

MARLBORO CENTRAL SCHOOL DISTRICT-CURRICULUM MAP

Subject: Living Environment

Grade 4

Title or Topics (Unit organizing idea)	Science Concepts (Inquiry Question)	Skills (What students actually do)	Content (nouns and noun phrases)	Science Skills	Literacy Connections	Major Assessments (Tests, projects, etc.)	Time Frame (Number of weeks)
Plants	<ol style="list-style-type: none"> <li>How are plants grouped?</li> <li>What are the parts of a flower?</li> <li>How do flowers make seeds &amp; fruit?</li> <li>What is the life cycle of a flowering plant?</li> </ol>	<ol style="list-style-type: none"> <li>Explore &amp; classify seeds</li> <li>Describe two groups to which plants can be grouped</li> <li>Collect data to find out about plants that make seeds</li> <li>collect data to find out about plants that do not make seeds</li> <li>identify the parts of a flower</li> <li>Explore how flowers with fewer than four parts produce seeds</li> <li>Describe &amp; communicate how pollination &amp; fertilization occur</li> <li>Explore how seeds &amp; fruits are formed</li> <li>Compare/contrast flowers of different plants</li> <li>Observe &amp; describe the life cycle of a flowering plant</li> <li>Identify &amp; control variables to test hypothesis</li> <li>Record data</li> <li>Observe &amp; measure plant growth</li> <li>Identify &amp; apply the definition of new words</li> <li>Use the sequential steps of the scientific method</li> <li>Create &amp; interpret charts, graphs &amp; data</li> <li>Use plant journals to record data &amp; observations</li> </ol>	<ol style="list-style-type: none"> <li>Seed, non-seed, flowering, non-flowering plants (LE3.1b, 3.1c)</li> <li>Reproductive parts of a flower &amp; their function: sepal, pistil, stamen, pollen (LE3.1b)</li> <li>Pollination &amp; fertilization (LE3.1b)</li> <li>Life cycle of flowering plant (LE4.1a,b,c,d)</li> </ol>	<ol style="list-style-type: none"> <li>Understand that plants are grouped based on their physical make-up and how they reproduce (S1.2a). Classify seeds (S3.2,2a)</li> <li>Identify the reproductive parts of a flower (S1.3)</li> <li>Describe the process of pollination and fertilization from the viewpoint of a plant (S2.2a)</li> <li>Plant &amp; chart the growth of a bean plant (S2.3). Observe &amp; draw changes that occur in the life cycle of the bean plant (S2.2a, 1b, S3.1)</li> <li>Describe how the plant environment effects growth. (examples: sunlight vs. no sun light, cold vs. warm temperature)</li> </ol>	<ol style="list-style-type: none"> <li><u>The Reason for a Flower</u> – read aloud w/guided comprehension</li> <li>Choose a plant, narrate and dramatize its life cycle (S2.1)</li> <li>For media materials:               <ol style="list-style-type: none"> <li><a href="http://www.marlboroschools.org">www.marlboroschools.org</a></li> <li>Select your school</li> <li>Go to “Library” tab</li> <li>Select “Search Library Catalog” icon</li> <li>Follow the direction</li> </ol> </li> <li>For videos:               <ol style="list-style-type: none"> <li><a href="http://www.marlboroschools.org">www.marlboroschools.org</a></li> <li>Select “Tools” tab</li> <li>Select “United Streaming Video Connection</li> <li>Username &amp; Password are the same as your school email</li> <li>Put keyword in the Search bar</li> </ol> </li> <li><a href="http://brainpop.com">http://brainpop.com</a></li> </ol>	<p>Group pictures of seeds or plants using large ven- diagram.</p> <p>Write a how to group plants using unit vocabulary.</p> <p>Label a flower diagram using word bank or matching quiz.</p> <p>Label a flower parts diagram not using a word bank.</p> <p>Label parts of plant and describe the function of the plant part.</p> <p>Label and order the plant life cycle sequence using sequence cards, drawing pictures.</p> <p>Write a how to for “How do Flowers make seeds/fruits” Unit assessment. Project:</p>	Approx. 4 weeks

		<p>18. Complete various textbook lab experiments</p> <p>19. Use graphic organizers as study guide</p> <p>20. Textbook writing options: (A13, A15, A19, A27) narratives</p>				<p>Grow a plant and keep a plant journal to record data on growth, identify the reproductive parts and respond to inquiry questions. <a href="http://www.Brainpop.com">www. Brainpop.com</a></p>	
<b>Habitat</b>	<p>1. What is ecosystem?</p> <p>2. What is a consumer?</p> <p>3. How do living things get energy?</p> <p>4. What is a producer?</p> <p>5. What is a food chain vs. a food web?</p> <p>6. How do changes to food webs affect the environment?</p>	<p>1. Explore how to make a woodland habitat model</p> <p>2. Identify what living and nonliving things make up an ecosystem</p> <p>3. Investigate what makes up a habitat</p> <p>4. Discover how plants get sunlight, water &amp; air</p> <p>5. Develop an understanding of &amp; communicate how plants produce sugar</p> <p>6. Develop an understanding of how animals get energy</p> <p>7. Explore the role of scavengers &amp; decomposers</p> <p>8. Explore what a food chain is</p> <p>9. Develop an understanding &amp; communicate what a food web is</p> <p>10. Discover some causes of change in food webs (including humans)</p> <p>11. Investigate the decomposition of several objects</p> <p>12. Identify &amp; apply the definition of new words</p> <p>13. Use &amp; interpret charts</p> <p>14. Textbook writing options: expository (A69, A75, A77, A87)</p> <p>15. Complete various lab experiments from textbook</p>	<p>1. Ecosystems, living vs. non-living (1.1a,c,d, 1.2a)</p> <p>2. Consumers, producers, plants – photosynthesis animals – omnivore, herbivore (6.1a,b,c) carnivore (6.2a)</p> <p>3. Food chain/food webs producers – primary consumers, secondary consumers – order of food chain (6.1b,c-6.2b)</p> <p>4. Food webs and their changes due to environment (7.1c)</p>	<p>1. Classify living/non-living things</p> <p>2. Differentiate habitats vs. ecosystems</p> <p>3. Identify how producers make their food through photosynthesis</p> <p>4. Identify consumers by the foods they eat</p> <p>5. Recognize the order of living organisms in a food chain</p> <p>6. Describe how individual food chains fit into a food web</p> <p>7. Analyze changes in food webs and how they effect their members</p>	<p>1. Students will read <u>The Great Ideas of Lila Fenwick</u> draw or label animals on a card then string together to show food chain web</p> <p>2. Create a venn diagram identifying consumers by the foods they eat.</p>	<p><b>For media materials:</b></p> <ul style="list-style-type: none"> <li>• <a href="http://www.marlboroschools.org">www.marlboroschools.org</a></li> <li>• Select your school</li> <li>• Go to “Library” tab</li> <li>• Select “Search Library Catalog” icon</li> <li>• Follow the direction</li> <li>• For videos:</li> <li>• <a href="http://www.marlboroschools.org">www.marlboroschools.org</a></li> <li>• Select “Tools” tab</li> <li>• Select “United Streaming Video Connection</li> <li>• Username &amp; Password are the same as your school email</li> <li>• Put keyword</li> <li>• in the</li> <li>• Search bar</li> <li>• <a href="http://Brianpop.com">Http://Brianpop.com</a></li> </ul>	<p>Create a diorama, poster, report that addresses the inquiry questions.</p> <p>Create a food chain and a food web using drawings or pictures from web/magazines to demonstrate skills 8 – 10.</p>