# 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.

<table>
<thead>
<tr>
<th>Instructional Segment:</th>
<th>Weather and Moon Phases</th>
<th>Stars, Planets, and Moon</th>
<th>Forecasting the Weather</th>
<th>Role of Organisms and Flow of Energy</th>
<th>Light and Sound</th>
<th>Force and Motion</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Estimated Time</strong></td>
<td>4 week intro and then All Year</td>
<td>7 weeks</td>
<td>7 weeks</td>
<td>7 weeks</td>
<td>4 weeks</td>
<td>7 weeks</td>
</tr>
</tbody>
</table>

**Crosscutting Concepts**
- Patterns
- Cause and Effect
- Systems and System Models

**Anchoring Phenomenon**
- **What is the International Space Station?**
- **International Space Station**
- **Where is the edge of the Solar System?**
- **SpaceX CRS-12 Launches to the ISS**
- **What is Weather like in Space?**
- **NOAA’s GOES-16 Satellite Sends 1st Images from Space**
- **Eating on the Space Station**
- **Dessert in Space**
- **Gazing at Earth’s Light Show**
- **Light Language – look at picture of a reflection in water**
- **Small Rube Goldberg Machines**
- **Dream of a world without machines - activity**

**Core Ideas**
- Cloud formation
- Weather Instruments
- Moon phases
- Technological advances for space
- Stars
- Planets
- Moon Phases
- Earth’s orbit and tilt
- Light refraction
- States of water
- Water cycle
- Weather instruments
- Weather maps
- Cloud types
- Weather and climate
- Ecosystems
- Food chains/ webs
- Changes impacting ecosystems
- Scarcity, extinction, overabundance
- Opaque, transparent, translucent
- Reflection
- Refraction
- Strength and speed of sound vibration
- Communication device
- Balanced and unbalanced forces
- Gravitational force
- Simple machines

**Science and Engineering Practices**
- Asking questions
- Analyzing and interpreting data
- Constructing explanations
- Obtaining, evaluating, and communicating
- Developing and using models
- Asking questions
- Developing and using models
- Constructing explanations
- Engaging in argument from evidence
- Obtaining, evaluating, and communicating
- Developing and using models
- Planning and carrying out investigations
- Asking questions and defining problems
- Developing and using models
- Constructing explanations and designing solutions
- Obtaining, evaluating, and communicating
- Asking questions
- Developing and using models
- Planning and carrying out investigations
- Designing solutions
- Obtaining, evaluating, and communicating
- 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

---

Georgia Department of Education
2017