

# 4th Grade - Earth Science - Soils, Rocks, & Landforms

Content Area: **Social Studies**  
Course(s):  
Time Period: **Marking Period 1**  
Length: **3-4 weeks**  
Status: **Published**

## Course Pacing Guide

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Unit	MP/Trimester	Weeks
Investigation 1- Soils and Weathering	1,2,or 3 (teacher rotate)	3
Investigation 2-Landforms	1,2,or 3 (teacher rotate)	3
Investigation 3-Mapping Earth's Surface	1,2,or 3 (teacher rotate)	3
Investigation 4-Natural Resources	1,2,or 3 (teacher rotate)	3

## Unit Overview

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The Soils, Rocks, and Landform module provides students with firsthand experiences with soils and rocks and modeling experiments using tools such as topographic maps and stream tables to study changes to rocks and landforms at Earth's surface.

## Enduring Understandings

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Soils are composed of different kinds and amounts of earth materials and humus; they can be described by their properties.

Water exists in three states.

Earth materials are natural resources. Some resources are renewable, others are not.

Humans can use scientific knowledge and engineering design to reduce the impact of Earth's hazards.

Landforms and bodies of water can be represented in models and maps.

Physical and chemical weathering breaks rock into smaller pieces (sediments).

Downhill movement of water as it flows to the ocean shapes land.

Erosion is the movement of sediments; deposition is the process by which sediments come to rest in another place.

Sediments usually form flat, horizontal layers. Sediments turn into solid rock over time. The presence and location of certain fossil types indicate the order in which rock layers were formed.

Landslides, earthquakes, and volcanoes can produce significant changes in landforms in a short period of time.

Some changes to Earth's surface happen quickly, others more slowly.

Some events happen in cycles; others have a beginning and an end.

## **Essential Questions**

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What is soil?

What causes big rocks to break down into smaller rocks?

How are rocks affected by acid rain?

What's in our schoolyard soils?

How do weathered rock pieces move from one place to another?

How does slope affect erosion and deposition?

How do floods affect erosion and deposition?

Where are erosion and deposition happening in our schoolyard?

How do fossils get in rocks and what can they tell us about the past?

How can we represent the different elevations of landforms?

How can we draw the profile of a mountain from a topographic map?

How can scientists and engineers help reduce the impacts that events like volcanic eruptions might have on people?

What events can change Earth's surface quickly?

What are natural resources and what is important to know about them?

How are natural resources used to make concrete?

How do people use natural resources to make or build things?

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## **New Jersey Student Learning Standards (No CCS)**

SCI.3-4.5.4.4.C.1	Create a model to represent how soil is formed.
SCI.3-4.5.4.4.C.a	Rocks can be broken down to make soil.
SCI.3-4.5.4.4.C.b	Earth materials in nature include rocks, minerals, soils, water, and the gases of the atmosphere. Attributes of rocks and minerals assist in their identification.
SCI.3-4.5.4.4.E.1	Develop a general set of rules to predict temperature changes of Earth materials, such as water, soil, and sand, when placed in the Sun and in the shade.

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## **Interdisciplinary Connections**

### **ELA/Literacy**

RI 1: Refer to details/examples when explaining what the text says and when drawing inferences from text.

RI 2: Determine the main idea of a text and explain how it is supported by key details; summarize the text.

RI 3: Explain procedures or concepts in a scientific text.

RI 4: Determine the meaning of general academic domain-specific words or phrases.

RI 5: Describe the overall structure of information in a text.

RI 6: Compare and contrast a firsthand and secondhand account of the same topic.

RI 7: Interpret information presented visually, and explain how the information contributes to an understanding of the text.

RI 8: Explain how an author uses reasons and evidence to support particular points in a text.

RI 9: Integrate information from two texts on the same topic.

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W 2: Write informative/explanatory text.

W 5: Strengthen writing by revising.

W 8: Gather relevant information from experiences and print, and categorize the information.

W 9: Draw evidence from informational texts to support reflection.

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SL 1: Engage in collaborative discussions.

SL 2: Paraphrase information presented orally.

SL 3: Identify the reasons and evidence a speaker provides.

SL 4: Report on a text in an organized manner, using appropriate facts and relevant details.

SL 5: Add visual displays to presentations.

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L 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases.

L 5: Demonstrate understanding of word relationships.

## Math

4.G.A.3 Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded across the line into matching parts. Identify line symmetric

figures and draw lines of symmetry.

## Technology Standards

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TECH.8.1.5

Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

TECH.8.1.5.A.2

Format a document using a word processing application to enhance text and include graphics, symbols and/or pictures.

TECH.8.1.5.A.3

Use a graphic organizer to organize information about problem or issue.

## **21st Century Themes/Careers**

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Digital media will be used incorporated in project presentations. This module will develop students' abilities to do and understand scientific inquiry. Students will identify questions, design and conduct scientific investigations to answer those questions, employ tools to gather, analyze, and interpret data. They will use data to construct reasonable explanations, develop and communicate investigations and evidence and understand that scientists use different kinds of investigations and tools to develop explanations using evidence and knowledge. This module will develop and extend students' understandings about science and technology. Students will work collaboratively in teams and use tools and scientific techniques to make better observations.

## **Instructional Strategies & Learning Activities**

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- Establish prior knowledge
- Present new material in small steps
- Think Aloud/modeling
- Guided Practice
- State the objective
- Use graphic organizers/anchor charts
- Concept sorting
- Check for understanding
- Provide feedback
- Student-led discussion strategies
- Cooperative learning
- Tiered instructional activities
- Differentiation
- Small group instruction

## **Differentiated Instruction**

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- Curriculum Map
- Inquiry/Problem-Based Learning
- Learning preferences integration (visual, auditory, kinesthetic)
- Sentence & Discussion Stems
- Tiered Learning Targets
- Learning through play
- Relationship-Building & Team-Building
- Student Data Inventories

- Mastery Learning (feedback toward goal)
- Game-Based Learning
- Grouping
- Rubrics
- Jigsaws
- Learning Through Workstations
- Concept Attainment
- Flipped Classroom
- Assessment Design & Backwards Planning
- Student Interest & Inventory Data
- i-Checks as provided by FOSS curriculum
- EL Notes as outlined in FOSS Teacher Manual

### **Formative Assessments**

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- Notebook Entries
- Revisions to Written Responses to Focus Questions

### **Summative Assessment**

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- Written Responses to Focus Questions per Investigation/Part
- Performance Assessments

### **Benchmark Assessments**

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- Investigation I-Checks
- Surveys

### **Resources & Technology**

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The following resources are available on the Teacher Module on the FOSS webpage.

- Word Wall Cards
- Streaming Videos
- Teaching Slides (Smart Notebook, ActivInspire, etc.)
- List of Recommended Books
- List of Recommended Websites

- Online Activities from each investigation

## **BOE Approved Texts**

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- FOSS Soils, Rocks, and Landforms Investigations Guide - Teacher Manual
- FOSS Soils, Rocks, and Landforms - Student Textbook

## **Closure**

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- Snowstorm - Students write down what they learned on a piece of scratch paper and wad it up. Given a signal, they throw their paper snowballs in the air. Then each learner picks up a nearby response and reads it aloud.
- Gallery Walk - On chart paper, small groups of students write and draw what they learned. After the completed works are attached to the classroom walls, others students affix post-its to the posters to extend on the ideas, add questions.
- Sequence It - create timelines of major events discussed
- Low-Stakes Quizzes - Give a short quiz using technologies like Kahoot or a Google form.
- Have students write down three quiz questions (to ask at the beginning of the next class).
- Question Stems - Have students write questions about the lesson on cards, using [question stems framed around Bloom's Taxonomy](#). Have students exchange cards and answer the question they have acquired.
- Have students dramatize a real-life application of a skill.
- Ask a question. Give students ten seconds to confer with peers before you call on a random student to answer. Repeat.
- Have kids orally describe a concept, procedure, or skill in terms so simple that a child in first grade would get it.
- Direct kids to raise their hands if they can answer your questions. Classmates agree (thumbs up) or disagree (thumbs down) with the response.
- Kids write notes to peers describing what they learned from them during class discussions.
- Ask students to summarize the main idea in under 60 seconds to another student acting as a well-known personality who works in your discipline. After summarizing, students should identify why the famous person might find the idea significant.
- Ask students to write what they learned, and any lingering questions on an "exit ticket". Before they leave class, have them put their exit tickets in a folder or bin labeled either "Got It," "More Practice, Please," or "I Need Some Help!"

## **ELL**

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- Alternate Responses
- Advance Notes
- Extended Time
- Teacher Modeling

- Simplified Written and Verbal Instructions
- Frequent Breaks
- E-Dictionaries
- Google Translate

## **Special Education**

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- Shorten assignments to focus on mastery of key concepts.
- Substitute alternatives for written assignments (clay models, posters, panoramas, collections, etc.)
- Specify and list exactly what the student will need to learn to pass.
- Provide a computer for written work.
- Seat the student close to the teacher or a positive role model.
- Provide an unobstructed view of the chalkboard, teacher, movie screen, etc.
- Keep extra supplies of classroom materials (pencils, books) on hand.
- Give directions in small steps and in as few words as possible.
- Number and sequence the steps in a task.
- Have student repeat the directions for a task.
- Provide visual aids.
- Go over directions orally.
- Provide a vocabulary list with definitions.
- Permit as much time as needed to answer Focus Questions.
- Have text material read to the student, and allow oral responses.
- Allow use of notes and textbooks to answer Focus Questions.
- Show a model of the end product of directions (e.g., a completed math problem or finished quiz).
- Stand near the student when giving directions or presenting a lesson.
- Permit a student to revise written responses for a better grade.
- Provide graphic organizers to record data throughout investigations and experiments.
- Provide sentence starters to organize written responses to Focus Questions.
- Highlight lines to assist student penmanship and line spacing.

## **504**

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- preferential seating
- extended time on tests and assignments
- reduced homework or classwork
- verbal, visual, or technology aids
- modified textbooks or audio-video materials
- behavior management support
- verbal testing
- occupational or physical therapy



## **At Risk**

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- Use of mnemonics
- Have student restate information
- Provision of notes or outlines
- Concrete examples
- Peer or scribe note-taking
- Lab and math sheets with highlighted instructions
- Verbal and visual cues regarding directions and staying on task
- Adjusted assignment timelines
- Immediate feedback
- Work-in-progress check
- Pace long-term projects
- Film or video supplements in place of reading text
- Cue/model expected behavior

## **Gifted and Talented**

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Focus on effort and practice

Offer the Most Difficult First

Offer choice

Speak to Student Interests

Allow G/T students to work together

Encourage risk taking