

4th Grade Science: Curriculum Map and Pacing Guide 2011/2012

Quarter 1

September 3-October 3

| Performance Objective | Student Outcomes | Core Resources | Additional Resources | Assessment |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|------------|
| [SC.4.5.8C.2-01] Describe how science and technology (e.g., computers, air conditioning, medicine) have improved the lives of many people. | I can describe how science and technology have improved people's lives. | Unit B-Looking at Ecosystems - Chapter 1 - Science and Technology pp. B42- | Solids, Liquids, Gases , Lesson Technology and Farming , Lesson Tracking Hurricanes , Lesson | |
| [SC.4.5.8C.3-01] Describe ways various resources (e.g., air, water, plants, animals, soil) are utilized to meet the needs of a population. | I can describe ways that air, water, plants, animals, and soil are used to meet people's needs. | Supplemental resource needed (discoveryeducation.com) | Renewable Energy Sources , Lesson | |
| [SC.4.5.8C.3-02] Differentiate renewable resources from nonrenewable resources. | I can tell whether resources are renewable or nonrenewable. | | Recycling 1 (Lesson) Recycling 2 (Lesson) Recycling (DE) Teacher's Guide | |
| [SC.4.5.8C.3-04] Describe ways in which resources can be conserved (e.g., by reducing, reusing, recycling, finding substitutes). | I can describe ways to conserve resources. | Unit B-Looking at Ecosystems - Chapter 2 - Lesson 3 pp. B66-B73 | Recycling (DE) Video, PG, Blackline masters A Year Expands When it Rains (demonstration) | |
| [SC.4.5.8C.3-03] Analyze the effect that limited resources (e.g., natural gas, minerals) may have on an environment. | I can discuss the effect on an environment when resources such as natural gas are limited. | Unit C-Earth's Surface - Chapter 2 - Lesson 3 pp. C56-C57 | | |
| [SC.4.5.8C.3-02] Evaluate the consequences of environmental occurrences that happen either rapidly (e.g., fire, flood, tornado) or over a long period of time (e.g., drought, melting ice caps, the greenhouse effect, erosion). | I can explain the consequences of things that occur quickly in the environment or over a long period of time. | Unit B-Looking at Ecosystems - Chapter 2 - Lesson 1 pp. B49-B57 *Supplemental resources needed for SC.4.5.8C.3-03 and SC.4.5.8C.3-04 | | |
| [SC.4.5.8C.2-04] Compare rapid and slow processes that change the Earth's surface, including: • rapid - earthquakes, volcanoes, floods • slow - wind, weathering | I can compare rapid and slow processes that change the Earth's surface, including: • rapid - earthquakes, volcanoes, floods • slow - wind, weathering | | | |

4th Grade Science Ohio Curriculum Maps

Brendan G. Carr



4th Grade Science Ohio Curriculum Maps:

Resources in Education ,2001 **STEM Road Map** Carla C. Johnson,Erin E. Peters-Burton,Tamara J. Moore,2015-07-03 STEM Road Map A Framework for Integrated STEM Education is the first resource to offer an integrated STEM curricula encompassing the entire K 12 spectrum with complete grade level learning based on a spiraled approach to building conceptual understanding A team of over thirty STEM education professionals from across the U S collaborated on the important work of mapping out the Common Core standards in mathematics and English language arts the Next Generation Science Standards performance expectations and the Framework for 21st Century Learning into a coordinated integrated STEM education curriculum map The book is structured in three main parts Conceptualizing STEM STEM Curriculum Maps and Building Capacity for STEM designed to build common understandings of integrated STEM provide rich curriculum maps for implementing integrated STEM at the classroom level and supports to enable systemic transformation to an integrated STEM approach The STEM Road Map places the power into educators hands to implement integrated STEM learning within their classrooms without the need for extensive resources making it a reality for all students

Research in Education ,1974 **Resources in Education** ,1997 **National Union Catalog** ,1956 Includes entries for maps and atlases

STEM Education: Concepts, Methodologies, Tools, and Applications Management Association, Information Resources,2014-12-31 This reference brings together an impressive array of research on the development of Science Technology Engineering and Mathematics curricula at all educational levels Provided by publisher

[Becoming Literate in Mathematics and Science](#) ,2001 **The National Ground Water Research Act of 1989** United States. Congress. House. Committee on Science, Space, and Technology. Subcommittee on Natural Resources, Agriculture Research, and Environment,1990 [Learning and Leading with Technology](#) ,1998 *Course of Study in Science* ,1940 *Current Index to Journals in Education* ,2001 **The National Union Catalogs, 1963-** ,1964 **The Education Index** ,1983 [Comprehensive Dissertation Index](#) ,1989 **Throckmorton's 1929 Annotated Code of Ohio** Ohio,1929

Instructor ,1975-08 **Teaching Science in Elementary and Middle School Classrooms** Joseph S. Krajcik,Charlene Lochbihler Czerniak,Carl F. Berger,2003 This text provides an overview of current science teaching practices for the elementary and middle grades The authors top scholars in the field of science education believe that all children should develop an in depth and meaningful understanding of scientific concepts and processes To achieve this the text utilizes the Project Based Approach Project based science stresses that science teaching should emphasize the active engagement of students in science rather than teachers telling students information Each chapter has several Portfolio Activity boxes that provide active learning experiences or reflections for the student Like the first edition the text includes numerous strategies in each chapter that help both new and experienced teachers understand how to teach science in an active and engaging manner The text also shows teachers how to implement the National Science Education Standards NSES

and constructivist strategies A NSES marginal feature keys content to the standards Moreover this textbook helps teachers learn how to implement all of today s major reforms not just read about them *The Ohio Teacher* Genry Graham Williams,1927 **National Union Catalog** Library of Congress,1979 Includes entries for maps and atlases *The Grade Placement of Curriculum Materials in the Social Studies* Chester Ora Mathews,1926

Immerse yourself in heartwarming tales of love and emotion with Crafted by is touching creation, **4th Grade Science Ohio Curriculum Maps** . This emotionally charged ebook, available for download in a PDF format (*), is a celebration of love in all its forms. Download now and let the warmth of these stories envelop your heart.

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