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| **4-ESS1-1 Earth's Place in the Universe**  **Session Reflection Sheet** | | | | | | |
| Students who demonstrate understanding can:   |  |  | | --- | --- | | **4-ESS1-1.** | **Identify evidence from patterns in rock formations and fossils in rock layers for changes in a landscape over time to support an explanation for changes in a landscape over time.**[Clarification Statement: Examples of evidence from patterns could include rock layers with marine shell fossils above rock layers with plant fossils and no shells, indicating a change from land to water over time; and, a canyon with different rock layers in the walls and a river in the bottom, indicating that over time a river cut through the rock.] [*Assessment Boundary: Assessment does not include specific knowledge of the mechanism of rock formation or memorization of specific rock formations and layers. Assessment is limited to relative time.*] | | | | | | | |
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| **Science and Engineering Practices**  [**Constructing Explanations and Designing Solutions**](http://www.nap.edu/openbook.php?record_id=13165&page=67)  [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.](http://www.nap.edu/openbook.php?record_id=13165&page=67)   * [Identify the evidence that supports particular points in an explanation.](http://www.nap.edu/openbook.php?record_id=13165&page=67) | | **Disciplinary Core Ideas**  [**ESS1.C: The History of Planet Earth**](http://www.nap.edu/openbook.php?record_id=13165&page=177)   * [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.](http://www.nap.edu/openbook.php?record_id=13165&page=177) | | | **Crosscutting Concepts**  [**Patterns**](http://www.nap.edu/openbook.php?record_id=13165&page=85)   * [Patterns can be used as evidence to support an explanation.](http://www.nap.edu/openbook.php?record_id=13165&page=85)   - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -  ***Connections to Nature of Science***  **Scientific Knowledge Assumes an Order and Consistency in Natural Systems**   * Science assumes consistent patterns in natural systems. | |
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| Identify **specific** aspects of the instructional task that incorporated **each of the NGSS dimensions** above. | | | | | | |
| SEP | | | DCI | | | XCC |
| Does the lesson target align with the intent of the standard? Explain your thinking. | | | | | | |
| What connections  to the Common Core State Standards  where visible  in the lesson? | ***Math:*** | | | ***ELA:*** | | |
| Identify strengths and weaknesses of this lesson. | | | | | | |
| What modifications would you make to address the weakness, if any, of this task? | | | | | | |
| *What would be your next steps of instruction?* | | | | | | |