



Teacher Learning Report Grade 4 Science

Physical Properties of Matter	Unit	CHECKPOINT		
		1	2	3
4.5 Matter and energy. The student knows that matter has measurable physical properties and those properties determine how matter is classified, changed, and used.				

Process (Tools to Know)	Unit	CHECKPOINT		
		1	2	3
4.2(A) plan and implement descriptive investigations ⑧ 4.4(A) collect, record, and analyze information using tools ⑧ <i>connected 4.1(A), 4.1(B), 4.2(E)</i>				

Content	Unit	CHECKPOINT		
		1	2	3
Properties of Matter				
4.5(A) 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 ⑧				
Mixtures				
4.5(B) compare and contrast a variety of mixtures, including solutions				

Process (Ways to Show)	Unit	CHECKPOINT		
		1	2	3
4.2(B) collect and record data by observing and measuring 4.2(D) analyze data and interpret patterns to construct explanations ⑧ 4.3(B) represent the natural world using models ⑧ <i>connected 4.2(C), 4.2(F), 4.3(A), 4.3(C)</i>				



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>> Force, Motion, and Energy

4.6 Force, motion, and energy. The student knows that energy exists in many forms and can be observed in cycles, patterns, and systems.

Unit	CHECKPOINT		
	1	2	3

Process (Tools to Know)

4.2(A) plan and implement descriptive investigations ⑧
4.4(A) collect, record, and analyze information using tools ⑧

connected 4.1(A), 4.1(B), 4.2(E)

Unit	CHECKPOINT		
	1	2	3

Content

Forms of Energy

4.6(A) differentiate among forms of energy, including mechanical, sound, electrical, light, and thermal

Unit	CHECKPOINT		
	1	2	3

Electrical and Thermal Energy

4.6(B) differentiate between conductors and insulators of thermal and electrical energy

4.6(C) demonstrate that electricity travels in a closed path, creating an electrical circuit

Force

4.6(D) design a descriptive investigation to explore the effect of force on an object such as a push or a pull, gravity, friction, or magnetism ⑧

Process (Ways to Show)

4.2(C) construct tables, charts, graphs, and maps to organize, examine, and evaluate data
4.2(D) analyze data and interpret patterns to construct explanations ⑧
4.3(B) represent the natural world using models ⑧

connected 4.2(B), 4.2(F), 4.3(A), 4.3(C)

Unit	CHECKPOINT		
	1	2	3

>> TEKS clusters typically requiring additional time and focus in the curriculum



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>> Natural Resources and Changes to Earth's Surface

4.7 Earth and space. The student knows that Earth consists of useful resources and its surface is constantly changing.

Unit	CHECKPOINT		
	1	2	3

Process (Tools to Know)

- 4.2(A) plan and implement descriptive investigations ⑧
4.4(A) collect, record, and analyze information using tools ⑧

connected 4.1(A), 4.1(B), 4.2(E)

Unit	CHECKPOINT		
	1	2	3

Content

Properties of Soil

- 4.7(A)* examine properties of soils, including color and texture, capacity to retain water, and ability to support the growth of plants

Unit	CHECKPOINT		
	1	2	3

Renewable and Nonrenewable Resources

- 4.7(C)* identify and classify Earth's renewable resources, including air, plants, water, and animals, and nonrenewable resources, including coal, oil, and natural gas, and the importance of conservation

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Changes to Earth's Surface

- 4.7(B) observe and identify slow changes to Earth's surface caused by weathering, erosion, and deposition from water, wind, and ice ⑧

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Process (Ways to Show)

- 4.2(D) analyze data and interpret patterns to construct explanations ⑧
4.3(B) represent the natural world using models ⑧

connected 4.2(B), 4.2(C), 4.2(F), 4.3(A), 4.3(C)

Unit	CHECKPOINT		
	1	2	3

>> TEKS clusters typically requiring additional time and focus in the curriculum



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>> Earth's Cycles and Patterns

4.8 Earth and space. The student knows that there are recognizable patterns in the natural world and among the Sun, Earth, and Moon system.

Unit	CHECKPOINT		
	1	2	3

Process (Tools to Know)

4.2(A) plan and implement descriptive investigations ⑧
4.4(A) collect, record, and analyze information using tools ⑧

connected 4.1(A), 4.1(B), 4.2(E)

Unit	CHECKPOINT		
	1	2	3

Content

Weather

4.8(A)* measure, record, and predict changes in weather

Unit	CHECKPOINT		
	1	2	3

Water Cycle

4.8(B)* describe and illustrate the continuous movement of water above and on the surface of Earth through the water cycle and explain the role of the Sun as a major source of energy in this process

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Patterns

4.8(C)* collect and analyze data to identify sequences and predict patterns of change in shadows, seasons, and the observable appearance of the Moon over time ⑧

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Process (Ways to Show)

4.2(B) collect and record data by observing and measuring
4.2(D) analyze data and interpret patterns to construct explanations ⑧
4.3(B) represent the natural world using models ⑧

connected 4.2(C), 4.2(F), 4.3(A), 4.3(C)

Unit	CHECKPOINT		
	1	2	3

>> TEKS clusters typically requiring additional time and focus in the curriculum



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Interactions of Organisms in Ecosystems

4.9 Organisms and environments. The student knows and understands that living organisms within an ecosystem interact with one another and with their environment.

Unit	CHECKPOINT		
	1	2	3

Process (Tools to Know)

- 4.2(A) plan and implement descriptive investigations ⑧
- 4.4(A) collect, record, and analyze information using tools ⑧

connected 4.1(A), 4.1(B), 4.2(E)

Unit	CHECKPOINT		
	1	2	3

Content

Food Webs

- 4.9(B) describe the flow of energy through food webs, beginning with the Sun, and predict how changes in the ecosystem affect the food web
- 4.9(A) investigate that most producers need sunlight, water, and carbon dioxide to make their own food, while consumers are dependent on other organisms for food ⑧

Unit	CHECKPOINT		
	1	2	3

Process (Ways to Show)

- 4.2(D) analyze data and interpret patterns to construct explanations ⑧
- 4.3(B) represent the natural world using models ⑧

connected 4.2(B), 4.2(C), 4.2(F), 4.3(A), 4.3(C)

Unit	CHECKPOINT		
	1	2	3



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Adaptations and Behaviors	Unit	CHECKPOINT		
		1	2	3
4.10 Organisms and environments. The student knows that organisms undergo similar life processes and have structures and behaviors that help them survive within their environments.				

Process (Tools to Know)	Unit	CHECKPOINT		
		1	2	3
4.2(A) plan and implement descriptive investigations Ⓢ 4.4(A) collect, record, and analyze information using tools Ⓢ <i>connected 4.1(A), 4.1(B), 4.2(E)</i>				

Content	Unit	CHECKPOINT		
		1	2	3
Adaptations				
4.10(A) explore how structures and functions enable organisms to survive in their environment Ⓢ				
Inherited Traits and Learned Behaviors				
4.10(B) 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				
Life Cycles				
4.10(C) explore, illustrate, and compare life cycles in living organisms such as beetles, crickets, radishes, or lima beans				

Process (Ways to Show)	Unit	CHECKPOINT		
		1	2	3
4.2(D) analyze data and interpret patterns to construct explanations Ⓢ 4.3(B) represent the natural world using models Ⓢ <i>connected 4.2(B), 4.2(C), 4.2(F), 4.3(A), 4.3(C)</i>				



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PROCESS STANDARDS: SCIENTIFIC INVESTIGATION AND REASONING		Unit	CHECKPOINT		
			1	2	3
4.1	The student conducts classroom and outdoor investigations, following home and school safety procedures and environmentally appropriate and ethical practices.				
4.2					
4.3	The student uses scientific practices during laboratory and outdoor investigations.				
4.4					
4.3	The student uses critical thinking and scientific problem solving to make informed decisions.				
4.4					
4.4	The student knows how to use a variety of tools, materials, equipment, and models to conduct science inquiry.				

TOOLS TO KNOW		Unit	CHECKPOINT		
			1	2	3
4.1(A)	demonstrate safe practices and the use of safety equipment as described in Texas Education Agency-approved safety standards during classroom and outdoor investigations using safety equipment, including safety goggles or chemical splash goggles, as appropriate, and gloves, as appropriate				
4.1(B)	make informed choices in the use and conservation of natural resources and reusing and recycling of materials such as paper, aluminum, glass, cans, and plastic				
4.2(A)	plan and implement descriptive investigations, including asking well defined questions, making inferences, and selecting and using appropriate equipment or technology to answer his/her questions ⑧				
4.2(E)	perform repeated investigations to increase the reliability of results				
4.4(A)	collect, record, and analyze information using tools, including calculators, microscopes, cameras, computers, hand lenses, metric rulers, Celsius thermometers, mirrors, spring scales, balances, graduated cylinders, beakers, hot plates, meter sticks, magnets, collecting nets, and notebooks, timing devices; and materials to support observation of habitats of organisms such as terrariums and aquariums ⑧				

WAYS TO SHOW		Unit	CHECKPOINT		
			1	2	3
4.2(B)	collect and record data by observing and measuring, using the metric system, and using descriptive words and numerals such as labeled drawings, writing, and concept maps				
4.2(C)	construct simple tables, charts, bar graphs, and maps using tools and current technology to organize, examine, and evaluate data				
4.2(D)	analyze data and interpret patterns to construct reasonable explanations from data that can be observed and measured ⑧				
4.2(F)	communicate valid oral and written results supported by data				
4.3(A)	analyze, evaluate, and critique scientific explanations by using evidence, logical reasoning, and				



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	experimental and observational testing				
4.3(B)	represent the natural world using models such as the water cycle and stream tables and identify their limitations, including accuracy and size Ⓢ				
4.3(C)	connect grade-level appropriate science concepts with the history of science, science careers, and contributions of scientists				