

Suggested Time Line How much time will be spent on this learning	Essential Questions and Content What will be taught?	NJCCC Standards What state standards will be met by these objectives?	Instructional Objectives What will the students know or be able to do as a result of this instruction?	Assessment What evidence will I collect that demonstrate that the students have achieved the objective?	Instructional Domain How will the learning be structured?	Instructional Activities What will the students do to achieve the objective?
<p><u>Unit 1...</u> Organization of Living Things</p> <p>3-4 weeks</p>	<p>What is a life process? What are the call parts of an animal and a plant? How are simple organisms different from other life forms? How are bacteria helpful? How are the bodies of complex organisms organized? What are the parts of a plant and what is their function? How does a plant make food? What is the function of the digestive system? What are the nutrients that our</p>	<p>5.1 A-1,2,3,4 B-1,2 C-1,2 5.3 A-1,2,3 B-1,2 C-1,2 D-1 5.5 A-1,2,3,4 5.5 C-1</p>	<p>Discuss that all living things have cells. Describe how living things carry out life processes. List the special parts that plants and animals needs to carry out life processes. Discuss the digestive system. Describe the respiratory and circulatory systems and their functions. Recognize the skeletal and muscular system and ifs function in the body. Discuss organisms and life process. Discuss the stages of the life cycle.</p>	<p>-Class discussions -Writing Assignments -Quizzes -Tests -Essays -Vocabulary -Projects -Comprehension questions</p>	<p>-Web Quests -Experiments and log writing - Class discussions -Independent student reading and writing assignments -Differentiated Instruction -Critical thinking Activities -Group classroom projects -Teacher made review questions</p>	<p>-Read the text book (discuss, analyze and write about the material) -Participate in class discussions -Cooperative learning activities -Complete Web Quests -Answer comprehension questions -Complete workbook exercises -Paired and shared reading -Guided reading -Primary and secondary sources -Graphic organizers</p>

	<p>bodies need? What is the respiratory system and how does it function? What is the skeletal system made of? How are our muscles used? How do plant cycles vary? How do animal cycles vary? How are offspring similar and different from their parents?</p>		<p>Explain inherited traits and behaviors. Describe organisms and the reaction of outside responses. Analyze learn behaviors from interaction and environment.</p>			
<p><u>Unit 2-</u> Ecosystems 3-4 weeks</p>	<p>How are living and nonliving things similar and different from each other? What are the nonliving parts of the ecosystem? What are the living parts of ecosystems? What are some ways living</p>	<p>5.1 A-1,2,3,4 B-1,2 C-1,2 5.3 A-1,2,3 B-1,2 C-1,2 D-1 5.4 A-1 5.5 B-1,2</p>	<p>Discuss the nonliving things that living things need. Discuss the different ecosystems. Recognize organisms interaction and dependency. Discuss the Sun and its importance</p>	<p>-Class discussions -Writing Assignments -Quizzes -Tests -Essays -Vocabulary -Projects -Comprehension questions</p>	<p>-Web Quests - experiments and log writing - Class discussions -Independent student reading and writing assignments -Differentiated Instruction -Critical thinking Activities -Group classroom projects</p>	<p>-Read the text book (discuss, analyze and write about the material) -Participate in class discussions -Cooperative learning activities -Complete Web Quests -Answer comprehension questions -Complete workbook exercises -Paired and shared reading -Guided reading -Primary and secondary sources -Graphic organizers</p>

	<p>things adapt to their ecosystem? How do living things use nonliving things to meet their needs? What are the characteristics of the different ecosystems? How does energy flow in a food web? What are producers, consumers and decomposers? How is matter cycled in an ecosystem?</p>		<p>to organisms. Analyze the importance of scavengers and decomposer. Discuss how organisms adapt to their environment. Describe how scientists study fossils for information.</p>		<p>-Teacher made review questions</p>	
<p><u>Unit 3</u> The Solid Earth 3-4 weeks</p>	<p>What the rock cycle? How are rocks formed? What are rapid changes to Earth's surface? How do the rapid changes affect the Earth? What are slow</p>	<p>5.1 A-1,2,3,4 B-1,2 C-1,2 5.3 A-1,2,3 B-1,2 C-1,2 D-1 5.8 A-1,2,3 5.10 A-1 B-1</p>	<p>Discuss the three kinds of rocks and changes in the rock cycle. Recognize the rapid changes that affect the Earth's surface. List and discuss the natural resources people</p>	<p>-Class discussions -Writing Assignments -Quizzes -Tests -Essays -Vocabulary -Projects -Comprehension questions</p>	<p>-Web Quests - experiments and log writing - Class discussions -Independent student reading and writing assignments -Differentiated Instruction -Critical thinking Activities</p>	<p>-Read the text book (discuss, analyze and write about the material) -Participate in class discussions -Cooperative learning activities -Complete Web Quests -Answer comprehension questions -Complete workbook exercises -Paired and shared reading -Guided reading</p>

	<p>changes to the Earth's surface? What are causes of weathering and how do they affect the Earth surface? What are renewable resources and how are they used? What are nonrenewable resources and how are they used? What is conservation and how can we conserve? How do biodegradable products help the environment?</p>		<p>need. Discuss fossil fuel as natural resources.</p>		<p>-Group classroom projects -Teacher made review questions</p>	<p>-Primary and secondary sources -Graphic organizers</p>
<p><u>Unit 4</u> The Atmosphere and Beyond 3-4 weeks</p>	<p>What is air and what is it made of? How does the atmosphere support life on Earth? How does the</p>	<p>5.1 A-1,2,3,4 B-1,2 C-1,2 5.3 A-1,2,3 B-1,2 C-1,2</p>	<p>Describe the gases in the Earth's atmosphere. Discuss the water cycle and changes in the weather. Discuss the sun</p>	<p>-Class discussions -Writing Assignments -Quizzes -Tests -Essays -Vocabulary</p>	<p>-Web Quests - experiments and log writing - Class discussions -Independent student reading and writing assignments</p>	<p>-Read the text book (discuss, analyze and write about the material) -Participate in class discussions -Cooperative learning activities -Complete Web Quests -Answer comprehension</p>

	<p>water cycle affect weather? What are the different clouds and what causes them to form? What are causes of weather? What factors does weather include? How are weather predictions made? What are climates and how does climate change? What effect does latitude and longitude have on the climate of an area? How is the sun important to Earth? What are the outer and inner planets? How do earth and its moon move?</p>	<p>D-1 5.8 B-1,2,3,4,5,6 C-1,2 D</p>	<p>and the importance to earth. Recognize the inner and outer planets. Define erosion deposition and mountain building. Discuss resources and how people can protect them.</p>	<p>-Projects -Comprehension questions</p>	<p>-Differentiated Instruction -Critical thinking Activities -Group classroom projects -Teacher made review questions</p>	<p>questions -Complete workbook exercises -Paired and shared reading -Guided reading -Primary and secondary sources -Graphic organizers</p>
	<p>What makes up matter? How is matter</p>	<p>5.1 A-1,2,3,4 B-1,2</p>	<p>Define matter. Explain how the metric system</p>	<p>-Class discussions -Writing Assignments</p>	<p>-Web Quests - experiments and log writing</p>	<p>-Read the text book (discuss, analyze and write about the</p>

<p><u>Unit 5</u></p> <p>The Nature of Matter</p> <p>3-4 weeks</p>	<p>measured?</p> <p>What is the difference between an atom and a molecule?</p> <p>What are the states of matter?</p> <p>What tools are used to measure matter?</p> <p>What units are used to measure objects?</p> <p>How is mass and weight similar and different?</p> <p>What are the physical and chemical properties?</p> <p>How are physical and chemical properties useful?</p> <p>What are physical changes in matter?</p> <p>What happens when matter is heated or cooled?</p> <p>What are mixtures and solutions?</p>	<p>C-1,2</p> <p>5.3 A-1,2,3</p> <p>B-1,2</p> <p>C-1,2</p> <p>D-1</p> <p>5.4 B-1</p> <p>5.6 A-1,2,3,4</p> <p>B-1</p>	<p>measures mass and volume.</p> <p>Discuss the physical and chemical properties of matter.</p> <p>Recognize the size, shape and states of matter.</p> <p>Explain the movement of particles in matter.</p> <p>Define solution and mixture.</p> <p>Describe new changes in matter.</p>	<ul style="list-style-type: none"> -Quizzes -Tests -Essays -Vocabulary -Projects -Comprehension questions 	<ul style="list-style-type: none"> - Class discussions -Independent student reading and writing assignments -Differentiated Instruction -Critical thinking Activities -Group classroom projects -Teacher made review questions 	<p>material)</p> <ul style="list-style-type: none"> -Participate in class discussions -Cooperative learning activities -Complete Web Quests -Answer comprehension questions -Complete workbook exercises -Paired and shared reading -Guided reading -Primary and secondary sources -Graphic organizers
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	What are chemical changes in matter?					
<u>Unit 6</u> Energy and Motion 3-4 weeks	How does energy change form? What is light and what are its properties? How is light measured? What is sound and what are its properties? How do we hear? What is thermal energy and how is it transferred? What is static energy and what are the qualities it has? How does an electric current work? What are the parts of a working circuit? What is a magnet and what effects does it have on objects? How do	5.1 A-1,2,3,4 B-1,2 C-1,2 5.3 A-1,2,3 B-1,2 C-1,2 D-1 5.4 C-1,2,3 5.7 A-1,2 B-1,2,3,4	Describe changes in energy. Define reflect, refract and absorb light waves. Recognize vibrating waves produce sound waves. Discuss how particles in matter can be measured. Define attract and repel. Discuss how particles jump in a complete circuit. Describe how magnets attract irons and poles. Discuss electricity and its affect on magnetism. Describe speed and direction in an object's position. Define friction and gravity. List simple	-Class discussions -Writing Assignments -Quizzes -Tests -Essays -Vocabulary -Projects -Comprehension questions	-Web Quests - experiments and log writing - Class discussions -Independent student reading and writing assignments -Differentiated Instruction -Critical thinking Activities -Group classroom projects -Teacher made review questions	-Read the text book (discuss, analyze and write about the material) -Participate in class discussions -Cooperative learning activities -Complete Web Quests -Answer comprehension questions -Complete workbook exercises -Paired and shared reading -Guided reading -Primary and secondary sources -Graphic organizers

	<p>electromagnets work? How do permanent magnets differ from electromagnets? What direction does charged particle flow? How can motion be described? What are gravity and friction? What are the different types of simple machines and how do they work?</p>		<p>machines and how they make work easier.</p>			

Fourth Grade

