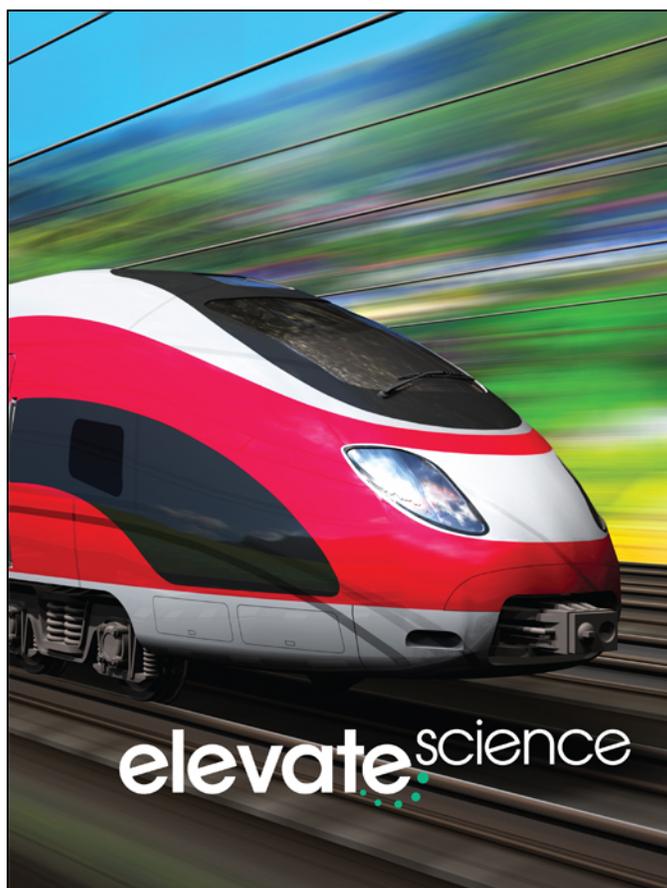


A Correlation of
Elevate Science
Grade 4 ©2019



To the
Indiana
Academic Standards for Science
Grade 4

**A Correlation of Elevate Science, Grade 4 ©2019
to the
Indiana Academic Standards for Science: Grade 4**

Introduction

The following document demonstrates how the ***Elevate Science***, ©2019 program supports the Indiana Academic 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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Indiana Academic Standards for Science Grade 4		Elevate Science Grade 4 ©2019
4.PS	Physical Science	
4.PS.1	Investigate transportation systems and devices that operate on or in land, water, air and space and recognize the forces (lift, drag, friction, thrust and gravity) that affect their motion.	SE/TE: The Essential Question, 1 Engineer Connection, 6 Motion and Energy, 12 Quest Check-in, 13 uEngineer It!: Toys on the Move, 14-15 Career Connection, Vehicle Safety Engineer, 43
4.PS.2	Investigate the relationship of the speed of an object to the energy of that object.	SE/TE: u Be a Scientist: Force and Speed, 12 STEM Quest Check-In Lab: How does modeling help you understand a collision?, 22-23
4.PS.3	Investigate how multiple simple machines work together to perform everyday tasks.	This objective falls outside of the curriculum.
4.PS.4	Describe and investigate the different ways in which energy can be generated and/or converted from one form of energy to another form of energy.	SE/TE: Visual Literacy Connection: How does energy affect particles of matter?, 10-11 Energy and Particle Motion, 28
4.PS.5	Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents.	SE/TE: uInvestigate Lab: How does energy transfer between objects? , 17 Energy Changes in a Collision, 18-19 Model It!, 20 uInvestigate Lab: How does heat move? , 25 Quest Connection, 30 Quest Check-in: Crash It!, 32 uInvestigate Lab: How does electric energy flow in circuits? , 35 Quest Check-In: Human Power, 63
4.ESS	Earth and Space Science	
4.ESS.1	Investigate how the moon appears to move through the sky and it changes day to day, emphasizing the importance of how the moon impacts the Earth, the rising and setting times, and solar and lunar eclipses.	Objective is met in Elevate Science Grade 5, Topic 7, Lesson 2: Earth's Movements in Space

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4.ESS.2	Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment.	SE/TE: Crosscutting Concepts , 66 Design It!, 70 Quest Connection , 87 Visual Literacy Connection: How can the use of energy of damage ecosystems? , 88-89 Quest Check-in: Impact Inspections, 91 Evidence-based Assessment, 96-97
4.ESS.3	Describe how geological forces change the shape of the land suddenly and over time.	SE/TE: Patterns of Mountains, 168 Patterns of Earthquakes and Volcanoes, 169 Patterns Under the Ocean, 172 uInvestigate Lab: How can a large wave affect land? , 209 Earthquakes, 210 U Be a Scientist: Earthquake Evidence, 210 What happens during a tsunami?, 212-213 Lesson 1 Check, 214
4.ESS.4	Develop solutions that could be implemented to reduce the impact of humans on the natural environment and the natural environment on humans.	SE/TE: Design It!, 70 Quest Findings: Power from the People, 92 STEM Connection, 184 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 Quest Check-In Lab: How can you reduce hazard damage?, 232-233 Quest Findings: Hazard Incoming?, 234
4.LS	Life Science	
4.LS.1	Observe, analyze, and interpret how offspring are very much, but not exactly, like their parents or one another. Describe how these differences in physical characteristics among individuals in a population may be advantageous for survival and reproduction.	Objective is met in Elevate Science Grade 3, Topic 5, Lesson 1: Life Cycles, & Lesson 2: Inherited Traits

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4.LS.2	Use evidence to support the explanation that a change in the environment may result in a plant or animal will survive and reproduce, move to a new location, or die.	SE/TE: Changing Environments and Survival, 321
4.LS.3	Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction in a different ecosystems.	SE/TE: Changing Environments and Survival, 321
3-5.E	Engineering	
3-5.E.1	Identify a simple problem with the design of an object that reflects a need or a want. Include criteria for success and constraints on materials, time, or cost.	SE/TE: uEngineer It!: Toys on the Move, 14-15 Quest Check-In: Human Power, 63 Design It!, 70 uEngineer It!, 114-115 uEngineer It!: Take a Hike!, 164-165 uEngineer It!: Eye See You!, 324-325
3-5.E.2	Construct and compare multiple plausible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.	SE/TE: uConnect Lab: How can you reduce the impact of rapidly sliding soil?, 206 Quest Check-In Lab: How can you reduce hazard damage?, 232-233 uDemonstrate Lab: How can homes be designed to be more earthquake resistant?, 240-241
3-5.E.3	Construct and perform fair investigations in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.	SE/TE: u Be a Scientist: Force and Speed, 12 uDemonstrate Lab: How can homes be designed to be more earthquake resistant?, 240-241 uEngineer It!, 348-349

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