



Curriculum Map - Scope and Sequence: Science Grade 4

Saddlebrook Preparatory School

Purpose of Planning	Unit One Scientists Quarter 1, Weeks 1-3	Unit Two Engineering Quarter 1, Weeks 4-6	Unit Three Plants and Animals Quarter 1, Weeks 7-9	Unit Four Energy & Ecosystems Quarter 2, Weeks 1-3	Unit Five Weather Quarter 2, Weeks 4-6
Unit Topic and Overview:	Essential Questions: 1. What do scientists Do? 2. What Skills do scientists use? 3. How do scientists collect and use data? 4. Why do scientists compare results? 5. What kinds of models do scientists use? 6. How can you model a school?	Essential Questions: 1. What is an engineering design process? 2. How can you design a solution to a problem? 3. What is technology? 4. How do we use technology?	Essential Questions: 1. What are some plant structures? 2. How do plants reproduce? 3. How can we observe a plant's life cycle? 4. How do animals reproduce? 5. How are living things adapted to their environment? 6. Why do beaks differ?	Essential Questions: 1. What are populations, habitats, and niches? 2. What are food chains? 3. How can we model a food web? 4. What are natural resources? 5. How do people impact ecosystems? 6. How do people affect their environment?	Essential Questions: 1. What is the water cycle? 2. What are types of weather? 3. How is weather predicted? 4. How can we observe weather patterns?
Prerequisite Student Knowledge *What should students have previously mastered prior to this unit?	Students should have background knowledge of scientists, laboratories, and experiments.	Students should have background knowledge of technology and simple engineering designs.	Students should have background knowledge of difference between plants and animals.	Students should have background knowledge of natural resources and that ecosystems look different.	Students should have background knowledge of weather patterns changing daily.
Essential Knowledge & Student Expectations *What are the anticipated learning outcomes for students?	Students demonstrate knowledge by: 1. Reading and finding answers to the Essential Questions in the book. 2. Creating a science notebook and give conclusions for evidence on page 13	Students demonstrate knowledge by: 1. Reading and finding answers to the Essential Questions in the book. 2. Take on the role of a roboticist to create a unique design with specific purpose to solve a problem.	Students demonstrate knowledge by: 1. Reading and finding answers to the Essential Questions in the book. 2. Study birds beaks as tools to identify food/habitats.	Students demonstrate knowledge by: 1. Reading and finding answers to the Essential Questions in the book. 2. Create a food web and food chain for an animal.	Students demonstrate knowledge by: 1. Reading and finding answers to the Essential Questions in the book. 2. Observe and record weather patterns during the unit study.



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<p>Anchor Text and Supplemental Texts *Illustrate texts used, and how students' knowledge builds across units.</p>	<p>Anchor Text: Houghton Mifflin Harcourt <i>Science- Fusion: New Energy for Science</i></p>	<p>Anchor Text: Houghton Mifflin Harcourt <i>Science- Fusion: New Energy for Science</i></p>	<p>Anchor Text: Houghton Mifflin Harcourt <i>Science- Fusion: New Energy for Science</i></p>	<p>Anchor Text: Houghton Mifflin Harcourt <i>Science- Fusion: New Energy for Science</i></p>	<p>Anchor Text: Houghton Mifflin Harcourt <i>Science- Fusion: New Energy for Science</i></p>
<p>Multi-Media Links: *Videos, presentations, any and all supplemental online material.</p>	<p>-Discovery Education Video: Using the Scientific Method</p>	<p>-Discovery Education Video: Science Investigations: Physical Science: Investigating Chemical Properties *Engineering segment -Discovery Education Video: Be an Inventor</p>	<p>Discovery Education Video: Science Facts and Fun: Making Sense of it -Discovery Education Video: TLC Elementary School: What is a Living Thing?</p>	<p>-Discovery Education Video: Real World Science: Ecosystems and Biomes -Discovery Education Video: TEAMS: Ecosystems: interdependence -Discovery Education Video: TEAMS: Ecosystems: Populations</p>	<p>-Discovery Education Video: TEAMS: Weather: Clouds and Moisture -Discovery Education Video: TEAMS: Weather: Heating the Earth</p>



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<p>Instructional Practices: * Various Instructional Modalities, including Technology used</p>	<p>-Daily bell work and discussion of the Essential Question to guide study. -Each Essential Question is broken down into a lesson topic to focus reading and hands-on activities. -Hands-on Inquiry options use inquiry flip chart and 2 options per each lesson exist for this unit. -Digital lessons include online resources or virtual lab investigations, used for enrichment in each unit. -HW assigned nightly to reinforce topics covered.</p>	<p>-Daily bell work and discussion of the Essential Question to guide study. -Each Essential Question is broken down into a lesson topic to focus reading and hands-on activities. -Hands-on Inquiry options use inquiry flip chart and 2 options per each lesson exist for this unit. -Digital lessons include online resources or virtual lab investigations, used for enrichment in each unit. -HW assigned nightly to reinforce topics covered.</p>	<p>-Daily bell work and discussion of the Essential Question to guide study. -Each Essential Question is broken down into a lesson topic to focus reading and hands-on activities. -Hands-on Inquiry options use inquiry flip chart and 2 options per each lesson exist for this unit. -Digital lessons include online resources or virtual lab investigations, used for enrichment in each unit. -HW assigned nightly to reinforce topics covered.</p>	<p>-Daily bell work and discussion of the Essential Question to guide study. -Each Essential Question is broken down into a lesson topic to focus reading and hands-on activities. -Hands-on Inquiry options use inquiry flip chart and 2 options per each lesson exist for this unit. -Digital lessons include online resources or virtual lab investigations, used for enrichment in each unit. -HW assigned nightly to reinforce topics covered.</p>	<p>-Daily bell work and discussion of the Essential Question to guide study. -Each Essential Question is broken down into a lesson topic to focus reading and hands-on activities. -Hands-on Inquiry options use inquiry flip chart and 2 options per each lesson exist for this unit. -Digital lessons include online resources or virtual lab investigations, used for enrichment in each unit. -HW assigned nightly to reinforce topics covered.</p>
<p>Assessments: *Types and Measurements of Mastery</p>	<p>-Informal: Sum it Up! and Brain checks at the end of each chapter. -Formal: Lesson quizzes, chapter tests, and unit tests. -80% of student will score at 80% or higher on formal assessment for this unit.</p>	<p>-Informal: Sum it Up! and Brain checks at the end of each chapter. -Formal: Lesson quizzes, chapter tests, and unit tests. -80% of student will score at 80% or higher on formal assessment for this unit.</p>	<p>-Informal: Sum it Up! and Brain checks at the end of each chapter. -Formal: Lesson quizzes, chapter tests, and unit tests. -80% of student will score at 80% or higher on formal assessment for this unit.</p>	<p>-Informal: Sum it Up! and Brain checks at the end of each chapter. -Formal: Lesson quizzes, chapter tests, and unit tests. -80% of student will score at 80% or higher on formal assessment for this unit.</p>	<p>-Informal: Sum it Up! and Brain checks at the end of each chapter. -Formal: Lesson quizzes, chapter tests, and unit tests. -80% of student will score at 80% or higher on formal assessment for this unit.</p>
<p>Interdisciplinary Lessons & Projects: *State additional content areas and title all lesson(s) and project(s)</p>	<p>Science, Math, LA/Writing -Scientific Notebook: give conclusions for evidence</p>	<p>Science, Math, LA/Writing, Engineering, Art -Being a roboticists: design a robot to solve a problem</p>	<p>Science, LA/Writing, Art -Bird Beaks: connect inquiry about different beaks to tools for food/within habitat</p>	<p>Science, LA/Writing, History, Art -Food Web and Food Chain: show interactions within an ecosystem</p>	<p>Science, LA/Writing, Math, Art -Weather Journal: identify local patterns/trends</p>
<p>Honors Course Differentiation(s):</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>



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Integrated Common Core or NGSSS Standards (List): *See Below for Links	RL.4.10 RL.4.1 RL.4.2 RL.4.3 RL.4.4 RL.4.5 RL.4.7 RL.4.9 RF.4.3a RF.4.4 RF.4.4a RF.4.4b	RL.4.10 RL.4.1 RL.4.2 RL.4.3 RL.4.4 RL.4.5 RL.4.7 RL.4.9 RF.4.3a RF.4.4 RF.4.4a RF.4.4b	RL.4.10 RL.4.1 RL.4.2 RL.4.3 RL.4.4 RL.4.5 RL.4.7 RL.4.9 RF.4.3a RF.4.4 RF.4.4a RF.4.4b	RL.4.10 RL.4.1 RL.4.2 RL.4.3 RL.4.4 RL.4.5 RL.4.7 RL.4.9 RF.4.3a RF.4.4 RF.4.4a RF.4.4b	RL.4.10 RL.4.1 RL.4.2 RL.4.3 RL.4.4 RL.4.5 RL.4.7 RL.4.9 RF.4.3a RF.4.4 RF.4.4a RF.4.4b
Integrated CCSS Writing Standards (List): *See Below for Links	W.4.2a W.4.2b W.4.2c W.4.2d W.4.2e W.4.3 W.4.3a W.4.3b W.4.3c W.4.3d W.4.3e W.4.4 W.4.6 W.4.7 W.4.8 W.4.9 W.4.9b W.4.10	W.4.2a W.4.2b W.4.2c W.4.2d W.4.2e W.4.3 W.4.3a W.4.3b W.4.3c W.4.3d W.4.3e W.4.4 W.4.6 W.4.7 W.4.8 W.4.9 W.4.9b W.4.10	W.4.2a W.4.2b W.4.2c W.4.2d W.4.2e W.4.3 W.4.3a W.4.3b W.4.3c W.4.3d W.4.3e W.4.4 W.4.6 W.4.7 W.4.8 W.4.9 W.4.9b W.4.10	W.4.2a W.4.2b W.4.2c W.4.2d W.4.2e W.4.3 W.4.3a W.4.3b W.4.3c W.4.3d W.4.3e W.4.4 W.4.6 W.4.7 W.4.8 W.4.9 W.4.9b W.4.10	W.4.2a W.4.2b W.4.2c W.4.2d W.4.2e W.4.3 W.4.3a W.4.3b W.4.3c W.4.3d W.4.3e W.4.4 W.4.6 W.4.7 W.4.8 W.4.9 W.4.9b W.4.10
Links to CCSS/NGSSS Curriculum Standards:	The following links will be used to incorporate the CCSS and other applicable standards: <ul style="list-style-type: none"> • The Common Core State Standard expectations in grade 4, • The K-12 English LA and Content Area Writing Standards • The K-12 Reading Standards • The K-12 Mathematics Standards • The K-12 NGSSS Science & Social Studies Standards 				



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Purpose of Planning	Unit Six Earth and Space Q2, Weeks 7-9	Unit Seven Properties of Matter Q3, Weeks 1-4	Unit Eight Changes in Matter Q3, Weeks 5-9	Unit Nine Energy Q4, Weeks 1-3	Unit Ten Electricity Q4, Weeks 4-6
Unit Topic and Overview:	Essential Questions: 1. How do the sun, Earth, and moon interact? 2. What are moon phases? 3. How does the moon move around Earth? 4. What are the planets in our solar system? 5. How can we model the sun and planets?	Essential Questions: 1. What are physical properties of matter? 2. How are physical properties observed? 3. What is conservation of mass? 4. What are the states of water?	Essential Questions: 1. What are some physical changes? 2. How can we make a solution? 3. What are some chemical changes? 4. How can you tell when a new substance forms?	Essential Questions: 1. What are some forms of energy? 2. Where does energy come from? 3. What is heat? 4. How is heat produced? What are conductors and insulators? 5. Which materials are conductors?	Essential Questions: 1. What is electricity? 2. How do electric charges interact? 3. What is an electric circuit? 4. What are electric circuits, conductors, and insulators? 5. How do we use electricity?
Prerequisite Student Knowledge *What should students have previously mastered prior to this unit?	Students should have background knowledge of our solar system.	Students should have background knowledge of different types of matter being solid, liquid, and gas.	Students should have background knowledge of solids, liquids, and gases changing form.	Students should have background knowledge of heat.	Students should have background knowledge of people needing electricity and how electricity has changed over time.
Essential Knowledge & Student Expectations *What are the anticipated learning outcomes for students?	Students demonstrate knowledge by: 1. Reading and finding answers to the Essential Questions in the book. 2. Create a model of the solar system.	Students demonstrate knowledge by: 1. Reading and finding answers to the Essential Questions in the book. 2. Organize objects based on physical properties.	Students demonstrate knowledge by: 1. Reading and finding answers to the Essential Questions in the book. 2. Categorize physical and chemical changes of objects.	Students demonstrate knowledge by: 1. Reading and finding answers to the Essential Questions in the book. 2. Identify conductors and insulators around the classroom or home.	Students demonstrate knowledge by: 1. Reading and finding answers to the Essential Questions in the book. 2. Model / sketch correctly constructed circuits.



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<p>Multi-Media Links: *Videos, presentations, any and all supplemental online material.</p>	<p>-Discovery Education Video: Journey to the Extreme: Virtual Field Trip to Mars</p>	<p>-Discovery Education Video: Properties of Matter, Part 1 -Discovery Education Video: Properties of Matter, Part 2: Liquids, Solids, and gases</p>	<p>-Discovery Education Video: Science Investigations: Physical Science: Investigating Chemical Properties *Forming synthesized substances</p>	<p>-Discovery Education Video: Science Investigations: Physical Science: Investigating Motion, Forces, and Energy</p>	<p>-Discovery Education Video: Electricity: Explore the History of Electricity and How It is Made -Discovery Education Video: Science is Elementary: How Does That Work?: Electricity and Magnetism</p>



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<p style="text-align: center;">Interdisciplinary Lessons & Projects: *State additional content areas and title all lesson(s) and project(s)</p>	<p style="text-align: center;">Science, Math, Engineering, LA/Writing</p> <p>-Solar System Model: show sun, planets, moons</p>	<p style="text-align: center;">Science, Math, Art, LA/Writing</p> <p>-Chemical/Physical Properties sort: categorize objects</p>	<p style="text-align: center;">(Science, Math, Art, LA/Writing)</p> <p>-Chemical/Physical Changes sort: categorize changes taking place</p>	<p style="text-align: center;">Science, Math, Art, LA/Writing, Geography</p> <p>-Identifying conductors and insulators: given daily objects</p>	<p style="text-align: center;">Science, Math, Engineering, Art, LA/Writing</p> <p>-Circuits model: model or sketch correct circuits</p>



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Links to CCSS/NGSSS Curriculum Standards:	<p>The following links will be used to incorporate the CCSS and other applicable standards:</p> <ul style="list-style-type: none"> • The Common Core State Standard expectations in grade _4, • The K-12 English LA and Content Area Writing Standards • The K-12 Reading Standards • The K-12 Mathematics Standards • The K-12 NGSSS Science & Social Studies Standards 				
Purpose of Planning	Unit Eleven Motion Q4, Weeks 7-9				
Unit Topic and Overview:	<p>Essential Questions:</p> <ul style="list-style-type: none"> -What is motion? -What is speed? -How are motion and speed similar and different? 				
Prerequisite Student Knowledge *What should students have previously mastered prior to this unit?	<p>Students should have background knowledge of what it looks like when objects move.</p>				
Essential Knowledge & Student Expectations *What are the anticipated learning outcomes for students?	<p>Students demonstrate knowledge by:</p> <ol style="list-style-type: none"> 1. Reading and finding answers to the Essential Questions in the book. 2. Applying motions and speed to the role of an air traffic controller. 				



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<p>Assessments: *Types and Measurements of Mastery</p>	<p>Informal Assessments: - Sum it Up! and Brain checks at the end of each chapter.</p> <p>Formal Assessments: - Lesson quizzes -chapter tests -unit tests</p> <p>-80% of student will score at 80% or higher on formal assessment for this unit.</p>				
<p>Interdisciplinary Lessons & Projects: *State additional content areas and title all lesson(s) and project(s)</p>	<p>Science, Math, Engineering, Art, LA/Writing</p> <p>Project: Air Traffic Controller - take on role within airport</p>				



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