

<b>Course: 4<sup>th</sup> grade</b>			<b>Designated Six Weeks: Ongoing each 6 weeks</b>		
<b>Unit: Process TEKS</b>			<b>Days to teach: Ongoing</b>		
<b>TEKS</b>	<b>Guiding Questions/ Specificity</b>	<b>Sample Assessment</b>	<b>Vocabulary</b>	<b>Instructional Strategies</b>	<b>Resources/ Weblinks</b>

<p>Scientific investigation and reasoning. The student conducts classroom and outdoor investigations, following home and school safety procedures and environmentally appropriate and ethical practices.</p>					
<p>4.1 (A) demonstrate safe practices and the use of safety equipment as described in the Texas Safety Standards during classroom and outdoor investigations; and</p> <p>4.1(B) make informed choices in the use and conservation of natural resources and reusing and recycling of materials such as paper, aluminum, glass, cans, and plastic</p>	<p>Introduce and demonstrate all lab and classroom safety procedures. <b>Teacher Note:</b> All teachers must have a student safety contract. Make sure that all glassware is safe to be used on heat.</p> <p>Draw a conclusion as to the significance of recycling and conservation of resources.</p>	<p><b><u>TMSDS- 4<sup>th</sup> grade Curriculum Check</u></b></p> <p><b><u>Preparation for 5<sup>th</sup> grade Science STAAR test</u></b></p> <p><b>Sample Questions</b></p> <p>1. Which of these activities in a lab should a student NOT do?  a. stir a solution  b. use science tools to measure  c. taste the solution</p>	<p>Reduce  Reuse  Recycle  Natural Resources</p>	<p><b><u>Examples of Instructional Strategies:</u></b>  Journals  Cooperative Learning  Discovery Learning  Graphic Organizers  Scaffolding</p> <p><b><u>Link to ELPS Instructional Strategies:</u></b>  <a href="http://ritter.tea.state.tx.us/rules/tac/chapter074/c/h074a.html">http://ritter.tea.state.tx.us/rules/tac/chapter074/c/h074a.html</a></p> <p>2C Think, Pair, Share  3H Tiered Resp Stem  2D Think Alouds  2H Writing Scaffolds  2E Accountable Conversation Stems</p>	<p><b><u>Simple Science CD</u></b>  4<sup>th</sup> grade Folders</p> <p><b><u>Harcourt Science Textbook Grade 4:</u></b>  xvi</p> <p><b><u>MISD Teacher Wiki:</u></b>  <a href="http://www.misd4science.pbworks.com">www.misd4science.pbworks.com</a></p>
<p>(2) Scientific investigation and reasoning. The student uses scientific inquiry methods during laboratory and outdoor investigations.</p>					
<p>4.2(A) plan and implement descriptive investigations, including asking well-defined questions, making inferences, and selecting and using</p>	<p>Formulate an investigation and report the results.</p>	<p><b><u>TMSDS- 4<sup>th</sup> grade Curriculum Check</u></b></p> <p><b><u>Preparation for 5<sup>th</sup> grade Science STAAR Test</u></b></p>	<p>Inference  Metric system  Reliable  Valid</p>	<p><b><u>Examples of Instructional Strategies:</u></b>  Journals  Cooperative Learning  Discovery Learning  Graphic Organizers</p>	<p><b><u>Simple Science CD</u></b>  4<sup>th</sup> grade Folders</p> <p><b><u>Harcourt Science Textbook Grade 4:</u></b>  R2-3</p>

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<p>appropriate equipment or technology to answer his/her questions;</p> <p>4.2 (B) collect and record data by observing and measuring, using the metric system, and using descriptive words and numerals such as labeled drawings, writing, and concept maps;</p> <p>4.2 (C) construct simple tables, charts, bar graphs, and maps using tools and current technology to organize, examine, and evaluate data;</p> <p>4.2 (D) analyze data and interpret patterns to construct reasonable explanations from data that can be observed and measured;</p> <p>4.2 (E) perform repeated investigations to increase the</p>	<p>Gather data and document findings in a variety of formats.</p> <p>Create a variety of different graphic organizers to display data.</p> <p>Examine findings to report results.</p> <p>Repeat experiments to verify results.</p>	<p><b>Sample Questions</b></p> <p>1. On a warm day after the rain, a puddle on the sidewalk has disappeared. What is the best explanation?</p> <p>a. birds drank the water b. kids jumped in the puddle and caused the water to move. c. the water evaporated.</p>		<p>Scaffolding</p> <p><b><u>Link to ELPS Instructional Strategies:</u></b>  <a href="http://ritter.tea.state.tx.us/rules/tac/chapter074/ch074a.html">http://ritter.tea.state.tx.us/rules/tac/chapter074/ch074a.html</a></p> <p>2C Think, Pair, Share 3H Tiered Resp Stem 2D Think Alouds 2H Writing Scaffolds 2E Accountable Conversation Stems</p>	<p><b><u>MISD Teacher Wiki:</u></b>  <a href="http://www.misd4science.pbworks.com">www.misd4science.pbworks.com</a></p>
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reliability of results; and  4.2 (F) communicate valid, oral, and written results supported by data.	Present results found in investigations.														
(3) Scientific investigation and reasoning. The student uses critical thinking and scientific problem solving to make informed decisions.															
4.3 (A) in all fields of science, analyze, evaluate, and critique scientific explanations by using empirical evidence, logical reasoning, and experimental and observational testing, including examining all sides of scientific evidence of those scientific explanations, so as to encourage critical thinking by the student;  4.3 (B) draw inferences and evaluate accuracy of services and product claims found in advertisements and labels such as for toys, food, and	Examine and assess the student's ability to apply critical thinking skills in science.          Critique advertisements and product claims to determine validity.	<p><b><u>TMSDS- 4<sup>th</sup> grade Curriculum Check</u></b></p> <p><b><u>Preparation for 5<sup>th</sup> grade Science STAAR test</u></b></p> <p><b>Sample Questions</b></p> <p>1. Students measured their bean seeds growth each day for four days and recorded it in a data table. What should be the title for the first column?</p> <table border="1" style="margin-left: 20px;"> <tr> <td style="width: 50px; text-align: center;">?</td> <td style="width: 50px;">Height in cm</td> </tr> <tr> <td style="text-align: center;">Mond.</td> <td></td> </tr> <tr> <td style="text-align: center;">Tues.</td> <td></td> </tr> <tr> <td style="text-align: center;">Wed.</td> <td></td> </tr> <tr> <td style="text-align: center;">Thurs.</td> <td></td> </tr> </table>	?	Height in cm	Mond.		Tues.		Wed.		Thurs.		Natural world Model	<p><b><u>Examples of Instructional Strategies:</u></b></p> <p>Journals Cooperative Learning Discovery Learning Graphic Organizers Scaffolding</p> <p><b><u>Link to ELPS Instructional Strategies:</u></b> <a href="http://ritter.tea.state.tx.us/rules/tac/chapter074/c074a.html">http://ritter.tea.state.tx.us/rules/tac/chapter074/c074a.html</a></p> <p>2C Think, Pair, Share 3H Tiered Resp Stem 2D Think Alouds 2H Writing Scaffolds 2E Accountable Conversation Stems</p>	<p><b><u>Simple Science CD</u></b> 4<sup>th</sup> grade Folders</p> <p><b><u>Harcourt Science Textbook Grade 4:</u></b> x-xv</p> <p><b><u>MISD Teacher Wiki:</u></b> <a href="http://www.misd4science.pbworks.com">www.misd4science.pbworks.com</a></p>
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<p>sunscreen;</p> <p>4.3 (C) represent the natural world using models such as rivers, stream tables, or fossils and identify their limitations, including accuracy and size.</p> <p>4.3 (D) connect grade-level appropriate science concepts with the history of science, science careers, and contributions of scientists.</p>	<p>Create models that represent the natural world.</p> <p>Integrate historical figures and concepts to science.</p>				
(4) Scientific investigation and reasoning. The student knows how to use a variety of tools, materials, equipment, and models to conduct science inquiry.					
<p>4.4 (A) collect, record, and analyze information using tools, including calculators, microscopes, cameras, computers, hand lenses, metric rulers, Celsius thermometers, mirrors, spring scales, pan balances, triple beam balances, graduated cylinders, beakers, hot plates, meter sticks, compasses, magnets,</p>	<p>Use tools to collect and record data.</p>	<p><b><u>TMSDS- 4<sup>th</sup> grade Curriculum Check</u></b></p> <p><b><u>Preparation for 5<sup>th</sup> grade Science STAAR test</u></b></p> <p><b>Sample Questions</b></p> <p>1. What tool would be best used to measure volume of a liquid?            a. thermometer            b. rulers</p>	<p>Spring scale            Graduated cylinder            Triple beam balance</p>	<p><b><u>Examples of Instructional Strategies:</u></b>            Journals            Cooperative Learning            Discovery Learning            Graphic Organizers            Scaffolding</p> <p><b><u>Link to ELPS Instructional Strategies:</u></b>  <a href="http://ritter.tea.state.tx.us/rules/tac/chapter074/c">http://ritter.tea.state.tx.us/rules/tac/chapter074/c</a></p>	<p><b><u>Simple Science CD</u></b>            4<sup>th</sup> grade Folders</p> <p><b><u>Harcourt Science Textbook Grade 4:</u></b>            R 4-10</p> <p><b><u>MISD Teacher Wiki:</u></b>  <a href="http://www.misd4science.pbworks.com">www.misd4science.pbworks.com</a></p>

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<p>collecting nets, and notebooks; timing devices, including clocks and stopwatches; and materials to support observation of habitats of organisms such as terrariums and aquariums; and</p> <p>4.4 (B) use safety equipment as appropriate, including safety goggles and gloves.</p>	<p>Use safety equipment as needed.</p>	<p>c. graduated cylinder d. spring scale</p>		<p><a href="http://h074a.html">h074a.html</a></p> <p>2C Think, Pair, Share 3H Tiered Resp Stem 2D Think Alouds 2H Writing Scaffolds 2E Accountable Conversation Stems</p>	
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