

## NGSS SCIENCE 4

## Standards &amp; Objectives

## Addressed in Sound Energy

Overarching Question: How does sound energy travel?

## Standard Addressed:

- 4-PS3-2 Make observations to provide evidence that energy can travel from place to place by sound, light, heat, and electric currents.

## Objectives:

- To make observations and provide evidence that a sound is a vibration.
- To make observations and provide evidence that sound travels in all directions.

- To make observations and provide evidence that sound travels in waves and that sound waves travel better through compressed air than through air at rest.
- To make observations and find evidence that increasing force creates louder sounds.

- To make observations and find evidence that when sound waves are longer, the sound produced has a lower frequency.

- To make observations and find evidence that dense materials can reflect sound waves better than bumpy and/or rough surfaces.

- To make observations and find evidence that sound travels best through liquids, and worst through gases.

## Pacing Guide

Suggested Order of Instruction - Energy  
9-11 weeks

In the first few weeks, students engage and explore four types of energy activities. These activity-based units can be taught in any order.

Sound  
5-6 days

Students explore sound energy in the framework stations.

- What is sound?
- How does sound travel?
- What is amplitude?
- What is pitch?
- Which materials conduct and insulate sound?

Does sound travel better through solids, liquids, or gases?

Light  
5-6 days

Students explore light energy in air framework stations.

- How does light travel?
- Which materials are transparent, translucent, and opaque?
- Which materials reflect light?
- What is refraction?
- What is color?

## Light Reading

Heat  
6-7 days

Students work in small groups to complete light hands-on activities.

- What is heat?
- How does heat travel?
- What is conduction?
- What is convection?
- What is radiation?
- What materials insulate and conduct heat?
- What materials insulate and conduct heat?
- How does heat change matter?
- How do we measure heat?

# Next Generation Science Pacing Guide

**Silva Pimentel, Diane, Terrell, Karen L.**

## **Next Generation Science Pacing Guide:**

Science Education and Culturally Sustaining Pedagogies: Research, Practices, and Critical Reflections Silva Pimentel, Diane Terrell, Karen L., 2025-07-02 Science education continually changes to meet the needs of students from different backgrounds Culturally sustaining pedagogies CSP offer avenues towards inclusive science teaching by valuing cultures languages and student experiences CSP encourages teachers to connect lessons to students lives and communities integrating diverse learning experiences for various student skills Further research into science education may empower underserved students and educational leaders to enhance learning methods skill development and pedagogical practices Science Education and Culturally Sustaining Pedagogies Research Practices and Critical Reflections explores how culture language and identity influence science education It examines teaching strategies that value and sustain diverse learning practices This book covers topics such as STEM education sustainable development and teacher education and is a useful resource for educators sociologists academicians researchers and scientists The Ultimate Student Teaching Guide Kisha N. Daniels, Gerrellyn C. Patterson, Yolanda L. Dunston, 2013-12-26 Concise and focused on practical strategies this engaging lighthearted guide provides teacher candidates a road map for negotiating the complex and diverse terrain of pre K through 12 schools while providing opportunities to develop the skills of reflection that are crucial to becoming a successful practitioner The Second Edition provides practical research based field tested strategies that student teachers can immediately apply as they encounter school concerns solve classroom challenges negotiate social conflicts and new to this edition navigate the job search and interview process Concluding chapters challenge readers to view student teaching as a process and to use reflection as a tool for professional growth Thoroughly updated throughout the Second Edition includes expanded coverage of workplace professionalism an introduction to accreditation and the Common Core standards and more

## **Helping Students Make Sense of the World Using Next Generation Science and Engineering Practices**

Christina V. Schwarz, Cynthia Passmore, Brian J. Reiser, 2017-01-31 When it's time for a game change you need a guide to the new rules Helping Students Make Sense of the World Using Next Generation Science and Engineering Practices provides a play by play understanding of the practices strand of A Framework for K 12 Science Education Framework and the Next Generation Science Standards NGSS Written in clear nontechnical language this book provides a wealth of real world examples to show you what's different about practice centered teaching and learning at all grade levels The book addresses three important questions 1 How will engaging students in science and engineering practices help improve science education 2 What do the eight practices look like in the classroom 3 How can educators engage students in practices to bring the NGSS to life Helping Students Make Sense of the World Using Next Generation Science and Engineering Practices was developed for K 12 science teachers curriculum developers teacher educators and administrators Many of its authors contributed to the Framework's initial vision and tested their ideas in actual science classrooms If you want a fresh game plan to help students

work together to generate and revise knowledge not just receive and repeat information this book is for you *Becoming Scientists* Rusty Bresser,Sharon Fargason,2023-10-10 Most important to being a good science teacher is holding the expectation that all students can be scientists and think critically Providing a thinking curriculum is especially important for those children in diverse classrooms who have been underserved by our educational system *Becoming Scientists* Good science starts with a question perhaps from the teacher at the start of a science unit or from the children as they wonder what makes a toy car move how food decomposes or why leaves change color Using inquiry science children discover answers to their questions in the same way that scientists do they design experiments make predictions observe and describe offer and test explanations and share their conjectures with others In essence they construct their own understanding of how the world works through experimentation reflection and discussion Look into real classrooms where teachers practice inquiry science and engage students in the science and engineering practices outlined in the Next Generation Science Standards Rusty Bresser and Sharon Fargason show teachers how to do the following Build on students varied experiences background knowledge and readiness Respond to the needs of students with varying levels of English language proficiency Manage a diverse classroom during inquiry science exploration Facilitate science discussions Deepen their own science content knowledgeAs the authors state Inquiry science has little to do with textbooks and lectures and everything to do with our inherent need as a species to learn about and reflect on the world around us Join your students on a journey of discovery as you explore your world via inquiry **Teaching Discipline-Specific Literacies in Grades 6-12** Vicky I.

Zygouris-Coe,2014-10-30 Comprehensive timely and relevant this text offers an approach to discipline specific literacy instruction that is aligned with the Common Core State Standards and the needs of teachers students and secondary schools across the nation It is essential that teachers know how to provide instruction that both develops content and literacy knowledge and skills and aims at reducing student achievement gaps Building on the research supported premise that discipline specific reading instruction is key to achieving these goals this text provides practical guidance and strategies for prospective and practicing content area teachers and other educators on how to prepare all students to succeed in college and the workforce Pedagogical features in each chapter engage readers in digging deeper and in applying the ideas and strategies presented in their own contexts Classroom Life real 6 12 classroom scenarios and interviews with content area teachers Common Core State Standards Connections College Career and Workforce Connections Applying Discipline Specific Literacies Think Like an Expert habits of thinking and learning specific to each discipline Digital Literacies Differentiating Instruction Reflect and Apply Questions Extending Learning Activities The Companion Website includes Lesson plan resources Annotated links to video files Annotated links to additional resources and information Glossary Flashcards For Instructors All images and figures used in the text provided in an easily downloadable format For Instructors PowerPoint lecture slides **Make It Happen** Kim Bailey,Chris Jakicic,2018-12-07 Ensure every educator is engaged in the right work

with a collective focus on improved student learning Aligned to the Professional Learning Communities PLC at Work model this resource includes instructional coaching tools processes protocols templates tips and strategies designed to support the multidimensional work of instructional coaches and PLC training Each chapter includes action steps and reflective coaching activities as well as suggestions for navigating some of the most common issues instructional coaches face Use this book to understand the unique requirements of instructional coaches in building a school that answers the four critical questions of a PLC at Work Learn how to provide PLC training and professional development for collaborative teacher teams Study three major variables that will affect instructional coaching capacity culture and context and four major actions that will act as guiding principles Explore issues that can arise in PLC schools as well as teacher coaching strategies to help resolve these issues Deepen your understanding of instructional coaching in a PLC with helpful online reproducibles and teacher coaching tools Acquire capacity building strategies aligned to the four PLC questions Contents Introduction Chapter 1 How to Get Started as an Instructional Coach Chapter 2 What Do We Want Students to Know and Be Able to Do Chapter 3 How Will We Know if They Have Learned It Chapter 4 How Will We Respond When Some Students Do Not Learn Chapter 5 How Will We Extend the Learning of Students Who Are Already Proficient Epilogue Maintaining the Momentum and Sustaining the Process References and Resources Index     STEM-Infusing the Elementary Classroom Miranda Talley Reagan,2016-02-19 Make learning relevant with STEM essential questions This engaging teacher friendly guide helps teachers quickly and confidently infuse STEM concepts into all content areas Real world vignettes sample lesson templates discussion questions and immediately applicable action steps help you seamlessly promote college and career ready skills Use this inspiring guide to Deepen all content areas including English Language Arts Promote the 4Cs communication collaboration critical thinking and creativity Require students to take risks to solve problems Differentiate instruction and scaffold support Expand students specific measurable capabilities Incorporate design skills into the curricula Save valuable time and confidently develop standards aligned STEM projects in all content areas     Modules ,2005     Modules McDougal Littell Incorporated,2005

**Resources in Education** ,1996     Keeping Pace with the Advancing Curriculum National Education Association of the United States. Research Division,1925     **Analyzing the Curriculum** George J. Posner,1992 As a primary text Analyzing the Curriculum provides the backbone for a basic curriculum course at either the senior or graduate level The book shows how the parts of a curriculum fit together and how to identify assumptions underlying curricula In doing so students develop the ability to determine why a curriculum proves better for some students than for others what approaches to teaching are compatible with a particular curriculum what difficulties a curriculum is likely to encounter during implementation and what kinds of changes in the curriculum parents students and administrators are likely to demand These are valuable skills for evaluating selecting and adapting existing programs to suit particular situations     *Johnson's New Universal Cyclopædia : a Scientific and Popular Treasury of Useful Knowledge* ,1884     **Current Surgery of the Heart** Arthur James

Roberts,Charles Richard Conti,1987    Johnson's New Universal Cyclopaedia: a Scientific and Popular Treasury of Useful Knowledge ,1879    English Mechanic and World of Science ,1873    Principal Leadership ,2006    **Chicago**  
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