

Physical Properties of Matter		Unit	CHECKPOINT		
			1	2	3
4.3	<b>Matter and energy.</b> The student knows that matter has measurable physical properties and those properties determine how matter is classified, changed, and used. The student will explain what it means to say that God created the world and all matter out of nothing at a certain point in time.*				

Catholic Identity Standards (Ways to Grow)					
4.1A	recognize that every human life is sacred because each person is created and loved by God*				
4.1B	describe ways to take part in/be responsible to the community by discerning and using our God-given gifts*				
4.1C	recognize and oppose unjust social structures and work toward justice for all*				
4.1D	see God at work in all things and as expressed in the sacraments*				
4.1E	connect scripture, tradition, and the models of Mary and the saints to guide, grow, and deepen faith*				

Learning Process Standards (Tools to Know)		Unit	CHECKPOINT		
			1	2	3
4.2A	plan and conduct investigations				
4.2B	collect information using appropriate scientific tools				

Content		Unit	CHECKPOINT		
			1	2	3
<b>Properties of Matter</b>					
4.3A	measure, compare, and contrast physical properties of matter, including mass, volume, states (solid, liquid, and gas), temperature, magnetism, and the ability to sink or float				
4.3A.1	compare and contrast a variety of mixtures, including solutions				

Learning Process Standards (Ways to Show)		Unit	CHECKPOINT		
			1	2	3
4.2C	record and organize data and observations				
4.2D	communicate observations about investigations				
4.2E	represent the natural world using models				

Force, Motion, and Energy		Unit	CHECKPOINT		
			1	2	3
4.4	<b>Force, motion, and energy.</b> The student knows that energy exists in many forms and can be observed in cycles, patterns, and systems.				

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<b>Forms of Energy</b>					
4.4A	differentiate among forms of energy, including mechanical, sound, electrical, light, and thermal				
<b>Electrical and Thermal Energy</b>					
4.4B	demonstrate that electricity travels in a closed path, creating an electrical circuit				
4.4B.1	differentiate between conductors and insulators of thermal and electrical energy				
<b>Force</b>					
4.4C	design a descriptive investigation to explore the effect of force on an object such as a push or a pull, gravity, friction, or magnetism				

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Natural Resources and Changes to Earth's Surface		Unit	CHECKPOINT		
			1	2	3
4.5	<b>Earth and space.</b> The student knows that Earth consists of useful resources and its surface is constantly changing. The student shares care and concern for the environment as part of God's creation through the processes of conservation, preservation, overconsumption, and stewardship.*				

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<b>Properties of Soil</b>					
4.5A	examine properties of soils, including color and texture, capacity to retain water, and ability to support the growth of plants				

<b>Changes to Earth's Surface</b>					
4.5B	observe and identify slow changes to Earth's surface caused by weathering, erosion, and deposition from water, wind, and ice				

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Earth's Cycles and Patterns		Unit	CHECKPOINT		
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4.5	<b>Earth and space.</b> The student knows that there are recognizable patterns in the natural world and among the Sun, Earth, and Moon system. The student describes God's relationship with man and nature.*				

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<b>Weather</b>					
4.5C	measure, record, and predict changes in weather				
4.5C.1	collect and analyze data to identify sequences and predict patterns of change in shadows, seasons, and the observable appearance of the Moon over time				

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Interactions of Organisms in Ecosystems		Unit	CHECKPOINT		
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4.6	<b>Organisms and environments.</b> The student knows and understands that living organisms within an ecosystem interact with one another and with their environment. The student explains how creation is an outward sign of God's love.*				

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<b>Food Webs</b>					
4.6A	describe the flow of energy through food webs, beginning with the Sun, and predict how changes in the ecosystem affect the food web				
4.6A.1	investigate that most producers need sunlight, water, and carbon dioxide to make their own food, while consumers are dependent on other organisms for food				

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Adaptations and Behaviors		Unit	CHECKPOINT		
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4.6	<b>Organisms and environments.</b> The student knows that organisms undergo similar life processes and have structures and behaviors that help them survive within their environments and gives examples of the beauty evident in God's creation.*				

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<b>Adaptations</b>					
4.6B	explore how structures and functions enable organisms to survive in their environment				

<b>Inherited Traits and Learned Behaviors</b>					
4.6C	explore and describe examples of traits that are inherited from parents to offspring such as eye color and shapes of leaves and behaviors that are learned such as reading a book and a wolf pack teaching their pups to hunt effectively				

<b>Life Cycles</b>					
4.6D	explore, illustrate, and compare life cycles in living organisms such as beetles, crickets, radishes, or lima beans				

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