

Stage 1 - Desired Results		
<p>ESTABLISHED GOALS (CCSS)</p> <p>RST 9.3 - Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.</p> <p>RST 9.4 - Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 9-10 texts and topics</i>.</p> <p>WHST 9.2f - Provide a concluding statement or section that follows from and supports the information or explanation presented</p> <p>RI 9.4 - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p>	Transfer	
	<p><i>Students will be able to independently use their learning to...</i></p> <p>Use various physical characteristics of minerals to identify and classify them. Identify the basic crystal shapes.</p>	
	Meaning	
	<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <p>Different elements and different chemical bonds result in different minerals.</p> <p>Minerals are homogenous substances that are solid, have a highly ordered atomic arrangement, with a definite chemical composition.</p> <p>Physical characteristics such as color, hardness, luster, streak, and cleavage can be used to identify minerals</p>	<p>ESSENTIAL QUESTIONS:</p> <p>What is a mineral?</p> <p>What common ways do minerals form?</p> <p>What are minerals used for?</p> <p>What can you look for and what steps would you follow to identify an unknown mineral?</p>
Acquisition		
<p><i>Students will know...</i></p> <p>Minerals are classified into 9 different types.</p> <p>Minerals belong to one of 6 basic crystal shapes.</p> <p>There are a variety of minerals that form in the crust and many can be used as a resource to make products we need and use.</p> <p>A systematic method of mineral identification.</p>	<p><i>Students will be skilled at...</i></p> <p>Classifying minerals into their various types and crystal shapes.</p> <p>Identifying items they see or use every day that contain minerals.</p> <p>Identifying a number of silicate and nonsilicate minerals.</p>	

Stage 2 - Evidence				
Evaluative Criteria	Assessment Evidence			
PERFORMANCE TASKS	CURRICULUM EMBEDDED PERFORMANCE ASSESSMENT (PERFORMANCE TASKS): List 50 things you see or use every day that contain a mineral, and identify at least one mineral contained in each. Identify and create 3-dimensional models of each of the 6 basic crystal shapes. Correctly identify 25 mineral samples of both silicate and nonsilicate minerals.			
CLAIMS	CLAIM 1	CLAIM 2	CLAIM 3	CLAIM 4
DEPTH OF KNOWLEDGE LEVELS	DOK 1	DOK2	DOK 3	DOK4
ACHIEVEMENT LEVEL DESCRIPTORS	ALD 1	ALD 2	ALD 3	ALD 4

Stage 3 – Learning Plan
<p>Notes/discussion on what a mineral is, how they form, how they are classified, what they are used for, and how they are identified.</p> <p>Minerals Uses list.</p> <p>Crystal System activity.</p> <p>Mineral Classification lab.</p> <p>Silicate lab.</p> <p>Nonsilicate lab.</p>