

NGSS SCIENCE 4

Standards & Objectives

Addressed in Sound Energy

Overarching Question: How does sound energy travel?

Standard Addressed:
4.PS.2.2 Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents.

Objectives:

1. To make observations and provide evidence that a sound is a vibration.
2. To make observations and provide evidence that sound travels in all directions.
3. To understand that sound waves travel occur through compression and rarefaction.
4. To make observations and find evidence that increasing force/energy increases the amplitude.
5. To make observations and find evidence that when sound waves travel through a medium, the waves are longer, and the sound produced has a lower frequency.
6. To make observations and find evidence that dense materials can transmit sound better than less dense materials and that sound bounces off flat surfaces better than bumpy and/or rough surfaces.
7. To make observations and find evidence that sound travels best through solids, then through liquids, and worst through gases.

Pacing Guide

Suggested Order of Instruction - Energy

9-11 weeks

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

Sound 5-6 days

- Students explore sound energy in six hands-on stations:
1. What is sound?
 2. How does sound travel?
 3. What is amplitude?
 4. What is pitch?
 5. Which materials conduct and insulate sound?
 6. Does sound travel better through solids, liquids, or gases?

Light 5-6 days

- Students explore light energy in six hands-on stations:
1. How does light travel?
 2. Which materials are transparent, translucent, and opaque?
 3. Which materials reflect light?
 4. What is refraction?
 5. What is color?
 6. Light Reading

Heat 8-11 days

- Students work in small groups to complete eight hands-on activities:
1. What is heat?
 2. How does heat travel?
 3. What is conduction?
 4. What is convection?
 5. What is radiation?
 6. What materials insulate and conduct heat?
 7. How does heat change matter?
 8. How do we measure heat?

PACING GUIDE

Next Generation Science Pacing Guide Grade 1

John Almarode, Kara Vandas



Next Generation Science Pacing Guide Grade 1:

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. *Planning Science Instruction for Emergent Bilinguals* Edward G. Lyon, Kelly M. Mackura, 2023 Drawing on extensive and current research, the authors show how secondary educators can use students' own language and lived experiences coupled with authentic science practices to provide rich and relevant language support. The text offers a set of tools including blank templates and completed examples to guide educators through the planning process. *Teacher's Guide to Using the Next Generation Science Standards With Gifted and Advanced Learners* Cheryll M. Adams, Alicia Cotabish, Debbie Dailey, 2021-09-23 A Teacher's Guide to Using the Next Generation Science Standards With Gifted and Advanced Learners provides teachers and administrators with practical examples of ways to build comprehensive, coherent, and rigorous science learning experiences for gifted and advanced students from kindergarten to high school. It provides an array of examples across the four domains of science: physical sciences, Earth and space sciences, life sciences, and engineering technology and applications of science. Each learning experience indicates the performance expectation addressed and includes a sequence of activities, implementation examples, connections to the CCSS Math and CCSS ELA, and formative assessments. Chapters on specific instructional and management strategies, assessment, and professional development suggestions for implementing the standards within the classroom will be helpful for both teachers and administrators. *Transforming Teaching Through Curriculum-Based Professional Learning* James B. Short, Stephanie Hirsh, 2022-08-12 The future of professional learning starts here. Even the most experienced teachers, provided with the highest quality instructional materials, benefit from additional support to ensure student success. Simply adopting new instructional materials is unlikely to significantly change teacher practice. Ensuring a level of excellence that benefits all students calls for an approach to professional learning that is

anchored in the use of high quality curriculum and grounded in immersive learning experiences for all teachers Transforming Teaching Through Curriculum Based Professional Learning offers a framework for practitioners looking to undertake this work The curriculum based professional learning detailed here enables teachers to deepen their understanding of the essential components of successful curriculum implementation and work together to provide instruction that has a positive impact on student engagement and learning Features include Detailed case studies based on actual schools and districts that illustrate the elements of curriculum based professional learning in action Detailed guidance on the roles and responsibilities of teachers administrators and other stakeholders Comparison charts that show the distinctions between curriculum based professional learning and more traditional forms of professional development Elements icons that help readers navigate each chapter of the book Teachers jobs are changing in real time When they are supported with both high quality instructional materials and curriculum based professional learning they can position our schools to achieve the dual goals of equity and excellence

Student Agency in the Classroom Margaret Vaughn, 2021 While student agency is considered an important aspect of classroom learning opportunities to support and promote agency can be easily missed This book addresses the inner dimensions of student agency to show what it is why it is needed and how it can be translated into instructional practices In Part I Locating Student Agency Vaughn offers a model of agency that can become a core remedy for educators looking for new and better ways to support the learning of historically marginalized students Part II Growing Student Agency illuminates opportunities during instruction where teachers can build upon student contributions The book includes the voices of teachers who have transformed their classrooms as well as compelling case stories rich with ideas that teachers can adopt in their own instruction Student Agency in the Classroom will provide educators at every level and across all disciplines with the underlying research and theoretical rationale for this key educational force along with the practical means to incorporate it into instruction and curriculum Book Features A comprehensive framework that outlines three core dimensions needed to cultivate student agency dispositional motivational and positional Detailed strategies and ideas for creating a culture of agency in the classroom and schoolwide A collaborative way of thinking about how teachers teacher educators and school leaders can promote and cultivate agency The author s experience as a classroom teacher professional developer and researcher Classroom vignettes teacher interviews and conversations with students Extension sections and discussion questions at the end of chapters

Resources in Education , 1989 *Clarity for Learning* John Almarode, Kara Vandas, 2018-10-24 AN ESSENTIAL RESOURCE FOR STUDENT AND TEACHER CLARITY With the ever changing landscape of education teachers and leaders often find themselves searching for clarity in a sea of standards curriculum resources and competing priorities Clarity for Learning offers a simple and doable approach to developing clarity and sharing it with students Are both teachers and students clear about what must be learned why students are learning it and how they can be successful Are students able to determine their next steps in learning through quality feedback and assessment Have

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Keeping Pace with the Advancing Curriculum National Education Association of the United States. Research Division,1925

Analyzing the Curriculum George J. Posner,1995 As a primary text this book provides the backbone for a basic curriculum course at either graduate or undergraduate level It attempts to teach how the parts of a curriculum fit together and how to identify assumptions underlying curricula In this way students develop the ability to determine why a curriculum proves better for some than for others what approaches to teaching are compatible with a particular curriculum what difficulties a curriculum is likely to encounter during implementtationnn and what kinds of changes in the curriculum parents students and administrators are likely to demand These are important skills for evaluating selecting and adapting existing programmes to suit particular situations

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A Sanskrit-English Dictionary Monier Monier-Williams,1899

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