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| **Content Area** | Science | | | **Grade Level** | 4th Grade | | |
| **Course Name/Course Code** |  | | | | | | |
| **Standard** | **Grade Level Expectations (GLE)** | | | | | | **GLE Code** |
| 1. Physical Science | 1. Energy comes in many forms such as light, heat, sound, magnetic, chemical, and electrical | | | | | | SC09-GR.4-S.1-GLE.1 |
| 1. Life Science | 1. All living things share similar characteristics, but they also have differences that can be described and classified | | | | | | SC09-GR.4-S.2-GLE.1 |
| 1. Comparing fossils to each other or to living organisms reveals features of prehistoric environments and provides information about organisms today | | | | | | SC09-GR.4-S.2-GLE.2 |
| 1. There is interaction and interdependence between and among living and nonliving components of systems | | | | | | SC09-GR.4-S.2-GLE.3 |
| 1. Earth Systems Science | 1. Earth is part of the solar system, which includes the Sun, Moon, and other bodies that orbit the Sun in predictable patterns that lead to observable paths of objects in the sky as seen from Earth | | | | | | SC09-GR.4-S.3-GLE.1 |
| **Colorado 21st Century Skills**    **Critical Thinking and Reasoning:** *Thinking Deeply, Thinking Differently*  **Information Literacy:** *Untangling the Web*  **Collaboration:** *Working Together, Learning Together*  **Self-Direction:** *Own Your Learning*  **Invention:** *Creating Solutions* | | **Intragrated Curriculum Design:** This intradisciplinary approach matches basic elements in each of the science strands – physical, life, earth systems sciences - forming overlaps in instruction of certain topics and concepts in an authentic integrated model. | | | | | |
| **Unit Titles** | | | **Length of Unit/Contact Hours** | | | **Unit Number/Sequence** | |
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| **Unit Title** |  | | | **Length of Unit** |  |
| **Focusing Lens(es)** |  | **Standards and Grade Level Expectations Addressed in this Unit** |  | | |
| **Inquiry Questions (Engaging- Debatable):** |  | | | | |
| **Unit Strands** |  | | | | |
| **Concepts** |  | | | | |

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| **Generalizations**  **My students will Understand that…** | **Guiding Questions**  **Factual Conceptual** | |
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| **Critical Content:**  **My students will Know…** | **Key Skills:**  **My students will be able to (Do)…** |
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| **Critical Language:** includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline.  EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: *“Mark Twain exposes the hypocrisy of slavery through the use of satire.”* | | |
| **A student in \_\_\_\_\_\_\_\_\_\_\_\_\_\_ can demonstrate the ability to apply and comprehend critical language through the following statement(s):** | |  |
| **Academic Vocabulary:** |  | |
| **Technical Vocabulary:** |  | |