

Grade Level: 4

Course: Magnetism and Electricity

Timeline/ Month(s) /Rotation (include date of rotation]	Content / concept	Grade Level Expectations (GLE's) [include GLE number & statement]	Skill(s) Use verbs to describe student's expected performance (i.e., identify nouns, describe components)	Resources (books, kits, guest speakers, models, etc.)	List all measures you used to to check student understanding (e.g., assessments, performance, projects, homework)
3 month rotation	<p><b>The Force</b></p> <p>Making Connections</p>	<p><b>1.1.1 Understand how to use properties to sort natural and manufactured materials and objects. W</b></p> <p><b>1.3.1 Understand forces in terms of strength and direction. W</b></p> <p><b>2.1.4 Understand how to use simple models to represent objects, events, systems, and processes. W</b></p>	<p>Discover that iron is the only everyday material that sticks to magnets.</p> <p>Investigate the pathways through which electricity flows.</p>	Foss Kit	Teacher observations and interviews, student notebooks, and performance assessment
	<p>Advanced Connections</p> <p>Current Attractions</p> <p>Click it</p>	<p><b>2.1.1 Understand how to ask a question about objects, organisms, and events in the environment. W</b></p> <p><b>2.1.5 Understand how to report investigations and explanations of objects, events, systems, and processes. W</b></p> <p><b>2.1.1 Understand how to ask a question about objects, organisms, and events in the environment. W</b></p> <p><b>2.1.5 Understand how to report investigations and explanations of objects, events, systems, and processes. W</b></p>	<p>Explore series and parallel circuits.</p> <p>Learn how to use electricity to make an electromagnet.</p> <p>Use all the concepts learned to build a telegraph system.</p>	Foss Kit	



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**Grade Level: 4**

**Course: Water**

<b>Timeline/ Month(s) /Rotation (include date of rotation]</b>	<b>Content / concept</b>	<b>Grade Level Expectations (GLE's) [include GLE number &amp; statement]</b>	<b>Skill(s) Use verbs to describe student's expected performance (i.e., identify nouns, describe components)</b>	<b>Resources (books, kits, guest speakers, models, etc.)</b>	<b>List all measures you used to check student understanding (e.g., assessments, performance, projects, homework)</b>
<b>3 month rotation</b>	<p>Water Observations</p> <p>Hot water, cold water</p>	<p><b>1.1.5</b> Understand physical properties of Earth materials including rocks, soil, water, and air. W</p> <p><b>1.2.3</b> Know that substances are made of small particles. W</p> <p><b>1.3.3</b> Understand that a substance remains the same substance when changing state. Understand that two or more substances can react to become new substances. W</p> <p><b>2.1.4</b> Understand how to use simple models to represent objects, events, systems, and processes. W</p>	<p>Investigate properties of water and compare how water interacts.</p> <p>Observe the properties of water at different temperatures and comparing densities.</p>	Foss Kit	Teacher observations and interviews, student notebooks, and performance assessment
	Water Vapor	<p><b>1.3.6</b> Understand weather indicators and understand how water cycles through the atmosphere. W</p> <p><b>2.1.3</b> Understand how to construct a reasonable explanation using evidence. W</p> <p><b>1.1.4</b> Understand that energy comes in many forms. W</p> <p><b>1.2.1</b> Analyze how the parts of a system go together and how</p>	Explore the effects of environmental conditions on rates of evaporation.		

	Waterworks	<b>these parts depend on each other. W</b>  <b>2.1.5 Understand how to report investigations and explanations of objects, events, systems, and processes. W</b>	Compare what happens when water is poured through different materials. Compare local water sources.		
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