SCIENCE/LITERACY UNIT BLUEPRINT  Focus: ________________________________

KNOWLEDGE: Core Ideas and Information
WHAT GENERALIZATIONS AND KINDS OF KNOWLEDGE WILL STUDENTS DEVELOP?
__12A. how living things function, adapt and change.
__12B. how living things interact with each other and with their environment.
__12C. properties of matter and energy and the interactions between them.
__12 D. force and motion and the principles that explain them.
__12E. features and processes of the Earth and its resources.
__12F. composition and structure of the universe and Earth’s place in it.

CROSS-CUTTING CONCEPTS OF SCIENCE  Link to New Science Standards
Patterns  Cause and effect  Mechanism and explanation  Scale, proportion, and quantity  Structure and function
Systems and system models  Energy and matter: Flows, cycles, and conservation  Stability and change

Construct BIG ideas and questions based on the science standard and cross-cutting concepts.

<table>
<thead>
<tr>
<th>BIG Ideas (also called “enduring understandings”)</th>
<th>BIG (Essential) Questions</th>
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INTEGRATED LITERACY DEVELOPMENT: Anchor Reading Standards
__CCSSR1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
__CCSSR2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
__CCSSR7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

Insert CCSS Reading Standards from your grade level—click here to link to them:

K  1  2  3  4  5  6  7  8  9-10  11-12

Standards-Aligned Reading Skills Development: Students will increase ability to:
__infer word meaning __ summarize __ synthesize __ report learning __ construct response
__ compare and contrast __ identify and cite evidence to support an idea or position
__ interpret visuals __ identify and use text structure __ analyze/infer causes/effects
__ preview passage/survey __ classify __ summarize __ synthesize __ compare / contrast
__ sequence __ analyze/infer cause-effect relations __ evaluate relevance
__ determine main ideas and central idea

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INTEGRATED WRITING DEVELOPMENT: Write to Learn More

Recommended--Anchor Writing Standard 2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the through the selection, organization, and analysis of relevant content. The explanatory writing standard is recommended because students need to use the concepts and vocabulary they learn to communicate their new knowledge.

What formats will students complete so that they “think on paper” about the reading and develop communication abilities?

___ journals, notes, learning reports
___ lab reports
___ report on a science topic, question, or issue

___ CCSSW1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
___ CCSSW2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
___ CCSSW3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Click here for CCSS Writing Standards for your grade:
K  1  2  3  4  5  6  7  8  9-10  11-12

LEARNING ASSESSMENT

Formative Assessments to identify student progress and needs on a daily and/or weekly basis.

___ make glossary  ___ daily journal  ___ write with academic vocabulary
___ learning report  ___ weekly summary  ___ student-written questions and answers
___ graphic organizer  ___ illustrate text  ___ constructed response
___ respond to questions with evidence  ___ student demonstrates

__________________________
___ ________________

Summative Assessment At completion of unit, student will demonstrate independent competence in the following product(s):

___ written report  ___ presentation  ___ display  ___ booklet  ___ illustrated guide
___ demonstration  ___ data analysis with explanation based on text and experiments

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___ ________________