

Grade 4 Science

Unit Title: Plant and Animal Structures: October / November (MP 1)				
Big Idea: All organisms have the same foundational needs: water, shelter, food, and air. However, a wide variety of plants and animals inhabit our world.				
Investigation Questions	NGSS/ PA Core Standards	Objectives/ Lab Activities	Key Vocabulary	Reading Wonders Connection
<p>LESSON 1: Structures Used for Survival</p> <p>Pre-Unit Assessment: How Are an Organism's' Structures Adapted for Its Environment?</p> <p>Will Seeds Grow Inside a Plastic Bag?</p>	<p>NGSS standards –</p> <p>4-LS1-1: Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.</p> <p>4-LS1-2: Use a model to describe that animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways.</p> <p>4-PS4-2: Develop a model to describe that light reflecting from objects and entering the eye allows objects to be seen.</p> <p>3-5-ETS1-2: Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.</p>	<p>Recognize that plants and animals have special structures and behaviors that enable them to survive in their environments.</p> <p>Identify adaptations of plants and animals that are essential for survival, growth, and reproduction.</p> <p>Design an environment for seeds to grow in and make predictions about their growth.</p>	<ul style="list-style-type: none"> ● Adaptations ● Environment ● Organism ● Survival ● Reproduce ● Structure 	<p>Wonders: Unit 2/week 3</p> <ul style="list-style-type: none"> ● Weekly Concept: Natural Connections ● Connect to Science: Explain how living things affect the physical characteristics of their regions
<p>LESSON 2: Animal Structures</p> <p>How Do External Structures Support Survival?</p> <p>How Do Internal Structures Support Survival?</p>	<p>PA Standard –</p> <p>3.2.4.B5: Demonstrate how light can be reflected, refracted, or absorbed by an object.</p> <p>S4.B.1.1.1: Identify life processes of living things (e.g., growth, digestion, respiration).</p> <p>S4.B.1.1.2: Compare similar functions of external characteristics of organisms (e.g., anatomical characteristics: appendages, type of covering, body segments).</p> <p>S4.B.1.1.3: Describe basic needs of plants and animals (e.g., air, water, food).</p> <p>S4.B.1.1.4: Describe how different parts of a living thing work together to provide what the organism needs (e.g., parts of plants: roots, stems, leaves).</p> <p>S4.B.2.1.2: Explain how specific adaptations can help a living organism survive (e.g., protective coloration, mimicry, leaf sizes and shapes, ability to catch or retain water).</p>	<p>Describe structural adaptations and how they vary based on an animal's environment.</p> <p>Use external and internal structures to explain how animals survive in their environments.</p> <p>Argue how properly functioning external and internal structures are important for the survival of animals.</p> <p>Investigate both internal and external adaptations using a preserved squid specimen.</p>	<ul style="list-style-type: none"> ● Dissect ● Ectotherm ● Endoskeleton ● Endotherm ● Exoskeleton ● External Structure ● Internal Structure ● Invertebrate ● Reproduction ● Vertebrate 	<p>Wonders: Unit 2/week 4</p> <ul style="list-style-type: none"> ● Weekly Concept: Adaptations ● Essential Question: What helps an animal survive? ● Connect to Science: Plants and animals have structures for growth and survival.

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<p>LESSON 3: Plant Structures</p> <p>How Does a Seed Grow into a Plant?</p> <p>Do Plants Have Structural Adaptations?</p> <p>How Do Internal Structures Help Support a Plant's Survival, Growth, and Reproduction?</p> <p>How Can We Use Dissection to Learn About Plant Structures?</p>	<p>S4.A.3.1.1: Categorize systems as either natural or human made (e.g., ballpoint pens, simple electrical circuits, plant anatomy, water cycle).</p> <p>S4.A.3.2.2: Use models to make observations to explain how systems work (e.g., water cycle, Sun-Earth-Moon system).</p> <p>S4.A.3.3.1: Identify and describe observable patterns (e.g., growth patterns in plants, weather, water cycle).</p> <p>S4.C.1.1.1: Use physical properties [e.g., mass, shape, size, volume, color, texture, magnetism, state (i.e., solid, liquid, and gas), conductivity (i.e., electrical and heat)] to describe matter.</p> <p>S4.C.1.1.2: Categorize/group objects using physical characteristics.</p> <p>S4.A.1.1.1: Distinguish between a scientific fact and an opinion, providing clear explanations that connect observations and results (e.g., a scientific fact can be supported by making observations).</p> <p>S4.A.1.3.1: Observe and record change by using time and measurement.</p>	<p>Identify and explain the purpose of internal and external structures in a plant and how these structures help the plant survive, grow, and reproduce.</p> <p>Examine and compare seeds to draw conclusions about plant development.</p> <p>Describe the different appearances as adaptations.</p> <p>Dissect and identify the internal structures of a flower and explain how they relate to reproduction.</p>	<ul style="list-style-type: none"> ● External Structure ● Flower ● Fruit ● Germinate ● Internal Structure ● Leaves ● Ovary ● Petal 	<p>Wonders: Unit 3/Week 5</p> <ul style="list-style-type: none"> ● Weekly Concept: Feeding the World ● Essential Question: In what ways can advances in science be helpful or harmful? ● Connect to Science: Research a problem before beginning a design solution.
<p>LESSON 4: Using the Senses</p> <p>How Do We Sense the World Around Us?</p> <p>How Is Information Processed?</p> <p>How Are Senses Tested?</p>	<p>S4.A.2.1.1: Generate questions about objects, organisms, or events that can be answered through scientific investigations.</p> <p>S4.A.2.1.3: Observe a natural phenomenon (e.g., weather changes, length of daylight/night, movement of shadows, animal migrations, growth of plants), record observations, and then make a prediction based on those observations.</p> <p>S4.A.2.1.4: State a conclusion that is consistent with the information/data.</p> <p>S4.A.2.2.1: Identify appropriate tools or instruments for specific tasks and describe the information they can provide (e.g., measuring: length - ruler, mass - balance scale, volume - beaker, temperature - thermometer; making observations: hand lens, binoculars, telescope).</p> <p>3.4.4.C2: Describe the engineering design process: Define a problem. Generate ideas. Select a solution and test it. Make the item. Evaluate the item.</p>	<p>Investigate and analyze the five senses to determine their importance in survival.</p> <p>Describe how information is processed, and predict the effects on information processing if the brain is damaged.</p> <p>Explore the brain and use evidence to explain its role in sensing the world.</p> <p>Identify the importance of memory when processing information in order to stay safe.</p>	<ul style="list-style-type: none"> ● Brain ● Brain Stem ● Cerebellum ● Cerebrum ● Cortex ● Environment ● Senses 	<p>Wonders: Unit 2/week 1</p> <ul style="list-style-type: none"> ● Weekly Concept: Literary Lessons ● Essential Question: What are some messages in animal stories? ● Connect to Science: Describe how animals receive information through their senses

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<p>LESSON 5: Exploring the Eye</p> <p>How Does the Eye Work?</p> <p>How Do We See Images?</p> <p>How Do Human Eyes Compared to Other Animals' Eyes?</p>		<p>Identify the structures of the eye and their individual functions.</p> <p>Explain how light waves and their frequencies affect our experience of vision.</p> <p>Describe the role of the brain in processing information and its importance in recognizing color, shape, and motion.</p> <p>Examine the cause-and-effect relationship between light and pupil size.</p> <p>Use a cow eye to draw comparisons between human and animal eyes.</p>	<ul style="list-style-type: none">● Cornea● Iris● Lens● Optic Nerve● Pupil● Retina	<p>Wonders: Unit 2/week 1</p> <ul style="list-style-type: none">● Weekly Concept: Literary Lessons● Essential Question: What are some messages in animal stories?● Connect to Science: Describe how animals receive information through their senses
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<p>LESSON 6: Structure and Function</p> <p>How Can the Eye Be Improved?</p> <p>What Have Eye Learned?</p>		<p>Develop a model that demonstrates an understanding of the human eye and how it could be more powerful.</p> <p>Compare the eyes of other organisms to determine the weaknesses of the human eye.</p> <p>Present models to communicate knowledge about the eye's structures and functions.</p> <p>Evaluate models to argue which model is most successful.</p>	<ul style="list-style-type: none">• Review vocabulary from lessons 1-5	
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Unit Title: Energy Works: December / January (MP 2)				
Big Idea: There are two main types of energy (potential and kinetic) involving circuits, transfers and transformations. Renewable and nonrenewable forms of energy are used differently around the world.				
Investigation Questions	NGSS/ PA Core Standards	Objectives/ Lab Activities	Key Vocabulary	Reading Wonders Connection
<p>LESSON 1: Energy Sources Are Everywhere</p> <p>Pre-Unit Assessment: Where Do You Get Your Energy?</p> <p>What Are Some Types of Energy We Use?</p>	<p>NGSS standards –</p> <p>4-PS3-1: Use evidence to construct an explanation relating the speed of an object to the energy of that object.</p> <p>4-PS3-2: Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents.</p> <p>4-PS3-3: Ask questions and predict outcomes about the changes in energy that occur when objects collide.</p> <p>4-PS3-4: Apply scientific ideas to design, test, and refine a device that converts energy from one form to another.</p> <p>4-PS4-1: Develop a model of waves to describe patterns in terms of amplitude and wavelength and that waves can cause objects to move.</p>	<p>Create a working definition of the term “energy.”</p> <p>Identify the Sun as the source of most energy on Earth.</p> <p>Understand that energy can change type.</p> <p>Recognize different types of energy in the classroom.</p>	<ul style="list-style-type: none"> ● Energy ● Photosynthesis ● System 	<p>Wonders: Unit 6/Week 3</p> <ul style="list-style-type: none"> ● Weekly Concept: Resources ● Essential Question: How have our energy resources changed over the years? ● Connect to Science: Develop possible solutions through engineering design
<p>LESSON 2: Stored and Motion Energy</p> <p>What Are Stored and Motion Energy?</p> <p>How Can I Change the Energy in a Ping-Pong Ball?</p> <p>What Happens When Objects Collide?</p>	<p>4-PS4-3: Generate and compare multiple solutions that use patterns to transfer information.</p> <p>4-ESS3-1: Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment.</p> <p>3-5-ETS1-2: Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.</p> <p>3-5-ETS1-3: Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.</p> <p>PA Standard – see correlation document</p> <p>3.1.5.A2: Describe how life on earth depends on energy from the sun.</p> <p>S3.D.1.2.1: Describe why certain resources are renewable and other resources are nonrenewable.</p>	<p>Recognize that energy has many types.</p> <p>Participate in activities that demonstrate the difference between stored energy and motion energy.</p> <p>Demonstrate an understanding of stored energy and motion energy.</p> <p>Recognize that when objects collide, energy is transferred between them.</p>	<ul style="list-style-type: none"> ● Motion (kinetic) Energy ● Stored (potential) Energy 	<p>Wonders: Unit 1/week 4</p> <ul style="list-style-type: none"> ● Weekly Concept: Ideas in Motion ● Essential Question: How can science help you understand how things work? ● Connect to Science: Relate speed to energy of an object.

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<p style="text-align: center;">LESSON 3: Energy Transfers and Transformations</p> <p>How is the Sun's Energy Transferred?</p> <p>How Do You Build an Electric Circuit?</p> <p>How Can We Use Circuits to Investigate Energy?</p> <p>What Have You Learned About Energy?</p>	<p>S3.D.1.2.2: Identify and describe examples of renewable and nonrenewable resources.</p> <p>S4.C.2.1.1: Identify energy forms, energy transfer, and energy examples (e.g., light, heat, electrical).</p> <p>S5.C.2.1.1: Describe how energy exists in many forms (e.g., electrical, mechanical, chemical, heat, light, sound) and can be transformed within a system.</p> <p>S4.C.2.1.2: Describe the flow of energy through an object or system (e.g., feeling radiant heat from a light bulb, eating food to get energy, using a battery to light a bulb or run a fan).</p> <p>S5.C.2.1.2: Describe how heat energy is usually a byproduct of an energy transformation.</p> <p>S5.C.2.1.3: Distinguish between kinetic and potential energy.</p> <p>S4.C.3.1.2: Compare the relative movement of objects or describe types of motion that are evident (e.g., bouncing ball, moving in a straight line, back and forth, merry-go-round).</p>	<p>Describe some basic types of energy, including light, radiant, thermal, sound, electrical, chemical, and mechanical.</p> <p>Use scientific equipment to investigate energy and how it is transformed into other types and transferred within a system.</p> <p>Model energy using pie charts and provide evidence for energy changes.</p>	<ul style="list-style-type: none"> ● Chemical Energy ● Electrical Energy ● Light Energy ● Mechanical Energy ● Radiant Energy ● Sound Energy ● Thermal Energy 	<p>Wonders: Unit 5/Week 3</p> <ul style="list-style-type: none"> ● Weekly Concept: Inventions ● Essential Question: How can inventions solve problems? ● Connect to Science: Understand that energy can be transferred by sound, light, heat and electric currents.
<p style="text-align: center;">LESSON 4: Energy Moves in Waves</p> <p>How Can You Use Waves to Send Messages?</p> <p>What Do You Know About Waves?</p> <p>How Can You Create Waves?</p> <p>How Does Energy Move in Waves?</p>	<p>3.2.4.B2: Identify types of energy and their ability to be stored and changed from one form to another.</p> <p>3.2.4.B3: Understand that objects that emit light often emit heat.</p> <p>3.2.4.B6: Give examples of how energy can be transformed from one form to another.</p> <p>3.2.P.B5: Explain how waves transfer energy without transferring matter.</p> <p>S5.B.3.2.1: Identify fossil fuels and alternative fuels used by humans.</p> <p>S4.A.3.1.1: Categorize systems as either natural or human-made (e.g., ballpoint pens, simple electrical circuits, plant anatomy, water cycle).</p> <p>S4.A.3.2.1: Identify what different models represent (e.g., maps show physical features, directions, distances; globes represent Earth; drawings of watersheds depict terrain; dioramas show ecosystems; concept maps show relationships of ideas).</p> <p>S4.A.3.2.2: Use models to make observations to explain how systems work (e.g., water cycle, Sun Earth-Moon system).</p>	<p>Identify and define waves as regular patterns of motion.</p> <p>Identify the parts of a wave.</p> <p>Collect evidence to prove that waves have energy.</p> <p>Use patterns to identify waves with different sizes and frequencies.</p> <p>Use evidence to prove that waves can transfer energy.</p>	<ul style="list-style-type: none"> ● Amplitude ● Frequency ● Wave ● Wavelength 	<p>Wonders: Unit 4/Week 3</p> <ul style="list-style-type: none"> ● Weekly Concept: Breakthroughs ● Essential Question: How do inventions and technology affect your life? ● Connect to Science: Develop solutions to problems. <hr/> <p>Wonders: Unit 5/Week 4</p> <ul style="list-style-type: none"> ● Weekly Concept: Zoom In ● Essential Question: What can you discover when you look closely at something? ● Connect to Science: Learn that waves can be made in water when the surface is disturbed.

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<p style="text-align: center;">LESSON 5: Recycling Energy</p> <p>What Are Types of Alternative Energy?</p> <p>How Does a Wind Turbine Generate Energy?</p> <p>What Can I Build to Demonstrate Water Energy?</p>	<p>S4.A.3.2.3: Use appropriate, simple modeling tools and techniques to describe or illustrate a system (e.g., two cans and string to model a communications system, terrarium to model an ecosystem).</p> <p>S4.A.3.3.1: Identify and describe observable patterns (e.g., growth patterns in plants, weather, water cycle).</p> <p>S4.A.1.1.2: Identify and describe examples of common technological changes past to present in the community (e.g., energy production, transportation, communications, agriculture, packaging materials) that have either positive or negative impacts on society or the environment.</p> <p>S4.A.1.3.2: Describe relative size, distance, or motion.</p> <p>S4.A.1.3.3: Observe and describe the change to objects caused by temperature change or light.</p>	<p>Learn about alternatives to fossil fuels: solar energy, geothermal energy, wind energy, water energy, and biomass energy.</p> <p>Construct models to demonstrate water and wind energy.</p> <p>Work cooperatively and follow directions. Suggest innovations in design. Record questions for further exploration.</p>	<ul style="list-style-type: none"> ● Alternative Energy ● Biomass Energy ● Fossil Fuel ● Geothermal Energy ● Hydroelectric Energy ● Solar Energy ● Turbine ● Water Energy ● Wind Energy 	<p>Wonders: Unit 6/Week 3</p> <ul style="list-style-type: none"> ● Weekly Concept: Resources ● Essential Question: How have our energy resources changed over the years? ● Connect to Science: Develop possible solutions through engineering design
<p style="text-align: center;">LESSON 6: My Energy Experiment</p> <p>How Can I Design an Experiment About Energy?</p> <p>Does My Experiment Support My Prediction?</p> <p>How Can I Communicate What I Have Learned About Energy?</p>	<p>S4.A.1.3.5: Provide examples, predict, or describe how everyday human activities (e.g., solid waste production, food production and consumption, transportation, water consumption, energy production and use) may change the environment.</p> <p>S4.A.2.1.1: Generate questions about objects, organisms, or events that can be answered through scientific investigations.</p>	<p>Design and plan an experiment or demonstration to answer a student-generated question about energy.</p> <p>Execute a plan to construct apparatus, collect data, and draw conclusions.</p> <p>Present findings of investigations and share results with classmates.</p> <p>Complete self-assessments to evaluate progress.</p>	<ul style="list-style-type: none"> ● Review vocabulary from previous lessons 1-6. 	

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Unit Title	Changing Earth: February / March (MP 3)			
Big Idea:	Earth is made up of mountain ranges, lakes, volcanoes, rivers, canyons, and many other landforms and waterways, all of which are continually changing.			
Investigation Questions	NGSS/ PA Core Standards	Objectives	Key Vocabulary	Reading Wonders Connection
<p>LESSON 1: Earth's Layers and Plates</p> <p>What are the Earth's Layers?</p> <p>Why does the Earth have Plates?</p> <p>What is the Ring of Fire?</p>	<p>4-ESS2-2: Analyze and interpret data from maps to describe patterns of Earth's features.</p> <p>3.3.4.A1: Describe basic landforms. Identify the layers of the earth. Recognize that the surface of the earth changes due to slow processes and rapid processes.</p> <p>S4.D.1.1.1: Describe how prominent Earth features in Pennsylvania (e.g., mountains, valleys, caves, sinkholes, lakes, rivers) were formed.</p> <p>3.3.5.A1: Describe how landforms are the result of a combination of destructive forces such as erosion and constructive erosion, deposition of sediment, etc.</p> <p>S4.D.1.1.2: Identify various Earth structures (e.g., mountains, watersheds, peninsulas, lakes, rivers, valleys) through the use of models.</p>	<p>Construct a model of three layers of Earth.</p> <p>Assemble a map of Earth's tectonic plates and make predictions about the effects of their movement.</p> <p>Recognize patterns within the Ring of Fire to draw conclusions about volcanic activity and earthquakes.</p>	<ul style="list-style-type: none"> ● Boundary ● Core ● Convention ● Crust ● Magama ● Mantle ● Tectonic Plate ● Volcano 	
<p>LESSON 2: Rock Formations and Patterns</p> <p>What's Your Type?</p> <p>What Is the Rock Cycle?</p> <p>How Do We Use Different Types of Rocks?</p>	<p>S5.D.1.1.1: Differentiate between abrupt changes in Earth's surface (e.g., earthquakes, volcanoes, meteor impacts, landslides) and gradual changes in Earth's surface (e.g., lifting up of mountains, wearing away by erosion).</p> <p>S5.D.1.1.2: Explain how geological processes observed today (e.g., erosion, changes in the composition of the atmosphere, volcanic eruptions, earthquakes) are similar to those in the past.</p> <p>S4.A.3.2.1: Identify what different models represent (e.g., maps show physical features, directions, distances; globes represent Earth; drawings of watersheds depict terrain; dioramas show ecosystems; concept maps show relationships of ideas).</p>	<p>Compare the characteristics different types of rocks.</p> <p>Use a model to simulate the rock cycle.</p> <p>Classify rocks by the way they are formed.</p> <p>Research different types of rocks and make connections between their characteristics and where they are found</p>	<ul style="list-style-type: none"> ● Igneous Rock ● Lava ● Metamorphic Rock ● Sediment ● Sedimentary Rock 	<p>Wonders: Unit 5/Week 4</p> <ul style="list-style-type: none"> ● Weekly Concept: Zoom In ● Essential Question: What can you discover when you look closely at something? ● Connect to Science: Learn that waves can be made in water when the surface is disturbed.
<p>LESSON 3: Weathering and Erosion</p> <p>How are Canyons Formed?</p>	<p>S4.A.3.3.1: Identify and describe observable patterns (e.g., growth patterns in plants, weather, water cycle).</p> <p>S4.A.3.3.2 :Predict future conditions/events based on observable patterns (e.g., day/night, seasons, sunrise/sunset, lunar phases).</p> <p>S4.C.1.1.1: Use physical properties [e.g., mass, shape, size, volume, color, texture, magnetism, state (i.e., solid, liquid, and gas), conductivity (i.e., electrical and heat)] to describe matter.</p> <p>S4.C.1.1.2: Categorize/group objects using physical characteristics.</p>	<p>Differentiate between weathering and erosion.</p> <p>Make a connection between water erosion and the rock cycle.</p> <p>Use a water table to simulate how water erosion creates landforms.</p>	<ul style="list-style-type: none"> ● Delta ● Deposit ● Erosion ● Plateau ● Weathering 	<p>Wonders: Unit 1/week 3</p> <ul style="list-style-type: none"> ● Weekly Concept: Take Action ● Essential Question: How do people respond to natural disasters? ● Connect to Science: Make observations on effects of weathering

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	<p>S4.A.3.2.2 :Use models to make observations to explain how systems work (e.g., water cycle, Sun-Earth-Moon system). S4.A.1.1.1: Distinguish between a scientific fact and an opinion, providing clear explanations that connect observations and results (e.g., a scientific fact can be supported by making observations). S4.A.1.3.1: Observe and record change by using time and measurement. S4.A.2.1.1: Generate questions about objects, organisms, or events that can be answered through scientific investigations. S4.A.2.1.2: Design and describe an investigation (a fair test) to test one variable.</p>	<p>Make predictions about the structures of Earth based on the locations of rivers and streams.</p>		
<p>LESSON 4: Mapping Earth</p> <p>How Have Rivers Changed the Shape of the United States?</p> <p>How Can We Use Maps to Learn About Earth?</p>		<p>Use different maps to draw conclusions about the impact of water erosion on landforms.</p> <p>Determine the importance of maps in exploring the history of Earth.</p> <p>Develop maps of river systems to identify patterns of movement.</p>	<ul style="list-style-type: none"> ● Geologist ● Relief Map 	
<p>LESSON 5: Changing Earth</p> <p>Why Do Rocks Form Layers?</p> <p>How Are Fossils Formed?</p>		<p>Model deposition using a stream table to explain how sedimentary rock forms.</p> <p>Simulate fossil formation by creating layers of sediment in the stream table.</p> <p>Estimate the relative ages of rock layers based on the fossils found within them.</p>	<ul style="list-style-type: none"> ● Deposition ● Fossil ● Relative Age 	<p>Wonders: Unit 5/Week 5</p> <ul style="list-style-type: none"> ● Weekly Concept: Digging Up the Past ● Essential Question: How can learning about the past help you understand the future? ● Connect to Social Studies: Describe the Spanish exploration and colonization of what is now the United States
<p>LESSON 6: Life on a Changing Earth</p> <p>Why is Soil Erosion a Problem?</p> <p>Can Soil Erosion Be Prevented?</p> <p>Which Model Prevents Soil Erosion?</p>		<p>Describe soil erosion and predict its impact on humans.</p> <p>Develop a solution for soil erosion and use the stream table to test the model.</p> <p>Analyze results to determine the effectiveness of models to prevent soil erosion and make connections to real-life solutions to scientific problems.</p>	<ul style="list-style-type: none"> ● Review vocabulary from lessons 1-5. 	<p>Wonders: Unit 3/Week 3</p> <ul style="list-style-type: none"> ● Weekly Concept: Liberty and Justice ● Essential Question: How can one person make a difference? ● Connect to Science: Understand where resources come from and how they affect the environment