

Instructional Materials Criterion Form Fourth Grade Science Standards

Students will:

4-1: Use evidence to explain the relationship of the speed of an object to the energy of that object.					
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Place a check in the appropriate box for each of the criteria after review	0	1	2	3	4
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2. Grade appropriate evidence of the crosscutting concepts (CCC) is evident.					
3. Grade appropriate evidence that the disciplinary core idea (DCI) is evident.					
4. Materials focus on an integration of SEP's and CCC's into the in-depth learning of the DCI.					
5. Learning experiences fit together coherently and help students develop proficiency on this standard.					
6. Learning opportunities include instructional strategies that facilitate three-dimensional learning in an integrated fashion to support making sense of phenomena and/or designing solutions to problems through inquiry and engineering design experiences.					
7. Integrates engineering and technology as significant elements in the learning experiences.					
8. Provides relevant grade-appropriate connections to the math and ELA standards.					
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10. Provides opportunities for grade-appropriate scientific discourse, scientific writing, and academic vocabulary in the context of the learning experience.					
11. Adheres to safety rules and emphasizes the importance of safety in science procedures, labs, and experiments.					
STEP 1: Tabulate the total points for each column. Add column totals and transfer to compilation form					

Documentation of how the standard is met. Cite examples from the material (chapter and page numbers OR module and tab name)
Portions of the standard that are missing or not well developed in the instructional material (if any):
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Students will:

- 4-2:** Plan and carry out investigations that explain transference of energy from place to place by sound, light, heat, and electric currents.
- Provide evidence that heat can be produced in many ways (e.g., rubbing hands together, burning leaves) and can move from one object to another by conduction.
 - Demonstrate that different objects can absorb, reflect, and/or conduct energy.
 - Demonstrate that electric circuits require a complete loop through which an electric current can pass.

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Students will:

4-3: Investigate to determine changes in energy resulting from increases or decreases in speed that occur when objects collide.					
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Students will:

4-4: Design, construct, and test a device that changes energy from one form to another (e.g., electric circuits converting electrical energy into motion, light, or sound energy; a passive solar heater converting light energy into heat energy).*					
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Students will:

4-5: Compile information to describe how the use of energy derived from natural renewable and nonrenewable resources affects the environment (e.g., constructing dams to harness energy from water, a renewable resource, while causing a loss of animal habitats; burning of fossil fuels, a nonrenewable resource, while causing an increase in air pollution; installing solar panels to harness energy from the sun, a renewable resource, while requiring specialized materials that necessitate mining).

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Students will:

4-6: Develop a model of waves to describe patterns in terms of amplitude and wavelength, and including that waves can cause objects to move.					
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Students will:

4-7: Develop and use models to show multiple solutions in which patterns are used to transfer information (e.g., using a grid of 1s and 0s representing black and white to send information about a picture, using drums to send coded information through sound waves, using Morse code to send a message).*					
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Students will:

4-8: Construct a model to explain that an object can be seen when light reflected from its surface enters the eyes.					
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Students will:

4-9: Examine evidence to support an argument that the internal and external structures of plants (e.g., thorns, leaves, stems, roots, colored petals, xylem, phloem) and animals (e.g., heart, stomach, lung, brain, skin) function to support survival, growth, behavior, and reproduction.					
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Students will:

4-10: Obtain and communicate information explaining that humans have systems that interact with one another for digestion, respiration, circulation, excretion, movement, control, coordination, and protection from disease.					
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Students will:

4-11: Investigate different ways animals receive information through the senses, process that information, and respond to it in different ways (e.g., skunks lifting tails and spraying an odor when threatened, dogs moving ears when reacting to sound, snakes coiling or striking when sensing vibrations).					
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4-12: Construct explanations by citing evidence found in patterns of rock formations and fossils in rock layers that Earth changes over time through both slow and rapid processes (e.g., rock layers containing shell fossils appearing above rock layers containing plant fossils and no shells indicating a change from land to water over time, a canyon with different rock layers in the walls and a river in the bottom indicating that over time a river cut through the rock).					
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Students will:

4-13: Plan and carry out investigations to examine properties of soils and soil types (e.g., color, texture, capacity to retain water, ability to support growth of plants).					
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Students will:

4-14: Explore information to support the claim that landforms are the result of a combination of constructive forces, including crustal deformation, volcanic eruptions, and sediment deposition as well as a result of destructive forces, including erosion and weathering.					
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4-15: Analyze and interpret data (e.g., angle of slope in downhill movement of water, volume of water flow, cycles of freezing and thawing of water, cycles of heating and cooling of water, speed of wind, relative rate of soil deposition, amount of vegetation) to determine effects of weathering and rate of erosion by water, ice, wind, and vegetation using one single form of weathering or erosion at a time.					
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STEP 1: Tabulate the total points for each column. Add column totals and transfer to compilation form					

Documentation of how the standard is met. Cite examples from the material (chapter and page numbers OR module and tab name)
Portions of the standard that are missing or not well developed in the instructional material (if any):
Comments:

Textbook Series/Title: _____ **Reviewer Initials** _____

Instructional Materials Criterion Form Fourth Grade Science Standards

Students will:

4-16: Describe patterns of Earth’s features on land and in the ocean using data from maps (e.g., topographic maps of Earth’s land and ocean floor; maps of locations of mountains, continental boundaries, volcanoes, and earthquakes).					
0 = Rarely adheres to the criteria		1 = Occasionally adheres to the criteria		2 = Sometimes adheres to the criteria	
3 = Adheres to the criteria			4 = Exceeds the criteria		
Place a check in the appropriate box for each of the criteria after review					
	0	1	2	3	4
1. Grade appropriate evidence of the science and engineering practices (SEP) is evident.					
2. Grade appropriate evidence of the crosscutting concepts (CCC) is evident.					
3. Grade appropriate evidence that the disciplinary core idea (DCI) is evident.					
4. Materials focus on an integration of SEP’s and CCC’s into the in-depth learning of the DCI.					
5. Learning experiences fit together coherently and help students develop proficiency on this standard.					
6. Learning opportunities include instructional strategies that facilitate three-dimensional learning in an integrated fashion to support making sense of phenomena and/or designing solutions to problems through inquiry and engineering design experiences.					
7. Integrates engineering and technology as significant elements in the learning experiences.					
8. Provides relevant grade-appropriate connections to the math and ELA standards. <input type="checkbox"/> (a) Math Standards Connections Visible <input type="checkbox"/> (b) ELA Standards Connections Visible					
9. Provides scaffolded supports for teachers to facilitate learning of the practices so that students are increasingly responsible for making sense of phenomena and/or designing solutions to problems.					
10. Provides opportunities for grade-appropriate scientific discourse, scientific writing, and academic vocabulary in the context of the learning experience.					
11. Adheres to safety rules and emphasizes the importance of safety in science procedures, labs, and experiments.					
STEP 1: Tabulate the total points for each column. Add column totals and transfer to compilation form					

Documentation of how the standard is met. Cite examples from the material (chapter and page numbers OR module and tab name)
Portions of the standard that are missing or not well developed in the instructional material (if any):
Comments:

Textbook Series/Title: _____ **Reviewer Initials** _____

Instructional Materials Criterion Form Fourth Grade Science Standards

Students will:

4-17: Formulate and evaluate solutions to limit the effects of natural Earth processes on humans (e.g., designing earthquake, tornado, or hurricane-resistant buildings; improving monitoring of volcanic activity).*					
0 = Rarely adheres to the criteria 1= Occasionally adheres to the criteria 2 = Sometimes adheres to the criteria 3= Adheres to the criteria 4 = Exceeds the criteria					
Place a check in the appropriate box for each of the criteria after review					
	0	1	2	3	4
1. Grade appropriate evidence of the science and engineering practices (SEP) is evident.					
2. Grade appropriate evidence of the crosscutting concepts (CCC) is evident.					
3. Grade appropriate evidence that the disciplinary core idea (DCI) is evident.					
4. Materials focus on an integration of SEP's and CCC's into the in-depth learning of the DCI.					
5. Learning experiences fit together coherently and help students develop proficiency on this standard.					
6. Learning opportunities include instructional strategies that facilitate three-dimensional learning in an integrated fashion to support making sense of phenomena and/or designing solutions to problems through inquiry and engineering design experiences.					
7. Integrates engineering and technology as significant elements in the learning experiences.					
8. Provides relevant grade-appropriate connections to the math and ELA standards. <input type="checkbox"/> (a) Math Standards Connections Visible <input type="checkbox"/> (b) ELA Standards Connections Visible					
9. Provides scaffolded supports for teachers to facilitate learning of the practices so that students are increasingly responsible for making sense of phenomena and/or designing solutions to problems.					
10. Provides opportunities for grade-appropriate scientific discourse, scientific writing, and academic vocabulary in the context of the learning experience.					
11. Adheres to safety rules and emphasizes the importance of safety in science procedures, labs, and experiments.					
STEP 1: Tabulate the total points for each column. Add column totals and transfer to compilation form					

Documentation of how the standard is met. Cite examples from the material (chapter and page numbers OR module and tab name)
Portions of the standard that are missing or not well developed in the instructional material (if any):
Comments:

Textbook Series/Title: _____ **Reviewer Initials** _____