



Fourth Grade Curriculum Map

These are bundles of core ideas from the Georgia Standards of Excellence for Fourth Grade related to an anchoring phenomenon.

This document is part of a framework that includes lessons and resources.

| Instructional Segment: | Weather and Moon Phases | Stars, Planets, and Moon | Forecasting the Weather | Role of Organisms and Flow of Energy | Light and Sound | Force and Motion |
|-----------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Estimated Time | 4 week intro and then All Year | 7 weeks | 7 weeks | 7 weeks | 4 weeks | 7 weeks |
| Crosscutting Concepts | <ul style="list-style-type: none"> Patterns Cause and Effect Systems and System Models | <ul style="list-style-type: none"> Patterns Systems and System Models Scale, Proportion, and Quantity | <ul style="list-style-type: none"> Patterns Energy and Matter System and System Models | <ul style="list-style-type: none"> Energy and Matter Structure and Function | <ul style="list-style-type: none"> Energy and Matter | <ul style="list-style-type: none"> Energy and Matter Cause and Effect |
| Anchoring Phenomenon | <ul style="list-style-type: none"> What is the International Space Station? International Space Station | <ul style="list-style-type: none"> Where is the edge of the Solar System? SpaceX CRS-12 Launches to the ISS | <ul style="list-style-type: none"> What is Weather like in Space? NOAA's GOES-16 Satellite Sends 1st Images from Space | <ul style="list-style-type: none"> Eating on the Space Station Dessert in Space | <ul style="list-style-type: none"> Gazing at Earth's Light Show Light Language – look at picture of a reflection in water | <ul style="list-style-type: none"> Small Rube Goldberg Machines Dream of a world without machines - activity |
| Core Ideas | <ul style="list-style-type: none"> Cloud formation Weather Instruments Moon phases | <ul style="list-style-type: none"> Technological advances for space Stars Planets Moon Phases Earth's orbit and tilt Light refraction | <ul style="list-style-type: none"> States of water Water cycle Weather instruments Weather maps Cloud types Weather and climate | <ul style="list-style-type: none"> Ecosystems Food chains/ webs Changes impacting ecosystems Scarcity, extinction, overabundance | <ul style="list-style-type: none"> Opaque, transparent, translucent Reflection Refraction Strength and speed of sound vibration Communication device | <ul style="list-style-type: none"> Balanced and unbalanced forces Gravitational force Simple machines |
| Science and Engineering Practices | <ul style="list-style-type: none"> Asking questions Analyzing and interpreting data Constructing explanations Obtaining, evaluating, and communicating Developing and using models | <ul style="list-style-type: none"> Asking questions Developing and using models Constructing explanations Engaging in argument from evidence Obtaining, evaluating, and communicating | <ul style="list-style-type: none"> Ask questions Analyzing and interpreting data Constructing explanations Obtaining, evaluating, and communicating Developing and using models Planning and carrying out investigations | <ul style="list-style-type: none"> Asking questions and defining problems Developing and using models Constructing explanations and designing solutions Obtaining, evaluating, and communicating | <ul style="list-style-type: none"> Asking questions Developing and using models Planning and carrying out investigations Designing solutions Obtaining, evaluating, and communicating | <ul style="list-style-type: none"> Asking questions and defining problems Constructing an argument from evidence Developing and using models Analyzing and interpreting data Obtaining, evaluating, and communication |
| GSE | S4E2b; S4E4a, c | S4E1a, b, c, d; S4E2a, b, c; S4P1c | S4E3a, b; S4E4a, b, c, d | S4L1a, b, c, d | S4P1a, b, c; S4P2a, b | S4P3a, b, c |