Learning Map using BCs Renewed Curriculum

Course/Subject/Grade(s): Science 8				**Planning Team:** J. Flesaker, S. Moore		
Unit Big Idea: Life Processes are performed at the cellular level				**Unit Guiding Question:** What is a cell? Why are cells important?		
Content Goals and Curricular Competencies						
Learning Continuum		ACCESS Goals: This is what I **need** to know and do	Goals for ALL: This is what I **must** know & do	Goals for MOST: This is what I **can** know & do	Goals for FEW: This is what I **could** know & do	CHELLENGE Goals : This is what I **can try to** know & do
Content Goal: I know types of cells		I know living and non living I know cells	I know plant and animal cells	I know prokaryotic and eukaryotic cells	I know cell structures and their functions	I know how cell structures work together
Curricular Competencies	I can plan & conduct	I can use scientific equipment safely	I can make observations	I can record what I observe	I can identify what I observe with labels	I can use field of view to determine the scale of my observations
	I can question and predict	I can wonder about a scientific topic	I can choose a scientific question to investigate a topic further	I can come up with my own scientific question to investigate a topic further	I can solve a problem about a scientific topic	I can investigate a problem about a scientific topic through scientific inquiry
Summative Assessment: Science Portfolio						
Communicating Learning	I can demonstrate my learning	I can identify my science goals	I can find evidence to demonstrate that I have met a science goal	I can collect multiple pieces of evidence to support my learning of science goals	I can identify next steps in my learning	I can reflect on my learning and identify misconceptions

Curricular Competency Mini Lesson Planner

Course/Subject/Grade(s): Science 8			
Unit Question: What is a cell? Why are cells important?			
Mini lessons			
Week 1	Weekly competency question: How do scientist plan and conduct?		
	Mini Lesson: Scientists observe	Mini Lesson: Scientists record what they observe	Mini Lesson: Scientists identify and label what they observe
	Content used to teach competencies: living/non living things; animal & plants cells		
Week 2	Weekly competency question: How do scientists question and predict?		
	Mini Lesson: Scientists choose questions to investigate	Mini Lesson: Scientists determine their own questions	Mini Lesson: Scientists investigate problems that need to be solved
	Content used to teach competencies: prokaryotic and eukaryotic cells; cell structures and their functions		
Week 3	Weekly competency question: How do scientists communicate their learning?		
	Mini Lesson: Scientists know when they have meet a goal	Mini Lesson: Scientists collect evidence of their learning	Mini Lesson: Scientists identify next steps in their learning
	Content used to teach competencies: Scientific Portfolios as a format		