

A Correlation of
Elevate Science
Grade 4, ©2019



To the
Wisconsin Standards for Science
Grade 4

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Introduction

The following document demonstrates how the ***Elevate Science, ©2019*** program supports the Wisconsin Standards for Science. Correlation references are to the Student Edition, Teacher Edition, and online Realize™ digital resources.

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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Performance Expectations	
SCI.LS Life Science	
SCI.LS1 Students use science and engineering practices, crosscutting concepts, and an understanding of structures and processes (on a scale from molecules to organisms) to make sense of phenomena and solve problems.	
SCI.LS1.A Structure and Function	
SCI.LS1.A.4 Plants and animals have both internal and external macroscopic structures that allow for growth, survival, behavior, and reproduction.	SE/TE: Curriculum Connection, 282 uInvestigate Lab: What parts are inside a flower?, 283 Literacy Toolbox: Compare and Contrast, 284 Visual Literacy Connection: What are the functions of internal leaf structures?, 286-287 Quest Connection, 288 Lesson 1 Check, 289 Quest Check-In Lab: How can you observe a plant's vascular system in action?, 290-291 uInvestigate Lab: How are leaf coverings different?, 293 Visual Literacy Connection: What structures do flowering plants use to reproduce?, 296-297 Lesson 2 Check, 298 Adaptations of Flowers, 298 uInvestigate Lab: How can you compare the stomachs of cows and dogs?, 301 Quest Connection, 302 Structure of the Animal Heart, 303 Quest Check-In: Fish Float and Sink, 307 uInvestigate Lab: How can you design a protective insect shell?, 309 Visual Literacy Connection: What do exoskeletons do?, 310-311 Lesson 4 Check, 313 Quest Check-In: Lobster Claws, 314 Solve it with Science: Why do animals shed their exoskeletons?, 315 Topic Assessment, 328-329 Evidence-Based Assessment, 330-331 uDemonstrate Lab: How do earthworms respond to stimuli?, 332-333 uInvestigate Lab: How can you model how you breathe?, 341

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<p>Continued: SCI.LS1.A.4 Plants and animals have both internal and external macroscopic structures that allow for growth, survival, behavior, and reproduction.</p>	<p>Continued: uInvestigate Lab: How are intestines arranged inside your body?, 367 uDemonstrate Lab: How do your sensory organs gather information?, 382-383</p> <p>Realize™ Digital Resources: Structure and Function >Topic Launch>Video: Quest Kickoff: Let Plants and Animals Inspire You >Lesson 1, Internal Structures and Functions of Plants;>Video: Internal Structures and Functions of Plants;>Interactivity: Structure of Flowers >Lesson 2, External Structures and Functions of Plants>Video: External Structures and Functions of Plants;>Interactivity: Leaves, Roots, and Stems >Topic Close>Interactivity: Quest Findings: Let Plants and Animals Inspire You!</p>
<p>SCI.LS1.B Growth and Development of Organisms</p>	<p>SE/TE: Supporting content only: Visual Literacy Connection: What structures do flowering plants use to reproduce?, 296-297 Solve it with Science: Why do animals shed their exoskeletons?, 315</p> <p>For comprehensive coverage, please see <i>Elevate Science</i> Grade 3, Topic 5: Life Cycles and Traits, Lesson 1 Life Cycles, pp. 174-183. Additionally, please see <i>Elevate Science</i> Grade 2, Topic 5: Plants and Animals, Lesson 1: Animal and Plant Life Cycles, pp. 154-161.</p>

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SCI.LS1.C Organization for Matter and Energy Flow in Organisms	SE/TE: Fuels, 58 Quest Connection, 67 Visual Literacy Connection: What are the functions of internal leaf structures?, 286-287
SCI.LS1.D Information Processing	
SCI.LS1.D.4 Different sense receptors are specialized for particular kinds of information; animals use their perceptions and memories to guide their actions.	SE/TE: uInvestigate Lab: How can you locate an object using only sound?, 317 Visual Literacy Connection: How do elephants respond to stimulus?, 318-319 Animal Responses to Smells Apply, 320 uBe a Scientist: Test Your Senses, 320 Lesson 5 Check, 322 Quest Check-In: Sound Off!, 323 uEngineer It!: Eye See You!, 324-325 Evidence-Based Assessment, 330-331 uDemonstrate Lab: How do earthworms respond to stimuli?, 332-333 uInvestigate Lab: Which parts of the body are more sensitive?, 359 Visual Literacy Connection: What are sensory organs?, 360-361 uBe a Scientist: Reaction Time, 362 Cross-Cutting Concepts Toolbox: Structure and Function, 363 STEM Quest Check-In Lab: How can you test signals to and from your brain?, 364-365 Realize™ Digital Resources: Structures and Functions >Lesson 5, Plant and Animal Responses to the Environment>Video: Plant and Animal Responses to the Environment;>uEngineer It! Video: Eye See You!

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4-LS1-1 Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.	<p>SE/TE: Evidence-Based Assessment, 330-331 uDemonstrate Lab: How do earthworms respond to stimuli?, 332-333</p> <p>Realize™ Digital Resources: Structures and Functions >Topic Launch: Structures and Functions>Video: Quest Kickoff: Let Plants and Animals Inspire You! >Topic Close>Interactivity: Quest Findings: Let Plants and Animals Inspire You!</p>
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.	<p>SE/TE: uInvestigate Lab: How can you locate an object using only sound?, 317 uDemonstrate Lab: How do earthworms respond to stimuli?, 332-333 uInvestigate Lab: Which parts of the body are more sensitive?, 359 Visual Literacy Connection: What are sensory organs?, 360-361 STEM Quest Check-In Lab: How can you test signals to and from your brain?, 364-365</p> <p>Realize™ Digital Resources: Human Body Systems >Topic Launch>Video: Quest Kickoff: Make a Human Body Road Map</p>
SCI.LS2 Students use science and engineering practices, crosscutting concepts, and an understanding of the interactions, energy, and dynamics within ecosystems to make sense of phenomena and solve problems.	
SCI.LS2.A Interdependent Relationships in Ecosystems	Please see <i>Elevate Science</i> Grade 5, Topic 9 Matter and Energy in Ecosystems, Lesson 2: Organisms Within Ecosystems, pp. 368-377.

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SCI.LS2.B Cycles of Matter and Energy Transfer in Ecosystems	Please see <i>Elevate Science</i> Grade 5, Topic 9 Matter and Energy in Ecosystems, Lesson 4: Matter and Energy Transfer Within Ecosystems, pp. 386-397.
SCI.LS2.C Ecosystem Dynamics, Functioning, and Resilience	Please see <i>Elevate Science</i> Grade 5, Topic 9 Matter and Energy in Ecosystems, Lesson 1 Ecosystems, pp. 360-367; Lesson 2 Organisms within Ecosystems, pp. 368-377; Lesson 3 Change Within Ecosystems, pp. 378-385.
SCI.LS2.D Social Interactions and Group Behavior	Please see <i>Elevate Science</i> Grade 5, Topic 9: Matter and Energy in Ecosystems, Lesson 2: Organisms Within Ecosystems, pp. 368-377. Additional content can be found in <i>Elevate Science</i> Grade 3, Topic 6 Adaptations and Survival, Lesson 2 Survival of Groups, pp. 224-231.
SCI.LS3 Students use science and engineering practices, crosscutting concepts, and an understanding of heredity to make sense of phenomena and solve problems.	
SCI.LS3.A Inheritance of Traits	Please see <i>Elevate Science</i> Grade 3, Topic 5 Life Cycles and Traits, Lesson 2 Inherited Traits, pp. 184-193.
SCI.LS3.B Variation of Traits	Please see <i>Elevate Science</i> Grade 3, Topic 5 Life Cycles and Traits, Lesson 2 Inherited Traits, pp. 184-193 and Lesson 3 Traits Influenced by the Environment, pp. 194-201.
SCI.LS4 Students use science and engineering practices, crosscutting concepts, and an understanding of biological evolution to make sense of phenomena and solve problems.	
SCI.LS4.A Evidence of Common Ancestry and Diversity	Please see <i>Elevate Science</i> Grade 3, Topic 7: Fossil Evidence, pp. 252-293
SCI.LS4.B Natural Selection	Please see <i>Elevate Science</i> Grade 3, Topic 6: Adaptations and Survival, pp. 210-251
SCI.LS4.C Adaptation	Please see <i>Elevate Science</i> Grade 3, Topic 6: Adaptations and Survival, pp. 210-251.

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SCI.LS4.D Biodiversity and Humans	Please see <i>Elevate Science</i> Middle Grades: Life, Topic 6: Populations, Communities, and Ecosystems, pp. 290-342.
SCI.PS Physical Science	
SCI.PS1 Students use science and engineering practices, crosscutting concepts, and an understanding of matter and its interactions to make sense of phenomena and solve problems.	
SCI.PS1.A Structures and Properties of Matter	Please see <i>Elevate Science</i> , Grade 5, Topic 1: Structure and Properties of Matter, pp. 1-42.
SCI.PS1.B Chemical Reactions	Please see <i>Elevate Science</i> Grade 5, Topic 2: Changes in Matter, Lesson 3: Chemical Changes, pp. 64-77.
SCI.PS1.C Nuclear Processes	SE/TE: Impacts of Nuclear Power, 87 Explain, #6, 95
SCI.PS2 Students use science and engineering practices, crosscutting concepts, and an understanding of forces, interactions, motion and stability to make sense of phenomena and solve problems.	
SCI.PS2.A Forces and Motion	SE/TE: Motion and Energy: Apply, 12 uBe a Scientist: Force and Speed, 12 Career Connection: Vehicle Safety Engineer, 43 Realize™ Digital Resources: Energy and Motion >Topic Close>Interactivity: Quest Findings: Energy Changes in Collisions
SCI.PS2.B Types of Interactions	SE/TE: Motion and Energy: Apply, 12 uBe a Scientist: Force and Speed, 12 Realize™ Digital Resources: Energy and Motion >Topic Close>Interactivity: Quest Findings: Energy Changes in Collisions

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SCI.PS3 Students use science and engineering practices, crosscutting concepts, and an understanding of energy to make sense of phenomena and solve problems.	
SCI.PS3.A Definitions of Energy	
SCI.PS3.A.4 Moving objects contain energy. The faster the object moves, the more energy it has.	<p>SE/TE: uInvestigate Lab: How does starting height affect and object's energy?, 7 Quest Check-In: Energy, Speed, and Motion, 13</p> <p>Realize™ Digital Resources: Energy and Motion >Lesson 1, Energy, Speed, and Moving Objects>Video: Energy, Speed, and Moving Object</p>
SCI.PS3.B Conservation of Energy and Energy Transfer	
SCI.PS3.B.4 Energy can be moved from place to place by moving objects, or through sound, light, or electrical currents. Energy can be converted from one form to another form.	<p>SE/TE: Quest Connection, 8 Energy in Motion: Reading Check: Cause and Effect, 9 Visual Literacy Connection: How does energy affect particles of matter?, 10-11 Sports Connection, 16 uInvestigate Lab: How does energy transfer between objects?, 17 Visual Literacy Connection: Energy Changes in a Collision, 18-19 Question It!, 29 Quest Check-In: Crash It!, 32 uInvestigate Lab: How does electric energy flow in circuits?, 35 Topic Assessment, 44-45 uDemonstrate Lab: What affects energy transfer?, 48-49</p> <p>Realize™ Digital Resources: Energy and Motion >Lesson 1, Energy, Speed, and Moving Objects>Video: Energy, Speed, and Moving Objects;>Interactivity: Skateboarding Energy >Topic Close>Interactivity: Quest Findings: Energy Changes in Collisions</p>

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SCI.PS3.C Relationships Between Energy and Forces	
SCI.PS3.C.4 When objects collide, contact forces transfer energy so as to change objects' motions.	<p>SE/TE: Literacy Connection: Cause and Effect, 5 Lesson 1 Check, 12 Sports Connection, 16 uInvestigate Lab: How does energy transfer between objects?, 17 Visual Literacy Connection: Energy Changes in a Collision, 18-19 Lesson 2 Check, 21 uBe a Scientist: Construct a Cradle, 21 STEM Quest Check-In Lab: How does modeling help you understand a collision?, 22-23 Quest Check-In: Crash It!, 32</p> <p>Continued: Realize™ Digital Resources: Energy and Motion >Topic Launch>Video: Quest Kickoff: Energy Changes in Collisions >Lesson 2, Collisions>Video: Collisions; >Interactivity: The Transfer of Kinetic Energy >Topic Close>Interactivity: Quest Findings: Energy Changes in Collisions</p>
SCI.PS3.D Energy in Chemical Processes and Everyday Life	
SCI.PS3.D.4.i Plants capture energy from sunlight which can be used as fuel or food.	<p>SE/TE: Fuels, 58 Quest Connection, 67</p> <p>Realize™ Digital Resources: Human Uses of Energy >Lesson 1, Energy Conversions>Video: Energy Conversions</p>

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SCI.PS3.D.4.ii Stored energy in food or fuel can be converted to useable energy.	<p>SE/TE: uInvestigate Lab: How can a potato provide energy to a light bulb?, 57 Lesson 1 Check, 62</p> <p>TE Only: ELD Support: Beginning, 78</p> <p>Realize™ Digital Resources: Human Uses of Energy >Lesson 1, Energy Conversions>Video: Energy Conversions</p>
4-PS3-1 Use evidence to construct an explanation relating the speed of an object to the energy of that object.	<p>SE/TE: uInvestigate Lab: How does starting height affect and object's energy?, 7 Quest Check-In: Energy, Speed, and Motion, 13 uInvestigate Lab: How does energy transfer between objects?, 17 Evidence-Based Assessment, 46-47 uDemonstrate Lab: What affects energy transfer?, 48-49</p> <p>Continued: Realize™ Digital Resources: Energy and Motion >Topic Launch>Video: Quest Kickoff: Energy Changes in Collisions >Lesson 1, Energy, Speed, and Moving Objects>Video: Energy, Speed, and Moving Objects;>Interactivity: Skateboarding Energy</p>

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4-PS3-2 Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents.	<p>SE/TE: uInvestigate Lab: How does energy transfer between objects?, 17 uInvestigate Lab: How does heat move?, 25 Visual Literacy Connection: How is energy transferred?, 26-27 uInvestigate Lab: How does electric energy flow in circuits?, 35 uDemonstrate Lab: What affects energy transfer?, 48-49</p> <p>Realize™ Digital Resources: Energy and Motion >Lesson 2, Collisions>Video: Collisions >Lesson 3, Energy Transfer>Video: Energy Transfer >Lesson 4, Electric Circuits>Video: Electric Circuits >Topic Close>Interactivity: Quest Findings: Energy Changes in Collisions</p>
4-PS3-3 Ask questions and predict outcomes about the changes in energy that occur when objects collide.	<p>SE/TE: uInvestigate Lab: How does energy transfer between objects?, 17 Lesson 2 Check, 21 STEM Quest Check-In Lab: How does modeling help you understand a collision?, 22-23</p> <p>Realize™ Digital Resources: Energy and Motion >Topic Launch>Video: Quest Kickoff: Energy Changes in Collisions >Lesson 2, Collisions>Video: Collisions; >Interactivity: The Transfer of Kinetic Energy >Topic Close>Interactivity: Quest Findings: Energy Changes in Collisions</p>

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4-PS3-4 Apply scientific ideas to design, test, and refine a device that converts energy from one form to another.	<p>SE/TE: Quest Check-In: Crash It!, 32 STEM Quest Check-In Lab: How can an electric circuit help prevent collisions?, 40-41 uDemonstrate Lab: What affects energy transfer?, 48-49 uInvestigate Lab: How can a potato provide energy to a light bulb?, 57 uInvestigate Lab: How does a windmill capture wind energy?, 75 STEM Quest Check-In Lab: How can the sun make a motor work?, 80</p> <p>Realize™ Digital Resources: Energy and Motion >Topic Close>Interactivity: Quest Findings: Energy Changes in Collisions</p>
SCI.PS4 Students use science and engineering practices, crosscutting concepts, and an understanding of waves and their applications in technologies for information transfer to make sense of phenomena and solve problems.	
SCI.PS4.A Wave Properties	
SCI.PS4.A.4 Waves are regular patterns of motion, which can be made in water by disturbing the surface. Waves of the same type can differ in amplitude and wavelength. Waves can make objects move.	<p>SE/TE: uInvestigate Lab: How does a wave carry energy?, 107 Wave Characteristics: Identify, 109 Visual Literacy Connection: How does a wave move?, 110-111 Lesson 1 Check, 112 uInvestigate Lab: What patterns can waves make?, 117 Patterns in Wave Characteristics: Write About It, 118 Crosscutting Concepts Toolbox: Patterns, 119 Visual Literacy Connection: How do wave patterns move?, 120-121</p> <p>Realize™ Digital Resources: Waves and Information >Lesson 1, Properties of Waves>Video: Property of Waves >Lesson 2, Patterns of Waves>Video: Patterns of Waves</p>

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SCI.PS4.B Electromagnetic Radiation	
SCI.PS4.B.4 Objects can be seen when light reflected from their surface enters our eyes.	<p>SE/TE: Seeing Objects: Reading Check: Use Evidence from Text, 127 uInvestigate Lab: How is light reflected?, 125 Lesson 3 Check, 131 Topic Assessment, 144-145 Visual Literacy Connection: How does your eye see color?, 128-129</p> <p>Realize™ Digital Resources: Waves and Information >Lesson 3, Waves and the Electromagnetic Spectrum>Video: Waves and the Electromagnetic Spectrum</p>
SCI.PS4.C Information Technologies and Instrumentation	
SCI.PS4.C.4 Patterns can encode, send, receive, and decode information.	<p>SE/TE: How do cell phone calls work?, 137 uInvestigate Lab: How can information from waves be translated?, 135 Quest Connection, 138</p> <p>Realize™ Digital Resources: Waves and Information >Lesson 4, Waves and Information>Video: Waves and Information;>Interactivity: Sending and Receiving Information</p>
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.	<p>SE/TE: uInvestigate Lab: How does a wave carry energy?, 107 uInvestigate Lab: What patterns can waves make?, 117 Visual Literacy Connection: How do wave patterns move?, 120-121 uDemonstrate Lab: How can you model a light or sound wave?, 148-149</p> <p>Realize™ Digital Resources: Waves and Information >Lesson 2, Patterns of Waves>Interactivity: The Doppler Effect</p>

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4-PS4-2 Develop a model to describe that light reflecting from objects and entering the eye allows objects to be seen.	SE/TE: uInvestigate Lab: How is light reflected?, 125 Design It!, 127 Visual Literacy Connection: How does your eye see color?, 128-129 Topic Assessment, 145
4-PS4-3 Generate and compare multiple solutions that use patterns to transfer information.	SE/TE: uBe a Scientist: Signal Finder, 136 uInvestigate Lab: How can information from waves be translated?, 135 Realize™ Digital Resources: Waves and Information >Lesson 4, Waves and Information>Virtual Lab: Call the Galactic Neighbors;>Interactivity: Sending and Receiving Information
SCI.ESS Earth and Space Science	
SCI.ESS1 Students use science and engineering practices, crosscutting concepts, and an understanding of Earth’s place in the universe to make sense of phenomena and solve problems.	
SCI.ESS1.A The Universe and Its Stars	Please see <i>Elevate Science</i> Grade 5, Topic 6 Solar System, Lesson 1 Brightness of the Sun and Other Stars, pp. 236-245.
SCI.ESS1.B Earth and the Solar System	SE/TE: Please see to Grade 5 <i>Elevate Science</i> , Topic 6 Solar System, Lesson 2 Inner Solar System, pp. 246-253.

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<p>SCI.ESS1.C The History of Planet Earth</p> <p>SCI.ESS1.C.4 Certain features on Earth can be used to order events that have occurred in a landscape.</p>	<p>SE/TE: Patterns of Mountains: Reading Check: Draw Conclusions, 168 Crosscutting Concepts Toolbox: Patterns, 169 Visual Literacy Connection: How can a physical map help me locate different landforms?, 170-171 Quest Check-In: A Changing Landscape, 173 Visual Literacy Connection: How do rocks change?, 179-180 Movement of Particles: Explain, 189 Changes in Landforms over Time: Compare and Contrast, 191</p> <p>Realize™ Digital Resources: Earth's Features >Lesson 2, Patterns of Earth's Features>Video: Patterns of Earth's Features >Lesson 4, Weathering and Erosion>Interactivity: Our Changing Landscape</p>

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<p>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.</p>	<p>SE/TE: uInvestigate Lab: What patterns do fossils follow?, 249 Quest Connection, 250 Fossils: Reading Check: Sequence, 250 Rock Formations: Use Evidence, 251 Rock Strata Can Change: Explain, 251 A Colorful Change: Draw Conclusions, 252 Lesson 1 Check, 253 Quest Check-In: Existing Evidence, 254 STEM Math Connection: Canyonlands, 255 uInvestigate Lab: How can rock layers show change?, 259 Fossil Clues on Earth: Check: Sequence, 260 Crosscutting Concepts Toolbox: Patterns, 261 Question It!, 261 Visual Literacy Connection: How can layers of rock change?, 262-263 Quest Check-In Lab: What does a core sample tell us?, 266-267 Topic Assessment, 270-271 Evidence-Based Assessment, 272-273 uDemonstrate Lab: How can you correlate rock layers?, 274-275</p> <p>Realize™ Digital Resources: Earth's Features >Topic Close>Interactivity: Quest Findings Does X Mark the Spot? That's Up to You! The History of Planet Earth >Topic Launch>Video: Quest Kickoff: Dig for the Truth >Lesson 1, Patterns in Fossils and Rock Formations>Video: Patterns in Fossils and Rock Formations;>Interactivity: Patterns in Fossils and Rock Formations >Lesson 2, Evidence of Change from Fossils and Rock Formations>Video: Evidence of Change from Fossils and Rock Formations;>Interactivity: Evidence of Change in Fossils and Rock Formations >Topic Close>Interactivity: Quest Findings: Dig for the Truth</p>

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SCI.ESS2 Students use science and engineering practices, crosscutting concepts, and an understanding of Earth’s systems to make sense of phenomena and solve problems.	
SCI.ESS2.A Earth Materials and Systems	
SCI.ESS2.A.4 Four major Earth systems interact. Rainfall helps to shape the land and affects the types of living things found in a region. Water, ice, wind, organisms, and gravity break rocks, soils, and sediments into smaller pieces and move them around.	<p>SE/TE:</p> <ul style="list-style-type: none"> uInvestigate Lab: How can a rock wear away?, 185 uBe a Scientist: Weathering, 186 Quest Connection, 187 Erosion: Synthesize, 188 Movement of Particles: Explain, 189 Changes in Landforms over Time: Compare and Contrast, 191 Extreme Science: Powerful Plants, 193 Quest Check-In Lab: How does water affect landforms?, 192 Topic Assessment, 196-197 <p>Realize™ Digital Resources:</p> <p>Earth's Features</p> <ul style="list-style-type: none"> >Lesson 4, Weathering and Erosion>Video: Weathering and Erosion;>Interactivity: Our Changing Landscape >Topic Close>Interactivity: Quest Findings: Does X Mark the Spot? That's Up to You!

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SCI.ESS2.B Plate Tectonics and Large-Scale System Interactions	
<p>SCI.ESS2.B.4 Earth’s physical features occur in patterns, as do earthquakes and volcanoes. Maps can be used to locate features and determine patterns in those events.</p>	<p>SE/TE: uInvestigate Lab: How do tools help us?, 157 Types of Maps: Apply, 159 Visual Literacy Connection: How can you see the same place in different ways?, 160-161 Quest Check-In: The Making of a Legend, 163 uEngineer It!: Take a Hike!, 164-165 Patterns of Mountains: Reading Check: Draw Conclusions, 168 Crosscutting Concepts Toolbox: Patterns, 169 Visual Literacy Connection: How can a physical map help me locate different landforms?, 170-171 Patterns Under the Ocean: Identify, 172 Quest Check-In: A Changing Landscape, 173 Topic Assessment, 196-197 Evidence-Based Assessment, 198-199</p> <p>Realize™ Digital Resources: Earth's Features >Topic Launch>Video: Quest Kickoff: Does X Mark the Spot? That's Up to You! >Lesson 1, Maps and Data>Video: Maps and Data;>uEngineer It! Interactivity: Let’s Build a Bridge >Lesson 2, Patterns of Earth's Features>Video: Patterns of Earth's Features;>Interactivity: The Shape of the Land</p>
<p>SCI.ESS2.C The Roles of Water in Earth’s Surface Processes</p>	<p>SE/TE: Movement of Particles: Explain, 189 Deposition: Identify, 190 Changes in Landforms over Time: Compare and Contrast, 191 Lesson 4 Check, 191 Quest Check-In Lab: How does water affect landforms?, 192</p> <p>Realize™ Digital Resources: Earth's Features >Lesson 4, Weathering and Erosion>Video: Weathering and Erosion;>Interactivity: Our Changing Landscape</p>

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SCI.ESS2.D Weather and Climate	Please see <i>Elevate Science</i> Grade 3, Topic 3 Weather, pp. 84-125 and Topic 4 Climate, pp. 126-167.
SCI.ESS2.E Biogeology	
SCI.ESS2.E.4 Living things can affect the physical characteristics of their environment.	SE/TE: Extreme Science: Powerful Plants, 193 See also <i>Elevate Science</i> Grade 2, Topic 6: Habitats.
4-ESS2-1 Make observations and measurements to provide evidence of the effects of weathering or the rate of erosion by water, ice, wind, or vegetation.	SE/TE: uInvestigate Lab: How can a rock wear away?, 185 uBe a Scientist: Weathering, 186 STEM Quest Check-In Lab: How does water affect landforms?, 192 Extreme Science: Powerful Plants, 193 Realize™ Digital Resources: Earth's Features >Topic Launch>Video: Quest Kickoff: Does X Mark the Spot? That's Up to You!; > uConnect Lab: How can rain affect land?; >Lesson 4, Weathering and Erosion >Interactivity: Our Changing Landscape >Topic Close>Interactivity: Quest Findings: Does X Mark the Spot? That's Up to You!

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4-ESS2-2 Analyze and interpret data from maps to describe patterns of Earth’s features.	<p>SE/TE: uInvestigate Lab: How do tools help us?, 157 uEngineer It!: Take a Hike!, 164-165 Patterns of Mountains Reading Check: Draw Conclusions, 168 Crosscutting Concepts Toolbox: Patterns, 169 Visual Literacy Connection: How can a physical map help me locate different landforms?, 170-171 Quest Check-In: A Changing Landscape, 173</p> <p>Realize™ Digital Resources: Earth's Features >Topic Launch>Video: Quest Kickoff: Does X Mark the Spot? That's Up to You! >Lesson 1, Maps and Data>Video: Maps and Data;>>uEngineer It! Interactivity: Let’s Build a Bridge >Lesson 2, Patterns of Earth's Features>Video: Patterns of Earth's Features;>Teacher's Resources>Enrichment: Patterns of Earth's Features</p>
Make observations and measurements to provide evidence of the effects of weathering or the rate of erosion by water, ice, wind, or vegetation.	<p>SE/TE: uInvestigate Lab: How can a rock wear away?, 185 uBe a Scientist: Weathering, 186 STEM Quest Check-In Lab: How does water affect landforms?, 192 Extreme Science: Powerful Plants, 193</p> <p>Realize™ Digital Resources: Earth's Features >Topic Launch>Video: Quest Kickoff: Does X Mark the Spot? That's Up to You! >Lesson 4, Weathering and Erosion>Interactivity: Our Changing Landscape >Topic Close>Interactivity: Quest Findings: Does X Mark the Spot? That's Up to You!</p>

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SCI.ESS3 Students use science and engineering practices, crosscutting concepts, and an understanding of the Earth and human activity to make sense of phenomena and solve problems.	
SCI.ESS3.A Natural Resources	
SCI.ESS3.A.4 Energy and fuels humans use are derived from natural sources, and their use affects the environment. Some resources are renewable over time, others are not.	<p>SE/TE: Crosscutting Concepts Toolbox: Energy and Matter, 66 Petroleum: Reflect, 67 Visual Literacy Connection: Where do fossil fuels come from?, 68-69 Lesson 2 Check, 71 Visual Literacy Connection: Is renewable energy all around?, 76-77 Hydropower: Compare and Contrast, 78 STEM Connection, 84 Impact of Obtaining Fuel: Analyze, 87 Quest Connection, 87 Visual Literacy Connection: How can the use of energy damage ecosystems?, 88-89 Impact of Transporting Fuels: Apply, 90 Quest Check-In: Impact Inspections, 91 Topic Assessment, 94-95 Evidence-Based Assessment, 96-97</p> <p>Realize™ Digital Resources: Human Uses of Energy >Lesson 2, Nonrenewable Energy Sources>Video: Nonrenewable Energy;>Interactivity: Fossil Fuels >Lesson 3, Renewable Energy Sources>Video: Renewable Energy Sources >Lesson 4: Human Activity and the Environment>Video: Environmental Impacts of Using Energy;>Interactivity: Human Activity and the Environment</p>

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<p>SCI.ESS3.B Natural Hazards</p> <p>SCI.ESS3.B.4 A variety of hazards result from natural processes; humans cannot eliminate hazards but can reduce their impacts.</p>	<p>SE/TE: Curriculum Connection, 208 uInvestigate Lab: How can a large wave affect land?, 209 Quest Connection, 211 Visual Literacy Connection: What happens during a tsunami?, 212-213 Quest Check-In: Beware: Hot Ash!, 215 uEngineer It!: Warning!, 216-217 Quest Check-In: Water Warnings, 224 STEM Engineering Connection, 226 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 Evidence-Based Assessment, 238-239 uDemonstrate Lab: How can homes be designed to be more earthquake resistant?, 240-241</p> <p>Realize™ Digital Resources: Earth's Natural Hazards >Topic Launch>Video: Quest Kickoff: Protect the City! Hazard Incoming! >Lesson 1, Tectonic Hazards>Interactivity: Tectonic Events;>uEngineer It! Interactivity: Bridging the Gap >Topic Close>Interactivity: Quest Findings: Protect the City! Hazard Incoming!</p>

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SCI.ESS3.C Human Impacts on Earth Systems	<p>SE/TE: Cross-Cutting Concepts Toolbox: Energy and Matter, 66 Visual Literacy Connection: How can the use of energy damage ecosystems?, 88-89 Evidence-Based Assessment, 96-97</p> <p>Realize™ Digital Resources: Human Uses of Energy >Lesson 4, Environmental Impacts of Energy Use>Video: Environmental Impacts of Using Energy;>Interactivity: Human Activity and the Environment</p>
SCI.ESS3.D Global Climate Change	Please see <i>Elevate Science</i> Grade 3, Topic 3 Weather, pp. 84-125 and Topic 4 Climate, pp. 126-167.
4-ESS3-1 Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment.	<p>SE/TE: Connecting Concepts Toolbox: Energy and Matter, 66 Petroleum: Reflect, 67 Design It!, 70 Visual Literacy Connection: Is renewable energy all around?, 76-77 STEM Connection, 84 uInvestigate: Why is oil clean up so hard?, 85 Quest Connection, 87 Visual Literacy Connection: How can the use of energy damage ecosystems?, 88-89 Impact of Transporting Fuels: Apply, 90 Quest Check-In: Impact Inspections, 91 Evidence-Based Assessment, 96-97 uDemonstrate Lab: How can energy resource usage change?, 98-99</p> <p>Realize™ Digital Resources: Human Uses of Energy >Lesson 4, Environmental Impacts of Energy Use>Video: Environmental Impacts of Using Energy;>Interactivity: Human Activity and the Environment</p>

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<p>4-ESS3-2 Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans.</p>	<p>SE/TE: uInvestigate Lab: How can a large wave affect land?, 209 Quest Connection, 211 Visual Literacy Connection: What happens during a tsunami?, 212-213 Quest Check-In: Beware: Hot Ash!, 215 uEngineer It!: Warning!, 216-217 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 Predict Natural Hazards, 230 Lesson 3 Check, 231 Quest Check-In Lab: How can you reduce hazard damage?, 232-233 Topic Assessment, 236-237 Evidence-Based Assessment, 238-239 uDemonstrate Lab: How can homes be designed to be more earthquake resistant?, 240-241</p> <p>Realize™ Digital Resources: Earth's Natural Hazards >Topic Launch>Video: Quest Kickoff: Protect the City! Hazard Incoming! >Lesson 1, Tectonic Hazards>Interactivity: Tectonic Events;>uEngineer It! Interactivity: Bridging the Gap >Lesson 3, Impacts of Natural Hazards>Video: Impacts of Natural Hazards >Topic Close>Interactivity: Quest Findings: Protect the City! Hazard Incoming!</p>

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3-5 Crosscutting Concepts	
SCI.CC1 Students use science and engineering practices, disciplinary core ideas, and patterns to make sense of phenomena and solve problems.	
Patterns	
SCI.CC1.3-5 Students identify similarities and differences in order to sort and classify natural objects and designed products. They identify patterns related to time, including simple rates of change and cycles, and use these patterns to make predictions.	<p>SE/TE: uInvestigate Lab: What patterns do fossils follow?, 249 Fossils: Sequence and Infer, 250 Rock Formations: Use Evidence, 251 A Colorful Change: Draw Conclusions, 252 Lesson 1 Check, 253 STEM Math Connection: Canyonlands, 255 uInvestigate Lab: How can rock layers show change?, 259 Fossil Clues on Earth: Sequence, 260 Question It!, 261 Lesson 2 Check, 265 Quest Check-In Lab: What does a core sample tell us?, 266-267 uDemonstrate Lab: How can you correlate rock layers?, 274-275</p> <p>Realize™ Digital Resources: The History of Planet Earth >Lesson 1, Patterns in Fossils and Rock Formations>Video: Patterns in Fossils and Rock Formations;>Interactivity: Patterns in Fossils and Rock Formations >Lesson 2, Evidence of Change from Fossils and Rock Formations>Video: Evidence of Change from Fossils and Rock Formations</p>

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SCI.CC2 Students use science and engineering practices, disciplinary core ideas, and cause and effect relationships to make sense of phenomena and solve problems.	
Cause and Effect	
SCI.CC2.3-5 Students routinely identify and test causal relationships and use these relationships to explain change. They understand events that occur together with regularity may or may not signify a cause and effect relationship.	SE/TE: Literacy Connection: Cause and Effect, 5 Literacy Toolbox: Cause and Effect, 8 Literacy Connection: Cause and Effect, 207 Literacy Toolbox: Cause and Effect, 211 Science Practice Toolbox: Cause and Effect, 229 Topic Assessment, 236-237 Topic Assessment, 270-271 Science Practices: Science Tools, EM2
SCI.CC3 Students use science and engineering practices, disciplinary core ideas, and an understanding of scale, proportion and quantity to make sense of phenomena and solve problems.	
Scale, Proportion, and Quantity	
SCI.CC3.3-5 Students recognize natural objects and observable phenomena exist from the very small to the immensely large. They use standard units to measure and describe physical quantities such as mass, time, temperature, and volume.	SE/TE: How can you compare the energy of objects?, 4 uBe a Scientist: Force and Speed, 12 STEM Math Connection: Canyonlands, 255 Science Practices: Science Tools, EM2 Science Practices: Using Math, EM5

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SCI.CC4 Students use science and engineering practices, disciplinary core ideas, and an understanding of systems and models to make sense of phenomena and solve problems.	
Systems and System Models	
SCI.CC4.3-5 Students understand a system is a group of related parts that make up a whole and can carry out functions its individual parts cannot. They also describe a system in terms of its components and their interactions.	<p>SE/TE: Design It!, 127 Radio Waves: Reading Check: Use Evidence from Text, 136 How do cell phone calls work?, 137 uEngineer It!: Pump It Up!, 348-349 Lesson 4 Check, 372</p> <p>Realize™ Digital Resources: Waves and Information >Lesson 4, Waves and Information>Virtual Lab: Call the Galactic Neighbors Human Body Systems >Topic Launch>Video: Quest Kickoff: Make a Human Body Road Map >Lesson 1, Circulatory and Respiratory Systems>uEngineer It! Interactivity: Modeling of the Human Heart >Topic Close>Interactivity: Quest Findings: Make a Human Body Road Map</p>

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SCI.CC5 Students use science and engineering practices, disciplinary core ideas, and an understanding of energy and matter to make sense of phenomena and solve problems.	
Energy and Matter	
SCI.CC5.3-5 Students understand matter is made of particles and energy can be transferred in various ways and between objects. Students observe the conservation of matter by tracking matter flows and cycles before and after processes, recognizing the total mass of substances does not change.	<p>SE/TE: Literacy Connection: Cause and Effect, 5 Quest Connection, 8 Sports Connection, 16 uInvestigate Lab: How does energy transfer between objects?, 17 Visual Literacy Connection: Energy Changes in a Collision, 18-19 Lesson 2 Check, 21 STEM Quest Check-In Lab: How does modeling help you understand a collision?, 22-23 Energy and Particle Motion, 28 Quest Connection, 30 Quest Check-In: Crash It!, 32 uDemonstrate Lab: What affects energy transfer?, 48-49</p> <p>Realize™ Digital Resources: Earth's Features >Topic Launch>Video: Quest Kickoff: Energy Changes in Collisions >Lesson 2, Collisions>Video: Collisions >Topic Close>Interactivity: Quest Findings: Energy Changes in Collisions</p>
SCI.CC6 Students use science and engineering practices, disciplinary core ideas, and an understanding of structure and function to make sense of phenomena and solve problems.	
Structure and Function	
SCI.CC6.3-5 Students understand different materials have different substructures, which can sometimes be observed; and substructures have shapes and parts that serve functions.	<p>SE/TE: Cross-Cutting Concepts Toolbox: Structure and Function, 353 Cross-Cutting Concepts Toolbox: Structure and Function, 363 Cross-Cutting Concepts Toolbox: Structure and Function, 368</p>

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SCI.CC7 Students use science and engineering practices, disciplinary core ideas, and an understanding of stability and change to make sense of phenomena and solve problems.	
Stability and Change	
SCI.CC7.3-5 Students measure change in terms of differences over time, and observe that change may occur at different rates. They understand some systems appear stable, but over long periods of time they will eventually change.	SE/TE: Quest Check-In Lab: How can you make a model of a landform?, 182-183 Using Math, EM5
3-5 Science and Engineering Practices	
SCI.SEP1 Students ask questions and define problems, in conjunction with using crosscutting concepts and disciplinary core ideas, to make sense of phenomena and solve problems.	
SCI.SEP1.A Asking Questions	
SCI.SEP1.A.3-5 Students ask questions that specify qualitative relationships. This includes the following:	
SCI.SEP1.A.3-5.1 Ask questions about what would happen if a variable is changed.	SE/TE: uInvestigate Lab: How does energy transfer between objects?, 17 Science Practices: Ask Questions, 384 Science Practices: Carry Out Investigations, EM1 Using Math, EM5
SCI.SEP1.A.3-5.2 Identify scientific (testable) and non-scientific (non-testable) questions.	SE/TE: uBe a Scientist: Reaction Time, 362 Science Practices: Ask Questions, 384
SCI.SEP1.A.3-5.3 Ask questions that can be investigated and predict reasonable outcomes based on patterns such as cause and effect relationships.	SE/TE: uInvestigate Lab: What patterns can waves make?, 117 uInvestigate Lab: How can a large wave affect land?, 209 Literacy Toolbox: Cause and Effect, 211 Question It!, 372 Ask Questions, 384

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SCI.SEP1.B Defining Problems	
SCI.SEP1.B.3-5 Students use prior knowledge to describe and define simple design problems that can be solved through the development of an object, tool, process, or system. They include several criteria for success and constraints on materials, time, or cost.	<p>SE/TE: uEngineer It!: Toys on the Move, 14-15 uEngineer It!: Eye See You!, 324-325</p> <p>Realize™ Digital Resources: Energy and Motion >Lesson 1, Energy, Speed and Moving Objects>uEngineer It! Video: Toys on the Move Structures and Functions >Lesson 5, Plant and Animal Responses to the Environment>uEngineer It! Video: Eye See You!</p>
SCI.SEP2 Students develop and use models, in conjunction with using crosscutting concepts and disciplinary core ideas, to make sense of phenomena and solve problems.	
SCI.SEP2.A Developing Models	
SCI.SEP2.A.3-5 Students build and revise simple models and use models to represent events and design solutions. This includes the following:	
SCI.SEP2.A.3-5.1 Identify limitations of models.	<p>SE/TE: uInvestigate Lab: How is light reflected?, 125 uEngineer It!: Take a Hike, 164-165 Science Practices: Developing and Using Models, EM6</p> <p>Realize™ Digital Resources: Earth's Features >Lesson 1, Maps and Data>uEngineer It! Interactivity: Let's Build a Bridge</p>
SCI.SEP2.A.3-5.2 Collaboratively develop and/or revise a model based on evidence that shows the relationships among variables for frequent and regular occurring events.	<p>SE/TE: uInvestigate Lab: How does electric energy flow in circuits?, 35 Quest Check-In: How can the sun make a motor work?, 80 uInvestigate Lab: How does a wave carry energy?, 107 Science Practices: Developing and Using Models, EM6</p>

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<p>SCI.SEP2.A.3-5.3 Develop a model using an analogy, example, or abstract representation to describe a scientific principle or design solution.</p>	<p>SE/TE: Model It!, 20 uInvestigate Lab: How is light reflected?, 125 uInvestigate Lab: How can information from waves be translated?, 135 uEngineer It!: Take a Hike!, 164-165 uInvestigate Lab: Where are major landforms?, 167 uInvestigate Lab: How does snow sliding quickly down a mountain impact people?, 219 uDemonstrate Lab: How can homes be designed to be more earthquake resistant?, 240-241 uBe a Scientist: Modeling Fossils, 250 uEngineer It!: Making a Good Impression, 256-257 uInvestigate Lab: How can you test the strength of a bone?, 351 uInvestigate Lab: Which parts of the body are more sensitive?, 359 Science Practices: Constructing Explanations, EM6 Using Models and Prototypes, EM12</p> <p>Realize™ Digital Resources: Earth’s Features >Lesson 1, Maps and Data>uEngineer It! Interactivity: Let’s Build a Bridge The History of Planet Earth >Lesson 1, Patterns in Fossils and Rock Formations>uEngineer It! Video: Making a Good Impression</p>

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<p>SCI.SEP2.A.3-5.4 Develop and/or use models to describe or predict phenomena.</p>	<p>SE/TE: uInvestigate Lab: How does a wave carry energy?, 107 uInvestigate Lab: How is light reflected?, 125 uDemonstrate Lab: How can you model a light or sound wave?, 148-149 uInvestigate Lab: Where are major landforms?, 167 uInvestigate Lab: How can a large wave affect land?, 209 uBe a Scientist: Earthquake Evidence, 210 uInvestigate Lab: How does snow sliding quickly down a mountain impact people?, 219 uBe a Scientist: Modeling Fossils, 250 uEngineer It!: Making a Good Impression, 256-257 uInvestigate Lab: How can rock layers show change?, 259 uInvestigate Lab: How can you design a protective insect shell?, 309 uInvestigate Lab: How can you locate an object using only sound?, 317 uEngineer It!: Eye See You!, 324-325 uInvestigate Lab: How can you model how you breathe?, 341 uEngineer It!: Pump It Up!, 348-349 uInvestigate Lab: Which parts of the body are more sensitive?, 359 Constructing Explanations, EM6</p> <p>Realize™ Digital Resources: The History of Planet Earth >Lesson 1, Patterns in Fossils and Rock Formations>uEngineer It! Video: Making a Good Impression Structures and Functions >Lesson 5, Plant and Animal Responses to the Environment>uEngineer It! Video: Eye See You! Human Body Systems >Lesson 1, Circulatory and Respiratory Systems>uEngineer It! Interactivity: Modeling of the Human Heart</p>

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SCI.SEP2.A.3-5.5 Develop a diagram or simple physical prototype to convey a proposed object, tool, or process.	<p>SE/TE: uInvestigate Lab: How can you design a protective insect shell?, 309 uEngineer It!: Eye See You!, 324-325 uInvestigate Lab: How can you model how you breathe?, 341 Quest Check-In: Go with the Flow, 347 uEngineer It!: Pump It Up!, 348-349 Design It!, 353 Quest Check-In: Injury Search, 357 uInvestigate Lab: How are intestines arranged inside your body?, 367</p> <p>Realize™ Digital Resources: Structures and Functions >Lesson 5, Plant and Animal Responses to the Environment>uEngineer It! Video: Eye See You! Human Body Systems >Lesson 1, Circulatory and Respiratory Systems>uEngineer It! Interactivity: Modeling of the Human Heart >Topic Close>Interactivity: Quest Findings: Make a Human Body Road Map</p>
SCI.SEP2.A.3-5.6 Use a model to test cause and effect relationships or interactions concerning the functioning of a natural or designed system.	<p>SE/TE: Model It!, 20 STEM Quest Check-In Lab: How can an electric circuit help prevent collisions?, 40-41 Design It!, 127 uDemonstrate Lab: How can you model a light or sound wave?, 148-149 uInvestigate Lab: Where should you build an earthquake-safe structure?, 227 uInvestigate Lab: How can you model how you breathe?, 341 Using Models and Prototypes, EM12</p>

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SCI.SEP3 Students plan and carry out investigations, in conjunction with using crosscutting concepts and disciplinary core ideas, to make sense of phenomena and solve problems.	
SCI.SEP3.A Planning and Conducting Investigations	
SCI.SEP3.A.3-5 Students plan and carry out investigations that control variables and provide evidence to support explanations or design solutions. This includes the following:	
SCI.SEP3.A.3-5.1 Collaboratively plan and conduct an investigation to produce data to serve as the basis for evidence, using fair tests in which variables are controlled and the number of trials considered.	SE/TE: uInvestigate Lab: How do we find oil?, 66 uInvestigate Lab: How does a windmill capture wind energy?, 75 uInvestigate Lab: How does a wave carry energy?, 107 uInvestigate Lab: How do tools help us?, 157 uInvestigate Lab: How can you locate an object using only sound?, 317 uDemonstrate Lab: How do earthworms respond to stimuli?, 332-333 uInvestigate Lab: How can you test the strength of a bone?, 351 uInvestigate Lab: Which parts of the body are more sensitive?, 359 STEM Quest Check-In Lab: How can you test signals to and from your brain?, 364-365 uDemonstrate Lab: How do your sensory organs gather information?, 382-383
SCI.SEP3.A.3-5.2 Evaluate appropriate methods and tools for collecting data.	SE/TE: uInvestigate Lab: How do we find oil?, 65 uInvestigate Lab: Why is oil clean up so hard?, 85 Quest Check-In Lab: How can you send a message with sound?, 123 uInvestigate Lab: How can information from waves be translated?, 135 Science Practices: Habits of Mind, EM8 Science Practices: Communicating Information, EM9

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SCI.SEP3.A.3-5.3 Make observations and measurements to produce data to serve as the basis for evidence for an explanation of a phenomenon or test a design solution.	<p>SE/TE:</p> <ul style="list-style-type: none"> uInvestigate Lab: How does starting height affect and object's energy?, 7 uBe a Scientist: Force and Speed, 12 uInvestigate Lab: How does energy transfer between objects?, 17 uInvestigate Lab: How does heat move?, 25 uBe a Scientist: Temperature Investigation, 62 uInvestigate Lab: How does a wave carry energy?, 107 uBe a Scientist: Investigating Human Sounds, 109 uInvestigate Lab: How do tools help us?, 157 uInvestigate Lab: How can a rock wear away?, 185 STEM Quest Check-In Lab: How does water affect landforms?, 192 uInvestigate Lab: How can rock layers show change?, 259 Quest Check-In Lab: What does a core sample tell us?, 266-267 uDemonstrate Lab: How can you correlate rock layers?, 274-275 uInvestigate Lab: How can you test the strength of a bone?, 351 uBe a Scientist: Reaction Time, 362 Carry Out Investigations, EM1 Using Math, EM5
SCI.SEP3.A.3-5.4 Make predictions about what would happen if a variable changes.	<p>SE/TE:</p> <ul style="list-style-type: none"> uInvestigate Lab: How does energy transfer between objects?, 17 Science Practices: Carry Out Investigations, EM1

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SCI.SEP3.A.3-5.5 Test two different models of the same proposed object, tool, or process to determine which better meets criteria for success.	SE/TE: uInvestigate Lab: How can a potato provide energy to a light bulb?, 57 uInvestigate Lab: How does a windmill capture wind energy?, 75 Quest Check-In Lab: How can you reduce hazard damage?, 232-233 uInvestigate Lab: How can you test the strength of a bone?, 351 Optimizing Solutions, EM13
SCI.SEP4 Students analyze and interpret data, in conjunction with using crosscutting concepts and disciplinary core ideas, to make sense of phenomena and solve problems.	
SCI.SEP4.A Analyze and Interpret Data	
SCI.SEP4.A.3-5 Students begin to use quantitative approaches to collect data and conduct multiple trials of qualitative observations. (When possible, digital tools should be used.) This includes the following:	
SCI.SEP4.A.3-5.1 Represent data in tables or various graphical displays (bar graphs, pictographs, and pie charts) to reveal patterns that indicate relationships.	SE/TE: STEM Math Connection, 81 uDemonstrate Lab: How can you model a light or sound wave?, 148-149 Literacy Connection: Compare and Contrast, 281 Lesson 1 Check, 289 uInvestigate Lab: How can you compare the stomachs of cows and dogs?, 301
SCI.SEP4.A.3-5.2 Analyze and interpret data to make sense of phenomena, using logical reasoning, mathematics, or computation.	SE/TE: uBe a Scientist: Investigating Human Sounds, 109 uInvestigate Lab: How do tools help us?, 157 uInvestigate Lab: What patterns do fossils follow?, 249 uInvestigate Lab: How can rock layers show change?, 259 Quest Check-In Lab: What does a core sample tell us?, 266-267 uDemonstrate Lab: How can you correlate rock layers?, 274-275 uDemonstrate Lab: How do earthworms respond to stimuli?, 332-333

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<p>Continued: SCI.SEP4.A.3-5.2 Analyze and interpret data to make sense of phenomena, using logical reasoning, mathematics, or computation.</p>	<p>Continued: uInvestigate Lab: Which parts of the body are more sensitive?, 359 uDemonstrate Lab: How do your sensory organs gather information?, 382-383 Analyzing and Interpreting Data, EM4</p>
<p>SCI.SEP4.A.3-5.3 Compare and contrast data collected by different groups in order to discuss similarities and differences in their findings.</p>	<p>SE/TE: uInvestigate Lab: How can you compare the stomachs of cows and dogs?, 301 uBe a Scientist: Investigate Your Heartbeat, 344</p> <p>Realize™ Digital Resources: The History of Planet Earth >Topic Launch>Video: Quest Kickoff: Dig for the Truth >Topic Close>Interactivity: Quest Findings: Dig for the Truth</p>
<p>SCI.SEP4.A.3-5.4 Analyze data to refine a problem statement or the design of a proposed object, tool, or process.</p>	<p>SE/TE: Quest Check-In: Compare Codes, 140 uInvestigate Lab: How do tools help us?, 157 uDemonstrate Lab: How can homes be designed to be more earthquake resistant?, 240-241</p> <p>Realize™ Digital Resources: Human Uses of Energy >Topic Launch>Video: Quest Kick-off: Power from the People Earth's Natural Hazards >Topic Close>Interactivity: Quest Findings: Protect the City! Hazard Incoming Structures and Functions >Topic Close>Interactivity: Quest Findings: Let Plants and Animals Inspire You!</p>

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SCI.SEP4.A.3-5.5 Use data to evaluate and refine design solutions.	<p>SE/TE: Quest Check-In: Compare Codes, 140 uInvestigate Lab: How do tools help us?, 157 uDemonstrate Lab: How can homes be designed to be more earthquake resistant?, 240-241</p> <p>Realize™ Digital Resources: Human Uses of Energy >Topic Launch>Video: Quest Kick-off: Power from the People Earth's Natural Hazards >Topic Close>Interactivity: Quest Findings: Protect the City! Hazard Incoming Structures and Functions >Topic Close>Interactivity: Quest Findings: Let Plants and Animals Inspire You!</p>
SCI.SEP5 Students use mathematics and computational thinking, in conjunction with using crosscutting concepts and disciplinary core ideas, to make sense of phenomena and solve problems.	
SCI.SEP5.A Qualitative and Quantitative Data	
SCI.SEP5.A.3-5 Students extend quantitative measurements to a variety of physical properties, using computation and mathematics to analyze data and compare alternative design solutions. This includes the following:	
SCI.SEP5.A.3-5.1 Organize simple data sets to reveal patterns that suggest relationships.	<p>SE/TE: Plan It!, 59 STEM Math Connection, 81 uBe a Scientist: Graph Patterns, 86 uInvestigate Lab: Where are major landforms?, 167 uEngineer It!: Warning!, 216-217</p> <p>Realize™ Digital Resources: Earth's Natural Hazards >Lesson 1, Tectonic Hazards>uEngineer It! Interactivity: Engineering Activity</p>

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SCI.SEP5.A.3-5.2 Describe, measure, estimate, and/or graph quantities such as area, volume, weight, and time to address scientific and engineering questions and problems.	SE/TE: uBe a Scientist: Graph Patterns, 86 Science Practices: Science Tools, EM2 Science Practices: Using Math, EM5
SCI.SEP5.A.3-5.3 Create and use graphs or charts generated from simple algorithms to compare alternative solutions to an engineering problem.	SE/TE: Supporting Content: Quest Check-In Lab: How can you reduce hazard damages?, 232-233 uDemonstrate Lab: How can homes be designed to be more earthquake resistant?, 240-241 uInvestigate Lab: How do we find oil?, 65
SCI.SEP6 Students construct explanations and design solutions, in conjunction with using crosscutting concepts and disciplinary core ideas, to make sense of phenomena and solve problems.	
SCI.SEP6.A Construct an Explanation	
SCI.SEP6.A.3-5 Students use evidence to construct explanations that specify variables which describe and predict phenomena. This includes the following:	
SCI.SEP6.A.3-5.1 Construct an explanation of observed relationships (e.g., the distribution of plants in the back yard).	SE/TE: Literacy Toolbox: Cause and Effect, 8 uBe a Scientist: Force and Speed, 12 uInvestigate Lab: Where are major landforms?, 167

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<p>SCI.SEP6.A.3-5.2 Use evidence (e.g., measurements, observations, patterns) to construct or support an explanation.</p>	<p>SE/TE:</p> <ul style="list-style-type: none"> uInvestigate Lab: How does starting height affect and object's energy?, 7 uDemonstrate Lab: What affects energy transfer?, 48-49 uInvestigate Lab: How do we find oil?, 65 uInvestigate Lab: What patterns can waves make?, 117 Quest Check-In Lab: How can you send a message with sound?, 123 uInvestigate Lab: How can information from waves be translated?, 135 uInvestigate Lab: How can a rock wear away?, 185 STEM Quest Check-In Lab: How does water affect landforms?, 192 uInvestigate Lab: Where should you build an earthquake-safe structure?, 227 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 uInvestigate Lab: What patterns do fossils follow?, 249 uInvestigate Lab: How can rock layers show change?, 259 Quest Check-In Lab: What does a core sample tell us?, 266-267 uDemonstrate Lab: How can you correlate rock layers?, 274-275 STEM Quest Check-In Lab: How can you test signals to and from your brain?, 364-365

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SCI.SEP6.A.3-5.3 Identify the evidence that supports particular points in an explanation.	<p>SE/TE:</p> <ul style="list-style-type: none"> uInvestigate Lab: How does starting height affect and object's energy?, 7 uInvestigate Lab: How does energy transfer between objects?, 17 uInvestigate Lab: How can rock layers show change?, 259 uDemonstrate Lab: How can you correlate rock layers?, 274-275 uInvestigate Lab: How can rock layers show change?, 259
SCI.SEP6.B Design Solutions	
SCI.SEP6.B.3-5 Students use evidence to create multiple solutions to design problems. This includes the following:	
SCI.SEP6.B.3-5.1 Apply scientific ideas to solve design problems.	<p>SE/TE:</p> <p>STEM Quest Check-In Lab: How can an electric circuit help prevent collisions?, 40-41</p> <p>STEM Quest Check-In Lab: How can you use a battery to produce motion?, 72-73</p> <p>uEngineer It!: Hold That Phone, 82-83</p> <p>Engineering Practices Toolbox: Design Solutions, 139</p> <p>uDemonstrate Lab: How can homes be designed to be more earthquake resistant?, 240-241</p> <p>Realize™ Digital Resources: Human Uses of Energy</p> <p>>Topic Launch>Video: Quest Kick-off: Power from the People</p> <p>>Lesson 3, Renewable Energy Sources>uEngineer It! Video: Hold That Phone</p> <p>>Topic Close>Interactivity: Quest Findings: Power from the People</p>

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SCI.SEP6.B.3-5.2 Generate multiple solutions to a problem and compare how well they meet the criteria and constraints.	<p>SE/TE: Design It!, 70 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</p> <p>Realize™ Digital Resources: Earth's Natural Hazards >Topic Launch>Video: Quest Kick-off: Protect the City! Hazard Incoming!</p>
SCI.SEP6.B.3-5.2 Generate multiple solutions to a problem and compare how well they meet the criteria and constraints.	<p>SE/TE: Design It!, 70 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</p>
SCI.SEP7 Students engage in argument from evidence, in conjunction with using crosscutting concepts and disciplinary core ideas, to make sense of phenomena and solve problems.	
SCI.SEP7.A Argue from Evidence	
SCI.SEP7.A.3-5 Students critique the scientific explanations or solutions proposed by peers by citing relevant evidence about the natural and designed world. This includes the following:	
SCI.SEP7.A.3-5.1 Compare and refine arguments based on an evaluation of the evidence presented.	<p>SE/TE: Quest Check-In Lab: How can an electric circuit help prevent collisions?, 40-41 uInvestigate Lab: How can you test the strength of a bone?, 351 Science Practices: Engaging in Arguments from Evidence, EM7</p>
SCI.SEP7.A.3-5.2 Distinguish among facts, reasoned judgment based on research findings, and speculation in an explanation.	<p>SE/TE: Quest Check-In Lab: How can an electric circuit help prevent collisions?, 40-41 Visual Literacy Connection: What happens during a tsunami?, 212-213 Quest Check-In Lab: How can you test signals to and from your brain?, 364-365 Science Practices: Engaging in Arguments from Evidence, EM7</p>

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<p>SCI.SEP7.A.3-5.3 Respectfully provide and receive critiques from peers about a proposed procedure, explanation, or model by citing relevant evidence and posing specific questions.</p>	<p>SE/TE: Supporting Content: Science Practices: Engaging in Arguments from Evidence, EM7 Science Practices: Habits of Mind, EM8 Engineering Practices: Optimizing Solutions, EM13</p> <p>TE Only: 21st Century Skills: Critical Thinking, 373</p>
<p>SCI.SEP7.A.3-5.4 Construct and/or support an argument with evidence, data, or a model.</p>	<p>SE/TE: STEM Quest Check-In Lab: How can the sun make a motor work?, 80 uEngineer It!: Making a Good Impression, 256-257 Quest Check-In Lab: How can you observe a plant's vascular system in action?, 290-291 uInvestigate Lab: How can you compare the stomachs of cows and dogs?, 301 uInvestigate Lab: How can you model how you breathe?, 341 uInvestigate Lab: How can you test the strength of a bone?, 351 STEM Quest Check-In Lab: How can you test signals to and from your brain?, 364-365 uInvestigate Lab: How are intestines arranged inside your body?, 367 uDemonstrate Lab: How do your sensory organs gather information?, 382-383 Science Practices: Engaging in Arguments from Evidence, EM7</p> <p>Realize™ Digital Resources: The History of Planet Earth >Lesson 1, Patterns in Fossils and Rock Formations>uEngineer It! Video: Making a Good Impression</p>

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SCI.SEP7.A.3-5.5 Use data to evaluate claims about cause and effect.	SE/TE: Quest Check-In Lab: How can an electric circuit help prevent collisions?, 40-41 STEM Quest Check-In Lab: How can the sun make a motor work?, 80 Visual Literacy Connection: What happens during a tsunami?, 212-213 uDemonstrate Lab: How do your sensory organs gather information?, 382-383 Science Practices: Engaging in Arguments from Evidence, EM7
SCI.SEP7.A.3-5.6 Make a claim about the merit of a solution to a problem by citing relevant evidence about how it meets the criteria and constraints of the problem.	SE/TE: Design It!, 70 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
SCI.SEP8 Students will obtain, evaluate and communicate information, in conjunction with using crosscutting concepts and disciplinary core ideas, to make sense of phenomena and solve problems.	
SCI.SEP8.A Obtain, Evaluate, and Communicate Information	
SCI.SEP8.A.3-5 Students evaluate the merit and accuracy of ideas and methods. This includes the following:	
SCI.SEP8.A.3-5.1 Read and comprehend grade-appropriate complex texts and other reliable media to summarize and obtain scientific and technical ideas, and describe how they are supported by evidence.	SE/TE: Science Practice Toolbox: Obtaining and Evaluating Information, 87 Evidence-Based Assessment, 146-147 Literacy Connection: Draw Conclusions, 155 Science Practice Toolbox: Construct Explanations, 159 Visual Literacy Connection: What happens during a tsunami?, 212-213 Evidence-Based Assessment, 238-239

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<p>SCI.SEP8.A.3-5.2 Compare and/or combine information across complex texts and other reliable media to support the engagement in scientific and engineering practices.</p>	<p>SE/TE: Science Practice Toolbox: Obtaining and Evaluating Information, 87 uEngineer It!: Eye See You!, 324-325</p> <p>TE Only: 21st Century Skills: Doing Research Using the Internet, 113 Science Practices Toolbox: Construct Explanations, 159 21st Century Skills: Doing Research Using the Internet, 262</p> <p>Realize™ Digital Resources: Structures and Functions >Lesson 5, Plant and Animal Responses to the Environment>uEngineer It! Video: Eye See You!</p>
<p>SCI.SEP8.A.3-5.3 Combine information in written text with that contained in corresponding tables, diagrams, or charts to support the engagement in other scientific and engineering practices.</p>	<p>SE/TE: Science Practice Toolbox: Obtaining and Evaluating Information, 87 uEngineer It!: Crack That Code, 114-115 Waves Can Combine: Interpret Diagrams, 122 Digital and Analog Signals: Use Diagrams, 138 Visual Literacy Connection: How do rocks change?, 178-179</p> <p>Realize™ Digital Resources: Waves and Information >Lesson 1, Property of Waves>uEngineer It! Interactivity: Code Breakers >Lesson 4, Waves and Information>Interactivity: Sending and Receiving Information</p>

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SCI.SEP8.A.3-5.4 Obtain and combine information from books or other reliable media to explain phenomena or solutions to a design problem.	<p>SE/TE: STEM Connection, 84 Science Practice Toolbox: Obtaining and Evaluating Information, 87 Literacy Connection: Use Evidence from Text, 105 Evidence-Based Assessment, 146-147 Literacy Connection: Draw Conclusions, 155 Visual Literacy Connection: What happens during a tsunami?, 212-213 Evidence-Based Assessment, 238-239 Evidence-Based Assessment, 272-273</p>
SCI.SEP8.A.3-5.5 Communicate scientific and technical information orally or in written formats, including various forms of media, which may include tables, diagrams, and charts.	<p>SE/TE: uEngineer It!: Crack That Code, 114-115 Digital and Analog Signals: Use Diagrams, 138 uEngineer It!: Eye See You!, 324-325</p> <p>Realize™ Digital Resources: Waves and Information >Lesson 1, Property of Waves>uEngineer It! Interactivity: Code Breakers >Lesson 4, Waves and Information>Interactivity: Sending and Receiving Information Structures and Functions >Lesson 5, Plant and Animal Responses to the Environment>uEngineer It! Video: Eye See You!</p>

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3-5 Engineering, Technology, and the Application of Science	
SCI.ETS1 Students use science and engineering practices, crosscutting concepts, and an understanding of engineering design to make sense of phenomena and solve problems.	
SCI.ETS1.A Defining and Delimiting Engineering Problems	
SCI.ETS1.A.3-5 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.	<p>SE/TE: uInvestigate Lab: How can a potato provide energy to a light bulb?, 57 Quest Check-In: Comparing Codes, 140 uEngineer It!: Take a Hike!, 164-165 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 Defining Problems, EM10 Designing Solutions, EM11</p> <p>Realize™ Digital Resources: Earth's Features >Lesson 1, Maps and Data>uEngineer It! Interactivity: Let's Build a Bridge</p>
SCI.ETS1.B Developing Possible Solutions	
SCI.ETS1.B.3-5.i 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.	<p>SE/TE: Design It!, 127 uEngineer It!: Eye See You!, 324-325 uEngineer It!: Pump It Up!, 348-349</p> <p>Realize™ Digital Resources: Structures and Functions >Lesson 5, Plant and Animal Responses to the Environment>uEngineer It! Video: Eye See You! Human Body Systems >Lesson 1, Circulatory and Respiratory Systems>uEngineer It! Interactivity: Modeling of the Human Heart</p>

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<p>SCI.ETS1.B.3-5.ii 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.</p>	<p>SE/TE: Quest Check-In Lab: How can you send a message with light?, 132-133 uEngineer It!: Warning!, 216-217 uEngineer It!: Pump It Up!, 348-349 Engineering Practices: Designing Solutions, EM11</p> <p>Realize™ Digital Resources: Earth’s Natural Hazards >Lesson 1, Tectonic Hazards>uEngineer It! Interactivity: Bridging the Gap Human Body Systems >Lesson 1, Circulatory and Respiratory Systems>uEngineer It! Interactivity: Modeling of the Human Heart</p>
<p>SCI.ETS1.B.3-5.iii Tests are often designed to identify failure points or difficulties, which suggest the elements of the design that need to be improved.</p>	<p>SE/TE: uEngineer It!: Hold That Phone, 82-83 Quest Check-In Lab: How can you reduce hazard damage?, 232-233 uInvestigate Lab: How can you design a protective insect shell?, 309 uEngineer It!: Pump It Up!, 348-349</p> <p>Realize™ Digital Resources: Human Uses of Energy >Lesson 3, Renewable Energy Sources>uEngineer It! Video: Hold That Phone >Topic Close>Interactivity: Quest Findings: Power from the People Human Body Systems >Lesson 1, Circulatory and Respiratory Systems>uEngineer It! Interactivity: Modeling of the Human Heart</p>

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<p>SCI.ETS1.C Optimizing the Design Solution</p> <p>SCI.ETS1.C.3-5 Different solutions need to be tested in order to determine which of them best solves the problem, given the criteria and the constraints.</p>	<p>SE/TE: Quest Check-In: Communicating Tent to Tent, 113 uEngineer It!: Eye See You!, 324-325 Engineering Practices: Designing Solutions, EM11 Engineering Practices: Optimizing Solutions, EM13</p> <p>Realize™ Digital Resources: Energy and Motion >Topic Close>Interactivity: Quest Findings: Energy Changes in Collisions Human Uses of Energy >Topic Close>Interactivity: Quest Findings: Power from the People Structures and Functions >Lesson 5, Plant and Animal Responses to the Environment>uEngineer It! Video: Eye See You!</p>

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3-5-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.	<p>SE/TE: uEngineer It!: Toys on the Move, 14-15 Engineering Practice Toolbox: Spares and Strikes, 20 Quest Check-In: Human Power, 63 Design It!, 70 uEngineer It!: Crack That Code!, 114-115 uEngineer It!: Take a Hike!, 164-165 Quest Check-In: Fish Float and Sink, 307</p> <p>Continued: uEngineer It!: Eye See You!, 324-325 Engineering Practices: Defining Problems, EM10</p> <p>Realize™ Digital Resources: Energy and Motion >Lesson 1, Energy, Speed and Moving Objects>uEngineer It! Video: Toys on the Move Waves and Information >Lesson 1, Property of Waves>uEngineer It! Interactivity: Code Breakers Earth's Features >Lesson 1, Maps and Data>uEngineer It! Interactivity: Let's Build a Bridge Structures and Functions >Lesson 5, Plant and Animal Responses to the Environment>uEngineer It! Video: Eye See You!</p>
3-5-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.	<p>SE/TE: uInvestigate Lab: How can a potato provide energy to a light bulb?, 57 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</p> <p>Realize™ Digital Resources: Earth's Natural Hazards >Topic Launch>Video: Quest Kickoff: Protect the City! Hazard Incoming!</p>

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3-5-ETS1-2 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.	<p>SE/TE: STEM Quest Check-In Lab: How can an electric circuit help prevent collisions?, 40-41 Design It!, 127 uInvestigate Lab: Where should you build an earthquake-safe structure?, 227 uEngineer It!: Pump It Up!, 348-349 Science Practices: Carry Out Investigations, EM1 Engineering Practices: Using Models and Prototypes, EM12</p> <p>Realize™ Digital Resources: Human Body Systems >Lesson 1, Circulatory and Respiratory Systems>uEngineer It! Interactivity: Modeling of the Human Heart</p>
SCI.ETS2 Students use science and engineering practices, crosscutting concepts, and an understanding of the links among Engineering, Technology, Science, and Society to make sense of phenomena and solve problems.	
SCI.ETS2.A Interdependence of Science, Engineering, and Technology	
SCI.ETS2.A.3-5.i Science and technology support each other.	<p>SE/TE: uEngineer It!: Hold That Phone, 82-83 Science Practices Toolbox: Construct Explanations, 159 Career Connection: Volcanologist, 235 Career Connection: Medical Imaging Technician, 377 Science Practices: Digital Tools, EM3</p> <p>Realize™ Digital Resources: Human Uses of Energy >Lesson 3, Renewable Energy Sources>uEngineer It! Video: Hold That Phone Human Body Systems >Topic Launch>Video: Quest Kickoff: Make a Human Body Road Map</p>

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<p>SCI.ETS2.A.3-5.ii Tools and instruments are used to answer scientific questions, while scientific discoveries lead to the development of new technologies.</p>	<p>SE/TE: uInvestigate Lab: How do we find oil?, 65 uInvestigate Lab: How does a wave carry energy?, 107 uDemonstrate Lab: How can you model a light or sound wave?, 148-149 STEM Connection, 300 Science Practices: Digital Tools, EM3</p> <p>Realize™ Digital Resources: Human Body Systems >Topic Launch>Video: Quest Kickoff: Make a Human Body Road Map</p>
<p>SCI.ETS2.B Influence of Engineering, Technology, and Science on Society and the Natural World</p>	
<p>SCI.ETS2.B.3-5.i People’s needs and wants change over time, as do their demands for new and improved technologies.</p>	<p>SE/TE: uInvestigate Lab: How do we find oil?, 65 uEngineer It!: Hold That Phone, 82-83 Career Connection: Electrical Engineer, 93</p> <p>TE Only: 21st Century Skills: Critical Thinking, 373</p> <p>Realize™ Digital Resources: Human Uses of Energy >Lesson 3, Renewable Energy Sources>uEngineer It! Video: Hold That Phone</p> <p>Human Body Systems >Topic Launch>Video: Quest Kickoff: Make a Human Body Road Map</p>

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<p>SCI.ETS2.B.3-5.ii Engineers improve existing technologies or develop new ones to increase their benefits, decrease known risks, and meet societal demands.</p>	<p>SE/TE: Engineering Practice Toolbox: Spares and Strikes, 20 STEM Quest Check-In Lab: How can an electric circuit help prevent collisions?, 40-41 Engineering Connection, 74 uEngineer It!: Hold That Phone, 82-83 Engineering Practices Toolbox: Design Solutions, 139 STEM Engineering Connection, 226</p> <p>Realize™ Digital Resources: Human Uses of Energy >Topic Launch>Video: Quest Kickoff: Power from the People >Lesson 3, Renewable Energy Sources>uEngineer It! Video: Hold That Phone >Topic Close>Interactivity: Quest Findings: Power from the People</p>
<p>SCI.ETS2.B.3-5.iii When new technologies become available, they can bring about changes in the way people live and interact with one another.</p>	<p>SE/TE: uEngineer It!: Hold That Phone, 82-83 How do cell phone calls work?, 137 Question It!, 137</p> <p>Realize™ Digital Resources: Human Uses of Energy >Topic Launch>Video: Quest Kickoff: Power from the People >Lesson 3, Renewable Energy Sources>uEngineer It! Video: Hold That Phone >Topic Close>Interactivity: Quest Findings: Power from the People</p>

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3-LS4-4 Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change.	<p>SE/TE: Science Practice Toolbox: Ask Questions, 321 Changing Environments and Survival: Analyze, 321</p> <p>Realize™ Digital Resources: Structures and Functions >Lesson 5, Plant and Animal Responses to the Environment>Video: Plant and Animal Responses to the Environment;>Interactivity: Plants and Animals Respond to the Environment</p>
4-ESS3-2 Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans.	<p>SE/TE: Curriculum Connection, 208 uInvestigate Lab: How can a large wave affect land?, 209 uBe a Scientist: Earthquake Evidence, 210 Quest Connection, 211 Visual Literacy Connection: What happens during a tsunami?, 212-213 Quest Check-In: Beware: Hot Ash!, 215 uEngineer It!: Warning!, 216-217 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 uDemonstrate Lab: How can homes be designed to be more earthquake resistant?, 240-241</p> <p>Realize™ Digital Resources: Earth’s Natural Hazards >Topic Launch>Video: Quest Kickoff: Protect the City! Hazard Incoming! >Lesson 1, Tectonic Hazards>uEngineer It! Interactivity: Bridging the Gap >Topic Close>Interactivity: Quest Findings: Protect the City! Hazard Incoming!</p>

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SCI.ETS3 Students use science and engineering practices, crosscutting concepts, and an understanding of the nature of science and engineering to make sense of phenomena and solve problems.	
SCI.ETS3.A Science and Engineering Are Human Endeavors	
SCI.ETS3.A.3-5.i Science and engineering knowledge have been created by many cultures.	SE/TE: Career Connection: Vehicle Safety Engineer, 43 Career Connection: Electrical Engineer, 93 Career Connection: Intelligence Analyst, 143 Career Connection: Geologist, 195 Career Connection: Volcanologist, 235 Career Connection: Museum Fact Checker, 269 Career Connection: Nature Photographer, 327 Career Connection: Medical Imaging Technician, 377
SCI.ETS3.A.3-5.ii People use the tools and practices of science and engineering in many different situations (e.g., land managers, technicians, nurses and welders).	SE/TE: Career Connection: Vehicle Safety Engineer, 43 Career Connection: Electrical Engineer, 93 Career Connection: Intelligence Analyst, 143 Career Connection: Geologist, 195 Career Connection: Volcanologist, 235 Career Connection: Museum Fact Checker, 269 Career Connection: Nature Photographer, 327 Career Connection: Medical Imaging Technician, 377

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SCI.ETS3.A.3-5.iii Science and engineering affect everyday life.	<p>SE/TE: STEM Quest Check-In Lab: How can an electric circuit help prevent collisions?, 40-41 uEngineer It!: Hold That Phone, 82-83 How do cell phone calls work?, 137 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 Career Connection: Medical Imaging Technician, 377</p> <p>Realize™ Digital Resources: Human Uses of Energy >Topic Launch>Video: Quest Kickoff: Power from the People >Lesson 3, Renewable Energy Sources>uEngineer It! Video: Hold That Phone >Topic Close>Interactivity: Quest Findings: Power from the People</p>
SCI.ETS3.B Science and Engineering Are Unique Ways of Thinking with Different Purposes	<p>SE/TE: STEM Quest Check-In Lab: How can an electric circuit help prevent collisions?, 40-41 uEngineer It!: Hold That Phone, 82-83 How do cell phone calls work?, 137 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 Career Connection: Medical Imaging Technician, 377</p> <p>Realize™ Digital Resources: Human Uses of Energy >Topic Launch>Video: Quest Kickoff: Power from the People >Lesson 3, Renewable Energy Sources>uEngineer It! Video: Hold That Phone</p>

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SCI.ETS3.B.3-5.i Science and engineering are both bodies of knowledge and processes that add new knowledge to our understanding.	<p>SE/TE: STEM Quest Check-In Lab: How can an electric circuit help prevent collisions?, 40-41 Career Connection: Vehicle Safety Engineer, 43 STEM Connection, 184 uEngineer It!: Hold That Phone, 82-83</p> <p>Realize™ Digital Resources: Human Uses of Energy >Topic Launch>Video: Quest Kickoff: Power from the People >Lesson 3, Renewable Energy Sources>uEngineer It! Video: Hold That Phone >Topic Close>Interactivity: Quest Findings: Power from the People</p>
SCI.ETS3.B.3-5.ii Scientific findings are limited to what can be supported with evidence from the natural world.	<p>SE/TE: uInvestigate Lab: How do we find oil?, 65 Literacy Toolbox: Use Evidence from Text, 112 uInvestigate Lab: How is light reflected?, 125 Science Practices: Ask Questions, 384 Science Practices: Analyzing and Interpreting Data, EM4</p>
SCI.ETS3.B.3-5.iii Basic laws of nature are the same everywhere in the universe (e.g., gravity, conservation of matter, energy transfer, etc.).	<p>SE/TE: Visual Literacy Connection: How is energy transferred?, 26-27 Quest Connection, 30 uDemonstrate Lab: What affects energy transfer?, 48 Literacy Toolbox: Use Evidence from Text, 112 Erosion: Synthesize, 188</p>

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SCI.ETS3.B.3-5.iv Engineering solutions often have drawbacks as well as benefits.	<p>SE/TE: Crosscutting Concepts Toolbox: Energy and Matter, 66 Engineering Connection, 74 uEngineer It!: Hold That Phone, 82-83 uEngineer It!: Take a Hike, 164-165</p> <p>TE Only: 21st Century Skills: Research and Critical Thinking, 21</p> <p>Realize™ Digital Resources: Human Uses of Energy >Lesson 3, Renewable Energy Sources>uEngineer It! Video: Hold That Phone Earth’s Features >Lesson 1, Maps and Data>uEngineer It! Interactivity: Let’s Build a Bridge</p>
SCI.ETS3.C Science and Engineering Use Multiple Approaches to Create New Knowledge and Solve Problems	
SCI.ETS3.C.3-5.i The products of science and engineering are not developed through one set “scientific method” or “engineering design process.” Instead, they use a variety of approaches described in the Science and Engineering Practices.	<p>SE/TE: uEngineer It!: Toys on the Move, 14-15 uEngineer It!: Hold That Phone, 82-83 uEngineer It!: Crack That Code, 114-115 uEngineer It!: Take a Hike, 164-165</p> <p>Realize™ Digital Resources: Energy and Motion >Lesson 1, Energy, Speed and Moving Objects>uEngineer It! Video: Toys on the Move Human Uses of Energy >Lesson 3, Renewable Energy Sources>uEngineer It! Video: Hold That Phone Waves and Information >Lesson 1, Property of Waves>uEngineer It! Interactivity: Code Breakers Earth’s Features >Lesson 1, Maps and Data>uEngineer It! Interactivity: Let’s Build a Bridge</p>

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<p>SCI.ETS3.C.3-5.ii Science explanations are based on a body of evidence and multiple tests, and describe the mechanisms for natural events. Science explanations can change based on new evidence.</p>	<p>SE/TE: uDemonstrate Lab: How can you identify minerals?, 200-201 uEngineer It!: Pump It Up!, 348-349 uDemonstrate Lab: How do your sensory organs gather information?, 382-383 Engaging in Arguments from Evidence, EM7</p> <p>Realize™ Digital Resources: Human Body Systems >Lesson 1, Circulatory and Respiratory Systems>uEngineer It! Interactivity: Modeling of the Human Heart</p>
<p>SCI.ETS3.C.3-5.iii There is no perfect design in engineering. Designs that are best in some ways (e.g., safety or ease of use) may be inferior in other ways (e.g., cost or aesthetics).</p>	<p>SE/TE: uEngineer It!: Toys on the Move, 14-15 uEngineer It!: Hold That Phone, 82-83 uEngineer It!: Crack That Code, 114-115 uEngineer It!: Take a Hike, 164-165</p> <p>Realize™ Digital Resources: Energy and Motion >Lesson 1, Energy, Speed and Moving Objects>uEngineer It! Video: Toys on the Move Human Uses of Energy >Lesson 3, Renewable Energy Sources>uEngineer It! Video: Hold That Phone Waves and Information >Lesson 1, Property of Waves>uEngineer It! Interactivity: Code Breakers Earth's Features >Lesson 1, Maps and Data>uEngineer It! Interactivity: Let's Build a Bridge</p>

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3-ETS3-1 Obtain and evaluate information showing that different cultures have created different tools and technologies to survive in different types of environments (LS2.C.3).	<p>SE/TE: Supporting Content: Structure of the Animal Brain: Infer, 306 Changing Environments and Survival: Analyze, 321</p> <p>Realize™ Digital Resources: Structures and Functions >Lesson 5, Plant and Animal Responses to the Environment>Video: Plant and Animal Responses to the Environment;>Interactivity: Plants and Animals Respond to the Environment</p>
4-ETS3-1 Construct an explanation for how energy is transferred in a system, and then revise that explanation based on new evidence (PS3.B.4).	<p>SE/TE: Supporting Content: Quest Connection, 30 Quest Connection, 126 Visual Literacy Connection: How is energy transferred?, 26-27 Sports Connection, 26</p>
5-ETS3-1 Investigate properties of materials to provide evidence as to which would best work within an engineering design solution (PS1.A.5).	<p>SE/TE: uEngineer It!: Toys on the Move, 14-15 uEngineer It!: Take a Hike, 164-165</p> <p>Realize™ Digital Resources: Energy and Motion >Lesson 1, Energy, Speed and Moving Objects>uEngineer It! Video: Toys on the Move Earth's Features >Lesson 1, Maps and Data>uEngineer It! Interactivity: Let's Build a Bridge</p>

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