MoDAL Module 1: Metabolic Rates
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 can be found in this file. The link to the slideshow itself (should you want to use portions of this in your classroom) is here. https://edpuzzle.com/assignments/5edeb60320c7853f1de07e6a/watch
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. The link to this artifact feedback is 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 minute)* 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.

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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.
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 the Google Form for **each** person individually. Find a participant who is **outside** of your group who teaches the same discipline or course as you.
4. **Review** their artifact.
5. **Click on their Group #** to input your feedback into a Google Form for that participant.
6. **Repeat** steps 4-6 for one more person.
7. Note that you will complete the Feedback form **four times**.

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Group 1				
Name	**Discipline/ Course**	**Artifact Title**	**Math & Science Standard(s)**	**Artifact Link**
a. Kelli Aitchison	Math/Sci	Tallest Roller Coaster	CCSS.MATH.CONTENT.6.SP.B.5	Tallest Roller Coasters!
b. Travis Behrens				
c. Bonnie Bishop	Science	Earthquakes	ESS2.B: Plate Tectonics and Large-Scale System Interactions	Earthquakes
d. Stephanie Clark				
e. Crystal Davidson	Science	Thinking About Water	MS-LS2-1 MS-ESS3-1 CCSS.MATH.CONTENT.6.SP.B.4	Thinking About Water
f. Amber Knighton	Math/Science	Metabolisms in Animals	CCSS.MATH.CONTENT.6.SP.B.5 Grade 6 Physical Science: CCSS.SCIENCE.CONTENT.6.S.1.2.1	Metabolisms in Animals
g. Josh Langenbach	Math / Science	Big Idea - Organisms obtain and use energy to carry out their life processes. (Not sure about the title yet.)	LS2-MS-1 CCSS.MATH.CONTENT.6.SP.A.1 CCSS.MATH.CONTENT.6.SP.A.2 Biology North Penn	Mass, BMR, and the Environment
h. Jenni Lund	Math	How does mass affect metabolic rate in dogs and cats?	CCSS.MATH.CONTENT.6.SP.B.5	Mass and Metabolic Rate in Dogs and Cats

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Group 2				
Name	**Discipline/ Course**	**Artifact Title**	**Math & Science Standard(s)**	**Artifact Link**
a. Nathaniel McCombs	Math	Roller Coaster Speed	CCSS.MATH.CONTENT.6.SP.B.4	Roller Coaster Speed vs Type
b. Danielle Metzger	Math	Animal Race	6.SP.A.1 6.S.1.2.1, 6.S.1.6.4	Animal Race
c. Jessica Messman	Science 7th	Coin Flip and Gender	MS-LS3-2	https://docs.google.com/presentation/d/1iUyH2nzu8yWFJ9JgoSdRIQRCu7fjEivcZen9CbrYlBI/edit?usp=sharing
d. Megan Moran	Math	Jumping Jack Flash	6.SP.A.1, 6.SP.B.4	https://docs.google.com/presentation/d/13-1_Y2K4MjoL6kPWLdiHLcu2uL5C-iFxP9404Bh3R48/edit?usp=sharing
e. Wyatt Morgano	6th Math	Animal Race	6.SP.A.1, 6.SP.B.5.A	https://drive.google.com/file/d/1SC2oAoysvff82laJKa9iebqn521vL_0D/view?usp=sharing
f. Alison Parrott	6th grade math/science	BSU Module 1 - Metabolism	CCSS.MATH.CONTENT.6.SP.B.5 CCSS.SCIENCE.CONTENT.6.S.1.2.1 and 6.S.1.2.2	Let's Explore Metabolism!
g. Anne Pete	Math & Science	Oh, Those Carnivores!	CCSS.MATH.CONTENT.6.SP.A.1	Oh, Those Carnivores!
h. Diana Rivera	math	CODAP tutorial	CCSS.MATH.CONTENT.6.SP.B.4	How to use CODAP to represent Data

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			CCSS.MATH.CONTENT.6.SP.B.5.B	

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Group 3				
Name	**Discipline/ Course**	**Artifact Title**	**Math & Science Standard(s)**	**Artifact Link**
a. Marie Rockwood	Math	School Children	**6.SP.A.1, 6.SP.A.2, 6.SP.A.4**	CODAP School Children
b. Telia Sebright	Math			
c. Taylor Sisson	Math	Mass and Metabolism	6.SP.A.1, 6.SP.A.2, 6S.1.2.2	Slideshow Link
d. Katie Strawser	All subjects (elementary 6th grade)	CODAP Student Height Exploration	CCSS MATH: 6.SP.A.1 CCSS SCIENCE: 6.S.1.2.1, 6.S.1.2.2, 6.S.1.6.4	CODAP Student Height Exploration
e. Emily Varco	Science (6th Earth Science and 7th Life Science)	BMR Data Exploration Lesson	LS1-MS-6. Note - This lesson targets a Life Science standard, which I also teach.	BMR Lesson Presentation BMR Lesson Worksheet
f. Kendra Wilcox				

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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 development • Artifact #4 due by close of day	• Comment on artifact #4 due by **noon** • Revise artifact #4 & post Flipgrid by 5pm

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