



# 4th Grade Science/Social Studies Instructional Plan: 1st Semester

## Course Overview

Welcome to 4th-grade Science and Social Studies:

### Science-Midland ISD Science Vision

Midland ISD will provide all students access to quality science instruction that fuels curiosity and enhances understanding of science phenomena in everyday life. Students will experience productive struggle and utilize problem-solving skills while making connections to real-world applications.

### Social Studies-Midland ISD Social Studies Vision

4th-grade social studies in Midland ISD will empower students to become engaged citizens who understand and embrace their rights and responsibilities. We will empower students to think critically about historical, governmental, economic, social, and geographic issues. We teach students to evaluate the validity of information sources, build their claims using reliable evidence and sound reasoning, and interact respectfully with their peers.

## Contact Information

Teacher Name: Carolyn Allison

Email: carolyn.allison@midlandisd.net

Phone: 432-240-7764

## Classroom Expectations

Our classroom is a safe learning place that encourages teamwork, positive feedback, and academic achievement. All students will be respectful to others. We will be good listeners to the teacher and others' ideas. All students will be hardworking contributors in the process of acquiring their education, enabling them to be successful and reach their full potential.

### Expectation 1: Be respectful

- Use an appropriate voice level
- Raise your hand, and wait for your turn to speak
- Listen to all instructions and directions
- Stay in your seat and wait for the teacher's permission

### Expectation 2: Be responsible

- Complete all assigned tasks
- Be prepared: Have all necessary materials

### Expectation 3: Be safe

- Always keep your hands and feet to yourself
- Walk at all times
- Report problems to an adult

### Expectation 4: Be ready to learn and try your best every day

- Come to class on time
- Prioritize daily attendance

Positive reinforcement and clear routines will help students learn and meet these expectations. If expectations are not met, the teacher will first reteach and remind the student(s) of expectations. If a student continues to fail to meet expectations, they will be redirected, and then



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parents will be contacted. If a student is unable to meet expectations after these preventative measures, an office referral will be made.

## Attendance Policy & Its Importance

Regular attendance is vital to your child's academic development. Fourth grade is a pivotal year in acquiring foundational skills. When students attend daily, they stay current with new skills, deepen their knowledge of the world, develop thinking skills, and practice important habits that support lifelong learning.

**Please notify the school if your child will be absent.** Frequent or extended absences may make it more difficult for your child to learn the necessary foundational skills that ensure student success this year and in future school years.

## Learning Objectives

By the end of the first semester, students will be able to:

### Science

- Unit 1- Students will explain and demonstrate safe practices in the science lab. Demonstrate my knowledge of science tools.
- Unit 2- Students will classify and describe matter using observable physical properties, including temperature, mass, magnetism, relative density (the ability to sink or float in water), and physical state (solid, liquid, gas).
- Unit 3 - Students will investigate and compare a variety of mixtures, including solutions that are composed of liquids in liquids and solids in liquids. Demonstrate that matter is conserved when mixtures such as soil and water or oil and water are formed. Collect observations and measurements as evidence.
- Unit 4- Students will 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. Differentiate between weather and climate.
- Unit 5 - Students will identify and explain the advantages and disadvantages of using Earth's renewable and nonrenewable natural resources, such as wind, water, sunlight, plants, animals, coal, oil, and natural gas. Explain the critical role of energy resources to modern life and how conservation, disposal, and recycling of natural resources impact the environment. Determine the physical properties of rocks that allow Earth's natural resources to be stored there.
- Unit 6 - Students will model and describe slow changes to Earth's surface caused by weathering, erosion, and deposition from water, wind, and ice.
- Unit 7 - Students will collect and analyze data to identify sequences and predict patterns of change in seasons, such as changes in temperature and length of daylight. Collect and analyze data to identify sequences and predict patterns of change in the observable appearance of the Moon from Earth.



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## Social Studies

\*Unit 1- This unit is designed to help students develop and grow in their basic historical skills, including strategies for the close reading of historical sources, both primary and secondary.

\*Unit 2- This unit is important because students will learn about how the geography of our state influences our lives. Students will learn about how geographic factors such as climate and physical features affect settlement. Students will look closely on the regions of Texas and on the characteristics of each region. Lastly, students will learn about why we adapt to and modify the environment and the impact that it has. Throughout this unit, students will apply what they learn in this unit to historical time periods.

\*Unit 3 - This unit is important because it gives the foundation for understanding the history of our state. The unit will start by exploring the origins of American Indian groups in Texas. As part of this concept, they will focus on how early groups adapted in order to survive. In the 2nd concept, students will learn about the characteristics of culture, such as food, clothing, shelter, technology, customs/traditions, etc., of such groups as the Karankawa, Caddo, Jumano, Lipan Apache,

Ysleta Del Sur Pueblo, and Kickapoo. An emphasis will be on how the geographical features affect the way of life. Students will build on the knowledge they gained about American Indians in the European Exploration and the Growth and Change

\*Unit 4- In this unit, students will examine and summarize who explored Texas and their motivations for their colonization of North America and Texas. In addition, the students will study the early settlement areas, the significance of explorers and their accomplishments, and life in the missions. The students will identify and explain the economic motivations and impact of significant empresarios. Lastly, students will learn about where and why the Spanish established missions and explain what people did to make a living in the area where they settled.

\*Unit 5 -This unit will cover the causes and effects of the Texas Revolution, major issues during the era of the Texas Republic, and the causes and effects of the annexation of Texas into the United States, including the Mexican-American War.

## Course Resources

- Savvas
- Science Penguin
- Lowman Education

## Grading Policy

*According to Midland ISD Grading Policy:*

Major assignments - 40% Minor assignments - 60% which may include homework; however, homework may not constitute more than one-fourth of the minor assessment summative grade.



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Students will have the same number of days they were absent to make up any missed assignments without penalty. After that grace period, 10 points will be deducted for each additional day the assignment is late. If the assignment is not submitted at least one week before the end of the six-week grading period, it will receive a grade of zero.

For example:

- **The child is Absent on Monday and Tuesday**
- Assignment is due by **Thursday** (2 days after returning)
- If turned in **Friday**, it's 1 day late = **10 points off**

If turned in **Monday**, it's 2 days late = **20 points off**

### **School-wide System of Communication**

#### **Class DoJo (School-wide System of Communication)**

Our campus uses ClassDojo to communicate with families. Please ensure you join our class for important updates.

Please feel free to reach out with any questions or concerns. We are excited to work together to make this a successful year of learning!



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**Please fill out the blank portion below and return it to your teacher.**

We acknowledge that we have read and that we understand the expectations in [grade level or course]. We agree to contact the teacher should we have any questions or concerns regarding this instructional plan.

Parent Name: \_\_\_\_\_

Student Name: \_\_\_\_\_

Cell Phone Number: \_\_\_\_\_

E-Mail: \_\_\_\_\_

Parent Signature: \_\_\_\_\_

Student Signature: \_\_\_\_\_

Date: \_\_\_\_\_