MoDAL Module 4: Constant Acceleration
Grade 6

Section 2: This section of the module is your opportunity to integrate what you learned in Section 1 into your own instructional planning. We anticipate that you will spend about 4 hours completing classroom implementation tasks for this module. However, this could vary significantly depending upon your familiarity with the module content and technologies. See a suggested timeline for completion of module activities here.

Tasks to Complete	Planning for classroom implementation
1. Watch a video	Watch this **Overview of the Standards** video that connects the science context to example math and science standards You may also download a PDF of the slides for a transcription of the video. Links to resources mentioned in the video will be in this PDF. The link to the slideshow itself (should you want to use portions of this in your classroom) is here.
2. Create a classroom artifact	**A.** Review the **Artifact Type Menu** for options and expectations **B.** Ask **your MoDAL instructor** clarifying questions about artifact expectations if necessary **C.** Create a shareworthy, high-quality artifact **D.** Follow the instructions under the **Artifact Submissions and Review Tables** to post your artifact for peer review in the appropriate group table
3. Review your peers' artifacts	Continue to follow the peer review instructions under the **Artifact Submissions and Review Tables** as you: **A.** Review two group members' artifacts and submit a Google Form for each **B.** Review two additional artifacts for your **discipline** and submit a Google Form for each
4. Review feedback from peers	Read through and process the comments your peers provided in their reviews of your artifact. ● Group Artifact Feedback Spreadsheet linked here
5. Revise your artifact	**A.** Make adjustments, revisions, and improvements to your artifact based on the feedback you received. **B.** Create a *Flipgrid* *(2 min)* advertisement for your artifact.

If you need assistance, support sessions via zoom are available on the following dates and times:

	Tuesday, June 16	Thursday, June 18	Tuesday, June 23	Thursday, June 25
9:00-10:00 AM	CODAP Support	CODAP Support	CODAP Support	CODAP Support
10:00-11:00 AM	Grade Level Support Password: 401601	Grade Level Support Password: 401601	Grade Level Support Password: 401601	Grade Level Support Password: 401601

Menu for MoDAL Classroom Implementation Artifacts

You will create some classroom-ready materials for each MoDAL Module, inspired in some way by the content, instructional strategies, or the tools presented in each Science context. The goal of this work is to support the transfer of your own learning in MoDAL directly to your classroom. Artifacts can use datasets from the MoDAL Modules or custom datasets.

Artifacts should strive to have students:

- Ask statistical questions
- Explore data graphically
- Describe data quantitatively (mean, median, standard deviation, range, ...)
- Make decisions and claims using data

Format	Requirements
CODAP Exploration	Design a data exploration activity for students to walk though in CODAP.
Slides Presentation	Create a lesson using a Slides presentation (minimum of 5 slides).
Lesson Handout	Design a data exploration activity using a scaffolded handout.
Desmos Activity	Create a custom Teacher.Desmos activity that is data-centered.
Flipgrid	Create a Flipgrid lesson launch or mini-lesson.
EdPuzzle	Create an EdPuzzle video data exploration lesson.

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Video	Create a video lesson launch, mini-lesson, or guided data exploration using any other platform.
Other	Check with your instructor prior to developing a lesson using an alternative format.

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Artifact Submission and Review Tables

Note: Please know that you have EDITING rights to this document in order for you to add your artifact to your Artifact Submissions and Review Table. If you are new to Google Docs, that means anything you do to this document changes it for ALL of us. Please be careful not to edit or delete anything on this document outside of the contents of your row in the Artifact Submissions and Review Table

1. After **locating your name in your group's table**, write your discipline/course, your artifact title, standard(s) your artifact covers, and provide the link to your artifact. *Make sure viewing rights to your artifact are open for all.*

Artifact Review and Feedback Link

2. **Review** the two group members' artifacts that are directly below your own. For example, if your name is in row **d.**, you would review the artifacts in rows **e.** and **f.** If your name is in row **g.** or **h.**, you would review the artifacts in rows **h.** and **a.** or rows **a.** and **b.**, respectively. (Group 1-i, review a. and b.)
3. **Click on the Feedback Link above** to input your feedback into a Google Form for **each** person individually.
4. Find a participant who is **outside** of your group who teaches the same discipline or course as you.
5. **Review** their artifact.
6. **Click on their Group #** to input your feedback into the Google Form for that participant.
7. **Repeat** steps 4-6 for two more people.
8. Note that you will complete the feedback form for **4 people total**.

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Group 1 - Note that some groupings have changed				
Name	**Discipline/ Course**	**Artifact Title**	**Math & Science Standard(s)**	**Artifact Link**
a. Kelli Aitchison	Math/Science	Building Roller Coasters	Math: 6.EE.C.9 Science: PS3-MS-1 PS3-MS-2 PS3-MS-5	Building Roller Coasters
b. Travis Behrens				
c. Bonnie Bishop				
d. Stephanie Clark				
e. Crystal Davidson	Science	How does energy transfer through systems?	**MS-PS3-1 Energy** **MS-PS3-2 Energy**	Energy Activity
f. Amber Knighton				
g. Josh Langenbach	Math and Science	Roller Coasters	**MS-PS3-1.** **MS-PS3-5.** **MS-ETS1-4.** CCSS.MATH.CONTENT.6.SP.A.2 CCSS.MATH.CONTENT.6.SP.A.3	Roller Coasters

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Group 2 - Note that some groupings have changed				
Name	**Discipline/ Course**	**Artifact Title**	**Math & Science Standard(s)**	**Artifact Link**
a. Jenni Lund				
b. Nathaniel McCombs	Science	Roller Coaster Acceleration Comparison	PS3-MS-1	Roller Coaster Acceleration
c. Danielle Metzger	Math	Independent vs Dependent Variables	6.EE.C.9	Independent vs Dependent Variables
d. Jessica Messman				
e. Megan Moran				
f. Wyatt Morgano	Math	Ed Puzzles for the Ball Drop	6.EE.C.9 6S.P.B.5.	https://edpuzzle.com/media/5ef6be528de9173f3f033698 https://edpuzzle.com/media/5ef6cd08f4fa773f2a7e77e6
g. Alison Parrott	Math	Independent & Dependent Variables	6.EE.C.9	Variables

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Group 3 - Note that some groupings have changed				
Name	**Discipline/ Course**	**Artifact Title**	**Math & Science Standard(s)**	**Artifact Link**
a. Anne Pete	Math/Science	Potential and Kinetic Energy; Playing with Rubber Bands	6.EE.C.9 PS3-MS-2	Potential and Kinetic Energy; Playing with Rubber Bands
b. Diana Rivera	Math	Time, Distance and Speed	CCSS.MATH.CONTENT.6.EE.C.9	Time, Distance and Speed
c. Marie Rockwood	Math and Science	How Far Can You Fly?	6.EE.C.9, PS3-MS-1	How Far Can You Fly?
d. Taylor Sisson				
e. Katie Strawser				
f. Emily Varco	Science	Constant Acceleration Data Exploration	PS3-MS-1	Constant Acceleration Data Exploration Presentation Two Falling Objects Initial Model Worksheet

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Suggested Timeline

	Mon 6/15	Tues 6/16	Wed 6/17	Thurs 6/18	Fri 6/19	Sat 6/20	Sun 6/21
Module #1	• **Course opens** • **Module 0** • Module 1 LEARN (Padlets & EdPuzzle) • Module 1 LEARN - Flipgrid post	• Module 1 LEARN - Flipgrid comments • Module 1 - TEACH EdPuzzle • Artifact #1 development	• Artifact #1 due by close of day	• Comment on artifact #1 due by close of day	• Revise artifact #1 & post Flipgrid		
Module #2			• Module 2 • LEARN • (Padlets & EdPuzzle) • Module 2 LEARN Flipgrid post	• Module 2 LEARN - Flipgrid comments • Module 2 - TEACH EdPuzzle • Artifact #2 development	• Artifact #2 due by close of day.	• Comment on artifact #2 due by close of day	• Revise artifact #2 & post Flipgrid

	Mon 6/22	Tues 6/23	Wed 6/24	Thurs 6/25	Fri 6/26
Module #3	• Module 3 LEARN • (Padlets & EdPuzzle) • Module 3 LEARN Flipgrid post (2 posts) • Module 3 - TEACH EdPuzzle • Artifact #3 development	• Module 3 LEARN - Flipgrid comments • Artifact #3 due by **noon** • Comment on artifact #3 due by close of day	• Revise artifact #3 & post Flipgrid		
Module #4			• Module 4 LEARN(Padlets & EdPuzzle) • Module 4 LEARN Flipgrid post	• Module 4 LEARN - Flipgrid comments • Module 4 - TEACH EdPuzzle • Artifact #4	• Comment on artifact #4 due by **noon** • Revise artifact #4 & post Flipgrid by

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				development • Artifact #4 due by close of day	5pm

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