



Grade 4

3.2.4.D Physical Science: Energy

Students who demonstrate understanding can *apply scientific ideas to design, test, and refine a device that converts energy from one form to another.*

Clarifying Statement: Examples of devices could include electric circuits that convert electrical energy into motion energy of a vehicle, light, or sound; and, a passive solar heater that converts light into heat. Examples of constraints could include the materials, cost, or time to design the device.

Assessment Boundary: Devices should be limited to those that convert motion energy to electric energy or use stored energy to cause motion or produce light or sound.

Science and Engineering Practices (SEP)	Disciplinary Core Ideas (DCI)	Crosscutting Concepts (CCC)
<p>Constructing Explanations and Designing Solutions</p> <p>Constructing explanations and designing solutions in 3–5 builds on K–2 experiences and progresses to the use of evidence in constructing explanations that specify variables that describe and predict phenomena and in designing multiple solutions to design problems.</p> <ul style="list-style-type: none"> Apply scientific ideas to solve design problems. 	<p>PS3.B: Conservation of Energy and Energy Transfer</p> <ul style="list-style-type: none"> Energy can also be transferred from place to place by electric currents, which can then be used locally to produce motion, sound, heat, or light. The currents may have been produced to begin with by transforming the energy of motion into electrical. <p>PS3.D: Energy in Chemical Processes and Everyday Life</p> <ul style="list-style-type: none"> The expression “produce energy” typically refers to the conversion of stored energy into a desired form for practical use. <p>ETS1.A: Defining Engineering Problems</p> <ul style="list-style-type: none"> Possible solutions to a problem are limited by available materials and resources (constraints). The success of a designed solution is determined by considering the desired features of a solution (criteria). Different proposals for solutions can be compared on the basis of how well each one meets the specified criteria for success or how well each takes the constraints into account. 	<p>Energy and Matter</p> <ul style="list-style-type: none"> Energy can be transferred in various ways and between objects. <hr/> <p style="text-align: center;">Connections to Engineering, Technology, and Applications of Science</p> <p>Influence of Engineering, Technology, and Science on Society and the Natural World</p> <ul style="list-style-type: none"> Engineers improve existing technologies or develop new ones. <hr/> <p style="text-align: center;">Connections to Nature of Science</p> <p>Science is a Human Endeavor</p> <ul style="list-style-type: none"> Most scientists and engineers work in teams. Science affects everyday life.

Pennsylvania Context: Examples of Pennsylvania context include but are not limited to wind farms, hydro energy, landfills, methane digesters, and solar farms.

PA Career Ready Skills: Distinguish among and set short-term, mid-range, and long-term goals.



Connections to Other Standards Content and Practices

Standard Source	Possible Connections to Other Standard(s) or Practice(s)
Agriculture (AFNR)	CS.01.02.01.c: Solve problems in AFNR work-places or scenarios using technology.
Science, Environmental Literacy and Sustainability (NAAEE)	K-4 Strand 1.B. Designing investigations: Learners design simple environmental investigations.
PA Core Standards: ELA	CC.1.4.4.S: Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and informational texts. CC.1.4.4.V: Conduct short research projects that build knowledge through investigation of different aspects of a topic. CC.1.4.4.W: Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. CC.1.5.4.A: Engage effectively in a range of collaborative discussions on grade-level topics and texts, building on others' ideas and expressing their own clearly.
PA Core Standards and Practices: Math	MP.1: Make sense of problems and persevere in solving them. CC.2.4.4.A.2: Translate information from one type of data display to another.
PA Standards: Social Studies	N/A
Educational Technology (ISTE)	1.3. Knowledge Constructor: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
Technology and Engineering (ITEEA)	STEL-7N: Practice successful design skills. STEL-7O: Apply tools, techniques, and materials in a safe manner as part of the design process.