

4th Grade Science Curriculum Map

Standards – Quarter 1	I Can Statements
<p>Forces and Motion</p> <p>4.P.1.1 - Explain how magnets interact with all things made of iron and with other magnets to produce motion without touching them.</p> <p>4.P.1.2 - Explain how electrically charged objects push or pull on other electrically charged objects and produce motion.</p>	<p>4.P.1.1: I can tell which objects are attracted to magnets. I can explain why the interaction between magnets causes motion.</p> <p>4.P.1.2: I can observe how objects attract because of electrical charges.</p>
<p>Key Vocabulary: attract, repel, interact, electrical charge, magnetism, iron, motion, force</p>	
<p>Matter: Properties & Change</p> <p>4.P.2.1 - Compare the physical properties of samples of matter (strength, hardness, flexibility, ability to conduct heat, ability to conduct electricity, ability to be attracted to magnets, reactions to water and fire).</p>	<p>4.P.2.1: I can compare the physical properties of matter.</p>
<p>Key Vocabulary: strength, hardness, flexibility, conductor, insulator, electricity, attract, repel, luster, static, circuits, parallel, series, physical properties</p>	
<p>Energy: Conservation & Transfer</p> <p>4.P.3.1 - Recognize the basic forms of energy (light, sound, heat, electrical, and magnetic) as the ability to cause motion or create change.</p> <p>4.P.3.2 - Recognize that light travels in a straight line until it strikes an object or travels from one medium to another, and that light can be reflected, refracted, and absorbed.</p>	<p>4.P.3.1: I can recognize basic forms of energy by how they cause motion or create change.</p> <p>4.P.3.2: I can explain why light travels in a straight line. I can understand how light is changed by refraction, reflection, or absorption.</p>
<p>Key Vocabulary: light, heat, sound, magnetic, refraction, reflection, absorption, light travel</p>	

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Standards – Quarter 2	I Can Statements
<p>Earth History</p> <p>4.E.2.1 - Compare fossils (including molds, casts, and preserved parts of plants and animals) to one another and to living organisms.</p> <p>4.E.2.2 - Infer ideas about Earth’s early environments from fossils of plants and animals that lived long ago.</p> <p>4.E.2.3 - Give examples of how the surface of the earth changes due to slow processes such as erosion and weathering, and rapid processes such as landslides, volcanic eruptions, and earthquakes.</p>	<p>4.E.2.1: I can compare fossils to one another and to living organisms using different tools.</p> <p>4.E.2.2: I can understand the Earth’s early environment by examining plants and animals that lived long ago.</p> <p>4.E.2.3: I can explain how the earth changes over time.</p>
<p>Key Vocabulary: fossils, molds, casts, preserved, erosion, weathering, landslides, volcanic eruptions, earthquakes, biotic, abiotic</p>	
<p>Matter: Properties & Change</p> <p>4.P.2.2 - Explain how minerals are identified using tests for the physical properties of hardness, color, luster, cleavage and streak.</p> <p>4.P.2.3 - Classify rocks as metamorphic, sedimentary or igneous based on their composition, how they are formed and the processes that create them.</p>	<p>4.P.2.2: I can identify and describe the properties of minerals.</p> <p>4.P.2.3: I can classify rocks, and tell how they are formed.</p>
<p>Key Vocabulary: minerals, hardness, color, luster, cleavage, streak, metamorphic, sedimentary, igneous, composition</p>	

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Standards – Quarter 3	I Can Statements
<p>Molecular Biology</p> <p>4.L.2.1 - Classify substances as food or non-food items based on their ability to provide energy and materials for survival, growth and repair of the body.</p> <p>4.L.2.2 - Explain the role of vitamins, minerals and exercise in maintaining a healthy body.</p>	<p>4.L.2.1: I can classify substances as food or non-food items based on their ability to provide energy.</p> <p>4.L.2.2: I can explain how vitamins, minerals, and exercise help to maintain a healthy body.</p>
<p>Key Vocabulary: food, non-food, vitamins, minerals, growth, repair, survival, nutrition</p>	
<p>Earth in the Universe</p> <p>4.E.1.1 - Explain the cause of day and night based on the rotation of Earth on its axis.</p> <p>4.E.1.2 - Explain the monthly changes in the appearance of the moon, based on the moon's orbit around the Earth.</p>	<p>4.E.1.1: I can explain the cause of day and night based on the rotation of Earth on its axis.</p> <p>4.E.1.2: I can explain why the moon changes appearance each month.</p>
<p>Key Vocabulary: rotation, axis, moon, first quarter, third quarter, waxing crescent, waning crescent, full moon, new moon, orbit</p>	

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Standards – Quarter 4	I Can Statements
<p>Ecosystems</p> <p>4.L.1.1 - Give examples of changes in an organism’s environment that are beneficial to it and some that are harmful.</p> <p>4.L.1.2 - Explain how animals meet their needs by using behaviors in response to information received from the environment.</p> <p>4.L.1.3 - Explain how humans can adapt their behavior to live in changing habitats (e.g., recycling wastes, establishing rain gardens, planting trees and shrubs to prevent flooding and erosion).</p> <p>4.L.1.4 - Explain how differences among animals of the same population sometimes give individuals an advantage in surviving and reproducing in changing habitats.</p>	<p>4.L.1.1: I can explain changes in an organism’s environment, and why those changes are beneficial or harmful.</p> <p>4.L.1.2: I can identify ways in which animals meet their needs by using behaviors in response to their environment.</p> <p>4.L.1.3: I can explain how humans can adapt their behaviors to live in changing habitats.</p> <p>4.L.1.4: I can explain how differences among animals of the same population sometimes give individual animals an advantage in survival.</p>
<p>Key Vocabulary: organisms, environment, beneficial, harmful, species, habitat, extinction, endangered, adaptation (adapt), recycle, flooding, erosion, survival, camouflage, mimic</p>	