

# Jay Curriculum: Unit Cover Page

**Unit title:** Rolling and Sliding

**Grade Level:** K

**Content Area(s):** Science

**Date Created:** 6/2005

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## **Year 1 Map & Template Development**

- Map/Matrix Completed
- Material & Resources Listed
- Draft Design Template Completed
- Initial Draft Template Document

## **Year 2 Piloting**

- Develop:
- Performance Tasks
- Other Assessments
- Scoring Rubrics
- Piloted

## **Year 3 Review & Complete Assessment**

- Performance Tasks Development
- Other Assessments Completed
- Scoring Rubrics Completed
- Reviewed/Revised Templates

## **Year 4**

- Full Implementation
- Benchmarks Established

### **Standard(s)/Performance Indicators:**

I1 Demonstrate a variety of ways to describe the motion of an object

**Unit:** Rolling & Sliding

**Brief Summary of Unit/Topic**

**Summary:**

For this activity students will use straws to blow two or more objects across smooth and rough surfaces to learn about how force and surfaces can affect motion.

**Stage #1: Identify Desired Results**

**Essential Question/s:**

How will surface change affect motion?  
How will different objects affect motion?

**General understanding/s (What is worth being familiar with?)**

Students will understand motion of objects change with surface and force.

**Students will know:**

Movement is affected by different variables.

**Students will be able to:**

Use vocabulary to describe motion.  
Compare and predict change in movement across different surfaces and with different object variables.

**Enduring Understanding/s:**

Motion is affected by surface.  
Motion is affected by object size/weight.

**Stage #2: Evidence**

What evidence will students have to provide in order to demonstrate that they have developed the skills, knowledge and understanding to successfully complete this unit?

Performance Tasks/Products/other assessments Performance tasks should have a <u>scoring guide</u> .	<i>Performance Indicators</i> for this task.* Example: <b>ELA: C- 1,2,3</b> <b>Science: B- 3,5,7</b> <b>SS His: H- 2</b>	<u>Modalities</u> <b>K</b> =Kinesthetic <b>O</b> =oral <b>V</b> =visual <b>W</b> =written	Are <u>examples</u> available to students? ? <b>Y, N, or N/A</b>	Component of Local Assessment System?  <b>Y or N</b> (See <a href="#">aligned scoring guide</a> .)
Students will use straws to blow objects across different surfaces to describe and compare and predict motion.	Science I1	K, O, V		Y

\*Abbreviate: English Language Arts= ELA, Career Preparation=CP, Modern and Classical Languages=MCL, Social Studies=SS, Visual and Performing Arts=VPA

**Stage #3: Plan learning experiences & instruction**

**What teaching & learning experiences may equip students to develop & demonstrate the targeted understanding(s)? (activities/plans):**

**REFERENCES:**

LAD