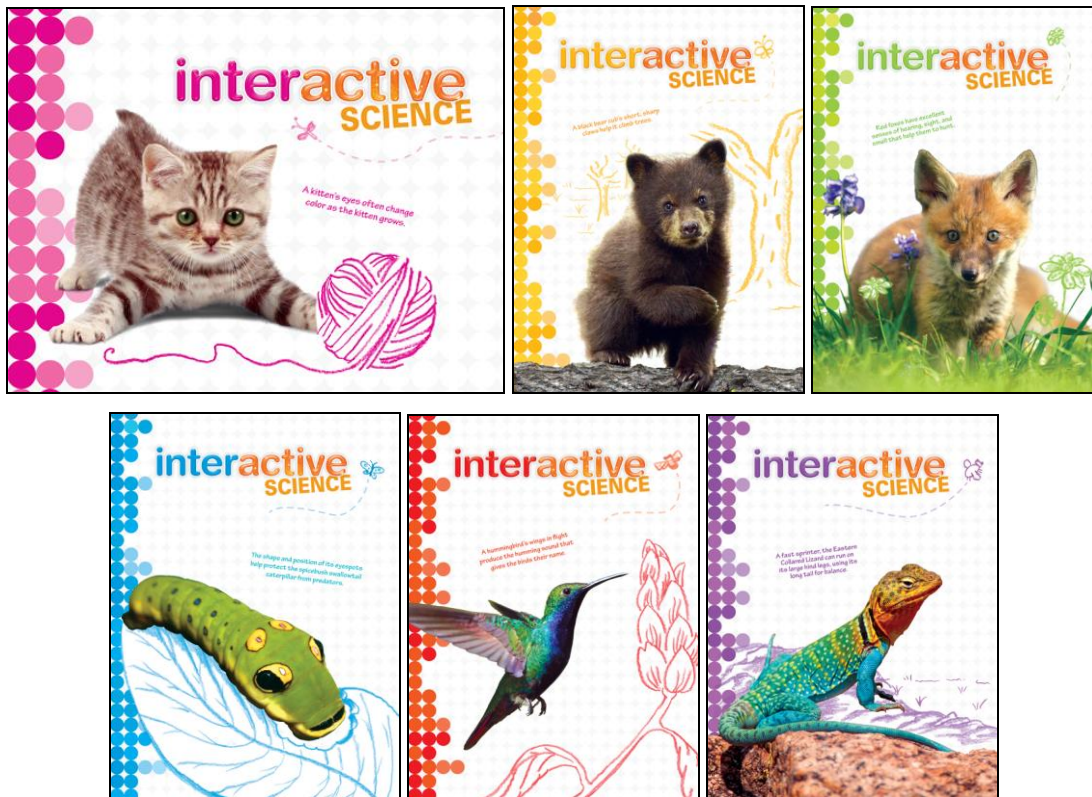


A Correlation of  
**Interactive Science ©2016**  
**Grades K-5**



To the

**Next Generation Content Standards  
and Objectives for Science  
in West Virginia Schools**

**A Correlation of Interactive Science, ©2016 to the  
Next Generation Content Standards and Objectives for Science in West Virginia Schools**

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**A Correlation of Interactive Science, ©2016 to the  
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## **Introduction**

The following document demonstrates how ***Interactive Science, ©2016, Grades K-5***, supports the Next Generation Content Standards and Objectives for Science in West Virginia Schools. Correlation references are to the Student Edition and Teacher Edition. Please note that the Kindergarten Student Edition text pages are two-sided; each singular page contains a corresponding Activity Page on the reverse side.

***Interactive Science*** is an elementary science program that makes learning personal, engaging, and relevant for today's student. The program features an innovative Write-in Student Edition that enables students to become active participants in their learning and truly connect the Big Ideas of science to their world.

The 2016 editions of ***Interactive Science*** support the Next Generation Science Standards (NGSS) in several ways. In the Student Edition, lessons provide interactive opportunities for students to acquire the Disciplinary Core Ideas that are the building blocks of the NGSS Performance Expectations at each grade level. STEM Activities, Apply It! activities, Design It! Activities, and Performance-Based Assessments enable students to research, investigate, and apply Science and Engineering Practices to real-world problems in a meaningful way. In the Teacher's Edition, the NGSS Cross-Cutting Concepts that link across grade levels and across disciplines within grade levels are noted at the chapter level, and a detailed and focused Performance Expectation Activity is provided for each NGSS standard.

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West Virginia Content Standards and Objectives	Interactive Science, ©2016 Kindergarten
<b>KINDERGARTEN</b>	
<b>Standard:</b> General Science Content	
<b>Topic:</b> Forces and Interactions: Pushes and Pulls	
<b>Objectives:</b> Students will:	
<p>S.K.GS.1 plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object.</p>	<p><b>SE Only:</b>            2, Try It!            3, Let's Read Science!            Activity 3, Home Activity            4-13, STEM Activity: Move Around It!            15, Lesson 2            16, Lesson 3            17, Lesson 4            18, Investigate It!            63, Try It!            75, Lesson 1            76, Lesson 2            77, Lesson 3            99, Investigate It!</p> <p><b>TE Only:</b>            4, Reading            5, Writing            5, Teacher Background            7A-7B, Leveled Content Reader Support            8, CCC: Cause and Effect            8-9            9, SEP: Planning and Carrying Out Investigations            10, Inquiry            10, Try It!            11, Let's Read Science!            12-13, STEM Activity: Move Around It!            18, Envision It!            18-23            22, Differentiated Instruction            24, Investigate It!            28-29, Activity Card Support            33, Write About Pushes and Pulls            33a, Performance Expectation Activity            33b, Performance Expectation Activity            33b, ELA/Literacy            115A-115B, Leveled Content Reader Support            118, Try It!            124-127, 128-129            166, Investigate It!</p>

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<p align="center"><b>West Virginia Content Standards and Objectives</b></p>	<p align="center"><b>Interactive Science, ©2016 Kindergarten</b></p>
<p>S.K.GS.2 analyze data to determine if a design solution works as intended to change the speed or direction of an object with a push or a pull.*</p>	<p><b>SE Only:</b>            2, Try It!            3, Let's Read Science!            Activity 3, Home Activity            4-13, STEM Activity: Move Around It!            15, Lesson 2            16, Lesson 3            17, Lesson 4            18, Investigate It!            19, Slide Engineer            99, Investigate It!</p> <p><b>TE Only:</b>            4, Reading            5, Teacher Background            5, Writing            7A-7B, Leveled Content Reader Support            8, CCC: Cause and Effect            9, SEP: Planning and Carrying Out Investigations            10, Inquiry            10, Try It!            11, Let's Read Science!            12-13, STEM Activity: Move Around It!            18, Envision It!            18-23            22, Differentiated Instruction            24, Investigate It!            25, STEM            28-29, Activity Card Support            33, Write About Pushes and Pulls            33a, Performance Expectation Activity            33b, Performance Expectation Activity            166, Investigate It!</p>

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<b>West Virginia Content Standards and Objectives</b>	<b>Interactive Science, ©2016 Kindergarten</b>
<b>Topic:</b> Interdependent Relationships in Ecosystems: Animals, Plants, and Their Environment	
<b>Objectives:</b> Students will:	
S.K.GS.3 use observations to describe patterns of what plants and animals (including humans) need to survive. **	<p><b>SE Only:</b> 21, Try It! 34, Lesson 2 35, Lesson 3 36, Lesson 4 37, Lesson 5</p> <p><b>TE Only:</b> 36, Social Studies 37, Rhyme 39A-39B, Leveled Content Reader Support 40, CCC: Patterns 41, SEP: Analyzing and Interpreting Data 42, Try It! 50-57 58, 21st Century Learning 66, Chapter 2 Test- Questions 3, 4 67, Chapter 2 Test- Question 5 69, Write Plant Sentences 71a, ELA/Literacy 71a, Performance Expectation Activity 71c, Performance Expectation Activity</p>
S.K.GS.4 construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.	<p><b>SE Only:</b> 38, Lesson 6 39 Investigate It!</p> <p><b>TE Only:</b> 36, Social Studies 58-59 60, Investigate It! 67, Chapter 2 Test-Question 6 69, Make an Animal World 71b, Performance Expectation Activity 71c, Performance Expectation Activity</p>

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<p align="center"><b>West Virginia Content Standards and Objectives</b></p>	<p align="center"><b>Interactive Science, ©2016 Kindergarten</b></p>
<p>S.K.GS.5 use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live.</p>	<p><b>SE Only:</b>            21, Try It!            23-32, STEM Activity: Scratch Away!            34, Lesson 2            35, Lesson 3            36, Lesson 4            37, Lesson 5            38, Lesson 6            39, Investigate It!            58, Lesson 5</p> <p><b>TE Only:</b>            36, Social Studies            37, Rhyme            39A-39B, Leveled Content Reader Support 42, Try It!            44-45, STEM Activity: Scratch Away!            50-57 71a, ELA/Literacy            58-59            60, Investigate It!            64-65, Activity Card Support            69, Make an Animal World            71c, Performance Expectation Activity            71c, ELA/Literacy            94-95</p>
<p>S.K.GS.6 communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment. *</p>	<p><b>SE Only:</b>            21, Try It!            23-32, STEM Activity: Scratch Away!            35, Lesson 3            36, Lesson 4            37, Lesson 5            39, Investigate It!</p>

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West Virginia Content Standards and Objectives	Interactive Science, ©2016 Kindergarten
<p><b>(continued)</b> S.K.GS.6 communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment. *</p>	<p><b>TE Only:</b> 40, Try It! 42, Try It! 43, Extend the Lesson 44-45, STEM Activity: Scratch Away! 49, Cause and Effect 53, Explain 53, Elaborate 55, Elaborate 57 Elaborate 60, Investigate It! 67, Chapter 2 Test-Question 6 69, Make an Animal World 71a, ELA/Literacy 71b, Performance Expectation Activity 71c, Performance Expectation Activity 71c, ELA/Literacy 109e, Performance Expectation Activity</p>
<p><b>Topic:</b> Weather and Climate</p>	
<p><b>Objectives:</b> Students will:</p>	
<p>S.K.GS.7 use and share observations of local weather conditions to describe patterns over time.</p>	<p><b>SE Only:</b> 42, Try It! 55, Lesson 2 56, Lesson 3 57, Lesson 4</p> <p><b>TE Only:</b> xxxvi-xxxvii, QUEST 77A-77B, Leveled Content Reader Support 78, CCC: Patterns 79, SEP: Analyzing and Interpreting Data 80, Try It! 88-91 92-93 104-105, Chapter 3 Test-Questions 3, 4, 6 107, Make a Weather Calendar 109a, Performance Expectation Activity 109a, ELA/Literacy</p>



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<p align="center"><b>West Virginia Content Standards and Objectives</b></p>	<p align="center"><b>Interactive Science, ©2016 Kindergarten</b></p>
<p>S.K.GS.8 ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to, severe weather.*</p>	<p><b>SE Only:</b>            41, Chapter 3, Earth and Sky            42, Try It!            43, Draw Conclusions            44-53, STEM Activity: Cool Down!            55, Lesson 2            60, Investigate It!            61, Ready for the Weather            75, Lesson 1            76, Lesson 2            79, Lesson 5</p> <p><b>TE Only:</b>            xxxvi-xxxvii, QUEST            74, Reading            77B, Leveled Content Reader Support            78, CCC Patterns            78, Read Aloud: Is it night or day?            80, Try It!            81, 21st Century Learning            82-83, STEM Activity: Cool Down!            88, Envision It!            88-89            92, 21st Century Learning            96, 21st Century Learning            98, Investigate It!            99, Activate Prior Knowledge            99, Teach with Visuals            102-103, Activity Card Support            107, Make a Weather Calendar            109a, Performance Expectation Activity            109b, Performance Expectation Activity            109b, ELA/Literacy            109c, Performance Expectation Activity            124-127            132-133</p>

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<p align="center"><b>West Virginia Content Standards and Objectives</b></p>	<p align="center"><b>Interactive Science, ©2016 Kindergarten</b></p>
<p>S.K.GS.9 make observations to determine the effect of sunlight on Earth’s surface.</p>	<p><b>SE Only:</b> 44-53, STEM Activity: Cool Down! 55, Lesson 2 56, Lesson 3 60, Investigate It! 61, Ready for the Weather 75, Lesson 1 76 Lesson 2 77, Lesson 3 78, Lesson 4 79, Lesson 5</p> <p><b>TE Only:</b> 78, CCC Patterns 82-83, STEM Activity: Cool Down! 88, Envision It! 88-89 90-91 98, Investigate It! 99, Teach with Visuals 102-103, Activity Card Support 109c, Performance Expectation Activity 109c, ELA/Literacy 124-125 ,126-128 130-131, 132-133 142-143, Part 1 Test - Questions 1-5</p>
<p>S.K.GS.10 Use tools and materials to design and build a structure that will reduce the warming effect of sunlight on an area.*</p>	<p><b>SE Only:</b> 44-53, STEM Activity: Cool Down! 55, Lesson 2 56, Lesson 3 60, Investigate It!</p> <p><b>TE Only:</b> 78, CCC Patterns 82-83, STEM Activity: Cool Down! 88, Envision It! 88-89 90-91 98, Investigate It! 102-103, Activity Card Support 109c, Performance Expectation Activity 109c, ELA/Literacy 109d, Performance Expectation Activity 175, Write About Solving a Need</p>

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<b>West Virginia Content Standards and Objectives</b>	<b>Interactive Science, ©2016 Kindergarten</b>
<b>Standard:</b> Engineering, Technology, and Applications of Science	
<b>Topic:</b> Engineering Design	
<b>Objectives:</b> Students will:	
S.K-2.ETS.1 ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.	<p><b>SE Only:</b>            4-13, STEM Activity: Move Around It!            23-32, STEM Activity: Scratch Away!            44-53, STEM Activity: Cool Down!            65-74, STEM Activity: Where the Wind Blows!            75, Lesson 1            86-95, STEM Activity: How Can You Make a Crayon Box?            96, Lesson 1            97, Lesson 2            99, Investigate It!</p> <p><b>TE Only:</b>            12-13, STEM Activity: Move Around It!            44-45, STEM Activity: Scratch Away!            82-83, STEM Activity: Cool Down!            109d, Performance Expectation Activity            117, SEP: Asking Questions and Defining Problems            120-121, STEM Activity: Where the Wind Blows!            124, Activate Prior Knowledge            125, ELL Support            125, Formative Assessment            153, SEP: Asking Questions and Defining Problems            156-157, STEM Activity: How Can You Make a Crayon Box?            160-161            164, Differentiated Instruction            166, Investigate It!</p>
S.K-2.ETS.2 develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.	<p><b>SE Only:</b>            8-9, Make and Test            23-32, STEM Activity: Scratch Away!            44-53, STEM Activity: Cool Down!            68, Draw            71, Make and Test            86-93, STEM Activity: Cool Down!            97, Lesson 2            98, Lesson 3</p>

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<p align="center"><b>West Virginia Content Standards and Objectives</b></p>	<p align="center"><b>Interactive Science, ©2016 Kindergarten</b></p>
<p><b>(continued)</b> S.K-2.ETS.2 develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.</p>	<p><b>TE Only:</b> 12-13, STEM Activity: Move Around It! 44-45, STEM Activity: Scratch Away! 71c, Performance Expectation Activity 82-83, STEM Activity: Cool Down! 109d, Performance Expectation Activity 120-121, STEM Activity: Where the Wind Blows! 116, CCC: Structure and Function and Effect 152, CCC: Structure and Function 156-157, STEM Activity: How Can You Make a Crayon Box? 161, Explain 162-163 164-165</p>
<p>S.K-2.ETS.3 analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.</p>	<p><b>SE Only:</b> 10-11, Record and Share 30, Make and Test 31, Record and Share 51, Make and Test 52, Record and Share 72, Make and Test 73, Record and Share 93, Make and Test 94, Record and Share 98, Lesson 3</p> <p><b>TE Only:</b> 12-13, STEM Activity: Move Around It! 33b, Performance Expectation Activity 44-45, STEM Activity: Scratch Away! 82-83, STEM Activity: Cool Down! 109a, Performance Expectation Activity 109d, Performance Expectation Activity 120-121, STEM Activity: Where the Wind Blows! 156-157, STEM Activity: How Can You Make a Crayon Box? 164, Differentiated Instruction 165, Compare and Contrast</p>

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<b>GRADE 1</b>	
<b>Standard:</b> General Science Content	
<b>Topic:</b> Waves: Light and Sound	
<b>Objectives:</b> Students will:	
<p>S.1.GS.1 plan and conduct investigations to provide evidence that vibrating materials can make sound and that sound can make materials vibrate.</p>	<p><b>SE/TE:</b>            4, Try It!            6-15, STEM Activity: Let's Talk!            27, Lightning Lab            28, Explore It!            29, Cause and Effect, Sounds            31, At-Home Lab            32-33, Investigate It!            40-41, Apply It!            128-129, Investigate It!            154-157, Lesson 1            158-161, Lesson 2            162-167, Lesson 3            168-171, Lesson 4            169, Picture Clues            170, Scientific Method            172-175, Lesson 5            178, Hubble Space Telescope            184-185, Chapter Review – Lessons 1-5</p> <p><b>TE Only:</b>            xlv-xlv, STEMQuest: Keep Out the Sun!            3, SEP: Planning and Carrying Out Investigations            26, Lightning Lab            30, At-Home Lab            31, Professional Development Note            31a, Explore It!            31b, Lesson 4 Check – Questions 1, 4            33a-33d, Activity Card Support            43a, Performance Expectation Activity            43b, ELA/Literacy            43c, Performance Expectation Activity            140G-104H, Leveled Content Reader Support            141, SEP: Asking Questions and Defining Problems            157b, Lesson 1 Check – Questions 1-5            161b, Lesson 2 Check – Questions 1-6            167b, Lesson 3 Check – Questions 1-6            171, Differentiated Instruction            171b, Lesson 4 Check – Questions 1-6            175b, Lesson 5 Check – Questions 1-5</p>

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<b>West Virginia Content Standards and Objectives</b>	<b>Interactive Science, ©2016 Grade 1</b>
S.1.GS.2 make observations to construct an evidence-based account that objects can be seen only when illuminated.	<p><b>SE/TE:</b> 6-15, STEM Activity: Let's Talk! 17, Energy 24-25, Envision It! 24-27, Lesson 3 28, Explore It! 29, Cause and Effect 31, At-Home Lab 40-41, Apply It! 128-129, Investigate It!</p> <p><b>TE Only:</b> xliv-xlv, STEMQuest: Keep Out the Sun! 27, 21<sup>st</sup> Century Learning 27b, Lesson 3 Check – Questions 1-4 30, At-Home Lab 43a, Performance Expectation Activity 43b, Performance Expectation Activity 43b, ELA/Literacy</p>
S.1.GS.3 plan and conduct an investigation to determine the effect of placing objects made with different materials in the path of a beam of light.	<p><b>SE/TE:</b> 4, Try It! 27, Lightning Lab 28, Explore It! 32-33, Investigate It! 40-41, Apply It! 26, Light Shines Through 27, What Light Can Do 29, Cause and Effect 31, At-Home Lab 39, Chapter Review – Lesson 3 43, Make a Presentation 128-129, Investigate It!</p> <p><b>TE Only:</b> xliv-xlv, STEMQuest: Keep Out the Sun! 2C, Art 3, SEP: Planning and Carrying Out Investigations 26, Lightning Lab 27b, Lesson 3 Check – Questions 3, 4 30, At-Home Lab 33a-33d, Activity Card Support 39b, Chapter 1 Test – Question 5 43a, Performance Expectation Activity 43c, Performance Expectation Activity</p>

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S.1.GS.4 use tools and materials to design and build a device that uses light or sound to solve the problem of communicating over a distance.*	<p><b>SE/TE:</b> 6-15, STEM Activity: Let's Talk! 16, My Planet Diary 17, Energy 24, My Planet Diary 29, Sounds 43, Send a Message with Sound 128-129, Investigate It 144-153, STEM Activity 202, Solve Problems</p> <p><b>TE Only:</b> xliv-xlv, STEMQuest: Keep Out the Sun! 2C, Social Studies 2D, Writing 2G-2H, Leveled Content Reader Support 3, SEP: Planning and Carrying Our Investigations 19a, My Planet Diary 27a, My Planet Diary 43a, Performance Expectation Activity 43d, Performance Expectation Activity 43d, ELA/Literacy 186C, Social Studies 186G-186H, Leveled Content Reader Support</p>
<b>Topic:</b> Structure, Function, and Information Processing	
<b>Objectives:</b> Students will:	
S.1.GS.5 use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs.*	<p><b>SE/TE:</b> 62-63, Animal Groups 64-67, Lesson 2 68-71, Lesson 3 72-77, Lesson 4 84, Kinds of Animals 85, Different Animals of One Kind 94-95, Chapter Review – Lessons 2, 3, 4 96-97, Apply It! 98, Draw a Picture 99, Design a Helmet 204-207, Lesson 2 208, Explore It! 208-213, Lesson 3 222-227, Design It!</p>

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West Virginia Content Standards and Objectives	Interactive Science, ©2016 Grade 1
<p><b>(continued)</b> S.1.GS.5 use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs.*</p>	<p><b>TE Only:</b> 44G-44H, Leveled Content Reader Support 63b, Lesson 1 Check – Questions 1, 2 67a, My Planet Diary 67b, Lesson 2 Check – Questions 1-6 71b, Lesson 3 Check – Question 4 77a, My Planet Diary 77b, Lesson 4 Check – Questions 1-5 95b, Chapter 2 Test – Question 6 99a, ELA/Literacy 99a, Performance Expectation Activity 99b, Performance Expectation Activity 140, CCC: Structure and Function 186, CCC: Structure and Function 186G-186H, Leveled Content Reader Support 207b, Lesson 2 Check – Questions 1-6</p>
<p>S.1.GS.6 read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive.</p>	<p><b>SE/TE:</b> 46, Try It! 47, Let's Read Science 68, Explore It! 69, Seeds to Trees 70-71, Life Cycle of a Plant 72-77, Lesson 4 82, Explore It! 96-97, Apply It! 98, Draw a Picture</p> <p><b>TE Only:</b> 44, CCC: Patterns 44C, Reading 44G-44H, Leveled Content Reader Support 45, SEP: Obtaining, Evaluating, and Communicating Information 71a, Explore It! 71b, Lesson 3 Check – Question 3 77b, Lesson 4 Check – Questions 1-5 95, Chapter Review – Lesson 4 99a, ELA/Literacy 99b, ELA/Literacy 99b, Performance Expectation Activity 99c, ELA/Literacy 99c, Performance Expectation Activity</p>



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<p>S.1.GS.7 make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents.</p>	<p><b>SE/TE:</b>            44-45, How is a young orangutan like its mother?            46, Try It!            54-55, Make and Test            68, Explore It!            70-71, Life Cycle of a Plant            72-73, Envision It!            73, Animal Life Cycles            74-75, Life Cycle of a Sea Turtle            75, A baby sea turtle...            76-77, Life Cycle of a Grasshopper            78-81, Lesson 5            82, Explore It!            82-85, Lesson 6            86-87, Investigate It!            95, Chapter Review – Lesson 5            98, Draw a Picture</p> <p><b>TE Only:</b>            44, CCC: Patterns            44C, Critical Thinking            44G-44H, Leveled Content Reader Support            71a, Explore It!            81, 21<sup>st</sup> Century Learning            81a, Explore It!            81b, Lesson 5 Check - Question 4            85a, Explore It!            85b, Lesson 6 Check – Question 5            87a-87d, Activity Card Support            94, ELL Support            95, Chapter Review – Lesson 4            95a-95b, Chapter 2 Test – Questions 3 and 8            99b, Performance Expectation Activity            99c, Performance Expectation Activity</p>

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<b>West Virginia Content Standards and Objectives</b>	<b>Interactive Science, ©2016 Grade 1</b>
<b>Topic:</b> Space Systems: Patterns and Cycles	
<b>Objectives:</b> Students will:	
S.1.GS.8 use observations of the sun, moon, and stars to describe patterns that can be predicted.	<p><b>SE/TE:</b>            102, Try It!            118, Explore It!            118-123, Lesson 2            125, Spring            125, Write            126, Summer and Fall            126, Write            127, Lightning Lab            127, Winter            134, Chapter Review – Lesson 2            139, Day and Night            139, Sunrise, Sunset</p> <p><b>TE Only:</b>            100, CCC: Patterns            100C, Reading            100C, Social Studies            101, SEP: Analyzing and Interpreting Data            116, Science Notebook            123a, Explore It!            123b, Lesson 2 Check – Questions 1-5            127a, My Planet Diary            127b, Lesson 3 Check – Question 2            129c, Guided Inquiry            139a, ELA/Literacy            139a, Performance Expectation Activity            139b, Performance Expectation Activity</p>
S.1.GS.9 make observations at different times of year to relate the amount of daylight to the time of year.	<p><b>SE/TE:</b>            102, Try It!            118, Explore It!            118-123, Lesson 2            125, Spring            126, Summer and Fall            127, Winter            128-129, Investigate It!            136-137, Apply It!            139, Day and Night            139, Sunrise, Sunset            142, Try It!            168, Explore It!</p>

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<p><b>(continued)</b> S.1.GS.9 make observations at different times of year to relate the amount of daylight to the time of year.</p>	<p><b>TE Only:</b> 100, CCC: Patterns 100C, Writing 116, Science Notebook 123a, Explore It! 127b, Lesson 3 Check – Question 2 139a, Performance Expectation Activity 139b, ELA/Literacy 139b, Mathematics 139b, Performance Expectation Activity 171a, Explore It!</p>
<p><b>Standard:</b> Engineering, Technology, and Applications of Science</p>	
<p><b>Topic:</b> Engineering Design</p>	
<p><b>Objectives:</b> Students will:</p>	
<p>S.K-2.ETS.1 ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.</p>	<p><b>SE/TE:</b> 4, Try It! 6-15, STEM Activity: Let's Talk! 40-41, Apply It! 46, Try It! 48-57, STEM Activity: Mix It Up! 68, Explore It! 78, Explore It! 82, Explore It! 87, Investigate It! 96, Apply It! 102, Try It! 104-113, STEM Activity: How Does a Greenhouse Work? 118, Explore It! 128-129, Investigate It! 136-137, Apply It! 142, Try It! 144-153, STEM Activity: What's Over the Wall? 156, Science Questions 158, Explore It! 168, Explore It! 169, Science Inquiry 190-199, STEM Activity: Reach, Grab, Pull 202, Solve Problems 203, Help People 208, Explore It! 209, A Problem and a Goal 210, Plan and Draw</p>

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West Virginia Content Standards and Objectives	Interactive Science, ©2016 Grade 1
<p><b>(continued)</b> S.K-2.ETS.1 ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.</p>	<p><b>SE/TE:</b> 211, Choose Materials 222-227, Design It!</p> <p><b>TE Only:</b> 71a, Explore It! 81a, Explore It! 85a, Explore It! 123a, Explore It! 141, SEP: Asking Questions and Defining Problems 161a, Explore It! 171a, Explore It! 186G-186H, Leveled Content Reader Support 213a, Explore It!</p>
<p>S.K-2.ETS.2 develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.</p>	<p><b>SE/TE:</b> 6-15, STEM Activity: Let's Talk! 48-57, STEM Activity: Mix it Up! 66, Roots, Stems, and Leaves 84, Kinds of Animals 85, Different Animals of One Kind 99, Design a Helmet 104-113, STEM Activity: How Does a Greenhouse Work? 128-129, Investigate It! 139, Day and Night 144-153, STEM Activity: What's Over the Wall? 178, Hubble Space Telescope 190-199, STEM Activity: Reach, Grab, Pull 208, Explore it! 210, Lightning Lab 214-215, Investigate It! 222-227, Design It!</p> <p><b>TE Only:</b> 99a, Performance Expectation Activity 186, CCC: Structure and Function 186G-186H, Leveled Content Reader Support 187, SEP: Developing and Using Models 213a, Explore It! 215a-215c, Activity Card Support Expectation Activity</p>

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<p>S.K-2.ETS.3 analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.</p>	<p><b>SE/TE:</b>            12-13, Make and Test            14-15, Record and Share            33, Analyze and Conclude            54-55, Make and Test            56-57, Record and Share            110-111, Make and Test            112-113, Record and Share            150-151, Make and Test            152-153, Record and Share            196-197, Make and Test            198-199, Record and Share            208, Explore It!            215, Analyze and Conclude            226-227, Record and Share            228, Test Materials</p> <p><b>TE Only:</b>            186G-186H, Leveled Content Reader Support            213a, Explore It!</p>

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<b>West Virginia Content Standards and Objectives</b>	<b>Interactive Science, ©2016 Grade 2</b>
<b>GRADE 2</b>	
<b>Standard:</b> General Science Content	
<b>Topic:</b> Structure and Properties of Matter	
<b>Objectives:</b> Students will:	
<p>S.2.GS.1 plan and conduct an investigation to describe and classify different kinds of materials by their observable properties.</p>	<p><b>SE/TE:</b>  6-15, STEM Activity: Trails That Last  16, Explore It!  16-23, Lesson 1  18, At-Home Lab  24-29, Lesson 2  27, At-Home Lab  36, Explore It!  38, Cooling Matter  41, Properties of Materials  48-49, Investigate It!  56, Chapter Review – Lessons 1, 2  58-59, Apply It!  60, Group Objects  148-149, Investigate It!  181, Classify  194, Record Data  196-197, Investigate It!</p> <p><b>TE Only:</b>  2C, Reading  2D, Social Studies  2D, Writing2G-2H, Leveled Content Reader Support  3, SEP: Planning and Carrying Out Investigations  23b, Chapter 1 Test – Questions 2, 5  29a, My Planet Diary  39a, Explore It!  43, Differentiated Instruction  49, Teach for Understanding  49a-49c, Activity Card Support  52, Differentiated Instruction  59, Possible Extensions  57a, Chapter 1 Test – Question 1  61a, ELA/Literacy  61a, Mathematics  61a, Performance Expectation Activity  118G-118H, Leveled Content Reader Support  197a-197c, Activity Card Support</p>

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<b>West Virginia Content Standards and Objectives</b>	<b>Interactive Science, ©2016 Grade 2</b>
<p>S.2.GS.2 analyze data obtained from testing different materials to determine which materials have the properties that are best suited for an intended purpose. *</p>	<p><b>SE/TE:</b>            4, Try It!            6-15, STEM Activity: Trails That Last            38, Lightning Lab            40-47, Lesson 5            45, Materials in Bridges            49, Investigate It!            57, Chapter 1 Review – Lesson 5            58-59, Apply It!            148-149, Investigate It!            222, Explore It!            225, Choose Materials</p> <p><b>TE Only:</b>            20, Professional Development Note            22, Evaluate            23, Common Misconceptions            33, Professional Development Note            42, Professional Development Note            43, Differentiated Instruction            47, Common Misconception            47a, Explore It!            47b, Lesson 5 Check – Questions 3, 4            49b, Investigate It!            57b, Chapter 1 Test – Question 8            58, Science Misconception            61b, ELA/Literacy            61b, Performance Expectation Activity            149a-149d, Activity Card Support            225, 21<sup>st</sup> Century Learning</p>
<p>S.2.GS.3 make observations to construct an evidence-based account of how an object made of a small set of pieces can be disassembled and made into a new object.</p>	<p><b>SE/TE:</b>            4, Try It!            6-15, STEM Activity: Trails That Last            18, At-Home Lab            27, At-Home Lab            30-35, Lesson 3            40-47, Lesson 5            48-49, Investigate It!            57, Chapter 1 Review - Lesson 3, Lesson 5            61, Make a Presentation            225, Choose Materials</p>

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<p><b>(continued)</b> S.2.GS.3 make observations to construct an evidence-based account of how an object made of a small set of pieces can be disassembled and made into a new object.</p>	<p><b>TE Only:</b> 2, CCC: Energy and Matter 20, Professional Development Note 22, Evaluate 33, Professional Development Note 35a, Explore It! 35b, Lesson 3 Check – Questions 1-4 42, Professional Development Note 43, Differentiated Instruction 47, Common Misconception 47a, Explore It! 47b, Lesson 5 Check – Questions 3 and 4 49a-49c, Activity Card Support 57b, Chapter 1 Test – Question 8 61b, ELA/Literacy 61b, Performance Expectation Activity 61c, ELA/Literacy 61c, Performance Expectation Activity 225, 21<sup>st</sup> Century Learning</p>
<p>S.2.GS.4 construct an argument with evidence that some changes caused by heating or cooling can be reversed and some cannot.</p>	<p><b>SE/TE:</b> 4, Try It! 5, Let’s Read Science 24, My Planet Diary 27, At-Home Lab 30, Explore It! 32, Draw 33, Write 33, Other Ways Matter Can Change 38, Lightning Lab 38, Cooling Matter 39, Heating Matter 50, From Sand to Glass 56, Chapter 1 Review – Lesson 3 60, Cool a Balloon 148-149, Investigate It! 188-191, Lesson 4 196-197, Investigate It! 206, Try It! 222, Explore It!</p>



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<p><b>(continued)</b> S.2.GS.4 construct an argument with evidence that some changes caused by heating or cooling can be reversed and some cannot.</p>	<p><b>TE Only:</b> 2G-2H, Leveled Content Reader Support 20, Professional Development Note 29a, My Planet Diary 32-33 Explain 35a, Explore It! 39b, Chapter 1 Lesson Check – Questions 2-4 61d, ELA/Literacy 61d, Performance Expectation Activity 191a, Explore It! 191b, Lesson 4 Check – Questions 1-5 197a-197c, Activity Card Support 227a, Explore It!</p>
<p><b>Topic:</b> Interdependent Relationships in Ecosystems</p>	
<p><b>Objectives:</b> Students will:</p>	
<p>S.2.GS.5 plan and conduct an investigation to determine if plants need sunlight and water to grow.</p>	<p><b>SE/TE:</b> 64, Try It! 77, Plant Needs 79, Go Green 94, Explore It! 96, Forest 99, Wetland/Rain Forest 101, Energy from Food 104-105, Investigate It! 116, Light and Seeds</p> <p><b>TE Only:</b> 62, CCC: Cause and Effect 62G-62H, Leveled Content Reader Support 105a-105d, Activity Card Support 105c, Guided Inquiry 117a, Performance Expectation Activity</p>

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<p>S.2.GS.6 develop a simple model that mimics the function of an animal in dispersing seeds or pollinating plants.*</p>	<p><b>SE/TE:</b>  66-75, STEM Activity: Trap It and Learn!  78-79, Plant Parts  79, Draw  81, Seed plants  84-85, Animals with Backbones  86-87, Animals Without Backbones  87, Draw  88, Explore It!  90, Lightning Lab  90-91, Animal Body Parts  96, Forest  100, Explore It!  114-115, Apply It!  232, Lightning Lab  232-233, Animal Body Parts as Tools</p> <p><b>TE Only:</b>  62C, Social Studies  63, SEP: Developing and Using Models  93a, Explore It!  117b, Performance Expectation Activity</p>
<p>S.2.GS.7 make observations of plants and animals to compare the diversity of life in different habitats.</p>	<p><b>SE/TE:</b>  65, Let's Read Science  66-78, STEM Activity  76, My Planet Diary  82, My Planet Diary  94, Explore It!  94-99, Lesson 4  100-103, Lesson 5  104-105, Investigate It!  113, Chapter Review – Lesson 4  116, Put on a Play  117, Write a Song  117, Make Observations  180, Science Skills</p>

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<p><b>(continued)</b> S.2.GS.7 make observations of plants and animals to compare the diversity of life in different habitats.</p>	<p><b>TE Only:</b> xliv-xlv, Quest: Describe a Habitat 62G-62H, Leveled Content Reader Support 97, Professional Development Note 99a, Explore It 99b, Lesson 4, Check – Questions 1-5 103a, Explore It 103b, Lesson 5 Check – Questions 1, 6 113b, Chapter 2 Test – Questions 5, 8 117c, ELA/Literacy 117c, Mathematics 117c, Performance Expectation Activity</p>
<p><b>Topic:</b> Earth’s Systems: Processes that Shape the Earth</p>	
<p><b>Objectives:</b> Students will:</p>	
<p>S.2.GS.8 use information from several sources to provide evidence that Earth events can occur quickly or slowly.</p>	<p><b>SE/TE:</b> 138, Explore It! 141, Lightning Lab 144, Explore It! 148-149, Investigate It! 158, Erosion</p> <p><b>TE Only:</b> 119, SEP: Constructing Explanations and Designing Solutions 159a, ELA/Literacy 159a, Performance Expectation Activity</p>
<p>S.2.GS.9 compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land.*</p>	<p><b>SE/TE:</b> 133, Land and Water 138-143, Lesson 2 148-149, Investigate It! 154-155, Chapter Review - Lesson 2 158, Erosion 159, Model Earthquake Damage 174-177, Lesson 1 198, Shonte Wright 202, Part 1 Review – Lessons 1, 2</p>

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<p><b>(continued)</b> S.2.GS.9 compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land.*</p>	<p><b>TE Only:</b> 118, CCC: Stability and Change 118, Talk About the Picture 118D, Teacher Background 118G, Leveled Content Reader Support 122, Background 140, Differentiated Instruction 141, Professional Development Note 141, Science Notebook 143a, Explore It! 143b, Lesson 2 Check - Questions 1, 2, 4 149a-149d, Investigate It! 155a-155b, Chapter 3 Test – Questions 3, 4, 7, 8 159a, Performance Expectation Activity 159b, ELA/Literacy 159b, Performance Expectation Activity 160, Talk About the Picture 160G, Leveled Content Reader Support 177a, My Planet Diary 177b, Lesson 1 Check – Questions 1-5</p>
<p>S.2.GS.10 develop a model to represent the shapes and kinds of land and bodies of water in an area.</p>	<p><b>SE/TE:</b> 120, Try It! 133, Land and Water 134-137 138, Explore It! 141, Lightning Lab 144, Explore It! 146, At-Home Lab 148-149, Investigate It! 156-157, Apply It! 158, Erosion 159, Make a Puzzle 159, Model Earthquake Damage 196-197, Investigate It! 118D, Teacher Background 118G-118H, Leveled Content Reader Support 134, At-Home Lab 135, 21<sup>st</sup> Century Learning</p>

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<b>West Virginia Content Standards and Objectives</b>	<b>Interactive Science, ©2016 Grade 2</b>
<p><b>(continued)</b> S.2.GS.10 develop a model to represent the shapes and kinds of land and bodies of water in an area.</p>	<p><b>TE Only:</b> 135, Elaborate 136, Explain 149c, Guided Inquiry 155a, Chapter 3 Test – Questions 1, 6 159a, ELA/Literacy 159c, Mathematics 159c, Performance Expectation Activity 159d, Performance Expectation Activity 176, Science, Social Studies 197c, Guided Inquiry</p>
<p>S.2.GS.11 obtain information to identify where water is found on Earth and that it can be solid or liquid.</p>	<p><b>SE/TE:</b> 120, Try It! 133, Land and Water 134-137, Landforms 148-149, Investigate It! 154, Chapter Review – Lesson 1 156-157, Apply It! 158, Erosion 158, Make a Poster 159, Make a Puzzle 196-197, Investigate It!</p> <p><b>TE Only:</b> 118D, Teacher Background 118G-118H, Leveled Content Reader Support 136, Explain 137b, Lesson 1 Check – Question 4 140, Differentiated Instruction 143, Differentiated Instruction 149c, Guided Inquiry 159a, ELA/Literacy 159a, Performance Expectation Activity 159c, ELA/Literacy 159c, Mathematics 159c, Performance Expectation Activity 159d, ELA/ Literacy 159d, Performance Expectation Activity 197c, Guided Inquiry</p>

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<b>Standard:</b> Engineering, Technology, and Applications of Science	
<b>Topic:</b> Engineering Design	
<b>Objectives:</b> Students will:	
S.K-2.ETS.1 ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.	<p><b>SE/TE:</b>            6-15, STEM Activity: Trails That Last            58, Apply It!            66-75, STEM Activity: Trap It and Learn!            122-131, STEM Activity: How Can You Make Recycled Paper?            156, Apply It!            164-173, STEM Activity: Strike Up a Band!            174-177, Lesson 1            190, Ask a Question            208-217, STEM Activity: All Bound Up!            222-227, Lesson 2            242-247, Design It!            248, Design a Solution</p> <p><b>TE Only:</b>            117a, Performance Expectation Activity            143, Differentiated Instruction            197a, Activity Card Support            160G-160H, Leveled Content Reader Support            227a, Explore It! Lesson 2 Check- Questions 1-5</p>
S.K-2.ETS.2 develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.	<p><b>SE/TE:</b>            6-15, STEM Activity: Trails That Last            40, Explore It!            45, Materials in Bridges            47, Explore It!            47, Materials in Towers            66-75, STEM Activity: Trap It and Learn!            88, Explore It!            122-131, STEM Activity: How Can You Make Recycled Paper?            144, Explore It!            159, Model Earthquake Damage            164-173, STEM Activity: Strike Up a Band!            182, Explore It!            183, Tools            184-185, More Tools            208-217, STEM Activity: All Bound Up!            243, Design It!, Question 3            232, Lightning Lab</p>

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<p><b>(continued)</b> S.K-2.ETS.2 develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.</p>	<p><b>TE Only:</b> 47a, Explore It! 63, SEP: Developing and Using Models 93a, Explore It! 117b, Performance Expectation Activity 135, 21<sup>st</sup> Century Learning 147a, Explore It! 187, 21<sup>st</sup> Century Learning 187a, Explore It! 160G-160H, Leveled Content Reader Support 204, CCC: Structure and Function</p>
<p>S.K-2.ETS.3 analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.</p>	<p><b>SE/TE:</b> 9, Plan and Draw - Question 6 12-13, Make and Test 14-15, Record and Share 72-73, Make and Test 74-75, Record and Share 114-115, Apply It! 128-129, Make and Test 130-131, Record and Share 170-171, Make and Test 172-173, Record and Share 214-215, Make and Test 216-217, Record and Share 235, Analyze and Conclude 245, Make and Test 246-247, Record and Share</p> <p><b>TE Only:</b> 61b, Performance Expectation Activity 160G-160H, Leveled Content Reader Support 205, SEP: Analyzing and Interpreting Data</p>

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<b>West Virginia Content Standards and Objectives</b>	<b>Interactive Science, ©2016 Grade 3</b>
<b>GRADE 3</b>	
<b>Standard:</b> General Science Content	
<b>Topic:</b> Forces and Interactions	
<b>Objectives:</b> Students will:	
S.3.GS.1 plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object.	<p><b>SE/TE:</b>            2, Try It!            4-7, STEM Activity: Heave Ho!            14, Explore It!            15, Causes of Motion            16, Lightning Lab            16-17, Effects of Mass and Friction            18-19, Motion and Combined Forces            21, Got It?            22, Explore It!            23-25, Lesson 3            25, Lightning Lab            26-27, Investigate It!            34, Chapter Review - Lesson 2            35, Chapter Review – Question 10            36, Benchmark Practice – Questions 1-6            99, Plan an Investigation            308-313, Lesson 3            314-319, Lesson 4            320-325, Lesson 5</p> <p><b>TE Only:</b>            1, SEP: Planning and Carrying Out Investigations            1C-1D, Teacher Background            1G-1H, Leveled Content Reader Support            1I, CCC: Cause and Effect            1I, Professional Development Note            17, Common Misconception            21a, Explore It!            21b, Lesson 2 Check – Questions 2, 3, 6, 7            25a, Explore It!            27a-27d, Activity Card Support            35a-35b, Chapter 1 Test – Questions 1, 3, 4, 5, 9, and 10            99a, ELA/Literacy            99a, Performance Expectation Activity</p>



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<p>S.3.GS.2 make observations and/or measurements of an object’s motion to provide evidence that a pattern can be used to predict future motion.</p>	<p><b>SE/TE:</b>            10, At-Home Lab            12, How Fast Objects Move            13, Variable Speed            14, Explore It!            14-15, Envision It!            22, Explore It!            25, Got It? – Question 5            26-27, Investigate It!            34, Chapter Review - Lesson 1, Lesson 2            50, At-Home Lab            94-97, Apply It!            99, Plan an Investigation</p> <p><b>TE Only:</b>            1G-1H, Leveled Content Reader Support            12, Professional Development Note            13b, Lesson 1 Check - Questions 2, 5, 6            21a, Explore It!            25a, Explore It!            27a-27d, Activity Card Support            27c, Guided Inquiry            99b, ELA/Literacy            99b, Performance Expectation Activity</p>
<p>S.3.GS.3 ask questions to determine cause and effect relationships of electric or magnetic interactions between two objects not in contact with each other.</p>	<p><b>SE/TE:</b>            2, Try It!            15, Causes of Motion            20-21, Magnetism            77, Electric Charges            99, Plan an Investigation            300, Questions</p> <p><b>TE Only:</b>            11, CCC: Cause and Effect            21, Common Misconception            21b, Lesson 2 Check - Question 1            27d, Open Inquiry            38, CCC: Cause and Effect            39, SEP: Asking Questions and Defining Problems            77, Infer            80, Professional Development Note            83d, Open Inquiry            99c, ELA/Literacy            99c, Performance Expectation Activity            99d, Mathematics            99d, Performance Expectation Activity</p>

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<b>West Virginia Content Standards and Objectives</b>	<b>Interactive Science, ©2016 Grade 3</b>
S.3.GS.4 define a simple design problem that can be solved by applying scientific ideas about magnets. *	<p><b>SE/TE:</b>            2, Try It!            15, Causes of Motion            20-21, Magnetism            77, Electric Charges            99, Solve a Problem            347, Problems and Solutions            348-349, Scientific Discoveries and Technology            356-361, Lesson 3            371, Chapter Review – Lesson 3</p> <p><b>TE Only:</b>            21b, Lesson 2 Check - Question 1            38, CCC: Cause and Effect            24, 21<sup>st</sup> Century Learning            77, Infer            99c, Performance Expectation 99c, ELA/Literacy Activity            99d, Performance Expectation Activity            99d, Mathematics            99d, Performance Expectation Activity            349a, My Planet Diary            349b, Lesson 1 Check – Questions 3, 4</p>
<b>Topic:</b> Interdependent Relationships in Ecosystems	
<b>Objectives:</b> Students will:	
S.3.GS.5 construct an argument that some animals form groups that help members survive.	<p><b>SE/TE:</b>            199, Let's Read Science            208, Groups Within Ecosystems            210, Explore It!            215, Lightning Lab            216-223, Lesson 3            244, Animals and Seasons            245, Matching Traits</p>

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<p><b>(continued)</b> S.3.GS.5 construct an argument that some animals form groups that help members survive.</p>	<p><b>TE Only:</b> xlvi-xlvii, STEMQuest: Where Have All the Organisms Gone? 196C, Adaptations 197, SEP: Engaging in Argument from Evidence 215, Differentiated Instruction 215a, Explore It! 215b, Lesson 2 Check – Question 6 223a, Explore It! 223b, Lesson 3 Check – Questions 4, 5 245f, ELA/Literacy 245f, Performance Expectation Activity 245g, ELA/Literacy 245g, Performance Expectation Activity 245h, ELA/Literacy 245h, Performance Expectation Activity</p>
<p>S.3.GS.6 analyze and interpret data from fossils to provide evidence of the organisms and the environments in which they lived long ago.</p>	<p><b>SE/TE:</b> 219, Do the Math! 220, Natural Events Cause Change 221, Seasonal Change 222-223, Living Things Return 224, Explore It! 224-227, Lesson 4 228-229, Investigate It! 237, Chapter Review – Lesson 4 238, Benchmark Practice – Question 6 245, Matching Traits</p> <p><b>TE Only:</b> 245e, Mathematics 245e, Performance Expectation Activity 245f, ELA/Literacy 245h, ELA/Literacy 245h, Performance Expectation Activity</p>

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<p align="center"><b>West Virginia Content Standards and Objectives</b></p>	<p align="center"><b>Interactive Science, ©2016 Grade 3</b></p>
<p>S.3.GS.7 construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all.</p>	<p><b>SE/TE:</b>            199, Let’s Read Science            200-204, STEM Activity: Nothing Like a Habitat            210, Explore It!            215, Lightning Lab            216-223, Lesson 3            228-229, Investigate It!            237, Chapter Review – Lesson 4            239, Science Careers            240-243, Apply It!            244, Germinating Seeds/Animals and Seasons            245, Matching Traits</p> <p><b>TE Only:</b>            xlvi-xlvii, STEMQuest: Where Have All the Organisms Gone?            196C, Adaptations            196D, Teacher Background            196G-196H, Leveled Content Reader Support            197, SEP: Engaging in Argument from Evidence            215, Differentiated Instruction            215a, Explore It!            215b, Lesson 2 Check – Question 6            223a, Explore It!            223b, Lesson 3 Check – Questions 4, 5            229a-229d, Activity Card Support            245b, Performance Expectation Activity            245f, ELA/Literacy            245f, Performance Expectation Activity            245g, ELA/Literacy            245g, Performance Expectation Activity            245h, ELA/Literacy            245h, Performance Expectation Activity</p>

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<p>S.3.GS.8 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>	<p><b>SE/TE:</b>            156-159, STEM Activity: Bird Feather Cleaning            198, Try It!            200-203, STEM Activity: Nothing Like a Habitat            204-209, Lesson 1            210-215, Lesson 2            216-223, Lesson 3            228-229, Investigate It!            230, Field Trip            236-237, Chapter Review – Lessons 1 and 3            238, Benchmark Practice - Questions 3 and 5            239, Science Careers            346-349, Lesson 1</p> <p><b>TE Only:</b>            xlvii-xlviii, STEMQuest: Where Have All the Organisms Gone?            156-157, Background            196, Professional Development Note            196, CCC: Systems and System Models            196G-196H, Leveled Content Reader Support            198, Lab Support            204, 21<sup>st</sup> Century Learning            209a, My Planet Diary            209b, Lesson 1 Check – Questions 1-7            215, Differentiated Instruction            219, 21<sup>st</sup> Century Learning            223a, Explore It!            223b, Lesson 3 Check- Questions 4, 5            229a-229d, Activity Card Support            230, Professional Development Note            237a-237b, Chapter 5 Test – Questions 1, 6, and 9            238, Benchmark Practice – Question 3            245h, ELA/Literacy            245h, Performance Expectation Activity</p>

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<b>West Virginia Content Standards and Objectives</b>	<b>Interactive Science, ©2016 Grade 3</b>
<b>Topic:</b> Inheritance and Variation of Traits: Life Cycles and Traits	
<b>Objectives:</b> Students will:	
S.3.GS.9 develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death.	<p><b>SE/TE:</b>            102, Try It!            104-107, STEM Activity: Watch It Grow!            128-133, Lesson 4            134-139, Lesson 5            176-183, Lesson 3            184-185, Investigate It!            186, STEM: Shark Tracking            193, Chapter Review – Lesson 3            245, Life Cycle Poster            312, Models</p> <p><b>TE Only:</b>            100, CCC: Patterns            101, SEP: Developing and Using Models            133a, Explore It!            133b, Lesson 4 Check – Questions 1-5            136, 21<sup>st</sup> Century Learning            137, Science Notebook            139, Professional Development Note            139b, Lesson 5 Check – Questions 1-6            152, CCC: Patterns            152D, Animal Reproduction/Metamorphosis            176, Lab Support            178, Differentiated Learning            179, 21<sup>st</sup> Century Learning            180, Professional Development Note            183, Differentiated Learning            183a, Explore It!            183b, Lesson 3 Check – Questions 1-6            245a, ELA/Literacy            245a, Performance Expectation Activity</p>

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<p>S.3.GS.10 analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms.</p>	<p><b>SE/TE:</b>            129, Reproduction            135, Science Careers            154, Try It!            161-167, Lesson 1            168, My Planet Diary            169, Both Alike and Different            170, At-Home Lab            170, Inherited Characteristics            172, Inherited Behavior            184-185, Investigate It!            192, Chapter Review – Question 6            194, Benchmark Practice – Questions 2, 5            195, Science in Your Backyard,            245, Matching Traits</p> <p><b>TE Only:</b>            152, CCC: Patterns            153, SEP: Analyzing and Interpreting Data            167b, Lesson 1 Check            168, Professional Development Note            170, Differentiated Instruction            172, 21<sup>st</sup> Century Learning            175, 21<sup>st</sup> Century Learning            175a, My Planet Diary            175b, Lesson 2 Check – Question 3            176, Explore It!            185c, Guided Inquiry            193a-193b, Chapter 4 Test            245c, ELA/Literacy            245c, Performance Expectation Activity</p>

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<p>S.3.GS.11 use evidence to support the explanation that traits can be influenced by the environment.</p>	<p><b>SE/TE:</b>            102, Try It!            106, Test the Prototype            107, Communicate Results            116, Explore It!            171, Acquired Characteristics            172, Inherited Behavior            173, Learned Behavior            174-175, Small Differences in Traits            175, Got It? – Question 12            176, Explore It!            192, Chapter Review – Questions 5, 6            244, Animals and Seasons            245, Matching Traits            307, Interpret and Explain Data            328, Observe Insect Behavior</p> <p><b>TE Only:</b>            121a, Explore It!            121b, Lesson 2 Check – Question 5            171, Demonstrate/Decide            171, Science Notebook            173, Science Notebook            174, Conclude/Execute            174, Professional Development Note            175b, Lesson 2 Check – Questions 4, 6            182, Elaborate            183a, Explore It!            193a-193b, Chapter 4 Test – Questions 2, 7, and 10            245b, ELA/Literacy            245b, Performance Expectation Activity            245d, ELA/Literacy            245d, Performance Expectation Activity            245g, ELA/Literacy            245g, Performance Expectation Activity</p>



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<p>S.3.GS.12 use evidence to construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing.</p>	<p><b>SE/TE:</b>            107, Communicate Results            116, Explore It!            120, At-Home Lab            122, Explore It!            170, Inherited Characteristics            171, Acquired Characteristics            174-175, Small Differences in Traits            244, Animals and Seasons</p> <p><b>TE Only:</b>            121a, Explore!            121b, Lesson 2 Check – Question 5            127a, Explore It!            171, Demonstrate/Decide            171, Science Notebook            174, Conclude/Execute            174, Professional Development Note            174, Science –Writing            175, 21<sup>st</sup> Century Learning            196E, At-Home Labs            245b, ELA/Literacy            245b, Performance Expectation Activity            245c, Performance Expectation Activity            245d, ELA/Literacy            245d, Performance Expectation Activity            245g, ELA/Literacy            245g, Performance Expectation Activity</p>
<p><b>Topic:</b> Weather and Climate</p>	
<p><b>Objectives:</b> Students will:</p>	
<p>S.3.GS.13 represent data in tables and graphical displays to describe typical weather conditions expected during a particular season.</p>	<p><b>SE/TE:</b>            248, Try It!            258, Explore It!            259, Weather            260-261, Climate            266-269, Lesson 3            276-277, Investigate It!            282-283, Chapter Review – Lessons 2 and 3            284, Benchmark Practice – Question 2            289, Measure Rainfall            303, Science Skills            306, Do the Math            307, Interpret and Explain Data</p>

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<p><b>(continued)</b> S.3.GS.13 represent data in tables and graphical displays to describe typical weather conditions expected during a particular season.</p>	<p><b>TE Only:</b> 246, CCC: Patterns 246, Predict 246D, Under Pressure 246G-246H, Leveled Content Reader Support 247, SEP: Analyzing and Interpreting Data 265a, Explore It! 265b, Lesson 2 Check – Questions 1, 4 269, Science Notebook 269a, Explore It! 269b, Lesson 3 Check – Questions 3, 4 277a-277d, Activity Card Support 283a, Chapter 6 Test – Question 4 283b, Chapter 6 Test – Question 10 289a, Mathematics 289a, Performance Expectation Activity 289b, Performance Expectation Activity 319a, Explore It!</p>
<p>S.3.GS.14 obtain and combine information to describe climates in different regions of the world.</p>	<p><b>SE/TE:</b> 254, My Planet Diary 258, Explore It! 260-261, Climate 262-263, Factors That Affect Climate 264-265, Seasonal Weather Patterns; Chapter Review – Lesson 2 269, Predict 283, Chapter Review – Lesson 3 284, Benchmark Practice – Questions 1, 3 358, Do Research</p> <p><b>TE Only:</b> 246, CCC: Patterns 246D, Climate Classification/Did You Know? (CloudSat) 246D, Under Pressure 246G-246H, Leveled Content Reader Support 254, 21<sup>st</sup> Century Learning 260, Professional Development Note 261, 21<sup>st</sup> Century Learning 261, Science Notebook 262, Differentiated Instruction – Advanced 265a, Explore It! 265b, Lesson 2 Check – Questions 2, 3</p>

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<p><b>(continued)</b> S.3.GS.14 obtain and combine information to describe climates in different regions of the world.</p>	<p><b>TE Only:</b> 269, Science Notebook 283a-283b, Chapter 6 Test – Questions 3, 9 289a, Performance Expectation Activity 289b, ELA/Literacy 289b, Performance Expectation Activity 289c, ELA/Literacy 289c, Performance Expectation Activity</p>
<p>S.3.GS.15 make a claim about the merit of a design solution that reduces the impacts of a weather-related hazard.*</p>	<p><b>SE/TE:</b> 249, Let’s Read Science 250-253, STEM Activity: Runaway Water! 256-257, Water Cycle 262-263, Factors That Affect Climate 270-275, Lesson 4 278, Science Careers 283, Chapter Review – Lesson 4 284, Benchmark Practice – Question 6 285, Big World, My World 288, Make a Booklet 288, Make a Poster 303, Science Skills 307, Interpret and Explain Data 346-349, Lesson 1 356-361, Lesson 3 362-363, Investigate It!</p> <p><b>TE Only:</b> 246, Lab Support 246C, The Water Cycle 246G-246H, Leveled Content Reader Support 250, Background 254, 21<sup>st</sup> Century Learning 265b, Lesson 2 Check – Question 5 275a, Explore It! 275b, Lesson 4 Check – Questions 1-6 283a, Chapter 6 Test – Question 5 289c, ELA/Literacy 289c, Performance Expectation Activity 338: CCC: Influence of Engineering, Technology, and Science on Society and the Natural World 363a-363d, Activity Card Support</p>

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<b>Standard:</b> Engineering, Technology, and Applications of Science	
<b>Topic:</b> Engineering Design	
<b>Objectives:</b> Students will:	
S.3-5.ETS.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><b>SE/TE:</b>            4-7, STEM Activity: Heave Ho!            28, The Wright Brothers            104-107, STEM Activity: Watch It Grow!            156-159, STEM Activity: Bird Feather Cleaning            198, Try It!            200-204, STEM Activity: Nothing Like a Habitat            250-253, STEM Activity: Runaway Water!            337, Cary Fowler            342-345, STEM Activity: Bird Food Is Served!            346, My Planet Diary            348-349, Scientific Discoveries and Technology            357-361, Design Process            358, Identify the Problem            359, 21<sup>st</sup> Century Learning            361, Evaluate and Redesign            374-379, Design It!</p> <p><b>TE Only:</b>            290, CCC: Influence of Engineering, Technology, and Science on Society and the Natural World            291, SEP: Asking Questions and Defining Problems            349a, My Planet Diary            361b, Lesson 3 Check – Question 4</p>

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<p>S.3-5.ETS.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>	<p><b>SE/TE:</b>            4-7, STEM Activity: Heave Ho!            28, The Wright Brothers            42-45, STEM Activity: Sun, Light, Energy            84, Electrical Engineer            104-107, STEM Activity: Watch It Grow!            156-159, STEM Activity: Bird Feather Cleaning            200-203, STEM Activity: Nothing Like a Habitat            250-253, STEM Activity: Runaway Water!            294-297, STEM Activity: Can You Hear Me?            341, Let's Read Science            342-345, STEM Activity: Bird Food Is Served!            346-349, Lesson 1            357-361, Design Process            358, Do Research            359, Develop Possible Solutions            364, Lawn Mowers            374-379, Design It!</p> <p><b>TE Only:</b>            5, Pre-Activity Discussion            6, Post-Activity Discussion            43, Pre-Activity Discussion            44, Post-Activity Discussion            55, 21<sup>st</sup> Century Learning            105, Pre-Activity Discussion            106, Post-Activity Discussion            157, Pre-Activity Discussion            158, Post-Activity Discussion            201, Pre-Activity Discussion            202, Post-Activity Discussion            251, Pre-Activity Discussion            252, Post-Activity Discussion            290, CCC: Influence of Engineering, Technology,            and Science on Society and the Natural World            295, Pre-Activity Discussion            296, Post-Activity Discussion            339, SEP: Constructing Explanations and            Designing Solutions            343, Pre-Activity Discussion            344, Post-Activity Discussion            349a, My Planet Diary</p>

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<p>S.3-5.ETS.3 plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.</p>	<p><b>SE/TE:</b>            4-7, STEM Activity: Heave Ho!            104-107, STEM Activity: Watch It Grow!            156-159, STEM Activity: Bird Feather Cleaning            200-203, STEM Activity: Nothing Like a Habitat            250-253, STEM Activity: Runaway Water!            342-345, STEM Activity: Bird Food Is Served!            357-361, Design Process            361, Evaluate and Redesign            374-379, Design It!</p> <p><b>TE Only:</b>            99a, Chapter 1 Performance Expectation Activity</p>

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<b>GRADE 4</b>	
<b>Standard:</b> General Science Content	
<b>Topic:</b> Energy	
<b>Objectives:</b> Students will:	
S.4.GS.1 use evidence to construct an explanation relating the speed of an object to the energy of that object.	<p><b>SE/TE:</b>            10-11, Forms of Energy            16, My Planet Diary            17, Sound Energy            18, How Sounds Travels            24, Light Waves We See            27, Absorption            28-34, Lesson 4            34-35, Investigate It!            36, Science in Your Backyard            42-43, Chapter Review – Lessons 2 and 4            44, Benchmark Practice – Question 5            48, Try It!            59, Lightning Lab            62, Explore It!            63, Speed            64, At-Home Lab            68-69, Investigate It            75, Chapter Review - Lesson 2            76, Benchmark Practice - Question 3            77, Go Green!            80, Try It!            81, Let’s Read Science            82-85, STEM Activity: How Can You Keep Liquids Warm or Cold?            86-91, Lesson 1            92-95, Lesson 2            103, Chapter Review - Lesson 2            104, Benchmark Practice – Question 5            111, Design a Device</p> <p><b>TE Only:</b>            1G-1H, Leveled Content Reader Support            1I, CCC: Energy and Matter            8, Professional Development Note            30, Professional Development Note            33a, Explore It!            33b, Lesson 1 Check – Questions 1-6            35a-35d, Activity Card Support            43a-43b, Chapter 1 Test – Questions 7-10</p>

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<p><b>(continued)</b> S.4.GS.1 use evidence to construct an explanation relating the speed of an object to the energy of that object.</p>	<p><b>TE Only:</b> 46, CCC: Energy and Matter 46D, The Force of Seatbelts and Airbags 67a, Explore It! 78, CCC: Energy and Matter 79, SEP: Constructing Explanations and Designing Solutions 95a, Explore It! 95b, Lesson 2 Check – Questions 1-6 97b, Investigate It! 103a-103b, Chapter 3 Test – Questions 1, 3, 5, 9, and 10 111a, ELA/Literacy 111a, Performance Expectation Activity 111b, ELA/Literacy 111b, Performance Expectation Activity 111d, Performance Expectation Activity</p>
<p>S.4.GS.2 make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents.</p>	<p><b>SE/TE:</b> 2, Try It! 9, Energy 10, Electrical Energy 10-11, Forms of Energy 11, Light Energy 12-13, Where is the Energy? 14-15, Energy and Motion/Forms of Potential Energy 16, My Planet Diary 17, Sound Energy 18, How Sounds Travels 22-27, Lesson 3 28-34, Lesson 4 34-35, Investigate It! 36, Science in Your Backyard 42-43, Chapter Review – Lessons 2 and 4 44, Benchmark Practice – Questions 1 and 5 58, Forces Affect Objects 59, Force and Motion 59, Lightning Lab 68-69, Investigate It! 80, Try It! 81, Let’s Read Science 82-85, STEM Activity: How Can You Keep Liquids Warm or Cold?</p>



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West Virginia Content Standards and Objectives	Interactive Science, ©2016 Grade 4
<p><b>(continued)</b> S.4.GS.2 make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents.</p>	<p><b>SE/TE:</b> 86-91, Lesson 1 92-95, Lesson 2 98, Science Careers 102, Chapter Review – Lesson 1 103, Chapter Review – Do the Math 103, Chapter Review - Lesson 2 104, Benchmark Practice – Questions 3 and 5 106-109, Apply It! 110, Height and Potential Energy 111, Design a Device 194, Explore It!</p> <p><b>TE Only:</b> 1, SEP: Planning and Carrying Out Investigations 1C-1D, Teacher Background 1G-1H, Leveled Content Reader Support 1I, CCC: Energy and Matter 15b, Lesson 1 Check – Question 5 27b, Lesson 3 Check – Question 5 33a, Explore It! 33b, Lesson 1 Check – Questions 1-6 35a-35d, Activity Card Support 43a, Chapter 1 Test – Question 1 43a-43b, Chapter 1 Test – Questions 1, 7-10 46, CCC: Energy and Matter 67a, Explore It! 78, CCC: Energy and Matter 78C, Electrical Charges and Interactions 78D, Transformer Basics 91b, Lesson 1 Check – Questions 1, 2, 4, 6 95a, Explore It! 95b, Lesson 2 Check – Questions 1-6 97b, Investigate It! 103a, Chapter 3 Test – Questions 1, 3, 4, 5 103b, Chapter 3 Test – Questions 9, 10 111a, Performance Expectation Activity 111b, ELA/Literacy 111b, Mathematics 111b, Performance Expectation Activity 111c, ELA/Literacy 111c, Performance Expectation Activity 111d, Performance Expectation Activity 111e, Performance Expectation Activity 199a, Explore It!</p>

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S.4.GS.3 ask questions and predict outcomes about the changes in energy that occur when objects collide.	<b>SE/TE:</b> 2, Try It! 9, Energy 10-11, Forms of Energy 12-13, Where is the Energy? 14, Energy and Motion 14-15, Energy and Motion/Forms of Potential Energy 16, My Planet Diary 17, Sound Energy 18, How Sounds Travels 24, Light Waves We See 26-27, Light and Matter 27, Absorption 28-34, Lesson 4 34-35, Investigate It! 36, Science in Your Backyard 42-43, Chapter Review – Lessons 2 and 4 44, Benchmark Practice – Questions 1, 5 58, Forces Affect Objects 59, Force and Motion 59, Lightning Lab 80, Try It! 81, Let’s Read Science 82-85, STEM Activity: How Can You Keep Liquids Warm or Cold? 86-91, Lesson 1 92-95, Lesson 2 102-103, Chapter Review – Lessons 1 and 2 104, Benchmark Practice – Questions 3 and 5 110, Height and Potential Energy 111, Design a Device 316-317, A Bouncing-Ball Experiment 328, Go Further

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<p><b>(continued)</b> S.4.GS.3 ask questions and predict outcomes about the changes in energy that occur when objects collide.</p>	<p><b>TE Only:</b> 1C-1D, Teacher Background 1G-1H, Leveled Content Reader Support 1I, CCC: Energy and Matter 15b, Lesson 1 Check – Question 5 33a, Explore It! 33b, Lesson 1 Check – Questions 1-6 35a-35d, Activity Card Support 43a-43b, Chapter 1 Test – Questions 1, 7-10 46, CCC: Energy and Matter 47, SEP: Asking Questions and Defining Problems 78, CCC: Energy and Matter 91b, Lesson 1 Check – Questions 1, 6 95a, Explore It! 95b, Lesson 2 Check – Questions 1-6 97b, Investigate It! 103a, Chapter 3 Test – Questions 1, 3, 4, 5 103b, Chapter 3 Test – Questions 9, 10 111b, ELA/Literacy 111b, Performance Expectation Activity 111c, ELA/Literacy 111c, Performance Expectation Activity 111d, Performance Expectation Activity 111e, Performance Expectation Activity 328, 21<sup>st</sup> Century Learning</p>

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<p>S.4.GS.4 apply scientific ideas to design, test, and refine a device that converts energy from one form to another. *</p>	<p><b>SE/TE:</b>            8, My Planet Diary            9, Energy            10, Electrical Energy            10-11, Forms of Energy            10-11, Where is the energy?            14-15, Forms of Potential Energy            16, My Planet Diary            17, Sound Energy            18, How Sounds Travels            24, Light Waves We See            27, Absorption            28-34, Lesson 4            34-35, Investigate It!            36, Science in Your Backyard            42-43, Chapter Review – Lessons 1, 2, and 4            44, Benchmark Practice – Question 5            45, Field Trip            50-53, STEM Activity: Let’s Glide Away!            59, Lightning Lab            70, Smart Plane            80, Try It!            81, Let’s Read Science            82-85, STEM Activity: How Can You Keep Liquids Warm or Cold?            86-91, Lesson 1            88, Lightning Lab            92-95, Lesson 2            96-97, Investigate It!            98, Science Careers            102-103, Chapter Review – Lessons 1 and 2            104, Benchmark Practice – Question 5            105, Go Green!            110, Cooking Up Science            111, Design a Device            298, Try It!            338, Chapter Review – Lesson 1            344, Try It            350-355, Lesson 1            356-363, Design Process            356-363, Lesson 2            366, STEM            370, Chapter Review – Lesson 1</p>

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<p><b>(continued)</b> S.4.GS.4 apply scientific ideas to design, test, and refine a device that converts energy from one form to another. *</p>	<p><b>TE Only:</b> 1G-1H, Leveled Content Reader Support 1I, CCC: Energy and Matter 13, 21<sup>st</sup> Century Learning 15a, My Planet Diary 15b, Lesson 1 Check – Questions 1-4, 6 32, 21<sup>st</sup> Century Learning 33a, Explore It! 33b, Lesson 1 Check – Questions 1-6 35a-35d, Activity Card Support 35b, Investigate It! 43a-43b, Chapter 1 Test – Questions 7-10 46, CCC: Energy and Matter 60, Science Notebook 78, CCC: Energy and Matter 78D, Transformer Basics 79, SEP: Constructing Explanations and Designing Solutions 91b, Lesson 1 Check – Questions 2, 4, 6 95a, Explore It! 95b, Lesson 2 Check – Questions 1-6 97a-97d, Activity Card Support 97b, Investigate It! 103a, Chapter 3 Test – Questions 1, 3, 5 103b, Chapter 3 Test – Questions 9, 10 111b, ELA/Literacy 111b, Performance Expectation Activity 111d, Performance Expectation Activity 111e, Performance Expectation Activity 296, CCC: Influence of Engineering, Technology, and Science on Society and the Natural World 307b, Lesson 1 Check – Question 5 342G-342H, Leveled Content Reader Support 355a, My Planet Diary 355b, Lesson 1 Check – Questions 1-6</p>
<p>S.4.GS.5 obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment.</p>	<p><b>SE/TE:</b> 13, Go Green 45, Field Trip 81, Let's Read Science 87, Electric Charges 88, Cause and Effect 91, Got It? – Question 11 194-199, Lesson 3</p>

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<p><b>(continued)</b> S.4.GS.5 obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment.</p>	<p><b>SE/TE:</b> 211, Fossil Fuels 220, Chapter Review – Lesson 3 222, Benchmark Practice 300-303, Do Research 350-355, Lesson 1 357, Design Process 358, Step 2: Do Research</p> <p><b>TE Only:</b> 4, Background 11, Science Writing 13, 21<sup>st</sup> Century Learning 27, 21<sup>st</sup> Century Learning 32, 21<sup>st</sup> Century Learning 71, 21<sup>st</sup> Century Learning 77, Build Enduring Understanding 78, CCC: Energy and Matter 93, ELL Support 93, Science – Social Studies 94, 21<sup>st</sup> Century Learning 111b, ELA/Literacy 111c, Performance Expectation Activity 111d, ELA/Literacy 111d, Performance Expectation Activity 111e, ELA/Literacy 111e, Performance Expectation Activity 196, 21<sup>st</sup> Century Learning 197, Professional Development Note 199, Professional Development Note 199a, Explore It! 199b, Lesson 3 Check – Questions 1-6 221a-221b, Chapter 5 Test – Questions 5, 7, and 9 229d, ELA/Literacy 229d, Performance Expectation Activity 230D, Harnessing Solar Energy 230G-230H, Leveled Content Reader Support 296, CCC: Influence of Engineering, Technology, and Science on Society and the Natural World 296G-296H, Leveled Content Reader Support 342C, Science and Technology 342G-342H, Leveled Content Reader Support 355a, My Planet Diary 355b, Lesson 1 Check – Questions 1-6</p>

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<b>Topic:</b> Waves: Waves and Information	
<b>Objectives:</b> Students will:	
S.4.GS.6 develop a model of waves to describe patterns in terms of amplitude and wavelength and that waves can cause objects to move.	<p><b>SE/TE:</b> 16-21, Lesson 1 20, Lightning Lab 36, Science in Your Backyard 269, Ocean and Seas 319, Observations and Evidence 320, Models</p> <p><b>TE Only:</b> 1C, The Speed of Sound 1G-1H, Leveled Content Reader Support 18, Professional Development Note 19, Common Misconception 19, Science Notebook 21b, Lesson 2 Check – Questions 1, 4 111e, Performance Expectation Activity 111f, Performance Expectation Activity</p>
S.4.GS.7 generate and compare multiple solutions that use patterns to transfer information.*	<p><b>SE/TE:</b> 10-11, Forms of Energy 16, My Planet Diary 93, Energy Changing Form 96-97, Investigate It! 350-351, Envision It! 350-355, Lesson 1 351, Scientific Discoveries 353, Today's transportation systems... 354-355, Everyday Technologies 356-363, Lesson 2 358, Step 2: Do Research 359, Step3: Develop Possible Solutions 362, Step7: Communicate Results</p> <p><b>TE Only:</b> 1G-1H Leveled Content Reader Support 21a, My Planet Diary 97a-97d, Activity Card Support 111f, Performance Expectation Activity 296G-296H, Leveled Content Reader Support 342C, Science and Technology 342G-342H, Leveled Content Reader Support 343, SEP: Constructing Explanations and Designing Solutions 355b, Lesson 1 Check – Question 2</p>

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<b>Topic:</b> Structure, Function, and Information Processing	
<b>Objectives:</b> Students will:	
S.4.GS.8 develop a model to describe that light reflecting from objects and entering the eye allows objects to be seen.	<p><b>SE/TE:</b> 2, Try It! 26-27, Light and Matter 43, Chapter Review – Lesson 3 308, Explore It!</p> <p><b>TE Only:</b> 1G-1H, Leveled Content Reader Support 23, Build Background 26, Common Misconception 26, Determine 26, Science – Writing 27, Infer 27a, Explore It! 27b, Lesson 3 Check – Question 4 78, CCC: Energy and Matter 111b, Mathematics 111g, ELA/Literacy 111g, Mathematics 111g, Performance Expectation Activity 296D, Using a Microscope 313a, Explore It!</p>
S.4.GS.9 construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.	<p><b>SE/TE:</b> 114, Try It! 116-119, STEM Activity: Natural Humidifier 122-123, Classifying Plants 124-127, Classifying Animals 128-135, Lesson 2 136-141, Lesson 3 142-147, Lesson 4 154, My Planet Diary 170, Chapter Review – Lessons 1-4 172, Benchmark Practice – Questions 4, 5, 6 178-181, STEM Activity 228, Write a Biography</p> <p><b>TE Only:</b> xlvi-xlvii, QUEST: Make a Human Body Road Map 112, CCC: Systems and System Models 112C, What Do Leaves and Stems Do? 112G-112H, Leveled Content Reader Support</p>



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<p><b>(continued)</b> S.4.GS.9 construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.</p>	<p><b>TE Only:</b> 113, SEP: Engaging in Argument from Evidence 125, Differentiated Instruction 126, Professional Development Note 127b, Lesson 1 Check – Questions 1-5 133, Differentiated Instruction 134, 21<sup>st</sup> Century Learning 135a, My Planet Diary 135b, Lesson 2 Check – Questions 1-6 141a, Explore It! 141b, Lesson 3 Check – Questions 1-6 144, Differentiated Instruction – Advanced 146, Science Notebook 147a, Explore It! 147b, Lesson 4 Check – Questions 1-6 151, Differentiated Instruction 154, Professional Development Note 159a, My Planet Diary 171a-171b, Chapter 4 Test – Questions 2, 3, and 9 229a, ELA/Literacy 229a, Performance Expectation Activity</p>
<p>S.4.GS.10 use a model to describe that animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways.</p>	<p><b>SE/TE:</b> 128, My Planet Diary 132, Pollen on the Move 142, Explore It 154, My Planet Diary 154-159, Lesson 6 171, Chapter Review – Lesson 6 228, Write a Biography</p> <p><b>TE Only:</b> xlvi-xlvii, QUEST 111g, Performance Expectation Activity 112, CCC: Systems and System Models 135a, My Planet Diary 135b, Lesson 2 Check – Question 6 147a, Explore It! 154, Professional Development Note 159a, My Planet Diary 159b, Lesson 6 Check – Questions 1-6 171a, Chapter 4 Test – Questions 3, 6 229b, Performance Expectation Activity</p>

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<b>West Virginia Content Standards and Objectives</b>	<b>Interactive Science, ©2016 Grade 4</b>
<b>Topic:</b> Earth's Systems: Processes that Shape the Earth	
<b>Objectives:</b> Students will:	
S.4.GS.11 Identify evidence from patterns in rock formations and fossils in rock layers to support an explanation for changes in a landscape over time.	<p><b>SE/TE:</b>            202-203, How Fossils Form            210, Fossil Age            244-251, Lesson 2            252-253, The Rock Cycle            254, Explore It!            258, Erosion            259, Deposition            260, My Planet Diary            261, Earth's Moving Plates            262, Volcanoes            263, Earthquakes            277, Water Cycle and Climate            286, Chapter Review - Lesson 2            293, Interpret Your Data            295, Create a Booklet            321, Explanations            326, Evidence and Inferences</p> <p><b>TE Only:</b>            203, 21<sup>st</sup> Century Learning            204, Differentiated Instruction            211b, Lesson 5 Check – Question 4            221b, Chapter 5 Test – Question 8            229c, ELA/Literacy            229c, Performance Expectation Activity            230C, Uncovering Fossils            230G-230H, Leveled Content Reader Support            248, Differentiated Instruction            249, Professional Development Note            251, Differentiated Instruction – Advanced            252, Science Notebook            253a, Explore It!            253b, Lesson 2 Check – Questions 1-6            265a, My Planet Diary            277a, Explore It!            277b, Lesson 6 Check – Questions 1-6            287b, Chapter 6 Test – Questions 7, 8            295d, ELA/Literacy            295d, Performance Expectation Activity</p>

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<p align="center"><b>West Virginia Content Standards and Objectives</b></p>	<p align="center"><b>Interactive Science, ©2016 Grade 4</b></p>
<p>S.4.GS.12 make observations and/or measurements to provide evidence of the effects of weathering or the rate of erosion by water, ice, wind, or vegetation.</p>	<p><b>SE/TE:</b>            188-193, Lesson 2            220, Chapter Review – Lesson 2            229, Make a Presentation            234-237, STEM Activity: Hold Back the Water            244-245, Envision It!            254-259, Lesson 3            260-265, Lesson 4            276, Water Cycle and Weather            278-279, Investigate It!            286, Chapter Review – Lesson 3            290-293, Apply It!            319, Observation and Evidence</p> <p><b>TE Only:</b>            193b, Lesson 2 Check – Questions 5, 6            215, 21<sup>st</sup> Century Learning            221b, Chapter 5 Test – Question 9            229c, Performance Expectation Activity            230, CCC: Cause and Effect            230D, Look Out Below!            231, SEP: Planning and Carrying Out Investigations            246, Common Misconception            257, Science Notebook            258, Science Notebook            259a, Explore It!            259b, Lesson 3 Check – Questions 1-6            265b, Lesson 4 Check – Question 6            279a-279d, Activity Card Support            287b, Chapter 6 Test – Questions 9, 10            295a, ELA/Literacy            295a, Performance Expectation Activity</p>

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S.4.GS.13 analyze and interpret data from maps to describe patterns of Earth’s features.	<p><b>SE/TE:</b>            234-237, STEM Activity: Hold Back the Water            244, Explore It!            246-247, Igneous Rocks            248-249, Sedimentary Rock            252-253, The Rock Cycle            254, Explore It!            255, Earth’s Surface            259, Deposition            260, My Planet Diary            261, Earth’s Moving Plates            262, Volcanoes            263, Earthquakes            268-269, Surface Water            277, Water Cycle and Climate            278-279, Investigate It!            280, The Galápagos Islands            287, Chapter Review – Lesson 4            295, Create a Booklet            295, Make a Map</p> <p><b>TE Only:</b>            229c, Performance Expectation Activity            248, Science – Social Studies            262, 21<sup>st</sup> Century Learning            263, Science – Social Studies            265a, My Planet Diary            265b, Lesson 4 Check – Questions 1, 4, 5            269, Science – Social Studies            279a-279d, Activity Card Support            287b, Chapter 6 Test – Question 8            295b, ELA/Literacy            295b, Performance Expectation Activity            295d, ELA/Literacy            295d, Performance Expectation Activity</p>

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<p>S.4.GS.14 generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans.*</p>	<p><b>SE/TE:</b>            234-237, STEM Activity: Hold Back the Water            244-245, Envision It!            254-255, Envision It!            256-257, Weathering            258, Erosion            260-265, Lesson 4            276, Water Cycle and Weather            278-279, Investigate It!            289, STEM: Robotic Fish            290-293, Apply It!            295, Create a Booklet            357-363, Design Process</p> <p><b>TE Only:</b>            230, CCC: Cause and Effect            230D, How Hybrids Save Energy            230G-230H, Leveled Content Reader Support            258, Science Notebook            260, Professional Development Note            265a, My Planet Diary            265b, Lesson 4 Check – Questions 2, 3, 6            279a-279d, Activity Card Support            295a, Performance Expectation Activity            295c, ELA/Literacy            295c, Performance Expectation Activity            342, CCC: Influence of Engineering, Technology, and Science on Society and the Natural World            342G-342H, Leveled Content Reader Support</p>

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<b>West Virginia Content Standards and Objectives</b>	<b>Interactive Science, ©2016 Grade 4</b>
<b>Standard:</b> Engineering, Technology, and Applications of Science	
<b>Topic:</b> Engineering Design	
<b>Objectives:</b> Students will:	
S.3-5.ETS.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><b>SE/TE:</b>            4-7, STEM Activity: Is It Cold in Here?            45, Solar Cooking            50-53, STEM Activity: Let's Glide Away!            82-85, STEM Activity: How Can You Keep Liquids Warm or Cold?            116-119, STEM Activity: Natural Humidifier            178-181, STEM Activity: Home, Sweet Home!            234-237, STEM Activity: Hold Back the Water            300-303, STEM Activity: Time to Clean Green!            346-349, STEM Activity: What's Inside?            350-355, Lesson 1            357-363, Design Process            374-379, Design It!</p> <p><b>TE Only:</b>            296, CCC: Influence of Engineering, Technology, and Science on Society and the Natural World            297, SEP: Asking Questions and Defining Problems            342G-342H, Leveled Content Reader Support            355a, My Planet Diary            355b, Lesson 1 Check – Questions 1-6</p>
S.3-5.ETS.3 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><b>SE/TE:</b>            4-7, STEM Activity: Is It Cold in Here?            50-53, STEM Activity: Let's Glide Away!            70, Smart Plane            82-85, STEM Activity: How Can You Keep Liquids Warm or Cold?            116-119, STEM Activity: Natural Humidifier            178-181, STEM Activity: Home, Sweet Home!            234-237, STEM Activity: Hold Back the Water            289, Robotic Fish            295, Make a Booklet            300-303, STEM Activity: Time to Clean Green!            346-349, STEM Activity: What's Inside?            350-355, Lesson 1            357, Design Process            357-363, Design Process            358, Step 2: Do Research</p>

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<p><b>(continued)</b> S.3-5.ETS.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>	<p><b>SE/TE:</b> 363, Communicate Results 366, Submersibles 370-371, Chapter Review – Lessons 1 and 2 371, Chapter Review – Lesson 2 372, Benchmark Practice – Questions 2, 3, 5 374-379, Design It! 375, Do Research</p> <p><b>TE Only:</b> 5, Pre-Activity Discussion 6, Post-Activity Discussion 51, Pre-Activity Discussion 52, Post-Activity Discussion 83, Pre-Activity Discussion 84, Post-Activity Discussion 117, Pre-Activity Discussion 118, Post-Activity Discussion 179, Pre-Activity Discussion 180, Post-Activity Discussion 235, Pre-Activity Discussion 236, Post-Activity Discussion 260, Professional Development Note 301, Pre-Activity 302, Post-Activity Discussion 342, CCC: Influence of Engineering, Technology, and Science on Society and the Natural World 342G-342H, Leveled Content Reader Support 343, SEP: Constructing Explanations and Designing Solutions 347, Pre-Activity Discussion 348, Post-Activity Discussion 355a, My Planet Diary 355b, Lesson 1 Check – Questions 1-6 363b, Lesson 2 Check – Questions 1-6 371a-371b, Part 2 Test – Questions 1-6, 7, 9</p>

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<p align="center"><b>West Virginia Content Standards and Objectives</b></p>	<p align="center"><b>Interactive Science, ©2016 Grade 4</b></p>
<p>S.3-5.ETS.3 plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.</p>	<p><b>SE/TE:</b>            4-7, STEM Activity: Is It Cold in Here?            50-53, STEM Activity: Let's Glide Away!            82-85, STEM Activity: How Can You Keep Liquids Warm or Cold?            116-119, STEM Activity: Natural Humidifier            178-181, STEM Activity: Home, Sweet Home!            234-237, STEM Activity: Hold Back the Water            300-303, STEM Activity: Time to Clean Green!            346-349, STEM Activity: What's Inside?            357-363, Design Process            361, Step 6: Test the Prototype            363, Step 8: Evaluate and Redesign            374-379, Design It!</p>



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West Virginia Content Standards and Objectives	Interactive Science, ©2016 Grade 5
<b>GRADE 5</b>	
<b>Standard:</b> General Science Content	
<b>Topic:</b> Structure and Properties of Matter	
<b>Objectives:</b> Students will:	
S.5.GS.1 develop a model to describe that matter is made of particles too small to be seen.	<p><b>SE/TE:</b></p> <p>1, What makes up these giant crystals? 4-7, STEM Activity: Is It Cold in Here? 8, My Planet Diary 9, Matter 12, Atoms 13, Atomic Arrangement 13, Lightning Lab 14-15, Compounds 16, Explore It! 34, Explore It! 36, At-Home Lab 48, Chapter Review – Lesson 1</p> <p><b>TE Only:</b></p> <p>1C-1D, Teacher Background 1G-1H, Leveled Content Reader Support 1I, Professional Development Note 1I, Read Aloud 8, Common Misconception 9, ELA Support 12, Differentiated Instruction 15, Professional Development Note 15, RTI: Response to Intervention 15a, My Planet Diary 15b, Lesson 1 Check – Questions 1, 3, 4 21a, Explore It! 39a, Explore It! 49a, Chapter 1 Test – Question 5 99a, Performance Expectation Activity</p>

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<p align="center"><b>West Virginia Content Standards and Objectives</b></p>	<p align="center"><b>Interactive Science, ©2016 Grade 5</b></p>
<p>S.5.GS.2 measure and graph quantities to provide evidence that regardless of the type of change that occurs when heating, cooling, or mixing substances, the total weight of matter is conserved.</p>	<p><b>SE/TE:</b>            2, Try It!            9, Matter            19, Volume            20, Temperature            22, Explore It!            24, Solids, Liquids, Gases, Plasmas            25, Freezing and Melting            25, Lightning Lab            26, Do the Math!            26, Evaporation            27, Condensation            48, Chapter Review – Lesson 3            336, Explore It!            342, Lightning Lab</p> <p><b>TE Only:</b>            1, SEP: Using Mathematics and Computational Thinking            1C, Teacher Background            1I, CCC: Scale, Proportion, and Quantity            21b, Lesson 2 Check – Questions 1, 3, 4, 6            27a, Explore It!            99a, Mathematics            99a, Performance Expectation Activity            99b, ELA/Literacy            99b, Mathematics            99b, Performance Expectation Activity            EM1, Measurements</p>

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<p align="center"><b>West Virginia Content Standards and Objectives</b></p>	<p align="center"><b>Interactive Science, ©2016 Grade 5</b></p>
<p>S.5.GS.3 make observations and measurements to identify materials based on their properties.</p>	<p><b>SE/TE:</b>                  2, Try It!                  3, Let's Read Science!                  10-11, Elements                  16-21, Lesson 2                  22, Explore It!                  24, Solids, Liquids, Gases, Plasmas                  25, Freezing and Melting                  25, Lightning Lab                  26, Do the Math!                  28, Explore It!                  33 Solubility                  34, Explore It!                  48, Chapter Review – Lesson 3                  98, Plan an Investigation                  336, Explore It!                  342, Lightning Lab                  344, Explore It!                  EM1, Measurements</p> <p><b>TE Only:</b>                  11, CCC: Scale, Proportion, and Quantity                  21b, Lesson 2 Check – Questions 1-4, 6, 7                  99a, Mathematics                  99a, Performance Expectation Activity                  99b, Mathematics                  99b, Performance Expectation Activity                  99c, Performance Expectation Activity                  EM1, Measurements</p>

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<b>West Virginia Content Standards and Objectives</b>	<b>Interactive Science, ©2016 Grade 5</b>
<p>S.5.GS.4 conduct an investigation to determine whether the mixing of two or more substances results in new substances.</p>	<p><b>SE/TE:</b>            14-15, Compounds            16, Explore It!            22, Explore It!            34, Explore It!            37, Chemical Changes            38, Lightning Lab            38-39, Temperature and Chemical Changes            40-41, Investigate It!            42, Sidewalks and Playgrounds            49, Chapter Review – Lessons 4 and 5            50, Benchmark Practice – Questions 8, 9            98, Plan an Investigation            99, Investigate Mixtures            186, Chapter Review - Lesson 1            195, Create a Food Web Model            348-349, Investigate It!</p> <p><b>TE Only:</b>            1G-1H, Leveled Content Reader Support            21a, Explore It!            27a, Explore It!            27b, Lesson 3 Check – Question 6            30, Professional Development Note            32, 21<sup>st</sup> Century Learning            39b, Lesson 5 Check – Questions 2, 5, 6            41a-41d, Activity Card Support            49b, Chapter 1 Test – Question 8            99d, ELA/Literacy            99d, Performance Expectation Activity</p>

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<b>West Virginia Content Standards and Objectives</b>	<b>Interactive Science, ©2016 Grade 5</b>
<b>Topic:</b> Matter and Energy in Organisms and Ecosystems	
<b>Objectives:</b> Students will:	
S.5.GS.5 use models to describe that energy in animals' food (used for body repair, growth, motion, and to maintain body warmth) was once energy from the sun.	<p><b>SE/TE:</b>            37, Chemical Changes            112-113, Structures for Respiration and Circulation            150-157, Lesson1            162, Food Chains            162, Lightning Lab            163, Food Webs            186, Chapter Review - Lesson 1            195, Create a Food Web Model</p> <p><b>TE Only:</b>            100, CCC: Energy and Matter            143, SEP: Developing and Using Models            154, Differentiated Instruction            157b, Lesson 1 Check – Questions 3, 6            163, Science Notebook            187a, Chapter 1 Test – Questions 1, 3            195a, Performance Expectation Activity            195c, ELA/Literacy            195c, Performance Expectation Activity</p>
S.5.GS.6 support an argument that plants get the materials they need for growth chiefly from air and water.	<p><b>SE/TE:</b>            111, At-Home Lab            112-113, Structures for Respiration and Circulation            114, Explore It!            132-133, Investigate It!            133a-133d, Activity Card Support            144, Try It!            146-149, STEM Activity: Let It Self-Water!            150-157, Lesson 1            158-165, Lesson 2            187, Chapter Review - Question 11            189, Go Green!</p>

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<p><b>(continued)</b> S.5.GS.6 support an argument that plants get the materials they need for growth chiefly from air and water.</p>	<p><b>TE Only:</b> 100, CCC: Energy and Matter 100D, In Thin Air 101, SEP: Engaging in Argument from Evidence 119a, Explore It! 133a-133d, Activity Card Support 155, Science Notebook 157, Differentiated Instruction 195a, Performance Expectation Activity 195b, ELA/Literacy 195b, Performance Expectation Activity 195c Performance Expectation Activity</p>
<p>S.5.GS.7 develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.</p>	<p><b>SE/TE:</b> 111, At-Home Lab 144, Try It! 151, Plants and Energy 154-155, Photosynthesis 158-165, Lesson 2 167, Environmental Changes 176, Nonnative Species 186, Chapter Review – Lessons 1 and 2 187, Chapter Review – Question 11 188, Benchmark Practice – Questions 3, 4, 5 189, Go Green! 195, Create a Food Web Model</p> <p><b>TE Only:</b> 142, CCC: Systems and System Models 142, Predict 143, SEP: Developing and Using Models 152, Elaborate 153, 21<sup>st</sup> Century Learning 157, Differentiated Instruction 157b, Lesson 1 Check – Questions 1, 4, 6 163, Science Notebook 165a, Explore It! 165b, Lesson 2 Check – Questions 1-7 187a-187b, Chapter 4 Test – Questions 4-10 195a, ELA/Literacy 195a, Performance Expectation Activity 195c, ELA/Literacy 195c, Performance Expectation Activity 349a-349d Activity Card Support</p>

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<b>Topic:</b> Earth's Systems	
<b>Objectives:</b> Students will:	
S.5.GS.8 develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact.	<p><b>SE/TE:</b>            4-7, STEM Activity: Trap and Store            198, Try It!            200-203, STEM Activity: Filter it Out!            202, Part 1 Review – Lessons 1, 2            206-207, The Water Cycle            210-215, Lesson 2            216-223, Lesson 3            224, Explore It!            228-229, Types of Clouds            232-235, Factors that Affect Climate            252-253, Chapter Review – Lessons 1, 2, 3, 4            254, Benchmark Practice – Question 2            313, Landforms and Weather            318-321, STEM Activity: Where's the Wind Going?</p> <p><b>TE Only:</b>            196, CCC: Systems and System Models            197, SEP: Developing and Using Models            198, Teacher Background            207, Differentiated Instruction            209, Professional Development Note            214, Differentiated Instruction            215a, My Planet Diary            215b, Lesson 2 Check – Questions 1-6            229a, Explore It!            229b, Lesson 4 Check – Questions 5, 6            253a, Chapter 5 Test – Questions 3, 5, 9            313a, ELA/Literacy            313a, Mathematics            313a, Performance Expectation Activity</p>

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<p>S.5.GS.9 describe and graph the amounts and percentages of water and fresh water in various reservoirs to provide evidence about the distribution of water on Earth.</p>	<p><b>SE/TE:</b>            178-179, Investigate It!            206-207, The Water Cycle            209, Do the Math            212, Atmosphere            213, Do the Math!            213, Hydrosphere            213, Lightning Lab            214, Calculate            234, Bodies of Water            238-239, Water Erosion and Deposition            260-263, STEM Activity: Breathe Deeply!            312, Rain Gauge            339, Tools            EM1, Measurements</p> <p><b>TE Only:</b>            179a-179c, Activity Card Support            196C, Teacher Background            196G-196H, Leveled Content Reader Support            206, Common Misconception            213, Differentiated Instruction            313a, Mathematics            313b, ELA/Literacy            313b, Performance Expectation Activity</p>
<p>S.5.GS.10 obtain and combine information about ways individual communities use science ideas to protect the Earth’s resources and environment.</p>	<p><b>SE/TE:</b>            169, Changes Caused by Humans            174, Explore It!            174-177, Lesson 4            176, Go Green!            178-179, Investigate It!            187, Chapter Review – Lesson 4            188, Benchmark Practice            189, Create a Compost Pile            195, Local Resources            206-207, The Water Cycle            211, The Earth as a System            316, Try It!</p>



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<p><b>(continued)</b> S.5.GS.10 obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment.</p>	<p><b>TE Only:</b> 142D, Teacher Background 142G-142H, Leveled Content Reader Support 173a, My Planet Diary 176, 21<sup>st</sup> Century Learning 177, Science – Writing 177a, Explore It! 177b, Lesson 4 Check – Questions 5, 6 179a-179d, Activity Card Support 180, Science Notebook 195d, ELA/Literacy 195d, Performance Expectation Activity 196, CCC: Systems and System Models 196G-196H, Leveled Content Reader Support 215, 21<sup>st</sup> Century Learning 313a, ELA/Literacy 313a, Mathematics 313a, Performance Expectation Activity</p>
<p><b>Topic:</b> Space Systems: Stars and the Solar System</p>	
<p><b>Objectives:</b> Students will:</p>	
<p>S.5.GS.11 support an argument that the gravitational force exerted by Earth on objects is directed down.</p>	<p><b>SE/TE:</b> 272, Lightning Lab 296-297, Investigate It! 312, Crater Formation</p> <p><b>TE Only:</b> 52, CCC: Cause and Effect 53, Engaging in Argument from Evidence 99e, ELA/Literacy 99e, Performance Expectation Activity 257, SEP: Engaging in Argument from Evidence 297a-297c, Activity Card Support 313c, ELA/Literacy 313c, Performance Expectation Activity 313d, Performance Expectation Activity</p>

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<p>S.5.GS.12 support an argument that differences in the apparent brightness of the sun compared to other stars is due to their relative distances from Earth.</p>	<p><b>SE/TE:</b>            271, Stars            271,-275, Lesson 2            272, Lightning Lab            279, Mercury            284, Explore It!            285, Gas Giants            289, Exploring the Giants            292, Meteors            293, Comets            294, Dwarf Planets</p> <p><b>TE Only:</b>            53, Engaging in Argument from Evidence            99e, ELA/Literacy            99e, Performance Expectation Activity            256G-256H, Leveled Content Reader Support            257, SEP: Engaging in Argument from Evidence            275b, Lesson 2 Check – Question 4            289a, Explore It!            313c, ELA/Literacy            313c, Mathematics            313c, Performance Expectation Activity</p>
<p>S.5.GS.13 represent data in graphical displays to reveal patterns of daily changes in length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky.</p>	<p><b>SE/TE:</b>            264-269, Lesson 1            272, Lightning Lab            274, Constellations            275, Stars on the Move            278, Orbiting Objects            281, Earth and Moon            304, Chapter Review – Lesson 1            306, Benchmark Practice – Question 5            313, Model a Planet’s Orbit</p> <p><b>TE Only:</b>            xlvi-xlvii, QUEST – Plan a Trip Around the World of Patterns            269a, Explore It!            269b, Lesson 1 Check – Questions 1-6            281, Science Notebook            305a-305b, Chapter 6 Test – Questions 1, 9            313a, Mathematics            313b, ELA/Literacy            313b, Performance Expectation Activity            313d, ELA/Literacy            313d, Performance Expectation Activity</p>

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<b>West Virginia Content Standards and Objectives</b>	<b>Interactive Science, ©2016 Grade 5</b>
<b>Standard:</b> Engineering, Technology, and Applications of Science	
<b>Topic:</b> Engineering Design	
<b>Objectives:</b> Students will:	
S.3-5.ETS.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><b>SE/TE:</b>            4-7, STEM Activity: Trap and Store            56-59, STEM Activity: Watch it Fly!            104-107, STEM Activity: Come in Out of Nature            146-149, STEM Activity: Let it Self-Water!            200-203, STEM Activity: Filter it Out!            260-263, STEM Activity: Breathe Deeply!            318-321, STEM Activity: Where’s the Wind Going?            363, Technology and Our Homes            364-367, STEM Activity: Is Your Arm a Simple Machine?            368-373, Lesson 1            374-379, Lesson 2            381-385, Design Process            383, Identify the Problem            386-387, Designing Robotic Arms            390, Denim Insulation            394, Chapter Review – Lessons 1 and 2            398-403, Design It!</p> <p><b>TE Only:</b>            315: SEP: Asking Questions and Defining Problems            373b, Lesson 1 Check – Questions 1-6            379a, My Planet Diary            379b, Lesson 2 Check – Questions 1-6</p>
S.3-5.ETS.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><b>SE/TE:</b>            4-7, STEM Activity: Trap and Store            56-59, STEM Activity: Watch it Fly!            104-107, STEM Activity: Come in Out of Nature            146-149, STEM Activity: Let it Self-Water!            200-203, STEM Activity: Filter it Out!            260-263, STEM Activity: Breathe Deeply!            318-321, STEM Activity: Where’s the Wind Going?            359, Flight Simulators            361, Predict            363, Technology and Our Homes            364-367, STEM Activity: Is Your Arm a Simple Machine?            369, Problems and Solutions</p>

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<p align="center"><b>West Virginia Content Standards and Objectives</b></p>	<p align="center"><b>Interactive Science, ©2016 Grade 5</b></p>
<p><b>(continued)</b> S.3-5.ETS.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>	<p><b>SE/TE:</b> 370-371, Tools in Medicine 374, My Planet Diary 375-377, Technology and the Human Body 378, Animals and Technology 379, Nanobots 381-385, Design Process 382, Do Research 385, Communicate Results 386-387 390, Denim Insulation 394-395, Chapter Review – Lessons 2 and 3 396, Benchmark Practice – Questions 2, 3, 5 397, Infrared Technology 398-403, Design It!</p> <p><b>TE Only:</b> 5, Pre-Activity Discussion 6, Post-Activity Discussion 57, Pre-Activity Discussion 58, Post-Activity Discussion 105, Pre-Activity Discussion 106, Post-Activity Discussion 147, Pre-Activity Discussion 148, Post-Activity Discussion 201, Pre-Activity Discussion 202, Post-Activity Discussion 261, Pre-Activity Discussion 262, Post-Activity Discussion 319, Pre-Activity Discussion 320, Post-Activity Discussion 360G-360H, Leveled Content Reader Support 365, Pre-Activity Discussion 366, Post-Activity Discussion 379a, My Planet Diary 379b, Lesson 2 Check</p>

**A Correlation of Interactive Science, ©2016 to the  
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<p>S.3-5.ETS.3 plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.</p>	<p><b>SE/TE:</b>            4-7, STEM Activity: Trap and Store            56-59, STEM Activity: Watch it Fly!            104-107, STEM Activity: Come in Out of Nature            146-149, STEM Activity: Let it Self-Water!            200-203, STEM Activity: Filter it Out!            260-263, STEM Activity: Breathe Deeply!            318-321, STEM Activity: Where’s the Wind Going?            364-367, STEM Activity: Is Your Arm a Simple Machine?            381-385, Design Process            384, Test the Prototype            385, Evaluate and Redesign            398-403, Design It!</p>