Step 1: List the chosen Standard

CCSS.ELA-LITERACY.RL.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Step 2: Locate the "Key Words" from the Standards (i.e. VERBS and NOUNS) and translate into *Student Friendly* Language.

- cite- show where the information discussed is coming from in another text
- textual evidence- information from the text that helps explain an opinion
- support- help or assist
- analysis- breaking something into its parts and how each part works alone and together
- inferences- an opinion based on facts and evidence
- drawn- taken from

Step 3: Determine what a student needs to be able to KNOW and DO to demonstrate mastery.

What Students Need to <u>KNOW</u> (Information and Concepts)	**What Students Need to <u>DO</u> (Actions and Skills)**
• The difference between strong and weak evidence. • The concept of thorough evidence. • When to paraphrase and when to directly quote. • The difference between a fact and opinion.	• Paraphrase a text • Cite information from a text • Infer based on textual evidence • Analyze a text and its features

Step 4: Looking at the results of Step 3, what are the LEARNING TARGETS (written in an "I can…" statement) students need as goals for their learning to show they mastered this standard?

- I can break a text down into its parts and explain their purposes.
- I can use information from the text to explain my ideas.
- I can cite where I used information from a text.
- I can make inferences about information taken from the text and support my inferences with evidence from a text.

MATH

Step 1: List the chosen Standard

CCSS.MATH.CONTENT.2.MD.D.10 Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.

Step 2: Locate the "Key Words" from the Standards (i.e. VERBS and NOUNS) and translate into *Student Friendly* Language.

- picture graph- a graph that uses pictures to represent numbers
- bar graph- a graph that uses bars to represent numbers
- represent- show
- data set- usually numbers in math counting how many items of a category there are.
- categories- groups that have number data about them.
- put-together problems- questions that ask you to put numbers from one set in with another set.
- take-apart problems- questions that ask you to take numbers away from a set.
- compare problems- questions that ask you to look at graphs and decide what is the same or different about the numbers they show.

Step 3: Determine what a student needs to be able to KNOW and DO to demonstrate mastery.

What Students Need to <u>KNOW</u> (Information and Concepts)	**What Students Need to <u>DO</u> (Actions and Skills)**
● Parts of a picture graph ● Parts of a bar graph ● What is data?	● How to draw a picture and bar graph ● How to collect data for a graph ● How to represent data on a graph ● How to solve put-together, take-apart, and compare problems using a bar graph

Step 4: Looking at the results of Step 3, what are the LEARNING TARGETS (written in an "I can…" statement) students need as goals for their learning to show they mastered this standard?

- I can identify parts of a picture graph.
- I can identify parts of a bar graph.
- I can collect information (data) about a subject.
- I can draw a picture graph based on data.
- I can draw a bar graph based on data.
- I can solve a put-together problem by using a bar graph.
- I can solve a take-apart problem by using a bar graph.
- I can solve a compare problem by using a bar graph.

SCIENCE

Step 1: List the chosen Standard

S6E2. Obtain, evaluate, and communicate information about the effects of the relative positions of the sun, Earth, and moon.

Step 2: Locate the "Key Words" from the Standards (i.e. VERBS and NOUNS) and translate into *Student Friendly* Language.

- obtain- gather or collect
- evaluate- opinion with evidence supporting it
- communicate- speak or write
- effects- what happens as a result of something
- relative position- a location of one object in comparison with another

Step 3: Determine what a student needs to be able to KNOW and DO to demonstrate mastery.

What Students Need to <u>KNOW</u> (Information and Concepts)	What Students Need to <u>DO</u> (Actions and Skills)
• Lunar phases • Solar and lunar eclipses • Earth's rotation and tilt • Sunlight distribution throughout the solar year • The effects of the sun and the moon on the Earth	• How to research and collect information about the Earth, moon and sun • How to evaluate the information • How to represent information in multiple modes

Step 4: Looking at the results of Step 3, what are the LEARNING TARGETS (written in an "I can…" statement) students need as goals for their learning to show they mastered this standard?

- I can make a model displaying the phases of the moon.
- I can make a model displaying the position of the Earth, sun and moon.
- I can explain how the moon's position in relation to the Earth affects tides.
- I can explain how the Earth's tilt and the sun's position affect the Earth's seasons.

SOCIAL STUDIES

Step 1: List the chosen Standard

SSWG1 Explain why physical characteristics of place such as landforms, bodies of water, climate, and natural resources act as contributing factors to world settlement patterns.

Step 2: Locate the "Key Words" from the Standards (i.e. VERBS and NOUNS) and translate into *Student Friendly* Language.

- physical characteristics- landforms and waterways, i.e. mountains, rivers, deserts, forests, etc.
- natural resources- valuable and useful things from the Earth like water, minerals, metals, wood, oil
- contributing factors- causes that work with other causes that produce a result
- settlement patterns- repeated types of locations where humans tend to live

Step 3: Determine what a student needs to be able to KNOW and DO to demonstrate mastery.

What Students Need to <u>KNOW</u> (Information and Concepts)	**What Students Need to <u>DO</u> (Actions and Skills)**
• Locations of various landforms • Locations of cities and settlements • Factors affecting human settlements	• How to read a physical map • How to read a political map • How to form an explanation of reasoning

Step 4: Looking at the results of Step 3, what are the LEARNING TARGETS (written in an "I can…" statement) students need as goals for their learning to show they mastered this standard?

- I can locate physical features of an area on a map.
- I can locate major cities on a map.
- I can make inferences about why humans settle in certain places based on physical characteristics.