



4th Grade Living Environment Unit

Consolidated Unit Benchmarks Grouped by Report Card Descriptor

Benchmarks that align with “Understands science concepts” report card descriptor.

- Know that a great variety of kinds of living things can be sorted into groups in many ways using various features to decide which things belong to which group.
- Know that features used for grouping depend on the purpose of the grouping.
- Know that for any particular environment, some kinds of plants and animals survive well, some survive less well, and some cannot survive at all.
- Know that changes in an organism’s habitat are sometimes beneficial to it and sometimes harmful.
- Understand that almost all kinds of animals’ food can be traced back to plants.
- Know that results of similar scientific investigations seldom turn out exactly the same. Sometimes this is because of unexpected differences in the things being investigated, sometimes because of unrealized differences in the methods used or in the circumstance in which the investigation is carried out, and sometimes just because of uncertainties in observations. It is not always easy to tell which.
- Know that the results of scientific investigations are seldom exactly the same, but if the differences are large, it is important to try to figure out why. One reason for following directions carefully and for keeping records of one’s work is to provide information on what might have caused the differences.

Benchmarks that align with “Effectively uses science process skills” report card descriptor.

- Keep records of their investigations and observations and not change the records later.
- Keep a notebook that describes observations made, carefully distinguishes actual observations from ideas and speculations about what was observed, and is understandable weeks or months later.
- Use numerical data in describing and comparing objects and events.
- Make sketches to aid in describing observations.
- Recognize when comparisons might not be fair because some conditions are not kept the same.

Benchmarks that align with “Actively contributes to one’s own learning and the learning of others in the science classroom” report card descriptor. The list of behaviors is a sample for this category.

- Willing to share reasons for findings and consider reasons suggested by others.
- Shares and takes turn in teams.
- Listens when others talk.
- Asks questions to help understand someone else’s ideas.
- Willing to discuss multiple ideas before selecting one.
- Refrains from putting-down classmates.
- Works collaboratively and responsibly with team members.