

Curriculum Map/Pacing Guide

School: Roy G. Eversole

Grade Level: 4th

Subject: Science

Ky Standard	Content/Topic	Skill/Time Period	Assessment
4-LS1.A 4-LS1.D 4-PS4.B 4-LS1-2	*Construct an argument that animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways.	19 days	Formative assessments throughout instruction, lesson checks, lesson round ups. Summative assessment at end of unit, unit review, science lab reports.
	*Observe and describe some of the internal structures of animals, compare similar body parts that have similar and different uses from species to species or multiple uses within a species, and recognize that some animals have modified systems or don't have them at all.		
	*Identify the external parts animals have and how their parts are used for growth, survival, behavior, and reproduction.		

Curriculum Map/Pacing Guide

School: Roy G. Eversole

Grade Level: 4th

Subject: Science

Ky Standard	Content/Topic	Skill/Time Period	Assessment
4-ESS2-1 4-ESS2-2	*Identify, explain, and record evidence about how water shapes Earth's surface and describe ways in which water causes weathering, erosion, and deposition to take place. Also, identify how the speed and volume of water affect these processes.	23 days	Formative assessments throughout instruction, lesson checks, lesson round ups. Summative assessment at end of unit, unit review, science lab reports.
	*Identify, explain, and record evidence about factors that shape Earth's surface, such as rainfall, organisms, weathering, erosion, and deposition.		
	*Interpret map contents that illustrate topographic features, and use maps as sources of data about Earth's features.		
	*Identify and explain where on Earth's surface earthquakes, volcanoes, mountains, and ocean		

	trenches can be found. Also, use maps to describe patterns they observed in the locations of those land and water formations.		

Curriculum Map/Pacing Guide

School: Roy G. Eversole

Grade Level: 4th Grade

Subject: Science

Ky Standard	Content/Topic	Skill/Time Period	Assessment
ESS1-1	*Construct explanations for the ways in which rock layers reveal patterns and reflect the history of planet Earth.	19 days	Formative assessments throughout instruction, lesson checks, lesson round ups. Summative assessment at end of unit, unit review, science lab reports.
	*Examine fossil evidence to determine how and in what environments organisms of the past lived, based on their physical traits and similarities to living organisms.		
	*Examine fossils and other geologic evidence to understand what past environments were like, how they have changed over time, and how changes to Earth's surface have affected them.		

Curriculum Map/Pacing Guide

School: Roy G. Eversole

Grade Level: 4th Grade

Subject: Science

Ky Standard	Content/Topic	Skill/Time Period	Assessment
4-ESS3-1 4-ESS3-2	* Understand that humans use energy and fuels derived from natural resources. Rely on books and other media to explain the use and reuse of natural resources as well as gaining the knowledge that human needs change over time.	23 days	Formative assessments throughout instruction, lesson checks, lesson round ups. Summative assessment at end of unit, unit review, science lab reports.
	* Learn about renewable resources and apply what they know about interdependence of science and technology to evaluate the benefits and drawbacks of renewable resources.		
	* Describe a variety of Earth processes on land that can be hazardous to humans, and how the impact of these processes can be lessened.		

Curriculum Map/Pacing Guide

School: Roy G. Eversole

Grade Level: 4th

Subject: Science

Ky Standard	Content/Topic	Skill/Time Period	Assessment
4-LS1-1	*Gather evidence about the function and structure of plant parts in order to construct an argument that these plant parts are used for survival, growth, reproduction, and behavior.	15 days	Formative assessments throughout instruction, lesson checks, lesson round ups, Summative assessment at end of unit, unit review, science lab reports
	*Describe the process of pollination and fertilization in both flowering and nonflowering plants. Identify the basic reproductive structures of plants and how the parts form a system		

Curriculum Map/Pacing Guide

School: Roy G. Eversole

Grade Level: 4th

Subject: Science

Ky Standard	Content/Topic	Skill/Time Period	Assessment
ETS1-1 ETS1-2 ETS1-3	<ul style="list-style-type: none"> *explore how engineers define problems and solutions. *learn about the importance of prototypes. *use models to examine how prototypes are tested and improved 	11 days	Formative assessments throughout instruction, lesson check, lesson roundup Summative assessment at end of unit, Unit 1 Unit Review
PS3-1 PS3-2 PS3-3 PS3-4	<ul style="list-style-type: none"> *Recognize common transformations of electrical energy. *Understand and observe energy transfer involving light, sound, and heat and provide evidence illustrating the changes that result. *Observe energy transfers and recognize the correlation between speed and the amount of energy an object possesses, and identify collisions as a form of motion energy transfer. 	11 days	

Curriculum Map/Pacing Guide

School: Roy G. Eversole

Grade Level: 4th

Subject: Science

Ky Standard	Content/Topic	Skill/Time Period	Assessment
PS3-3	Converting Energy	2 days	
PS4-1 PS4-2 PS4-3	*discover different parts of waves-wavelength and amplitude, observe how waves interact *explore how light can be reflected, and describe the effects of matter on light *examine and describe how information is transferred from place to place using codes and pixels	13 days	Formative assessments throughout instruction, lesson checks, lesson round ups Summative assessment at end of unit, Unit 3 review