

**Quarter 1 Science District Common Assignment Planner
Grade 7 - Overview**

| Associated Standards & NGSS Dimensions | |
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| NGSS Performance Expectation | 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.] [Assessment Boundary: Assessment does not include the identification and naming of minerals.] |
| NGSS Science & Engineering Practices (SEP) | <ul style="list-style-type: none"> • Construct an explanation based on evidence • Developing & using models to predict and describe phenomena. • Asking questions |
| NGSS Cross Cutting Concepts (CCC) | <ul style="list-style-type: none"> • Stability & Change • Systems & System Thinking • Matter and Energy Flows |
| NGSS Disciplinary Core Ideas (DCI) | <ul style="list-style-type: none"> • MS-ESS2.a - Earth's Materials & Systems • MS-PS1a – Structure of Matter • MS-PS1b – Chemical Reactions |
| CCSS Literacy for Science | <ul style="list-style-type: none"> • WHST 2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. • RST 7 Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table). |
| Timeline & Milestones | <p>9/30 Analyze student/class-consensus models during on-site iPL day.</p> <p>10/14 Gallery Walk of exemplary student/consensus models at whole group iPL. Teachers share instructional sequences/strategies that led to the modeling.</p> |

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The above skills should be woven into assignments throughout the quarter. The prompt and anchor texts in the following table are required and considered baseline. It is up to each Accountable Community to complete unit plans and daily instructional plans leading to this common assignment. These instructional plans may utilize any of the supplemental texts.

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| NGSS Aligned Common Assignment Prompt (Tentative) | <p>After researching Table Mountain and creating a model that describes how it was formed over time, write an explanation in which to explain how your model shows the formation of the monument.</p> |
| Anchor Texts | <p>The anchor text of this assignment is the model of the formation of Table Mountain that students create or a model that the class creates via consensus (See strategy 2 of the toolkit below). However, there are a few documents that may be necessary for either model to be completed and may be used for creating the model leading up to this writing assignment.</p> |
| Supplemental Texts/Resources | <p> Google Earth Time Lapse of meandering river Why do rivers curve? YouTube animation Drone Footage of Table Mountain USGS Topo Map of Table Mountain Fresno Bee Article Topography of Table Mountain Table Mountain Cross Section Table Mountain article </p> <ul style="list-style-type: none"> • Stream Table & Fault Simulation Kits |
| Teacher information and pedagogical resources | <p>Modeling Toolkit – Several Strategies for how to employ modeling in the classroom.</p> |