

NGSS SCIENCE 4

Standards & Objectives

Overarching Question: How does sound energy travel?
Standard Addressed: 4-PS3-2 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 wave that spreads out in all directions.
2. To understand that sound waves travel occur through compression and rarefaction.
3. To make observations and find evidence that increasing force/energy increases the amplitude.
4. To make observations and find evidence that when sound waves travel through the waves are longer, and the sound produced has a lower frequency.
5. To make observations and find evidence that dense materials conduct sound better than less dense materials and that sound bounces off flat surfaces better than bumpy and/or rough surfaces.
6. To make observations and find evidence that sound travels best through solids, better 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

James B. Short, Stephanie Hirsh



Next Generation Science Pacing Guide Grade 1:

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.

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 This practical resource takes educators through a planning process from selecting standards to designing learning activities that weaves together language literacy and science in ways that are responsive to emergent bilinguals. 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. Using a science unit as a shared text, readers will learn how to gather rich knowledge about emergent bilinguals, unpack the ideas and language demands of Next Generation Science Standards, strategically embed language and literacy standards in the curriculum, and sequence learning activities around an anchoring phenomenon, a text, and an assessment. In the process, readers will come away with a repertoire of planning tools.

and examples of how to support emergent bilinguals in using language to collaborate with others and to interpret and produce texts that are central to learning and doing science Planning Science Instruction for Emergent Bilinguals blends theory and practice so readers understand both how and why this planning process can be used to disrupt social inequity for emergent bilinguals Book Features Describes intentional decisions that educators can make when planning a science unit or learning experience Shows how to weave together Next Generation Science Standards Common Core English Language Arts Standards and language development Provides a model unit about kelp forest ecosystems to illustrate how theory is translated into practice Demonstrates how to use emergent bilinguals assets linguistic skills family experiences personal interests to create engaging science instruction Provides a set of planning tools including both blank templates and completed examples to guide educators through the planning process

Systems for Instructional Improvement Paul Cobb,Kara Jackson,Erin Henrick,Thomas M. Smith,2020-01-15 In Systems for Instructional Improvement Paul Cobb and his colleagues draw on their extensive research to propose a series of specific empirically grounded recommendations that together constitute a theory of action for advancing instruction at scale The authors outline the elements of a coherent instructional system describe productive practices for school leaders in supporting teachers growth and discuss the role of district leaders in developing school level capacity for instructional improvement Based on the findings of an eight year research practice partnership with four large urban districts investigating their efforts to enhance middle school math instruction the authors seek to bridge the gap between the literature on improving teaching and learning and the literature on policy and leadership They look at the entire education system and make recommendations on improvement efforts with a focus on student learning and teachers instructional vision In particular the authors offer insights on the interplay among various supports for teacher learning including pullout professional development coaching collaborative inquiry the most instructionally productive uses of principals time and the tensions that tend to emerge at the district level They provide a guide for district level leaders in organizing their work to support significant teacher learning Systems for Instructional Improvement provides an invaluable resource for school and district leaders while outlining a clearly focused agenda for future research

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 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 **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 teachers had the time and support to collaborate around clarity to ensure an aligned approach within your school system This book offers five powerful practices that include Gaining clarity Sharing clarity Feedback with clarity Assessing with clarity Collaborating with clarity In addition the book is chock full of examples from teachers and leaders across North America who have shared their journey struggles and successes to provide examples exemplars and models for readers to use to propel their own work forward This is a don t miss resource **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 **Modules** ,2005

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 implementation 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 **TV Guide** ,2001 *Resources in Education* ,1992 **Nineteen Ways of Looking at Consciousness** Patrick House,2022-10-11 A concise elegant and thought provoking exploration of the mystery of consciousness and the functioning of the brain Despite decades of research remarkable imagery and insights from a range of scientific and medical disciplines the human brain remains largely unexplored Consciousness has eluded explanation Nineteen Ways of Looking at Consciousness offers a brilliant overview of the state of modern consciousness research in twenty brief revealing chapters Neuroscientist and author Patrick House describes complex concepts in accessible terms weaving brain science technology gaming analogy and philosophy into a tapestry that illuminates how the brain works and what enables consciousness This remarkable book fosters a sense of mystery and wonder about the strangeness of the relationship between our inner selves and our environment **Modules** McDougal Littell Incorporated,2005 Research in Education ,1973-07 **Creating Evidence from Real World Patient Digital Data** Jane Nikles,Eric J. Daza,Suzanne McDonald,Eric Hekler,Nicholas Schork,2021-04-07 Topic Editor Dr Eric Daza is Senior Statistician at Clarify Health Solutions All other Topic Editors declare no competing interests with regards to the Research Topic subject Reinventing Project Management Aaron J. Shenhar,Dov Dvir,2007-08-13 Projects are the engines that drive innovation from idea to commercialization In fact the number of projects in most organizations today is expanding while operations is shrinking Yet since many companies still focus on operational excellence and efficiency most projects fail largely because conventional project management concepts cannot adapt to a dynamic business environment Moreover top managers neglect their

company's project activity and line managers treat all their projects alike as part of operations Based on an unprecedented study of more than 600 projects in a variety of businesses and organizations around the globe Reinventing Project Management provides a new and highly adaptive model for planning and managing projects to achieve superior business results *Teaching in Further Education* L. B. Curzon, 2003-01-01 The 6th edition of this successful textbook first published in 1997 includes up dated material on many issues as well as new chapters on lecturing techniques intelligence the nature versus nurture debate computer assisted learning and study techniques New material is provided on the following areas advances in teaching theory relating to memory the transfer of training research relating to conditioning theory discipline in colleges and adult learning All reading references have been thoroughly up dated and the book has a new appendix including new topics for discussion **National Library of Medicine Current Catalog** National Library of Medicine (U.S.), 1993
 Weapon Systems , 1996

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first create a folder for the project my folder name is number plate detection to save and store the files we have stored the binary images of all the alphabets and numbers in the sub folder named as alpha now open the editor window in the matlab as shown in the below image if you are not familiar see more

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here we are creating the second code file namedletter detection m now copy and paste the below code in that file and save the file in the project see more

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