**Using Content to Teach Common Core Standards**

Use this form to help you examine your existing lessons and units with an eye to shaping instruction around outcomes intended in the Common Core.

**Focus Question: Use and develop a simple classification system.**

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| **Content Objective:** | Report on changes in classification systems as a result of new knowledge and technology |
| **Language Objective:** | R1, R2, R8, W1 |
| 1. What **core content standard** is the focus? | 7th grade science Standard 5 objective 2d |
| 1. What is the **essential question** I would like students to engage? | SWBAT indentify changes in classification as a result of new knowledge and technology. |
| 1. What is the **intended outcome** of student learning? | 7th grade ILOs 1, 2c, 3c, 4a |
| 1. What will the final **product** be? | Argumentative paragraph with supporting evidence for their stance. |
| 1. Have I developed a **rubric or assessment list** to define elements and level of quality for the expected outcome or product? |  |
| 1. What **digital resources** will I use to support lesson activities, assignments, or the final product? |  |
| 1. What type of **writing** will instruction and/or the intended outcome result in:  * **Argumentation/Opinion** (supported opinion, argumentation, building a case), * **Informative/Explanatory**   (an explanation, a report of findings, a statement of information), or   * **Narrative**   (tell a story, relate an experience). | Argument/Opinion  Students will write at least four sentences making a claim and providing evidence and reasoning.  Students with similar opinions will be grouped together and write a four sentence group report. |
| 1. What strategies will I use to move students through **multiple revisions** of the document? | Students will right a new paragraph as a group. |
| 1. What are the **narrative texts** I will have students read to gain background on the essential question? |  |
| 1. What are the **informational texts** I will have students read to gain facts and information about the essential question? | The Mysterious Venus Flytrap and The Great Panda Debate articles. |
| 1. What instructional activity will you use to put **students in groups** (providing opportunity for speaking, listening, sharing of ideas, collaborating)? | Group writing based on what opinion they took. |
| 1. When and in what structure will I **critically examine this student work**, and discuss the instruction with colleagues? | Monday afternoon collaboration |

**Notes:**