Content Standards are ongoing and may be covered at different times throughout the year

Diocese of Bridgeport
Curriculum Map

Course: Science

Grade Level - 4

	Content	Skills	Assessments	Content Standards
Physical Science	**Forces and Matter** 1) Mass 2) Motion 3) Gravity 4) Friction 5) Work **6)** Simple **Machines**	1. Determine how things move 2. Determine how things move 3. Explain by observation the specific effects of Gravity on an object 4. Students should explain that an object will slow down or speed up depending upon the force of friction 5. Identify ways that simple machines make use of or overcome mass, motion, gravity and friction. 6. Identify ways that simple machines make use of or overcome mass, motion, gravity and friction.	Formative & Summative Examples: ▪ Selected response and short answer. ▪ Extended written response. ▪ Performance Assessment & Rubrics. ▪ Personal Communication	**4.1 - The position and motion of objects can be changed by pushing or pulling**. The size of the change in an object's motion is related to the strength of the push or pull. The more massive an object is, the less effect a given force will have on its motion.

Tests, quizzes, homework, worksheets, experiments, projects, and science fairs are also part of the assessment process in fourth grade. Students interact to materials during discussions. Student performances are observed. Students recall facts and understand and apply concepts for written tests.

Life Science	**Matter and Energy in Ecosystems** **1**) Ecosystems 2) Habitats 3) Food chains/webs	Students will understand the interdependency of all living things. God created the Earth. Construct an animal habitat. Students will describe the flow of energy, including predator and prey in a food chain. Our responsibility is to take care of God's Creation. Describe how animals, directly or indirectly, depend on plants to provide the food and energy they need in order to grow and survive. Describe how natural phenomena and some human activities may cause changes to habitats and their inhabitants.	Diversity of Assessments • Formative • Summative -Selected response and short answer -Extended written response -Performance Assessment & Rubrics -Personal Communication	**4.2 - All organisms depend on the living and non-living features of the environment for survival.** ♦ When the environment changes, some organisms survive and reproduce and others die or move to new locations.

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Earth Science	**Water and Earth** **1)** The Water Cycle 2) Clouds and Precipitation 3) Erosion	Students will create a model of the water cycle and make connections with man's role in using this resource responsibility. Describe tributary, stream, river, and ocean structure; explain how the movement in each shapes the Earth. Students will classify cloud types and formulate weather precipitation. Students will be able to explain the three causes of erosion. Demonstrate water erosion with a stream table .	Diversity of Assessments • Formative • Summative -Selected response and short answer -Extended written response -Performance Assessment & Rubrics -Personal Communication	**4.3 - Water has a major role in shaping the Earth's surface.** Water circulates through the Earth's crust, oceans and atmosphere

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Physical Science	**Electricity and Magnets** 1) Electrical Circuits 2) Magnets	**1)**Students will be able to construct a simple circuit (embedded task) Describe how batteries and wires can transfer energy to light a light bulb (embedded task) Explain how simple electrical circuits can be used to determine which materials conduct electricity. 2) Students will have a practical knowledge of a magnets effect on various objects. 3) Students will be able to distinguish between temporary and permanent magnets. **4**) Students will investigate electricity is **related to** magnetism. Describe properties of magnets.	**Embedded Task- "Go with the flow")**	**4.4 - Electrical and magnetic energy can be transferred and transformed.** Electricity in circuits can be transformed into light, heat, sound and magnetic effects. Magnets can make objects move without direct contact between the object and the magnet.

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	Scientific Inquiry ***Scientific Literacy*** ***Scientific Numeracy***	• Develop safe practices in the laboratory		**B INQ.1** Make observations and ask questions about objects, organisms and the environment. **B INQ.2** Seek relevant information in books, magazines and electronic media. **B INQ.3** Design and conduct simple investigations. **B INQ.4** Employ simple equipment and measuring tools to gather data and extend

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					the senses.
				B INQ.5	Use data to construct reasonable explanations.
				B INQ.6	Analyze, critique and communicate investigations using words, graphs and drawings.
				B INQ.7	Read and write a variety of science-related fiction and nonfiction texts.
				B INQ.8	Search the Web and locate relevant science information.
				B INQ.9	Use measuremen

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				t tools and standard units (e.g., centimeters, meters, grams, kilograms) to describe objects and materials. Use mathematics to analyze, interpret and present data.

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