

St. Michael-Albertville Schools Map Format

EQ & CONTENT	SKILLS	LEARNING TARGETS	STANDARDS	ASSESSMENT	RESOURCES & TECHNOLOGY
<p>CEQ=COURSE ESSENTIAL QUESTIONS: Label CEQ in ALL CAPS, BOLD, and Bulleted. Place only in September.</p> <p>UEQ=Unit essential questions- Label UEQ, <i>italicize in lower case, and bullet.</i></p> <p>Label the content (nouns) heading (bold) and copy across to each column.</p>	<p>Insert bold content heading</p> <p>List skills (action verbs) underneath in an alpha/numbered fashion. No bold.</p>	<p>Insert bold content heading</p> <p>LT=Learning Target; list LT1, LT2, etc.</p>	<p>Insert bold content heading</p> <p>Add benchmark code for unit</p>	<p>Insert bold content heading</p> <p>CSA=COMMON SUMMATIVE ASSESSMENT-Label CSA, all caps, & bold.</p> <p>CFA=COMMON FORMATIVE ASSESSMENT-Label CFA, all caps, & bold.</p> <p>Subjective assessments (i.e. projects, performances) should have a rubric or proficiency scale</p> <p>Label questions on CFAs and CSAs w/ LT1, LT2, etc</p>	<p>Insert bold content heading</p> <p><u>Add:</u> Textbook Pages (include title, publisher, edition, & copyright) Web Sites United Steaming/DVD Clips Titles of textbooks & pages/sections used Textbook resources Smart Notebook Files</p> <p>List Key Vocabulary</p>
<p>CEQ:</p> <ul style="list-style-type: none"> o HOW DO GEOLOGIC PROCESSES CHANGE THE FEATURES OF THE EARTH? <p>UEQ:</p> <ul style="list-style-type: none"> o <i>What are the causes and effects of plate tectonic movement?</i> o <i>What are the various processes and interactions of the rock cycle?</i> o <i>How do you classify rocks and minerals?</i> o <i>How can you use physical and chemical properties to identify changes in rocks and minerals?</i> o <i>What is Earth's geologic history?</i> <p>Plate Tectonics</p> <ol style="list-style-type: none"> 1. Interior of the Earth 2. Plate Tectonics 3. Seismic Waves 	<p>Plate Tectonics</p> <ol style="list-style-type: none"> 1. Identify the layers of the Earth and their properties. 2a. Relate the locations of ocean trenches, mid-ocean ridges, and mountain ranges to volcanic and seismic activity. 2b. Recognize that earthquakes, volcanic eruptions, and mountain building are the result of movement of tectonic plates. 3. Explain how seismic waves transfer energy through the Earth and across its surface. 	<p>Plate Tectonics</p> <p>LT1. I can name the layers of the Earth and describe how they are different.</p> <p>LT2. I can describe what happens when plates move.</p> <p>LT3. I can explain how energy is transferred through the earth and on its surface.</p>	<p>Plate Tectonics 5.3.2</p>	<p>Plate Tectonics</p> <p>CSA= Plate Tectonics Test</p> <p>CFA=Layers of the Earth Model</p> <p>CFA=Shake Table Lab</p> <p>Plate Tectonics Map (Notebook file)</p>	<p>Plate Tectonics</p> <p>Textbook: Holt: <i>Dynamic Earth</i>, 3rd ed, 2010; pages 37-43</p> <p>Plate Tectonics Map Notebook file</p> <p>Shake Table Lab</p> <p>Key Vocabulary: Plate Seismic Energy Transfer</p>

STMA Curriculum Map Requirements

- ❑ Label map with the course title (centered) (see below)
- ❑ List author(s) on left (see below)
- ❑ List month and year the updates were made (see below)
- ❑ CEQ-place only in September; there should be 3-5.
- ❑ UEQ-place above each unit; there should be 3-5.
- ❑ Content-start with a noun; "teacher" column
- ❑ Skills- start with an action verb; "student" column
- ❑ Learning Targets-labeled on maps LT1, LT2, etc. for each unit. Copy unit title into LT column too.
- ❑ Common Summative Assessments-labeled CSA w/rubrics* and in shared folder; need at least one per unit
- ❑ Common Formative Assessments-labeled CFA w/rubrics* and in shared folder; need at least one per unit
- ❑ Learning Targets- labeled **on** CFAs and CSAs.
- ❑ Resources-SMART Notebook files, United Steaming clips, web sites, etc.
- ❑ Key Vocabulary- place in resource column

*A rubric is not required for all common assessments. One is required if the common assessment is a performance, project, or writing piece.

