

Cameron R-1 Scope and Sequence

Fourth Grade Science

Quarter 1			Quarter 2		Quarter 3		Quarter 4	
Weeks	5 Weeks	4 Weeks	4 Weeks	5 Weeks	4 Weeks	5 Weeks	4 Weeks	5 Weeks
Name of Unit	Unit 1 Rocks, Erosion, Landforms	Unit 2 Waves	Unit 3 Energy Transfer	Unit 4 Force and Motion	Unit 5 Graphing	Unit 6 Simple Machines	Unit 7 Nervous System and Brain Processes	Unit 8 Ecosystems and Adaptations
Priority Standard	4.ESS2.A.1 Plan and conduct scientific investigations or simulations to provide evidence how natural processes (e.g. weathering and erosion) shape Earth's surfaces. 4.ESS3.A.1 Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans. 4.ESS1.C.1 Identify evidence from patterns in rock formations and fossils in rock layers to support an	4.PS4.A.1 Develop a model of waves to describe patterns in terms of amplitude or wavelength and that waves can cause objects to move.	4.PS3.B.1 Provide evidence to construct an explanation of an energy transformation (e.g. temperature change, light, sound, motion, and magnetic effects). 4.PS3.B.2 Apply scientific ideas to design, test, and refine a device that converts energy from one form to another. 4.ETS1.C.1 Plan and carry out fair tests in which variables are	4.PS2.A.1 Make observations and/or measurements of an object's motion to provide evidence that a pattern can be used to predict future motion. 4.PS2.B.1 Plan and conduct a fair test to compare and contrast the forces (measured by a spring scale in Newtons) required to overcome friction when an object moves over different surfaces (i.e. rough/smooth) 4.PS2.B.2 Predict how changes in either the amount of force applied to an object or the mass of the object	4.PS2.A.1 Make observations and/or measurements of an object's motion to provide evidence that a pattern can be used to predict future motion. Also aligns to Math Priority Standard - assessed through Math 4th quarter 4.DS.A.3 Analyze the data in a frequency table, line plot, bar graph or	4.PS3.C.1 Use models to explain that simple machines change the amount of effort force and/or direction of force.	4.LS1.D.1 Use a model to describe that animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways.	4.LS1.A.1 Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and plant reproduction.

	explanation for changes in a landscape over time. 4.ESS2.B.1 Analyze and interpret data from maps to describe patterns of Earth's features. 4.ETS1.A.1 Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost. 4.ETS1.B.1 Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.		controlled and failure points are considered to identify aspects of a model or prototype that can be improved.	affects the motion (speed and direction) of the object. 4.PS3.A.1 Use evidence to construct an explanation relating the speed of an object to the energy of that object. 4.PS2.A.2 Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object.	picture graph.			
Supporting Standards			All Missouri Learning Science Standards are listed as Priority Standards for this Grade Level according to DESE.					

Key:

Priority

Standard

Supporting Standard

