**MISSION STATEMENT:** Every student. Every day. Dragon PRIDE!

**CMS PURPOSE:** The purpose of the PLC process is to provide teachers with a collaborative learning community to assist and provide support in improving instruction and monitoring student learning. This will be a systematic process to ensure that (1) activities and assessments are designed with the appropriate academic rigor (2) classroom activities become more student centered, and (3) students are aware of the learning expectations and standards of performance.

**Unit : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Timeframe: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| **UNIT OVERVIEW** | | |
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| **ANCHORING PHENOMENON**  (Link a video, data set, image, etc.) | | |
| Students’ response: | | |
| **DRIVING QUESTION** | | |
| [For details on Driving Question Board click here](https://www.youtube.com/watch?v=hEjcTHQdQTI). | | |
| **SCIENTIFIC PRINCIPLES OR ENDURING UNDERSTANDINGS** | | |
|  | | |
| **SCIENCE AND ENGINEERING PRACTICES** | **DCIs** | **CROSS CUTTING CONCEPTS** |
| * Asking Questions and Defining Problems * Developing and Using Models * Planning and Carrying Out Investigations * Analyzing and Interpreting Data * Using Mathematical and Computational Thinking * Constructing Explanations and Designing Solutions * Engaging in Argument from Evidence * Obtaining, Evaluations, and Communicating Information | List all DCIs for this unit here. | * Structure and function * Scale, proportion, and quantity * Patterns * Cause and effect * Energy and matter * Stability and change * Systems and system models |
| **ACADEMIC VOCABULARY** | | |
| List unit vocabulary with definitions here. | | |
| **END OF UNIT COMMON ASSESSMENT PLAN** | | |
| **Date to be Administered:** | | |
| **Assessment Goal:** | | |
| **Insert Link to Summative Assessment:** | | |
| **Benchmark (MasteryConnect) Assessment(s):**  Name: Date: | | |

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| **THE LEARNING PLAN** | | | | |
| **Week 1** | | | | |
| **Learning Target**  The three dimensions woven together into a single learning performance.  [Tips for Writing These](https://www.oregon.gov/ode/educator-resources/assessment/Documents/writing_tips_learning_goals_success_criteria.pdf) | | **Focus Standard**  Just record the number | **What will students do?** | **How will they do it?** |
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| **Formative Assessment** | | | | |
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| **Week 2** | | | | |
| **Learning Target**  The three dimensions woven together into a single learning performance | | **Focus Standard**  Just record the number | **What will students do?** | **How will they do it?** |
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| **Formative Assessment** | | | | |
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| **Week 3** | | | | |
| **Learning Target**  The three dimensions woven together into a single learning performance | | **Focus Standard**  Just record the number | **What will students do?** | **How will they do it?** |
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| **Formative Assessment** | | | | |
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| **Week 4** | | | | |
| **Learning Target**  The three dimensions woven together into a single learning performance | **Focus Standard**  Just record the number | | **What will students do?** | **How will they do it?** |
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| **Formative Assessment** | | | | |

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| **MATERIALS/RESOURCES** |
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| **ASSESSMENT PERFORMANCE ANALYSIS - STUDENT DATA ANALYSIS**  **(after unit assessment)** | | | | |
| **Teacher** | **Class Period** | **Class Average** | **# of students below target** | **# of students at or above target** |
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| **DIFFERENTIATION**  **Extra Support activities:** |
| Low Achieving Supports: |
| High Achieving Supports: |