A Correlation of

Elevate Science
Grade 4, ©2019

To the

Idaho
Content Standards for Science (2018)

Grade 4

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To the
Idaho Content Standards for Science, Grade 4

Introduction

The following document demonstrates how the ***Elevate Science ©2019*** program supports the Idaho Content Standards for Science, 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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ESS3-4-1 Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment.	**SE/TE:** Using Energy, 58 STEM uInvestigate Lab: How do we find oil?, 65 Connecting Concepts Toolbox: Energy and Matter, 66 Fossil Fuels, 66 Coal, 66 Petroleum, 67 Visual Literacy Connection: Where do fossil fuels come from?, 68-69 Design It!, 70 Natural Gas, 70 Visual Literacy Connection: Is renewable energy all around?, 76-77 Renewable Fuel, 78 uInvestigate Lab: Why is oil clean up so hard?, 85 Impact of Energy Production, 86 Quest Connection, 87 Impact of Obtaining Fuel, 87 Visual Literacy Connection: How can the use of energy damage ecosystems?, 88-89 Impact of Transporting Fuels, 90 Quest Check-In: Impact Inspections, 91 Topic Assessment, 94-95 Evidence-Based Assessment, 96-97 uDemonstrate Lab: How can energy resource usage change?, 98-99

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Supporting Content	
ESS3-4-1.ESS3.A Natural Resources	
ESS3-4-1.ESS3.A.i 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.	**SE/TE:** Using Energy, 58 Fuels, 58 Chemical Energy, 59 STEM uInvestigate Lab: How do we find oil?, 65 Fossil Fuels, 66 Coal, 66 Petroleum, 67 Visual Literacy Connection: Where do fossil fuels come from?, 68-69 Natural Gas, 70 Design It!, 70 Lesson 2 Check, 71 Visual Literacy Connection: Is renewable energy all around?, 76-77 Hydropower, 78 Renewable Fuel, 78 Energy That Does Not Run Out, 79 uInvestigate Lab: Why is oil clean up so hard?, 85 Impact of Energy Production, 86 Impact of Obtaining Fuel, 87 Quest Connection, 87 Visual Literacy Connection: How can the use of energy damage ecosystems?, 88-89 Impact of Transporting Fuels, 90 Quest Check-In: Impact Inspections, 91 Topic Assessment, 94-95 Evidence-Based Assessment, 96-97 Topic Assessment, 196-197

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Performance Standard	
ESS3-4-2 Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans.	**SE/TE:** Quest Kickoff: Protect the City! Hazard Incoming!, 204-205 uConnect Lab: How can you reduce the impact of rapidly sliding soil?, 206 Quest Connection, 211 Quest Check-In: Beware: Hot Ash!, 215 Quest Check-In: Water Warnings, 224 uInvestigate Lab: Where should you build an earthquake-safe structure?, 227 Plan It!, 228 Lesson 3 Check, 231 Quest Check-In Lab: How can you reduce hazard damage?, 232-233 Quest Findings: Hazard incoming!, 234 uDemonstrate Lab: How can homes be designed to be more earthquake resistant?, 240-241
Supporting Content	
ESS3-4-2.ESS3.B Natural Hazards	
ESS3-4-2.ESS3.B.i 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.	**SE/TE:** Quest Kickoff: Protect the City! Hazard Incoming!, 204-205 uConnect Lab: How can you reduce the impact of rapidly sliding soil?, 206 Curriculum Connection, 208 uInvestigate Lab: How can a large wave affect land?, 209 Earthquakes, 210 uBe a Scientist: Earthquake Evidence, 210 Quest Connection, 211 Hazards of Earthquakes, 211 Visual Literacy Connection: What happens during a tsunami?, 212-213 Lesson 1 Check, 214 Volcanoes, 214 Quest Check-In: Beware: Hot Ash!, 215 uEngineer It!: Warning!, 216-217 Sports Connection, 218 uInvestigate Lab: How does snow sliding quickly down a mountain impact people?, 219

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(Continued)	(Continued) Lesson 2 Check, 223 Quest Check-In: Water Warnings, 224 Solve it With Science: Where is the greatest earthquake risk?, 225 STEM Engineering Connection, 226 uInvestigate Lab: Where should you build an earthquake-safe structure?, 227 Plan It!, 228 Long-Term Effects of Hazards, 229 Predict Natural Hazards, 230 When Hazards Strike, 231 Lesson 3 Check, 231 Quest Check-In Lab: How can you reduce hazard damage?, 232-233 Quest Findings: Hazard incoming!, 234 Topic Assessment, 236-237 Evidence-Based Assessment, 238-239 uDemonstrate Lab: How can homes be designed to be more earthquake resistant?, 240-241
ESS3-4-2.ETS1.B Designing Solutions to Engineering Problems	
ESS3-4-2.ETS1.B.i Testing a solution involves investigating how well it performs under a range of likely conditions.	**SE/TE:** STEM Quest Check-In lab: How can you send a message with sound?, 123 STEM Quest Check-In Lab: How can you send a message with light?, 132-133 STEM Quest Check-In Lab: How can you reduce hazard damage?, 232-233 STEM uDemonstrate Lab: How can homes be designed to be more earthquake resistant?, 240-241 uEngineer It! Pump It Up!, 348-349 Optimizing Solutions, EM13