

# LRI TEAM ESSENTIAL STANDARD GUIDE

WHAT DOES PROFICIENCY LOOK LIKE? ALIGN WITH THE NEWEST STATE ESSENTIAL STANDARDS

<b>Team :</b>	<b>Unit:</b>
<b>Essential Standard</b>	<b>Student Friendly Language</b>
Strand 7.1: FORCES ARE INTERACTIONS BETWEEN MATTER	<p>I will be able to explain that forces are “push” or “pull” interactions between two objects.</p> <p>I will examine the cause and effect relationship determined by different forces.</p>

**Does it have endurance? Do we really expect our students to retain the knowledge and skills over time as opposed to merely learning it for a test?**  
**Does it have leverage? Will proficiency in this standard help the student in other areas of the curriculum and other academic disciplines?**  
**Does it develop student readiness for the next level of learning? Is it essential for success in the next unit, course, or grade level?**  
**What content do we currently teach that we can eliminate from the curriculum because it is not essential?**

Learning Targets	Academic Vocabulary	DOK Question Stems (At least 1 from each DOK)	Possible Assessments
<ul style="list-style-type: none"> <li>LT 1: I can investigate and show that a change in an object's motion depends on the object's mass and the forces acting on it.</li> <li>LT 2: I can evaluate designs that best measure an object's motion.</li> <li>LT 3: I can design a solution that reduces the impact of two colliding objects.</li> <li>LT 4: I can create a model that shows forces exist between objects even when they are not touching.</li> </ul>		<ol style="list-style-type: none"> <li>1. Recall(memorize, match, recognize). Right Answer</li> <li>2. Skill/Concept (cause/effect, compare/contrast, classify, sorting). Usually a right answer.</li> <li>3. Strategic Thinking (revise, evaluate, critique, predict, hypothesize, investigate, develop an argument). Not a “right” answer.</li> <li>4. Extended Reasoning (designing, creating, connecting, proving, application-writing research or applying info to a project). Not a “right” answer.</li> </ol>	<ol style="list-style-type: none"> <li>1. 7.1.1: Newton's 1st and 2nd Law Quiz</li> <li>2. 7.1.2: Newton's 3rd Law Quiz</li> <li>3. 7.1.3-5: Static Electricity, Magnetism, and Gravity Quiz</li> <li>4. 7.1: Forces and Motion Unit Test</li> </ol>

<ul style="list-style-type: none"> <li>• LT 5: I can collect and analyze data to identify factors that affect the strength of electric and magnetic forces.</li> <li>• LT 6: I can use evidence to support a claim about how mass affects gravitational pull.</li> </ul>			
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### What does each level of proficiency look like for this standard?

<b>Minimally Proficient (1)</b>	<b>Approaching Proficiency (2)</b>	<b>Proficient (3)</b> <i>Do this one FIRST</i>	<b>Beyond Proficiency (4)</b>
<p>Has not yet demonstrated an understanding of the concept and needs support.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Students cannot investigate and show that a change in an object's motion depends on the object's mass and the forces acting on it.</li> <li><input type="checkbox"/> Students cannot evaluate designs that best measure an object's motion.</li> <li><input type="checkbox"/> Students cannot design a solution that reduces the impact of two colliding</li> </ul>	<p>Demonstrates some knowledge and understanding of the concept but lacks proficiency in key areas.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Students can investigate and show that a change in an object's motion depends on the object's mass and the forces acting on it.</li> <li><input type="checkbox"/> Students can partially evaluate designs that best measure an object's motion.</li> <li><input type="checkbox"/> Students can partially design a solution that reduces the impact of two colliding objects.</li> <li><input type="checkbox"/> Students can partially create a</li> </ul>	<p>Consistently demonstrates an understanding of the concept.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Students can investigate and show that a change in an object's motion depends on the object's mass and the forces acting on it.</li> <li><input type="checkbox"/> Students can evaluate designs that best measure an object's motion.</li> <li><input type="checkbox"/> Students can design a solution that reduces the impact of two colliding objects.</li> </ul>	<p>Demonstrates an advanced understanding of the concept and can teach it or apply it in the real world.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/></li> </ul>

<p>objects.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Students cannot create a model that shows forces exist between objects even when they are not touching.</li> <li><input type="checkbox"/> Students cannot collect and analyze data to identify factors that affect the strength of electric and magnetic forces.</li> <li><input type="checkbox"/> Students cannot use evidence to support a claim about how mass affects gravitational pull.</li> </ul>	<p>model that shows forces exist between objects even when they are not touching.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Students can collect and analyze data to partially identify factors that affect the strength of electric and magnetic forces.</li> <li><input type="checkbox"/> Students can use evidence to partially support a claim about how mass affects gravitational pull.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Students can create a model that shows forces exist between objects even when they are not touching.</li> <li><input type="checkbox"/> Students can collect and analyze data to identify factors that affect the strength of electric and magnetic forces.</li> <li><input type="checkbox"/> Students can use evidence to support a claim about how mass affects gravitational pull.</li> </ul>	
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### How are you going to teach it?

Learning Target/s:			
Vocabulary	Materials	Activities	Assessments
		Bellwork: Instruction: Independent Practice:	