a region. Water, ice, wind, living organisms, and gravity break rocks, soils, and sediments into smaller particles and move them around.</p>  | <p><b>SE/TE:</b> 154, 182–183, 185, 186, 187, 188, 189, 191, 193, 194, 196–197, 198–199<br/><b>TE Only:</b> 174a, 184a</p> |
| <p><b>ESS2.E Biogeology</b><br/>Living things affect the physical characteristics of their regions.</p>   | <p><b>SE/TE:</b> 186, 193</p>  |

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| <b>Science and Engineering Practices</b>  |   |
| <b>Planning and Carrying Out Investigations</b><br>Make observations to produce data to serve as the basis for evidence for an explanation of a phenomenon.   | <b>SE/TE:</b> 154, 175, 177, 185, 200–201, 182–183, 192, EM5<br><b>TE Only:</b> 174a, 184a, 384–385, EM12–EM13                          |
| <b>Crosscutting Concepts</b>  |   |
| <b>Cause and Effect</b><br>Cause and effect relationships are routinely identified, tested, and used to explain change.   | <b>SE/TE:</b> 5, 8, 38, 39, 44, 48–49, 84, 229, 236, 237, 239<br><b>TE Only:</b> 174a, 184a   |
| <b>Performance Expectation 4-ESS2-2</b>   |   |
| Analyze and interpret data from maps to describe patterns of Earth’s features.<br><b>Clarification Statement</b> Maps can include topographic maps of Earth’s land and ocean floor, as well as maps of the locations of mountains, continental boundaries, volcanoes, and earthquakes.  | <b>SE/TE:</b> 152–153, 157, 162, 164–165, 169<br><b>TE Only:</b> 150d, 156a, 166a   |
| <b>Disciplinary Core Ideas</b>  |   |
| <b>ESS2.B: Plate Tectonic and Large-Scale System Interactions</b><br>The locations of mountain ranges, deep ocean trenches, ocean floor structures, earthquakes, and volcanoes occur in patterns. Most earthquakes and volcanoes occur in bands that are often along the boundaries between continents and oceans. Major mountain chains form inside continents or near their edges. Maps can help locate the different land and water features areas of Earth. | <b>SE/TE:</b> 156, 158, 159, 160–161, 162, 163, 164–165, 168, 169, 170–171, 172, 173, 196–197, 225<br><b>TE Only:</b> 156a, 166a        |
| <b>Science and Engineering Practices</b>  |   |
| <b>Analyzing and Interpreting Data</b><br>Analyze and Interpret data to make sense of phenomena using logical reasoning.  | <b>SE/TE:</b> 157, 249, 259, 266–267, 274–275, 275, 280, 282–283, 323–333, 359<br><b>TE Only:</b> 156a, 166A, 384–385, EM2–EM3, EM4–EM5 |



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| <b>Crosscutting Concepts</b>   |  |
| <b>Patterns</b><br>Patterns can be used as evidence to support and explanation.  | <b>SE/TE:</b> 246, 249, 259, 266–267, 274–275<br><b>TE Only:</b> 156a, 166a                          |
| <b>4-ESS Earth and Human Activity</b>  |  |
| <b>Performance Expectation 4-ESS3-1</b>  |  |
| Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment.<br><b>Clarification Statement</b> Examples of renewable energy resources could include wind energy, water behind dams, and sunlight; non-renewable energy resources are fossil fuels and fissile materials. Examples of environmental effects could include loss of habitat due to dams, loss of habitat due to surface mining, and air pollution from burning of fossil fuels. | <b>SE/TE:</b> 54, 90, 98–99<br><b>TE Only:</b> 50d, 56a, 64a, 74a, 84a                               |
| <b>Disciplinary Core Ideas</b>   |  |
| <b>ESS3.A Natural Resources</b><br>Energy and fuels that humans use are derived from natural sources, and their use affects the environment in multiple ways. Some resources are renewable over time, and others are not.  | <b>SE/TE:</b> 54, 58, 68–69, 77, 78, 90, 94–95, 96–97, 196–197<br><b>TE Only:</b> 56a, 64a, 74a, 84a |
| <b>Science and Engineering Practices</b>   |  |
| <b>Obtaining, Evaluating, and Communicating Information</b><br>Obtain and combine information from books and other reliable media to explain phenomena.  | <b>SE/TE:</b> 66<br><b>TE Only:</b> 84a, EM8-EM9, EM10-EM11  |
| <b>Crosscutting Concepts</b>   |  |
| <b>Cause and Effect</b><br>Cause and effect relationships are routinely identified and used to explain change.<br><b>Interdependence of Science, Engineering, and Technology</b><br>Knowledge of relevant scientific concepts and research findings is important in engineering.   | <b>SE/TE:</b> 5, 8, 38, 39, 44, 48–49, 84, 229, 236, 237, 239<br><b>TE Only:</b> 56a, 64a, 74a, 84a  |

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| <b>Performance Expectation 4-ESS3-2</b>  |  |
| <p>Generate and compare multiple solutions to reduce the impacts of natural Earth Processes on humans.</p> <p><b>Clarification Statement</b> Examples of solutions could include designing an earthquake resistant building and improving monitoring of volcanic activity.</p> <p><b>Assessment Boundary</b> Assessment is limited to earthquakes, floods, tsunamis, and volcanic eruptions.</p>       | <p><b>SE/TE:</b> 206, 227, 228, 232-233, 240-241<br/><b>TE Only:</b> 202d, 208a, 218a, 226a</p>  |
| <b>Disciplinary Core Ideas</b>   |  |
| <p><b>ESS3.B Natural Hazards</b><br/>A variety of hazards result from natural processes (e.g., earthquakes, tsunamis, volcanic eruptions). Humans cannot eliminate the hazards but can take steps to reduce their impacts.</p> <p><b>ETS1.B Designing Solutions to Engineering Problems</b><br/>Testing a solution involves investigating how well it performs under a range of likely conditions.</p> | <p><b>SE/TE:</b> 204-205, 206, 208, 209, 210, 211, 212-213, 214, 215, 216-217, 226, 227, 228, 229, 231, 232-233, 234, 236-237, 238-239, 240-241<br/><b>TE Only:</b> 208a, 218a, 226a</p> |
| <b>Science and Engineering Practices</b>   |  |
| <p><b>Constructing Explanations and Designing Solutions</b><br/>Generate and compare multiple solutions to a problem based on how well they meet the criteria and constraints of the design solution.</p>  | <p><b>SE/TE:</b> 204-205, 206, 232-233, 240-241<br/><b>TE Only:</b> 208a, 218a, 226a, EM6-EM7, EM10-EM11</p>   |
| <b>Crosscutting Concepts</b>   |  |
| <p><b>Cause and Effect</b><br/>Cause and effect relationships are routinely identified, tested, and used to explain change.</p>  | <p><b>SE/TE:</b> 5, 8, 38, 39, 44, 48-49, 84, 229, 236, 237, 239<br/><b>TE Only:</b> 208a, 218a, 226a</p>  |

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| <p><b>Influence of Engineering, Technology, and Science on Society and the Natural World.</b><br/>Engineers improve existing technologies or develop new ones to increase their benefits, to decrease known risks, and to meet societal demands.</p> | <p><b>SE/TE:</b> 4, 6, 20, 40–41, 43, 48–49, 52–53, 82–83, 84, 92, 93</p> |

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| <b>3-5. Engineering Design</b>  |  |
| <b>Performance Expectation 4-ETS1-1</b>   |  |
| Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.  | <b>SE/TE:</b> 14-15, 114-115, 164-165, 324-325<br><b>TE Only:</b> 14-15, 74a, 82-83, 114-115, 164-165, 324-325 |
| <b>Disciplinary Core Ideas</b>  |  |
| <b>ETS1.A: Defining and Delimiting Engineering Problems</b><br>Possible solutions to a problem are limited by available materials and resources (constraints). The success of a designed solution is determined by considering the desired features of a solution (criteria). Different proposals for solutions can be compared on the basis of how well each one meets the specified criteria for success or how well each takes the constraints into account. | <b>SE/TE:</b> 232-233, 240-241, EM10, EM11   |
| <b>Science and Engineering Practices</b>  |  |
| <b>Asking Questions and Defining Problems</b><br>Define a simple design problem that can be solved through the development of an object, tool, process, or system and includes several criteria for success and constraints on materials, time, or cost.  | <b>SE/TE:</b> 14-15, 114-115, 164-165, 324-325, EM10<br><b>TE Only:</b> 384-385, EM10-EM11                     |
| <b>Crosscutting Concepts</b>  |  |
| <b>Influence of Engineering, Technology, and Science on Society and the Natural World</b><br>People’s needs and wants change over time, as do their demands for new and improved technologies.  | <b>SE/TE:</b> 82-83, 92, 324-325, 376  |

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| <b>Performance Expectation 4-ETS1-2</b>   |  |
| 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.   | <b>SE/TE:</b> 206, 232–233, 240–241<br><b>TE Only:</b> 226a                        |
| <b>Disciplinary Core Ideas</b>  |  |
| <b>ETS1.B: Developing Possible Solutions</b><br>Research on a problem should be carried out before beginning to design a solution. Testing a solution involves investigating how well it performs under a range of likely conditions<br>At whatever stage, communicating with peers about proposed solutions is an important part of the design process, and shared ideas can lead to improved designs. | <b>SE/TE:</b> 127, EM11  |
| <b>Science and Engineering Practices</b>  |  |
| <b>Constructing Explanations and Designing Solutions</b><br>Generate and compare multiple solutions to a problem based on how well they meet the criteria and constraints of the design problem.  | <b>SE/TE:</b> 204–205, 206, 232–233, 240–241<br><b>TE Only:</b> EM6-EM7, EM10-EM11 |
| <b>Crosscutting Concepts</b>  |  |
| <b>Influence of Engineering, Technology, and Science on Society and the Natural World</b><br>Engineers improve existing technologies or develop new ones to increase their benefits, decrease known risks, and meet societal demands.   | <b>SE/TE:</b> 4, 6, 20, 40–41, 43, 48–49, 52–53, 82–83, 84, 92, 93                 |

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| <b>Performance Expectation 4-ETS1-3</b>  |   |
| 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.  | <b>SE/TE:</b> 240-241, 348-349<br><b>TE Only:</b> 348-349 |
| <b>Disciplinary Core Ideas</b>   |   |
| <b>ETS1.B: Developing Possible Solutions</b><br>Tests are often designed to identify failure points or difficulties, which suggest the elements of the design that need to be improved.  | <b>SE/TE:</b> 240-241                                     |
| <b>ETS1.C: Optimizing the Design Solution</b><br>Different solutions need to be tested in order to determine which of them best solves the problem, given the criteria and the constraints.  | <b>SE/TE:</b> 240-241                                     |
| <b>Science and Engineering Practices</b>   |   |
| <b>Planning and Carrying Out Investigations</b><br>Plan and conduct an investigation collaboratively to produce data to serve as the basis for evidence, using fair tests in which variables are controlled and the number of trials considered. | <b>SE/TE:</b> 185<br><b>TE Only:</b> 384-385, EM12-EM13   |