

# NSQ Appendices for Science Grade 4 5020050

Course title and code: Science Grade 4, 5020050

Grade level band: Kindergarten through Grade 5

Version date: December 14 2025

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## Appendix 1 Course Overview and Syllabus

This appendix provides the course overview and syllabus components visible to learners and families at course entry.

### Course description

Science Grade 4 develops knowledge and skills in nature of science, physical science, earth and space science, and life science. The course emphasizes evidence based explanations, models, and investigation tasks appropriate for Grade 4.

### Course structure

1. Units are organized around Grade 4 benchmarks and presented in a consistent sequence
2. Each unit includes lessons, guided practice, an investigation or lab task, and a mastery check
3. Major units include at least one rubric scored performance task such as an investigation report or explanation product
4. A cumulative portfolio is maintained across units

### Participation expectations

1. Learners engage in lessons and required tasks on a regular schedule aligned to the pacing guide
2. Learners complete mastery checks and resubmit work when needed to meet the mastery threshold
3. Learners participate in assigned discussions or collaborative tasks when required

### Communication and support

1. Learners contact the instructor through secure platform messaging for academic questions and feedback
2. Families request conferences to review progress and plan targeted supports
3. Technical support requests are routed through a help form and tracked to resolution

### Grading and mastery

Grades are based on evidence of mastery through practice activities, mastery checks, and rubric scored lab tasks and written explanations. Learners may revise and resubmit major work products based on feedback to demonstrate mastery.

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## Appendix 2 Scope and Sequence

This appendix documents the instructional sequence, major topics, and assessment checkpoints.

<b>Unit</b>	<b>Focus</b>	<b>Major assessments</b>
Unit 1	Nature of science and scientific thinking	Investigation planning task, mastery check, short explanation
Unit 2	Earth and space patterns and models	Observation log or model artifact, mastery check
Unit 3	Earth materials resources weathering and tools	Rock and mineral task, weathering and erosion task, mastery check
Unit 4	Matter magnetism and changes in materials	Lab task plus mastery check
Unit 5	Energy heat and motion	Lab task plus mastery check
Unit 6	Life science plants animals and ecosystems	Model or explanation product plus mastery check
Unit 7	Portfolio review and reflection	Portfolio submission and reflection conference

Teachers monitor progress and assign targeted support or enrichment based on performance evidence and pacing needs.

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## Appendix 3 Student Digital Readiness and Minimum Skills

Learners demonstrate basic digital literacy skills needed to navigate the course and submit work.

1. Log in securely and manage credentials appropriately

2. Navigate modules, open assignments, and locate feedback
3. Type and format short responses and multi paragraph explanations
4. Upload or attach files and submit assignments
5. Use basic revision tools such as spell check where available
6. Use built in accessibility tools such as zoom, read aloud, captions, and keyboard navigation when needed

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## **Appendix 4 Orientation Module and Readiness Check**

Learners complete an orientation module prior to beginning Unit 1. Orientation confirms technology readiness and establishes course routines.

### **Orientation outline**

1. Course tour and navigation practice
2. How mastery works and what to do when mastery is not met
3. How to submit work and review feedback
4. Academic integrity and appropriate collaboration expectations
5. Digital citizenship and communication norms
6. Readiness check quiz and practice submission

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## **Appendix 5 Instructor Profile Format and Communication Plan**

Instructor information and communication expectations are posted at course entry and remain accessible.

### **Instructor profile fields**

1. Instructor name and role
2. Certification and relevant experience summary
3. Office hours or availability windows
4. Communication channels available to students and families
5. Expected response times for messages and feedback on graded work

### **Communication plan**

1. Weekly progress message to families for learners needing pacing support
2. Unit completion message summarizing mastery status and next steps
3. Conference scheduling procedure and documentation of outcomes

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## **Appendix 6 Course Policies**

### **Academic integrity and collaboration**

Learners submit original work. Collaboration is permitted only where explicitly assigned. Learners use sources appropriately and cite sources using the format provided in the course.

### **Participation and pacing**

Learners follow the pacing plan and complete checkpoints. Teachers monitor engagement and progress and initiate documented interventions when learners fall behind.

### **Revisions**

Major tasks include structured revision opportunities. Teachers provide rubric aligned feedback and require resubmission when criteria are not met.

### **Communication norms**

Course communication is respectful and evidence based. Teachers moderate discussion spaces and apply course norms consistently.

### **Privacy**

Student data access is role based. Public reporting uses aggregated information with suppression or combining for small groups to avoid identification.

### **Accessibility**

Course design supports accessibility. When barriers are identified, alternate formats and supports are provided so learners can access instruction and demonstrate mastery.

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## **Appendix 7 Technology Requirements**

1. Device: current laptop, desktop, or tablet capable of running a modern browser
2. Connectivity: stable broadband connection suitable for interactive content
3. Audio: headphones or speakers for media content
4. Microphone: used for conferencing and oral response options when assigned
5. Accessibility tools: captions, zoom, read aloud, and keyboard navigation support

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## Appendix 8 Technical Support Plan

### Support channels

1. Help request form within the learning platform
2. Support email for families who cannot access the platform
3. Phone escalation for urgent access issues during scheduled assessments

### Response targets

1. Ticket acknowledgement within one business day
2. Common issue resolution target within three business days
3. Critical access issue triage includes same day workaround plan when needed

### Documentation

1. Ticket log includes issue category, timestamps, actions taken, and closure note
2. Recurring issues are reviewed for root cause and corrective action

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## Appendix 9 Assessment and Grading Framework

### Assessment types

1. Formative checks: practice activities with immediate feedback
2. Mastery checks: benchmark aligned checks requiring a mastery threshold
3. Lab tasks: investigation write ups and evidence based explanations scored with rubrics
4. Portfolio: cumulative evidence of learning growth and reflection

### Grading categories and weights

Category	Weight	Description
Mastery checks	40 percent	Benchmark aligned evidence by unit
Lab tasks and written explanations	45 percent	Rubric scored performance tasks
Practice and participation	15 percent	Required practice, discussions, and reflections

## Mastery expectations

1. Mastery threshold is at least 90 percent on mastery checks
2. Revisions are required when rubric criteria are not met
3. Teachers document reteach and reassessment decisions for consistency

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## Appendix 10 Standards and Benchmarks Coverage Map

This coverage map lists Grade 4 science benchmarks and indicates where each benchmark is taught and assessed in the course.

Benchmark code	Benchmark statement	Primary unit coverage	Evidence of mastery
SC.4.N.1.1	Raise questions about the natural world, use appropriate reference materials that support understanding to obtain information (identifying the source), conduct both individual and team investigations through free exploration and systematic investigations, and generate appropriate explanations based on those explorations.	Unit 1 Nature of Science	Investigation planning task plus mastery check
SC.4.N.1.2	Compare the observations made by different groups using multiple tools and seek reasons to explain the differences across groups.	Unit 1 Nature of Science	Investigation planning task plus mastery check
SC.4.N.1.3	Explain that science does not always follow a rigidly defined method ("the scientific method") but that science does involve the use of observations and empirical evidence.	Unit 1 Nature of Science	Investigation planning task plus mastery check
SC.4.N.1.4	Attempt reasonable answers to scientific questions and cite evidence in support.	Unit 1 Nature of Science	Investigation planning task plus mastery check

SC.4.N.1.5	Compare the methods and results of investigations done by other classmates.	Unit 1 Nature of Science	Investigation planning task plus mastery check
SC.4.N.1.6	Keep records that describe observations made, carefully distinguishing actual observations from ideas and inferences about the observations.	Unit 1 Nature of Science	Investigation planning task plus mastery check
SC.4.N.1.7	Recognize and explain that scientists base their explanations on evidence.	Unit 1 Nature of Science	Investigation planning task plus mastery check
SC.4.N.1.8	Recognize that science involves creativity in designing experiments.	Unit 1 Nature of Science	Investigation planning task plus mastery check
SC.4.P.10.1	Observe and describe some basic forms of energy, including light, heat, sound, electrical, and the energy of motion.	Unit 5 Energy Heat and Motion	Lab task plus mastery check
SC.4.P.10.2	Investigate and describe that energy has the ability to cause motion or create change.	Unit 5 Energy Heat and Motion	Lab task plus mastery check
SC.4.P.10.3	Investigate and explain that sound is produced by vibrating objects and that pitch depends on how fast or slow the object vibrates.	Unit 5 Energy Heat and Motion	Lab task plus mastery check
SC.4.P.10.4	Describe how moving water and air are sources of energy and can be used to move things.	Unit 5 Energy Heat and Motion	Lab task plus mastery check

SC.4.P.11.1	Recognize that heat flows from a hot object to a cold object and that heat flow may cause materials to change temperature.	Unit 5 Energy Heat and Motion	Lab task plus mastery check
SC.4.P.11.2	Identify common materials that conduct heat well or poorly.	Unit 5 Energy Heat and Motion	Lab task plus mastery check
SC.4.P.12.1	Recognize that an object in motion always changes its position and may change its direction.	Unit 5 Energy Heat and Motion	Lab task plus mastery check
SC.4.P.12.2	Investigate and describe that the speed of an object is determined by the distance it travels in a unit of time and that objects can move at different speeds.	Unit 5 Energy Heat and Motion	Lab task plus mastery check
SC.4.L.16.1	Identify processes of sexual reproduction in flowering plants, including pollination, fertilization (seed production), seed dispersal, and germination.	Unit 6 Life Science	Explanation or model artifact plus mastery check
SC.4.L.16.2	Explain that although characteristics of plants and animals are inherited, some characteristics can be affected by the environment.	Unit 6 Life Science	Explanation or model artifact plus mastery check
SC.4.L.16.3	Recognize that animal behaviors may be shaped by heredity and learning.	Unit 6 Life Science	Explanation or model artifact plus mastery check
SC.4.L.16.4	Compare and contrast the major stages in the life cycles of Florida plants and animals, such as those that undergo incomplete and complete metamorphosis, and flowering and nonflowering seed bearing plants.	Unit 6 Life Science	Explanation or model artifact plus mastery check

SC.4.L.17.1	Compare the seasonal changes in Florida plants and animals to those in other regions of the country.	Unit 6 Life Science	Explanation or model artifact plus mastery check
SC.4.L.17.2	Explain that animals, including humans, cannot make their own food and that when animals eat plants or other animals, the energy stored in the food source is passed to them.	Unit 6 Life Science	Explanation or model artifact plus mastery check
SC.4.L.17.3	Trace the flow of energy from the Sun as it is transferred along the food chain through the producers to the consumers.	Unit 6 Life Science	Explanation or model artifact plus mastery check
SC.4.L.17.4	Recognize ways plants and animals, including humans, can impact the environment.	Unit 6 Life Science	Explanation or model artifact plus mastery check
SC.4.N.2.1	Explain that science focuses solely on the natural world.	Unit 1 Nature of Science	Investigation planning task plus mastery check
SC.4.N.3.1	Explain that models can be three dimensional, two dimensional, an explanation in your mind, or a computer model.	Unit 1 Nature of Science	Investigation planning task plus mastery check
SC.4.E.5.1	Observe that the patterns of stars in the sky stay the same although they appear to shift across the sky nightly, and different stars can be seen in different seasons.	Unit 2 Earth and Space	Model or observation log plus mastery check
SC.4.E.5.2	Describe the changes in the observable shape of the moon over the course of about	Unit 2 Earth and	Model or observation

	a month.	Space	log plus mastery check
SC.4.E.5.3	Recognize that Earth revolves around the Sun in a year and rotates on its axis in a 24 hour day.	Unit 2 Earth and Space	Model or observation log plus mastery check
SC.4.E.5.4	Relate that the rotation of Earth (day and night) and apparent movements of the Sun, Moon, and stars are connected.	Unit 2 Earth and Space	Model or observation log plus mastery check
SC.4.E.5.5	Investigate and report the effects of space research and exploration on the economy and culture of Florida.	Unit 2 Earth and Space	Model or observation log plus mastery check
SC.4.E.6.1	Identify the three categories of rocks: igneous, (formed from molten rock); sedimentary (pieces of other rocks and fossilized organisms); and metamorphic (formed from heat and pressure).	Unit 3 Earth Systems and Resources	Model or observation log plus mastery check
SC.4.E.6.2	Identify the physical properties of common earth forming minerals, including hardness, color, luster, cleavage, and streak color, and recognize the role of minerals in the formation of rocks.	Unit 3 Earth Systems and Resources	Model or observation log plus mastery check
SC.4.E.6.3	Recognize that humans need resources found on Earth and that these are either renewable or nonrenewable.	Unit 3 Earth Systems and Resources	Model or observation log plus mastery check
SC.4.E.6.4	Describe the basic differences between physical weathering (breaking down of rock by wind, water, ice, temperature change, and plants) and erosion (movement of rock	Unit 3 Earth Systems and	Model or observation log plus mastery

	by gravity, wind, water, and ice).	Resources	check
SC.4.E.6.5	Investigate how technology and tools help to extend the ability of humans to observe very small things and very large things.	Unit 3 Earth Systems and Resources	Model or observation log plus mastery check
SC.4.E.6.6	Identify resources available in Florida (water, phosphate, oil, limestone, silicon, wind, and solar energy).	Unit 3 Earth Systems and Resources	Model or observation log plus mastery check
SC.4.P.8.1	Measure and compare objects and materials based on their physical properties including: mass, shape, volume, color, hardness, texture, odor, taste, attraction to magnets.	Unit 4 Matter and Magnetism	Lab task plus mastery check
SC.4.P.8.2	Identify properties and common uses of water in each of its states.	Unit 4 Matter and Magnetism	Lab task plus mastery check
SC.4.P.8.3	Explore the Law of Conservation of Mass by demonstrating that the mass of a whole object is always the same as the sum of the masses of its parts.	Unit 4 Matter and Magnetism	Lab task plus mastery check
SC.4.P.8.4	Investigate and describe that magnets can attract magnetic materials and attract and repel other magnets.	Unit 4 Matter and Magnetism	Lab task plus mastery check
SC.4.P.9.1	Identify some familiar changes in materials that result in other materials with different characteristics, such as decaying animal or plant matter, burning, rusting, and cooking.	Unit 4 Matter and Magnetism	Lab task plus mastery check

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## Appendix 11 Intervention and Enrichment Menu

### Targeted supports

1. Vocabulary and background knowledge supports for science concepts
2. Guided reading of diagrams and data tables with teacher checks
3. Writing scaffolds for claims evidence reasoning explanations
4. Lab support routines including planning and reflection prompts

### **Enrichment options**

1. Extended investigations with teacher approved variables and controls
2. Additional modeling tasks using digital or physical models
3. Science communication products such as posters or short presentations

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## **Appendix 12 Resource Set List and Representation Notes**

The course uses curated resources appropriate for Grade 4. Resource selection supports multiple perspectives and avoids stereotypes. A resource log is maintained using the format below.

<b>Unit</b>	<b>Resource type</b>	<b>Title</b>	<b>Creator</b>	<b>Date</b>	<b>Source location</b>	<b>License basis</b>	<b>Accessibility note</b>	<b>Repre note</b>
Unit 1	Text							
Unit 2	Video							
Unit 3	Image set							
Unit 4	Interactive							
Unit 5	Lab guide							
Unit 6	Text							

Representation review checks include accuracy, age appropriateness, and whether examples reflect inclusive participation in science. When concerns are identified, the resource is replaced or additional context is provided.

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## Appendix 13 Instructional Materials Review Process

1. Annual review of core materials and embedded links prior to each school year
2. Standards alignment check using the coverage map and assessment blueprint
3. Quality check for clarity, appropriateness, bias, and accessibility
4. Licensing verification for third party content
5. Documentation of changes and approvals in a materials log

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## Appendix 14 Third Party Content and Attribution Protocol

### Attribution rules

1. Every third party text, image, audio, or video includes attribution identifying the source and license basis
2. External links are reviewed for appropriateness, privacy impact, and stability prior to publication
3. Attribution records are updated when content is updated or replaced

### Attribution log format

Item	Type	Source	License basis	Placement in course	Date verified	Reviewer
	Image					
	Text excerpt					
	Video					

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## Appendix 15 Teacher Facilitation Guide

### Weekly cadence

1. Review progress dashboards and identify learners needing reteach or enrichment
2. Provide rubric based feedback on lab tasks and written explanations
3. Conduct small group support sessions aligned to benchmark gaps
4. Document contacts and interventions for learners off pace

## **Mastery verification**

1. Review item level results for unusual mastery check patterns
2. Use conferences and short oral checks when understanding needs verification

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## **Appendix 16 Student Goal Setting and Reflection Routine**

### **Weekly routine**

1. Set one content goal and one skill goal such as explaining evidence clearly
2. Track completion of assigned tasks and note questions for the teacher
3. Reflect on feedback and identify one improvement action

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## **Appendix 17 Lesson Structure Blueprint**

1. Objective stated in learner friendly language
2. Direct instruction with an example using a model or investigation scenario
3. Guided practice with feedback
4. Independent practice aligned to the objective
5. Checkpoint and teacher review point
6. Optional scaffolds and optional enrichment

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## **Appendix 18 Structured Peer Interaction Plan**

1. Discussion prompts requiring evidence from investigations or readings
2. Peer response expectations focused on clarifying reasoning and adding evidence
3. Teacher moderation and enforcement of communication norms

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## **Appendix 19 Feedback and Conferencing Protocol**

1. Written feedback is specific, actionable, and tied to rubric criteria and benchmark language
2. Conferences are scheduled for learners needing reteach or verification of understanding
3. Each conference ends with a documented action plan

### **Action plan record format**

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Learner	Benchmark focus	Support action	Due date	Evidence to collect	Family contact note

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## Appendix 20 Project Portfolio Requirements

### Portfolio artifacts

1. Investigation or lab report artifact
2. Model or diagram artifact
3. Evidence based written explanation product
4. Reflection entries documenting growth

### Portfolio review checklist

1. All required artifacts present
2. Rubrics attached for scored artifacts
3. Learner reflections completed for each unit
4. Teacher verification note recorded

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## Appendix 21 Alternate Demonstration Options Guidance

When a learner requires an alternate method to demonstrate mastery, the teacher selects an option that measures the same benchmark demand and uses a comparable scoring guide.

1. Oral response recorded and scored with the same evidence criteria
2. Graphic organizer plus short explanation for some tasks when appropriate
3. Photo or video of a hands on investigation artifact with a written or oral explanation when appropriate and documented

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## Appendix 22 Rubrics

Rubrics are shared at the start of each major task. Rubrics define criteria and performance levels aligned to Grade 4 expectations.

### Lab task and explanation rubric criteria

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Criteria	Level 4	Level 3	Level 2	Level 1
Scientific accuracy	Accurate and complete explanation	Mostly accurate with minor gaps	Some inaccuracies or gaps	Many inaccuracies or unclear
Evidence and reasoning	Uses evidence clearly with reasoning	Uses evidence with some reasoning	Limited or unclear evidence	No evidence
Procedure and recording	Procedure clear and records complete	Mostly clear with minor gaps	Some missing steps or records	Incomplete or unclear
Conventions	Few errors do not impede meaning	Some errors rarely impede meaning	Frequent errors sometimes impede meaning	Errors impede meaning

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## Appendix 23 Course Navigation and Readability Standards

Navigation is consistent across units so learners can locate lessons, tasks, and feedback efficiently.

### Navigation rules

1. Each unit contains the same sequence: overview, lessons, practice, assessment, reflection
2. Assignments include clear titles and submission expectations
3. Rubrics are attached to major tasks in a consistent location within each unit

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## Appendix 24 Accessibility and UDL Implementation Guide

1. Multiple means of representation through text, visuals, models, and examples
2. Multiple means of engagement through choice based tasks and interest aligned investigations
3. Multiple means of action and expression through documented alternate demonstration options when appropriate
4. Accessibility features including headings, alt text, captions, transcripts, and keyboard navigation compatibility

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## **Appendix 25 Multimedia Accessibility and Usability Requirements**

1. Video includes captions and audio includes transcripts when used for instruction
2. Images include descriptive alt text when they convey meaning
3. Interactive elements include clear instructions and are operable using keyboard navigation where applicable
4. Media is tested on common devices and browsers used by families

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## **Appendix 26 Vendor Accessibility Statements and Conformance References**

For each required technology used in the course, the provider maintains an accessibility statement and conformance documentation and makes it available for review.

<b>Technology</b>	<b>Purpose</b>	<b>Accessibility statement availability</b>	<b>Conformance documentation</b>
Learning platform	Content delivery, submissions, feedback	Available in platform help resources	Accessibility conformance report or equivalent
Assessment engine	Mastery checks and quizzes	Available from vendor	Accessibility conformance report or equivalent
Media tools	Instructional media delivery	Available from vendor	Accessibility conformance report or equivalent

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## **Appendix 27 Student Data Privacy and Security Policy**

### **Principles**

1. Data minimization for instruction and reporting needs
2. Role based access limited to staff with legitimate educational interest
3. Security controls including encryption in transit and at rest where supported
4. Vendor management with contractual privacy and security obligations
5. Incident response process for suspected breaches

## Public reporting

Public reporting uses aggregated data with suppression or combining for small groups to avoid identification.

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## Appendix 28 Access Control and Role Permissions

Role	Typical access	Key restrictions
Student	Own coursework, submissions, feedback, grades	No access to other students records
Parent or guardian	Own student progress and communications	No access to other families
Teacher	Assigned rosters, coursework data, assessment results	Access limited to assigned students
School administrator	Schoolwide reports and audit views	Access logged and reviewed
Support staff	Technical diagnostics and ticketing	Access limited to what is needed for resolution

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## Appendix 29 Course Tool Inventory and Purpose Mapping

Tool category	Use in this course	Data elements used	Notes
Learning platform	Delivers lessons and collects submissions	Student identifiers, progress, submissions, feedback	Primary system for coursework records
Assessment engine	Mastery checks and quizzes	Item responses and scores	Supports progress monitoring
Messaging	Student teacher communication	Message content and timestamps	Retention consistent with policy
Media	Instructional	Access logs when	Captions and transcripts

delivery

demonstrations

enabled

provided for instructional media

## Appendix 30 Gradebook and Assessment Scoring Description

1. Every graded item is associated with a category and a benchmark reference where applicable
2. Scores are recorded at the item level and roll up to category weights
3. Teachers score lab tasks with rubrics and attach feedback
4. Grade exports support records and reporting workflows

## Appendix 31 Adaptive and Automated Feedback Use Protocol

Automated supports may provide immediate practice feedback. Teachers remain responsible for instructional decisions and scoring of major work products.

1. Teachers review performance data to assign targeted instruction and practice
2. Major work products are scored by teachers using rubrics
3. Automated feedback is monitored for alignment to Grade 4 expectations

## Screens referenced in appendices

The following screens illustrate how learners and families access required information within the public site and within the learning platform.

Unbound Science Grade 4 Course Overview	
Menu	What you will learn
Course overview Syllabus Units Teacher contact Support	Nature of science and scientific thinking Earth and space concepts including patterns and models Earth materials resources weathering and tools Matter magnetism and changes in materials Energy heat and motion applications Life science including plants animals and ecosystems

## Screen 1 Course overview page

<b>Orientation Module Science Grade 4</b>	
<b>Menu</b> Start here How mastery works How to submit work Accessibility settings Digital citizenship	<b>Orientation checklist</b> Complete navigation tour Review course policies Complete readiness activity Set weekly learning goal Confirm you can access support

## Screen 2 Orientation module

<b>Teacher Contact and Conferences</b>	
<b>Menu</b> Message teacher Conference request Office hours Feedback	<b>Contact options</b> Send a secure message in the platform Request a conference time View office hours and response time expectations Escalate urgent access issues through support

## Screen 3 Teacher contact and conferences

## Learner Progress Dashboard

<b>Menu</b> Units Mastery status Lab work Projects Attendance	<b>Progress overview</b> Unit mastery status with percent complete Recent feedback on lab tasks and explanations Upcoming mastery checks and investigation due dates Recommended practice based on recent results
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## Screen 4 Learner progress dashboard

<b>Support Center</b>	
<b>Menu</b> Help articles Submit a ticket Live support Device check	<b>Submit a support request</b> Select issue category Describe the problem and attach screenshot if needed Provide learner name and course Track ticket status and resolution notes

## Screen 5 Support center