

The Asian International School – Curriculum Mapping

Level: Movers 2

Subject: Science Textbook: Essential Science 4

Revised: July 2015

Month	Weeks	AERO Standard	Strand	Content	Skills	Activities	Assessments	
Aug	1	03/8 – 07/8	LS3.4A	Students will describe ways plants and animals depend on each other (e.g., shelter, nesting, food)	Animals and Plants	Read Listen Write Identify	Content and Language Development – Comprehension and Expression of Quantity – BB/Blackboard Exercise: Students use the words to complete sentences 1-5	Page 3, 4
	2	10/8 – 14/8	LS1.4A	Students will identify the basic needs of plants and animals in order to stay alive.(i.e., water, air, food, space).	What Living Things Need and Herbivores and Carnivores	Read Listen Write Identify	Read and Write the Animal Classification. Tick True statements, Classify Living Things and Draw and Find four Stick Insects and describe them	Worksheet 1, 2
	3	17/8 – 21/8	LS5.4A	Explain that many plants and animals can survive harsh Environments because of seasonal behaviors, e.g., in winter, some trees shed leaves, some animals hibernate, and other animals migrate.	Adapting to the Cold	Read Listen Write Identify	Read and Find Words, Mark True or False and Color-Circle Migratory and Hibernating Animals	Worksheet 3
	4	24/8 – 28/8	ESS2.4B	Explain how fossils can be used to make inferences about past life, climate, geology, and environments	Living Things from the Past Identify Fossils	Read Listen Write Identify	Content and Language Development – Comprehension – Choose the Correct Word (BB/Blackboard Exercise)	Page 5 Worksheet 4
Sep	5	31/8 – 04/9	LS2.4A	Identify basic needs of plants and animals: Food, water, light, air, space.	Food and Apply your knowledge of food	Read Listen Write Identify	Color-Circle food from animals and plants Classify foods by the 4 groups Tick 3 healthy foods	Page 6 Worksheet 5

The Asian International School – Curriculum Mapping

Level: Movers 2

Subject: Science Textbook: Essential Science 4

Revised: July 2015

	6	07/9 – 11/9	LS2.4A	Identify basic needs of plants and animals: Food, water, light, air, space	A Healthy Diet What Food do we Eat	Read Listen Write Identify	Content and Language Development – Comprehension – Choose the Correct Word and Write T/F (BB/Blackboard Exercise)	Page 7 Worksheet 6
	7	14/9 – 18/9	LS1.4A	Identify the general functions of the major systems of the human body (digestion, respiration, reproduction, circulation, excretion, protection from disease, and movement, control, and coordination) and describe ways that these systems interact with each other.	The Digestive System Make Up a Menu	Read Listen Write Identify	Content and Language Development – Comprehension – Choose the Correct Word and Write Yes/No (BB/Blackboard Exercise) Choose Foods and Make up 3 Lunch Menus Study the Menus and Answer the Questions	Page 8 Worksheet 7
	8	21/9 – 25/9	LS1.4A	Identify the general functions of the major systems of the human body (digestion, respiration, reproduction, circulation, excretion, protection from disease, and movement, control, and coordination) and describe ways that these systems interact with each other.	How We Digest Food Digestion	Read Listen Write Identify	Content and Language Development: Verbs - Students will Listen and Complete the Sentences	Page 9 Worksheet 8
Oct	9	28/9 – 02/10 (Review and Midterm Test)						

The Asian International School – Curriculum Mapping

Level: Movers 2

Subject: Science Textbook: Essential Science 4

Revised: July 2015

	10	05/10 – 09/10	LS1.4A	Identify the general functions of the major systems of the human body (digestion, respiration, reproduction, circulation, excretion, protection from disease, and movement, control, and coordination) and describe ways that these systems interact with each other.	Breathing Apply your Knowledge – Breathing	Read Listen Write Identify	Content and Language Development: Students work in pairs and give each other Breathing instructions BB/Blackboard Exercise: Students Listen to CD and Mark Sentences T/F	Page 10 Worksheet 9
	11	12/10 – 16/10	LS1.4A	Identify the general functions of the major systems of the human body (digestion, respiration, reproduction, circulation, excretion, protection from disease, and movement, control, and coordination)	Blood Circulation Apply your Knowledge: Blood	Read Listen Write Identify	Content and Language Development: Prepositions – BB/Blackboard Exercise: Write the correct prepositions in Sentences 1-5 Complete the Circulatory System Map and Decide when the Heart Beats Quickly – A,B or C	Page 11 Worksheet 10
	12	19/10 – 23/10	LS1.4A	Identify the general functions of the major systems of the human body (digestion, respiration, reproduction, circulation, excretion, protection from disease, and movement, control, and coordination)	The Heart Giving Blood	Read Listen Write Identify	Read and Find the Answers Tick the Meaning Draw a Picture of a Human Heart, then make a Slogan as to why People should give Blood	Worksheet 11, 12
	13	26/10 – 30/10	LS1.4A	Identify the general functions of the major systems of the human body (digestion,	How does Your Blood stay Clean?	Read Listen Write Identify	Content and Language Development – Comprehension and Students Write the Correct	Page 12

The Asian International School – Curriculum Mapping

Level: Movers 2

Subject: Science Textbook: Essential Science 4

Revised: July 2015

				respiration, reproduction, circulation, excretion, protection from disease, and movement, control, and coordination)			option – BB/Blackboard	
Nov	14	02/11 – 06/11	LS4.4A	Explain reproduction as a fundamental process by which the new individual receives genetic information from parent(s).	Birth The Life Cycle	Read Listen Write Identify	Content and Language Development: Comprehension – BB/Blackboard Exercise – Students listen to CD and Complete the half-sentences Number the Pictures in Order, Write-in the answers and Match the Vocabulary	Page 14 Worksheet 13
	15	09/11 – 13/11	LS4.4A	Explain reproduction as a fundamental process by which the new individual receives genetic information from parent(s).	The Life Cycle Growth / Change Order Living Things by How Long they Live	Read Listen Write Identify	Content and Language Development: Listening – Teacher reads the sentences out load, then Students say if the sentence is T/F – If answer is wrong, then teacher makes correction Draw a Baby Picture of yourself or attach your Baby Photo, then write 2 things about yourself when you were a baby Tick True Sentences about Taking Care of Your Health What’s your Favorite Free-Time Activity? Color the pictures and write how long the animal lives. Order the shortest-life animal to the longest-life animal. Complete the Age-Order of your Family from Youngest	Page 15 Worksheet 14, 15

The Asian International School – Curriculum Mapping

Level: Movers 2

Subject: Science Textbook: Essential Science 4

Revised: July 2015

							Identify the sun, moon, and the Earth as components of our solar system to oldest.	
	16	16/11 – 20/11	ESS1.4A	Identify the sun, moon, and the Earth as components of our solar system	The Universe The Solar System	Read Listen Write Identify	Content and Language Development: Comprehension: BB/Blackboard Activity: Students choose and write the correct answer Definitions: Students decide which word corresponds to the definition	Page 20, 21
	17	23/11 – 27/11	ESS1.4A	Identify the sun, moon, and the Earth as components of our solar system	Name the Planets	Read Listen Write Identify	Read and Write the Names of the Planets in our Solar System (Activity 1), then Color the planets in Activity 2	Worksheet 19
	18	30/11 – 04/12 (Final Term Test)						
Dec	19	07/12 – 11/12	ESS1.4B	Describe Earth's position and movement in the solar system	The Rotation of the Earth Movements of the Earth	Read Listen Write	Content and Language Development: BB Activity: Unscramble the Sentences into the Correct Order Tick 1 of the 2 Earth Movements: Rotation or Orbit Write the Season and Months of the Year for the 4 Pictures	Page 22 Worksheet 20
	20	14/12 – 18/12						

The Asian International School – Curriculum Mapping

Level: Movers 2

Subject: Science

Textbook: Essential Science 4

Revised: July 2015

		(School Report)						
	21	21/12 – 25/12	ESS1.4B	Describe Earth's position and movement in the solar system	The Earth's orbit The seasons of the year	Look Read Write	Ss look at the two pictures and find the differences Ss do class survey	Page 23 Worksheet 21
	22	28/12 – 01/1	ESS7.4A	Observe and describe ways humans use Earth's materials (e.g., stones, rocks) in daily life	Minerals Rocks	Read Speak	Students observe different minerals Teacher explains metals come from mineral and what rocks are used for	Page 24, 25
Jan	23	04/1 – 08/1	ESS3.4A ESS7.4A	Use the physical properties of luster to identify common minerals (gypsum) Observe and describe ways humans use Earth's materials (e.g., stones, rocks) in daily life	Minerals Rocks	Identify Circle	Students find four minerals and four rocks Students write the use of minerals	Worksheet 22
	24	11/1 – 15/1	ESS3.4A	Test soils (touch and roll, smear, settling, ability to absorb and retain water) and compare and contrast the properties	Soil Underground water	Read Write	Students interpret the diagram Teacher explains how we extract underground water from a well	Page 26 Worksheet 23
	25	18/1 – 22/1	LS1.4A	Investigate and describe how plants and animals have features that help them live in various environments	Ecosystem	Read Speak	Students look at the photo and answer the questions Teacher explains different ecosystems	Page 27 Worksheet 24
	26	25/1 – 29/1	LS3.4A	Explain the way that plants and animals in a habitat depend on each other	Living things interact Forests are ecosystems	Listen Speak Read	Students make a food chain Students organize information in a table of the forest	Page 28, 29
Feb	OFF	01/2 – 05/2						

The Asian International School – Curriculum Mapping

Level: Movers 2

Subject: Science Textbook: Essential Science 4

Revised: July 2015

	OFF	08/2 – 12/2						
	27	15/2 – 19/2	LS2.8B	Explain how energy is transferred through food chains and food webs in an ecosystem	Food chains	Look Write	Students complete the table of food chains Students draw pictures of two food chains	Worksheet 25
	28	22/2 – 26/2	LS5.4A	Analyze the structures needed for survival of populations of plants and animals in a particular habitat/ environment (e.g. populations of desert plants and animals require structures that enable them to obtain/ conserve/ retain water)	The sea is an ecosystem	Look Read	Teacher asks questions about what we can get from the sea Students organize information	Page 30
Mar	29	29/2 – 04/3	LS3.4A	Explain the way that plants and animals in a habitat depend on each other	Coral reefs	Read Write	Students read the text and answer the questions	Worksheet 26
	30	07/3 – 11/3 (Review and Midterm Test)					Review unit 7, 8	Paper test
	31	14/3 – 18/3	PS3.4D	Describe how light can be reflected by a mirror, bent by a lens, or absorbed by the object	Light Luminous and non-luminous bodies	Read Observe	Students observe how the size and shape of the shadow changes depending on the torch's position. Students write a list of artificial luminous bodies at home, school and outdoors.	Page 31, 32
	32	21/3 – 25/3	PS3.4D	Describe how light can be reflected by a mirror, bent by a lens, or absorbed by the object	Light Luminous and non-luminous bodies	Look Write	Students color the picture and complete the table	Worksheet 27

The Asian International School – Curriculum Mapping

Level: Movers 2

Subject: Science Textbook: Essential Science 4

Revised: July 2015

	33	28/3 – 01/4	PS3.4B	Explain that thermal energy (heat) moves more rapidly in thermal conductors (e.g., metal pan) than in insulators (e.g., plastic handle)	Heat Conductors and insulators	Look Read	Students answer the questions about the photos. Students give examples of heat going from one body to another.	Page 33 Worksheet 28
Apr	34	04/4 – 08/4	PS2.4A PS3.4B ESS3.4B	Investigate and explain that not all materials react the same way when an action is applied to them. Classify a variety of materials as those that can reflect or absorb light. Identify Earth’s materials that are used as fuel, and other ways that humans use these materials to meet needs and wants (i.e., fluorite for toothpaste, marble for statues).	Natural/ Artificial materials The properties of materials	Read Speak	Students distinguish natural and artificial materials. Teacher asks what materials they would use to make objects.	Page 34, 35
	35	11/4 – 15/4	ESS3.4A ESS7.4A	Use the physical properties of hardness, color, luster, and reaction to vinegar (weak acid). To identify common minerals (quartz, fluorite, calcite, and gypsum). Observe and describe ways humans use Earth’s materials (e.g., soil, rocks) in daily life.	Materials (natural or man-made) Natural materials’ origin The properties of materials	Identify Write	Students match each natural material to its origin. Students tick the true sentences	Worksheet 29

The Asian International School – Curriculum Mapping

Level: Movers 2

Subject: Science Textbook: Essential Science 4

Revised: July 2015

	36	18/4 – 22/4	PS6.4A	Perform experiments with simple machines to demonstrate the relationship between forces and distance.	Machines	Read Speak	Students look at real objects that have levers. Students identify simple machines in the pictures and their purpose.	Page 36 Worksheet 30
	37	25/4 – 29/4 (Review)	HS1.4A	Identify ways people of all ages, genders, and backgrounds use science in their careers and in daily life.	Machines and their use	Read Write	Students answer the questions. Students give more examples of complex machines around them.	Worksheet 31
May	38	02/5 – 06/5 (Final Term Test)						
	39	09/5 – 13/5 (School Report)						
	40	16/5 – 20/5	ESS2.4B SI1A	Examine materials that compose soil (i.e., sand, clay, humus, gravel, water) and describe these on the basis of their properties (i.e., color, luster, granularity, texture, mass relative to size, particle size, ability to absorb water, pore space, ability to compact). Generate and follow simple plans using systematic observations to explore questions and predictions.	Oil samples	Observe Record	Teacher does the experiment with the three types of soil. Students answer the questions	Project 6
	41	23/5 – 27/5	ESS1.4A SI1A	Identify the sun, planets and the Earth as components of our solar	Build a model of the solar system.	Hands-on Observe Record	Teacher builds the models. Students observe and record the temperature change.	Project 7, 8

The Asian International School – Curriculum Mapping

Level: Movers 2

Subject: Science

Textbook: Essential Science 4

Revised: July 2015

				system. Collect data using observations, simple tools such as thermometers, balances, watches, and magnifiers. Record data in tables, charts, and bar graphs. Compare data with others to examine and question results.	Build a solar oven.			
	42	30/5 – 31/5	PS3.4A SI1A	Identify the various forms of energy, such as electrical, light, heat, sound and explain that these forms of energy can affect common objects and are involved in common events. Collect data using observations, simple tools such as thermometers, balances, watches, and magnifiers. Record data in tables, charts, and bar graphs. Compare data with others to examine and question results.	Build a kaleidoscope	Hands-on Observe Record	Students build the kaleidoscope and observe. Teacher explains what they see.	Project 9