

CURRICULUM MAP

Subject: SCIENCE

Grade: 4TH

Quarter: 4th

Teacher(s): 4th Grade

Month _____	WEEK 1 _____	WEEK 2 _____	WEEK 3 _____	WEEK 4 _____	CCLA ELA STANDARDS: _____
<p>Concept (CCSS Standards)</p>	<p>4.1.1 <i>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.</i></p> <p><i>Italic Information: Recursive standard – repeated in at least one other quarter</i></p> <p>BOLD information: Standards that should be emphasized</p>	<p>4.1.2 <i>Form and support a hypothesis after collecting information y gathering specimens or observing an experiment.</i></p>	<p>4.1.3 <i>Differentiate between evidence gathered through observations and inferences, and use the evidence to develop a line of reasoning.</i></p>	<p>4.5.1 Describe how the use of technology has changed the way people live on Guam and around the world.</p>	<p>CCSS ELA Standards:</p> <p>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>4.RI.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.</p> <p>4.RI.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</p> <p>4.W.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p> <p>4.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and short time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>

<p>Vocabulary</p> <p>BIG IDEA:</p>	<p>Key Vocabulary:</p> <p>Question, hypothesis, data, collect, analyze, conclusion, prediction, investigation, experiment, support, observation, inference, inquiry, technology, impact</p> <p>Big Idea 1, Quarter 4</p> <p>Students will compare and contrast how the use of technology has changed human behavior over time.</p>	<p>Key Vocabulary:</p> <p>Question, hypothesis, data, collect, analyze, conclusion, prediction, investigation, experiment, support, observation, inference, inquiry, technology, impact</p> <p>Big Idea 1, Quarter 4</p> <p>Students will compare and contrast how the use of technology has changed human behavior over time.</p>	<p>Key Vocabulary:</p> <p>Question, hypothesis, data, collect, analyze, conclusion, prediction, investigation, experiment, support, observation, inference, inquiry, technology, impact</p> <p>Big Idea 1, Quarter 4</p> <p>Students will compare and contrast how the use of technology has changed human behavior over time.</p>	<p>Key Vocabulary:</p> <p>Question, hypothesis, data, collect, analyze, conclusion, prediction, investigation, experiment, support, observation, inference, inquiry, technology, impact</p> <p>Big Idea 1, Quarter 4</p> <p>Students will compare and contrast how the use of technology has changed human behavior over time.</p>	
<p>Assessment</p> <p>Resources:</p>	<p>Resources & Links to Technology</p> <p>Harcourt Grade 4, pp. x–xxiv</p> <p>Inventions</p> <p>History of Lighting</p> <p>Unit F: Chapter 2 Science and Technology Science and Technology F60 - G61</p> <p>Evaluate the impact of research and technology on scientific thought, society, and the environment.</p>	<p>Resources & Links to Technology</p> <p>Harcourt Grade 4, pp. x–xxiv</p> <p>Inventions</p> <p>History of Lighting</p> <p>Unit F: People in Science F62-F63</p> <p>F63 group activities Observing Motion Marbles on a ramp Performance Assessment: Chapter Performance Task, Experiment/project Evaluation checklist</p>	<p>Resources & Links to Technology</p> <p>Harcourt Grade 4, pp. x–xxiv</p> <p>Inventions</p> <p>History of Lighting</p> <p>How Scientists work: X - Xxiii T28 -T29 (Teacher Edition)</p> <p>Ongoing Assessments: Questions - Orally Lesson Review Student: Self Assessments: Investigate - Experiments/project summary</p>	<p>Resources & Links to Technology</p> <p>Harcourt Grade 4, pp. x–xxiv</p> <p>Inventions</p> <p>History of Lighting</p> <ul style="list-style-type: none"> • Science and Technology F60-F61 High Speed Human powered Vehicles. • Science through time: F90-F91 • People in Science: F92-93 Wilbur and Orville Wright <p>Unit E Chapter 1: Science and Technology E32 - E 33 "Plastics you can eat E34-E35 People in Science</p> <ul style="list-style-type: none"> • B42 -43 <p>Lesson Reviews Presentations of projects</p>	
<p>ESSENTIAL QUESTIONS</p>	<p>Essential Question(s):</p> <p>How do the various levels of technological development affect different cultures? How does technology impact our lives? How will technology change our future lives?</p>	<p>Essential Question(s):</p> <p>How do the various levels of technological development affect different cultures? How does technology impact our lives? How will technology change our future lives?</p>	<p>Essential Question(s):</p> <p>How do the various levels of technological development affect different cultures? How does technology impact our lives? How will technology change our future lives?</p>	<p>Essential Question(s):</p> <p>How do the various levels of technological development affect different cultures? How does technology impact our lives? How will technology change our future lives?</p>	

Month _____	WEEK 6 _____	WEEK 7 _____	WEEK 8 _____	Instructional Strategies (District) _____	Instructional Strategies (District) _____
Concept (CCSS Standards)	Make up week	<i>Make up week</i>	<p>CCSS ELA Support Standards</p> <p>Because students have been using their skills of reading and writing with nonfiction, they have enhanced their ability to read and write like scientists. They take what they glean from their readings and use it their writing skills to convey their understandings of the concepts.</p> <p>Students will continue to use the writing process to ensure that their writing is understandable and uses the correct grammar, spelling, punctuation, and conventions.</p>	<p>Instructional Strategies (EL, SIOP, SPED, Marzano)</p> <p>When students answer questions, you should elaborate on their answers to get them to focus and/or think at a higher level. When they write or draw in their journals or use any other method that demonstrates their understanding, it is important to give students remarks about their thinking and understanding of the concepts. Make comments to explicitly explain concepts and/or ask more questions for clarification, encourage higher- level thinking, and help students understand any misconceptions they may have obtained (Marzano: Providing Feedback.)</p> <p>This is a time to obtain information from students about their thinking and understanding. Cues and questions are</p>	

				<p>meant as a way to gain this knowledge and help direct students (Marzano: Cues, questions, and graphic organizers)</p> <p>Students can use pictures of the various technologies and create a timeline showing how technology has changed over the years and built upon each other (Marzano: Nonlinguistic representations)</p> <p>Students will determine how technologies are the same and different. They will be able to show that many technologies had a relationship with previous technology; i.e. without an old technology, the new technology would not have come about so quickly or at all (Marzano: identifying similarities and differences)</p>	
Big Idea:					
Assessment /Resources	<p>Review Items: Unit B: Chapter 2: Protecting Ecosystems: B48 - B57 Lesson 2: How do people change the Ecosystems? B58 - B65 Lesson 3: B 66 - B73</p> <p>Lesson 1 Review: B57 # 1-5 Q/A Lesson 2 Review: B65 # 1-5 Q/A Lesson 3 Review: B73 # 1-5 Q/A</p> <p>Chapter 2: Review and Test Prep B78 -79</p>				
ESSENTIAL QUESTIONS					

