



Human Machine

Draft Date 06-10-2025	Course Grade 4 Science	Duration 8 Day(s)	Grades 4	Subjects Science	Team Susan Brunk, Patty Cardina, Jill Koser, Amber Lizak, Cassie Rumbaugh, Trent Zook
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Focus

In this unit, students investigate structures and functions of the human body. Students explore how our bones and muscles are interconnected, how our eyes interact with light and impact our vision, and how our brain responds to stimuli in our environment.

Stage 1: Learning Goals

Established Goals	Transfer	
Standards	Long-Term Transfer Goals	
Pennsylvania Academic Standards Science (2023): 4 Standards ■ Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction. Clarifying Statement: Examples of structures could include thorns, stems, roots, colored petals, heart, stomach, lung, brain, and skin. Assessment Boundary: Assessment is limited to macroscopic structures within plant and animal systems. (3.1.4.A) ■ Use a model to describe that animals receive different types of information	What kinds of long-term, independent accomplishments are desired? Students will be able to independently use their learning to... ■ Approach science as a reliable and testable way of knowing and explaining the natural world and designed world. (Life-Long Learner) (T1)	
	Meaning	
	Understandings	Essential Questions
	What specifically do you want students to understand? What inferences should they make? Students will understand that... ■ All organisms are made of cells and can be characterized by common aspects of their structure and functioning. (U1)	What thought-provoking questions will foster inquiry, meaning making, and transfer? Students will keep considering... ■ How do organisms live, grow, respond to their environment, and reproduce? (Q1)

through their senses, process the information in their brain, and respond to the information in different ways.

Clarifying Statement: Emphasis is on systems of information transfer.

Assessment Boundary: Assessment does not include the mechanisms by which the brain stores and recalls information or the mechanisms of how sensory receptors function. (3.1.4.B)

- Develop a model to describe that light reflecting from objects and entering the eye allows objects to be seen.

Clarifying Statement: N/A

Assessment Boundary: Assessment does not include knowledge of specific colors reflected and seen, the cellular mechanisms of vision, or how the retina works. (3.2.4.F)

Profile of a CV Learner

- Life-Long Learner: Students will be able to independently use their learning to analyze past and ongoing performance, adjust thinking processes to new contexts, and use information to make informed and conscientious decisions. (PCVL.LLL)

Acquisition of Knowledge & Skill

Knowledge

What facts and basic concepts should students know and be able to recall?
Students will know...

- Organisms detect and respond to environmental information using specialized structures that help them survive and adapt. (K1)
- The structures of organisms are designed to carry out specific functions that support survival, growth, and reproduction. (K2)

Skills

What discrete skills and processes should students be able to use? Students can...

- Construct an argument that plants and animals have internal and external structures that help them survive, grow, behave, and reproduce. (S1)
- Use a model to show how animals use their senses to receive information, how their brains process it, and how they respond in different ways. (S2)



Waves of Sound: Sound, Waves and Communication

Draft Date	Course	Duration	Grades	Subjects	Team
06-07-2024	Grade 4 Science	8 Day(s)	4	Science	Amber Lizak, Jill Koser, Cassie Rumbaugh, Patty Cardina, Trent Zook, Susan Brunk
Focus					
In this unit, students investigate the science of sound. Students construct physical devices to feel the vibrations that allow us to communicate across distances. Students also use digital devices to visualize the characteristics of different sound waves that cause us to hear different things.					
Stage 1: Learning Goals					
Established Goals			Transfer		
Standards			Long-Term Transfer Goals		
Pennsylvania Academic Standards Science (2023): 4 Standards ■ Develop a model of waves to describe patterns in terms of amplitude and wavelength and that waves can cause objects to move. Clarifying Statement: Examples of models could include diagrams, analogies, and physical models using wire to illustrate wavelength and amplitude of waves. Assessment Boundary: Assessment does not include interference effects, electromagnetic waves, non-periodic			What kinds of long-term, independent accomplishments are desired? Students will be able to independently use their learning to... ■ Make and use observations to analyze relationships and patterns in order to explain phenomena, develop models, and make predictions. (Communicator) (T1)		
			Meaning		
			Understandings	Essential Questions	
			What specifically do you want students to understand? What inferences should they make? Students will understand that... ■ Waves are regular patterns of motion. (U1) ■ Waves of the same type can differ in amplitude (height of the wave) and wavelength (distance between wave peaks). (U2)	What thought-provoking questions will foster inquiry, meaning making, and transfer? Students will keep considering... ■ What are the characteristics, properties and behaviors of sound waves? (Q1) ■ How are instruments used to transfer and detect sound waves? (Q2)	

waves, or quantitative models of amplitude and wavelength. (3.2.4.E)

- Generate and compare multiple solutions that use patterns to transfer information.

Clarifying Statement: Examples of solutions could include drums sending coded information through sound waves, using a grid of 1's and 0's representing black and white to send information about a picture, and using Morse code to send text.

Assessment Boundary: N/A (3.2.4.G)

Profile of a CV Learner

- Communication: Students will be able to independently and confidently adapt their writing and speaking in relation to audience, task, and purpose, as well as practice active listening to understand other perspectives, viewpoints, and cultures. (PCVL.CM)

- A variety of instruments can be used to transfer and detect waves. (U3)

Acquisition of Knowledge & Skill

Knowledge

What facts and basic concepts should students know and be able to recall?

Students will know...

- Sounds waves are vibrations that travel through air, water and other materials. (K1)
- Amplitude (the height of the wave) determines volume. (K2)
- Wavelength (the distance between wave peaks) determines pitch. (K3)
- Devices allow information to be transferred over long distances. (K4)

Skills

What discrete skills and processes should students be able to use? Students can...

- I can develop a model of waves. (S1)
- I can describe patterns of waves in terms of amplitude and wavelength. (S2)
- I understand that waves can cause objects to move. (S3)
- I can name devices that transfer sound over long distances. (S4)
- I can explain how sound is transferred over distances. (S5)



Electricity, Light and Heat

Draft Date 07-15-2024	Course Grade 4 Science	Duration 7 Day(s)	Grades 4	Subjects Science	Team Amber Lizak, Jill Koser, Cassie Rumbaugh, Patty Cardina, Trent Zook, Susan Brunk
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Focus

In this unit, students investigate the different forms of energy! Students obtain information about how heat energy, solar energy, wind energy, and water energy can be transformed into electrical energy. They also construct devices that convert energy from one form into another, such as heat into motion and electricity into light.

Stage 1: Learning Goals

Established Goals	Transfer	
Standards	Long-Term Transfer Goals	
Pennsylvania Academic Standards Science (2023): 4 Standards ■ Make and communicate observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents. Clarifying Statement: N/A Assessment Boundary: Assessment does not include quantitative measurements of energy. (3.2.4.B) ■ Apply scientific ideas to design, test, and refine a device that converts energy from one form to another.	What kinds of long-term, independent accomplishments are desired? Students will be able to independently use their learning to... ■ Weigh evidence and use scientific approaches to ask questions, investigate, and make informed decisions. (Innovative Problem Solver) (T1)	
	Meaning	
	Understandings	Essential Questions
	What specifically do you want students to understand? What inferences should they make? Students will understand that... ■ Interactions of objects or systems of objects can be predicted and explained using the concept of transfer of energy from one object or system of objects to another. (U1)	What thought-provoking questions will foster inquiry, meaning making, and transfer? Students will keep considering... ■ What is meant by conservation of energy? (Q1) ■ How is energy transferred between objects or systems? (Q2) ■ How do scientists design, test, and refine a device that converts one form

Clarifying Statement: Examples of devices could include electric circuits that convert electrical energy into motion energy of a vehicle, light, or sound; and, a passive solar heater that converts light into heat. Examples of constraints could include the materials, cost, or time to design the device.

Assessment Boundary: Devices should be limited to those that convert motion energy to electric energy or use stored energy to cause motion or produce light or sound. (3.2.4.D)

- Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment.

Clarifying Statement: Examples of renewable energy resources could include wind energy, water behind dams, and sunlight; non-renewable energy resources are fossil fuels and fissile materials. Examples of environmental effects could include loss of habitat due to dams, loss of habitat due to mining, and air pollution from burning of fossil fuels.

Assessment Boundary: N/A (3.3.4.D)

Profile of a CV Learner

- Innovative Problem Solving: Students will be able to independently use their learning to approach new problems with curiosity and creativity while consistently seeking

of energy to another?
(Q3)

- How does electricity flow? (Q4)
- How do earth's surface processes and human activities affect each other? (Q5)
- How do humans depend on Earth's resources?
(Q6)

Acquisition of Knowledge & Skill

Knowledge

What facts and basic concepts should students know and be able to recall?
Students will know...

- Conservation is the prevention of wasteful use of resources. (K1)
- Energy can be transferred between objects or systems through movement, heat, light or sound. (K2)
- Devices can be designed to convert energy from one form to another. (K3)
- Electricity flows on a path or circuit. (K4)
- Humans need natural resources to live well and nature needs humans to help protect it. (K5)
- Humans use Earth's resources for various purposes like energy, air, water and food. (K6)

Skills

What discrete skills and processes should students be able to use? Students can...

- I can identify ways to conserve resources. (S1)
- I can transfer energy between objects. (S2)
- I can name devices that convert energy from one form to another. (S3)
- I can create a model that converts energy from one form to another. (S4)
- I can build or draw a circuit for energy to travel. (S5)
- I can describe ways humans use and help protect nature. (S6)
- I can identify and list different resources from Earth that humans use, such as water, air, energy, and wind. (S7)

growth through self-reflection and a willingness to accept constructive feedback. (PCVL.IPS)



Energy All Around

Draft Date 02-25-2026	Course (Draft) Grade 4 English Language Arts, Grade 4 Science	Duration 12 Day(s)	Grades 4	Subjects English Language Arts, Science	Team Dave Paul, Jill Koser, Amber Lizak, Cassie Rumbaugh, Patty Cardina, Tara Meyer, Daphne Taraborelli, Trent Zook, Souders Vicki, Brittany Haines, Elizabeth LoVerso
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Focus

In this science-based interdisciplinary unit, we explore the world of energy. In the first half of the unit, we learn what energy is, the different ways that energy is transferred from place to place, and the ways energy can be converted from one type to another. We will then apply our science learning to read informational texts to summarize main ideas and details. Finally, our 4th grade scientists will engage in the Marble Collision Investigation to create an official lab report of their learning.

Stage 1: Learning Goals

Established Goals	Transfer
Standards	Long-Term Transfer Goals
Pennsylvania Core Standards English Language Arts (2014): 4 ■ Determine the main idea of a text and explain how it is supported by key details; summarize the text. (CC.1.2.4.A) ■ Explain events, procedures, ideas, or concepts in a text, including what happened and why, based on specific information in the text. (CC.1.2.4.C) ■ Write informative/ explanatory texts to examine a topic and convey ideas and information clearly. (CC.1.4.4.A)	What kinds of long-term, independent accomplishments are desired? Students will be able to independently use their learning to... ■ Reading Informational Text / Reading Literature: Read to gain knowledge, build critical thinking skills, and spark curiosity and interest. (T1) ■ Writing: Communicate information and ideas clearly to address task, purpose, and intended audience. (T2) ■ Speaking and Listening: Demonstrate interest in and acknowledgement of diverse perspectives by asking probing questions and providing respectful verbal and non-verbal feedback. (T3) ■ Approach science as a reliable and testable way of knowing and explaining the natural world and designed world. (Life-Long Learner) (T4)

- **Identify and introduce the topic clearly.** (CC.1.4.4.B)
- **Conduct short research projects that build knowledge through investigation of different aspects of a topic.** (CC.1.4.4.V)

Pennsylvania Academic Standards

Science (2023): 4 Standards

- Use evidence to construct an explanation relating the speed of an object to the energy of that object.

Clarifying Statement: N/A

Assessment Boundary: Assessment does not include quantitative measures of changes in the speed of an object or on any precise or quantitative definition of energy. (3.2.4.A)

- Ask questions and predict outcomes about the changes in energy that occur when objects collide.

Clarifying Statement: Emphasis is on the change in the energy due to the change in speed, not on the forces, as objects interact.

Assessment Boundary: Assessment does not include quantitative measurements of energy. (3.2.4.C)

- Apply scientific ideas to design, test, and refine a device that converts energy from

Meaning	
Understandings	Essential Questions
What specifically do you want students to understand? What inferences should they make? Students will understand that... ■ Effective readers identify key details of informational texts to determine the main ideas (U1). (U1) ■ All forces between objects arise from a few types of interactions: gravity, electromagnetism, and the strong and weak nuclear interactions. (U2) ■ Interactions of objects or systems of objects can be predicted and explained using the concept of transfer of energy from one object or system of objects to another. (U3) ■ Effective writers make deliberate and strategic choices when considering purpose and audience to convey information clearly about a topic. (U4)	What thought-provoking questions will foster inquiry, meaning making, and transfer? Students will keep considering... ■ What details help me figure out the central idea? (Q1) ■ What is energy? (Q2) ■ How are forces related to energy? (Q3) ■ How do scientists design, test, and refine a device that converts one form of energy to another? (Q4) ■ How does who I am writing for (audience) impact the way I am sharing information about the topic? (Q5)
Acquisition of Knowledge & Skill	
Knowledge	Skills
What facts and basic concepts should students know and be able to recall? Students will know... ■ Energy is the capacity or power to do work and exists in many forms. (K1) ■ Energy is present whenever there are moving objects, sound, light, or heat. (K2)	What discrete skills and processes should students be able to use? Students can... ■ I can define and give examples of energy. (S1) ■ I can show the more energy something has, the faster it moves. (S2) ■ I can create a model that converts energy from one form to another. (S3)

one form to another.

Clarifying Statement: Examples of devices could include electric circuits that convert electrical energy into motion energy of a vehicle, light, or sound; and, a passive solar heater that converts light into heat. Examples of constraints could include the materials, cost, or time to design the device.

Assessment Boundary: Devices should be limited to those that convert motion energy to electric energy or use stored energy to cause motion or produce light or sound. (3.2.4.D)

Profile of a CV Learner

- Innovative Problem Solving: Students will be able to independently use their learning to approach new problems with curiosity and creativity while consistently seeking growth through self-reflection and a willingness to accept constructive feedback. (PCVL.IPS)

- The faster a given object is moving, the more energy it possesses. (K3)
- When objects collide, energy can be transferred from one object to another, thereby changing their motion. (K4)
- Devices can be designed to convert energy from one form to another. (K5)
- Using nonfiction text features helps readers access information from the text. (K6)
- Students can explain the steps in a procedure described in a text and discuss why each step is important. (K7)

- I can identify text features to learn more about topics in a nonfiction text. (S4)
- I can summarize each step in the text and highlight the main actions required. (S5)



The Birth of Rocks: Earth's Features and Processes

Draft Date 06-07-2024	Course Grade 4 Science	Duration 10 Day(s)	Grades 4	Subjects Science	Team Amber Lizak, Jill Koser, Cassie Rumbaugh, Patty Cardina, Trent Zook, Susan Brunk
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Focus

In this unit, students investigate features and processes of the Earth's surface. Students explore the rapid process of volcanic eruptions! In contrast, students also explore the gradual Earth processes of weathering and erosion. Students apply their knowledge and design solutions to mitigate the impacts of these processes on humans.

Stage 1: Learning Goals

Established Goals	Transfer	
Standards	Long-Term Transfer Goals	
Pennsylvania Academic Standards Science (2023): 4 Standards Identify evidence from patterns in rock formations and fossils in rock layers to support an explanation for changes in a landscape over time. Clarifying Statement: Examples of evidence from patterns could include rock layers with marine shell fossils above rock layers with plant fossils and no shells, indicating a change from land to water over time; and, a canyon with different rock layers in the walls and a river in the bottom, indicating that over time a river cut through the rock.	What kinds of long-term, independent accomplishments are desired? Students will be able to independently use their learning to... Explain how the natural and designed worlds are interrelated and the application of scientific knowledge and technology can have beneficial, detrimental, or unintended consequences. (Global Citizen, Communicator) (T1)	
	Meaning	
	Understandings	Essential Questions
	What specifically do you want students to understand? What inferences should they make? Students will understand that... The Earth's surface processes affect and are affected by human activities. (U1)	What thought-provoking questions will foster inquiry, meaning making, and transfer? Students will keep considering... - How do people reconstruct and date events in Earth's planetary history? (Q1) - How and why is Earth constantly changing? (Q2)

Assessment Boundary: Assessment does not include specific knowledge of the mechanism of rock formation or memorization of specific rock formations and layers. Assessment is limited to relative time. (3.3.4.A)

- Make observations and/or measurements to provide evidence of the effects of weathering or the rate of erosion by water, ice, wind, or vegetation.

Clarifying Statement: Examples of variables to test could include angle of slope in the downhill movement of water, amount of vegetation, speed of wind, relative rate of deposition, cycles of freezing and thawing of water, cycles of heating and cooling, and volume of water flow.

Assessment Boundary: Assessment is limited to a single form of weathering or erosion. (3.3.4.B)

- Analyze and interpret data from maps to describe patterns of Earth's features.

Clarifying Statement: Maps can include topographic maps of Earth's land and ocean floor, as well as maps of the locations of mountains, continental boundaries, volcanoes, and earthquakes.

Assessment Boundary: N/A (3.3.4.C)

- Why do the continents move, and what causes earthquakes and volcanoes? (Q3)
- How do natural hazards affect individuals and societies? (Q4)

Acquisition of Knowledge & Skill

Knowledge

What facts and basic concepts should students know and be able to recall?
Students will know...

- Local, regional, and global patterns of rock formations reveal changes over time due to earth forces, such as earthquakes. (K1)
- The presence and location of certain fossil types indicate the order in which rock layers were formed. (K2)
- Rainfall helps to shape the land and affects the types of living things found in a region. (K3)
- Water, ice, wind, living organisms, and gravity break rocks, soils, and sediments into smaller particles and move them around. (K4)
- The locations of mountain ranges, deep ocean trenches, ocean floor structures, earthquakes, and volcanoes occur in patterns. (K5)
- Most earthquakes and volcanoes occur in bands that are often along the boundaries between continents and oceans. (K6)

Skills

What discrete skills and processes should students be able to use? Students can...

- I can plot locations of volcanos on a map and find patterns. (S1)
- I can explain why volcanos explode. (S2)
- I can explain how weathering affects rocks. (S3)
- I can explain how environments and landscapes on Earth have changed over time. (S4)
- I can use engineering to solve problems caused by natural hazards. (S5)

- Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans.

Clarifying Statement: Examples of solutions could include designing an earthquake resistant building and improving monitoring of volcanic activity.

Assessment Boundary: Assessment is limited to earthquakes, floods, tsunamis, and volcanic eruptions. (3.3.4.E)

- Major mountain chains form inside continents or near their edges. (K7)
- Maps can help locate the different land and water feature areas of Earth. (K8)
- A variety of hazards result from natural processes (e.g., earthquakes, tsunamis, volcanic eruptions). (K9)
- Humans cannot eliminate the hazards but can take steps to reduce their impacts. (K10)

Profile of a CV Learner

- Global Citizenship: Students will be able to mindfully and respectfully seek to understand the ideas and perspectives of others to responsibly participate in all facets of local and global society. (PCVL.GC)



Amazing Adaptations

Draft Date 02-25-2026	Course (Draft) Grade 4 English Language Arts, Grade 4 Science	Duration 30 Day(s)	Grades 4	Subjects English Language Arts, Science	Team Patty Cardina, Jill Koser, Amber Lizak, Cassie Rumbaugh, Trent Zook, Susan Brunk
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Focus

In this module, we will discover how plants and animals use adaptations to survive in different ecosystems.

Stage 1: Learning Goals

Established Goals	Transfer	
Standards	Long-Term Transfer Goals	
Pennsylvania Core Standards English Language Arts (2014): 4 ■ Determine the main idea of a text and explain how it is supported by key details; summarize the text. (CC.1.2.4.A) ■ Explain events, procedures, ideas, or concepts in a text, including what happened and why, based on specific information in the text. (CC.1.2.4.C) ■ Use text structure to interpret information (e.g., chronology, comparison, cause/ effect, problem/ solution). (CC.1.2.4.E) ■ Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and informational texts. (CC.1.4.4.S)	What kinds of long-term, independent accomplishments are desired? Students will be able to independently use their learning to... ■ Reading Informational Text / Reading Literature: Read to gain knowledge, build critical thinking skills, and spark curiosity and interest. (T1) ■ Writing: Communicate information and ideas clearly to address task, purpose, and intended audience. (T2) ■ Evaluate systems, in order to connect how form determines function and how any change to one component affects the entire system. (Global Citizen, Innovative Problem Solver) (T3)	
	Meaning	
	Understandings	Essential Questions
	What specifically do you want students to understand? What inferences should they make? Students will understand that... ■ Organisms grow, reproduce, and perpetuate their species by obtaining necessary resources through interdependent relationships with	What thought-provoking questions will foster inquiry, meaning making, and transfer? Students will keep considering... ■ What questions do I have as I read this text? (Q1)

- With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (CC.1.4.4.T)

Pennsylvania Academic Standards

Science (2023): 4 Standards

- Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.

Clarifying Statement: Examples of structures could include thorns, stems, roots, colored petals, heart, stomach, lung, brain, and skin.

Assessment Boundary: Assessment is limited to macroscopic structures within plant and animal systems. (3.1.4.A)

- 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.

Clarifying Statement: Emphasis is on systems of information transfer.

Assessment Boundary: Assessment does not include the mechanisms by which the brain stores and recalls information or the

other organisms and the physical environment. (U1)

- Effective readers identify key details of informational texts to determine main ideas. (U2)
- Authors use a variety of features to help readers identify the organized text structure. (U3)
- (3+) Effective writers critically engage with literature or informative texts through analysis, reflection, and research to find evidence to support their ideas. (U4)
- Effective writers strengthen their writing through the process of revising and editing. (U5)
- Biological evolution explains both the unity and diversity of species and provides a unifying principle for the history and diversity of life on Earth. (U6)

- How does this text (ex. Illustration, table, a video clip) help me understand the topic? (Q2)
- How does the way this information is organized help me understand the text? (Q3)
- What details help me find the main idea? What do I need to know to retell/ summarize this text? (Q4)
- How do I choose relevant information to include in my writing? How does that help support an analysis of text(s)? (Q5)
- How do I play with words and phrases to communicate my ideas more powerfully? (Q6)
- How do the structures of organisms enable life's functions? (Q7)
- How do organisms detect, process, and use information about the environment? (Q8)

Acquisition of Knowledge & Skill

Knowledge

What facts and basic concepts should students know and be able to recall?
Students will know...

- Animals and plants use specific adaptations to enhance their chances of survival. (K1)
- Nonfiction text features like headings, captions, diagrams, and tables help me find information quickly and understand the text better. (K2)

Skills

What discrete skills and processes should students be able to use? Students can...

- I can independently read nonfiction text and identify the main idea and supporting details. (S1)
- I can organize my ideas to get ready for writing. (S2)
- I can revise and edit a piece to include strong words to enhance my writing. I can choose relevant information to support my analysis of a text. (S3)

mechanisms of how sensory receptors function. (3.1.4.B)

Profile of a CV Learner

- Communication: Students will be able to independently and confidently adapt their writing and speaking in relation to audience, task, and purpose, as well as practice active listening to understand other perspectives, viewpoints, and cultures. (PCVL.CM)
- Global Citizenship: Students will be able to mindfully and respectfully seek to understand the ideas and perspectives of others to responsibly participate in all facets of local and global society. (PCVL.GC)

- The main idea is the most important point of a text, and supporting details are the facts, examples, or information that explain or back up the main idea. (K3)
- Authors of nonfiction text intentionally utilize specific words and phrases to capture their readers' attention. (K4)
- Organisms have structures that help them live and respond to their environment. (K5)

- I can explain how authors use words and phrases to capture a reader's attention in nonfiction text. (S4)
- I can explain how animals and plants use adaptations to survive in their environment. (S5)
- I can recognize and explain how authors use nonfiction text features. (S6)
- I can take a stance on nonfiction text by connecting my own ideas using evidence from the text to support my thinking. (S7)
- I can describe how the parts of an organism help it survive, grow, and stay healthy. (S8)
- I can explain how organisms use their senses and brain to gather and respond to information around them. (S9)