

Marshfield School District Scope & Sequence Pacing Guide

Grade Level: Grade 4

Content Areas: Science

Quarter: 1

Topic-Unit	Learning Targets	Materials	Days
WKCE Prep <ul style="list-style-type: none">• Review Simple Electric Circuit• Review States of Matter• Review Renewable vs. Nonrenewable Resources• Review Reading Graphs, Tables, & Charts		Teacher Resources	10
Scientific Inquiry	<ul style="list-style-type: none">• Use scientific information to evidence based decisions• Communicate the results of an investigation in ways an audience will understand by using charts, graphs, drawings, written descriptions, and various other means of display	Embedded into Science (all units) and other curriculums throughout the school year.	Year long

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Life Science <ul style="list-style-type: none">• Plant Growth & Reproduction• Animal Growth & Change• Organisms' Dependence & Interaction within Environment• Organisms' Survival	<ul style="list-style-type: none">• Know how organisms meet basic needs for water, nutrients, protection, and energy in order to survive• Classify living things as producers or different kinds of consumers (herbivores, carnivores, omnivores)	National Geographic Life Science Chapters 1-5 Imagine It! Unit 2	30
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Grade Level: Grade 4

Content Areas: Science

Quarter: 2

Topic-Unit	Learning Targets	Materials	Days
Life Science <ul style="list-style-type: none">• Plant Growth & Reproduction• Animal Growth & Change• Organisms' Dependence & Interaction within Environment• Organisms' Survival	<ul style="list-style-type: none">• Describe how energy passes from one living thing to another in a community (food chains & food webs)• Explain how living things depend on and compete with each other (mutualism, commensalism, parasitism)• Understand that plants are classified as seed or nonseed• Understand that seed plants are classified as flowering plants or conifers• Compare and contrast the life cycles of seed and nonseed plants (seed: pollination, fertilization) (nonseed: spores)• Understand plants use sunlight to produce food (photosynthesis)• Recognize ways that plants, animals, and humans can	National Geographic Life Science Chapters 1-5	40

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	change the environment		
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Grade Level: Grade 4

Content Areas:

Science

Quarter: 3

Topic-Unit	Learning Targets	Materials	Days
Physical Science <ul style="list-style-type: none"> • Magnetism • Electricity • Energy (heat, light, sound, mechanical, chemical) 	<ul style="list-style-type: none"> • Understand that electricity is the flow of electrons • Understand the difference between static and current electricity • Know how electrical energy is transferred and changed through a simple circuit (closed or open circuit) • Know that electric circuits may produce or use light, heat, sound, or magnetic energy • Understand that magnets can attract and repel other magnets and magnetic materials • Describe the effects of a magnetic field • Explain that the force of 	National Geographic Physical Science Chapters 4–7 Imagine It Unit 4 (Refer to Energy Story in Unit 2)	40

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	magnetism decreases as the distance increases <ul style="list-style-type: none"> • Understand the different forms of energy and how they are produced 		
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Grade Level: Grade 4

Content Areas: Health

Quarter: 1-4

Topic-Unit	Learning Targets	Materials	Days
Drug Defense Bully Free Basics	<ul style="list-style-type: none"> • Students will practice managing and communicating strong feelings, especially in conflict situation • Students will Practice acceptable ways of dealing with conflict • Students will identify and develop skills to respond in bullying situations, addressing various roles 	Blue Kids	
Bullying	<ul style="list-style-type: none"> • Students will describe good decisions related to personal safety. 	Officer Friendly	1 hour each

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Consequences of Shoplifting			
Firearms Safety			
Diversity (culture competence/character education) Emotional Management/ Self-Management (Anger/ conflict resolution) Bullying Personal Safety (proactive behaviors/ school safety)	<ul style="list-style-type: none"> • Students will recognize prejudice, discrimination, and stereotyping as well as identify strategies to promote acceptance • Students will demonstrate actions and words that show respect, honesty, and responsibility • Students will practice managing and communicating strong feelings, especially in conflict situation • Students will Practice acceptable ways of dealing with conflict • Students will identify and develop skills to respond in bullying situations, addressing various roles • Students will define and recognize physical abuse, 	Guidance and Counseling Curriculum (through school guidance counselor and social worker programs)	Ongoing throughout the school year

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	verbal abuse, sexual abuse, and neglect <ul style="list-style-type: none">• Students will practice appropriate strategies to make decisions related to situations of abuse and neglect		
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Grade Level: Grade 4

Content Areas: Science

Quarter: 4

Topic-Unit	Learning Targets	Materials	Days
Earth Science <ul style="list-style-type: none">• Similarities & Differences within Rocks and Minerals• Properties of Rocks & Minerals• Slow Changes in Earth's Surface• Fast Changes in Earth's Surface	<ul style="list-style-type: none">• Identify the layers of the Earth• Understand what minerals are and explain their properties (color, luster, streak, hardness, crystal shape)• Understand the formation and characteristics of metamorphic, igneous, sedimentary rock• Understand the rock cycle• Understand that Earth's surface can change slowly (weathering, erosion, deposition), or quickly (volcanoes, earthquakes, etc.)• Weathering and erosion of Earth's surface are caused by water, wind, and ice	National Geographic Earth Science Chapters 2, 4, 5	40

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Grade Level: Grade 4

Content Areas: Health

Quarter: 1-4

Topic-Unit	Learning Targets	Materials	Days
Energy Extreme Bully Free Basics	<ul style="list-style-type: none">• Students will practice managing and communicating strong feelings, especially in conflict situation• Students will Practice acceptable ways of dealing with conflict• Students will identify and develop skills to respond in bullying situations, addressing various roles	Blue Kids	
Internet Safety Cliques	<ul style="list-style-type: none">• Students will describe good decisions related to personal safety.	Officer Friendly	1 hour
Diversity (culture competence/character education) Emotional Management/ Self-Management (Anger/ conflict resolution)	<ul style="list-style-type: none">• Students will recognize prejudice, discrimination, and stereotyping as well as identify strategies to promote acceptance• Students will demonstrate actions and words that	Guidance and Counseling Curriculum (through school guidance counselor and social worker programs)	Ongoing throughout the school year

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Bullying Personal Safety (proactive behaviors/ school safety)	show respect, honesty, and responsibility <ul style="list-style-type: none">• Students will practice managing and communicating strong feelings, especially in conflict situation• Students will Practice acceptable ways of dealing with conflict• Students will identify and develop skills to respond in bullying situations, addressing various roles• Students will define and recognize physical abuse, verbal abuse, sexual abuse, and neglect• Students will practice appropriate strategies to make decisions related to situations of abuse and neglect		
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