



Grade 4 Science (Master)

Teacher: STMA Gr 4 Science Teachers

September 2021

Content	Skills	Learning Targets	Assessment	Resources & Technology
<p><b>CEQ:</b></p> <ul style="list-style-type: none"> <li>• <b>WHAT CAN WE DO TO KEEP OUR BODIES HEALTHY?</b></li> <li>• <b>WHAT ARE ROCKS MADE OF?</b></li> <li>• <b>HOW DOES WATER CHANGE?</b></li> <li>• <b>WHAT DOES ENERGY LOOK LIKE AND HOW DOES IT CHANGE?</b></li> <li>• <b>WHAT IS ENGINEERING?</b></li> </ul>	<p><b>Germs</b></p> <p>1. Recognize that the body has natural defenses against germs including tears, saliva, skin and blood. </p> <p>2. Give examples of diseases that can be prevented by vaccination. </p>	<p>T1 I can recognize that the body has natural defenses against germs.</p> <p>T2 I can give examples of diseases that can be prevented by vaccination.</p>	<p><b>Germs</b></p> <p><b>CFA</b>=1-2 Kidspiration 2 web defining types of germs, natural germ defenses, hand washing, and vaccinations. T1, T2</p> <p><b>CSA</b>=1-2 Create a comic strip incorporating the ideas from the Kidspiration web. T1, T2</p>	<p><b>Germs</b></p> <p>Kidspiration 2 program on district website. (Technology Integration)</p> <p>scimathmn.org/stemtc website kidshealth.org</p> <p>comic strip template</p> <p>Kids Discover Germs magazine</p> <p>United Streaming Hand washing video <i>Primary Health and Safety, Germs and Safety</i></p> <p>Magic School Bus <i>Inside Ralphie</i></p> <p>Sprinkles</p> <p>Harcourt Health and Fitness Chapter 7</p>
<p><b>CEQ:</b></p> <ul style="list-style-type: none"> <li>• <b>WHAT CAN WE DO TO KEEP</b></li> </ul>				

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<p><b>OUR BODIES HEALTHY?</b></p> <p>UEQ:</p> <ul style="list-style-type: none"><li>• What are some of our defenses against germs?</li><li>• What diseases can be prevented by vaccination?</li></ul>				<p><u><i>Germs Make Me Sick!</i></u> by Melvin Berger</p> <p><u><i>Scaredy Squirrel</i></u> on Tumble books</p> <p>Reading Rainbow <i>Germs Make Me Sick!</i> <a href="http://www.dailymotion.com/video/xkniuy_reading-rainbow-season-4-episode-34-germs-make-me-sick_shortfilms">http://www.dailymotion.com/video/xkniuy_reading-rainbow-season-4-episode-34-germs-make-me-sick_shortfilms</a></p> <p>United Streaming Video <i>The Sneeze, How Germs are Spread!</i></p> <p><b>Vocabulary</b> bacteria immunity virus vaccination germ antibodies white blood cells disease prevent</p> <p><b><u>This unit would take you into mid October!</u></b></p>
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September

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Content	Skills	Learning Targets	Assessment	Resources & Technology
<p><b>CEQ:</b></p> <ul style="list-style-type: none"> <li>● <b>WHAT CAN WE DO TO KEEP OUR BODIES HEALTHY?</b></li> <li>● <b>WHAT ARE ROCKS MADE OF?</b></li> <li>● <b>HOW DOES WATER CHANGE?</b></li> <li>● <b>WHAT DOES ENERGY LOOK LIKE AND HOW DOES IT CHANGE?</b></li> <li>● <b>WHAT IS ENGINEERING?</b></li> </ul> <p><b>CEQ:</b></p> <ul style="list-style-type: none"> <li>● <b>WHAT CAN WE DO TO KEEP OUR BODIES HEALTHY?</b></li> </ul> <p><b>UEQ:</b></p>	<p><b>Germ</b>s</p> <ol style="list-style-type: none"> <li>1. Recognize that the body has natural defenses against germs including tears, saliva, skin and blood.</li> <li>2. Give examples of diseases that can be prevented by vaccination.</li> </ol>	<p>T1 I can recognize that the body has natural defenses against germs. T2 I can give examples of diseases that can be prevented by vaccination.</p>	<p><b>Germ</b>s</p> <p><b>CFA</b>=1-2 Kidspiration 2 web defining types of germs, natural germ defenses, hand washing, and vaccinations. T1, T2</p> <p><b>CSA</b>=1-2 Create a comic strip incorporating the ideas from the Kidspiration web. T1, T2</p>	<p><b>Germ</b>s</p> <p>Kidspiration 2 program on district website. (Technology Integration)</p> <p>scimathmn.org/stemtc website kidshealth.org</p> <p>comic strip template</p> <p>Kids Discover Germs magazine</p> <p>United Streaming Hand washing video <i>Primary Health and Safety, Germs and Safety</i></p> <p>Magic School Bus <i>Inside Ralphie</i></p> <p>Sprinkles</p> <p>Harcourt Health and Fitness Chapter 7</p> <p><u><i>Germs Make Me Sick!</i></u> by Melvin Berger</p> <p><u><i>Scaredy Squirrel</i></u> on</p>






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<ul style="list-style-type: none"> <li>● What are some of our defenses against germs?</li> <li>● What diseases can be prevented by vaccination?</li> </ul>				<p>Tumble books</p> <p>Reading Rainbow <i>Germs Make Me Sick!</i>  <a href="http://www.dailymotion.com/video/xkniuy_reading-rainbow-season-4-episode-34-germs-make-me-sick_shortfilms">http://www.dailymotion.com/video/xkniuy_reading-rainbow-season-4-episode-34-germs-make-me-sick_shortfilms</a></p> <p>United Streaming Video  <i>The Sneeze, How Germs are Spread!</i></p> <p><b>Vocabulary</b>  bacteria  immunity  virus  vaccination  germ  antibodies  white blood cells  disease  prevent</p> <p><b><u>This unit would take you into mid October!</u></b></p>
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**November**

Content	Skills	Learning Targets	Assessment	Resources & Technology
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## December

Content	Skills	Learning Targets	Assessment	Resources & Technology
<p><b>CEQ:</b></p> <ul style="list-style-type: none"> <li><b>HOW DOES WATER CHANGE?</b></li> </ul> <p><b>UEQ:</b></p> <ul style="list-style-type: none"> <li>Is hot water denser or less dense than room temperature water?</li> <li>Is cold water denser or less dense than room temperature water?</li> <li>What happens to water when it freezes?</li> <li>What happens to ice when it is heated?</li> <li>How do the masses of equal volumes of ice and water compare?</li> <li>What happens when two paper towels are allowed to dry, one in a cup with a</li> </ul>	<p><b>Water</b></p> <ol style="list-style-type: none"> <li>Describe the transfer of heat energy when a warm and cool object are touching or near each other. </li> <li>Describe how the states of matter change as a result of heating and cooling. </li> <li>Distinguish between solids, liquids, and gases in terms of shape and volume. </li> <li>Measure temperature, volume, weight, and length using appropriate tools and units. </li> <li>Identify where water collects on Earth, including atmosphere, ground, and surface water. </li> <li>Describe how water</li> </ol>	<p>T1 I can describe condensation and evaporation.</p> <p>T2 I can describe the states of matter and how they change as a result of heating and cooling.</p> <p>T3 I can describe and label the water cycle.</p> <p>T4 I can measure temperature, volume, weight and density using appropriate tools and units.</p>	<p><b>Water</b></p> <p><b>CFA=I Check</b> Investigation 2 Hot Water, Cold Water #21, 24-27, 29 <b>T2, T4</b> Investigation 3 Water Vapor #30, 32-35, 37-39 <b>T1, T2, T3</b> Investigation 4 The Water Cycle # 40, 42-44 <b>T1, T3</b></p> <p><b>CSA= Water Test</b> (multiple choice, matching, and open response.) T1 (4) T2 (4) T3 (2) T4 (5)</p>	<p><b>Water</b> Guest speaker from local water treatment plant and/or sewage treatment plant.</p> <p>Water Foss Kit</p> <p>Bill Nye The Science Guy Water Cycle</p> <p>Splash Down with Dot and Tod - mini play about the water cycle.</p> <p>Water Cycle Game (dice and markers needed)</p> <p>Water Cycle Word Find</p> <p>Vocabulary match</p> <p>Magic School Bus Wet all Over found on United Streaming</p> <p>Weather Smart: The Water Cycle and Clouds found on United Streaming</p> <p>SMARTboard Water Unit</p>

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<p>lid, and the other in an open cup?</p> <ul style="list-style-type: none"> <li>• What affect does air temperature have on evaporation?</li> <li>• What affect does surface area have on the rate of evaporation? What happens when the surface area of an object or material is cooler than the air surrounding it?</li> <li>• What happens when you pour water through different earth materials?</li> </ul>	<p>moves through the Earth system using the processes of evaporation, condensation and precipitation. </p>			<p>Folder</p> <p>SMARTboard water cycle manipulative</p> <p>Science Stories pp. 1-2, 4, 8-9, 12-16, 17-21, 23</p> <p>FOSS Web, Activity Evaporation &amp; Pictures: Water Cycle</p> <p>Outdoor Activities Suggestions Choose from the Science in the Schoolyard Foss Guide for Water. Scanned documents will be in shared folder.</p> <p>Science Notebook</p> <p>Engineering standard met in various lessons. All lessons must be taught. Please use common district vocabulary.</p> <p>Lesson Taught Investigation 2 Parts 2-3 Investigation 3 Parts 1-4 Investigation 4 Part 2</p>
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**Key Vocabulary**

Expand

Contract

Sink

Float

Density

Evaporate

Water Vapor

Seriate

Thermometer

Surface Area

Condense

Water Cycle

Soak

Drain

Earth Materials

Blade

Shaft

## December

Content	Skills	Learning Targets	Assessment	Resources & Technology
<p><b>CEQ:</b></p> <ul style="list-style-type: none"> <li><b>HOW DOES WATER CHANGE?</b></li> </ul> <p><b>UEQ:</b></p> <ul style="list-style-type: none"> <li>Is hot water denser or less dense than room temperature water?</li> <li>Is cold water denser or less dense than room temperature water?</li> <li>What happens to water when it freezes?</li> <li>What happens to ice when it is heated?</li> <li>How do the masses of equal volumes of ice and water compare?</li> <li>What happens when two paper towels are allowed to dry, one in a cup with a</li> </ul>	<p><b>Water</b></p> <ol style="list-style-type: none"> <li>Describe the transfer of heat energy when a warm and cool object are touching or near each other.</li> <li>Describe how the states of matter change as a result of heating and cooling.</li> <li>Distinguish between solids, liquids, and gases in terms of shape and volume.</li> <li>Measure temperature, volume, weight, and length using appropriate tools and units.</li> <li>Identify where water collects on Earth, including atmosphere, ground, and surface water.</li> <li>Describe how water moves</li> </ol>	<p>T1 I can describe condensation and evaporation.</p> <p>T2 I can describe the states of matter and how they change as a result of heating and cooling.</p> <p>T3 I can describe and label the water cycle.</p> <p>T4 I can measure temperature, volume, weight and density using appropriate tools and units.</p>	<p><b>Water</b></p> <p><b>CFA=I Check</b> Investigation 2 Hot Water, Cold Water #21, 24-27, 29 <b>T2, T4</b> Investigation 3 Water Vapor #30, 32-35, 37-39 <b>T1, T2, T3</b> Investigation 4 The Water Cycle # 40, 42-44 <b>T1, T3</b></p> <p><b>CSA=</b> Water Test (multiple choice, matching, and open response.) T1 (4) T2 (4) T3 (2) T4 (5)</p>	<p><b>Water</b></p> <p>Guest speaker from local water treatment plant and/or sewage treatment plant.</p> <p>Water Foss Kit</p> <p>Bill Nye The Science Guy Water Cycle</p> <p>Splash Down with Dot and Tod - mini play about the water cycle.</p> <p>Water Cycle Game (dice and markers needed)</p> <p>Water Cycle Word Find</p> <p>Vocabulary match</p> <p>Magic School Bus Wet all Over found on United Streaming</p> <p>Weather Smart: The Water Cycle and Clouds found on United Streaming</p> <p>SMARTboard Water Unit</p>



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<p>lid, and the other in an open cup?</p> <ul style="list-style-type: none"> <li>● What affect does air temperature have on evaporation?</li> <li>● What affect does surface area have on the rate of evaporation? What happens when the surface area of an object or material is cooler than the air surrounding it?</li> <li>● What happens when you pour water through different earth materials?</li> </ul>	<p>through the Earth system using the processes of evaporation, condensation and precipitation.</p>			<p>Folder</p> <p>SMARTboard water cycle manipulative</p> <p>Science Stories pp. 1-2, 4, 8-9, 12-16, 17-21, 23</p> <p>FOSS Web, Activity Evaporation &amp; Pictures: Water Cycle</p> <p>Outdoor Activities Suggestions Choose from the Science in the Schoolyard Foss Guide for Water. Scanned documents will be in shared folder.</p> <p>Science Notebook</p> <p>Engineering standard met in various lessons. All lessons must be taught. Please use common district vocabulary.</p> <p>Lesson Taught Investigation 2 Parts 2-3 Investigation 3 Parts 1-4 Investigation 4 Part 2</p>
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				<b>Key Vocabulary</b> Expand Contract Sink Float Density Evaporate Water Vapor Seriata Thermometer Surface Area Condense Water Cycle Soak Drain Earth Materials Blade Shaft
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## February

Content	Skills	Learning Targets	Assessment	Resources & Technology
UEQ: Magnetism <ul style="list-style-type: none"> <li>• What kinds of materials do magnets stick to? (1.1)</li> <li>• What happens when you bring two or more magnets together? (1.1)</li> <li>• How do magnets interact with other objects? (1.2)</li> <li>• Does an iron object have to touch a magnet to become a temporary magnet? (1.2)</li> <li>• Does magnetic force go through all materials? (1.2)</li> <li>• How can we measure the force of attraction between two magnets? (1.3)</li> </ul> Electricity	<b>Magnetism and Electricity</b> <ol style="list-style-type: none"> <li>1. Describe how magnets can repel or attract each other and how they attract certain metal objects.</li> <li>2. Measure weight using appropriate tools and units.</li> <li>3. Describe a situation in which one invention led to other inventions.</li> <li>4. Describe the positive and negative impacts that the designed world has on natural world as more and more engineered products and services are created and used.</li> <li>5. Compare materials that are conductors and insulators of electricity.</li> <li>6. Identify several ways</li> </ol>	T1 I can describe how magnets repel or attract. T2 I can construct an electrical circuit with a light bulb or motor. T3 I can construct an electromagnet. T4 I can describe the impact of the designed world on nature.	<b>Magnetism and Electricity</b> <b>CFA=I Check</b> Investigation 1 pp. 1-3, p. 4 #22 only, 5 #23, 25 <b>T1</b> Investigation 2 pp. 1-6 <b>T2</b> Investigation 3 pp. 1-5 <b>T2</b> Investigation 4 pp. 1-3, 5-7 <b>T3</b>  <b>CSA= Magnetism and Electricity</b> End of Unit Test T1 (6) T2 (4) T3 (5) T4 (2)	<b>Magnetism and Electricity</b> Science Stories pp.1-9,15, 17-19, 21-23, 28-37  FOSS Web, Activity: Kitchen & Electromagnets  Magnets and Electricity Foss Kit  Bill Nye Magnetism DVD Bill Nye Electricity DVD Thomas Edison DVD Animated Hero Classic Series (Fieldstone library) Benjamin Franklin DVD Animated Hero Classics Series (Fieldstone library) United Streaming Magic School Bus Gets Charged Video Bakken Museum - Field Trip  Outdoor Activities Suggestions Choose from the Science in the Schoolyard Foss Guide for Magnets and Electricity

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<ul style="list-style-type: none"> <li>● How can you get electricity from a source to a receiver? (2.1)</li> <li>● Where do connections need to be made? (2.1)</li> <li>● How does electricity flow through a circuit? (2.1)</li> <li>● How is a motor circuit like/different a light bulb circuit? (2.2)</li> <li>● What does a switch do in a circuit? (2.2)</li> <li>● Can any of the test objects complete a circuit? (2.3)</li> <li>● How much of the classroom environment is made of conductors? (2.3)</li> <li>● How does electricity flow through a circuit? (2.4)</li> <li>● Can you get two bulbs to light at the same time? (3.1)</li> </ul>	<p>to generate heat energy.</p> <p>7. Construct a simple electrical circuit using wires, batteries, and light bulbs.</p> <p>8. Demonstrate how an electric current can produce a magnetic force.</p>			<p>Scanned documents will be in shared folder.</p> <p>Science Notebook</p> <p>Lessons Taught</p> <p>Investigation 1 Parts 1-3</p> <p>Investigation 2 Parts 1-4</p> <p>Investigation 3 Parts 1-3</p> <p>Investigation 4 Parts 1-3</p> <p>Investigation 5 Parts 1&amp;2 (optional)</p> <p><b>Key Vocabulary</b></p> <p>Attract</p> <p>Detector</p> <p>Force</p> <p>Graph</p> <p>Induced Magnetism</p> <p>Intersection</p> <p>Magnet</p> <p>Magnetism</p> <p>Prediction</p> <p>Repel</p> <p>Temporary Magnet</p> <p>Battery</p> <p>Circuit</p> <p>Circuit Base</p> <p>Closed Circuit</p> <p>Component</p> <p>Conductor</p> <p>D-Cell</p> <p>Fahnstock Clip</p> <p>Filament</p>
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<ul style="list-style-type: none"><li>● Can you make two lights bright in a series circuit? (3.1)</li><li>● Can you light two bulbs brightly with just one battery? (3.2)</li><li>● How many different ways can you wire a parallel circuit? (3.2)</li><li>● Which design is better for manufacturing long strings of tree lights-series or parallel? (3.3)</li><li>● Can you make a magnet that turns on and off? (4.1)</li><li>● How does the number of winds around a core affect the strength of the magnetism? (4.2)</li><li>● How can the strength of an electromagnet be changed? (4.3)</li></ul>				Insulator Open Circuit Schematic Diagram Parallel Circuit Series Circuit Coil Core Electromagnet Code Gap Key Telegraph
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February

Content	Skills	Learning Targets	Assessment	Resources & Technology
<p>UEQ:</p> <p>Magnetism</p> <ul style="list-style-type: none"> <li>• What kinds of materials do magnets stick to? (1.1)</li> <li>• What happens when you bring two or more magnets together? (1.1)</li> <li>• How do magnets interact with other objects? (1.2)</li> <li>• Does an iron object have to touch a magnet to become a temporary magnet? (1.2)</li> <li>• Does magnetic force go through all materials? (1.2)</li> <li>• How can we measure the force of attraction</li> </ul>	<p><b>Magnetism and Electricity</b></p> <ol style="list-style-type: none"> <li>1. Describe how magnets can repel or attract each other and how they attract certain metal objects. </li> <li>2. Measure weight using appropriate tools and units. </li> <li>3. Describe a situation in which one invention led to other inventions. </li> <li>4. Describe the positive and negative impacts that the designed world has on natural world as more and more engineered products and services are created and used.</li> </ol>	<p>T1 I can describe how magnets repel or attract.            T2 I can construct an electrical circuit with a light bulb or motor.            T3 I can construct an electromagnet.            T4 I can describe the impact of the designed world on nature.</p>	<p><b>Magnetism and Electricity</b>  <b>CFA=I Check</b>            Investigation 1 pp. 1-3, p. 4 #22 only, 5 #23, 25 <b>T1</b>            Investigation 2 pp. 1-6 <b>T2</b>            Investigation 3 pp. 1-5 <b>T2</b>            Investigation 4 pp. 1-3, 5-7 <b>T3</b></p> <p><b>CSA= Magnetism and Electricity End of Unit Test</b>            T1 (6)            T2 (4)            T3 (5)            T4 (1)</p>	<p><b>Magnetism and Electricity</b>            Science Stories pp.1-9,15, 17-19, 21-23, 28-37</p> <p>FOSS Web, Activity: Kitchen &amp; Electromagnets</p> <p>Magnets and Electricity Foss Kit</p> <p>Bill Nye Magnetism DVD            Bill Nye Electricity DVD            Thomas Edison DVD            Animated Hero Classic Series (Fieldstone library)            Benjamin Franklin DVD            Animated Hero Classics Series (Fieldstone library)            United Streaming Magic School Bus Gets Charged Video            Bakken Museum - Field Trip</p> <p>Outdoor Activities</p>

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<p>between two magnets? (1.3)</p> <p>Electricity</p> <ul style="list-style-type: none"> <li>• How can you get electricity from a source to a receiver? (2.1)</li> <li>• Where do connections need to be made? (2.1)</li> <li>• How does electricity flow through a circuit? (2.1)</li> <li>• How is a motor circuit like/different a light bulb circuit? (2.2)</li> <li>• What does a switch do in a circuit? (2.2)</li> <li>• Can any of the test objects complete a circuit? (2.3)</li> <li>• How much of the classroom environment is made of conductors? (2.3)</li> <li>• How does electricity flow</li> </ul>	<p> 5. Compare materials that are conductors and insulators of electricity. </p> <p>6. Identify several ways to generate heat energy. </p> <p>7. Construct a simple electrical circuit using wires, batteries, and light bulbs. </p> <p>8. Demonstrate how an electric current can produce a magnetic force. </p>			<p>Suggestions Choose from the Science in the Schoolyard Foss Guide for Magnets and Electricity Scanned documents will be in shared folder.</p> <p>Science Notebook</p> <p>Lessons Taught Investigation 1 Parts 1-3 Investigation 2 Parts 1-4 Investigation 3 Parts 1-3 Investigation 4 Parts 1-3 Investigation 5 Parts 1&amp;2 (optional)</p> <p><b>Key Vocabulary</b> Attract Detector Force Graph Induced Magnetism Intersection Magnet Magnetism Prediction Repel Temporary Magnet Battery Circuit Circuit Base Closed Circuit Component</p>
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<p>through a circuit? (2.4)</p> <ul style="list-style-type: none"> <li>● Can you get two bulbs to light at the same time? (3.1)</li> <li>● Can you make two lights bright in a series circuit? (3.1)</li> <li>● Can you light two bulbs brightly with just one battery? (3.2)</li> <li>● How many different ways can you wire a parallel circuit? (3.2)</li> <li>● Which design is better for manufacturing long strings of tree lights-series or parallel? (3.3)</li> <li>● Can you make a magnet that turns on and off? (4.1)</li> <li>● How does the number of winds around a core affect the strength of the magnetism? (4.2)</li> <li>● How can the strength of an</li> </ul>				<p>Conductor D-Cell Fahnstock Clip Filiament Insulator Open Circuit Schematic Diagram Parallel Circuit Series Circuit Coil Core Electromagnet Code Gap Key Telegraph</p>
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electromagnet be changed? (4.3)				
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**April**

<b>Content</b>	<b>Skills</b>	<b>Learning Targets</b>	<b>Assessment</b>	<b>Resources &amp; Technology</b>
<p>UEQ</p> <p>Earth Materials</p> <ul style="list-style-type: none"> <li>• What are some of the properties we can use to describe individual rocks?</li> <li>• How can we determine the ingredients of a rock?</li> <li>• How can we separate the ingredients of a rock?</li> <li>• What are the ingredients in mock rocks? What evidence do you have to support your conclusions?</li> </ul>	<p><b>Earth Materials</b></p> <ol style="list-style-type: none"> <li>1. Recognize that rocks may be uniform or made of mixtures of different minerals.</li> <li>2. Describe and classify minerals based on their physical properties.</li> </ol>	<p>T1 I can recognize that rocks are made of minerals.</p> <p>T2 I can describe and classify minerals.</p>	<p><b>Earth Materials</b></p> <p><b>Earth Materials Quiz Part 1</b></p> <p><b>Earth Materials Quiz Part 2</b></p> <p><b>CSA=Updated Foss Assessment (found in shared folder). T1, T2</b></p> <p><b>CFA= I Check</b></p> <p>Investigation 1- Mock Rocks 11-18</p> <p>Investigation 2- Scratch Test 19-25</p> <p>Investigation 3- Calcite Quest 26-33</p> <p>T1 (5)</p> <p>T2 (5)</p>	<p><b>Earth Materials</b></p> <p>Earth Materials Study Guides (Found in shared folder)</p> <p>Bill Nye the Science Guy Rock and Soil (FE library)</p> <p>Earth Materials (Foss) Notebook</p> <p>VHS Rocks: Solid Earth Materials (STME library)</p> <p>Foss Science Kit</p> <p>Rock: The solid Earth materials: Part 1 (United Streaming)</p> <p>Magic School Bus Rocks and Rolls (United Streaming)</p>

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<ul style="list-style-type: none"><li>● What properties can we use to identify minerals?</li><li>● How can your fingernail, a penny and a paper clip help determine hardness?</li><li>● How can we tell if one of the ingredients in a rock is the mineral calcite?</li><li>● Is there another test we can do to know for sure which rocks contain calcite?</li><li>● What are the mineral ingredients in granite?</li></ul>				<p>Junior Geologist: Rocks and Minerals (United Streaming)</p> <p>Discovery Rocks and Minerals (BW library) VHS</p> <p>Science Notebook</p> <p>Foss Science Stories pg's 30-37</p> <p>Engineering standard met in various lessons. All lessons must be taught. Please use common district vocabulary.</p> <p>Lessons Taught: Investigation 1 Parts 1-3 Investigation 2 Parts 1-2 Investigation 3 Parts 1-2 Investigation 4 Part 1</p> <p>Key Vocabulary Diameter Circumference Depth Geology Geologist Property</p>
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				Mass Meter Tape Balance Crystal Evaporate Quartz Gypsum Calcite Flourite Basalt Limestone Marble Sandstone Vinegar Acid Evidence Granite Feldspar Hornblende Mica
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**April/May**

<b>Content</b>	<b>Skills</b>	<b>Learning Targets</b>	<b>Assessment</b>	<b>Resources &amp; Technology</b>
<p>UEQ</p> <p>Earth Materials</p> <ul style="list-style-type: none"> <li>• What are some of the properties we can use to describe individual rocks?</li> <li>• How can we determine the ingredients of a rock?</li> <li>• How can we separate the ingredients of a rock?</li> <li>• What are the ingredients in mock rocks? What evidence do you have to support your conclusions?</li> <li>• What properties can we use to identify minerals?</li> <li>• How can your fingernail, a penny and a paper clip</li> </ul>	<p><b>Earth Materials</b></p> <ol style="list-style-type: none"> <li>1. Recognize that rocks may be uniform or made of mixtures of different minerals. </li> <li>2. Describe and classify minerals based on their physical properties. </li> </ol>	<p>T1 I can recognize that rocks are made of minerals.</p> <p>T2 I can describe and classify minerals.</p>	<p><b>Earth Materials</b></p> <p><b>Earth Materials Quiz Part 1</b></p> <p><b>Earth Materials Quiz Part 2</b></p> <p><b>CSA=Updated Foss Assessment (found in shared folder). T1, T2</b></p> <p><b>CFA= I Check</b></p> <p>Investigation 1- Mock Rocks 11-18</p> <p>Investigation 2- Scratch Test 19-25</p> <p>Investigation 3- Calcite Quest 26-33</p> <p>T1 (5)</p> <p>T2 (5)</p>	<p><b>Earth Materials</b></p> <p>Earth Materials Study Guides (Found in shared folder)</p> <p>Bill Nye the Science Guy Rock and Soil (FE library)</p> <p>Earth Materials (Foss) Notebook</p> <p>VHS Rocks: Solid Earth Materials (STME library)</p> <p>Foss Science Kit</p> <p>Rock: The solid Earth materials: Part 1 (United Streaming)</p> <p>Magic School Bus Rocks and Rolls (United Streaming)</p> <p>Junior Geologist: Rocks and Minerals (United Streaming)</p>

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<p>help determine hardness?</p> <ul style="list-style-type: none"><li>● How can we tell if one of the ingredients in a rock is the mineral calcite?</li><li>● Is there another test we can do to know for sure which rocks contain calcite?</li><li>● What are the mineral ingredients in granite?</li></ul>				<p>Discovery Rocks and Minerals (BW library) VHS</p> <p>Science Notebook</p> <p>Foss Science Stories pg's 30-37</p> <p>Engineering standard met in various lessons. All lessons must be taught. Please use common district vocabulary.</p> <p>Lessons Taught: Investigation 1 Parts 1-3 Investigation 2 Parts 1-2 Investigation 3 Parts 1-2 Investigation 4 Part 1</p> <p>Key Vocabulary Diameter Circumference Depth Geology Geologist Property Mass Meter Tape Balance Crystal</p>
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