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| **Components of Lesson** | **Questions to consider** | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **Standard:** | * Who are you students? (what data points are available?) * Has this standard been introduced yet? * Is it spiraling? | NWEA Testing | NWEA Testing | MS-ESS2-1. Develop a model to describe the cycling of Earth’s materials and the flow of energy that drives this process. [Clarification Statement: Emphasis is on the processes of melting, crystallization, weathering, deformation, and sedimentation, which act together to form minerals and rocks through the cycling of Earth’s materials. | MS-ESS2-1. Develop a model to describe the cycling of Earth’s materials and the flow of energy that drives this process. [Clarification Statement: Emphasis is on the processes of melting, crystallization, weathering, deformation, and sedimentation, which act together to form minerals and rocks through the cycling of Earth’s materials. | MS-ESS2-1. Develop a model to describe the cycling of Earth’s materials and the flow of energy that drives this process. [Clarification Statement: Emphasis is on the processes of melting, crystallization, weathering, deformation, and sedimentation, which act together to form minerals and rocks through the cycling of Earth’s materials. |
| **Content Objective:** | * What sub skills are needed? * How will I measure student learning? * What is the academic task? * What type of questioning us on the assessment? * What level of rigor? * Knowledge * Comprehension * Application | I can demonstrate my knowledge of science concept by answering the assessment questions. | I can demonstrate my knowledge of science concept by answering the assessment questions. | I can demonstrate my application of scientific thinking by analyzing the types of thinking with in a scenario or description of a scientific investigation. | I can demonstrate my comprehension of the rock cycle by completing the rock cycle center activities | I can demonstrate my knowledge of the rock cycle by creating a graphic on a particular type of rock formation |
| **Language Objective:** | * What academic vocabulary and language will students need to engage in the academic task? * What language domain is being developed? * Read * Write * Listen * Speak * What sentence stems will be needed | I can read to answer questions about specific science concepts using the NWEA Computer assessment. | I can read to answer questions about specific science concepts using the NWEA Computer assessment. | I can read and discuss the scientific investigation to identify the types of scientific thinking using the chart provided alone with the word bank. | I can write to explain the process a rock undergoes to change from one type to another using the word bank  Sedimentary, melting, metamorphic, igneous, sediments, cooling, heat and pressure, compaction, cementation, weathering and erosion | I can read and write to explain how the rocks are recycled and why types of energy are used to process these rocks Using the stem  Rocks a recycled by the forces of…… An igneous rock can be turned into a metamorphic by…. |