

# SCAFFOLDED UNIT PLANNING

## Charting the Learning Progression--LA

**Outcome: ANALYZE how text form and structure clarify information and support connecting with self, others, and the world.**

Beginning	Approaching	Meeting	Excelling
Identify poetic devices-- figurative language and sound devices (text forms and structures)	Describe how the poetic device is used--what sound, image or comparison is happening	Analyze the poetic device--what effect (images, thoughts or feelings) that is created	Analyze the theme of the poem and how the poetic device reinforces the theme

# SCAFFOLDED ASSESSMENT

## Charting the Learning Progression--Social

Outcome: Identify the factors that shaped the worldview evolving in Western Europe during the Renaissance			
Beginning	Approaching	Meeting	Excelling
Identify events that occurred during the Renaissance	Identify features of worldview	Identify factors and events that shaped the Western European worldview during the Renaissance.	Identify to what degree different factors and events shaped the Western European worldview during the Renaissance (most and least).

# SCAFFOLDED ASSESSMENT

## Charting the Learning Progression--Math

**Outcome: Determine and explain why a number is divisible by 2, 3, 4, 5, 6, 8, 9 or 10, and why a number cannot be divided by 0.**

Beginning	Approaching	Meeting	Excelling
Determine and explain if a number is divisible by 2.	Determine and explain if a number is divisible by 5 or 10.	Determine and explain if a number is divisible by 3, 6, 8, or 9.  Explain why a number cannot be divided by 0.	Determine and explain when we would use divisibility rules and why they are important.

# SCAFFOLDED ASSESSMENT

## Charting the Learning Progression--Science

**Organizing Idea: Matter: Understandings of the physical world are deepened by investigating matter and energy.**

**Guiding Question: How can the particles of matter be influenced by heating or cooling?**

**Outcome: Students investigate how particles of matter behave when heated or cooled and analyze effects on solids, liquids, and gases.**

Beginning	Approaching	Meeting	Excelling
<p><b>Knowledge Recall:</b></p> <ul style="list-style-type: none"> <li>• The particle model of matter states that heating matter causes particles to move faster.</li> <li>• As particles move faster, the attractive forces between them weaken and the space between them increases.</li> <li>• The particle model of matter states that cooling matter causes particles to move slower.</li> <li>• As particles slow down, the attractive forces between them increase and the space between them decreases.</li> <li>• A phase change is a change from one state of matter to another.</li> <li>• During a phase change, the volume of the matter may change but the mass</li> </ul>	<p><b>Demonstrate Skills and Procedures:</b></p> <ul style="list-style-type: none"> <li>• Discuss the connection between movement of particles and temperature in degrees Celsius.</li> <li>• Explain phase changes of matter when heated or cooled using the particle model of matter.</li> <li>• Conduct a controlled experiment to prove the mass of a substance is the same after a phase change</li> </ul>	<p><b>Investigate Understanding:</b></p> <p>Particles change speed and distance from each other when heated or cooled.</p>	<p>Investigate authentic examples of particles during heating and cooling</p>

# SCAFFOLDED ASSESSMENT

## Charting the Learning Progression--Your Turn! Div I/II

Organizing Idea:

Guiding Question:

Outcome:

Beginning

Approaching

Meeting

Excelling


# SCAFFOLDED ASSESSMENT

## Charting the Learning Progression--Your Turn! Div III/IV

Outcome:			
Beginning	Approaching	Meeting	Excelling