

Stage 1 - Desired Results		
<p><b>ESTABLISHED GOALS (CCSS)</b></p> <p>RST 9.3 - Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.</p> <p>RST 9.4 - Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 9-10 texts and topics</i>.</p> <p>WHST 9.2f - Provide a concluding statement or section that follows from and supports the information or explanation presented</p> <p>RI 9.4 - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p>	<i>Transfer</i>	
	<p><i>Students will be able to independently use their learning to...</i></p> <p>Describe the different parts of the Rock Cycle.                      Identify and describe the 3 major rock types.                      Use physical characteristics to identify common rocks in the crust.</p>	
	<i>Meaning</i>	
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <p><b>UNDERSTANDINGS</b>  <i>Students will understand that...</i>  <b>Different rock types are created due to different processes that continually take place in the lithosphere.</b></p> <p><b>Common rocks can be identified using their physical properties.</b></p> </td> <td style="width: 50%; vertical-align: top;"> <p><b>ESSENTIAL QUESTIONS:</b>                      What is a rock?                       What are the 3 major types of rock?                       How is an Igneous rock formed and how can it become other rock types?                       What characteristics does one look for when identifying Igneous, sedimentary, and metamorphic rocks?</p> </td> </tr> </table>	<p><b>UNDERSTANDINGS</b>  <i>Students will understand that...</i>  <b>Different rock types are created due to different processes that continually take place in the lithosphere.</b></p> <p><b>Common rocks can be identified using their physical properties.</b></p>
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<i>Acquisition</i>		
<p><i>Students will know...</i></p> <p><b>That all rocks begin as igneous rocks.</b></p> <p><b>That through processes of weathering, erosion, cementation, compaction, extreme heat, and extreme pressure, existing rocks can be changed to another type of rock.</b></p> <p><b>Physical properties of each of the different rock types.</b></p>	<p><i>Students will be skilled at...</i></p> <p><b>Describing the rock cycle, and the various paths that rock material may follow in the cycle.</b></p> <p><b>Identifying common igneous, sedimentary, and metamorphic rocks.</b></p> <p><b>Using microscopes to view thin sections of rocks and using what they see to correctly classify them.</b></p>	
Stage 2 - Evidence		
<b>Evaluative Criteria</b>	<b>Assessment Evidence</b>	
<b>PERFORMANCE TASKS</b>	<p><b>CURRICULUM EMBEDDED PERFORMANCE ASSESSMENT (PERFORMANCE TASKS):</b>                      Given a set of physical properties, identify various rock samples.</p> <p>Identify igneous, sedimentary, &amp; metamorphic rocks using visible physical properties as well as those seen through a microscope.</p>	
<b>CLAIMS</b>	<p><b><u>CLAIM 1</u>      CLAIM 2      CLAIM 3      CLAIM 4</b></p>	

DEPTH OF KNOWLEDGE LEVELS	<u>DOK 1</u>	<u>DOK2</u>	<u>DOK 3</u>	<u>DOK4</u>
ACHIEVEMENT LEVEL DESCRIPTORS	<u>ALD 1</u>	<u>ALD 2</u>	<u>ALD 3</u>	<u>ALD 4</u>

**Stage 3 – Learning Plan**

Notes/discussion on the rock cycle, igneous rocks, sedimentary rocks, metamorphic rocks, and rock identification.

Rock Properties

Igneous Rock Lab

Sedimentary Rock Lab

Metamorphic Rock Lab

DRAFT