

# CURRICULUM MAP

Subject: SCIENCE

Grade: 4<sup>TH</sup>   

Quarter: 1<sup>ST</sup>   

Teacher(s): 4<sup>th</sup> Grade

Month _____	WEEK 1 _____	WEEK 2 _____	WEEK 3 _____	WEEK 4 _____	WEEK 5 _____
<p><b>GDOE Standards/</b></p> <p><b>Concept (CCSS Standards)</b></p> <p><i>Italic Information: Recursive standard – repeated in at least one other quarter</i></p> <p><b>BOLD information: Standards that should be emphasized</b></p>	<p><b>4.1.1. Observe that results of repeated scientific investigations are seldom exactly the same. When differences occur, propose an explanation for them using recorded information from the investigations.</b></p> <p>CCSS: 4.RI.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p>	<p><b>4.1.2 Form and support a hypothesis after collecting information by gathering specimens or observing an experiment.</b></p> <p>CCSS: 4.W.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p>	<p><b>4.1.3 Differentiate between evidence gathered through observations and inferences, and use the evidence to develop a line of reasoning.</b></p> <p>CCSS: 4.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames ( a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p><b>4.2.1 Observe and describe how a source of energy is needed for all organisms to stay alive and grow.</b></p> <p>CCSS: 4.RI.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>CCSS: 4.RI.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p>	<p><b>4.2.3 Observe and describe how organisms depend on each other to survive, such as providing food for one another or assisting with seed dispersal.</b></p>
<p><b>Vocabulary</b></p> <p><b>Big Idea:</b></p>	<p>Question, hypothesis, data, collect, analyze, conclusion, prediction, investigation, experiment, support, observation, inference, inquiry</p> <p><b>Big Idea 1:</b> Students will explain their understanding of the scientific method and design an experiment utilizing this method.</p>	<p>Question, hypothesis, data, collect, analyze, conclusion, prediction, investigation, experiment, support, observation, inference, inquiry</p> <p><b>Big Idea 1:</b> Students will explain their understanding of the scientific method and design an experiment utilizing this method.</p>	<p>Question, hypothesis, data, collect, analyze, conclusion, prediction, investigation, experiment, support, observation, inference, inquiry</p> <p><b>Big Idea 1:</b> Students will explain their understanding of the scientific method and design an experiment utilizing this method.</p>	<p>organisms, ecosystems, environments, food chain, food web, energy, survive, thrive, producer, consumer, produce, dying, and decomposing, cytoplasm, chloroplast, photosynthesis, chlorophyll, sepal, pistil, stamen, ovary, dormant, fertilization</p> <p><b>Big Idea 2, Quarter 1</b></p> <p>Students will explain the life cycle of organisms and how they depend on each other to survive. They will support their ideas with details and examples. (i.e. illustrations)</p>	<p>organisms, ecosystems, environments, food chain, food web, energy, survive, thrive, producer, consumer, produce, dying, and decomposing, cytoplasm, chloroplast, photosynthesis, chlorophyll, sepal, pistil, stamen, ovary, dormant, fertilization</p> <p><b>Big Idea 2, Quarter 1</b></p> <p>Students will explain the life cycle of organisms and how they depend on each other to survive. They will support their ideas with details and examples. (i.e. illustrations)</p>
<p><b>Assessment</b></p> <p><b>Resources:</b></p>	<p><b>Resources &amp; Links to Technology</b></p> <ul style="list-style-type: none"> <li>• <i>Harcourt Grade 4, pp. x–xxiv</i></li> <li>• <i>Possible Videos 1* (NeoK12)</i></li> <li>• <i>Possible Videos 2 (WatchKnowlearn.org)</i></li> </ul>	<p><b>Resources &amp; Links to Technology</b></p> <ul style="list-style-type: none"> <li>• <i>Harcourt Grade 4, pp. x–xxiv</i></li> <li>• <i>Possible Videos 1* (NeoK12)</i></li> <li>• <i>Possible Videos 2 (WatchKnowlearn.org)</i></li> </ul>	<p><b>Resources &amp; Links to Technology</b></p> <ul style="list-style-type: none"> <li>• <i>Harcourt Grade 4, pp. x–xxiv</i></li> <li>• <i>Possible Videos 1* (NeoK12)</i></li> <li>• <i>Possible Videos 2 (WatchKnowlearn.org)</i></li> </ul>	<p><b>Resources &amp; Links to Technology</b></p> <p>Harcourt Grade 4, pp. x–xxiv; pp. A36–A92; pp. B2–B18; pp. B48–B78</p> <p><a href="#">Deer Predation</a></p> <p><a href="#">Predator Prey Simulation</a></p>	<p><b>Resources &amp; Links to Technology</b></p> <p><b>Chapter 3: Plant Growth and Adaptations A68-A75</b></p> <p>Harcourt Grade 4, pp. x–xxiv; pp. A36–A92; pp. B2–B18; pp. B48–B78</p>

	<ul style="list-style-type: none"> <li>• Possible Online Games (PBS KIDS)</li> <li>• Possible Books (Michigan State University)</li> <li>• Possible Books 2 (scsk12.org)</li> <li>• Experimental Design</li> <li>• Nature of Science Game</li> <li>• *These links provide videos, games, and books which can be used throughout the school year.</li> </ul>	<ul style="list-style-type: none"> <li>• Possible Online Games (PBS KIDS)</li> <li>• Possible Books (Michigan State University)</li> <li>• Possible Books 2 (scsk12.org)</li> <li>• Experimental Design</li> <li>• Nature of Science Game</li> <li>• *These links provide videos, games, and books which can be used throughout the school year.</li> </ul>	<ul style="list-style-type: none"> <li>• Possible Online Games (PBS KIDS)</li> <li>• Possible Books (Michigan State University)</li> <li>• Possible Books 2 (scsk12.org)</li> <li>• Experimental Design</li> <li>• Nature of Science Game</li> <li>• *These links provide videos, games, and books which can be used throughout the school year.</li> </ul>	<a href="#">Graphic Organizers: Food Chains</a> <a href="#">Bill Nye Classroom Episodes and Resources</a> <a href="#">Bill Nye Episode 26: Food Web</a> <a href="#">Bill Nye Episode 52: Ocean Life</a>	<a href="#">Deer Predation</a> <a href="#">Predator Prey Simulation</a> <a href="#">Graphic Organizers: Food Chains</a> <a href="#">Bill Nye Classroom Episodes and Resources</a> <a href="#">Bill Nye Episode 26: Food Web</a> <a href="#">Bill Nye Episode 52: Ocean Life</a>
<b>ESSENTIAL QUESTIONS</b>	<b>Essential Question(s):</b> What makes the use of the scientific method universal?	<b>Essential Question(s):</b> What makes the use of the scientific method universal?	<b>Essential Question(s):</b> What makes the use of the scientific method universal?	<b>Essential Question(s):</b> How do organisms rely on each other to survive? What is needed for organisms to thrive? How do the life cycles of various organisms benefit the ecosystem? How do many seeds, why don't we have an overabundance of plants? How does studying cycles help us understand actual processes?	<b>Essential Question(s):</b> How do organisms rely on each other to survive? What is needed for organisms to thrive? How do the life cycles of various organisms benefit the ecosystem? How do many seeds, why don't we have an overabundance of plants? How does studying cycles help us understand actual processes?

Month _____	WEEK 6 _____	WEEK 7 _____	WEEK 8 _____	Instructional Strategies (District) _____	Instructional Strategies (District) _____
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