

What is it we expect students to learn? Identifying Essential Standards

Grade Level: 7th Grade

Subject: Discovery Lab

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1. Standard/ Description	2. Evidence of Proficiency	3. Prior Skills Needed	4. Common Summative Assessment	5. When Taught?	6. Enrichment/ Intervention Strategies
Meteorology	<ul style="list-style-type: none"> • The students will identify and explain the uses of meteorological tools of measurement • The students will identify and describe the layers of the atmosphere. • The students will be able to explain how various natural disasters occur. 	<ul style="list-style-type: none"> • Basic knowledge of a weather forecast 	<ul style="list-style-type: none"> • Unit Assessment 	<ul style="list-style-type: none"> • Taught quarterly 	
Prehistoric Life	<ul style="list-style-type: none"> • The students will be able to explain 		<ul style="list-style-type: none"> • Unit Assessment • Dinosaur 	<ul style="list-style-type: none"> • Taught quarterly 	

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	<p>the prehistoric timeframe as well as compare and contrast the work of paleontologists and archeologists</p>	<p>Paleontologist project and presentation</p>	
Current Events	<ul style="list-style-type: none"> • The students will be able to identify important current events through various forms of media • The students will be able to connect current events with our everyday lives and past events 	<ul style="list-style-type: none"> • Basic knowledge of the various news resources 	<ul style="list-style-type: none"> • Current event research • Throughout the year each quarter

1. Standard: What is the essential standard to be learned? Describe in student-friendly vocabulary
2. Example/ Rigor: What does the proficient student work look like? Provide an example and/or description.
3. Prior skills needed: What prior knowledge, skills, and/or vocabulary is needed for a student to master this standard?
4. Common Assessment: What assessments(s) will be used to measure the student mastery?

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5. When will this standard be taught?
6. Enrichment: What supplementary standards/ skills enrich the essential standard?

Mattos, Buffum, Weber, 2010