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|  | Unit Planner: **Change** **in** North Carolina and Beyond Science and Social Studies  Tuesday, July 21, 2015, 1:26PM |  |

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| District Wide > 2015-2016 > Grade 4 > Science & Social Studies (Integrated Elementary) > Science and Social Studies > Week 1 - Week 10 | Last Updated: Friday, June 26, 2015 by Jennifer Smith |

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| |  | | --- | | Big Idea / Conceptual Lens |   **Change** | |  | | --- | | Focus of Study |   **Social Studies**  Native American groups of North Carolina  European exploration  North Carolina establishment  Regions of North Carolina (settlement & development of people/culture/environment)  **Science**  Processes of Earth's surface  Causes of day/ night  Phases of the moon  **ELA**  Comprehension skills for literature and informational text  Word meanings  Grade level phonics  Narrative writing  Writing Process  Speaking and listening skills  Grammar  Vocabulary skills |
| |  | | --- | | Standards and Clarifying Objectives |   Choose Standards   |  |  |  | | --- | --- | --- | | NC Essential Standards: Science | | | | **NC: Grade 4** | | | | Earth Science | | | | **Earth in the Universe 4.E.1 Explain the causes of day and night and phases of the moon.** | | | |  | 4.E.1.1 Explain the cause of day and night based on the rotation of Earth on its axis. |  | |  | 4.E.1.2 Explain the monthly changes in the appearance of the moon, based on the moon’s orbit around the Earth. |  | | **Earth History 4.E.2 Understand the use of fossils and changes in the surface of the earth as evidence of the history of Earth and its changing life forms.** | | | |  | 4.E.2.3 Give examples of how the surface of the earth changes due to slow processes such as erosion and weathering, and rapid processes such as landslides, volcanic eruptions, and earthquakes. |  | | NC Essential Standards: Social Studies | | | | **NC: Grade 4** | | | | History | | | | **4.H.1 Analyze the chronology of key historical events in North Carolina history.** | | | |  | 4.H.1.1 Summarize the change in cultures, everyday life and status of indigenous American Indian groups in North Carolina before and after European exploration. |  | |  | 4.H.1.2 Explain how and why North Carolina was established. |  | |  | 4.H.1.3 Explain how people, events and developments brought about changes to communities in various regions of North Carolina. |  | | Culture | | | | **4.C.1 Understand the impact of various cultural groups on North Carolina.** | | | |  | 4.C.1.1 Explain how the settlement of people from various cultures affected the development of regions in North Carolina. (languages, foods and traditions) |  | |  | 4.C.1.2 Explain how the artistic expression of various groups represents the cultural heritage of North Carolina. |  | | ComCore: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5 | | | | **ComCore: Grade 4** | | | | Reading: Literature | | | | **Key Ideas and Details 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.** | | | |  | RL.4.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. |  | | **3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.** | | | |  | RL.4.3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions). |  | | **Craft and Structure 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.** | | | |  | RL.4.4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean). |  | | **Integration of Knowledge and Ideas 7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.** | | | |  | RL.4.7. Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text. |  | | Reading: Informational Text | | | | **Key Ideas and Details 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.** | | | |  | RI.4.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. |  | | **2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.** | | | |  | RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text. |  | | **Craft and Structure 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.** | | | |  | RI.4.4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. |  | | Reading: Foundational Skills | | | | **Phonics and Word Recognition RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding words.** | | | |  | a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. |  | | **Fluency RF.4.4. Read with sufficient accuracy and fluency to support comprehension.** | | | |  | a. Read grade-level text with purpose and understanding. |  | |  | c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |  | | Writing | | | | **3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.** | | | |  | W.4.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. |  | |  | W.4.3a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. |  | |  | W.4.3b. Use dialogue and description to develop experiences and events or show the responses of characters to situations. |  | |  | W.4.3c. Use a variety of transitional words and phrases to manage the sequence of events. |  | |  | W.4.3d. Use concrete words and phrases and sensory details to convey experiences and events precisely. |  | |  | W.4.3e. Provide a conclusion that follows from the narrated experiences or events. |  | | **Production and Distribution of Writing 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.** | | | |  | W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) |  | | **5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.** | | | |  | W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. |  | | **Range of Writing 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.** | | | |  | W.4.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |  | | Speaking and Listening | | | | **Comprehension and Collaboration 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.** | | | |  | SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly. |  | |  | SL.4.1a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. |  | |  | SL.4.1b. Follow agreed-upon rules for discussions and carry out assigned roles. |  | |  | SL.4.1c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. |  | |  | SL.4.1d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. |  | | Language | | | | **Conventions of Standard English 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.** | | | |  | L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |  | |  | L.4.1a. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why). |  | |  | L.4.1b. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses. |  | |  | L.4.1c. Use modal auxiliaries (e.g., can, may, must) to convey various conditions. |  | |  | L.4.1d. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). |  | |  | L.4.1f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.\* |  | | **2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.** | | | |  | L.4.2a. Use correct capitalization. |  | |  | L.4.2d. Spell grade-appropriate words correctly, consulting references as needed. |  | | **Vocabulary Acquisition and Use 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.** | | | |  | L.4.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. |  | |  | L.4.4a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. |  | | **6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.** | | | |  | L.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation). |  | | |  | | --- | | Enduring Understandings |   [Bloom's Taxonomy](http://community.wvu.edu/~lsm018/Articulate%20Blooms%20Wheel/blooms_wheel.html)  The student understands that   * **change** occurs everywhere and for many reasons. * interactions of people and place bring about **change**. * artistic expression reflects the culture of people and places. * authors write for different purposes. |
| |  | | --- | | Essential Concepts and Critical Content |   **Social Studies Concepts:** **change**, colonialism, representation, leadership, culture, diversity, artistic expressions  **Social Studies Content:**  4.H.1.1-4.H.1.3   * colonization (Roanoke Island, Lost Colony) * settlers (Sir Walter Raleigh, Queen Elizabeth, John White, Ralph Lane, King Charles II, Lord Proprietors) * indigenous * Native Americans (Algonquian, Iroquois, Siouan, Tuscarora, Occaneechi, Tutelo, Waxhaw, Catawba, and Cherokee) * cultural traditions * monarchy * political reasons * economic reasons * proprietary colony * royal colony * economic, political, cultural development * developers of NC communities (Daniel Boone, Joel Lane, John Lawson, John Motley Morehead, William R. Davie, Wiliiam Hentry SIngleton, Winifred Marshall Gales)   4.C.1.1-4.C.1.2   * **N**.C. Regions (mountains, piedmont, coastal plain) * cultural heritage * traditions * customs * values, beliefs * artistic expression (music, art, food)   **Science Concepts:** Earth surface processes  4.E.2.3   * slow, rapid, subtle, drastic **change** * erosion * weathering * deposition * landslide * volcanic eruptions * Earth's crust * earthquake * deform (solid rock can deform) * pressure * gravity * vibration   **Science Content:** causes of day and night, phases of the moon  **4.E.1.1 & 4.E.1.2**   * moon * rotation * orbit * axis * cycle * rotates * revolves * phase/ appearance * waxing * waning * New Moon, Waxing Crescent, 1st Quarter, Waxing Gibbous, Full Moon, Waning Gibbous, Last Quarter, Waning Crescent   **ELA Concepts:** Narrative writing, Text evidence, Inferring, Main Idea, Summarizing, Story elements, Writing conventions, Collaborative conversations  **ELA Content:**   * Narrative Writing: introduction, conclusion, problem, character, dialogue, detail, description, setting, audience, transition words, paragraph * RL: cite details, support, specific, explain, inference, connections, context clue * RI: inference, main idea, summarize, * L: relative pronoun, progressive verb tense, modal auxiliary verbs, vocabulary (general, domain, academic), context clues | |  | | --- | | Processes, Strategies, and Skills |   **Writing:**   * Writing Processs: prewrite, draft, revise, edit, publish * Narrative Writing (**in** particular letter writing)   **Graphic Organizers:**   * FQR (Facts, Questions, Responses) notetaking while reading * Vocabulary (word, meaning, picture)   **Science:**   * Scientific Method |
| |  | | --- | | Essential Questions |   **Social Studies**  4.H.1.1:   * What are the types of government, language, food, shelter and cultural traditions of various Native American groups **in** NC? * How were the culture, everyday life and status of Native American groups **changed** after the arrival of the Europeans?   4.H.1.2   * How and why was North Carolina established? * Who are the key people that contributed to the establishment of NC? * How and why was North Carolina established as a proprietary colony but later became a royal colony?   4.H.1.3   * How did **changes** of people and events create diversity **in** **N**.C. communities? * Who are the key people/ groups that contributed to the development of North Carolina communities?   **Science**  4.E.1.1   * Why does the moon orbit Earth? * How does the rotation of the Earth influence day and night?   4.E.1.2   * What patterns of **change** can we observe **in** the sky? * What causes the phases of the moon to **change**? * What are the different phases of the moon?   4.E.2.3   * How do geologists demonstrate the **changes** Earth goes through **in** history? * What are the causes and effects of **changes** **in** the earth's surface? (erosion, weathering, deposition, landslide, volcanic eruption, earthquake) * How do **changes** **in** the earth's surface impact communities?   **ELA**  Writing:   * W 4.3: What are the parts of narrative writing? * W 4.3 What makes letter writing narrative writing? * W 4.3: How do writers add details when writing a letter? * W 4.4: How is writing organized to help the reader best understand? * W.4.5 How is the writing process used to produce 4th grade writing pieces?   Reading:   * RI 4.1: How do readers refer to details **in** a text when asking and answer questions? * RI 4.2 How do readers use key details from a text to summarize their thinking?   Language:   * How do writers use writing conventions (spelling, capitalization, punctuation) to produce 4th grade writing pieces? | |  | | --- | | Resources/Materials |   **Social Studies Texts:**   * Roanoke: The Lost Colony by Jane Yolen * On this Spot: An Expedition back through Time by Shannon Goodman * Eliza and the Edenton Team Party by Vivian Cox * The Lost Colony of Roanoke by Jean Fritz * Roanoke: the mystery of the Lost Colony by Lee Miller * The Lost Colony Storybook by Carole Marsh * Social Studies Weekly   **Science Texts:**   * Earth, All About Earthquakes, Volcanoes, Glaciers, Oceans, and More by Carol Allen * Cracking Up, a Story about Erosion by Jacqui Bailey * That Rocks, Weathering and Erosion by Maria Nelson   **Discovery Education Videos:**   * Phases of the Moon Space Exploration * Weathering and Erosion * Roanoke Island * Historic Islands: Roanoke Island   [Social Studies: Learn NC Digital Textbook: Pre-Colonial Period](http://www.learnnc.org/lp/editions/nchist-twoworlds/) [Social Studies: NC Research Links Sheet](https://onslowcounty.rubiconatlas.org/Atlas/View/File?AttachmentID=49861&) [Social Studies: NC Pedia](http://www.NCpedia.com) [Social Studies: NC History Timeline for Kids](http://www.secretary.state.nc.us/kidspg/history.htm#early) [Social Studies: NC First People Information and Lessons](https://onslowcounty.rubiconatlas.org/Atlas/View/File?AttachmentID=50207&) [Social Studies EGlossary for Kids](http://www.eduplace.com/kids/socsci/books/applications/eglossary/eg_popup.html?grade=4NC) [Social Studies: Way We Lived in NC](http://www.waywelivednc.com/)  [Social Studies: Roanoke Colony History and Facts (for kids)](http://www.kidinfo.com/american_history/colonization_roanoke.html) [Social Studies for Kids: The Lost Colony or Roanoke](http://www.socialstudiesforkids.com/articles/ushistory/roanoke1.htm) [Social Studies: The Lost Colony of Roanoke](http://www.ducksters.com/history/colonial_america/lost_colony_of_roanoke.php) [Social Studies: The Lost Colony Mentor Text Lessons](https://onslowcounty.rubiconatlas.org/Atlas/View/File?AttachmentID=49872&) [Social Studies: Jamestown Legend of the Lost Colony YouTube Video](https://www.youtube.com/watch?v=XnDMES_jznQ) [Social Studies: On this Spot an Expedition through Time Lesson](https://onslowcounty.rubiconatlas.org/Atlas/View/File?AttachmentID=49879&) [Social Studies: NC Map Outline](https://onslowcounty.rubiconatlas.org/Atlas/View/File?AttachmentID=49934&)  [Social Studies: People of the Mountains Article](https://onslowcounty.rubiconatlas.org/Atlas/View/File?AttachmentID=49937&) [Social Studies: People of the Mountains Graphic Organizer](https://onslowcounty.rubiconatlas.org/Atlas/View/File?AttachmentID=49938&) [Social Studies: People of the Coastal Plains Graphic Organizer](https://onslowcounty.rubiconatlas.org/Atlas/View/File?AttachmentID=49939&) [Social Studies: People of the Coastal Plain Article](https://onslowcounty.rubiconatlas.org/Atlas/View/File?AttachmentID=49940&) [Social Studies: People of the Piedmont Article](https://onslowcounty.rubiconatlas.org/Atlas/View/File?AttachmentID=49941&) [Social Studies: People of the Piedmont Graphic Organizer](https://onslowcounty.rubiconatlas.org/Atlas/View/File?AttachmentID=49942&) [Science: NCDPI Earth in the Universe Unit](https://onslowcounty.rubiconatlas.org/Atlas/View/File?AttachmentID=49956&) [Science: Phases of the Moon Rap](http://Science:%20%20Phases%20of%20the%20Moon%20Rap) [Science: Blank Monthly Moon Phases Calendar](https://onslowcounty.rubiconatlas.org/Atlas/View/File?AttachmentID=49957&) [Science: Moon Phases Flipbook](https://onslowcounty.rubiconatlas.org/Atlas/View/File?AttachmentID=49980&) [Science: Phases of the Moon Promethean Flipchart](https://onslowcounty.rubiconatlas.org/Atlas/View/File?AttachmentID=49981&) [Science: Phases of the Moon Reading Passage](https://onslowcounty.rubiconatlas.org/Atlas/View/File?AttachmentID=49982&) [Science: Stackable Moon Phases](https://onslowcounty.rubiconatlas.org/Atlas/View/File?AttachmentID=49984&) [Science: All About Galileo Reading Passage](https://onslowcounty.rubiconatlas.org/Atlas/View/File?AttachmentID=49985&) [Science: Water Carves the Land Reading Passage](https://onslowcounty.rubiconatlas.org/Atlas/View/File?AttachmentID=49988&) [Science: Weathering and Erosion](https://onslowcounty.rubiconatlas.org/Atlas/View/File?AttachmentID=49989&) [Science: Shape It Up: Erosion Game](http://sciencenetlinks.com/interactives/shapeitup_final.swf) [Science: Weathering and Erosion Study Jam](http://studyjams.scholastic.com/studyjams/jams/science/rocks-minerals-landforms/weathering-and-erosion.htm) |
| |  | | --- | | Formative, Interim, and Summative Assessments |   Add New Assessment   |  |  | | --- | --- | |  | On the Spot  Rubric: Project: Independent  Together, the class will create a timeline about North Carolina called “On the Spot”. Your job as a timeline creator is to add the date of your assigned event, a 4 sentence summary of the event and at least one picture to our timeline.  [On the Spot Timeline Project.docx](https://onslowcounty.rubiconatlas.org/Atlas/View/File?AttachmentID=49880&SourceSiteID=3005&)  5 Standards Assessed  Hide Standards   * 4.H.1.1 Summarize the change in cultures, everyday life and status of indigenous American Indian groups in North Carolina before and after European exploration. * RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text. * W.4.3d. Use concrete words and phrases and sensory details to convey experiences and events precisely. * W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) * W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. | |  | Be the Change: Graphic Organizer and Letter Writing Assessment  Rubric: Written: Narrative  After reading People of the Mountains, People of the Piedmont, and People of the Coastal Plains, students will complete the corresponding People of the Mountains, People of the Piedmont, and People of the Coastal Plains graphic organizers. Students will then use their knowledge from classroom discussions and readings to answer an attached writing prompt.  [Graphic Organizer Assessment.docx](https://onslowcounty.rubiconatlas.org/Atlas/View/File?AttachmentID=49945&SourceSiteID=3005&)  8 Standards Assessed  Hide Standards   * 4.C.1.1 Explain how the settlement of people from various cultures affected the development of regions in North Carolina. (languages, foods and traditions) * 4.C.1.2 Explain how the artistic expression of various groups represents the cultural heritage of North Carolina. * W.4.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. * W.4.3a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. * W.4.3e. Provide a conclusion that follows from the narrated experiences or events. * L.4.1f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.\* * L.4.2a. Use correct capitalization. * L.4.2d. Spell grade-appropriate words correctly, consulting references as needed. | |  | Phases of the Moon  Rubric: Project: Technology  Students assume the role of an astronomer to create a digital flipbook (YouBlisher or Read Write Think Flipbook Creator) to explain the cause of day and night. Students will also include the eight moon phases. Explanations of each moon phase will be included. Students will share their finished digital flipbooks in groups of four.  [Phases of the Moon E-Flipbook Rubric](https://onslowcounty.rubiconatlas.org/Atlas/View/File?AttachmentID=49973&SourceSiteID=3005&)  7 Standards Assessed  Hide Standards   * 4.E.1.1 Explain the cause of day and night based on the rotation of Earth on its axis. * 4.E.1.2 Explain the monthly changes in the appearance of the moon, based on the moon’s orbit around the Earth. * W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) * L.4.1f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.\* * L.4.2a. Use correct capitalization. * L.4.2d. Spell grade-appropriate words correctly, consulting references as needed. * L.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation). | |  | Oreo Moon Phases  Informal: Performance: Skill Demonstration  Students will use Oreos to demonstrate the 8 moon phases.  [Oreo Moon Phases Lesson & Assessment](https://onslowcounty.rubiconatlas.org/Atlas/View/File?AttachmentID=49970&SourceSiteID=3005&)  1 Standard Assessed  Hide Standards   * 4.E.1.2 Explain the monthly changes in the appearance of the moon, based on the moon’s orbit around the Earth. | |  | Plop! Plop! Fizz! Fizz! Weather Experiment  Informal: Performance: Lab Assignment  Students will understand the process of weathering through observing the reaction of various earth materials in vinegar and in water.  [Plop Plop Fizz Fizz Experiment](https://onslowcounty.rubiconatlas.org/Atlas/View/File?AttachmentID=49978&SourceSiteID=3005&)  1 Standard Assessed  Hide Standards   * 4.E.2.3 Give examples of how the surface of the earth changes due to slow processes such as erosion and weathering, and rapid processes such as landslides, volcanic eruptions, and earthquakes. | |  | Weathering, Erosion, Deposition Sort  Formative: Performance: Authentic Task  Students will sort different weathering, erosion, and deposition scenarios.  [Weathering, Erosion, Deposition Sort](https://onslowcounty.rubiconatlas.org/Atlas/View/File?AttachmentID=49979&SourceSiteID=3005&)  1 Standard Assessed  Hide Standards   * 4.E.2.3 Give examples of how the surface of the earth changes due to slow processes such as erosion and weathering, and rapid processes such as landslides, volcanic eruptions, and earthquakes. |   6 record(s) found. | |
| |  | | --- | | Integration Opportunities (Optional) | | |  | | --- | | Additional Integration Opportunities (Optional) | |
| |  | | --- | | Character Qualities (Optional) |  |  |  | | --- | --- | | * Respect * Self-discipline * Responsibility * Cooperation |  | | |  | | --- | | Differentiation/Intervention Focus Areas (Optional |   **On the Spot**: This assessment can be differentiated by the amount of sentences the students are required to complete. A graphic organizer may need to be provided to students that struggle with summarizing and organizing their thoughts.  **Phases of the Moon:** This assessment can be differentiated by the amount of moon phases students are required to include. Instead of the required 8 phases, students could be required to only complete 4 phases (new moon, first quarter, last quarter, full moon.) If needed this assessment could be completed as a paper flipbook.  **Weathering, Erosion, and Deposition Sort:** This assessment can be differentiated by the amount of scenarios students are required to sort. This assessment could be extended by having students write and illustrate their own examples of weathering, erosion, and deposition. |

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