## Science Curriculum Alignment Document
### 2001-2002
#### Fourth Grade

<table>
<thead>
<tr>
<th>TEKS Strand</th>
<th>TEKS Knowledge/ Skills</th>
<th>Student Expectations</th>
<th>TAKS Objective(s) 2003</th>
<th>Time</th>
<th>*Standard Resources</th>
<th>Other Resources/ Teacher &amp; Campus Notes</th>
</tr>
</thead>
</table>
| **Scientific Principles (Process Skills)** | 4.1 Field & Laboratory Investigation | The student will:  
a. demonstrate safe practices during field and laboratory investigations  
b. use and conserve resources and dispose of or recycle materials | Objective 1  
The student will demonstrate an understanding of the nature of science. | 15 sessions (45 minute class period and throughout the year) | Scott Foresman Science  
“Your Science Handbook” pp 2-59 (back of Scott Foresman Science)  
Scott Foresman Science @ www.sfscience.com | Measurement (FOSS)+  
Bats Incredible (AIMS)**  
Major Rivers (LCRA)% |
| | 4.2 Scientific Inquiry: Field & Laboratory | | | | | |
| | 4.3 Critical Thinking, Problem Solving & Decision Making | | | | | |

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- ++Science & Technology for Children
- **Activities Integrating Math & Science
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<table>
<thead>
<tr>
<th>Systems (Content)</th>
<th>Life Science:</th>
<th>Using scientific processes (TEKS 1-4), the student will:</th>
<th>Objective 2</th>
<th>Scott Foresman Science</th>
<th>Measurement (FOSS)+</th>
</tr>
</thead>
</table>
| 4.4 Tools        | 4.5 Complex Systems & Parts | e. connect science concepts with history and scientists  
                      a. collect and analyze information using tools: calculators, safety goggles, microscopes, cameras, sound recorders, computers, hand lenses, rulers, thermometers, meter sticks, timing devices, balances, compasses  
                      b. demonstrate that repeated investigations increase reliability of results | The student will demonstrate an understanding of the life sciences. | Scott Foresman Science @ www.sfscience.com | Bats Incredible (AIMS)** |
|                  | 4.8 Adaptations Increase Survival of Members Species | a. identify and describe roles of organisms in living systems and parts in nonliving objects (ECO, HB)  
                      b. predict and draw conclusions when part of a system is removed (ECO, HB) | 45 Sessions (45 minute class periods) | | Major Rivers (LCRA)% |
|                  | 4.9 Likeness between Offspring & Parents – Inherited or Learned from Parents | a. identify characteristics that allow members of a species to survive and reproduce (ECO)  
                      b. compare adaptive characteristics of species (ECO) | | | |

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## Physical Science:

### 4.6 Change Can Create Recognizable Patterns

Using scientific processes (TEKS 1-4), the student will:

- identify patterns of change (SF)
- illustrate certain characteristics of objects can remain constant when rotated, translated, reflected (SF)
- use reflection to verify symmetry (SF)

### Objective 3

The student will demonstrate an understanding of the physical sciences.

- test properties of soils (Snapshot)
- summarize effects of oceans on land (Snapshot)
- identify Sun as major energy source (ECO)

### Objective 4

The student will demonstrate an understanding of the earth sciences.

- Scott Foresman Science: Chapter 2, Lesson 1, 2 pp B34-B45
- Chapter 4, Lessons 1, 2, 3; pp B94-B113

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### Earth Science:

### 4.11 Natural World: Earth Materials and Objects in the Sky

Using scientific processes (TEKS 1-4), the student will:

- identify patterns of change (SF)
- illustrate certain characteristics of objects can remain constant when rotated, translated, reflected (SF)
- use reflection to verify symmetry (SF)

### Objective 3

The student will demonstrate an understanding of the physical sciences.

- Scott Foresman Science: Chapter 1, Lesson 1-4 pp C8-C31
- Chapter 2, Lesson 1 pp C8-C59; C64-67
- Chapter 4, Lesson 1 pp C96-C101

### Objective 4

The student will demonstrate an understanding of the earth sciences.

- Scott Foresman Science: Chapter 4, Lessons 1 & 2 pp B94-B103

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Visit McDonald Observatory – UT

TEA Vistas and Snapshots @ www.tenent.edu/teks/science/stacks/safety/safetymain.html

Making Healthy Choices Kit (MHC)

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<tr>
<th>Properties, Patterns and Models (Content)</th>
<th>Life Science:</th>
<th>Using scientific processes (TEKS 1-4), the student will:</th>
<th>Objective 2</th>
<th>40 Sessions (45 minute class periods)</th>
<th>Physical Science:</th>
<th>Using scientific processes (TEKS 1-4), the student will:</th>
<th>Objective 3</th>
<th>4.6.a Scott Foresman Science: Chapter 1, Lesson 1-4 pp C8-C31 Chapter 2, Lesson 1 pp C8-C59; C64-67 Chapter 4, Lesson 1 pp C96-C101</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>4.6 Change Can Create Recognizable Patterns</td>
<td>a. identify patterns of change (SF, Unit A)</td>
<td>The student will demonstrate an understanding of the life sciences.</td>
<td>Scott Foresman Science (SF)</td>
<td>4.6 Change Can Create Recognizable Patterns</td>
<td>a. identify patterns of change (SF)</td>
<td>The student will demonstrate an understanding of the physical sciences.</td>
<td>Scott Foresman Science</td>
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<td></td>
<td>4.8 Adaptations Increase Survival of Members of a Species</td>
<td>a. identify characteristics that allow members of a species to survive and reproduce (ECO)</td>
<td></td>
<td>Scott Foresman Science</td>
<td>Bats Incredible (AIMS)++</td>
<td></td>
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<tr>
<td></td>
<td>4.9 Likeness between Offspring and Parents – Inherited or Learned from Parents</td>
<td>a. distinguish between inherited traits and learned characteristics (MHC)</td>
<td></td>
<td>Scott Foresman Science</td>
<td>Bats Incredible (AIMS)**</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>b. identify and provide examples of inherited traits and learned characteristics (MHC)</td>
<td></td>
<td>Scott Foresman Science</td>
<td>Bats Incredible (AIMS)**</td>
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<tr>
<th>Objective 4</th>
<th>The student will demonstrate an understanding of the earth sciences.</th>
</tr>
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<tbody>
<tr>
<td>a. tests properties of soils (Snapshot)</td>
<td>b. summarize effects of oceans on land (Snapshot)</td>
</tr>
<tr>
<td>c. identify Sun as major energy source (SF, pp C8-C11)</td>
<td></td>
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</tbody>
</table>

**4.6.b Scott Foresman Science:**
- Chapter 2, Lesson 1,2
- Pp B34-B-45
- Chapter 4, Lessons 1,2,3; pp B94-B113

**4.6.c Scott Foresman Science:**
- Chapter 4, Lessons 1 & 2
- Pp B94-B103

**4.7a Scott Foresman Science:**
- Chapter 1 – Lessons 1-4, pp B8-B25

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<td>Using scientific processes (TEKS 1-4), the student will:</td>
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<td>a. identify patterns of change (ECO)</td>
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<td></td>
<td>b. illustrate certain characteristics of objects can remain constant when rotated, translated, reflected</td>
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<td></td>
<td>c. use reflection to verify symmetry (Snapshot)</td>
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<td>4.8 Adaptations Increase Survival Members of a Species</td>
<td>a. identify characteristics that allow members of a species to survive and reproduce (ECO)</td>
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<td>b. compare adaptive characteristics of species (ECO)</td>
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<td></td>
<td>c. identify kinds of species that lived in the past; compare to existing species (Snapshot)</td>
</tr>
<tr>
<td>4.9 Likeness between Offspring and Parents – Inherited or Learned from Parents</td>
<td>a. distinguish between inherited traits and learned characteristics (MHC)</td>
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<td>b. identify and provide examples of inherited traits and learned characteristics (MHC)</td>
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<tr>
<td>4.10 Past Events Affect Present and Future Events</td>
<td>a. identify and observe effects of events that require time for changes to be noticeable (ECO) (SF pp A118-123)</td>
</tr>
<tr>
<td></td>
<td>b. draw conclusions about “what happened before” (SF pp C38-59,C126; EM )</td>
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<th>Physical Science:</th>
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<th>Objective 2</th>
<th>The student will demonstrate an understanding of the life sciences.</th>
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<td>40 Sessions (45 minute class periods)</td>
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| Objective 3 | The student will demonstrate an understanding of the physical sciences. |

### Scott Foresman Science (SF)

- Human Body (HB) (FOSS)+
- Ecosystems (ECO) (STC)++
- Earth Materials (EM) (FOSS)+
- Texas State Safety Standards Manual @ www.tenet.edu/teks/science/stacks/safety/safetymain.html
- TEA Vistas and Snapshots @ www.tenet.edu/teks/science/stacks/safety/safetymain.html
- Making Healthy Choices Kit (MHC)

### Measurement (FOSS)+
- Bats Incredible (AIMS)**
- Major Rivers (LCRA)%

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| 4.10 Past Events Affect Present and Future Events | rotated, translated, reflected (SF pp B36-39)  
| | c. use reflection to verify symmetry (SF pp B100-101)  
| | a. identify and observe effects of events that require time for changes to be noticeable (SF B Ch 1, States of Matter)  
| | b. draw conclusions about “what happened before”  
| Earth Science:  
| 4.6 Change Can Create Recognizable Patterns | Using scientific processes (TEKS 1-4), the student will:  
| | a. identify patterns of change (EM, SF pp 26)  
| | b. illustrate certain characteristics of objects can remain constant when rotated, translated, reflected (SF pp C98-98,108-109)  
| | c. use reflection to verify symmetry  
| | a. identify and observe effects of events that require time for changes to be noticeable (SF, Ch 2 pp C35-61)  
| | b. draw conclusions about “what happened before”  
| 4.11 Natural World: Earth Materials and Objects in the Sky | a. test properties of soils (SF pp C 52-53; Snapshot)  
| | b. summarize effects of oceans on land (Snapshot)  
| | c. identify Sun as major energy source (SF pp C 8-11; 22-23)  

Objective 4  
The student will demonstrate an understanding of the earth sciences.

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