

<b>Grade Level:</b>	<b>4th</b>
<b>Class Title:</b>	<b>Science</b>
<b>Subject:</b>	<b>Science</b>
<b>Class Description:</b>	<p>This class will encourage the student’s natural curiosity to become a better questioner, observer, and thinker. The Student will develop the ability to use simple tools and to solve problems in creative ways.</p> <p>This course will introduce the student to the fundamentals of the following Science topics:</p> <p>Physical Science</p> <ul style="list-style-type: none"> <li>• Students are able to use a model of waves to describe patterns of waves in terms of amplitude and wavelength, and that waves can cause objects to move.</li> <li>• Students are expected to develop an understanding that energy can be transferred from place to place by sound, light, heat, and electric currents or from object to object through collisions.</li> </ul> <p>Earth and Space</p> <ul style="list-style-type: none"> <li>• Students are expected to develop understanding of the effects of weather or the rate of erosion by water, ice, wind, or vegetation.</li> </ul> <p>Life Science</p> <ul style="list-style-type: none"> <li>• Students are expected to develop an understanding that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.</li> </ul> <p>This class will work toward one or more EALRs. This will be a year-long class, spanning the 2020-2021 school year.</p> <p>The estimated instructional hours for this class are ____per week.</p>
<b>Learning Materials:</b>	List all materials.
<b>Learning Goals/ Performance Objectives:</b>	<ol style="list-style-type: none"> <li>1. Observe and describe using senses</li> <li>2. Compare and Contrast important points and key details-CCS</li> <li>3. Ask questions about key details in text-CCS</li> <li>4. Use information from illustrations or text to demonstrate understanding of key details in a text-CCS</li> <li>5. Recall information-CCS</li> <li>6. Sort and Classify</li> <li>7. Explore Cause and Effect</li> <li>8. Examine ideas with in topic of study</li> <li>9. Find examples in nature</li> <li>10. Summarize topics</li> <li>11. Identify main idea-CCS</li> <li>12. Describe connections between scientific ideas or concepts</li> <li>13. Recognize ideas and vocabulary with in topic of study</li> <li>14. Measure and order by weight, capacity, height, length, and temperature</li> <li>15. Integrate information from two texts on the same topic-CCS</li> <li>16. Record and graph data</li> <li>17. Label and explain diagrams</li> </ol>

18. Define terms related to study
19. Conduct short research and writing projects and with adult support and use digital tools to produce and publish project and/or writing-CCS
20. Use drawing, dictating, and/or writing to explain about a topic-CCS

**Physical Science—Energy**

1. Use evidence to construct an explanation relating the speed of an object to the energy of that object.
2. Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents.
3. Ask questions and predict outcomes about the changes in energy that occur when objects collide.
4. Apply scientific ideas to design, test, and refine a device that converts energy from one form to another.
5. Obtain and combine information to describe that energy and fuels are derived from natural resources and that their uses affect the environment.

**Physical Science—Waves: Waves and Information**

1. Develop a model of waves to describe patterns in terms of amplitude and wavelength and that waves can cause objects to move.
2. Develop a model to describe that light reflecting from objects and entering the eye allows objects to be seen.
3. Generate and compare multiple solutions that use patterns to transfer information.

**Life Science—Structure, Function, and Information Processing**

1. Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.
2. Use a model to describe that animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways.

**Earth and Space Science—Earth’s Systems: Processes that Shape the Earth**

1. Identify evidence from patterns in rock formations and fossils in rock layers for changes in a landscape over time to support an explanation for changes in a landscape over time.
2. Make observations and/or measurements to provide evidence of the effects of weathering or the rate of erosion by water, ice, wind, or vegetation.
3. Analyze and interpret data from maps to describe patterns of Earth’s features.
4. Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans.

A team of certificated teachers who are highly qualified in this subject matter has reviewed this WSLP.

**Learning Activities:**

(Student Name) Read for 40 minutes for information on a topic each week  
(Student Name) will participate in conducting one experiment each week  
(Student Name) will present orally once each month

(Student Name) will complete a research project each month  
Please take a look at the sample learning activities below. Use them as a model to describe what your child will be doing at home. Adjust and modify them to match what you are doing at home. Just do your best, your consultant will give you more assistance at your meeting, if necessary.

(Student Name) will complete \_\_\_\_pages per week/month in Science workbook  
(Student Name) will compare and contrast two objects (using a Venn diagram) each month

(Student Name) will draw or label a diagram each month

(Student Name) will keep a list of vocabulary words for the topic of study each month

**Progress  
Criteria/  
Methods of  
Evaluation:**

[Student's name] will keep a portfolio of weekly work samples and any written assessments to present to consultant at face-to-face meetings each month. Monthly assessments will be completed by the consultant/certified teacher. Monthly Progress will be marked satisfactory or unsatisfactory based on the professional judgment of the certified teacher using parent input, work samples, and monthly assessments.