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| Astronomy Curriculum Overview | 2017-2018 |
| <http://science.dmschools.org> <http://grading.dmschools.org>  |  |



Proficiency Scale

**Standards-Referenced Grading Basics**

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| **Evidence shows the student can...** | **Topic Score** |
| Demonstrate all learning targets from Level 3 and Level 4 | 4.0 |
| Demonstrate all learning targets from Level 3 with partial success at Level 4 | 3.5 |
| Demonstrate all learning targets from Level 3 | 3.0 |
| Demonstrate some of the Level 3 learning targets | 2.5 |
| Demonstrate all learning targets from Level 2 but none of the learning targets from Level 3 | 2.0 |
| Demonstrate some of the Level 2 learning targets and none of the Level 3 learning targets | 1.5 |
| Demonstrate none of the learning targets from Level 2 or Level 3 | 1.0 |
| Produce no evidence appropriate to the learning targets at any level | 0 |

The teacher designs instructional activities that grow and measure a student’s skills in the elements identified on our topic scales. Each scale features many such skills and knowledges, also called **learning targets**. These are noted on the scale below with letters (A, B, C) and occur at Levels 2 and 3 of the scale. In the grade book, a specific learning activity could be marked as being 3A, meaning that the task measured the A item at Level 3.

When identifying a Topic Score, the teacher looks at all evidence for the topic. The table to the **right** shows which Topic Score is entered based on what the Body of Evidence shows.

Only scores of 4, 3.5, 3, 2.5, 2, 1.5, 1, and 0 can be entered as Topic Scores.

**Guiding Practices of Standards-Referenced Grading**

**1.** A consistent 4-point grading scale will be used.

**2.** Student achievement and behavior will be reported separately.

**3.** Scores will be based on a body of evidence.

**4.** Achievement will be organized by learning topic and converted to a grade at semester’s end.

**5.** Students will have multiple opportunities to demonstrate proficiency.

**6.** Accommodations and modifications will be provided for exceptional learners.

**Multiple Opportunities**

*It’s not about going back to do a retake, or back to redo something; it’s about going forward, continually scaffolding student learning through multiple opportunities, and noting that improved learning.* Our curriculum builds on itself. “Multiple opportunities” are about taking an assessment and connecting it to past topics. It’s about allowing students to demonstrate their learning multiple times in units subsequent to their current unit, or when learning is scaffolded into future units.

Multiple Opportunities will be noted in the guide to the right of the scales. Here you will see initial thinking of connections to other topics. This is also a place where teachers can add connections through their PLCs.

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| ***Course*** | ***Content Topics*** | ***Connected NGSS Performance Expectations*** | ***Approximate Schedule*** |
| *Astronomy* | * *Origin of the Universe*
 | HS-ESS1-2HS-PS4-1 | 4 weeks |
| * *Origin of Elements*
 | HS-ESS1-1 HS-ESS1-3 | 4 weeks |
| * *Motion of Objects in the Solar System*
 | HS-ESS1-4 | 4 weeks |
| * Formations and Age of the Earth
 | HS-ESS1-6HS-ESS2-5 | 4 weeks |

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| Topic: Origin of the Universe |
| Driving Questions: What evidence supports the Big Bang theory as the origin of the universe?  |
| Crosscutting Concept: Energy and Matter |
| Science and Engineering Practices: Constructing Explanations and Designing Solutions |
| Performance Expectation: [HS-ESS1-2](http://www.nextgenscience.org/sites/default/files/evidence_statement/black_white/HS-ESS1-2%20Evidence%20Statements%20June%202015%20asterisks.pdf) [HS-PS4-1](https://www.nextgenscience.org/sites/default/files/evidence_statement/black_white/HS-PS4-1%20Evidence%20Statements%20June%202015%20asterisks.pdf) |
| Level 4 | Level 3 | Level 2 | Level 1 |
| In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught. | **Students who demonstrate understanding can:**1. Construct an explanation of the Big Bang theory based on astronomical evidence of light spectra, motion of distant galaxies and the composition of matter in the universe ([HS-ESS1-2](http://www.nextgenscience.org/sites/default/files/evidence_statement/black_white/HS-ESS1-2%20Evidence%20Statements%20June%202015%20asterisks.pdf)).
2. Use mathematical representations to support a claim regarding relationships among the frequency, wavelength, and speed of waves traveling in various media. ([HS-PS4-1](https://www.nextgenscience.org/sites/default/files/evidence_statement/black_white/HS-PS4-1%20Evidence%20Statements%20June%202015%20asterisks.pdf))
 | ***Students will:***A1. Use evidence from a galaxy’s light spectra to determine its relative motion in the universe. A2. Make a conclusion about the motion of the universe based on energy (light shift) versus distance relationship. A3. Describe the existence and implications of cosmic background radiation (energy).A4. Describe the distribution of elements (matter) is the same throughout the universe.B1. Describe how the wavelength and frequency of a wave are related to one another by the speed of travel of the wave.B2. Describe how we use electromagnetic radiation to learn about the universe.B3. Show that the product of the frequency and the wavelength of a particular type of wave in a given medium is constant, and identify this relationship as the wave speed according to the mathematical relationship 𝑣=𝑓𝜆.Recognize or recall specific vocabulary such as: Big Bang theory, wavelength, red shift, visible light spectrum, microwaves, universe, galaxy, element, cosmic radiation | Student’s performance reflects insufficient progress towards foundational skills and knowledge. |

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| Topic: Origin of Elements |
| Driving Questions: How do stars produce the elements that compose our universe? |
| Crosscutting Concept: Scale, Proportion and Quality; Energy and Matter |
| Science and Engineering Practices: Developing and Using Models; Obtaining, Evaluating, and Communicating Information |
| Performance Expectation: [HS-ESS1-1](http://www.nextgenscience.org/sites/default/files/evidence_statement/black_white/HS-ESS1-1%20Evidence%20Statements%20June%202015%20asterisks.pdf) ; [HS-ESS1-3](http://www.nextgenscience.org/sites/default/files/evidence_statement/black_white/HS-ESS1-3%20Evidence%20Statements%20June%202015%20asterisks.pdf) |
| Level 4 | Level 3 | Level 2 | Level 1 |
| In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught. | **Students who demonstrate understanding can:**1. Construct a model to explain how nuclear fusion in a star's core generates energy ([**HS-ESS1-1**](http://www.nextgenscience.org/sites/default/files/evidence_statement/black_white/HS-ESS1-1%20Evidence%20Statements%20June%202015%20asterisks.pdf)).
2. Use their model to communicate how different elements (matter) are produced throughout the various stages in a star's lifecycle ([**HS-ESS1-3**](http://www.nextgenscience.org/sites/default/files/evidence_statement/black_white/HS-ESS1-3%20Evidence%20Statements%20June%202015%20asterisks.pdf)**).**
 | ***Students will:***1. 1. Construct a model to demonstrate the process of nuclear fusion.

2. Use the quantity of hydrogen as a contributing factor to determine the age of a star.1. 1. Describe how lighter elements (hydrogen) through collisions can form other light elements (helium).

2. Describe how massive elements, up to iron, are produced in cores of stars by a chain of processes of nuclear fusion, which also releases energy.3. Identify the correlation between the size of the star and elements it can produce in its lifetime.4. Analyze the energy relationships between the mass, power output, and the life span of our sun and other stars.Recognize or recall specific vocabulary such as: nuclear fusion, protons, energy, protostar, mainsequence, supernova, neutron stars, red giant, dwarfstars | Student’s performance reflects insufficient progress towards foundational skills and knowledge. |

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| Topic: Motion of Objects in the Solar System |
| Driving Questions: Why do objects in our solar system orbit the sun? |
| Crosscutting Concept: Scale, Proportion and Quantity, Patterns |
| Science and Engineering Practices: Using Mathematical and Computational Thinking |
| Performance Expectation: [HS-PS2-4](https://www.nextgenscience.org/sites/default/files/evidence_statement/black_white/HS-PS2-4%20Evidence%20Statements%20June%202015%20asterisks.pdf), [HS-ESS1-4](http://www.nextgenscience.org/sites/default/files/evidence_statement/black_white/HS-ESS1-4%20Evidence%20Statements%20June%202015%20asterisks.pdf) |
| Level 4 | Level 3 | Level 2 | Level 1 |
| In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught. | **Students will:**1. Use mathematical or computational representation (Kepler's and Newton's laws) to predict and explain the motion of orbiting objects in the solar system ([HS-ESS1-4](http://www.nextgenscience.org/sites/default/files/evidence_statement/black_white/HS-ESS1-4%20Evidence%20Statements%20June%202015%20asterisks.pdf)**).**
2. Use mathematical representations of Newton’s Law of Gravitation to describe and predict the gravitational forces between objects. **(**[HS-PS2-4](https://www.nextgenscience.org/sites/default/files/evidence_statement/black_white/HS-PS2-4%20Evidence%20Statements%20June%202015%20asterisks.pdf)**)**
3. Compare and contrast the relative sizes and location of the following celestial bodies: asteroids, comets, meteors, meteorites, and meteoroids.
4. Construct an argument based on evidence for the feasibility of travel between planets and or solar systems.
 | ***Students will:***A1. Identify and describe the following components in a given mathematical or computational representation of Kepler's first law of planetary motion (eccentricity, foci, etc.)A2. Use a given mathematical or computational representation of Kepler's second law of planetary motion to predict an orbiting object's velocity.A3. Use a given mathematical or computational representation of Kepler's third law of planetary motion to predict how either the orbital distance or period changes given a change in the other variable.A4. Use Newton's law of gravitation to predict how acceleration of a planet towards the sun varies with distance.A5. Describe the relationship of scale, proportion and quantity in the context of gravitational attraction. B1. Using the given mathematical representations, students identify and describe\* the gravitational attraction between two objects as the product of their masses divided by the separation distance squared where a negative force is understood to be attractive. $F\_{g}=-G\frac{m\_{1}m\_{2}}{d^{2}}$ Recognize or recall specific vocabulary such as: Revolution, orbit, orbital period, ellipse, focus, eccentricity, area, gravity, mass, acceleration | Student’s performance reflects insufficient progress towards foundational skills and knowledge. |

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| Topic: Formation and Age of the Earth |
| Driving Questions: What evidence supports the accepted age of the Earth? |
| Crosscutting Concept: Stability and Change |
| Science and Engineering Practices: Constructing Explanation and Designing Solutions ; Engaging in Argument from Evidence |
| Performance Expectation: [HS-ESS1-6](http://www.nextgenscience.org/sites/default/files/evidence_statement/black_white/HS-ESS1-6%20Evidence%20Statements%20June%202015%20asterisks.pdf)  |
| Level 4 | Level 3 | Level 2 | Level 1 |
| In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught. | **Students who demonstrate understanding can:**1. Use reasoning and evidence to account for Earth's formation and age. [HS-ESS1-6](http://www.nextgenscience.org/sites/default/files/evidence_statement/black_white/HS-ESS1-6%20Evidence%20Statements%20June%202015%20asterisks.pdf)
 | ***Students will:***A1. Use the ratio of parent to daughter atoms produced during radioactive decay as a means for determining ages of lunar rocks, meteorites and Earth’s oldest rocks.A2. Use the age of lunar rocks, meteorites and the oldest Earth rocks to determine the age of Earth.A3. Other planetary surfaces and their patterns of impact cratering infer Earth had many impact craters as well.A4. Explain how Earth changes occur the same way now as in the past (uniformitarianism). A5. Explain how a lack of impact craters and younger age of most rocks on Earth compared to other bodies in the solar system can be attributed to eroding forces on Earth’s surface. Recognize or recall specific vocabulary such as: Radiometric dating, half-life, isotope, radioactive decay, impact craters, meteorites, uniformitarianism, erosion, mechanical weathering, chemical weathering | Student’s performance reflects insufficient progress towards foundational skills and knowledge. |