

# Unit 2: Energy

Content Area: **Science**  
Course(s): **Sample Course**  
Time Period: **NovDec**  
Length: **4.5 Weeks & Fourth Grade**  
Status: **Published**

## **Title Section**

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## **Department of Curriculum and Instruction**



**Belleville Public Schools**

**Curriculum Guide**

**Science Grade 4**

**Unit 2: Energy**

**Belleville Board of Education**

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## **Unit Overview**

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Unit two provides detailed information about energy. The content within the unit focuses on discovering what energy is and how it is transferred. The transfer of energy requires speed which may result in a collision of energy. Collision changes energy in different ways.

(Reference HMH Science Dimensions, Unit 2)

## **Enduring Understanding**

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- Energy is the ability to cause change in matter.
- Humans use energy every day.
- Light, sound, heat, and motion are different forms of energy.
- All life on Earth depends on light and heat from the Sun.
- Heat is energy that transfers, or moves, between objects with different temperatures.
- Sound is energy that travels in vibrations.
- Motion energy is anything that is moving.
- The speed and weight of an object affect its energy.
- Sounds differ between soft and loud based on energy transfer.
- Energy transfer is a movement of energy from place to place or from one object to another.
- Energy transformation is a change in energy from one form to another.
- Radio waves, microwaves, and x-rays are energy waves that are not visible, but carry energy as they travel and spread out.

- Collisions happen when two objects bump into each other.

## **Essential Questions**

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- What is energy?
- What are different forms of energy?
- How does energy cause change?
- How does energy change form?
- How is energy transferred?
- How does energy relate to loudness of a sound?
- How do collisions show energy?

## **Exit Skills**

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By the end of Grade 4, Science Unit 2, the student should be able to:

- Ask questions and define problems
- Construct explanations and design solutions
- Define and delimit engineering problems
- Develop possible solutions
- Optimize the design solution
- Analyze the influence of science, engineering, and technology on society and the natural world

## New Jersey Student Learning Standards (NJSLS-S)

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4-PS3-1	Use evidence to construct an explanation relating the speed of an object to the energy of that object.
4-PS3-4	Apply scientific ideas to design, test, and refine a device that converts energy from one form to another.
4-PS3-2	Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents.

### Interdisciplinary Connections

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#### Connections to Math:

- **MP.2:** Reason abstractly and quantitatively.
- **MP.4:** Model with mathematics.

#### Connections to English Language Arts:

- View "linked" standards below

LA.W.4.7	Conduct short research projects that build knowledge through investigation of different aspects of a topic.
LA.W.4.8	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

### Learning Objectives

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#### In Unit 2, students will demonstrate the ability to:

HMH Science Dimensions, Unit 2 - Lesson 1:

- **Differentiate** between sound, light, heat, and motion energy
- **Evaluate** the importance of the sun's energy
- **Explain** how electrical energy is transferred

HMH Science Dimensions, Unit 2 - Lesson 2:

- **Distinguish** between light, sound, and heat energy transfers
- **Illustrate** the changes which result from energy transfers by providing evidence
- **Conclude** how energy relates to the loudness of a sound

HMH Science Dimensions, Unit 2 - Lesson 3:

- **Generate** reasons to explain how energy changes when objects in motion collide
- **Infer** how weight and size can affect collisions
- **Analyze** the relationship between speed and energy through experiments

Below are examples of action verbs associated with each level of the Revised Bloom's Taxonomy. These are useful in writing learning objectives, assignment objectives and exam questions.

Remember	Understand	Apply	Analyze	Evaluate	Create
Choose	Classify	Choose	Categorize	Appraise	Combine
Describe	Defend	Dramatize	Classify	Judge	Compose
Define	Demonstrate	Explain	Compare	Criticize	Construct
Label	Distinguish	Generalize	Differentiate	Defend	Design
List	Explain	Judge	Distinguish	Compare	Develop
Locate	Express	Organize	Identify	Assess	Formulate
Match	Extend	Paint	Infer	Conclude	Hypothesize
Memorize	Give Examples	Prepare	Point out	Contrast	Invent
Name	Illustrate	Produce	Select	Critique	Make
Omit	Indicate	Select	Subdivide	Determine	Originate
Recite	Interrelate	Show	Survey	Grade	Organize
Select	Interpret	Sketch	Arrange	Justify	Plan
State	Infer	Solve	Breakdown	Measure	Produce
Count	Match	Use	Combine	Rank	Role Play
Draw	Paraphrase	Add	Detect	Rate	Drive
Outline	Represent	Calculate	Diagram	Support	Devise
Point	Restate	Change	Discriminate	Test	Generate
Quote	Rewrite	Classify	Illustrate		Integrate
Recall	Select	Complete	Outline		Prescribe
Recognize	Show	Compute	Point out		Propose
Repeat	Summarize	Discover	Separate		Reconstruct
Reproduce	Tell	Divide			Revise
	Translate	Examine			Rewrite
	Associate	Graph			Transform
	Compute	Interpolate			
	Convert	Manipulate			
	Discuss	Modify			
	Estimate	Operate			
	Extrapolate	Subtract			
	Generalize				
	Predict				



## Suggested Activities & Best Practices

### HMH Science Dimensions, Unit 2 - Lesson 1:

- **Engage:** "Can You Explain It?" lesson
- **Explore/Explain:** "Energy Is All Around?" and "Energy Transfer" lessons and hands-on activity (Exploration 1 & 2)
- **Elaborate:** "Discover More" extension activity
- **Evaluate:** "Lesson Check" and "Lesson Roundup" assessments (formative/summative)

### HMH Science Dimensions, Unit 2 - Lesson 2:

- **Engage:** "Can You Explain It?" lesson
- **Explore/Explain:** "Heat," "Here Comes the Sun," and "Seeing Sound" lessons and hands-on activity (Exploration 1, 2, & 3)
- **Elaborate:** "Discover More" extension activity

- **Evaluate:** "Lesson Check" and "Lesson Roundup" assessments (formative/summative)

### **HMH Science Dimensions, Unit 2 - Lesson 3:**

- **Engage:** "Can You Explain It?" lesson and hands-on activity
- **Explore/Explain:** "Things That Move Have Energy," "Wonderful Springs," and "Collisions" lessons and hands-on activity (Exploration 1, 2, & 3)
- **Elaborate:** "Discover More" extension activity
- **Evaluate:** "Lesson Check" and "Lesson Roundup" assessments (formative/summative)

### **HMH Science Dimensions, Unit 2 - Performance Task (Energy Transfers All Around):**

- **Define Task**
- **Research**
- **Examine Data**
- **Plan**
- **Perform and Record**
- **Communicate**

### **HMH Science Dimensions, Unit 2 - Unit Project (Truck Pull):**

- **Plan and Design**
- **Analyze Results**
- **Claims, Evidence, and Reasoning**

## **Evidence of Student Learning - Checking for Understanding (CFU)**

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- Admit Tickets
- Anticipation Guide
- Compare & Contrast
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets

- Explaining
- Fist- to-Five or Thumb-Ometer
- KWL Chart
- Outline
- Question Stems
- Quickwrite
- Quizzes
- Red Light, Green Light
- Self- assessments
- Study Guide
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Unit tests

## **Primary Resources & Materials**

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Houghton Mifflin Harcourt- HMH Science Dimensions, 2018

## **Ancillary Resources**

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Science Weekly, Scholastic News, NewsELA, YouTube/TeacherTube, National Geographics Kids, Science Channel

## **Technology Infusion**

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SMARTboard, PowerPoint, Prezi, Social Media, relevant YouTube/TeacherTube videos, HMH Science Dimensions Digital Component, Laptops, WebQuests, Kahoot, Quia



## **Alignment to 21st Century Skills & Technology**

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### **Key SUBJECTS AND 21st CENTURY THEMES**

Mastery of key subjects and 21st century themes is essential for all students in the 21st century.

Key subjects include:

- English, reading or language arts
- Mathematics
- Science

## **21st Century Skills/Interdisciplinary Themes**

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- Communication and Collaboration
- Creativity and Innovation
- Critical thinking and Problem Solving
- ICT (Information, Communications and Technology) Literacy
- Information Literacy
- Life and Career Skills
- Media Literacy

## **21st Century Skills**

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- Environmental Literacy
- Global Awareness
- Health Literacy

## **Differentiation**

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### **Differentiations:**

- Small group instruction
- Small group assignments
- Extra time to complete assignments
- Repeat directions
- Use manipulatives
- Center-based instruction
- Study guides
- Teacher reads assessments allowed
- Scheduled breaks

- Rephrase written directions
- Additional time
- Preview vocabulary
- Preview content & concepts
- Behavior management plan
- Highlight text
- Student(s) work with assigned partner
- Small group setting

#### **Hi-Prep Differentiations:**

- Alternative formative and summative assessments
- Choice boards
- Games
- Independent research and projects
- Learning contracts
- Leveled rubrics
- Multiple intelligence options
- Multiple texts
- Project-based learning
- Problem-based learning
- Stations/centers
- Think-Tac-Toes
- Tiered activities/assignments
- Tiered products
- Varying organizers for instructions

#### **Lo-Prep Differentiations**

- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Think-Pair-Share
- Varied supplemental materials

## **Intervention Strategies**

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- allowing students to correct errors (looking for understanding)
- teaching key aspects of a topic. Eliminate nonessential information
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
- allowing students to select from given choices

- allowing the use of note cards or open-book during testing
- collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.
- decreasing the amount of work presented or required
- having peers take notes or providing a copy of the teacher's notes
- marking students' correct and acceptable work, not the mistakes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using authentic assessments with real-life problem-solving
- using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify

## **Special Education Learning**

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- printed copy of board work/notes provided
- additional time for skill mastery
- behavior management plan
- check work frequently for understanding
- computer or electronic device utilizes
- extended time on tests/ quizzes
- have student repeat directions to check for understanding
- highlighted text visual presentation
- modified assignment format
- modified test content
- modified test format
- modified test length
- multiple test sessions
- preferential seating
- preview of content, concepts, and vocabulary
- reduced/shortened reading assignments
- Reduced/shortened written assignments
- secure attention before giving instruction/directions
- shortened assignments
- student working with an assigned partner

- Use open book, study guides, test prototypes

## English Language Learning (ELL)

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- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarify
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
- allowing students to correct errors (looking for understanding)
- allowing the use of note cards or open-book during testing
- decreasing the amount of work presented or required
- having peers take notes or providing a copy of the teacher's notes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using true/false, matching, or fill in the blank tests in lieu of essay tests

## Sample Lesson

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Using the template below, please develop a **Sample Lesson** for the first unit only.

Unit Name:

NJSLS:

Interdisciplinary Connection:

Statement of Objective:

Anticipatory Set/Do Now:

Learning Activity:

Student Assessment/CFU's:

Materials:

21st Century Themes and Skills:

Differentiation/Modifications:

Integration of Technology: