

Discipline Area	Art
GRADE	4 th -5 th
DESCRIPTION	This discipline area focuses on the child’s ability to enjoy the art process rather than the final product. The program emphasizes sequential learning of all the art processes. The different units focus on selecting organizing elements of design such as line, texture, color, space, volume and balance. The techniques for 3-D objects are explored in ceramic, plaster of Paris and paper.
STANDARDS	Students will: <ul style="list-style-type: none"> •Drawing, working from direct observation both in the art room and further a field and discussing their work with their peers and teachers •using other materials and methods to record direct experience •use visual resources as a stimulus for their work •study material from other places and time periods •Draw human figures •Improve their creative thinking and motor skills
UNIT THEMES/TOPICS	<ol style="list-style-type: none"> 1. Who am I, drawing 2. Techniques 3. Halloween 4. Holiday Themes 5. 3-D Ceramics, Plaster, Papier-mâché 6. Easter 7. Earth Paintings 8. Cross curriculum all year round 9. Space and Form 10. Color and Value 11. Texture and Balance 12. Pattern, Rhythm, and Movement 13. Harmony, Variety, Emphasis, and Unity
LEARNING OBJECTIVES	<ul style="list-style-type: none"> •Experiment with different textures •Create patterns, weaving. •Formulate and communicate to others, including their peers, their ideas for practical work in art and design. •Record, analyze and present their experience using a range of drawing materials •Demonstrate through practical work in two and three dimensions, a variety of technical and expressive effects that can be produced when a range of different materials and tools are used •Begin to understand how the work of artists and designers is influenced by the different cultures and contexts, past and present within which they work. •They should be able to effectively design and create a color wheel based on the assignment •Demonstrate knowledge of how artists from diverse cultures use color •Understand how to plan and create three dimensional sculptures using cool/warm colors

RESOURCES
(key resources)

Art room, school library, video tapes, museums, Art Connection book

Discipline Area	Croatian culture
GRADE	Grade 4
DESCRIPTION (main focus of the discipline area for the entire year)	Croatian culture is a course that familiarizes students with their host country by exposing them to various aspects of Croatian culture as to some language basics. The Croatian culture curriculum is related to the grade 4 social studies and science curriculum covering thematically the same units. The goal of this course is to introduce Croatia to students through various cultural aspects and to help them appreciate their temporary home.
STANDARDS (5-10 overarching standards)	Students will: <ul style="list-style-type: none"> • Interpret various maps and locate features on the maps • Explain and give examples of how physical environment contribute to the development of culture • Gather and interpret facts from various resources on the Internet • Produce and present posters, booklets, and reports • Understand and use basic courtesy expressions in Croatian • Work both independently and cooperatively to accomplish goals • Encourage positive attitudes towards other cultures and develop curiosity, interest and enjoyment in the discovery of the host country
UNIT THEMES/TOPICS (include approximate duration in weeks)	<ol style="list-style-type: none"> 1. Croatian traditional holidays and customs: All Saint's day, Advent, Saint Nicholas' Day, Christmas, Carnival, Easter, International Labor Day (6 weeks) 2. Countries' shapes from my class and their flags (1 week) 3. Countries neighboring Croatia (2 weeks) 4. Regions in Croatia (8-10 weeks) 5. Croatian folklore dancing (2 weeks) 6. Parks of nature in Croatia (5 weeks) 7. Croatian language and culture introduction: greetings, farewells, <i>How are you</i>-questions and answers, "four Croatian magic words", Croatian alphabet and Croatian etiquette (2 weeks) 8. My body parts, My family members, Numbers 1-99, Colors, Animals, Telling time - in Croatian language (4 weeks) 9. Croatian songs and games (2 weeks)

LEARNING OBJECTIVES
 (10-20 major content and skill learnings for the entire year)

These must be **Measurable** statements (think about whether/how you can assess this learning—this statement should begin with an action verb; e.g. compare, calculate, analyze) of what the students should **know & understand** (knowledge area) and **be able to do** (skill area)

- CULTURE**
- Describe and explain Croatian traditional holidays and customs
 - Identify shapes of the countries, compare them and contrast
 - Demonstrate ability to use different maps of Croatia
 - Name countries that border Croatia and their capital cities
 - Locate major landforms, bodies of water and major cities in Croatia
 - Make a model showing physical features in Croatia
 - Do a research on a region in Croatia and make a poster presenting one destination in Croatia
 - Compare similarities and differences between two Nature parks in Croatia: Medvednica and Kopački rit
 - Participate and respond in group discussions by communicating specific facts, opinions, and points of view
 - Dance one traditional Croatian dance
- LANGUAGE**
- Interact using greetings, farewells, and expressions of courtesy in Croatian language
 - Ask and answer simple questions (*How are you, What is this, Who is this, Where do you come from, How old are you, What time is it?*) in Croatian
 - Introduce a friend or a family member in Croatian
 - Name in Croatian: body parts, family members, colors, favorite animals
 - Count numbers from 1 to 199
 - Recite a poem/counting in Croatian
 - Sing a birthday song in Croatian
 - Create a poster/booklet of 20-25 Croatian words
 - Participate in role-playing situations

RESOURCES
 (key resources)

individually designed handouts, maps, pictures and photos, Croatian children’ songs, Internet

Discipline Area	Information Technology
GRADE	Grade 3-5
DESCRIPTION (main focus of the discipline area for the entire year)	<ul style="list-style-type: none"> • develop confidence and practical skills in the use of the computer and computer applications as a tool. • use information technology to develop a student’s creative as well as critical thinking skills. • create an awareness of the developments and issues related to computing from an international perspective. • stimulate and foster an interest and enjoyment of the use of computers. • encourage the use of computer applications and other software as an integrated part of the curriculum. • encourage students to use a computer to work independently or cooperatively with other students. • Information technology is integrated with the Senior Kindergarten curriculum.
STANDARDS (5-10 overarching standards)	<ul style="list-style-type: none"> • The student will understand basic technology operations and concepts. • Use keyboards and other common input and output devices. • Discuss common uses of technology in daily life and the advantages and disadvantages those uses provide. • The student will understand the effects of technology development and use on social, ethical, and human issues. • Discuss basic issues related to responsible use of technology and information and describe personal consequences of inappropriate use. • The student will gather, analyze, interpret, synthesize, apply, and communicate information and designs using technology tools. • Use general-purpose productivity tools and peripherals to support personal productivity, remediate skill deficits, and facilitate learning throughout the curriculum. • Use telecommunications and online resources to access remote information, communicate with others in support of direct and independent learning, and pursue personal interests. • Determine when technology is useful and select the appropriate tool(s) and technology resources to address a variety of tasks and problems. • Evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources.

<p>UNIT THEMES/TOPICS (include approximate duration in weeks)</p>	<ul style="list-style-type: none"> • Fundamental Computer Skills and Computer Awareness • Paint, Draw, and Graphics • Keyboarding/Word Processing/Desktop Publishing • Spreadsheets • Databases • Multimedia • Internet/Communication/E-mail
<p>LEARNING OBJECTIVES (10-20 major content and skill learnings for the entire year)</p> <p>These must be Measurable statements (think about whether/how you can assess this learning—this statement should begin with an action verb; e.g. compare, calculate, analyze) of what the students should <u>know & understand</u> (knowledge area) and <u>be able to do</u> (skill area)</p>	<p>By the end of Grade 5 students will:</p> <ul style="list-style-type: none"> • type 20 words per minute. • use scanners. • select appropriate output devices. 1.5.1 Students know they can gather information, create graphics, create reports, and create multi-media presentations. • understand there is a great deal of useful information but there are also viruses, inappropriate Internet sites, and dangers in using chat programs. • explain why Internet sites may be inappropriate for their use. • explain the danger of Internet communication with strangers. • respect the property of others on the computer. • question the validity of e-mail messages and other information on the Internet. • use foreign language programs. • perform research for class projects. • create projects for class projects. • use math games and programs. • use the Internet to get information for school reports, and communicate with pen pals. • pursue personal interests on the Internet. • demonstrate appropriate uses for documents, PowerPoint presentations, paint programs, software programs, and Internet searches. • perform Internet searches and analyze the reliability of sources.
<p>RESOURCES (key resources)</p>	

Discipline Area	Language Arts
GRADE	4
DESCRIPTION (main focus of the discipline area)	Reading focuses on vocabulary development, increasing comprehension and learning the structural analysis of words done through the use of classroom novels. Regular reading journal entries use the following strategies: questioning, connecting, visualizing, responding, and predicting. The spelling program is phonics based so the children get a thorough review of phonics as well as learning spelling rules with vocabulary development integral part of the program as well. The writing program is a five-step process and includes prewriting, first draft, revising, editing and proofreading, and publishing. Writing opportunities include family stories, brochures, response to books read, e-mails and letters, and choice writing, all of which is often connected to Informational Technology. Oral communication is characterized by students participating appropriately in discussions and talking about a wide range of topics. They increasingly use of oral language to articulate, organize and reflect on learning.
STANDARDS/ GOALS (5-7 overarching standards/goals)	Students will: <ul style="list-style-type: none"> • demonstrate increasing proficiency in reading skills and strategies, • comprehend, respond to, and analyze a wide variety of literary texts, • apply skills and strategies appropriate for reading non-fiction texts, • write with a command of informal and formal English, • listen and respond critically to oral communication, • deliver coherent, well-focused informal / formal oral presentations, and • demonstrate growth in research skills.
UNIT THEMES/ TOPICS (include approximate duration in weeks)	<ol style="list-style-type: none"> 1. Going through the writing process (throughout the year) 2. Analyzing character and setting (throughout the year) 3. Qualities of a true friendship? (4 weeks) 4. Why is it important to practice giving oral presentations? (6 weeks) 5. Word parts and parts of speech (throughout the year) 6. Use of dictionaries, thesauruses, encyclopedias, internet (throughout the year) 7. What makes for a good mystery? (3 weeks) 8. Capitalization and punctuation (throughout the year) 9. How can and older person's wisdom help solve problems? (4 weeks)

LEARNING OBJECTIVES
(10-20 major content and skill learnings for the entire year)

- Apply knowledge of word relationships, root words, derivations, suffixes, and affixes to determine the meaning of words.
- Apply knowledge of synonyms, antonyms, and idioms to determine the meaning of phrases.
- Use appropriate strategies (e.g., previews text, pictorial clues, contextual clues, predictions) when reading for different purposes (e.g., full comprehension, locating information, following multiple-step instructions, and personal enjoyment).
- Describe the structural difference of various forms of literature (e.g., poetry, fables, and fairy tales, biographies).
- Use knowledge of the situation and setting and of a character's traits and motivations to determine the causes for that character's actions.
- Identify and define the presence of figurative language in literary works, including simile, metaphor, hyperbole, and personification.
- Make logical predictions about text by using prior knowledge and ideas presented in text, including key plot elements, illustrations, titles, topic sentences, key words, characterization, symbolism, and foreshadowing clues.
- Produce written and oral responses to literature that demonstrate an understanding of the literary work and that support judgments through references both to the text and to prior knowledge.
- Use structural patterns found in informational text (e.g., compare and contrast, cause and effect, sequential-chronological order, proposition and support).
- Use text organizers (e.g., headings, topic and summary sentences, graphic features) to determine main ideas of a text and to locate information.
- Produce summaries of non-fiction texts, accurately conveying the main ideas and the most significant details.
- Construct complex sentences using appositives, participial phrases, conjunctions, adjectives, adverbs, prepositional phrases, and irregular verbs.
- Use correct punctuation (e.g., commas in direct quotations, apostrophes in possessives and contractions, parentheses, and properly identified titles).
- Use spelling conventions consistent with one internationally recognized system.
- Use appropriate paragraph form (e.g., indentations, margins, spacing).
- Write fluidly and legibly in cursive.
- Write clear, fluid sentences.
- Create a multiple-paragraph composition that provides an introductory paragraph; establishes and supports a central idea with a topic sentence; includes supporting paragraphs with facts, details, explanations, and transitions; concludes with a paragraph that summarizes the points.
- Use descriptive language that clarifies and enhances, using words specific and appropriate to the subject.
- Write in a variety of genres, including: narrative, poetry and verse, expository, and short stories.
- Edit and revise to improve coherence and progression by adding, deleting, consolidating, and rearranging text.
- Ask and respond to interpretive and evaluative questions.
- Summarize major ideas and supporting evidence presented in spoken messages and formal presentations.

	<ul style="list-style-type: none"> •Present effective introductions and conclusions that guide and inform the listener’s understanding of key ideas and evidence. •Use details, examples, anecdotes, or experiences to explain or clarify information. • Make formal and informal presentations that use clear diction, tempo, volume, and phrasing and are appropriate to audience and purpose – narrative, informative, and reciting poetry. • Define focus to guide research. • Gather and record information (e.g., note taking, surveys). • Quote or paraphrase information sources, citing them appropriately. • Use standard reference tools (e.g., dictionary, thesaurus, library information systems, encyclopedia, on-line information) to gather information for research. • Research information for reports that frame a key question about an issue or situation, drawing from multiple sources of information (e.g., speakers, books, newspapers, media sources).
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RESOURCES	<p> <u>Writer’s Express Write Source materials</u> <u>Voyages in English</u> Loyola Press Grade 4 Novels: <u>Tales of a Fourth Grade Nothing</u>, <u>Charlotte’s Web</u>, <u>Sarah, Plain and Tall</u>, <u>The Hundred Penny Box</u>, <u>Kneeknock Rise</u>, <u>Dear Mr. Henshaw</u>, <u>Love That Dog</u>, <u>Aesop’s Fables</u> mystery novels poetry resources <u>Houghton Mifflin Spelling and Vocabulary</u> Library books Children’s experiences and interests Dictionaries Journals Various read-aloud novels </p>
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Discipline Area	Mathematics
GRADE	4
DESCRIPTION (main focus of the discipline area for the entire year)	In Grade Four all new concepts are introduced through the use of manipulatives and reinforced with drill and repetition. Mathematics across the curriculum is emphasized giving opportunity for developing skills. Problem solving strategies help students to think critically and to construct their own problem solving plans. Grade Four students will successfully add and subtract facts through 18, know multiplication and division facts through the twelves, multiply and divide two- and three-digit numbers, add and subtract fractions with like and unlike denominators, know basic algebraic equations, begin to understand geometric figures, understand decimals and percentages, use mental math, and estimate and round numbers.
STANDARDS (5-10 overarching standards)	<ol style="list-style-type: none"> 1. Students will apply a wide variety of mathematical concepts, processes, and skills to solve a broad range of problems in various content areas and everyday situations. 2. Students will apply mathematical reasoning skills to investigate, evaluate, justify, and connect approaches and solutions to situations in mathematics and in other disciplines. 3. Students will understand mathematical information presented and obtained in a variety of ways and will accurately and clearly present and justify mathematical ideas in diverse formats. 4. Students will select and use a wide variety of tools and technology to support and validate mathematical results, when appropriate. 5. Students will understand and apply numbers, ways of representing numbers, relationships among numbers, and number systems. 6. Students will estimate, compute, and assess reasonableness of solutions. 7. Students will estimate and measure to a required degree of accuracy and precision by selecting and using appropriate units, tools, and technologies 8. Students will use algebraic methods to represent, analyze, and solve abstract and practical mathematical situations involving patterns and functional relationships. 9. Students will use spatial reasoning and apply the properties and relationships of geometric figures to represent, investigate, analyze, and solve problems. 10. Students will pose a question, collect, organize, analyze, and represent data in order to make decisions and predictions. 11. Students will understand and apply basic concepts of probability.

<p>UNIT THEMES/TOPICS (approximate duration in weeks)</p>	<ol style="list-style-type: none"> 1. Geometric Figures (2) 2. Using Numbers/Organizing Data (3) 3. Multiplication & Division (3) 4. Number Sentences and Algebra (3) 5. Decimals (3) 6. Big Numbers, Estimation, Computation (3) 7. Division (2) 8. Map Reference Frames (1) 9. Measures of Angles (3) 10. Fractions (3) 11. Probability (2) 12. Perimeter and Area (2) 13. Percents (2) 14. Reflections/Symmetry (1) 15. 3-D Shapes, Weight, Volume (1) 16. Rates (2)
<p>LEARNING OBJECTIVES (10-20 major content and skill learnings for the entire year)</p> <p>These must be Measurable statements (think about whether/how you can assess this learning—this statement should begin with an action verb; e.g. compare, calculate, analyze) of what the students should <u>know & understand</u> (knowledge area) and <u>be able to do</u> (skill area)</p>	<ul style="list-style-type: none"> • Name, draw, and label line segments, lines and rays • Name, draw, and label angles, triangles, and quadrangles • Identify and describe right angles and parallel lines and line segments • Solve addition and subtraction facts • Use the statistical landmarks maximum and minimum • Have a successful strategy for subtracting multi-digit numbers • Have a successful strategy for adding multi-digit numbers • Read and write numerals to hundred-millions; give the value of the digits in numerals to hundred-millions • Give equivalent names for numbers • Solve basic multiplication facts • Understand the relationship between multiplication and division • Draw and measure line segments to the nearest centimeter • Use dollars-and-cents notations • Compare large numbers • Estimate sums • Identify the whole for fractions • Identify fractional parts of a collection of objects • Identify fractional parts of regions • Give equivalencies between hundredths – fractions, decimals and percents • Use a calculator to rename any fractions as a decimal or percent • Use a transparent mirror to draw the reflection of a figure • Identify lines of symmetry, lines of reflection, reflected figures, and figures with line symmetry • Solve rate problems, using rate tables as necessary
<p>RESOURCES</p>	<p><i>Everyday Mathematics</i></p>

Discipline Area	MUSIC
GRADE	4
DESCRIPTION (main focus of the discipline area for the entire year)	Music is both a practical and theoretical course intended to provide students with theory and history knowledge, understanding of cultural diversity, composers and compositions, instruments and their sounds and a hands-on approach to play musical instruments and sing to develop their musical, listening and rhythmical skills. Students will notate theory into their note books, and do written activities and projects, but much of their musical development will be through games, quizzes, on-stage experiences, group work, improvisation, classroom performances and listening.
STANDARDS (5-10 overarching standards)	Students will: <ul style="list-style-type: none"> • Sing and play a varied repertoire of music • Read music from traditional and nontraditional notation • Analyze and evaluate own performances • Improvise melodies, variations, and accompaniments • Compose and arrange music using notation • Analyze and evaluate own creations • Understand the historical contributions and cultural dimensions of music • Understand relationships among the arts and disciplines outside the arts
UNIT THEMES/TOPICS (include approximate duration in weeks)	<ol style="list-style-type: none"> 1. Note naming, note values, rhythms and performance. (8 weeks) 2. Singing, performing, Orff and classroom instruments. (6weeks) 3. The orchestra and its instruments. (5 weeks) 4. Music history and culture (4 weeks) 5. Stage experience, performing skills and audience etiquette (6 weeks).

<p>LEARNING OBJECTIVES (10-20 major content and skill learnings for the entire year)</p> <p>These must be Measurable statements (think about whether/how you can assess this learning—this statement should begin with an action verb; e.g. compare, calculate, analyze) of what the students should <u>know & understand</u> (knowledge area) and <u>be able to do</u> (skill area)</p>	<ul style="list-style-type: none"> • Read and write the notes in the treble clef (2 octaves) • Read, write, perform and create whole notes, half notes, quarter notes, eighth notes and sixteenth notes. • Understand and write basic rhythms in 4/4 , 3/4 and 2/4 time and know rests. • Understand dynamics, basic musical style, basic harmony and canons. • Create and perform rhythmical patterns and compositions in 4/4, 3/4 and 2/4 time. • Practice performing in front of the class individually and as part of a group. • Develop listening skills, audience etiquette, support and respect through listening activities (audio and live). • Know singing techniques (posture, low-breathing, expression. warm-ups, tone, color). • Know the instruments in the orchestra (family, shape, size, sound, style) and learn to recognize their sounds. • Compare instruments and vocal styles from different musical genres. • Have a basic knowledge of musical styles and cultures; listen to and sing songs from different cultures. • Have a basic knowledge of music history and listen to examples of historical styles. • Blend in while singing or playing as part of an ensemble. • Play simple songs on the recorder. • Play basic notes on classroom instruments. • Play Orff instruments in a group while keeping an individual part going. • Have an on-stage experience. • Memorize songs, movements and actions.
<p>RESOURCES (key resources)</p>	<p>Classroom instruments, 30 day's books, DVD's, CD's, Music and our World books, Orchestra cards...</p>

Discipline Area	Physical Education
GRADE	3-5
DESCRIPTION (main focus of the discipline area for the entire year)	Students in grades 3 -5 continue to develop competency in all fundamental motor patterns. Students combine locomotor and manipulative skills in larger group activities or lead-up to game formats in more complex situations. They create sequences in tumbling, movement in individual performances, and strategies in simple partner activities. Students exhibit responsible behaviors and sportsmanship, and they apply proper rules and procedures.
STANDARDS (5-10 overarching standards)	<p>Students will:</p> <ul style="list-style-type: none"> •Refine movement skills and demonstrate the ability to combine them in more complex movement activities. • Demonstrate more advanced elements used in locomotor (traveling actions), non-locomotor (movement in place), and manipulative (throw, catch, strike, swing, push, pull) skills. • Demonstrate combinations of movement patterns for specific sports. • Demonstrate sportsmanship and application of rules and procedures. •Demonstrate tumbling routines that contain a variety of balance, rolls, and transfer of weight, • Demonstrate positive interactions with others in cooperative and competitive physical activities. • Identify the components of health-related fitness. • Identify opportunities to participate in regular physical activity at home, at school, and in the community.
UNIT THEMES/TOPICS (include approximate duration in weeks)	<ol style="list-style-type: none"> 1. Developmental Games and Activities: whole semester 2.Tumbling and Team Building Activities: one quarter 3. Physical Fitness: whole semester 4.Sports Activity Skills: whole semester

<p>LEARNING OBJECTIVES (10-20 major content and skill learnings for the entire year)</p> <p>These must be Measurable statements (think about whether/how you can assess this learning—this statement should begin with an action verb; e.g. compare, calculate, analyze) of what the students should <u>know & understand</u> (knowledge area) and <u>be able to do</u> (skill area)</p>	<ul style="list-style-type: none"> • Perform proficiency in locomotor, non-locomotor, and manipulative skill combinations in game and modified sports activities (e.g., throw to a partner while he/she runs to catch, dribble and pass soccer/basketball) • Demonstrate knowledge of the rules and basic offensive or defensive strategies of at least five modified sport games, such as, dodge ball, chicken run, basketball, spaceship and aliens, floor hockey. • Demonstrate and perform body control in a continuous routine, (e.g. forward roll, backward roll, backbend, balancing on balance beam, and cart wheel). • Work productively and respectfully with others in achieving a common group goal. • Perform creative movement to rhythm (e.g., aerobics and creative dance). • Describe positive benefits that contribute to physical fitness (e.g. exercise, nutrition, and social/emotional elements). <ul style="list-style-type: none"> • Describe changes that take place in the body during physical activity. • Work productively, independently and with a partner for short periods of time. • Demonstrate appropriate warm-up stretches before game play. • Perform correct skills of running, hopping, leaping, sliding, skipping, galloping, and jumping while using differing elements of time, space, level, direction, and strength. • Exhibit safe participation and sportsmanship during team activities and game play.
<p>RESOURCES (key resources)</p>	<p>Multipurpose room and gym</p>

Discipline Area	Science
GRADE	4
DESCRIPTION (main focus of the discipline area for the entire year)	Students learn how to think like a scientist by using the scientific method, a flexible process for both asking and answering questions about nature. Students make observations, ask questions, make a hypothesis, plan and do tests, record and analyze data, and draw conclusions. Students will also read to learn by scanning pages, identifying main topics, asking themselves what they already know and predicting what they may learn. Through their studies, students will explore the classification of living things, earth’s natural resources, and weather and climate. Wellness classes are also integrated in science with focuses on growth and development, personal health and nutrition, and drug awareness. Students will participate in labs and an annual science fair working individually and/or in groups during the science course.
STANDARDS (5-10 overarching standards)	<p>Students will:</p> <ul style="list-style-type: none"> • demonstrate their understanding of the importance of curiosity, honesty, open-mindedness, and skepticism in their own efforts to understand how and why universal phenomena exist and occur. • communicate scientific ideas and activities clearly. • be familiar with the character of scientific knowledge and inquiry and how it is achieved. • be able to select and use tools and instruments to conduct scientific activities. • understand how key features of the earth influence climate, weather, and the water cycle. • understand scientific theories of how the earth's surface is formed and how those theories developed. • understand how society uses and conserves various sources of energy. • be aware of the diversity of living organisms and how they can be compared scientifically. • understand the structure, functions, and reproduction of living cells and organisms. • understand the basic processes of the human body. • understand that a variety of factors influence learning in human beings.
UNIT THEMES/TOPICS (include approximate duration in weeks)	<ol style="list-style-type: none"> 1. Scientific Method & Safety (6 weeks) 2. Earth’s Land (8 weeks) 3. Classifying Living Things (8 weeks) 4. Wellness (3 weeks) 5. Weather and Climate (8 weeks)

LEARNING OBJECTIVES

(10-20 major content and skill learnings for the entire year)

These must be **Measurable** statements (think about whether/how you can assess this learning—this statement should begin with an action verb; e.g. compare, calculate, analyze) of what the students should **know & understand** (knowledge area) and **be able to do** (skill area)

- write instructions that others can follow in carrying out a scientific procedure.
- use numerical data in describing and comparing objects and events.
- make sketches or models to aid in explaining scientific procedures or ideas.
- describe some of the many different forms of scientific investigation.
- use a variety of scientific tools and technology to collect data.
- identify patterns of change, such as steady, repetitive, or irregular change, using records, tables, or graphs of measurements where appropriate.
- identify the least and greatest possible values of certain events or conditions.
- explain how air is a mixture of gases that surrounds us, takes up space, and whose movement we feel as wind.
- describe how wind, and water in various forms, shape the Earth’s surface, including the processes of erosion and deposit.
- describe the composition of rocks and the rock cycle.
- understand that the rate of change of the earth’s surface can range from abrupt (such as earthquakes and volcanic eruptions), to very slow (such as uplift and wearing down of mountains).
- describe how the sun is the earth's main source of energy
- describe various the means of energy conservation and their impact on the environment and society.
- classify organisms as either plants or animals and explain why some organisms cannot be classified as either.
- compare and contrast life cycles of plants and of animals
- know that changes in an organism’s habitat are sometimes beneficial and sometimes harmful to the organism.
- define and provide examples of herbivores, carnivores, and omnivores.
- describe the body’s requirement of nutrients in food for energy and maintenance, growth and repair.
- understand that germs may keep it from working properly, and ways the body defends against tem, including tears, saliva, skin, blood cells, and stomach secretions.
- describe means by which the spread of germs and infections can be stopped, including washing hands, covering one’s mouth, washing and covering cuts and scrapes, and not sharing personal items.
- understand that tobacco, alcohol, other drugs, and certain poisons in the environment are substances that can be harmful to human beings and other living organisms.

RESOURCES

Discovery Works text for Grade 4
AERO science standards
Totally Awesome Health, Meeks, Heit
How to Survive Teaching Health, Tillman & Toner, 1990