

# Unit 7: Rocks and Fossils

Content Area: **Science**  
Course(s): **Sample Course**  
Time Period: **May**  
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 7: Rocks and Fossils**

**Belleville Board of Education**

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## **Unit Overview**

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Unit seven provides detailed information about Fossils and Rocks. The content within the unit explores the different layers of rocks and how they change. The unit focuses on discovering what can be learned about fossils and ancient environments. Patterns in fossils help to learn about the past.

(Reference HMH Science Dimensions, Unit 7)

## **Enduring Understanding**

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- Fossils form when ancient living things die and become preserved in rocks.
- Fossils and rocks provide information about the past.
- Fossils can teach us about the kinds of animals that used to roam Earth, what the weather may have been like, and what the environment might have been like.
- The relative age of rocks can be determined where they fall in a sequence.
- Information from fossils and rock layers can explain how an environment has changed over time.
- Processes and forces can change Earth's landscape.

## **Essential Questions**

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- How do rock layers change?
- How can the relative age of rocks be determined?
- What evidence can be revealed about ancient environments and organisms from fossils?
- How can fossils and rock layers indicate an environment has changed over time?
- What are some patterns revealed from fossils?
- How do processes and forces change Earth's landscape?

## **Exit Skills**

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By the end of Grade 4, Science Unit7, 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-ESS1-1

Identify evidence from patterns in rock formations and fossils in rock layers to support an explanation for changes in a landscape over time.

## Interdisciplinary Connections

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### Connections to Math:

- **MP.2:** Reason abstractly and quantitatively.
- **MP.4:** Model with mathematics.
- **MP.5:** Use appropriate tools strategically.
- View "linked" standards below

### 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.
LA.W.4.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
MA.4.MD.A.1	Know relative sizes of measurement units within one system of units including km, m, cm, mm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two column table.

## Learning Objectives

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### In Unit 7, students will demonstrate the ability to:

HMH Science Dimensions, Unit 7 - Lesson 1:

- **Construct** explanations for the ways in which rock layers reveal patterns
- **Examine** the history of planet Earth
- **Analyze** rock layers to gather evidence about how they form

HMH Science Dimensions, Unit 7 - Lesson 2:

- **Examine** fossils representing life from different periods in Earth's history
- **Determine** the habitats in which fossils lived, and draw conclusions about what modern-day organisms the fossils may be related to
- **Analyze** the structure of fossils and living organisms to determine how repeated forms and traits helped these organisms survive in specific environments

HMH Science Dimensions, Unit 7 - Lesson 3:

- **Determine** what past environments were like
- **Construct** explanations for how environments have changed over time

- **Analyze** patterns in rocks and fossils to determine how changes to Earth's surface have affected and will continue to affect rock layers

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.

<b>Remember</b>	<b>Understand</b>	<b>Apply</b>	<b>Analyze</b>	<b>Evaluate</b>	<b>Create</b>
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 7 - Lesson 1:

- **Engage:** "Can You Explain It?" lesson
- **Explore/Explain:** "One Layer at a Time," "Layer on Layer," and "Not What It Used to Be" 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 7 - Lesson 2:

- **Engage:** "Can You Explain It?" lesson
- **Explore/Explain:** "Clues from the Past," "Then and Now," and "Ancient Lands" (Exploration 1, 2, & 3)
- **Elaborate:** "Discover More" extension activity

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

### **HMH Science Dimensions, Unit 7 - Lesson 3:**

- **Engage:** "Can You Explain It?" lesson
- **Explore/Explain:** "Evidence of Environments" and "More Changes" (Exploration 1 & 2)
- **Elaborate:** "Discover More" extension activity
- **Evaluate:** "Lesson Check" and "Lesson Roundup" assessments (formative/summative)

### **HMH Science Dimensions, Unit 7 - Performance Task (Rocking the Layers):**

- **Define Task**
- **Research**
- **Brainstorm**
- **Plan Procedure**
- **Make Model**
- **Communicate**

### **HMH Science Dimensions, Unit 7 - Unit Project (DinoZoo):**

- **Research and Plan**
- **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 Geographic 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: