

**TOWNSHIP OF FRANKLIN PUBLIC SCHOOLS
SCIENCE CURRICULUM
GRADE 4**

SKILL AREA	STUDENT OBJECTIVE	EXAMPLE/ACTIVITIES	RESOURCE/MATERIALS	ASSESSMENT	NJ CORE CURRICULUM STANDARD
<p>A. LIFE SCIENCE</p> <p>2. Animal Structure & Function (cont'd.)</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • identify how animals in the same species are alike and different. • name a behavior animals get from their parents. • define words: ecosystem, habitat. • explain how plants get sunlight, water, and air. • identify an example of a herbivore, carnivore, and omnivore. • name an example of a food chain. 	<ul style="list-style-type: none"> • Students will read the text and complete Reteach Activity on p. A53. • Students will use the internet to research how different types of animals are trained to help people. They will then complete a one page report (Enrichment Text p. A59). • Students will use the glossary and text to find definitions. • Students will read text and complete a written assignment for science activity on p. A75. • Students will read text and complete Teacher Assessment Pkg. p. 29. • Students will read text and complete Reteach Activity in Teacher Assessment Pkg. p. A89. 	<ul style="list-style-type: none"> • Text p. A46-A53 • Transparency 2 • Text p. A54-A59 • Internet • Text p. A68-A71 • Text p. A74-A76 • Text p. A77-A81 • Text p. A82-A89. 	<ul style="list-style-type: none"> • Teacher Assessment Pkg. p. 16 • Report • Teacher Assessment Pkg. p. 17 • Teacher Assessment Pkg. p. 27 • Expository • Teacher Assessment Pkg. p. 28 • Reteach Activity p. A81 • Draw & Label an Example of a Food chain 	<p>5.5 B-2</p> <p>5.5 A-2 5.1 B-1,2</p> <p>5.5 A-3 5.1 B-1</p> <p>5.5 A-2</p> <p>5.5 A-1</p> <p>5.5 A-1</p>

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A. LIFE SCIENCE 2. Animal Structure & Function (cont'd.)	Students will be able to: <ul style="list-style-type: none"> • define terms; adaptation, camouflage. • describe how migration and hibernation help animals survive. • recognize how people can help protect the environment. • define terms: fossil, extinct, endangered. 	<ul style="list-style-type: none"> • Students will read the text, use the glossary to find definitions, and give an example of each. • Students will read the text, and discuss migration and hibernation. • Students will read the text and complete ESL strategy on p. A115. • Students will read text and use the glossary to find definitions. They will use each word in a sentence. 	<ul style="list-style-type: none"> • Text p. A98-A104 • Text p. A105-A111 • Text p. A114-A117 • Text p. A118-A121 	<ul style="list-style-type: none"> • Teacher Assessment Pkg. p. 39 • Definitions • Teacher Assessment Pkg. p. 40 • News Article • Teacher Assessment Pkg. p. 41 • Definitions • Teacher Assessment Pkg. p. 42 	5.5 B-2 5.1 B-1 5.5 A-2 5.10 B-1 5.8 A-3 5.1 B-1
B. PHYSICAL SCIENCE 1. Measuring Matter	<ul style="list-style-type: none"> • recognize what mixtures and solutions are. 	<ul style="list-style-type: none"> • Students will read text and complete Enrichment Activity on text p. B11. 	<ul style="list-style-type: none"> • Text p. B8-B11 • Teacher Assessment Pkg. 	<ul style="list-style-type: none"> • Teacher Observation • Teacher Assessment Pkg. p. 55 	5.6 B-1

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<p>B. PHYSICAL SCIENCE</p> <p>3. Electricity & Magnetism (cont'd.)</p> <p>4. Light & Sound</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • diagram two types of circuits. • describe how the earth is like a magnet. • define term: generator. • describe how light energy moves. • name two materials that light can and can't pass through. • define terms: vibrate, volume, pitch. 	<ul style="list-style-type: none"> • Students will read the text. They will model two types of circuits by drawing them on the board or building them with materials. • Students will read the text and complete Teacher Assessment Pkg. p. 83. • Students will read the text and use the glossary to find definition. • Students will read the text and complete Narrative on p. B95 and Teacher Assessment Pkg. p. 93. • Students will read the text and make a class list of materials at the board. • Students will read the text and use the glossary to find definitions. 	<ul style="list-style-type: none"> • Text p. B68-B71 • Material Kit • Text p. B74-B77 • Teacher Assessment Pkg. • Text p. B80-B84 • Text p. B94-B97 • Text p. B98-B103 • Text p. B106-B113 • Teacher Assessment Pkg. 	<ul style="list-style-type: none"> • Expository p. 69 • Chapter Test • Use the word in a sentence • Teacher Assessment Pkg. • Name 2 materials of each • Matching Quiz 	<p>5.7 B-3</p> <p>5.7 A-2</p> <p>5.7 B-3 5.1 B-1</p> <p>5.7 B-2</p> <p>5.7 B-2</p> <p>5.7 B-4 5.1 B-1</p>

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B. PHYSICAL SCIENCE 4. Light & Sound (cont'd.)	Students will be able to: <ul style="list-style-type: none"> • name one object that makes sound louder. 	<ul style="list-style-type: none"> • Students will read the text. They will brainstorm objects which will be written on the board and discuss when people may use these objects. 	<ul style="list-style-type: none"> • Text p. B116-B121 	<ul style="list-style-type: none"> • Name the object on Chapter Test. 	5.7 B-4
C. EARTH SCIENCE 1. Measuring Weather	<ul style="list-style-type: none"> • explain why the earth's surface is heated unevenly. • name tools used to measure wind direction and speed. • identify the parts of the water cycle. • define term: air mass. 	<ul style="list-style-type: none"> • Students will read the text and complete Expository activity on p. C9 and Teacher Assessment Pkg. p. 109. • Students will read the text. They will make a list of tools which will be written on the board and complete Teacher Assessment Pkg. p. 110. • Students will read the text. Draw the water cycle on the board and have the students copy it and label its parts. • Students will read the text and use the glossary to find definition. They will complete Teacher Assessment Pkg. p. 112. 	<ul style="list-style-type: none"> • Text p. C8-C11 • Teacher Assessment Pkg. • Text p. C12-C16 • Text p. C17-C23 • Text p. C26-C31 	<ul style="list-style-type: none"> • Expository • Teacher Assessment Pkg. • Teacher Assessment Pkg. • Chapter Test • Fill in parts on a Water Cycle Quiz • Teacher Assessment Pkg. • Definition 	5.8 B-3 5.8 B-3 5.8 B-4 5.8 B-1 5.1 B-1

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<p>C. EARTH SCIENCE</p> <p>2. The Makeup of the Earth</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • describe how a volcano and an earthquake can quickly change the earth's surface. • describe how weathering and erosion can slowly change the earth's surface. • define what a mineral is and some properties of them. • name two natural resources and how people use them. 	<ul style="list-style-type: none"> • Students will read the text. They will brainstorm a list of ways the earth's surface changes following a volcano or eruption. • Students will read the text. They will brainstorm a list of ways the earth's surface changes due to erosion and weathering. • Students will read the text. They will use the glossary to define the term "mineral" and list properties on the board. They will complete Teacher Assessment Pkg. p. 123. • Students will read the text. Names of resources and what they are used for will be listed on the board. Students will complete Teacher Assessment Pkg. p. 124. 	<ul style="list-style-type: none"> • Text p. C38-C43 • Text p. C44-C47 • Text p. C48-C53 • Text p. C56-C59 	<ul style="list-style-type: none"> • List • List • Teacher Assessment Pkg. • Definition • Teacher Assessment Pkg. • Chapter Test 	<p>5.8 C-1</p> <p>5.8 C-1 5.1 A-4</p> <p>5.8 A-1 5.1 B-1</p> <p>5.8 A-1</p>
<p>3. Exploring the Oceans</p>	<ul style="list-style-type: none"> • explain how satellites help gather information about the ocean floor. 	<ul style="list-style-type: none"> • Students will read the text and complete Teacher Assessment Pkg. p. 133. 	<ul style="list-style-type: none"> • Text p. C66-C69 	<ul style="list-style-type: none"> • Teacher Assessment Pkg. 	<p>5.8 D-1</p>

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C. EARTH SCIENCE 3. Exploring the Oceans (cont'd.) 4. Movements in the Solar System	Students will be able to: <ul style="list-style-type: none"> • define terms: current, tide, wave. • define terms: light zone, dark zone, coral reef and name an animal that lives in each. • describe the effects of Earth's rotation and revolution. • recognize the phases of the moon. • define terms: solar system, moon. • name all the planets. • describe one of the planets in the solar system. 	<ul style="list-style-type: none"> • Students will read the text and use the glossary to define terms. • Students will read the text and use glossary to define terms. Use text or internet to find animals. • Students will read the text. They will complete Expository on p. C100 and Teacher Assessment Pkg. p. 145. • Students will read the text. They will diagram the phases and label them (Text p. C103.) • Students will read the text. They will use the glossary to find definitions and list all the planets, which will be written on the board. • Students will read the text. They will complete a planet chart of characteristics of each planet. 	<ul style="list-style-type: none"> • Text p. C78-C83 • Text p. C84-C88 • Internet • Text p. C98-C101 • Text p. C102-C105 • Text p. C108-C113 • Text p. C114-C117 • Chart 	<ul style="list-style-type: none"> • Definitions • Definitions & Animal Names • Teacher Assessment Pkg. • Expository • Diagram • Definitions • Can name all planets • Chart 	<ul style="list-style-type: none"> 5.8 B-2 5.1 B-1 5.8 B-2 5.1 B-1 5.9 A-1 5.9 A-2 5.9 B-1 5.9 B-1

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<p>C. EARTH SCIENCE</p> <p>4. Movements in the Solar System (cont'd.)</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> define terms: asteroid, meteor, meteorite, comet, and constellation. 	<ul style="list-style-type: none"> Students will read the text and use the glossary to find definitions. They will use each word in their own sentence. They will complete Teacher Assessment Pkg. p.149. 	<ul style="list-style-type: none"> Text p. C118-C121 Teacher Assessment Pkg. 	<ul style="list-style-type: none"> Matching Quiz 	<p>5.9 C-1 5.1 B-1</p>
<p>D. HUMAN BODY</p> <p>1. The Digestive, Circulatory, & Nervous System</p>	<ul style="list-style-type: none"> list three important things that cells do with the nutrients they get from food (digestive). list three major types of blood vessels. describe how messages travel from sense organs to the brain. 	<ul style="list-style-type: none"> Students will read the text and discuss why it is important that we get the proper nutrients. They will list good foods on the board and what we do with nutrients. Students will read the text. They will use the internet to find functions of vessels @ www.sfscience.com. They will complete Teacher Assessment Pkg. p.164. Students will read the text. They will use a diagram of the body to describe functions. (use p. D23 as a model). They will number them in order in which they happen. 	<ul style="list-style-type: none"> Text p. D8-D12 Text p. D13-D17 Internet Text p. D20-D26 Diagram of Body 	<ul style="list-style-type: none"> Chapter Test Teacher Assessment p. 164 Diagram (completed by student) 	<p>5.5 A-4 2.1 B</p> <p>5.5 A-4 2.1 B-1 5.1 B-1,2</p> <p>5.5 A-4 2.1 B-1</p>

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<p>D. HUMAN BODY</p> <p>1. The Digestive, Circulatory, & Nervous System (cont'd.)</p> <p>2. Keeping Your Body Systems Healthy</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • identify the four senses related to the nervous system. • describe what indigestion is. • define terms: anemia, high blood pressure, atherosclerosis. • name foods that make up a healthy diet (group project). • name and describe four ways to protect their bodies. 	<ul style="list-style-type: none"> • Students will read the text. They will list senses and discuss: Sight, taste, touch, and smell. They will complete Enrichment Activity on p. D26. • Students will read the text. They will complete Narrative Activity on p. D37 and Teacher Assessment on p. 175. • Students will read the text. They will use the glossary to find definitions and use each word_ in a sentence. • Students will complete the Persuasive Activity in the Teacher's Manual on p. D43 (make a menu). They will brainstorm foods which will be listed on the board. • Students will read the text. They will illustrative and label four ways to protect their bodies (student activity). 	<ul style="list-style-type: none"> • Text p. D20-D26 • "The Science Book of Senses" by Neil Ardley • Text p. D36-39 • Internet • Text p. D40-45 • Art Supplies • Text p. D48-D55 • Art Supplies 	<ul style="list-style-type: none"> • Enrichment Activity • Teacher Assessment p. 175 • Narrative • Definitions • Menu • Illustrations 	<table border="0"> <tr> <td>5.5</td> <td>A-4</td> </tr> <tr> <td>2.1</td> <td>B-1</td> </tr> <tr> <td>5.5</td> <td>A-4</td> </tr> <tr> <td>2.1</td> <td>B-1</td> </tr> <tr> <td>5.5</td> <td>A-4</td> </tr> <tr> <td>2.1</td> <td>C-1-4</td> </tr> <tr> <td>5.5</td> <td>A-4</td> </tr> <tr> <td>2.1</td> <td>D-1-6</td> </tr> <tr> <td>2.1</td> <td>E-1-4</td> </tr> </table>	5.5	A-4	2.1	B-1	5.5	A-4	2.1	B-1	5.5	A-4	2.1	C-1-4	5.5	A-4	2.1	D-1-6	2.1	E-1-4
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