



FLOYD COUNTY SCHOOLS' CURRICULUM RESOURCES

"Building a Better Future for Every Child - Every Day!"

Summer 2011

Subject Content: _____ Grade _____



Indicates the Curriculum Map

Weeks 1 – 3	Weeks 4 – 6
<p style="text-align: center;">Unit/Topic Scientific Method/ Inquiry and Measurement Structure and Transformation of Matter- Understanding Matter</p>	<p style="text-align: center;">Unit/Topic Structure and Transformation of Matter- Understanding Matter Motion and Forces- Laws of Motion</p>
<p>SC-08-1.1.1</p> <p>Students will:</p> <ul style="list-style-type: none"> • interpret models/representations of elements; • classify elements based upon patterns in their physical (e.g., density, boiling point, solubility) and chemical (e.g., flammability, reactivity) properties. <p>Models enhance understanding that an element is composed of a single type of atom. Organization/interpretation of data illustrates that when elements are listed according to the number of protons, repeating patterns of physical (e.g., density, boiling point, solubility) and chemical properties (e.g., flammability, reactivity), can be used to identify families of elements with similar properties.</p> <p style="text-align: right;">DOK 2</p>	<p>SC-08-1.1.1</p> <p>Students will:</p> <ul style="list-style-type: none"> • interpret models/representations of elements; • classify elements based upon patterns in their physical (e.g., density, boiling point, solubility) and chemical (e.g., flammability, reactivity) properties. <p>Models enhance understanding that an element is composed of a single type of atom. Organization/interpretation of data illustrates that when elements are listed according to the number of protons, repeating patterns of physical (e.g., density, boiling point, solubility) and chemical properties (e.g., flammability, reactivity), can be used to identify families of elements with similar properties.</p> <p style="text-align: right;">DOK 2</p>
<p>SC-08-1.1.2</p> <p>Students will understand that matter is made of minute particles called atoms, and atoms are</p>	

composed of even smaller components. The components of an atom have measurable properties such as mass and electrical charge. Each atom has a positively charged nucleus surrounded by negatively charged electrons. The electric force between the nucleus and the electrons holds the atom together.

SC-08-1.1.3

Students will understand that the atom's nucleus is composed of protons and neutrons that are much more massive than electrons.

SC-08-1.1.4

Students will describe interactions which cause the movement of each element among the solid Earth, oceans, atmosphere and organisms (biogeochemical cycles).

Earth is a system containing essentially a fixed amount of each stable chemical atom or element that can exist in several different reservoirs. The interactions within the earth system cause the movement of each element among reservoirs in the solid Earth, oceans, atmosphere and organisms as part of biogeochemical cycles.

DOK 2

SC-08-1.1.2

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DOK 2

Motion And Forces- Laws of Motion

SC-08-1.2.1

Students will describe and explain the effects of balanced and unbalanced forces on motion as found in real-life phenomena.

Objects change their motion only when a net force is applied. Newton's Laws of Motion are used to describe the effects of forces on the motion of objects.

DOK 3

CURRICULUM			CURRICULUM		
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<p>Identify Sub-Topics Scientific Method/Inquiry and Measurement</p>	<p>Identify Sub-Topics Structure and Transformation of Matter- Understanding Matter</p>	<p>Identify Sub-Topics Structure and Transformation of Matter- Understanding Matter</p>	<p>Identify Sub-Topics Structure and Transformation of Matter- Understanding Matter & Motion and Forces- Laws of Motion</p>	<p>Identify Sub-Topics Structure and Transformation of Matter- Understanding Matter & Motion and Forces- Laws of Motion</p>	<p>Identify Sub-Topics Structure and Transformation of Matter- Understanding Matter & Motion and Forces- Laws of Motion</p>
<p>I CAN STATEMENTS: Scientific Method/Inquiry and Measurement</p> <p>I can use the scientific method to create an original experiment or test a previous experiment.</p> <p>I can communicate scientific findings through verbal and/or written expression.</p>	<p>I CAN STATEMENTS: Structure and Transformation of Matter- Understanding Matter</p> <p>I can identify the parts of an atom.</p> <p>I can interpret models/representations of elements.</p> <p>I can classify elements based on their physical properties.</p> <p>I can distinguish the differences and similarities between</p>	<p>I CAN STATEMENTS: Structure and Transformation of Matter- Understanding Matter</p> <p>I can identify the parts of an atom.</p> <p>I can interpret models/representations of elements.</p> <p>I can classify elements based on their physical properties.</p> <p>I can distinguish the differences and similarities between</p>	<p>I CAN STATEMENTS:</p>	<p>I CAN STATEMENTS:</p>	<p>I CAN STATEMENTS:</p>

	<p>physical/chemical properties of elements.</p> <p>I can classify substances by their reactivity.</p>	<p>physical/chemical properties of elements.</p> <p>I can classify substances by their reactivity.</p>			
<p>Critical Vocabulary Scientific Method/Inquiry and Measurement</p> <p>scientific method, variable, control, data, observation, interpret, mass, volume, density, weight, metric, predict, infer, horizontal/vertical axis, hypothesis</p>	<p>Critical Vocabulary Structure and Transformation of Matter- Understanding Matter</p> <p>chemistry, matter, element, atom, compound, molecule, chemical formula, pure substance, mixture, miscible, immiscible, pressure, energy evaporation, condensation, sublimation, chemical property, reactivity, melting point, boiling point, density, chemical change, physical change, Atom, nucleus, proton, neutron, electron, atomic mass, atomic charge.</p>	<p>Critical Vocabulary Structure and Transformation of Matter- Understanding Matter</p> <p>chemistry, matter, element, atom, compound, molecule, chemical formula, pure substance, mixture, miscible, immiscible, pressure, energy evaporation, condensation, sublimation, chemical property, reactivity, melting point, boiling point, density, chemical change, physical change, Atom, nucleus, proton, neutron, electron, atomic mass, atomic charge.</p>	<p>Critical Vocabulary</p>	<p>Critical Vocabulary</p>	<p>Critical Vocabulary</p>
<p>Suggested Strategies/Activities</p> <ul style="list-style-type: none"> Investigate different systems of measurement using “Who Wants to Be a Ruler? Webquest, and develop a measrement board 	<p>Suggested Strategies/Activities</p> <ul style="list-style-type: none"> Use a density column to analyze the affects density produces on various liquidsand small objects. Produce models which illustrate the three 	<p>Suggested Strategies/Activities</p> <ul style="list-style-type: none"> Classify various store-bought substances as element, compound, or mixture based on their ingredient labels. Develop methods of 	<p>Suggested Strategies/Activit ies</p>	<p>Suggested Strategies/Activit ies</p>	<p>Suggested Strategies/Activit ies</p>

<p>game</p> <ul style="list-style-type: none"> Design an experiment to investigate a community issue or problem that requires hypothesizing, data collection, evaluation of data and making inferences and present investigation findings to peer audience and/or community members. 	<p>main states of matter</p> <ul style="list-style-type: none"> Investigate the effects of temperature on the volume of a balloon. <ul style="list-style-type: none"> Use a vacuum to determine the changes associated with reduced pressure. Expert group investigation of laws and principles associated with states of matter 	<p>separating various mixtures into their components based on their physical properties.</p> <ul style="list-style-type: none"> Analyze and model the physical characteristics of suspensions, colloids, and solutions. <ul style="list-style-type: none"> Categorize the different chemical and physical changes and properties Investigate properties of substances (e.g., color, texture, hardness, etc.), analyze the properties of the substances and produce consumer information pamphlets. (WP-Transactive) 			
<p>Balanced Assessment: Formative:</p> <ul style="list-style-type: none"> Clickers Thumbs up Exit slips Quick writes <p>Summative</p> <ul style="list-style-type: none"> Open response 	<p>Balanced Assessment: Formative</p> <ul style="list-style-type: none"> Clickers Thumbs up Exit slips Quick writes <p>Summative</p> <ul style="list-style-type: none"> Open response 	<p>Balanced Assessment: Formative</p> <ul style="list-style-type: none"> Clickers Thumbs up Exit slip Quick writes <p>Summative</p> <ul style="list-style-type: none"> Open response Multiple choice 	<p>Balanced Assessment: Formative</p> <p>Summative</p>	<p>Balanced Assessment: Formative</p> <p>Summative</p>	<p>Balanced Assessment: Formative</p> <p>Summative</p>

<ul style="list-style-type: none"> • Multiple choice • On Demand • Design of Authentic Products <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<ul style="list-style-type: none"> • Multiple choice • On Demand • Design of Authentic Products <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<ul style="list-style-type: none"> • On Demand • Design of Authentic Products <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>
<p>Resources Needed</p> <ul style="list-style-type: none"> • United Streaming • KCCT Coach Book • Buckle Down books • Web • Textbook • Brainpop • Sciencosaurus • www.chen4kids.com • www.sciencespot.com 	<p>Resources Needed</p> <ul style="list-style-type: none"> • United Streaming • KCCT Coach Book • Buckle Down books • Web • Textbook • Brainpop • Sciencosaurus • www.chen4kids.com • www.sciencespot.com 	<p>Resources Needed</p> <ul style="list-style-type: none"> • United Streaming • KCCT Coach Book • Buckle Down books • Web • Textbook • Brainpop • Sciencosaurus • www.chen4kids.com • www.sciencespot.com 	<p>Resources Needed</p>	<p>Resources Needed</p>	<p>Resources Needed</p>

Weeks 7-9

Weeks 10-12

<p style="text-align: center;">Unit/Topic Motion and Forces- Laws of Motion Energy Transformations- Forms of Energy</p>	<p style="text-align: center;">Unit/Topic Energy Transformations-Forms of Energy Unity and Diversity- Cells</p>
<p style="text-align: center;">Motion and Forces- Laws of Motion</p> <p>SC-08-1.2.1</p> <p>Students will describe and explain the effects of balanced and unbalanced forces on motion as found in real-life phenomena.</p> <p>Objects change their motion only when a net force is applied. Newton’s Laws of Motion are used to describe the effects of forces on the motion of objects.</p> <p>DOK 3</p> <p style="text-align: center;">Energy Transformation- Forms of Energy</p> <p>SC-08-4.6.1</p> <p>Students will:</p> <ul style="list-style-type: none"> • explain the cause and effect relationships between global climate and energy transfer; • use evidence to make inferences or predictions about global climate issues. <p>Global climate is determined by energy transfer from the Sun at and near Earth’s surface.</p>	<p style="text-align: center;">Energy Transformations- Forms of Energy</p> <p>SC-08-4.6.1</p> <p>Students will:</p> <ul style="list-style-type: none"> • explain the cause and effect relationships between global climate and energy transfer; • use evidence to make inferences or predictions about global climate issues. <p>Global climate is determined by energy transfer from the Sun at and near Earth’s surface.</p> <p style="text-align: right;">DOK 3</p> <p>SC-08-4.6.2</p> <p>Students will:</p> <ul style="list-style-type: none"> • describe or explain energy transfer and energy conservation; • evaluate alternative solutions to energy problems. <p>Energy can be transferred in many ways, but it can neither be created nor destroyed.</p> <p>DOK 3</p> <p><i>SC-08-4.6.3</i></p> <p><i>Students will understand that all energy can be considered to be kinetic energy, potential energy, or energy contained by a field (e.g., electric,</i></p>

DOK 3 *magnetic, gravitational).*

SC-08-4.6.2

Students will:

- describe or explain energy transfer and energy conservation;
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DOK 3

SC-08-4.6.3

Students will understand that all energy can be considered to be kinetic energy, potential energy, or energy contained by a field (e.g., electric, magnetic, gravitational).

SC-08-4.6.4

Students will:

- analyze information/data about waves and energy transfer;
- describe the transfer of energy via waves in real life phenomena.

Waves, including sound and seismic waves, waves on water and electromagnetic waves, can transfer energy when they interact with matter.

DOK 2

SC-08-4.6.4

Students will:

- analyze information/data about waves and energy transfer;
- describe the transfer of energy via waves in real life phenomena.

Waves, including sound and seismic waves, waves on water and electromagnetic waves, can transfer energy when they interact with matter.

DOK 2

SC-08-4.6.5

Students will:

- describe the relationships between organisms and energy flow in ecosystems (food chains and energy pyramids);
- explain the effects of change to any component of the ecosystem.

Energy flows through ecosystems in one direction from photosynthetic organisms to herbivores to carnivores and decomposers.

DOK 2

SC-08-4.6.5

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DOK 2

Unity and Diversity of Cells

SC-08-3.4.1

Students will explain the relationship between structure and function of the cell components using a variety of representations.

Observations of cells and analysis of cell representations point out that cells have particular structures that underlie their function. Every cell is surrounded by a membrane that separates it from the outside world. Inside the cell is a concentrated mixture of thousands of different molecules that form a variety of specialized structures. These structures carry out specific cell functions.

DOK 3

SC-08-3.4.2

Students will understand that in the development of multicellular organisms, cells multiply (mitosis) and differentiate to form many specialized cells, tissues and organs. This differentiation is regulated through the expression of different genes.

SC-08-3.4.3

Students will form or justify conclusions as to whether a response is innate or learned using data/evidence on behavioral responses to internal and external stimuli.

Behavioral responses to internal changes and external stimuli can be innate or learned. Responses to external stimuli can result from interactions with

the organism's own species or other species, as well as environmental changes.

DOK 3

SC-08-3.4.4

Students will describe and explain patterns found within groups of organisms in order to make biological classifications of those organisms.

Observations and patterns found within groups of organisms allow for biological classifications based on how organisms are related.

DOK 2

SC-08-3.4.5

Students will understand that multicellular animals have nervous systems that generate behavior. Nerve cells communicate with each other by secreting specific molecules.

Summative	Summative	Summative	Summative	Summative	Summative
Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)	Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)	Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)	Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)	Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)	Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)
Resources Needed	Resources Needed	Resources Needed	Resources Needed	Resources Needed	Resources Needed

Weeks 13-15	Weeks 16-18
Unit/Topic Structure and Transformation of Matter- Conservation of Matter)	Unit/Topic Energy Transformation- Forms of Energy
<p>SC-08-1.1.1</p> <p>Students will:</p> <ul style="list-style-type: none"> • interpret models/representations of elements; • classify elements based upon patterns in their physical (e.g., density, boiling point, solubility) and chemical (e.g., flammability, reactivity) properties. <p>Models enhance understanding that an element is composed of a single type</p>	<p>SC-08-4.6.1</p> <p>Students will:</p> <ul style="list-style-type: none"> • explain the cause and effect relationships between global climate and energy transfer; • use evidence to make inferences or predictions about global climate issues.

of atom. Organization/interpretation of data illustrates that when elements are listed according to the number of protons, repeating patterns of physical (e.g., density, boiling point, solubility) and chemical properties (e.g., flammability, reactivity), can be used to identify families of elements with similar properties.

DOK 2

SC-08-1.1.2

Students will understand that matter is made of minute particles called atoms, and atoms are composed of even smaller components. The components of an atom have measurable properties such as mass and electrical charge. Each atom has a positively charged nucleus surrounded by negatively charged electrons. The electric force between the nucleus and the electrons holds the atom together.

SC-08-1.1.3

Students will understand that the atom's nucleus is composed of protons and neutrons that are much more massive than electrons.

SC-08-1.1.4

Students will describe interactions which cause the movement of each element among the solid Earth, oceans, atmosphere and organisms (biogeochemical cycles).

Earth is a system containing essentially a fixed amount of each stable chemical atom or element that can exist in several different reservoirs. The interactions within the earth system cause the movement of each element among reservoirs in the solid Earth, oceans, atmosphere and organisms as part of biogeochemical cycles.

DOK 2

Global climate is determined by energy transfer from the Sun at and near Earth's surface.

DOK 3

SC-08-4.6.2

Students will:

- **describe or explain energy transfer and energy conservation;**
- **evaluate alternative solutions to energy problems.**

Energy can be transferred in many ways, but it can neither be created nor destroyed.

DOK 3

SC-08-4.6.3

Students will understand that all energy can be considered to be kinetic energy, potential energy, or energy contained by a field (e.g., electric, magnetic, gravitational).

SC-08-4.6.4

Students will:

- **analyze information/data about waves and energy transfer;**
- **describe the transfer of energy via waves in real life phenomena.**

Waves, including sound and seismic waves, waves on water and electromagnetic waves, can transfer energy when they interact with matter.

DOK 2

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Weeks 19-21	Weeks 22-24
<p align="center">Unit/Topic Unity and Diversity- Animal Behavior</p>	<p align="center">Unit/Topic Unity and Diversity- Biological Classification</p>
<p>SC-08-3.4.1</p> <p>Students will explain the relationship between structure and function of the cell components using a variety of representations.</p> <p>Observations of cells and analysis of cell representations point out that cells have particular structures that underlie their function. Every cell is surrounded by a membrane that separates it from the outside world. Inside the cell is a concentrated mixture of thousands of different molecules that form a variety of specialized structures. These structures carry out specific cell functions.</p> <p>DOK 3</p> <p><i>SC-08-3.4.2</i></p> <p><i>Students will understand that in the development of multicellular organisms, cells multiply (mitosis) and differentiate to form many specialized cells, tissues and organs. This differentiation is regulated through the expression of different genes.</i></p> <p>SC-08-3.4.4</p> <p>Students will describe and explain patterns found within groups of organisms in order to make biological classifications of those organisms.</p>	<p>SC-08-3.4.1</p> <p>Students will explain the relationship between structure and function of the cell components using a variety of representations.</p> <p>Observations of cells and analysis of cell representations point out that cells have particular structures that underlie their function. Every cell is surrounded by a membrane that separates it from the outside world. Inside the cell is a concentrated mixture of thousands of different molecules that form a variety of specialized structures. These structures carry out specific cell functions.</p> <p>DOK 3</p> <p><i>SC-08-3.4.2</i></p> <p><i>Students will understand that in the development of multicellular organisms, cells multiply (mitosis) and differentiate to form many specialized cells, tissues and organs. This differentiation is regulated through the expression of different genes.</i></p> <p>SC-08-3.4.4</p> <p>Students will describe and explain patterns found within groups of organisms in order to make biological classifications of those organisms.</p> <p>Observations and patterns found within groups of organisms allow for</p>

Observations and patterns found within groups of organisms allow for biological classifications based on how organisms are related.

DOK 2

SC-08-3.4.5

Students will understand that multicellular animals have nervous systems that generate behavior. Nerve cells communicate with each other by secreting specific molecules.

SC-08-3.4.3

Students will form or justify conclusions as to whether a response is innate or learned using data/evidence on behavioral responses to internal and external stimuli.

Behavioral responses to internal changes and external stimuli can be innate or learned. Responses to external stimuli can result from interactions with the organism's own species or other species, as well as environmental changes.

DOK 3

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DOK 2

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DOK 3

CURRICULUM

Week 19

Week 20

Week 21

**Identify
Sub-Topics**

**Identify
Sub-Topics**

**Identify
Sub-Topics**

CURRICULUM

Week 22

Week 23

Week 24

**Identify
Sub-Topics**

**Identify
Sub-Topics**

**Identify
Sub-Topics**

I CAN STATEMENTS:	I CAN STATEMENTS:	I CAN STATEMENTS:	I CAN STATEMENTS:	I CAN STATEMENTS:	I CAN STATEMENTS:
Critical Vocabulary	Critical Vocabulary	Critical Vocabulary	Critical Vocabulary	Critical Vocabulary	Critical Vocabulary
Suggested Strategies/Activities	Suggested Strategies/Activities	Suggested Strategies/Activities	Suggested Strategies/Activities	Suggested Strategies/Activities	Suggested Strategies/Activities
Balanced Assessment: Formative	Balanced Assessment: Formative	Balanced Assessment: Formative	Balanced Assessment: Formative	Balanced Assessment: Formative	Balanced Assessment: Formative
Summative	Summative	Summative	Summative	Summative	Summative

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Resources Needed	Resources Needed	Resources Needed	Resources Needed	Resources Needed	Resources Needed

Weeks 25-27	Weeks 28-30
Unit/Topic Biological Change- Diversity	Unit/Topic Energy Transformations- Energy Global Climate
<p>SC-08-3.5.1</p> <p>Students will draw conclusions and make inferences about the consequences of change over time that can account for the similarities among diverse species.</p> <p>The consequences of change over time provide a scientific explanation for the fossil record of ancient life forms and for the striking molecular similarities observed among the diverse species of living organisms.</p> <p>DOK 3</p>	<p>SC-08-4.6.1</p> <p>Students will:</p> <ul style="list-style-type: none"> • explain the cause and effect relationships between global climate and energy transfer; • use evidence to make inferences or predictions about global climate issues. <p>Global climate is determined by energy transfer from the Sun at and near Earth's surface.</p> <p>DOK 3</p> <p>SC-08-4.6.2</p> <p>Students will:</p>

- describe or explain energy transfer and energy conservation;
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Energy can be transferred in many ways, but it can neither be created nor destroyed.

DOK 3

SC-08-4.6.3

Students will understand that all energy can be considered to be kinetic energy, potential energy, or energy contained by a field (e.g., electric, magnetic, gravitational).

SC-08-4.6.4

Students will:

- analyze information/data about waves and energy transfer;
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Waves, including sound and seismic waves, waves on water and electromagnetic waves, can transfer energy when they interact with matter.

DOK 2

SC-08-4.6.5

Students will:

- describe the relationships between organisms and energy flow in ecosystems (food chains and energy pyramids);
- explain the effects of change to any component of the ecosystem.

Energy flows through ecosystems in one direction from photosynthetic organisms to herbivores to carnivores and decomposers.

DOK 2

Suggested Strategies/Activities	Suggested Strategies/Activities	Suggested Strategies/Activities	Suggested Strategies/Activities	Suggested Strategies/Activities	Suggested Strategies/Activities
Balanced Assessment: Formative	Balanced Assessment: Formative	Balanced Assessment: Formative	Balanced Assessment: Formative	Balanced Assessment: Formative	Balanced Assessment: Formative
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Resources Needed	Resources Needed	Resources Needed	Resources Needed	Resources Needed	Resources Needed

Weeks 31-33	Weeks 34-36
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<p align="center">Unit/Topic Interdependence- Ecosystems</p>	<p align="center">Unit/Topic The Earth and the Universe- Processes which Shape Earth</p>
<p>SC-08-4.7.1</p> <p>Students will describe the interrelationships and interdependencies within an ecosystem and predict the effects of change on one or more components within an ecosystem.</p> <p>Organisms both cooperate and compete in ecosystems. Often changes in one component of an ecosystem will have effects on the entire system that are difficult to predict. The interrelationships and interdependencies of these organisms may generate ecosystems that are stable for hundreds or thousands of years.</p> <p>DOK 3</p> <p>SC-08-4.7.2</p> <p>Students will:</p> <ul style="list-style-type: none"> • explain the interactions of the components of the Earth system (e.g., solid Earth, oceans, atmosphere, living organisms); • propose solutions to detrimental interactions. <p>Interactions among the solid Earth, the oceans, the atmosphere and living things have resulted in the ongoing development of a changing Earth system.</p> <p align="right">DOK 3</p>	<p>SC-08-2.3.1</p> <p>Students will describe various techniques for estimating geological time (radioactive dating, observing rock sequences, comparing fossils).</p> <p>Techniques used to estimate geological time include using radioactive dating, observing rock sequences and comparing fossils to correlate the rock sequences at various locations. Deductions can be made based on available data and observation of models as to the age of rocks/fossils.</p> <p>DOK 2</p> <p><i>SC-08-2.3.2</i></p> <p><i>Students will understand that earthquakes and volcanic eruptions can be observed on a human time scale, but many processes, such as mountain building and plate movements, take place over hundreds of millions of years</i></p> <p>SC-08-2.3.3</p> <p>Students will:</p> <ul style="list-style-type: none"> • explain the transfer of Earth’s internal heat in the mantle (crustal movement, hotspots, geysers); • describe the interacting components (convection currents) within the Earth’s system.

Strategies/Activities	Strategies/Activities	Strategies/Activities	Strategies/Activities	Strategies/Activities	Strategies/Activities
<p>Balanced Assessment: Formative</p> <p>Summative</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p>Balanced Assessment: Formative</p> <p>Summative</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p>Balanced Assessment: Formative</p> <p>Summative</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p>Balanced Assessment: Formative</p> <p>Summative</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p>Balanced Assessment: Formative</p> <p>Summative</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p>Balanced Assessment: Formative</p> <p>Summative</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>
Resources Needed	Resources Needed	Resources Needed	Resources Needed	Resources Needed	Resources Needed