**4th Grade Science Curriculum for Students with APD**

By L.Malone (copywrited. For personal use only, not to be redistributed to others without express consent from author).

**Key Strategies:**

 **Visual Supports**: Use diagrams, charts, and pictures to reinforce learning, ensuring instructions are clear and easy to follow.

 **Written Instructions**: Provide step-by-step written or visual guides alongside verbal instructions to reduce confusion and reliance on auditory input.

 **Hands-on Learning**: Incorporate practical experiments and activities to engage multiple senses and reduce the dependency on verbal instructions.

 **Minimize Auditory Overload**: Break down complex auditory information into smaller, more manageable chunks, using pauses and repetition as needed.

**Weeks 1-2**

* **Focus**: Introduction to Earth’s Layers
* **Activity**: Create a 3D model of Earth’s layers with craft materials
* **Key Strategy**: Use diagrams and written descriptions of each layer

**Weeks 3-4**

* **Focus**: Weather and Climate
* **Activity**: Build and track a weather station to observe local climate patterns
* **Key Strategy**: Provide visual tools and written instructions

**Weeks 5-6**

* **Focus**: Ecosystem Dynamics
* **Activity**: Model an ecosystem to demonstrate food chains and energy flow
* **Key Strategy**: Use visual aids and written explanations of food chains

**Weeks 7-8**

* **Focus**: The Water Cycle
* **Activity**: Create a water cycle model using a sealed bag and water
* **Key Strategy**: Provide visual diagrams and written descriptions

**Weeks 9-10**

* **Focus**: Plants and Their Environments
* **Activity**: Compare plant growth in different environments
* **Key Strategy**: Use visual guides for plant growth stages

**Weeks 11-12**

* **Focus**: Animal Adaptations
* **Activity**: Research and present on how different animals adapt to their environments
* **Key Strategy**: Use visual aids and written research guides

**Weeks 13-14**

* **Focus**: Simple Machines
* **Activity**: Build and test various simple machines (e.g., pulley, lever)
* **Key Strategy**: Provide visual diagrams and step-by-step instructions

**Weeks 15-16**

* **Focus**: Introduction to Rocks and Minerals
* **Activity**: Conduct experiments to test properties of rocks and minerals
* **Key Strategy**: Use visual aids and written procedures

**Weeks 17-18**

* **Focus**: Sound and Vibration
* **Activity**: Explore sound waves using different materials to create sound
* **Key Strategy**: Provide hands-on activities with visual explanations

**Weeks 19-20**

* **Focus**: Earth’s Resources
* **Activity**: Research and present on renewable and non-renewable resources
* **Key Strategy**: Use visual aids and written research guides

**Weeks 21-22**

* **Focus**: Human Body Systems
* **Activity**: Create models and diagrams of major human body systems
* **Key Strategy**: Provide visual aids and written instructions

**Weeks 23-24**

* **Focus**: Energy and Its Uses
* **Activity**: Experiment with various forms of energy (e.g., solar, wind)
* **Key Strategy**: Use visual aids and written guides for experiments

**Weeks 25-26**

* **Focus**: Review and Project
* **Activity**: Develop a comprehensive project that integrates Earth’s layers, ecosystems, and energy concepts
* **Key Strategy**: Provide visual examples and a detailed rubric for the project