

Science 4th Grade

Objective (tested indicators are bold)	Standards	Additional Specificity	Month
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▲ Asks questions that he/she can answer by investigating	S.4.1.1.1	Asks questions like: will the size of the opening of a container change the rate of evaporation of liquids? How much water will a sponge hold	August/September (throughout the year)
▲ Plans and conducts a simple investigation	S.4.1.1.2	Designs a test of the wet strength of paper towels; experiments with plant growth; experiments to find ways to prevent soil erosion	August/September
▲ Employs appropriate equipment, tools, and safety procedures to gather data	S.4.1.1.3	Uses a balance to find the <i>mass</i> of the wet paper towel in grams; uses meter tape to measure the diameter of a rock; uses the same size containers to compare evaporation rates of different liquids	September/October
▲ Begins developing the abilities to communicate, critique, analyze his/her own investigations, and interprets the work of other student	S.4.1.1.4	Describes <i>investigations</i> with pictures, graphs, written language, and oral presentations	October

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▲ Observes properties of objects and measures those properties using appropriate tools	S.4.2.1.1	Observes and records the size, <i>mass</i> , shape, volume, color, and temperature of objects using balances, thermometers, and other <i>metric measurement tools</i> .	November
▲ Describes and <i>classifies</i> objects by more than one property	S.4.2.1.2	Observes that an object could be hard, round, and rough; <i>classifies objects by two or more properties</i>	December
▲ Observes and records how one object <i>interacts</i> with another object	S.4.2.1.3	Mixes baking soda and vinegar, or tea bag/food coloring and water, and records observations.	December
▲ Recognizes and describes the differences between solids, liquids, and gases	S.4.2.1.4	Observes differences between a stick of butter and melted butter, a chocolate bar and melted chocolate, frozen water (ice), water, and water vapor; observes that a solid has a shape of its own and a liquid takes the shape of its container;	January
▲ Moves objects by pushing, pulling, throwing, spinning, dropping, and rolling; and describes the motion	S.4.2.2.1 (This item not tested on KAMM)	Spins or rolls a variety of objects on various surfaces and explains how forces (a push or pull) caused the objects to move or stop moving.	January

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▲ Identifies that the source of sound is vibrations	S.4.2.3.1	Sketches the position of the moon in relation to a tree, rooftop, or building at two or three hourly increments on the same evening.	February
▲ Demonstrates that magnets attract and repel	S.4.2.4.1	Explores the <i>interactions</i> between two magnets. <i>interactions</i> between two magnets.	February
▲ Constructs a <i>simple circuit</i>	S.4.2.4.3	Uses a battery, bulb(s), and wire(s) to make complete circuits i.e. <i>simple parallel circuit or simple series circuit.</i>	February
▲ Observes different organisms and compares and contrasts how similar functions are served by different structural characteristics	S.4.3.1.1	Compares the structures for movement of an insect to the structures for movement of a guppy; compares the leaf structures of a sprouted bean seed to the leaf structures of a corn seed.	March
▲ Compares basic needs of different organisms in their environment	S.4.3.1.2	Compares the basic needs of an animal to the basic needs of a plant.	March
▲ Compares, contrasts, and asks questions about life cycles of various organisms	S.4.3.2.1	Plants a seed and cares for a plant through its life cycle, observing and recording its growth; observes and records the	March

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		changes of an insect as it develops from birth to adult.	
<p>▲ Collects, observes <i>properties</i>, and <i>classifies</i> a variety of <i>earth materials</i> in his/her <i>environment</i></p>	<p>S.4.4.1.1</p>	<p>a. Brings in samples of earth materials (rocks, sand, soil, water) from his/her surroundings to observe and classify the samples' by their colors, textures, and other physical properties. b. Describes properties of many different kinds of rocks. c. Brings rocks from the playground, and observes their colors, and textures when dry as well as when immersed in water; as well as, the reaction when placed in dilute acids (vinegar).</p>	<p>April</p>
<p>▲ Describes <i>properties</i> of water and process of the water cycle</p>	<p>S.4.4.1.3</p>	<p>a. Observes a water drop using a hand lens to notice shape of the drop (surface tension) and that water is a transparent, odorless, colorless liquid. b. Makes a diagram of the water cycle to show processes of evaporation, condensation, and precipitation. c. Relates the water cycle to observations of weather. Example: forms of</p>	<p>April</p>

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		precipitation.	
▲ Discusses that the sun provides light and heat (electromagnetic radiation) to maintain the temperature of the earth	S.4.4.2.3	Discusses why it seems cooler when the sun goes behind a cloud, and then investigates why it is cooler in the shade versus direct sunlight.	April
▲ Describes changes in the surface of the earth	S.4.4.3.1	Observes <i>erosion</i> at a study site. <i>erosion</i> at a study site.	April
▲ Observes, describes, and records daily and seasonal weather changes	S.4.4.3.2	Records weather observations using simple instruments (metric rain gauge, Celsius thermometer, etc.).	May
▲ Identifies a simple <i>design problem</i> (designs a plan, implements the plan, evaluates the results, makes changes to improve the product, and communicates the results)	S.4.5.1.1	a. Tries different kinds of tools for making the biggest bubbles or the longest lasting bubbles.	May
▲ Discusses the nutritional value of various foods and their contribution to health	S.4.6.1.1	Reads and compares nutrition information found on labels; discusses healthy foods; identifies or makes a healthy snack.	May