

# Unit 01: Birth of Rocks

Content Area: **Template**  
Course(s):  
Time Period: **Full Year**  
Length: **FY**  
Status: **Published**

## Standards Alignment

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### New Jersey Student Learning Standards

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#### Practice 3. Planning and carrying out investigations

Planning and carrying out investigations to answer questions or test solutions to problems in 3–5 builds on K–2 experiences and progresses to include investigations that control variables and provide evidence to support explanations or design solutions.

Make observations and/or measurements to produce data to serve as the basis for evidence for an explanation of a phenomenon or test a design solution.

#### Practice 4. Analyzing and interpreting data

Analyzing data in 3–5 builds on K–2 experiences and progresses to introducing quantitative approaches to collecting data and conducting multiple trials of qualitative observations. When possible and feasible, digital tools should be used.

Analyze and interpret data to make sense of phenomena, using logical reasoning, mathematics, and/or computation.

#### Practice 6. Constructing explanations (for science) and designing solutions (for engineering)

Constructing explanations and designing solutions in 3–5 builds on K–2 experiences and progresses to the use of evidence in constructing explanations that specify variables that describe and predict phenomena and in designing multiple solutions to design problems.

Identify the evidence that supports particular points in an explanation.

Generate and compare multiple solutions to a problem based on how well they meet the criteria and constraints of the design solution.

#### Crosscutting Statements

**1. Patterns – Observed patterns in nature guide organization and classification and prompt questions about relationships and causes underlying them.**

Patterns of change can be used to make predictions.

Patterns can be used as evidence to support an explanation.

**2. Cause and Effect: Mechanism and Prediction – Events have causes, sometimes simple, sometimes multifaceted. Deciphering causal relationships, and the mechanisms by which they are mediated, is a major activity of science and engineering.**

Cause and effect relationships are routinely identified, tested, and used to explain change.

#### Connections to Engineering, Technology and Applications of Science Influence of Engineering, Technology, and Science and the Natural World

Engineers improve existing technologies or develop new ones to increase their benefits, decrease known risks, and meet societal demands.

## **Connections to the Nature of Science: Most Closely Associated with Crosscutting Concepts Scientific Knowledge Assumes an Order and Consistency in Natural Systems**

Science assumes consistent patterns in natural systems.

### **ESS1: Earth's Place in the Universe ESS1.C: The History of Planet Earth**

Local, regional, and global patterns of rock formations reveal changes overtime due to earth forces, such as earthquakes. The presence and location of certain fossil types indicate the order in which rock layers were formed. (4-ESS1-1)

### **ESS2: Earth's Systems ESS2.A: Earth Materials and Systems**

Rainfall helps to shape the land and affects the types of living things found in a region. Water, ice, wind, living organisms, and gravity break rocks, soils, and sediments into smaller particles and move them around. (4-ESS2-1)

### **ESS2.B: Plate Tectonics and Large-Scale System Interactions**

The locations of mountain ranges, deep ocean trenches, ocean floor structures, earthquakes, and volcanoes occur in patterns. Most earthquakes and volcanoes occur in bands that are often along the boundaries between continents and oceans. Major mountain chains form inside continents or near their edges. Maps can help locate the different land and water features areas of Earth. (4-ESS2-2)

### **ESS3: Earth and Human Activity ESS3.B: Natural Hazards**

A variety of natural hazards result from natural processes. Humans cannot eliminate natural hazards but can take steps to reduce their impacts. (3-ESS3-1) (4-ESS3-2.)

SCI.2.ESS1.C	The History of Planet Earth
SCI.2.ESS2.A	Earth Materials and Systems
SCI.2.ESS2.B	Plate Tectonics and Large-Scale System Interactions
SCI.3-ESS3	Earth and Human Activity
SCI.3.ESS3.B	Natural Hazards
1-ESS1	Earth's Place in the Universe
2-ESS2	Earth's Systems
4-ESS3-2	Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans.
4-ESS3	Earth and Human Activity
4-ESS2-2	Analyze and interpret data from maps to describe patterns of Earth's features.
4-ESS2	Earth's Systems
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.
4-ESS1	Earth's Place in the Universe
4-ESS2-1	Make observations and/or measurements to provide evidence of the effects of weathering or the rate of erosion by water, ice, wind, or vegetation.

## **Integration of Career Readiness, Life Literacies and Key Skills**

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CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP3	Attend to personal health and financial well-being.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP5	Consider the environmental, social and economic impacts of decisions.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP7	Employ valid and reliable research strategies.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP9	Model integrity, ethical leadership and effective management.
CRP.K-12.CRP10	Plan education and career paths aligned to personal goals.
CRP.K-12.CRP11	Use technology to enhance productivity.
CRP.K-12.CRP12	Work productively in teams while using cultural global competence.

## **Technology / Integration of Computer Science and Design Thinking**

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TECH.8.2.5	Technology Education, Engineering, Design, and Computational Thinking - Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.
TECH.8.2.5.C	Design: The design process is a systematic approach to solving problems.
TECH.8.2.5.C.1	Collaborate with peers to illustrate components of a designed system.
TECH.8.2.5.C.2	Explain how specifications and limitations can be used to direct a product's development.
TECH.8.2.5.C.4	Collaborate and brainstorm with peers to solve a problem evaluating all solutions to provide the best results with supporting sketches or models.
TECH.8.2.5.D	Abilities for a Technological World: The designed world is the product of a design process that provides the means to convert resources into products and systems.
TECH.8.2.5.D.1	Identify and collect information about a problem that can be solved by technology, generate ideas to solve the problem, and identify constraints and trade-offs to be considered.
TECH.8.2.5.D.2	Evaluate and test alternative solutions to a problem using the constraints and trade-offs identified in the design process to evaluate potential solutions.

## **Interdisciplinary Connections: NJSLA for ELA, Social Studies, Science and/or Math Section**

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### Key Ideas and Details

LA.K-12.NJSLA.R1	Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
LA.K-12.NJSLA.R2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
LA.K-12.NJSLA.R3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

LA.RI.4	Reading Informational Text Key Ideas and Details
LA.RI.4.1	Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
LA.K-12.NJSLSA.W	Writing
LA.RI.4.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.  Text Types and Purposes
LA.RI.4.3	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
LA.K-12.NJSLSA.W1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
LA.K-12.NJSLSA.W2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.  Text Types and Purposes
LA.W.4.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
LA.W.4.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

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## **Integration of Diversity, Equity and Inclusion; Climate Change; Informational and Media Literacy**

see Crosswalks

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## **21st Century Life and Careers**

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### **Stage I: Desired Results**

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### **Transfer/Overview/Rationale**

<b>Transfer / Overview / Rationale</b>
<p>Unit Rationale</p> <p>The purpose of this unit...</p> <p>...is for students to develop an understanding of the effects of weathering or the rate of erosion by water, ice, wind, or vegetation; apply their knowledge of natural Earth processes to generate and compare multiple solutions to reduce the</p>

impacts of such processes on humans; and analyze and interpret data from maps in order to describe patterns of Earth's features.

(4th Grade NGSS Storyline)

## **Meaning**

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## **Essential Questions**

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Essential Questions

- What do the shapes of landforms and rock formations tell us about the past?
- Is it possible to engineer ways to protect humans from natural Earth?

## **Enduring Understanding/Indicators of Understanding**

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Enduring Understanding/Indicators of Understanding

(Crosscutting Concepts)

- Patterns can be used as evidence to support an explanation.
- Science assumes consistent patterns in natural systems.
- Cause and effect relationships are routinely identified, tested, and used to explain change.
- Engineers improve existing technologies or develop new ones to increase their benefits, to decrease known risks, and to meet societal demands.

## **Acquisition (Student Learning Objectives)**

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## Knowledge

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### Knowledge

Students will know...

(Disciplinary Core Ideas)

- Local, regional, and global patterns of rock formations reveal changes over time due to earth forces, such as earthquakes. The presence and location of certain fossil types indicate the order in which rock layers were formed.
- Rainfall helps to shape the land and affects the types of living things found in a region. Water, ice, wind, living organisms, and gravity break rocks, soils, and sediments into smaller particles and move them around.
- Living things affect the physical characteristics of their regions.
- The locations of mountain ranges, deep ocean trenches, ocean floor structures, earthquakes, and volcanoes occur in patterns. Most earthquakes and volcanoes occur in bands that are often along the boundaries between continents and oceans. Major mountain chains form inside continents or near their edges. Maps can help locate the different land and water features/areas of Earth.
- A variety of hazards result from natural processes. Humans cannot eliminate the hazards but can take steps to reduce their impacts.
- Testing a solution involves investigating how well it performs under a range of likely conditions.

## Skills

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### Skills

Student will be skilled at ...

(Science and Engineering Practices)

- Analyzing and interpreting data to make sense of phenomena using logical reasoning.
- Identifying the evidence that supports particular points in an explanation.
- Generating and comparing multiple solutions to a problem based on how well they meet the criteria and constraints of the design solution.
- Making observations and/or measurements to produce data to serve as the basis for evidence for an explanation of a phenomenon.

## Stage 3: Learning Plan

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## Resource and Mentor Texts

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### Resources and Mentor Texts

#### Texts

- *Science Notebooks: Writing about Inquiry* by Lori Fulton & Brian Campbell
- *Perfect Pairs: Using Fiction and Nonfiction Picture Books to Teach Life Science, Grade 3-5* by Melissa Steward and Nancy Chesley

#### E-Texts (link below)

- *Next Generation Science Standards: A Framework for K-12 Science Education*
- *Next Generation Science Standards: Developing Assessments*
- *Next Generation Science Standards: Guide to Implementing the Standards*
- *Next Generation Science Standards: Science Teacher's Learning: Enhancing Opportunities, Creating Supportive Contexts*
- *Next Generation Science Standards: Surrounded by Science*

#### Websites (links available in Unit Overview)

- Next Generation Science Standards
- Mystery Science
- New Jersey Center for Teaching and Learning
- Better Lessons
- New Jersey Model Curriculum

#### [E-Texts](#)

## Formative Assessment Strategies

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### Formative Assessment Strategies

#### Daily Formative Assessments:

- Teacher Observation
- Notebook or Journal (see link below for ideas)

### **Mystery Science-Specific Formative Assessments:**

- End of Mystery Assessments
- End of Unit Assessment

[Science Notebooks](#)

## **Learning Activities/Unit of Study**

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Learning Activities/Unit of Study

**Lesson Components** (See Lesson Guides to assist with planning.)

1. Watch Exploration video
2. Engage in Activity
3. Refine, extend, and/or assess student understanding with "Optional Extras"

The Unit Overview, Lesson Guides, and associated resources are available in the 4th Grade Science Folder for Unit 1 on Google Drive (link below).

[Unit 1: The Birth of Rocks](#)

## **Modifications and/or Accommodations**

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### **Suggested Modifications (ELL, Sp. Ed, Gifted, At-risk of Failure)**

#### **English Language Learners**

Native language support: The teacher provides auditory or written content to students in their native language.

Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.

Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

Front-Loading Vocabulary: The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students.

#### **Special Education Students**

Chunking: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Oral Reading: The teacher will read work orally to students. Class work such as tests and literature circles may need to be read aloud to the student.

Timers: The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

#### **Students with 504 Plans**

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**Extra time:** The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

## **Gifted & Talented Strategies**

**Extensions/Enrichments:** Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

**Modify/Change Activities:** Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

## **Students at Risk of School Failure**

**Directions or Instructions:** Make sure directions and/or instructions are given in limited numbers. Give directions/instructions verbally and in simple written format. Ask students to repeat the instructions or directions to ensure understanding occurs. Check back with the student to ensure he/she hasn't forgotten.

**Peer Support:** Peers can help build confidence in other students by assisting in peer learning. Many teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

**Alternate or Modified Assignments:** Always ask yourself, "How can I modify this assignment to ensure the students at risk are able to complete it?" Sometimes you'll simplify the task, reduce the length of the assignment or allow for a different mode of delivery. For instance, many students may hand something in, the at-risk student may jot notes and give you the information verbally. Or, it just may be that you will need to assign an alternate assignment.

**Increase One to One Time:** When other students are working, always touch base with your students at risk and find out if they're on track or needing some additional support. A few minutes here and there will go a long way to intervene as the need presents itself.

**Contracts:** It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs.

**Hands On:** As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

**Tests/Assessments:** Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day.

**Seating:** Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.