

Worth County Elementary
4th Grade Science Q3 Pacing Guide
2022-2023

Week	Dates	Unit Topic	Georgia Standard of Excellence	Overview of Lessons Taught
1	1/4-1/6 1/9-1/13	Ecosystems	<p style="text-align: center;">S4L1.</p> <p>Obtain, evaluate, and communicate information about the roles of organisms and the flow of energy within an ecosystem.</p> <p>a. Develop a model to describe the roles of producers, consumers, and decomposers in a community. (Clarification statement: Students are not expected to identify the different types of consumers – herbivores, carnivores, omnivores and scavengers.)</p> <p>b. Develop simple models to illustrate the flow of energy through a food web/food chain beginning with sunlight and including producers, consumers, and decomposers.</p> <p>c. Design a scenario to demonstrate the effect of a change on an ecosystem. (Clarification statement: Include living and nonliving factors in the scenario.)</p>	<ul style="list-style-type: none"> • Producers, consumers, decomposers, community, population • Food chains and food webs • Understand that the energy from the food is used by the consumer of the food. • Changes impacting ecosystems • Imagine or research scenarios of examples of what happens to an ecosystem and the organisms that live there if there are too many organisms (kudzu), not enough organisms (construction or disease affecting a farm) or an absence of organisms (plants and animals that are endangered or extinct) to give consumers the energy they need
2	1/16-1/20 **16th MLK DAY	Ecosystems	<p style="text-align: center;">S4L1.</p> <p>Obtain, evaluate, and communicate information about the roles of organisms and the flow of energy within an ecosystem.</p> <p>a. Develop a model to describe the roles of producers, consumers, and decomposers in a community. (Clarification statement: Students are not expected to identify the different types of consumers – herbivores, carnivores, omnivores and scavengers.)</p> <p>b. Develop simple models to illustrate the flow of energy through a food web/food chain beginning with sunlight and including producers, consumers, and decomposers.</p> <p>c. Design a scenario to demonstrate the effect of a change on an ecosystem. (Clarification statement: Include living and nonliving factors in the scenario.)</p>	<ul style="list-style-type: none"> • Producers, consumers, decomposers, community, population • Food chains and food webs • Understand that the energy from the food is used by the consumer of the food. • Changes impacting ecosystems • Imagine or research scenarios of examples of what happens to an ecosystem and the organisms that live there if there are too many organisms (kudzu), not enough organisms (construction or disease affecting a farm) or an absence of organisms (plants and animals that are endangered or extinct) to give consumers the energy they need
3	1/23-1/27	Ecosystems	<p style="text-align: center;">S4L1.</p> <p>Obtain, evaluate, and communicate information about the roles of organisms and the flow of energy within an ecosystem.</p> <p>a. Develop a model to describe the roles of producers, consumers, and decomposers in a community. (Clarification statement: Students are not expected to identify the different types of consumers – herbivores, carnivores, omnivores and scavengers.)</p> <p>b. Develop simple models to illustrate the flow of energy through a food web/food chain beginning with sunlight and including producers, consumers, and decomposers.</p> <p>c. Design a scenario to demonstrate the effect of a change on an ecosystem. (Clarification statement: Include living and nonliving factors in the scenario.)</p>	<ul style="list-style-type: none"> • Producers, consumers, decomposers, community, population • Food chains and food webs • Understand that the energy from the food is used by the consumer of the food. • Changes impacting ecosystems • Imagine or research scenarios of examples of what happens to an ecosystem and the organisms that live there if there are too many organisms (kudzu), not enough organisms (construction or disease affecting a farm) or an absence of organisms (plants and animals that are endangered or extinct) to give consumers the energy they need

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4	1/30- 2/3 Unit 3A Ecosystem Test 2/2	Ecosystems	<p style="text-align: center;">S4L1.</p> <p>Obtain, evaluate, and communicate information about the roles of organisms and the flow of energy within an ecosystem.</p> <p>a. Develop a model to describe the roles of producers, consumers, and decomposers in a community. (Clarification statement: Students are not expected to identify the different types of consumers – herbivores, carnivores, omnivores and scavengers.)</p> <p>b. Develop simple models to illustrate the flow of energy through a food web/food chain beginning with sunlight and including producers, consumers, and decomposers.</p> <p>c. Design a scenario to demonstrate the effect of a change on an ecosystem. (Clarification statement: Include living and nonliving factors in the scenario.)</p>	<ul style="list-style-type: none"> ● Producers, consumers, decomposers, community, population ● Food chains and food webs ● Understand that the energy from the food is used by the consumer of the food. ● Changes impacting ecosystems ● Imagine or research scenarios of examples of what happens to an ecosystem and the organisms that live there if there are too many organisms (kudzu), not enough organisms (construction or disease affecting a farm) or an absence of organisms (plants and animals that are endangered or extinct) to give consumers the energy they need
5	2/6-2/10	Sound	<p style="text-align: center;">S4P2.(a,b)</p> <p>Obtain, evaluate, and communicate information about how sound is produced and changed and how sound and/or light can be used to communicate.</p>	<ul style="list-style-type: none"> ● Recognize that sound is produced by vibrations. ● Recognize conditions that cause sound to vary. ● Define pitch and demonstrate changes of pitch
6	2/13-2/17	Sound	<p style="text-align: center;">S4P2.(a,b)</p> <p>Obtain, evaluate, and communicate information about how sound is produced and changed and how sound and/or light can be used to communicate.</p>	<ul style="list-style-type: none"> ● Recognize that sound is produced by vibrations. ● Recognize conditions that cause sound to vary. ● Define pitch and demonstrate changes of pitch
7	2/20-2/24 **20th Presidents' Day Unit 3B Sound Test 2/24	Sound	<p style="text-align: center;">S4P2.(a,b)</p> <p>Obtain, evaluate, and communicate information about how sound is produced and changed and how sound and/or light can be used to communicate.</p>	<ul style="list-style-type: none"> ● Recognize that sound is produced by vibrations. ● Recognize conditions that cause sound to vary. ● Define pitch and demonstrate changes of pitch

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8	2/27-3/3	Light	S4P1. Obtain, evaluate, and communicate information about the nature of light and how light interacts with objects.	<ul style="list-style-type: none">● Transparent, translucent and opaque● Mirrors, reflections, refraction● Convex and concave lenses● Prisms
9	3/6-3/10 **10th Winter Break	Light	S4P1. Obtain, evaluate, and communicate information about the nature of light and how light interacts with objects.	<ul style="list-style-type: none">● Transparent, translucent and opaque● Mirrors, reflections, refraction● Convex and concave lenses● Prisms