



**Community Consolidated
School District 46**

565 Frederick Road, Grayslake, IL 60030

24-25 Fourth Grade Science Priority Standards

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Trimester 1	Trimester 2	Trimester 3
Energy	Earth's Systems: Processes that Shape the Earth	Molecules to Organisms: Structures and Processes
4-PS3-1 Student can use evidence to construct an explanation relating the speed of an object to the energy of that object.	4-ESS1-1 Student can identify evidence from patterns in rock formations and fossils in rock layers to support an explanation for changes in a landscape over time.	4-LS1-2 Student can generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans.
4-PS3-2 Student can make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents.	4-ESS2-1 Student can make observations or measurements to provide evidence of the effects of weathering or rate of erosion.	4-LS1-1 Student can construct and argument that plants and animals have internal and external structures that function to support life.
4-PS3-3 Student can ask questions and predict outcomes about changes in energy that occur when objects collide.	4-ESS2-2 Student can analyze and interpret data from maps to describe patterns of Earth's features.	4-PS4-3 Student can generate and compare multiple solutions that use patterns to transfer information.
Engineering Design	Engineering Design	Engineering Design
3-5-ETS1-3 Student can 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.	4-ESS3-2 Student can generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans.	4-PS4-2 Student can develop a model to describe that light reflecting from objects into the eye allows objects to be seen.
	3-5-ETS1-2 Student can 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.	3-5-ETS1-2 Student can 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.
	3-5-ETS1-3 Student can 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.	3-5-ETS1-3 Student can 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.