| **Subject and Quarter:** Q1 EARTH SCIENCE | **Grade: 4** |
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| **Standard** 4.ESS.1.1 Plan and conduct investigations on the effects of water, ice, wind, and vegetation on the relative rate of weathering and erosion. | **Supporting Standards** |
| **Learning Goal/I Can Statement**I can plan and conduct investigations on the effects of water, ice, wind, and vegetation on the relative rate of weathering and erosion. |
| **Proficiency Scale** | **Resources** |
| **Score****4.0** | When given a real world scenario, I can develop a solution to lessen the effects of weathering and erosion on the land. | **Essential Question**  |
| **Score****3.0** | **I can plan and conduct investigations on the effects of water, ice, wind, and vegetation on the relative rate of weathering and erosion.** | **Assessments (Pre, Mid, Post)**[Weathering/Erosion Assessments](https://docs.google.com/document/d/1yiaZLMZM7VyktZEK87vyu7ElA8u8FgbtkG9vXXY2a_w/edit?usp=sharing)[Landform W.E.D. Scientific Method](https://docs.google.com/document/d/1PioMRkb1CYLFgIAyM9t-hOoFQ0-qrPYtWK5Yt-DWcko/edit?usp=sharing) Page[Landform W.E.D. Scientific Method](https://docs.google.com/presentation/d/1N27boFgyOZX4VKR4qwCS1nmqbWFhXNzOc1IADIwA1NQ/edit?usp=sharing) Slides |
| **Score****2.0** | I can define and understand the following vocabulary words: weathering, erosion, vegetation, depositionI can describe the process of the rock cycle. | **Lesson Resources**Elevate Science- Topic 4: Earth’s FeaturesElevate Science- Topic 5: Earth’s Natural HazardsElevate Science- Topic 6: The History of Planet Earth |
| **Score 1.0** | With help, I can plan and conduct investigations on the effects of water, ice, wind, and vegetation on therlative rate of weather and erosion. | **Academic Vocabulary*** **Academic Vocabulary:** symbol, legend, compass rose, features, canyon, butte, fault, trench, fault, earthquake, tsunami, volcano, eruption, flood, drought, avalanche, landslide, wildfire
* **Scale Vocabulary:** weathering, erosion, vegetation, deposition
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| **RtI Support** | **Interventions** | **Enrichment** |

| **Subject and Quarter:** Q1 EARTH SCIENCE | **Grade: 4** |
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| **Standard** 4.ESS.2.1 Identify evidence from patterns of rock formations and fossils in rock layers to support an explanation for changes in a landscape over time. | **Supporting Standards** |
| **Learning Goal/I Can Statement**I can identify evidence from patterns of rock formations and fossils in rock layers to support an explanation for changes in a landscape over time. |
| **Proficiency Scale** | **Resources** |
| **Score****4.0** | I can use my knowledge of rock formations and the rock cycle to predict what the landscape of the United States will look like in the next geological period. | **Essential Question**  |
| **Score****3.0** | **I can identify evidence from patterns of rock formations and fossils in rock layers to support an explanation for changes in a landscape over time.** | **Assessments (Pre, Mid, Post)** |
| **Score****2.0** | I can define and understand most of the following vocabulary words: fossil, mold fossil, true form fossil, cast fossil, trace fossil, igneous, sedimentary, metamorphicI can identify some of the types of fossils and rock formations. | **Lesson Resources**Elevate Science- Topic 4: Earth’s FeaturesElevate Science- Topic 5: Earth’s Natural HazardsElevate Science- Topic 6: The History of Planet Earth |
| **Score 1.0** | With help, I can identify evidence from patterns of rock formations and fossils in rock layers to support an explanation for changes in a landscape over time. | **Academic Vocabulary*** **Academic Vocabulary:** strata, key bed
* **Scale Vocabulary:** fossil, mold fossil, true form fossil, cast fossil, trace fossil,igneous, sedimentary, metamorphic
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| **RtI Support** | **Interventions** | **Enrichment** |

| **Subject and Quarter:** Q2 ENERGY | **Grade: 4** |
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| **Standard** 4.PS.3.2 Make observations to provide evidence that energy can be transferred from place by sound, light, heat, and electric currents. | **Supporting Standards** |
| **Learning Goal/I Can Statement**I can make observations to provide evidence that energy can be transferred from place by sound, light, heat, and electric currents. |
| **Proficiency Scale** | **Resources** |
| **Score****4.0** |  I can use my understanding of energy transfer to design a circuit system that will efficiently power a home. | **Essential Question**  |
| **Score****3.0** | **I can make observations to provide evidence that energy can be transferred from place by sound, light, heat, and electric currents.** | **Assessments (Pre, Mid, Post)** |
| **Score****2.0** | I can define and understand most of the following vocabulary words: energy, energy transfer, sound energy, light energy, heat energy, electrical current, kinetic energy, potential energyI can identify some examples of sound, light, heat, and electrical energy in real life. | **Lesson Resources**<https://phet.colorado.edu/>Elevate Science- Topic 1: Energy and MotionElevate Science- Topic 2: Humans Use of Energy |
| **Score 1.0** | With help, I can make observations to provide evidence that energy can be transferred from place by sound, light, heat, and electric currents. | **Academic Vocabulary*** **Academic Vocabulary:** thermal energy, chemical energy, electrical energy, heat, radiation, light, sound, wave, electric charge, electric current, conductor, insulator, resistor, battery, generator, turbine, combustion, fuel, coal, petroleum, natural gas, nuclear fuel, geothermal energy, hydropower, emission, pollutant, greenhouse gas, scrubber, collision, fossil fuel, energy transformation, speed
* **Scale Vocabulary:** energy, energy transfer, sound energy, light energy, heat energy, electrical current, kinetic energy, potential energy
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| **RtI Support** | **Interventions** | **Enrichment** |

| **Subject and Quarter:** Q3 WAVES | **Grade: 4** |
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| **Standard** 4.PS4.1 Develop and use a model of waves to describe patterns in terms of amplitude and wavelength, and to show waves can cause objects to move. | **Supporting Standards** |
| **Learning Goal/I Can Statement**I can develop and use a model of waves to describe patterns in terms of amplitude and wavelength, and to show waves can cause objects to move. |
| **Proficiency Scale** | **Resources** |
| **Score****4.0** | Using a model, I can justify why some waves transfer more energy than others. | **Essential Question**  |
| **Score****3.0** | **I can develop and use a model of waves to describe patterns in terms of amplitude and wavelength, and to show waves can cause objects to move.** | **Assessments (Pre, Mid, Post)** |
| **Score****2.0** | I can define and understand most of the following vocabulary words: amplitude, wave, wavelength, frequency, crest, troughI can label the parts of a wave, including amplitude, wavelength, crest, and trough. | **Lesson Resources**<https://phet.colorado.edu/>Elevate Science- Topic 3: Waves and Information |
| **Score 1.0** | With help, I can develop and use a model of waves to describe patterns in terms of amplitude and wavelength, and to show waves can cause objects to move. | **Academic Vocabulary*** **Academic Vocabulary: transverse, longitudinal, wave period, circular wave, plane wave, analog, digital, morse code**
* **Scale Vocabulary:** amplitude, wave, wavelength, frequency, crest, trough
 |
| **RtI Support** | **Interventions** | **Enrichment** |

| **Subject and Quarter:** Q3 WAVES | **Grade: 4** |
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| **Standard** 4.PS4.2 Develop a model to describe that light reflecting from objects and entering the eye allows objects to be seen. | **Supporting Standards** |
| **Learning Goal/I Can Statement**I can develop a model to describe that light reflecting from objects and entering the eye allows objects to be seen. |
| **Proficiency Scale** | **Resources** |
| **Score****4.0** | I can explain how eyes process color as it relates to wavelength. | **Essential Question**  |
| **Score****3.0** | **I can develop a model to describe that light reflecting from objects and entering the eye allows objects to be seen.** | **Assessments (Pre, Mid, Post)** |
| **Score****2.0** | I can define and understand most of the following vocabulary words: reflect, refractI can describe some parts of the eye. | **Lesson Resources**Elevate Science- Topic 3: Waves and Information |
| **Score 1.0** | With help, I can develop a model to describe that light reflecting from objects and entering the eye allows objects to be seen. | **Academic Vocabulary*** **Academic Vocabulary: ray, absorb, signal, transmitter, antenna, receiver, analog, digital, morse code**
* **Scale Vocabulary:** reflect, refract
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| **RtI Support** | **Interventions** | **Enrichment** |

| **Subject and Quarter:** Q4 LIFE SCIENCE | **Grade: 4** |
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| **Standard** 4.LS.1.1 Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction. | **Supporting Standards** |
| **Learning Goal/I Can Statement**I can construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction. |
| **Proficiency Scale** | **Resources** |
| **Score****4.0** | I can compare and contrast the vascular systems of plants and animals. | **Essential Question**  |
| **Score****3.0** | **I can construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.** | **Assessments (Pre, Mid, Post)** |
| **Score****2.0** | I can define and understand most of the following vocabulary words: structure, internal functions, external functions, stem, leaf, flower, root, brain, heart, lungs, skeletal system, organ, skinI can name some structures of plants and animals. | **Lesson Resources**Elevate Science- Topic 7: Structures and FunctionsElevate Science- Topic 8: Human Body Systems |
| **Score 1.0** | With help, I can construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction. | **Academic Vocabulary*** **Academic Vocabulary:** ovary, vascular system, cuticle, sepal, stamen, pistil, skeleton, heart, lungs, gills, brain, exoskeleton, extinct, organ system, organ, tissue, diaphragm, muscle, sensory organ, small intestine, large intestine, pancreas, liver, excretory system, kidneys, bladder, echolocation
* **Scale Vocabulary:** structure, internal functions, external functions, stem, leaf, flower, root, brain, heart, lungs, skeletal system, organ, skin
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| **RtI Support** | **Interventions** | **Enrichment** |