

25-26 Fourth Grade Science Priority Standards
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Trimester 1 Trimester 2 **Trimester 3** From Molecules to Organisms: Structures and Earth's Systems **Energy Processes** 4-ESS1-1 Student can identify evidence from patterns in rock 4-LS1-2 Student can use a model to show how animals use 4-PS3-1 Student can use evidence to explain how the speed their senses to gather information, process it in their brains, formations and fossils to explain how landscapes change of an object is connected to how much energy it has. and respond in different ways. over time. 4-PS3-2 Student can observe and explain how energy 4-ESS2-1 Student can make observations and 4-LS1-1 Student can explain how the inside and outside moves from place to place through sound, light, heat, or measurements to provide evidence of how weathering and parts of plants and animals help them survive, grow, behave, erosion occur due to water, ice, wind, or plants and reproduce. 4-ESS3-2 Student can generate and compare different 4-PS3-3 Student can ask questions and make predictions solutions to reduce the effects of natural Earth processes on **Engineering Design** about how energy changes when objects hit each other. 3-5-ETS1-3 Students clan and carry out fair tests in which variables are controlled and failure points are considered to **Engineering Design Engineering Design** identify aspects of a model or prototype that can be improved. 3-5-ETS1-3 Student can plan and conduct fair tests while controlling variables and considering points of failure to 3-5-ETS1-2 Student can generate and compare multiple possible solutions to a problem based on how well each is identify ways to improve a model or prototype. 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 dentify aspects of a model or prototype that can be