



# Grade 4 Science

## **PROFILE**

Science is a way of knowing and experiencing the natural world. It is a social and intellectual endeavor that provides the foundation for life-long informed decision-making, problem-solving, improved, quality of life and technological advances. Learning science is an active process, and all students should have access to challenging, relevant, exciting, "hands-on," and content-rich science experiences.

## **THE CURRICULUM**

The Pasadena Independent School District offers students a challenging science curriculum that utilizes inquiry and discovery models of instruction which provide opportunities for all students to participate and master science concepts. Students will experience the richness of science through hands-on laboratory and field investigations through inquiry and active experimentation. Emphasized science process skills include: observing, measuring, identifying, classifying, predicting, comparing, inferring, and drawing conclusions. Students will also develop a proficient use of technology through analyzing and collecting data for real world science applications. The science curriculum is based on the Texas Essential Knowledge and Skills curriculum framework.



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## EXPECTATIONS

### 1. Tools of Science

The students will be able to gather, analyze, and interpret information using selected equipment and tools to extend the senses. *Graduated cylinders, beakers, calculators, microscopes, cameras, sound recorders, computers, hand lenses, metric rulers, thermometers, compasses, balances, hot plates, magnets, meter sticks, collection nets, timing devices and safety goggles are used in Grade 4 Science.*

### 2. Vocabulary

The student will build and expand vocabulary, through a print-rich environment, to increase fluency and understanding by incorporating scientific vocabulary into their everyday speaking, listening, and writing routines.

### 3. Content Integration

The student will read a variety of texts to analyze, review, and critique scientific explanations, hypotheses, and theories as to strengths and weaknesses, and draw inferences on promotional materials. The student will write to inform, describe, and classify using correct scientific vocabulary, scientific concepts, sentence structure, capitalization, punctuation, usage, and word order. The student will use a scientific journal to record data, thoughts, inspirations, scientific hypotheses, materials, procedures, and results including graphs and diagrams, and conclusions.

### 4. The student will...

- a. Demonstrate safe practices
- b. Plan and implement descriptive investigations – well-defined questions and formulated hypotheses
- c. Select and use equipment and technology
- d. Collect data through observation and measurement
- e. Demonstrate repeated investigations to increase reliability of results
- f. Analyze and interpret information to construct explanations from direct and indirect evidence
- g. Communicate valid conclusions
- h. Construct graphs, tables, maps, and charts to organize, examine, and evaluate information
- i. Connect science concepts with history and scientists



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## SCIENCE PROCESS SKILLS

Throughout the year, students will master certain required skills. These skills are important to a student's understanding of the nature of science. The Science Process Skills are not designed to be taught in isolation. They are to be embedded in each instructional unit and some should be practiced each time science is taught.

*Science Process Skills are the same for every grade level (Grade K – Grade 5). At each grade level, however, the teacher is expected to approach the skill at the level appropriate for their students' age, grade, and cognitive development.*

The student will:

1. Demonstrate safe and ethical practice in school, field, and home. **(TEKS 4.1A / TEKS 5.1A)**
2. Use and dispose of materials wisely, conserve and recycle materials and resources when possible. **(TEKS 4.1B)**
3. Plan and implement descriptive investigations. **(TEKS 4.2A / TEKS 5.2A)**
4. Isolate variables and conduct controlled experiments; repeat experiments to demonstrate that repetition increases reliability of results. **(TEKS 4.4B)**
5. Collect data by observing and measuring. **(TEKS 4.4A / TEKS 5.2B)**
6. Gather, analyze, and interpret information using selected equipment and tools to extend the senses, including graduated cylinders, beakers, calculators, microscopes, cameras, sound recorders, computers, hand lenses, metric rules, thermometers, magnets, balances, meter sticks, compasses, hot plates, clocks, timing devices, and safety goggles. **(TEKS 4.4A / TEKS 5.4A)**
7. Record data through graphic works including simple graphs, tables, maps, charts. **(TEKS 4.2E / TEKS 5.2E)**
8. Draw inferences, in particular with regards to the validity of advertising, and analyze information. **(TEKS 4.3A, B / TEKS 5.3B)**
9. Classify, analyze, and interpret direct and indirect evidence to make and justify decisions and construct reasonable explanations. **(TEKS 4.2C / TEKS 5.2C)**
10. Communicate problems, propose solutions, ask questions, record results, and conclusions in a student's own words. **(TEKS 4.2D / TEKS 5.2D)**
11. Analyze, review, and critique scientific explanations, hypotheses, and theories as to strengths and weaknesses using scientific evidence and information. **(TEKS 4.3A)**
12. Represent the natural world using models and identify their limitations. **(TEKS 4.3C)**
13. Evaluate the impact of research on scientific thought, society, and the environment. **(TEKS 4.3D)**
14. Connect grade level science concepts with the history of science and contributions of scientists. **(TEKS 3.3E / TEKS 4.3E / TEKS 5.3E)**



# Grade 4 Science

## FIRST NINE WEEKS VOCABULARY

- **Mastery** words are the concepts that students should have a clear understanding of after instruction.
- **Maintenance** words are the vocabulary words that students should already understand, but may need remediation.
- **Listening/Speaking** words are the words that students should “hear, see, and use” throughout instruction. The use of these words allow for easier transition in subsequent years.

<b>Mastery</b>	<b>Maintenance</b>	<b>Listening/Speaking</b>
charge	attract	acceleration
circuit	brain	atoms
conduction	conductors	buoyancy
convection	distance	Celsius
density	ear	compression
dissolves	echo	convection current
electric field	energy	cubic centimeter
electricity	fuel	effort force
electromagnet	gravity	electron
force	insulators	electron cloud
friction	magnet	Fahrenheit
fulcrum	magnetic poles	frame of reference
gas	matter	generator
heat	repel	infrared radiation
inclined plane	resistor	magnetic field
lever	sound	Newton
liquid	speed	neutron
loudness	temperature	parallel circuit
mass	weight	protons
motion		radiation
pitch		relative motion
position		screw
pulley		series circuit
simple machine		solar energy
solid		solubility
sound waves		solution
spring scale		sonic boom
static electricity		speed of sound
vibrations		thermal energy
volume		wedge
wheel and axle		
work		

**\* This is not an all inclusive list of vocabulary terms for fourth grade science. Terms not listed may appear in practice and test items.**



# Grade 4 Science

## FIRST NINE WEEKS BENCHMARK CALENDAR

*NOTE: Italicized benchmark targets indicate maintenance and review.*

DATE	BENCHMARK TARGETS	INSTRUCTIONAL RESOURCES
Week 1	<p><b>Forces and Motion</b></p> <ol style="list-style-type: none"> <li>Identify ways to describe motion. (TEKS 3.6A / TEKS 4.6B)</li> <li>Identify and describe the roles of some organisms or parts in living and nonliving systems. (4.5A)</li> <li>Differentiate between the various kinds of forces such as gravity, weight, and friction. (TEKS 4.6B)</li> </ol>	<p><u>Harcourt Science</u> Unit F – Ch. 1 Lessons 1-3</p> <p><u>Harcourt Science</u> Unit F – Ch. 2 Lessons 1-3</p> <p>“On The Rebound”, <i>Popping With Power</i>, Pgs. 12-16</p>
Week 2	<p><b>States of Matter</b></p> <ol style="list-style-type: none"> <li>Identify states of matter including solid, liquid, and gas. (TEKS 4.7A)</li> <li>Investigate mass, volume, and density. (TEKS 4.7B)</li> <li>Observe and record changes in the states of matter caused by addition or reduction of heat. (TEKS 4.7A / TEKS 5.7D)</li> </ol>	<p><u>Harcourt Science</u> Unit E – Ch. 1 Lessons 1-2</p>
Week 3	<p><b>Physical Properties of Matter</b></p> <ol style="list-style-type: none"> <li>Identify how water interacts with other matter. (TEKS 4.7A/ TEKS 5.7C)</li> <li>Demonstrate that some mixtures maintain the physical properties of their ingredients. (TEKS 4.7A / TEKS 5.7B)</li> <li>Observe and measure characteristic properties of substances that remain constant such as boiling and freezing points. (TEKS 4.7A / TEKS 5.7D)</li> </ol>	<p><u>Harcourt Science</u> Unit E – Ch. 1 Lesson 3 Boiling/Freezing Points (p.E34)</p>
Week 4	<p><b>Energy and Heat</b></p> <ol style="list-style-type: none"> <li>Define and give examples of energy. (TEKS 4.7A / TEKS 5.8A)</li> <li>Differentiate between thermal energy and temperature. (TEKS 4.7A, B)</li> <li>Define and give examples of heat. (TEKS 4.7A)</li> <li>Compare convection and conduction. (TEKS 4.7B / TEKS 5.7A)</li> </ol>	<p><u>Harcourt Science</u> Unit E – Ch. 2 Lessons 1-2</p> <p>“Hot Chocolate”, <i>Popping With Power</i>, Pgs. 96-102</p> <p>“Polar Brs”, <i>Popping With Power</i> Pgs. 103-108</p>



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<p>Week 5</p>	<p style="text-align: center;"><b>Energy Transformation</b></p> <p>14. Differentiate among forms of energy including heat, light, sound, electrical, and solar energy. (TEKS 4.7A / TEKS 5.8A)</p> <p>15. <i>Verify that vibrating an object can produce sound.</i> (TEKS 2.7A / TEKS 5.8D)</p> <p>16. Identify and demonstrate everyday examples of how light is reflected and refracted. (TEKS 4.6B / TEKS 5.8B)</p> <p>17. Use reflections to verify that a natural object has symmetry. (TEKS 4.6C)</p>	<p><u>Harcourt Science</u> Unit E – Ch. 2 Lesson 3</p> <p><u>Harcourt Science</u> Unit E – Ch. 3 Lessons 1-3</p>
<p>Week 6</p>	<p style="text-align: center;"><b>Electricity</b></p> <p>18. Observe and identify static electricity. (TEKS 5.8A)</p> <p>19. Predict and draw conclusions about what happens when a part of a nonliving system is changed or removed such as a circuit. (TEKS 4.5A, B)</p> <p>20. Demonstrate that electricity can flow in a circuit and can produce heat, light, magnetic effects, and sound. (TEKS 4.5A / TEKS 5.8C)</p>	<p><u>Harcourt Science</u> Unit E – Ch. 4 Lessons 1-2</p> <p>“Make An Electromagnet”, <i>Mostly Magnets</i>, Pg. 80</p>
<p>Week 7</p>	<p style="text-align: center;"><b>Electricity and Magnetism</b></p> <p>21. Investigate magnetism. (TEKS 4.7B / TEKS 5.7A)</p> <p>22. Understand how electricity and magnetism are related. (TEKS 4.7A / TEKS 5.7A)</p>	<p><u>Harcourt Science</u> Unit E – Ch. 4 Lessons 3-4</p> <p>“Make An Electromagnet”, <i>Mostly Magnets</i>, Pg. 80</p>
<p>Week 8</p>	<p style="text-align: center;"><b>Review/Assessment</b></p>	



# Grade 4 Science

## SECOND NINE WEEKS VOCABULARY

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<b>Mastery</b>	<b>Maintenance</b>	<b>Listening/Speaking</b>
air mass	condensation	anemometer
air pressure	earthquake	barometer
atmosphere	evaporation	cast
core	gravity	cold front
crater	lava	currents
crust	magma	hardness
deep ocean currents	precipitation	high tide
deposition	rock	inner core
epicenter	volcano	low tide
erosion	water cycle	luster
fault	wave	Mercalli scale
focus	wind	mesosphere
fossil		meteorologist
front		Mid-Atlantic Ridge
glaciers		Mohs' hardness scale
greenhouse effect		mold
humidity		outer core
igneous rock		Richter scale
magma chamber		seismograph
mantle		storm surge
metamorphic rock		streak
mineral		thermosphere
plates		trace fossils
rock cycle		warm front
sedimentary rock		
stratosphere		
surface current		
troposphere		
vent		
weathering		



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## SECOND NINE WEEKS BENCHMARK CALENDAR

*NOTE: Italicized benchmark targets indicate maintenance and review.*

<b>DATE</b>	<b>BENCHMARK TARGETS</b>	<b>INSTRUCTIONAL RESOURCES</b>
Week 1	<p><b>Earthquakes and Volcanoes</b></p> <p>23. <i>Identify the layers of the Earth.</i> (TEKS 3.6B)</p> <p>24. <i>Identify that the surface of the Earth can be changed by forces such as earthquakes and volcanoes.</i> (TEKS 3.6B)</p>	<u>Harcourt Science</u> Unit C – Ch. 1 Lessons 1-3
Week 2	<p><b>Minerals and Rocks</b></p> <p>25. <i>Identify minerals and how they are used.</i> (TEKS 3.11A)</p> <p>26. <i>Classify minerals according to Moh’s Hardness Scale.</i> (TEKS 3.11A)</p> <p>27. <i>Identify rocks and how they are used.</i> (TEKS 3.11A)</p>	<u>Harcourt Science</u> Unit C – Ch. 2 Lessons 1-2
Week 3	<p><b>Rock Cycle</b></p> <p>28. <i>Describe the rock cycle.</i> (TEKS 3.11A / TEKS 4.10A / TEKS 5.5A)</p>	<u>Harcourt Science</u> Unit C – Ch. 2 Lesson 3
Week 4	<p><b>Fossils</b></p> <p>29. <i>Identify fossils and how they are formed.</i> (TEKS 4.10B)</p> <p>30. <i>Draw conclusions about “what happened before” using fossils.</i> (TEKS 4.10B / TEKS 5.11B)</p> <p>31. <i>Compare species that lived in the past to existing species.</i> (TEKS 4.8C)</p>	<u>Harcourt Science</u> Unit C – Ch. 3 Lessons 1-2
Week 5	<p><b>Weathering and Erosion</b></p> <p>32. <i>Identify and describe the importance of earth materials including rocks, soil, and water.</i> (TEKS 3.11A)</p> <p>33. <i>Describe the process of weathering and erosion.</i> (TEKS 4.10A)</p> <p>34. <i>Identify and observe constructive and destructive forces that require time for changes to be measurable including erosion and weathering.</i> (TEKS 4.10A / TEKS 5.11A)</p>	<u>Harcourt Science</u> Unit B – Ch. 2 Lesson 1
Week 6	<p><b>Soil / Soil Conservation</b></p> <p>35. <i>Test properties of soil including texture,</i></p>	<u>Harcourt Science</u> Unit B – Ch. 2 Lessons 2-3



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	capacity to retain water, and ability to support life. (TEKS 4.11A)	
Week 7	<b>Effect of Oceans on Land</b> 36. Differentiate between waves, tides, and currents. (TEKS 4.11B) 37. Summarize the effects of the oceans on land. (TEKS 4.11B)	<u>Harcourt Science</u> Unit D – Ch. 2 Lesson 2
Week 8	<b>Review Concepts</b>	
Week 9	<b>Assessment</b>	



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adaptation	amphibian	asteroid
arthropod	chrysalis	astronomer
axis	erosion	behavior
classification	food chain	camouflage
community	food web	climate
conservation	fur	comet
constellation	inner planets	contour plowing
consumer	mammal	coral reef
decomposer	metamorphosis	diversity
ecosystem	molt	ecologist
environment	moon	<i>Felis domesticus</i>
fertile	outer planets	fungi
habitat	oxygen	Galileo
hibernation	planet	gas giants
humus	shelter	genus
instinct	skin	Hubble Space Telescope
kingdom	soil	hydrologist
migration	solar system	limnologist
mollusk	star	mimcry
niche	sun	Olympus Mons
nonvascular plant	system	protist
orbit	telescope	salinity
population	weathering	satellite
preservation		soil conservation
producer		species
reclamation		strip cropping
revolve		sunspots
rotate		terracing
stability		Titan
succession		tree ring
vascular plant		tropical rain forests
vertebrate		



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## THIRD NINE WEEKS BENCHMARK CALENDAR

*NOTE: Italicized benchmark targets indicate maintenance and review.*

<b>DATE</b>	<b>BENCHMARK TARGETS</b>	<b>INSTRUCTIONAL RESOURCES</b>
Week 1	<p style="text-align: center;"><b>Weather Conditions</b></p> <p>38. <i>Identify the layers of the atmosphere.</i> (TEKS 3.11A)</p> <p>39. Identify patterns of change in weather and the Sun's role in the creation of winds. (TEKS 4.6A / TEKS 4.11C / TEKS 5.6A)</p> <p>40. Describe the instruments used to measure weather. (TEKS 4.4A)</p>	<u>Harcourt Science</u> Unit D – Ch. 1 Lessons 1-3
Week 2	<p style="text-align: center;"><b>Water Cycle</b></p> <p>41. Identify the significance of the water cycle and understand the Sun's role in the water cycle. (TEKS 4.11C / TEKS 5.6B)</p>	<u>Harcourt Science</u> Unit D – Ch. 2 Lesson 1
Week 3	<p style="text-align: center;"><b>Solar System</b></p> <p>42. <i>Identify how objects move in the solar system.</i> (TEKS 3.11C)</p> <p>43. <i>Differentiate between <b>revolve</b> and <b>rotate</b>.</i> (TEKS 3.11C)</p> <p>44. <i>Identify the planets in the solar system and their positions in relation to the sun.</i> (TEKS 3.11C)</p>	<u>Harcourt Science</u> Unit D – Ch. 3 Lesson 1-2  "Planet Trivia", <i>Out of This World</i> , Pgs. 148-155
Week 4	<p style="text-align: center;"><b>Objects in the Sky</b></p> <p>45. Identify constellations. (TEKS 4.6A / TEKS 5.6A)</p> <p>46. Describe how constellations seem to change their positions during the year. (TEKS 4.6A / TEKS 5.6A)</p>	<u>Harcourt Science</u> Unit D – Ch. 3 Lesson 3-4
Week 5	<p style="text-align: center;"><b>The Sun</b></p> <p>47. <i>Describe the characteristics of the sun.</i> (TEKS 3.11D)</p> <p>48. Identify the sun as the major source of energy for the earth. (TEKS 4.11C)</p>	<u>Harcourt Science</u> Unit D – Ch. 3 Lesson 1
Week 6	<p style="text-align: center;"><b>Ecosystems</b></p> <p>49. Identify and describe the roles of some organisms in living systems. (TEKS 4.5A)</p>	<u>Harcourt Science</u> Unit B – Ch. 1 Lessons 1-2



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	50. <i>Observe and describe habitats of organisms within an ecosystem. (TEKS 3.8A)</i>	
Week 7	<p style="text-align: center;"><b>Homes for Living Things</b></p> <p>51. <i>Identify the external characteristics of different kinds of plants and animals that allow their needs to be met. (TEKS 2.9A)</i></p> <p>52. <i>Compare and give examples of the ways living organisms depend on each other and their environments. (TEKS 2.9B)</i></p> <p>53. <i>Describe how living organisms modify their physical environments to meet their needs. (TEKS 3.8D)</i></p>	<p><u>Harcourt Science</u> Unit B – Ch. 1 Lessons 3-4</p> <p>“Life in the Food Chain”, <i>Field Detectives</i>, Pgs. 40-56</p>
Week 8	<p style="text-align: center;"><b>Protecting Ecosystems</b></p> <p>54. <i>Describe environmental changes in which some organisms would thrive, become ill, or perish. (TEKS 3.8C)</i></p>	<p><u>Harcourt Science</u> Unit B – Ch. 3 Lessons 1-3</p>
Week 9	<b>Review Concepts</b>	
Week 10	<b>Assessment</b>	



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artery	adaptation	beta carotene
capillary	air	biceps
carbon dioxide	brain	blood vessel
cells	ears	botanist
esophagus	eyes	cardiac muscle
fibrous root	fingers	chambers
germinate	hand	chlorophyll
heart	leaves	Circulatory System
large intestine	nose	digestive juices
lungs	root	Digestive System
muscle	seed	genetic engineer
nerve	skin	grafting
neuron	soil	medical physicist
nutrient	stems	Muscular System
organs	stomach	Nervous System
photosynthesis	system	nurse
small intestine	tongue	Respiratory System
spinal cord		saliva
spore		Skeletal System
taproot		smooth muscle
tissue		striated muscle
transpiration		surgeon
tuber		symmetry
vein		trachea
		triceps
		ventricle



# Grade 4 Science

## FOURTH NINE WEEKS BENCHMARK CALENDAR

*NOTE: Italicized benchmark targets indicate maintenance and review.*

DATE	BENCHMARK TARGETS	INSTRUCTIONAL RESOURCES
Week 1	<p><b>Classifying Living Things</b></p> <p>55. Describe why scientists group living things. (TEKS 4.8A)</p> <p>56. Identify how animals are classified. (TEKS 4.8A)</p> <p>57. Identify how plants are classified. (TEKS 4.8A)</p>	<p><u>Harcourt Science</u> Unit A – Ch. 1 Lessons 1-3</p> <p>“Animal Antics”, <i>Critters</i>, Pgs. 81-89</p>
Week 2	<p><b>Animal Growth and Adaptations</b></p> <p>58. Identify and compare how adaptive characteristics allow organisms within a species and of various species survive and reproduce in their niche. (TEKS 4.8A, B / TEKS 5.9A, B, C)</p> <p>59. Identify and describe the roles and adaptations of some organisms in living systems. (TEKS 4.5A)</p> <p>60. Distinguish, identify, and provide examples of inherited traits and learned characteristics. (TEKS 4.9A, B / TEKS 5.10A, B)</p>	<p><u>Harcourt Science</u> Unit A – Ch. 2 Lessons 1-3</p> <p>“Table Manners”, <i>Critters</i>, Pgs. 140-144</p>
Week 3	<p><b>Plant Adaptations/Photosynthesis</b></p> <p>59. Identify the external characteristics of plants that allow their needs to be met. (TEKS 2.9A / TEKS 4.6C)</p> <p>60. Identify and describe the roles and adaptations of plants in a desert. (TEKS 4.5A)</p> <p>61. Identify and compare how adaptive characteristics allow plants to <b>survive</b> in their niche. (TEKS 4.8A, B / TEKS 5.9A, B, C)</p> <p>62. Understand the sun’s role in the growth of plants. (TEKS 4.11C)</p>	<p><u>Harcourt Science</u> Unit A – Ch. 3 Lessons 1-2</p> <p>.</p>
Week 4	<p><b>Plant Life Cycles</b></p> <p>63. Identify and compare how adaptive characteristics allow plants to <b>reproduce</b> in their niche. (TEKS 4.8A, B / TEKS 5.9A, B, C)</p> <p>64. Classify and sequence properties and</p>	<p><u>Harcourt Science</u> Unit A – Ch. 3 Lesson 3</p>



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	patterns of change in the life cycles of plants. (TEKS 4.6A / TEKS 5.6C)	
Week 5	<b>Human Body – Skeletal/Muscular System</b> 65. Identify the basic parts that make up the whole human body. (TEKS 4.5A, B) 66. Investigate how the skeletal and muscular systems work. (TEKS 4.5A, B) 67. Investigate how the muscular system works. (TEKS 4.5A, B)	<u>Harcourt Science</u> Unit A – Ch. 4 Lesson 1
Week 6	<b>Human Body – Respiratory/Circulatory</b> 68. Identify and describe what breathing does for the body. (TEKS 4.5A, B) 69. Describe why blood is important to the body’s cells. (TEKS 4.5A, B)	<u>Harcourt Science</u> Unit A – Ch. 4 Lesson 2
Week 7	<b>Human Body – Nervous/Digestive System</b> 70. Investigate how the nervous system controls all the body’s systems. (TEKS 4.5A, B) 71. Identify what the digestive system does for the body. (TEKS 4.5A, B)	<u>Harcourt Science</u> Unit A – Ch. 4 Lesson 3
Week 8	<b>Teacher Choice</b>	
Week 9	<b>Teacher Choice</b>	
Week 10	<b>Teacher Choice</b>	