

Self Regulation and Academic Excellence Tracker

Unit: Land, Water, and Human Interactions

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<p>Exploration Report</p> <ul style="list-style-type: none"> <input type="checkbox"/> Observations written in complete sentences <input type="checkbox"/> Questions written <input type="checkbox"/> Predictions written <input type="checkbox"/> Focus question answered in a Perfect Paragraph <p style="text-align: right;">_____/4</p>	<p>Process Grid #1</p> <p>Investigating topographic maps</p> <ul style="list-style-type: none"> <input type="checkbox"/> Marsh column completed <input type="checkbox"/> Hillside column completed <input type="checkbox"/> Cliff column completed <input type="checkbox"/> Prediction written in a Perfect Paragraph <p style="text-align: right;">_____/4</p>	<p>Lab Report #1</p> <p>Modeling River Deltas</p> <ul style="list-style-type: none"> <input type="checkbox"/> Purpose and Hypothesis written in complete sentences <input type="checkbox"/> Materials and Procedure copied <input type="checkbox"/> Data table complete <input type="checkbox"/> Analysis questions answered in a Perfect Paragraph <p style="text-align: right;">_____/4</p>
<p>Science Reading</p> <p>Weathering, Erosion, and Deposition</p> <ul style="list-style-type: none"> <input type="checkbox"/> Annotations complete <input type="checkbox"/> Focus question copied <input type="checkbox"/> Focus question answered in a Perfect Paragraph <input type="checkbox"/> Application answered in complete sentences <p style="text-align: right;">_____/4</p>	<p>Lab Report #2</p> <p>Modeling Cliff Erosion</p> <ul style="list-style-type: none"> <input type="checkbox"/> Purpose and Hypothesis written in complete sentences <input type="checkbox"/> Materials and Procedure copied <input type="checkbox"/> Data table complete <input type="checkbox"/> Analysis questions answered in a Perfect Paragraph <p style="text-align: right;">_____/4</p>	<p>Expert Groups</p> <p>The Water Cycle</p> <ul style="list-style-type: none"> <input type="checkbox"/> Solid water notes complete <input type="checkbox"/> Liquid water notes complete <input type="checkbox"/> Gaseous water notes complete <input type="checkbox"/> Water cycle process written in a Perfect Paragraph <p style="text-align: right;">_____/4</p>
<p>Lab Report #3</p> <p>Modeling Coastal Erosion</p> <ul style="list-style-type: none"> <input type="checkbox"/> Purpose and Hypothesis written in complete sentences <input type="checkbox"/> Materials and Procedure copied <input type="checkbox"/> Data table complete <input type="checkbox"/> Analysis questions answered in a Perfect Paragraph <p style="text-align: right;">_____/4</p>	<p>Process Grid #2</p> <p>Boomtown Reports</p> <ul style="list-style-type: none"> <input type="checkbox"/> Marsh column completed <input type="checkbox"/> Hillside column completed <input type="checkbox"/> Cliff column completed <input type="checkbox"/> Prediction written in a Perfect Paragraph <p style="text-align: right;">_____/4</p>	<p>Argumentative Essay</p> <ul style="list-style-type: none"> <input type="checkbox"/> Draft 1 written <input type="checkbox"/> Peer edits <input type="checkbox"/> Draft 2 written <input type="checkbox"/> Final Draft, five Perfect Paragraphs <p style="text-align: right;">_____/4</p>
<p>CCD</p> <p>5 new vocabulary words on your own.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Predict the word's meaning <input type="checkbox"/> Sketch an example of the word <input type="checkbox"/> Use the word in three complete sentences <p>How Scientists Make Sentences</p> <ul style="list-style-type: none"> <input type="checkbox"/> Write five sentences with the noun written on the poster. <p style="text-align: right;">_____/4</p>	<p>Frayer Model Vocabulary</p> <ul style="list-style-type: none"> <input type="checkbox"/> Put the vocab word in the middle <input type="checkbox"/> Write the dictionary definition and part of speech in one box <input type="checkbox"/> Draw a picture of what the word means <input type="checkbox"/> Write the connection between that word and the unit <p style="text-align: right;">_____/4</p>	<p>Graph It</p> <ul style="list-style-type: none"> <input type="checkbox"/> Define components of the graph. <input type="checkbox"/> Create a description of the graph. <input type="checkbox"/> Describe how the graph relates to the topic. <p>Convert It</p> <ul style="list-style-type: none"> <input type="checkbox"/> Measuring Length <input type="checkbox"/> Measuring Volume <input type="checkbox"/> Converting to SI Units <p style="text-align: right;">_____/4</p>
<p>Personal Vocabulary Log</p> <ul style="list-style-type: none"> <input type="checkbox"/> Complete vocab log for five CCD vocab words <p style="text-align: right;">_____/4</p>	<p>Science in the News</p> <ul style="list-style-type: none"> <input type="checkbox"/> Research an article of your choice on NEWSLA and complete the Science in the News worksheet 	<p>Exit Ticket Re-Master</p> <ul style="list-style-type: none"> <input type="checkbox"/> Correct previous Exit Tickets by writing the correct answer and why the other answers are incorrect

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Essay Prompt

In this unit, you have been modeling the effects of erosion on landforms.

You will be writing a letter to the City Council arguing for the development of one of the following building sites:

1. Delta Marsh
2. Green Hill
3. Seaside Cliff

In this letter, you must address the advantages of building in that area, the disadvantages of building in the other areas, and solutions to the potential geological problems for construction. .

Essay Rubric

Level	Description		
	Claim	Evidence	Reasoning
Level 4 Complete and correct	The student's claim is clear and relevant.	The student's evidence supports the claim, is accurate, and sufficient, AND student evaluates the strength of the evidence supporting the claim.	The student's reasoning is appropriate, logically connected to the claim, and sufficient.
Level 3 Almost there	The student's claim is relevant but incomplete.	The student's evidence is relevant, accurate, and sufficient.	The student's reasoning is appropriate and logically connected to the claim BUT is not sufficient.
Level 2 On the way	The student's claim is relevant but is unclear.	The student's evidence is relevant BUT is incomplete and/or contains inaccuracies.	The student's reasoning is scientific BUT is incomplete or not logically connected to the claim.
Level 1 Getting started	The student's claim is irrelevant.	The student's evidence is irrelevant or does not support the claim.	The student's reasoning is nonscientific, does not support the claim, or does not connect the claim to the evidence.
Level 0	The student provided no claim.	The student provided no evidence.	The student provided no reasoning.

X	The student had no opportunity to respond.	The student had no opportunity to respond.	The student had no opportunity to respond.
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Model Guidelines

Working with a partner, you will design Boomtown 10 years into the future.

With a growing population, where should Boomtown build its newest housing complex? You will help the City Council decide on a location. The building sites you can choose from are:

1. Delta Marsh
2. Green Hill
3. Seaside Cliff

Consider the following:

1. Advantages of building in each area.
2. Disadvantages of building in each area.
3. Role of earth processes in each area
4. Topographical changes and land stability over time
5. Solutions to the potential development issues.

Step 1

Create a 3D model of Boomtown.

Step 2

Decide on a building site for the new housing complex. Build a model of the housing complex and place it in that building site.

Step 3

Create a topographical map of Boomtown that is 10 years into the future.

Step 4

Create Evidence Flags for the changes your group made to Boomtown's city map.

Did you learn?

Put a checkmark next to the standards you feel like you learned during this unit:

NGSS Standards:

- MS-ESS2-2- Explain how geological processes have changed Earth's surface at varying time and spatial scales.
- MS-ESS2-4- Develop a model of the water cycle.
- MS-ESS3-3- Design a method for monitoring and minimizing human impact on the environment.

Engineering Standards:

- MS-ETS1-1- Define a problem and create a solution, taking into account impacts on people and the environment.
- MS-ETS1-2- Evaluate competing solutions.

Model Rubric

Level	Description
Level 4 Complete and correct	The student's model completely and accurately represents the components, relationships, and mechanisms of the phenomenon, AND the student uses it to develop a complete and correct explanation or prediction.
Level 3 Almost there	The student's model completely and accurately represents the components, relationships, and mechanisms of the phenomenon AND includes a mostly correct use of the model to create an explanation or prediction.
Level 2 On the way	The student's model represents components of the phenomenon AND includes a partially correct representation of the relationship or mechanisms associated with the phenomenon.
Level 1 Getting started	The student's model represents components of the phenomenon BUT provides little to no evidence of the relationships or mechanisms associated with the phenomenon.
Level 0	The student's response is missing, illegible, or irrelevant.
X	The student had no opportunity to respond.

Collaboration Rubric

Level	Description
Level 4 Accomplished	Group members accomplish Level 3 and actively collaborate by: -asking questions about each other's ideas -helping each other accomplish the task -building on each other's ideas
Level 3 Almost there	All group members participate equally and respectfully consider each other's ideas.
Level 2 On the way	Unequal group participation OR group respectfully considers some, but not all, ideas.
Level 1 Getting started	Significantly unequal group participation OR group totally disregards some member's comments and ideas.
Level 0	Members do not work together OR single individual does the entire task.
X	Student had no opportunity to work as part of a group.