

Curriculum Map

Subject: Science	Grade Level: 4	Sixth Week: 3	Week: 1
Instructional Focus Summary	The student will understand that there are many patterns of change in the natural world. Understanding these patterns of change help people make sense of the world around and can sometime predict what will happen next. (This week focus on metamorphosis)		
<p>TEKS/SE</p> <p>(Bolded TEKS/SE are assessed with TAKS)</p> <p><u>(Power TEKS/Student Expectations are Underlined)</u></p> <p>(TEKS below 80% passing on the last TAKS test)</p>	<p>4.6 Science concepts. The student knows that change can create recognizable patterns.</p> <p>(A) identify patterns of change such as in weather, metamorphosis, and objects in the sky</p> <p>Review:</p> <p>4.8 Science concepts. The student knows that adaptations may increase the survival of members of a species.</p> <p>(A) identify characteristics that allow members within a species to survive and reproduce</p> <p>(B) compare adaptive characteristics of various species</p> <p>(C) identify the kinds of species that lived in the past and compare them to existing species</p> <p>4.9 Science concepts. The student knows that many likenesses between offspring and parents are inherited or learned.</p>		
Concepts/ Vocabulary	<p>metamorphosis pupa</p> <p>larva egg</p> <p>adult</p>		
Resources	<p>Textbook p. C19</p> <p>AIMS <i>Critters</i> p. 29-30 "Mealworms"</p> <p><i>Don't Mess with TAKS</i> p. 172 "Insect Lifecycle"</p> <p>Video clips of example of patterns of change on flash drive (clouds, moon phases, seasons, monarchs, day and night)</p>		
Instructional Activities	<p><i>Don't Mess with TAKS</i> p. 173 "Mealworm Farming"</p> <p>AIMS <i>Critters</i> p. 31-38 various mealworm activities to observe metamorphosis</p> <p><i>Junior Master Gardeners</i> p. 83-85 "Metamorphosis Bracelets and Belts" and "Morho Puppets"</p>		
Assessment	Teacher made test		
Integration	<p>Science Daybook p. 31-36 "Bean Sprouts" four stages in plant life cycle</p> <p>EdHelper passages "Metamorphosis of Insects" and "Rhinoceros Beetles"</p> <p><i>Junior Master Gardeners</i> p. 83-85 "Metamorphosis Bracelets and Belts" and "Morho Puppets"</p>		
Intervention			
Extension	Make a claymation or flipbook showing metamorphosis of an animal or insect.		

Subject: Science	Grade Level: 4	Sixth Week: 3rd	Week: 2
Instructional Focus Summary	The student will understand that there are many patterns of change in the natural world. Understanding these patterns of change help people make sense of the world around and can sometime predict what will happen next. (This week focus on moon phases.)		
TEKS/SE (Bolded TEKS/SE are assessed with TAKS) <u>(Power TEKS/Student Expectations are Underlined)</u> (TEKS below 80% passing on the last TAKS test)	4.6 Science concepts. The student knows that change can create recognizable patterns. (A) identify patterns of change such as in weather, metamorphosis, and objects in the sky		
Concepts/ Vocabulary	rotation waxing revolve wane revolution phases reflection		
Resources	Internet – phases of the moon video clip Moon calendar to be logged daily		
Instructional Activities	<i>Don't Mess With TAKS</i> "Moon Phases" p. 166-167 <i>The Earth Science Book</i> "Phases of the Moon"		
Assessment	Teacher made quiz		
Integration	Moon myths and stories (library book) – <i>Juju-Sheep and the Python's Moonstone</i> by M. Schlein Writing: RAFT Role: the moon, Audience: child on Earth, Form: Letter, Topic: "Why I Change" Reading: edHelper passages "Moon Talk" and "Phases of the Moon"		
Intervention			
Extension	Dinah Zike's Big Book of Science – billboard book p. 43		

Subject: Science	Grade Level: 4	Sixth Week: 3rd	Week: 3
Instructional Focus Summary	The student will understand that there are many patterns of change in the natural world. Understanding these patterns of change help people make sense of the world around and can sometime predict what will happen next. (This week focus on weather patterns.)		
<p>TEKS/SE</p> <p>(Bolded TEKS/SE are assessed with TAKS)</p> <p><u>(Power TEKS/Student Expectations are Underlined)</u></p> <p>(TEKS below 80% passing on the last TAKS test)</p>	<p>4.6 Science concepts. The student knows that change can create recognizable patterns.</p> <p>(A) identify patterns of change such as in weather, metamorphosis, and objects in the sky</p>		
Concepts/ Vocabulary	<p>cumulus clouds</p> <p>stratus clouds</p> <p>cirrus clouds</p> <p>satellites</p>		
Resources	Textbook p. E50-73 "Weather Patterns"		
Instructional Activities	<i>Easy Science Journal Activities</i> "Weather Map" p. 47-48		
Assessment	Workbook p. 41		
Integration	<p>Art – Make Cloud type models with cotton and dryer lint</p> <p>Reading – Science Daybook "Weather Sayings" p. 63-68</p>		
Intervention			
Extension	Write a news weather report using a weather map from the newspaper.		

Subject: Science	Grade Level: 4	Sixth Week: 3rd	Week: 4
Instructional Focus Summary	The student will understand that there are many patterns of change in the natural world. Understanding these patterns of change help people make sense of the world around and can sometime predict what will happen next. (This week focus on seasons.)		
<p>TEKS/SE</p> <p>(Bolded TEKS/SE are assessed with TAKS)</p> <p><u>(Power TEKS/Student Expectations are Underlined)</u></p> <p>(TEKS below 80% passing on the last TAKS test)</p>	<p>4.6 Science concepts. The student knows that change can create recognizable patterns.</p> <p>(A) identify patterns of change such as in weather, metamorphosis, and objects in the sky</p>		
Concepts/ Vocabulary	<p>axis</p> <p>equator</p> <p>Northern Hemisphere</p> <p>Northern Hemisphere</p> <p>polar</p> <p>temperate</p> <p>tropical</p> <p>climate</p>		
Resources	Textbook p. E74-90 "Seasons and Climate"		
Instructional Activities	<p>Textbook p. E76-77 "What Causes the Seasons?"</p> <p>Vocabulary Master E4</p> <p>Science Notebook p 247-259</p>		
Assessment	Workbook p. 44 & 45		
Integration	<p>Reading: Science Daybook "Seasons" p. 69-74</p> <p>TAKS Master Reading "A Change in Color" and "My Pecan Tree" p. 79-84</p>		
Intervention			
Extension	Write a composition: My Favorite Season (assess for voice, organization, and ideas)		

Subject: Science	Grade Level: 4	Sixth Week: 3rd	Week: 5
Instructional Focus Summary	The student will understand that there are many patterns of change in the natural world. Understanding these patterns of change help people make sense of the world around and can sometime predict what will happen next. (This week focus on rotations, reflections, and translations.)		
TEKS/SE (Bolded TEKS/SE are assessed with TAKS) <u>(Power TEKS/Student Expectations are Underlined)</u> (TEKS below 80% passing on the last TAKS test)	4.6 Science concepts. The student knows that change can create recognizable patterns. (B) illustrate that certain characteristics of an object can remain constant even when the object is rotated like a spinning top, translated like a skater moving in a straight line, or reflected on a smooth surface		
Concepts/ Vocabulary	reflection rotation translation		
Resources	Math Textbook p. 352-353		
Instructional Activities	Math Textbook p. 352-353		
Assessment	Step Up to the TAKS Math p. 54-55		
Integration	Reading: Science Daybook "Coin Toss" p. 89-94 Art: Art work showing an object rotated, reflected and translated Leaf rubbings showing rotated, reflected and translated Math: TAKS Toppers		
Intervention			
Extension	Math textbook p. 379 Performance Assessment of Geometry		

Subject: Science	Grade Level: 4	Sixth Week: 3rd	Week: 6
Instructional Focus Summary	The student will understand that there are many patterns of change in the natural world. Understanding these patterns of change help people make sense of the world around and can sometime predict what will happen next. (This week focus on symmetry.)		
<p>TEKS/SE</p> <p>(Bolded TEKS/SE are assessed with TAKS)</p> <p><u>(Power TEKS/Student Expectations are Underlined)</u></p> <p>(TEKS below 80% passing on the last TAKS test)</p>	<p>4.6 Science concepts. The student knows that change can create recognizable patterns.</p> <p>(C) use reflections to verify that a natural object has symmetry</p>		
Concepts/ Vocabulary	reflection symmetry		
Resources	<i>Junior Master Gardners</i> p. 74 "Insect symmetry"		
Instructional Activities	<p>AIMS <i>Physical Science</i> "Mirror Twins" p. 207-209</p> <p>Use mirrors to test the symmetry of natural objects such as leaves, insects, etc.</p>		
Assessment	TAKS Master Math p. 104-108		
Integration	Art: Recreate the missing half of a magazine photograph		
Intervention			
Extension	Build a symmetrical insect		