Roscommon Area Public Schools – Curriculum Framework
Course: Science 7
Unit Number: 3 Unit Title: Solar system, forces, and seasons
Timeframe:

Stage 1: Identify Desired Results	
Essential Question: *What thought-provoking questions will foster inquiry, meaning making and transfer?* • *An essential question is open ended; has no simple "right answer."* • *Is meant to be investigated, argued, looked at from different points of view* • *Encourages active "meaning making" by the learner about important ideas.* • *Raises other important questions.* • *Naturally arises*	• *This unit has not been released bt MiStar*
Scaffold Questions: *What questions can we ask students that break the essential question into smaller pieces of content?*	
Brief Summary of Unit:	

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Desired Understanding: *The long-term accomplishments that students should be able to do with knowledge and skill, on their own. Frames Standards as long-term performance accomplishments. Answers the questions Why? And What can you do with this?*	
Science Discipline Core Ideas - *Subject* *List all of the standards in this unit.*	
Science Practices *Which practices will be focused on during this unit?*	
Science Crosscutting Concepts *Which Crosscutting Concepts will be focused on during this unit?*	
Essential Standards* *List the Essential Standards that will be taught and assessed in this unit.*	

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Crossover standards* *Connection to other content areas (Option)*	
Alignment to the Vision of High Quality Instruction in Science *(How do the instructional targets in this unit align to the district's vision of high quality instruction?)*	

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Stage 2: Determine Acceptable Evidence **(With the exception of formative assessments, all assessments listed in this section are required elements of the district's curriculum and the data associated will be collected in the district's performance management driver system.)**	
Measure of Understanding (Performance Task) *(How will students demonstrate their attainment of the long term understanding?)*	
Assessing the Performance Task *(How will we evaluate quality*	

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student work in the performance task? How will we determine that students can use their learning independently?)	
Summative Assessments *(How will we know if students can demonstrate mastery of the unit's content, skills, and common core state standards?) Can overlap the performance-based evidence, thereby increasing the reliability of the overall assessment (especially if the performance task was done by a group)*	
Interim Assessments	
Formative Assessments	

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Student Self-Reflection and Self-Regulation **(Student-Centered)** *(How will we measure students' ability to think meta-cognitively?)*	
State Assessment Practice *(How will we measure students' ability to interact with content and skills in an MSTEP-like or SAT-like format?)*	
Stage 3: Learning Plan **(Summary of Key Learning Events and Instruction)**	
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What activities, experiences and lessons will lead to achievement of the desired results and success at the assessments? *The learning events –* • *should be derived from the goals of Stage 1 and the assessments of Stage 2 to ensure alignment and effectiveness of the activities.* • *should match the level of rigor within the standard* • *support student Acquisition, Meaning Making, and Transfer.*	
Learning Targets *What will students be taught? What should they know? What*	

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should they be able to do?	
How will the unit be sequenced and differentiated to optimize achievement for all learners? *Teaching -* • *should reflect the instructional approaches most appropriate to the goals (not what is easiest or most comfortable for the teacher).* • *should employ resources most appropriate to the goals (not simply march through a textbook or commercial program).* • *be responsive to differences in learners' readiness, interests, and preferred ways of learning.*	
Key Vocabulary	

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Resources *Description or link to resources*	