The following document is a checklist for teachers to use as a resource in teaching the Louisiana Student Standards.

Louisiana Student Standards Checklist 2017-2018

Grade 4 Science

Morehouse Parish Elementary Curriculum Department

|  |  |  |
| --- | --- | --- |
| **Louisiana Student Standards Checklist for Science**  **Grade 4** | | |
|  | **Date Taught** | **Date Taught** |
| |  | | --- | | **ENERGY** | | | |
| |  | | --- | | 4-PS3-1 Use evidence to construct an explanation relating the speed of an  object to the energy of that object. | |  |  |
| |  | | --- | | 4-PS3-2Make observations to provide evidence that energy can be transferred  from place to place by sound, light, heat, and electric currents. | |  |  |
| |  | | --- | | 4-PS3-3 Ask questions and predict outcomes about the changes in energy  that occur when objects collide. | |  |  |
| |  | | --- | | 4-PS3-4 Apply scientific ideas to design, test, and refine a device that  converts energy from one form to another. | |  |  |
| WAVES AND THEIR APPLICATIONS IN TECHNOLOGIES FOR INFORMATION TRANSFER | | |
| |  | | --- | | 4-PS4-1 Develop a model of waves to describe patterns in terms of amplitude  and wavelength and to show that waves can cause objects to move. | |  |  |
| |  | | --- | | 4-PS4-2 Develop a model to describe that light reflecting from objects  and entering the eye allows objects to be seen. | |  |  |
| FROM MOLECULES TO ORGANISMS: STRUCTURE AND PROCESSES | | |
| |  | | --- | | 4-LS1-1 Construct an argument that plants and animals have internal and  external structures that function to support survival, growth, behavior, and  reproduction. | |  |  |
| |  | | --- | | 4-LS1-2 Construct an explanation to describe how animals receive different  types of information through their senses, process the information in their  brains, and respond to the information in different ways. | |  |  |
| EARTH’S PLACE IN THE UNIVERSE | | |
| |  | | --- | | 4-ESS1-1 Identify evidence from patterns in rock formations and fossils in rock  layers to support an explanation for changes in landforms over time. | |  |  |
| EARTH’S SYSTEM | | |
| |  | | --- | | 4-ESS2-1 Plan and conduct investigations on the effects of water, ice,  wind, and vegetation on the relative rate of weathering and erosion. | |  |  |
| |  | | --- | | 4-ESS2-2 Analyze and interpret data from maps to describe patterns of Earth’s  features. | |  |  |
| |  | | --- | | 4-ESS2-3 Ask questions that can be investigated and predict reasonable  outcomes about how living things affect the physical characteristics of their  environment. | |  |  |
| **Louisiana Student Standards Checklist for Science**  **Grade 4** | | |
|  | **Date Taught** | **Date Taught** |
| EARTH AND HUMAN ACTIVITY | | |
| |  | | --- | | 4-ESS3-1 Obtain and combine information to describe that energy and fuels  are derived from renewable and non-renewable resources and how their uses  affect the environment. | |  |  |
| |  | | --- | | 4-ESS3-2 Generate and compare multiple solutions to reduce the impacts of  natural Earth processes on humans. | |  |  |