

**4-ESS3 Earth and Human Activity**

Students who demonstrate understanding can:

- 4-ESS3-1. Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment.** [Clarification Statement: Examples of renewable energy resources could include wind energy, water behind dams, and sunlight; non-renewable energy resources are fossil fuels and fissile materials. Examples of environmental effects could include loss of habitat due to dams, loss of habitat due to surface mining, and air pollution from burning of fossil fuels.]
- 4-ESS3-2. Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans.\*** [Clarification Statement: Examples of solutions could include designing an earthquake resistant building and improving monitoring of volcanic activity.] [Assessment Boundary: Assessment is limited to earthquakes, floods, tsunamis, and volcanic eruptions.]

The performance expectations above were developed using the following elements from the NRC document *A Framework for K-12 Science Education*:

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
<p><b>Constructing Explanations and Designing Solutions</b> 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"> <li>▪ Generate and compare multiple solutions to a problem based on how well they meet the criteria and constraints of the design solution. (4-ESS3-2)</li> </ul> <p><b>Obtaining, Evaluating, and Communicating Information</b> Obtaining, evaluating, and communicating information in 3–5 builds on K–2 experiences and progresses to evaluate the merit and accuracy of ideas and methods.</p> <ul style="list-style-type: none"> <li>▪ Obtain and combine information from books and other reliable media to explain phenomena. (4-ESS3-1)</li> </ul>	<p><b>ESS3.A: Natural Resources</b></p> <ul style="list-style-type: none"> <li>▪ Energy and fuels that humans use are derived from natural sources, and their use affects the environment in multiple ways. Some resources are renewable over time, and others are not. (4-ESS3-1)</li> </ul> <p><b>ESS3.B: Natural Hazards</b></p> <ul style="list-style-type: none"> <li>▪ A variety of hazards result from natural processes (e.g., earthquakes, tsunamis, volcanic eruptions). Humans cannot eliminate the hazards but can take steps to reduce their impacts. (4-ESS3-2) (<i>Note: This Disciplinary Core Idea can also be found in 3.WC.</i>)</li> </ul> <p><b>ETS1.B: Designing Solutions to Engineering Problems</b></p> <ul style="list-style-type: none"> <li>▪ Testing a solution involves investigating how well it performs under a range of likely conditions. (<i>secondary to 4-ESS3-2</i>)</li> </ul>	<p><b>Cause and Effect</b></p> <ul style="list-style-type: none"> <li>▪ Cause and effect relationships are routinely identified and used to explain change. (4-ESS3-1)</li> <li>▪ Cause and effect relationships are routinely identified, tested, and used to explain change. (4-ESS3-2)</li> </ul> <p>-----</p> <p><b>Connections to Engineering, Technology, and Applications of Science</b></p> <p><b>Interdependence of Science, Engineering, and Technology</b></p> <ul style="list-style-type: none"> <li>▪ Knowledge of relevant scientific concepts and research findings is important in engineering. (4-ESS3-1)</li> </ul> <p><b>Influence of Science, Engineering and Technology on Society and the Natural World</b></p> <ul style="list-style-type: none"> <li>▪ Over time, people's needs and wants change, as do their demands for new and improved technologies. (4-ESS3-1)</li> <li>▪ Engineers improve existing technologies or develop new ones to increase their benefits, to decrease known risks, and to meet societal demands. (4-ESS3-2)</li> </ul>

*Connections to other DCIs in fourth grade:* **4.ETS1.C** (4-ESS3-2)

*Articulation of DCIs across grade-levels:* **K.ETS1.A** (4-ESS3-2); **2.ETS1.B** (4-ESS3-2); **2.ETS1.C** (4-ESS3-2); **5.ESS3.C** (4-ESS3-1); **MS.PS3.D** (4-ESS3-1); **MS.ESS2.A** (4-ESS3-1), (4-ESS3-2); **MS.ESS3.A** (4-ESS3-1); **MS.ESS3.B** (4-ESS3-2); **MS.ESS3.C** (4-ESS3-1); **MS.ESS3.D** (4-ESS3-1); **MS.ETS1.B** (4-ESS3-2)

*ELA/Literacy –*

- RI.4.1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (4-ESS3-2)
- RI.4.9** Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. (4-ESS3-2)
- W.4.7** Conduct short research projects that build knowledge through investigation of different aspects of a topic. (4-ESS3-1)
- W.4.8** 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. (4-ESS3-1)
- W.4.9** Draw evidence from literary or informational texts to support analysis, reflection, and research. (4-ESS3-1)

*Mathematics –*

- MP.2** Reason abstractly and quantitatively. (4-ESS3-1), (4-ESS3-2)
- MP.4** Model with mathematics. (4-ESS3-1), (4-ESS3-2)
- 4.OA.A.1** Interpret a multiplication equation as a comparison, e.g., interpret  $35 = 5 \times 7$  as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations. (4-ESS3-1), (4-ESS3-2)

\*The performance expectations marked with an asterisk integrate traditional science content with engineering through a Practice or Disciplinary Core Idea.

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