Mohawk Local Schools Grade 4th SCIENCE

## Quarter 1 Curriculum Guide

Guiding Principles of the Scientific Inquiry/Learning Cycle:

Evaluate....Engage...Explore...Explain...Extend...Evaluate

Identify ask valid and testable questions
Research books, other resources to gather known information
Plan and Investigate
Use appropriate mathematics, technology tools to gather, interpret data.
Organize, evaluate, interpret observations, measurements, other data
Use evidence, scientific knowledge to develop explanations
Communicate results with graphs charts, tables

## Critical Areas of Focus Being Addressed:

- o Earth's Surface
- o Electricity, Heat, and Matter
- Earth's Living History
- Scientific Inquiry and Application

Content Statements Addressed and Whether they are	Underpinning Targets Corresponding with Standards and
Knowledge, Reasoning, Performance Skill, or Product:	Whether they are Knowledge, Reasoning, Performance Skill, or
(DOK1) (DOK2) (DOK3) (DOK4)	Product: "I can", "Students Will Be Able To"
Changes in an organism's environments are sometimes	The students can explain that some changes in an environment
beneficial to its survival and sometimes harmful(DOK2)	take a really long time to happen and some changes can be

dramatic.(DOK2)
The students can conduct an experiment to show the effects of
various factors on an organism.(DOK3)
The students can design and create a picture book to explain
the ideas of environmental change.(DOK2)
The students can explain that some changes in an environment
can be beneficial and some changes can be detrimental to
different organisms in an ecosystem. (DOK2)
The students can observe and record factors in an
environment. (DOK2)
The students can compare an ecosystem in Ohio from the past
to the present. (DOK2)
The students can create a plan to benefit an endangered
species in Ohio. (DOK3)
The students can evaluate a plan proposed to help an
endangered species.(DOK3)
changered species (DONS)