

Cabrillo High School Earth Science

Common Core applications

Developed by Michelle Poquette

Literacy: RST 9-10.1-RST9-10.10

Writing: WHST

Below is a list of activities, assignments and assessments to be used in each unit throughout the year. We are going to try to start with at least 1-2 applied each semester. We are planning to try new things and experiment with implementation during the 2014/1015 school year.

- Reading scientific unit topic / standard specific articles **and/or** textbook chapters / sections
 - Reading for understanding by highlighting or underlining
 - Identifying focus vocabulary
 - Writing one sentence summaries of each paragraph read
 - Writing a paragraph review of article
- Writing all answers in complete sentences
- Verbalizing all answers incomplete sentences
- Restructuring and adding in more lab based activities (shooting for at least one every other unit)
 - Students design procedures to solve a problem or questions
 - Students present their findings to the class
- Vocabulary development with games and review
- Using maps and symbols during certain units to answer questions.
- Do reading focus for each chapter taught
- Incorporate graphing
 - Students make the graph using data they gather or read from a table.
 - Students interpret the graph through answering questions or presenting to the class.
- Reviewing text book, vs. scientific article vs. websites information and distinguish the differences and similarities between the two.
- Writing responses to questions in stages – format from our English department to support cross curricular learning
 - Stage 1 – one sentence stating a claim
 - Stage 2 – One sentence claim **PLUS** one sentence with concrete evidence that supports the claim
 - Stage 3 – One sentence Claim **PLUS** One sentence with concrete evidence that supports the claim PLUS a commentary of how evidence support the claim.
 - Stage 4 – Full 6 sentence paragraph answer:
 - Introduction of the topic
 - Claim
 - Concrete evidence #1
 - Concrete evidence #2
 - Commentary
 - Conclusion sentence to summarize paragraph.
- Reducing assessments from 50 multiple choice to 30 multiple choice and 2-3 short answers.
- Creating 2 benchmark assessments for each semester which incorporate some sort of response that is applicable to a unit topic and a NGSS. The benchmark will be assessing their capability of reading or researching on a topic and writing a comprehensive proper 6 sentence paragraph response to a question.
- Developing performance tasks – This would have to be done 2nd semester after basic skills are learned.