



## Grade 4 Science (Master)

Teacher: STMA Gr 4 Science Teachers

September 2020

Content	Skills	Learning Targets	Assessment	Resources & Technology
<p><b>CEQ:</b></p> <ul style="list-style-type: none"> <li>• <b>WHAT CAN WE DO TO KEEP OUR BODIES HEALTHY?</b></li> <li>• <b>WHAT ARE ROCKS MADE OF?</b></li> <li>• <b>HOW DOES WATER CHANGE?</b></li> <li>• <b>WHAT DOES ENERGY LOOK LIKE AND HOW DOES IT CHANGE?</b></li> <li>• <b>WHAT IS ENGINEERING?</b></li> </ul> <p><b>CEQ:</b></p> <ul style="list-style-type: none"> <li>• <b>WHAT CAN WE DO TO KEEP</b></li> </ul>	<p><b>Germ</b>s</p> <p>1. Recognize that the body has natural defenses against germs including tears, saliva, skin and blood. </p> <p>2. Give examples of diseases that can be prevented by vaccination. </p>	<p>T1 I can recognize that the body has natural defenses against germs.</p> <p>T2 I can give examples of diseases that can be prevented by vaccination.</p>	<p><b>Germ</b>s</p> <p><b>CFA</b>=1-2 Kidspiration 2 web defining types of germs, natural germ defenses, hand washing, and vaccinations. T1, T2</p> <p><b>CSA</b>=1-2 Create a comic strip incorporating the ideas from the Kidspiration web. T1, T2</p>	<p><b>Germ</b>s</p> <p>Kidspiration 2 program on district website. (Technology Integration)</p> <p>scimathmn.org/stemtc website kidshealth.org</p> <p>comic strip template</p> <p>Kids Discover Germs magazine</p> <p>United Streaming Hand washing video <i>Primary Health and Safety, Germs and Safety</i></p> <p>Magic School Bus <i>Inside Ralphie</i></p> <p>Sprinkles</p> <p>Harcourt Health and Fitness Chapter 7</p>

<p><b>OUR BODIES HEALTHY?</b></p> <p>UEQ:</p> <ul style="list-style-type: none"> <li>• What are some of our defenses against germs?</li> <li>• What diseases can be prevented by vaccination?</li> </ul>				<p><i><u>Germ</u>s Make Me Sick!</i> by Melvin Berger</p> <p><i><u>Scaredy Squirrel</u></i> on Tumble books</p> <p>Reading Rainbow <i>Germ</i>s Make Me Sick!  <a href="http://www.dailymotion.com/video/xkniuy_reading-rainbow-season-4-episode-34-germs-make-me-sick_shortfilms">http://www.dailymotion.com/video/xkniuy_reading-rainbow-season-4-episode-34-germs-make-me-sick_shortfilms</a></p> <p>United Streaming Video  <i>The Sneeze, How Germs are Spread!</i></p> <p><b>Vocabulary</b>  bacteria  immunity  virus  vaccination  germ  antibodies  white blood cells  disease  prevent</p> <p><b><u>This unit would take you into mid October!</u></b></p>
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**September**






Content	Skills	Learning Targets	Assessment	Resources & Technology
<p><b>CEQ:</b></p> <ul style="list-style-type: none"> <li>● <b>WHAT CAN WE DO TO KEEP OUR BODIES HEALTHY?</b></li> <li>● <b>WHAT ARE ROCKS MADE OF?</b></li> <li>● <b>HOW DOES WATER CHANGE?</b></li> <li>● <b>WHAT DOES ENERGY LOOK LIKE AND HOW DOES IT CHANGE?</b></li> <li>● <b>WHAT IS ENGINEERING?</b></li> </ul> <p><b>CEQ:</b></p> <ul style="list-style-type: none"> <li>● <b>WHAT CAN WE DO TO KEEP OUR BODIES HEALTHY?</b></li> </ul> <p><b>UEQ:</b></p>	<p><b>Germ</b>s</p> <ol style="list-style-type: none"> <li>1. Recognize that the body has natural defenses against germs including tears, saliva, skin and blood.</li> <li>2. Give examples of diseases that can be prevented by vaccination.</li> </ol>	<p>T1 I can recognize that the body has natural defenses against germs.</p> <p>T2 I can give examples of diseases that can be prevented by vaccination.</p>	<p><b>Germ</b>s</p> <p><b>CFA</b>=1-2 Kidspiration 2 web defining types of germs, natural germ defenses, hand washing, and vaccinations. T1, T2</p> <p><b>CSA</b>=1-2 Create a comic strip incorporating the ideas from the Kidspiration web. T1, T2</p>	<p><b>Germ</b>s</p> <p>Kidspiration 2 program on district website. (Technology Integration)</p> <p>scimathmn.org/stemtc website kidshealth.org</p> <p>comic strip template</p> <p>Kids Discover Germs magazine</p> <p>United Streaming Hand washing video <i>Primary Health and Safety, Germs and Safety</i></p> <p>Magic School Bus <i>Inside Ralphie</i></p> <p>Sprinkles</p> <p>Harcourt Health and Fitness Chapter 7</p> <p><u><i>Germs Make Me Sick!</i></u> by Melvin Berger</p> <p><u><i>Scaredy Squirrel</i></u> on</p>


<ul style="list-style-type: none"> <li>● What are some of our defenses against germs?</li> <li>● What diseases can be prevented by vaccination?</li> </ul>				<p>Tumble books</p> <p>Reading Rainbow <i>Germs Make Me Sick!</i>  <a href="http://www.dailymotion.com/video/xkniuy_reading-rainbow-season-4-episode-34-germs-make-me-sick_shortfilms">http://www.dailymotion.com/video/xkniuy_reading-rainbow-season-4-episode-34-germs-make-me-sick_shortfilms</a></p> <p>United Streaming Video  <i>The Sneeze, How Germs are Spread!</i></p> <p><b>Vocabulary</b>  bacteria  immunity  virus  vaccination  germ  antibodies  white blood cells  disease  prevent</p> <p><b><u>This unit would take you into mid October!</u></b></p>
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**November**

Content	Skills	Learning Targets	Assessment	Resources & Technology
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December 2014

Content	Skills	Learning Targets	Assessment	Resources & Technology
<p><b>CEQ:</b></p> <ul style="list-style-type: none"> <li><b>HOW DOES WATER CHANGE?</b></li> </ul> <p><b>UEQ:</b></p> <ul style="list-style-type: none"> <li>Is hot water denser or less dense than room temperature water?</li> <li>Is cold water denser or less dense than room temperature water?</li> <li>What happens to water when it freezes?</li> <li>What happens to ice when it is heated?</li> <li>How do the masses of equal volumes of ice and water compare?</li> <li>What happens when two paper towels are allowed to dry, one in a cup with a</li> </ul>	<p><b>Water</b></p> <ol style="list-style-type: none"> <li>Describe the transfer of heat energy when a warm and cool object are touching or near each other. </li> <li>Describe how the states of matter change as a result of heating and cooling. </li> <li>Distinguish between solids, liquids, and gases in terms of shape and volume. </li> <li>Measure temperature, volume, weight, and length using appropriate tools and units. </li> <li>Identify where water collects on Earth, including atmosphere, ground, and surface water. </li> <li>Describe how water</li> </ol>	<p>T1 I can describe condensation and evaporation.</p> <p>T2 I can describe the states of matter and how they change as a result of heating and cooling.</p> <p>T3 I can describe and label the water cycle.</p> <p>T4 I can measure temperature, volume, weight and density using appropriate tools and units.</p>	<p><b>Water</b></p> <p><b>CFA=I Check</b> Investigation 2 Hot Water, Cold Water #21, 24-27, 29 <b>T2, T4</b> Investigation 3 Water Vapor #30, 32-35, 37-39 <b>T1, T2, T3</b> Investigation 4 The Water Cycle # 40, 42-44 <b>T1, T3</b></p> <p><b>CSA= Water Test</b> (multiple choice, matching, and open response.) T1 (4) T2 (4) T3 (2) T4 (5)</p>	<p><b>Water</b></p> <p>Guest speaker from local water treatment plant and/or sewage treatment plant.</p> <p>Water Foss Kit</p> <p>Bill Nye The Science Guy Water Cycle</p> <p>Splash Down with Dot and Tod - mini play about the water cycle.</p> <p>Water Cycle Game (dice and markers needed)</p> <p>Water Cycle Word Find</p> <p>Vocabulary match</p> <p>Magic School Bus Wet all Over found on United Streaming</p> <p>Weather Smart: The Water Cycle and Clouds found on United Streaming</p> <p>SMARTboard Water Unit</p>

<p>lid, and the other in an open cup?</p> <ul style="list-style-type: none"> <li>• What affect does air temperature have on evaporation?</li> <li>• What affect does surface area have on the rate of evaporation? What happens when the surface area of an object or material is cooler than the air surrounding it?</li> <li>• What happens when you pour water through different earth materials?</li> </ul>	<p>moves through the Earth system using the processes of evaporation, condensation and precipitation. </p>			<p>Folder</p> <p>SMARTboard water cycle manipulative</p> <p>Science Stories pp. 1-2, 4, 8-9, 12-16, 17-21, 23</p> <p>FOSS Web, Activity Evaporation &amp; Pictures: Water Cycle</p> <p>Outdoor Activities Suggestions Choose from the Science in the Schoolyard Foss Guide for Water. Scanned documents will be in shared folder.</p> <p>Science Notebook</p> <p>Engineering standard met in various lessons. All lessons must be taught. Please use common district vocabulary.</p> <p>Lesson Taught Investigation 2 Parts 2-3 Investigation 3 Parts 1-4 Investigation 4 Part 2</p>
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				<b>Key Vocabulary</b> Expand Contract Sink Float Density Evaporate Water Vapor Seriare Thermometer Surface Area Condense Water Cycle Soak Drain Earth Materials Blade Shaft
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**December**

Content	Skills	Learning Targets	Assessment	Resources & Technology
<p><b>CEQ:</b></p> <ul style="list-style-type: none"> <li><b>HOW DOES WATER CHANGE?</b></li> </ul> <p><b>UEQ:</b></p> <ul style="list-style-type: none"> <li>Is hot water denser or less dense than room temperature water?</li> <li>Is cold water denser or less dense than room temperature water?</li> <li>What happens to water when it freezes?</li> <li>What happens to ice when it is heated?</li> <li>How do the masses of equal volumes of ice and water compare?</li> <li>What happens when two paper towels are allowed to dry, one in a cup with a lid, and the other in an open cup?</li> </ul>	<p><b>Water</b></p> <ol style="list-style-type: none"> <li>Describe the transfer of heat energy when a warm and cool object are touching or near each other.</li> <li>Describe how the states of matter change as a result of heating and cooling.</li> <li>Distinguish between solids, liquids, and gases in terms of shape and volume.</li> <li>Measure temperature, volume, weight, and length using appropriate tools and units.</li> <li>Identify where water collects on Earth, including atmosphere, ground, and surface water.</li> <li>Describe how water moves through the</li> </ol>	<p>T1 I can describe condensation and evaporation.</p> <p>T2 I can describe the states of matter and how they change as a result of heating and cooling.</p> <p>T3 I can describe and label the water cycle.</p> <p>T4 I can measure temperature, volume, weight and density using appropriate tools and units.</p>	<p><b>Water</b></p> <p><b>CFA=I Check</b> Investigation 2 Hot Water, Cold Water #21, 24-27, 29 <b>T2, T4</b> Investigation 3 Water Vapor #30, 32-35, 37-39 <b>T1, T2,T3</b> Investigation 4 The Water Cycle # 40, 42-44 <b>T1, T3</b></p> <p><b>CSA= Water Test</b> (multiple choice, matching, and open response.) T1 (4) T2 (4) T3 (2) T4 (5)</p>	<p><b>Water</b></p> <p>Guest speaker from local water treatment plant and/or sewage treatment plant.</p> <p>Water Foss Kit</p> <p>Bill Nye The Science Guy Water Cycle</p> <p>Splash Down with Dot and Tod - mini play about the water cycle.</p> <p>Water Cycle Game (dice and markers needed)</p> <p>Water Cycle Word Find</p> <p>Vocabulary match</p> <p>Magic School Bus Wet all Over found on United Streaming</p> <p>Weather Smart: The Water Cycle and Clouds found on United Streaming</p> <p>SMARTboard Water Unit Folder</p>



<ul style="list-style-type: none"> <li>● What affect does air temperature have on evaporation?</li> <li>● What affect does surface area have on the rate of evaporation? What happens when the surface area of an object or material is cooler than the air surrounding it?</li> <li>● What happens when you pour water through different earth materials?</li> </ul>	<p>Earth system using the processes of evaporation, condensation and precipitation.</p>			<p>SMARTboard water cycle manipulative</p> <p>Science Stories pp. 1-2, 4, 8-9, 12-16, 17-21, 23</p> <p>FOSS Web, Activity Evaporation &amp; Pictures: Water Cycle</p> <p>Outdoor Activities Suggestions Choose from the Science in the Schoolyard Foss Guide for Water. Scanned documents will be in shared folder.</p> <p>Science Notebook</p> <p>Engineering standard met in various lessons. All lessons must be taught. Please use common district vocabulary.</p> <p>Lesson Taught Investigation 2 Parts 2-3 Investigation 3 Parts 1-4 Investigation 4 Part 2</p> <p><b>Key Vocabulary</b></p>
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				Expand Contract Sink Float Density Evaporate Water Vapor Seriata Thermometer Surface Area Condense Water Cycle Soak Drain Earth Materials Blade Shaft
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**February**




Content	Skills	Learning Targets	Assessment	Resources & Technology
<p>UEQ:</p> <p>Magnetism</p> <ul style="list-style-type: none"> <li>● What kinds of materials do magnets stick to? (1.1)</li> <li>● What happens when you bring two or more magnets together? (1.1)</li> <li>● How do magnets interact with other objects? (1.2)</li> <li>● Does an iron object have to touch a magnet to become a temporary magnet? (1.2)</li> <li>● Does magnetic force go through all materials? (1.2)</li> <li>● How can we measure the force of attraction between two magnets? (1.3)</li> </ul> <p>Electricity</p>	<p><b>Magnetism and Electricity</b></p> <ol style="list-style-type: none"> <li>1. Describe how magnets can repel or attract each other and how they attract certain metal objects.</li> <li>2. Measure weight using appropriate tools and units.</li> <li>3. Describe a situation in which one invention led to other inventions.</li> <li>4. Describe the positive and negative impacts that the designed world has on natural world as more and more engineered products and services are created and used.</li> <li>5. Compare materials that are conductors and insulators of electricity.</li> <li>6. Identify several ways to generate heat</li> </ol>	<p>T1 I can describe how magnets repel or attract.</p> <p>T2 I can construct an electrical circuit with a light bulb or motor.</p> <p>T3 I can construct an electromagnet.</p> <p>T4 I can describe the impact of the designed world on nature.</p>	<p><b>Magnetism and Electricity</b></p> <p><b>CFA=I Check</b></p> <p>Investigation 1 pp. 1-3, p. 4 #22 only, 5 #23, 25 <b>T1</b></p> <p>Investigation 2 pp. 1-6 <b>T2</b></p> <p>Investigation 3 pp. 1-5 <b>T2</b></p> <p>Investigation 4 pp. 1-3, 5-7 <b>T3</b></p> <p><b>CSA= Magnetism and Electricity End of Unit Test</b></p> <p>T1 (6)</p> <p>T2 (4)</p> <p>T3 (5)</p> <p>T4 (2)</p>	<p><b>Magnetism and Electricity</b></p> <p>Science Stories pp.1-9,15, 17-19, 21-23, 28-37</p> <p>FOSS Web, Activity: Kitchen &amp; Electromagnets</p> <p>Magnets and Electricity Foss Kit</p> <p>Bill Nye Magnetism DVD</p> <p>Bill Nye Electricity DVD</p> <p>Thomas Edison DVD</p> <p>Animated Hero Classic Series (Fieldstone library)</p> <p>Benjamin Franklin DVD</p> <p>Animated Hero Classics Series (Fieldstone library)</p> <p>United Streaming Magic School Bus Gets Charged Video</p> <p>Bakken Museum - Field Trip</p> <p>Outdoor Activities Suggestions</p> <p>Choose from the Science in the Schoolyard Foss Guide for Magnets and Electricity</p> <p>Scanned documents will be</p>






<ul style="list-style-type: none"> <li>● How can you get electricity from a source to a receiver? (2.1)</li> <li>● Where do connections need to be made? (2.1)</li> <li>● How does electricity flow through a circuit? (2.1)</li> <li>● How is a motor circuit like/different a light bulb circuit? (2.2)</li> <li>● What does a switch do in a circuit? (2.2)</li> <li>● Can any of the test objects complete a circuit? (2.3)</li> <li>● How much of the classroom environment is made of conductors? (2.3)</li> <li>● How does electricity flow through a circuit? (2.4)</li> <li>● Can you get two bulbs to light at the same time? (3.1)</li> </ul>	<p>energy.</p> <p>7. Construct a simple electrical circuit using wires, batteries, and light bulbs.</p> <p>8. Demonstrate how an electric current can produce a magnetic force.</p>			<p>in shared folder.</p> <p>Science Notebook</p> <p>Lessons Taught</p> <p>Investigation 1 Parts 1-3</p> <p>Investigation 2 Parts 1-4</p> <p>Investigation 3 Parts 1-3</p> <p>Investigation 4 Parts 1-3</p> <p>Investigation 5 Parts 1&amp;2 (optional)</p> <p><b>Key Vocabulary</b></p> <p>Attract</p> <p>Detector</p> <p>Force</p> <p>Graph</p> <p>Induced Magnetism</p> <p>Intersection</p> <p>Magnet</p> <p>Magnetism</p> <p>Prediction</p> <p>Repel</p> <p>Temporary Magnet</p> <p>Battery</p> <p>Circuit</p> <p>Circuit Base</p> <p>Closed Circuit</p> <p>Component</p> <p>Conductor</p> <p>D-Cell</p> <p>Fahnstock Clip</p> <p>Filament</p> <p>Insulator</p>
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<ul style="list-style-type: none"> <li>● Can you make two lights bright in a series circuit? (3.1)</li> <li>● Can you light two bulbs brightly with just one battery? (3.2)</li> <li>● How many different ways can you wire a parallel circuit? (3.2)</li> <li>● Which design is better for manufacturing long strings of tree lights-series or parallel? (3.3)</li> <li>● Can you make a magnet that turns on and off? (4.1)</li> <li>● How does the number of winds around a core affect the strength of the magnetism? (4.2)</li> <li>● How can the strength of an electromagnet be changed? (4.3)</li> </ul>				<p>Open Circuit Schematic Diagram Parallel Circuit Series Circuit Coil Core Electromagnet Code Gap Key Telegraph</p>
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## February

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<p>between two magnets? (1.3)</p> <p>Electricity</p> <ul style="list-style-type: none"> <li>• How can you get electricity from a source to a receiver? (2.1)</li> <li>• Where do connections need to be made? (2.1)</li> <li>• How does electricity flow through a circuit? (2.1)</li> <li>• How is a motor circuit like/different a light bulb circuit? (2.2)</li> <li>• What does a switch do in a circuit? (2.2)</li> <li>• Can any of the test objects complete a circuit? (2.3)</li> <li>• How much of the classroom environment is made of conductors? (2.3)</li> <li>• How does electricity flow</li> </ul>	<p> 5. Compare materials that are conductors and insulators of electricity. </p> <p>6. Identify several ways to generate heat energy. </p> <p>7. Construct a simple electrical circuit using wires, batteries, and light bulbs. </p> <p>8. Demonstrate how an electric current can produce a magnetic force. </p>			<p><b>Suggestions</b> Choose from the Science in the Schoolyard Foss Guide for Magnets and Electricity Scanned documents will be in shared folder.</p> <p><b>Science Notebook</b></p> <p><b>Lessons Taught</b> Investigation 1 Parts 1-3 Investigation 2 Parts 1-4 Investigation 3 Parts 1-3 Investigation 4 Parts 1-3 Investigation 5 Parts 1&amp;2 (optional)</p> <p><b>Key Vocabulary</b> Attract Detector Force Graph Induced Magnetism Intersection Magnet Magnetism Prediction Repel Temporary Magnet Battery Circuit Circuit Base Closed Circuit Component</p>
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<p>through a circuit? (2.4)</p> <ul style="list-style-type: none"> <li>● Can you get two bulbs to light at the same time? (3.1)</li> <li>● Can you make two lights bright in a series circuit? (3.1)</li> <li>● Can you light two bulbs brightly with just one battery? (3.2)</li> <li>● How many different ways can you wire a parallel circuit? (3.2)</li> <li>● Which design is better for manufacturing long strings of tree lights-series or parallel? (3.3)</li> <li>● Can you make a magnet that turns on and off? (4.1)</li> <li>● How does the number of winds around a core affect the strength of the magnetism? (4.2)</li> <li>● How can the strength of an</li> </ul>				<p>Conductor D-Cell Fahnstock Clip Filiament Insulator Open Circuit Schematic Diagram Parallel Circuit Series Circuit Coil Core Electromagnet Code Gap Key Telegraph</p>
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electromagnet be changed? (4.3)				
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**April**

<b>Content</b>	<b>Skills</b>	<b>Learning Targets</b>	<b>Assessment</b>	<b>Resources &amp; Technology</b>
UEQ Earth Materials <ul style="list-style-type: none"> <li>• What are some of the properties we can use to describe individual rocks?</li> <li>• How can we determine the ingredients of a rock?</li> <li>• How can we separate the ingredients of a rock?</li> <li>• What are the ingredients in mock rocks? What evidence do you have to support your conclusions?</li> </ul>	<b>Earth Materials</b> <ol style="list-style-type: none"> <li>1. Recognize that rocks may be uniform or made of mixtures of different minerals.</li> <li>2. Describe and classify minerals based on their physical properties.</li> </ol>	T1 I can recognize that rocks are made of minerals. T2 I can describe and classify minerals.	<b>Earth Materials</b>  <b>Earth Materials Quiz Part 1</b> <b>Earth Materials Quiz Part 2</b>  <b>CSA=Updated Foss Assessment</b> (found in shared folder). <b>T1, T2</b> <b>CFA= I Check</b> Investigation 1- Mock Rocks 11-18 Investigation 2- Scratch Test 19-25 Investigation 3- Calcite Quest 26-33  T1 (5) T2 (5)	<b>Earth Materials</b> Earth Materials Study Guides (Found in shared folder)  Bill Nye the Science Guy Rock and Soil (FE library)  Earth Materials (Foss) Notebook  VHS Rocks: Solid Earth Materials (STME library)  Foss Science Kit  Rock: The solid Earth materials: Part 1 (United Streaming)  Magic School Bus Rocks and Rolls (United Streaming)

<ul style="list-style-type: none"> <li>● What properties can we use to identify minerals?</li> <li>● How can your fingernail, a penny and a paper clip help determine hardness?</li> <li>● How can we tell if one of the ingredients in a rock is the mineral calcite?</li> <li>● Is there another test we can do to know for sure which rocks contain calcite?</li> <li>● What are the mineral ingredients in granite?</li> </ul>				<p>Junior Geologist: Rocks and Minerals (United Streaming)</p> <p>Discovery Rocks and Minerals (BW library) VHS</p> <p>Science Notebook</p> <p>Foss Science Stories pg's 30-37</p> <p>Engineering standard met in various lessons. All lessons must be taught. Please use common district vocabulary.</p> <p>Lessons Taught: Investigation 1 Parts 1-3 Investigation 2 Parts 1-2 Investigation 3 Parts 1-2 Investigation 4 Part 1</p> <p>Key Vocabulary Diameter Circumference Depth Geology Geologist Property</p>
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## April/May

Content	Skills	Learning Targets	Assessment	Resources & Technology
<p>UEQ</p> <p>Earth Materials</p> <ul style="list-style-type: none"> <li>• What are some of the properties we can use to describe individual rocks?</li> <li>• How can we determine the ingredients of a rock?</li> <li>• How can we separate the ingredients of a rock?</li> <li>• What are the ingredients in mock rocks? What evidence do you have to support your conclusions?</li> <li>• What properties can we use to identify minerals?</li> <li>• How can your fingernail, a penny and a paper clip help determine hardness?</li> </ul>	<p><b>Earth Materials</b></p> <p>1. Recognize that rocks may be uniform or made of mixtures of different minerals. </p> <p>2. Describe and classify minerals based on their physical properties. </p>	<p>T1 I can recognize that rocks are made of minerals.</p> <p>T2 I can describe and classify minerals.</p>	<p><b>Earth Materials</b></p> <p><b>Earth Materials Quiz Part 1</b></p> <p><b>Earth Materials Quiz Part 2</b></p> <p><b>CSA=Updated Foss Assessment</b> (found in shared folder). <b>T1, T2</b></p> <p><b>CFA= I Check</b></p> <p>Investigation 1- Mock Rocks 11-18</p> <p>Investigation 2- Scratch Test 19-25</p> <p>Investigation 3- Calcite Quest 26-33</p> <p>T1 (5)</p> <p>T2 (5)</p>	<p><b>Earth Materials</b></p> <p>Earth Materials Study Guides (Found in shared folder)</p> <p>Bill Nye the Science Guy Rock and Soil (FE library)</p> <p>Earth Materials (Foss) Notebook</p> <p>VHS Rocks: Solid Earth Materials (STME library)</p> <p>Foss Science Kit</p> <p>Rock: The solid Earth materials: Part 1 (United Streaming)</p> <p>Magic School Bus Rocks and Rolls (United Streaming)</p> <p>Junior Geologist: Rocks and Minerals (United Streaming)</p> <p>Discovery Rocks and Minerals (BW library)</p>

<ul style="list-style-type: none"> <li>● How can we tell if one of the ingredients in a rock is the mineral calcite?</li> <li>● Is there another test we can do to know for sure which rocks contain calcite?</li> <li>● What are the mineral ingredients in granite?</li> </ul>				<p>VHS</p> <p>Science Notebook</p> <p>Foss Science Stories pg's 30-37</p> <p>Engineering standard met in various lessons. All lessons must be taught. Please use common district vocabulary.</p> <p>Lessons Taught:  Investigation 1 Parts 1-3  Investigation 2 Parts 1-2  Investigation 3 Parts 1-2  Investigation 4 Part 1</p> <p>Key Vocabulary  Diameter  Circumference  Depth  Geology  Geologist  Property  Mass  Meter Tape  Balance  Crystal  Evaporate  Quartz  Gypsum</p>
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