



Science/S.S. – Fourth Grade 2025-26

First Quarter

SCIENCE	SOCIAL STUDIES
Week 1, Aug 4-8	The War for Independence 4.01 Identify and analyze the impact of conflicts between colonists and American Indian nations brought on by the intrusions of colonization. 4.02 Describe the contributions of Benjamin Franklin during this era, including the development of the Albany Plan of Union and the “Join or Die” political cartoon. 4.03 Analyze the causes and consequences of the French and Indian War, and recognize Fort Loudoun’s role in it. 4.04 Evaluate how political, religious, and economic ideas and interests brought about the American Revolution.
Week 2, Aug 11-15	4.05 Explain the different forms of protests colonists used to promote change in British policies, including: the Boston Tea Party, tarring and feathering, letter writing, and boycotts. 4.06 Determine the historical and present-day significance of the Declaration of Independence, including the roles of Thomas Jefferson and John Hancock. 4.07 Contrast how the principles set forth in the Declaration of Independence clashed with treatment of different groups including: women, slaves, and American Indians.
Week 3, Aug 18-22 Food Chains & Food Webs 4.LS2.1 Develop and use models to illustrate the flow of matter through a food web/food chain beginning with sunlight and including producers, consumers, and decomposers.	

Week 4, Aug 25-29 4.LS2.2 Using information about the roles of organisms (producers, consumers, decomposers) in an ecosystem, evaluate how those roles in food chains are interconnected in a food web, and communicate how the organisms are continuously able to meet their needs in a stable food web.	
Week 5, Sept 2-5 (4-day week) Damaging the Balance of an Ecosystem 4.LS2.3 Develop and use models to determine the effects of introducing a species to, or removing a species from an ecosystem and how either one can damage the balance of an ecosystem.	
Week 6, Sept 8-12 Adapting to Environmental Changes 4.LS2.4 Analyze and interpret data about changes in the environment to explain how some organisms may survive and reproduce, some may not survive, others move to new locations, yet others move into the transformed environment.	
Week 7, Sept 15-19 Fossils 4.LS4.1 Obtain, evaluate, and communicate information about what a fossil is and ways a fossil can provide information about the past, such as a) the nature of environments and b) animals that existed long ago but no longer exist.	
Week 8, Sept 23-26 4.ESS1.2 Use evidence from the presence and location of fossils to determine the order in which rock strata were formed.	

Week 9, Sept 30-Oct 4

District Science Checkpoint Assessment 1

(4.LS2.1-4, 4.LS4.1, 4.ESS1.2)

4.08 Determine the importance of the important groups to the American Revolution.

4.09 Examine major events and battles of the American Revolution.

4.10 Evaluate the contributions made by women during the American Revolution.



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Second Quarter

SCIENCE	SOCIAL STUDIES
Week 1, Oct 13-17 Error Analysis/Retesting in Groups	Creating a New Government 4.11 Identify the weaknesses of the Articles of Confederation, including: no power to tax, weak central government, and the impact of Shays' Rebellion. 4.12 Identify the roles of James Madison and George Washington during the Constitutional Convention, and analyze the major issues debated, including: Distribution of power between the states and federal government, Great Compromise, Slavery, and the Three-Fifths Compromise 4.13 Describe the conflict between the Federalists and Anti-Federalists over ratification of the Constitution, including the need for a Bill of Rights.
Week 2, Oct 20-24	4.14 Describe the principles embedded in the Constitution, including: Purposes of government (listed in the Preamble), Separation of powers, Branches of government, Checks and balances, Recognition and protection of individual rights (in the 1st Amendment) Building a New Nation 4.15 Examine the legacy and significance of the presidency of George Washington, including: the creation of cabinet member positions, two-party split, and the push for a strong central government. 4.16 Map the exploration of the Louisiana Territory, and describe the events, struggles, and successes of the purchase, including the significance of: Meriwether Lewis, William Clark, and Sacagawea.

Week 3, Oct 27-31 Weathering, Erosion, and Deposition 4.ESS1.1 Generate and support a claim with evidence that over long periods of time, erosion (weathering and transportation) and deposition have changed landscapes and created new landforms.	
Week 4, Nov 3-7 4.ESS2.1 Collect and analyze from observations to provide evidence that rocks, soils, and sediments are broken into smaller pieces through mechanical weathering (frost wedging, abrasion, tree root wedging) and are transported by water, ice, wind, gravity, and vegetation.	
Week 5, Nov 10-14 Location Patterns of Earth's Landform 4.ESS2.2 Explain how data from maps and other reliable sources can be used to determine patterns for the locations of mountain ranges, deep ocean trenches, volcanoes, and earthquakes.	
Week 6, Nov 17-21 The Environmental Effects of Organisms 4.ESS2.3 Provide examples to support the claim that organisms affect the physical characteristics of their regions (e.g., plants' roots hold soil in place, beaver shelters alter the flow of water, paved surfaces affect runoff, leaves from trees can obstruct waterways).	
Week 7, Nov 24-25 (2-day week) 4.ESS2.3 Continued	
Week 8, Dec 1-5 Renewable & Nonrenewable Resources 4.ESS3.1 Obtain and combine information to describe that energy, fuels, and materials are derived from natural resources and that some resources are renewable (e.g., sunlight, wind, and water) and some are not (e.g., fossil fuels, and minerals).	

Week 9, Dec 8-12 Environmental Effects of Human Activity 4.ESS3.2 Engage in an argument, using evidence from research, that human activity (e.g., farming, mining, building) can affect the land and ocean in positive and/or negative ways.	
Week 10, Dec 15-19 (4.5-day week) District Science Checkpoint Assessment 2 (4.ESS1.1-2, 4.ESS2.1-3, 4.ESS3.1-2) Error Analysis/Retesting in Groups	



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Third Quarter

SCIENCE	SOCIAL STUDIES
Week 1, Jan 6-9 (4-day week)	4.17 Identify major causes, events, and key people of the War of 1812, including: Trade restrictions, Impressment, Battle of New Orleans, Burning of Washington, D.C., Francis Scott Key, Andrew Jackson 4.18 Analyze the impact of Andrew Jackson's presidency, including: the Indian Removal Act, Trail of Tears, and preservation of the union.
Week 2, Jan 12-16	The Growth of the Republic 4.19 Contrast regional differences in the early 19th century, including: the emerging urbanization in the North, the expansion of the plantation system in the South, and the developing West 4.20 Analyze the impact of the American Industrial Revolution, including the significance of: Watermills (influence of geography), Robert Fulton (steamboats), Samuel Slater (factory system), Eli Whitney (cotton gin) 4.21 Compare and contrast the characteristics of slave life in plantations, cities, and other farms.
Week 3, Jan 20-23 (4-day week) Speed & Motion Energy 4.PS3.1 Use evidence to explain the cause and effect relationship between the speed of an object and the energy of an object. 4.ETS1.1 Categorize the effectiveness of design solutions by testing and comparing them to specified criteria for constraints.	

Week 4, Jan 26-30 Stored Energy Conversion 4.PS3.2 Describe how stored energy can be converted into another form for practical use in a system.	
Week 5, Feb 2-6 Simple Waves 4.PS4.1 Use a model of a simple wave to describe amplitude, wavelength, and explain how waves can add or cancel each other as they cross.	
Week 6, Feb 9-13 Light Waves 4.PS4.2 Construct an explanation for how the colors of available light sources and the bending of light waves determine what we see.	
Week 7, Feb 17-20 (4-day week) Technological Uses of Waves 4.PS4.3 Investigate how lenses enhance human senses and digital devices (e.g., computers and cell phones) use waves to receive and decode information over distances.	
Week 8, Feb 23-27 4.PS4.3 (continued)	
Week 9, Mar 2-6 4.ETS2.1 Explain how existing technologies have been designed or improved to increase their benefits, to decrease known risks, and to meet societal demands (e.g., artificial limbs, seatbelts, cell phones).	



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Fourth Quarter

SCIENCE	SOCIAL STUDIES
Week 1, Mar 9-13 District Science Checkpoint Assessment 3 (4.PS3.1-2, 4.PS4.1-3)	
Week 2, Mar 23-27 Error Analysis/Retesting in Groups Science Spiral Review/Reteach	The Growth of the Republic (Continued) 4.22 Describe the experiences of settlers on the overland trails to the West, including the purpose of the journeys and influence of geography. 4.23 Examine the impact of President James K. Polk's view of Manifest Destiny on westward expansion.
Week 3, Mar 30-Apr 2 (4-day week) Science Spiral Review/Reteach	4.24 Explain the significance of the California Gold Rush in westward expansion. The U.S. Prior to the Civil War 4.25 Analyze the sectional differences between the North and the Antebellum South, including: Economic, Political, Population, Social, Transportation
Week 4, Apr 6-10 Science Spiral Review/Reteach	4.25 Continued 4.26 Identify abolitionist leaders and their approaches to ending slavery, including: Frederick Douglass, William Lloyd Garrison, Sojourner Truth, Harriet Tubman 4.27 Explain how slavery became a national issue during the mid-19th century, including the significance of: Missouri Compromise Compromise of 1850, Uncle Tom's Cabin, Kansas-Nebraska Act, Dred Scott v. Sandford decision, John Brown's Raid (on Harper's Ferry)

Week 5, Apr 13-17 Science Spiral Review/Reteach	4.28 Compare and contrast the various sectional stances on states' rights and slavery represented by the presidential candidates in the election of 1860, including Abraham Lincoln and Stephen A. Douglas. 4.29 Evaluate the significance of the Battle of Fort Sumter and the impact it had on secession.
Week 6, Apr 20-24 Earth Day April 22 STEM PBL/Invention Convention	The Civil War and Reconstruction 4.30 Explain the efforts of both the Union and the Confederacy to secure the border states for their causes. 4.31 Explain how the Union's Anaconda Plan used geographic features to isolate and defeat regions of the south and the Confederacy as a whole. 4.32 Describe the roles of major leaders during the Civil War, including: Jefferson Davis, Ulysses S. Grant, Robert E. Lee, President Abraham Lincoln
Week 7, Apr 27-May 1 STEM PBL/Invention Convention Continued	4.33 Evaluate the significant contributions made by women during the Civil War, including Clara Barton and Dorothea Dix. 4.34 Examine the significance and outcomes of key battles & events of the Civil War, including: 1st Battle of Bull Run, Battle of Shiloh, Battle of Gettysburg, Battle of Antietam 4.35 Explain the purpose of the Emancipation Proclamation, and identify its impact on the country.
Week 8, May 4, 6-8 (4-day week) STEM PBL/Invention Convention Continued	4.36 Describe the significance of the Gettysburg Address. 4.37 Describe the physical, social, political, and economic consequences of the Civil War on the southern US after the surrender at Appomattox Court House. 4.38 Describe the impact President Abraham Lincoln's assassination had on the nation.

Week 9, May 11-15	4.39 Identify the 13th, 14th, and 15th Amendments as efforts to help former slaves begin a new life. 4.40 Compare and contrast the Reconstruction plans of President Abraham Lincoln, President Andrew Johnson, and Congress. 4.41 Examine the significance of the Compromise of 1877 on the U.S.
Week 10, May 18-22 (4.5-day week) STEM PBL/Invention Convention Continued	