

# Unit 3: Composition of Earth Copied from: General Science, Copied on: 07/29/25

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

## State Mandated Topics Addressed in this Unit

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N/A	N/A

## Unit Name

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## Essential Questions

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- Do preexisting rocks change form?
- How are igneous rocks formed?
- How are minerals used in everyday life?

## Objectives

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- Analyze the rock cycle
- Classify different types and textures of igneous rocks
- Classify minerals based on their properties
- Compare and contrast the different types and causes of metamorphism
- Define what a mineral is and how minerals form
- Describe some uses of igneous rocks
- Describe the composition of magma
- Describe the types of clastic sedimentary rocks
- Explain the process of lithification
- Identify different groups of minerals
- Summarize igneous rock formations

## Standards

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## **Instructional Tasks/Activities**

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- Common assessment chapter test
- Common assessment quiz
- Constructed response
- Do nows and/or exit slips
- Exit Cards (answer to daily objective questions)
- Graphic organizers or models
- Guided practice
- Homework
- Homework
- Individual, small, and large group work
- Laboratory investigations within small groups
- Mineral Identification Lab
- Mineral Project
- Mineral use article
- Review Activity
- Rock Identification lab
- Rock Identification Lab Conclusions
- Section Review Questions
- Study Guide Packets
- Types of rocks research
- Vocabulary flash cards or map (word, picture, sentence, example)

## **Assessment Procedure**

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- Classroom Total Participation Technique
- Classwork
- DBQ
- Essay
- Exit Ticket/Entrance Ticket/Do Now
- Journal / Student Reflection
- Kahoot
- Other named in lesson
- Peer Review
- Performance

- Problem Correction
- Project
- Quiz
- Rubric
- Teacher Collected Data
- Test
- Worksheet

## **Recommended Technology Activities**

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- Flashcards and/or drill and practice
- Inquiry based activities with reflective discussion
- Laboratory groups
- Lecture with note taking or guided notes
- Online models and simulators
- Power point presentations
- Whole and small group discussions

## **Accommodations & Modifications & Differentiation**

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Accommodations and Modifications should be used to meet individual needs. Their IEP and 504 plans should be used in addition to the following suggestions.

## **Gifted and Talented**

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- Compare & Contrast
- Conferencing
- Debates
- Jigsaw
- Peer Partner Learning
- Problem Solving
- Structured Controversy
- Think, Pair, Share
- Tutorial Groups

## **Instruction/Materials**

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- alter format of materials (type/highlight, etc.)

- color code materials
- eliminate answers
- extended time
- extended time
- large print
- modified quiz
- modified test
- Modify Assignments as Needed
- Modify/Repeat/Model directions
- necessary assignments only
- Other (specify in plans)
- other- named in lesson
- provide assistance and cues for transitions
- provide daily assignment list
- read class materials orally
- reduce work load
- shorten assignments
- study guide/outline
- utilize multi-sensory modes to reinforce instruction

## **Environment**

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- alter physical room environment
- assign peer tutors/work buddies/note takers
- assign preferential seating
- individualized instruction/small group
- modify student schedule (Describe)
- other- please specify in plans
- provide desktop list/formula

## **Honors Modifications**

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## **Resources**

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- Resource 1
- Resource 2
- Resource 3

- Resource 4
- Resource 5