

School: Roy G. Eversole

Subject: Science

Ky Standard	Content/Topic	Skill/Time Period	Assessment
4-LS1.A	*Construct an argument that	19 days	Formative assessments
4-LS1.D	animals receive different types		throughout instruction, lesson
4-PS4.B	of information through their	,	checks, lesson round ups.
4-LS1-2	senses, process the		Summative assessment at end
	information in their brain, and		of unit, unit review, science
	respond to the information in		lab reports.
	different ways.		
	*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.		



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*	Oxilly Illication	79999116116
*Identity, explain, and record	23 days	Formative assessments
evidence about how water		throughout instruction, lesson
shapes Earth's surface and		checks, lesson round ups.
describe ways in which water		Summative assessment at end
causes weathering, erosion,		of unit, unit review, science
and deposition to take place.		lab reports.
Also, identify how the speed		
and volume of water affect		
these processes.		v
*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		
	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.  *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	ridence about how water hapes Earth's surface and escribe ways in which water auses weathering, erosion, nd deposition to take place. Iso, identify how the speed nd volume of water affect hese processes. Identify, explain, and record vidence about factors that hape Earth's surface, such as ainfall, organisms, veathering, erosion, and leposition. Interpret map contents that lustrate topographic eatures, and use maps as ources of data about Earth's eatures. Identify and explain where on Earth's surface aarthquakes, volcanoes, nountains, and ocean

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



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Subject: Science

Grade Level: 4<sup>th</sup> Grade

Ky Standard	Content/Topic	Skill/Time Period	Assessment
ESS1-1	*Construct explanations for	19 days	Formative assessments
	the ways in which rock layers		throughout instruction, lesson
	reveal patterns and reflect the		checks, lesson round ups.
	history of planet Earth.		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.		



School:Roy G. Eversole

Grade Level:4th Grade

Subject:Science

Ky Standard	Content/Topic	Skill/Time Period	Assessment
4-ESS3-1	*Understand that humans use	23 days	Formative assessments
4-ESS3-2	energy and fuels derived from		throughout instruction, lesson
	natural resources. Rely on		checks, lesson round ups.
	books and other media to		Summative assessment at end
	explain the use and reuse of		of unit, unit review, science
	natural resources as well as		lab reports.
	gaining the knowledge that		
	human needs change over		
	time.		
	*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.		



School:Roy G. Eversole

Grade Level:4th

Subject: Science

Ky Standard	Content/Topic	Skill/Time Period	Assessment
	*Gather evidence about the	15 days	Formative assessments
4-LS1-1	function and structure of plant		throughout instruction, lesson
	parts in order to construct an		checks, lesson round ups,
	argument that these plant		Summative assessment at end
	parts are used for survival,	,	of unit, unit review, science
	growth, reproduction, and		lab reports
	behavior.		
	*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		

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Ky Standard	Content/Topic	Skill/Time Period	Assessment
	*explore how engineers define	11 days	Formative assessments
ETSI-1	problems and solutions.		throughout instruction, lesson
ETS1-2	*learn about the importance		check, lesson roundup
ETS1-3	of prototypes.		Summative assessment at end
	*use models to examine how		of unit, Unit 1 Unit Review
	prototypes are tested and		
	improved		
PS3-1	*Recognize common	11 days	
PS3-2	transformations of electrical		
PS3-3	energy.		
PS3-4	*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.		

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PS3-3  Converting Energy  2 days  *discover different parts of PS4-2  PS4-2  PS4-3  Amplitude, observe how waves-wavelength and escribe the effects of matter on light examine and describe how information is transferred from place to place using codes and pixels  *application parts of page assessments at end pixels  Converting Energy  2 days  Formative assessments throughout instruction, lesson round ups summative assessment at end effects of matter on light examine and describe how information is transferred from place using codes and pixels  **Converting Energy  2 days  Formative assessments throughout instruction, lesson round ups summative assessment at end of unit, Unit 3 review  **Information is transferred from place using codes and pixels  **Converting Energy  **Indianative assessments at end of unit, Unit 3 review  **Information is transferred from place using codes and pixels  **Converting Energy  **Indianative assessments at end of unit, Unit 3 review  **Information is transferred from place using codes and pixels  **Converting Energy  **Converting Energy	Ky Standard	Content/Topic	Skill/Time Period	Assessment
*discover different parts of undersolved 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  14 days  15 days  16 days  17 days  18 days	PS3-3	Converting Energy	2 days	
*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				
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	PS4-1	*discover different parts of	13 days	Formative assessments
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	PS4-2	waves-wavelength and		throughout instruction, lesson
ight can be describe the er on light describe how transferred blace using ls	PS4-3	amplitude, observe how		checks, lesson round ups
ight can be describe the er on light describe how transferred blace using ls		waves interact		Summative assessment at enc
DW E		*explore how light can be		of unit, Unit 3 review
effects of matter on light  *examine and describe how information is transferred from place to place using codes and pixels		reflected, and describe the		
*examine and describe how information is transferred from place to place using codes and pixels		effects of matter on light		
information is transferred from place to place using codes and pixels		*examine and describe how		
from place to place using codes and pixels		information is transferred		
codes and pixels		from place to place using		
		codes and pixels		