

# PreK

## Unit 2

### Course Title: PreK Science

### Course Overview: The World Around Me

Pre-K students focus on experiencing and making observations of the world around them. They are beginning to learn about their own environment as they observe plants and animals, the Moon and the Sun, and the daily weather. They experience their world through their senses and body parts and begin to recognize that animals also use their senses and body parts to meet their basic needs. They investigate pitch and volume, shadow and light, liquids and solids, and how things move. They sort materials by simple observable properties such as texture and color. They share their understanding of these concepts through discussion as they develop their language and quantitative skills. Pre-K students build awareness of the wide variety of natural phenomena and processes in the world around them.

2016 Massachusetts Science, Technology, Engineering Framework

## PreK

Stage 1 Desired Results			
<b>Unit 1: Welcome New Friends</b> <b>PreK-ESS3-1(MA).</b> Engage in discussion and raise questions using examples about local resources (including soil and water) humans use to meet their needs.  <b>PreK-ESS3-2(MA).</b> Observe and discuss the impact of people’s activities on the local environment.  <b>PreK-LS1-1(MA).</b> Compare, using descriptions and drawings, the external body parts of animals (including humans) and plants and explain functions of some of the observable body parts. Clarification Statement: • Examples can include comparison of humans and horses: humans have two legs and horses four, but both use legs to move.	<b>Transfer</b>		
	<b><i>Students will be able to independently use their learning to...</i></b> <ul style="list-style-type: none"><li>• Develop a working definition for weather. Describe changes in local weather and the tools used to collect weather data.</li><li>• Describe how weather impacts living things.</li></ul>		
	<b>Meaning</b>		
	<b>UNDERSTANDINGS</b> <b><i>Students will understand that...</i></b> <ul style="list-style-type: none"><li>• Specific tools are used to collect weather data.</li><li>• Patterns in daily weather change from day-to-day season to season.</li></ul>	<b>U</b>	<b>ESSENTIAL QUESTIONS</b> <b>Q</b>  What is weather? What patterns create weathe
	<b>Acquisition</b>		
	<b>Transfer</b>		

# PreK

## Unit 2

**PreK-LS1-2(MA).** Explain that most animals have five senses they use to gather information about the world around them.

**PreK-LS1-3(MA).** Use their five senses in their exploration and play to gather information.

**PreK-LS2-1(MA).** Use evidence from animals and plants to define several characteristics of living things that distinguish them from non-living things.

**PreK-LS2-2(MA).** Using evidence from the local environment, explain how familiar plants and animals meet their needs where they live.

**PreK-LS2-3(MA).** Give examples from the local environment of how animals and plants are dependent on one another to meet their basic needs.

### **Unit 2 - Family**

**PreK-ESS3-1(MA).** Engage in discussion and raise questions using examples about local resources (including soil and water) humans use to meet their needs.

**PreK-ESS3-2(MA).** Observe and discuss the impact of people's activities on the local environment.

**PreK-LS3-1(MA).** Use observations to explain that young plants and animals are like but not exactly like their parents.

**Unit 3 - My Community**

**PreK-LS2-2(MA).** Using evidence from the local environment, explain how familiar plants and animals meet their needs where they live.

**PreK-LS2-3(MA).** Give examples from the local environment of how animals and plants are dependent on one another to meet their basic needs.

**Unit 4 - Life on a Farm**

**PreK-ESS2-1(MA).** Raise questions and engage in discussions about how different types of local environments (including water) provide homes for different kinds of living things.

**PreK-ESS3-1(MA).** Engage in discussion and raise questions using examples about local resources (including soil and water) humans use to meet their needs.

**PreK-LS1-1(MA).** Compare, using descriptions and drawings, the external body parts of animals (including humans) and plants and explain functions of some of the observable body parts.

**PreK-LS1-2(MA).** Explain that most animals have five senses they use to gather information about the world around them.

**PreK-LS2-1(MA).** Use evidence from animals and plants to define several characteristics of living things that distinguish them from non-living things. **PreK-LS2-2(MA).** Using evidence from the local environment, explain

how familiar plants and animals meet their needs where they live.

**PreK-LS2-3(MA).** Give examples from the local environment of how animals and plants are dependent on one another to meet their basic needs. LS3.

**PreK-LS3-1(MA).** Use observations to explain that young plants and animals are like but not exactly like their parents.

**Unit 5 - From Jungle to Dessert**

**PreK-ESS2-1(MA).** Raise questions and engage in discussions about how different types of local environments (including water) provide homes for different kinds of living things.

**PreK-LS2-2(MA).** Using evidence from the local environment, explain how familiar plants and animals meet their needs where they live.

**PreK-LS2-3(MA).** Give examples from the local environment of how animals and plants are dependent on one another to meet their basic needs.

**PreK-ESS2-1(MA).** Raise questions and engage in discussions about how different types of local environments (including water) provide homes for different kinds of living things.

**PreK-ESS3-1(MA).** Engage in discussion and raise questions using examples about local resources (including soil and water) humans use to meet their needs.

# PreK

## Unit 2

**PreK-LS1-1(MA).** Compare, using descriptions and drawings, the external body parts of animals (including humans) and plants and explain functions of some of the observable body parts.

**PreK-LS1-2(MA).** Explain that most animals have five senses they use to gather information about the world around them.

**PreK-LS2-1(MA).** Use evidence from animals and plants to define several characteristics of living things that distinguish them from non-living things. **PreK-LS2-2(MA).** Using evidence from the local environment, explain how familiar plants and animals meet their needs where they live.

**PreK-LS2-3(MA).** Give examples from the local environment of how animals and plants are dependent on one another to meet their basic needs. **LS3.**

**PreK-LS3-1(MA).** Use observations to explain that young plants and animals are like but not exactly like their parents.

**PreK-ESS2-6(MA).** Provide examples of the impact of weather on living things.

### Unit 6 - Earth & Sky

**PreK-ESS1-1(MA).** Demonstrate awareness that the Moon can be seen in the daytime and at

night, and of the different apparent shapes of the Moon over a month.

**PreK-ESS1-2(MA).** Observe and use evidence to describe that the Sun is in different places in the sky during the day.

**PreK-ESS2-1(MA).** Raise questions and engage in discussions about how different types of local environments (including water) provide homes for different kinds of living things.

**PreK-ESS2-2(MA).** Observe and classify non-living materials, natural and human made, in the local environment.

**PreK-ESS2-3(MA).** Explore and describe different places water is found in the local environment.

**PreK-ESS2-4(MA).** Use simple instruments to collect and record data on elements of daily weather, including sun or clouds, wind, snow or rain, and higher or lower temperature.

**PreK-ESS2-5(MA).** Describe how local weather changes from day to day and over the seasons and recognize patterns in those changes. Clarification Statement: • Descriptions of the weather can include sunny, cloudy, rainy, warm, windy, and snowy.

**PreK-ESS2-6(MA).** Provide examples of the impact of weather on living things. Clarification Statement: • Make connections between the weather and what they wear and can do and the

# PreK

## Unit 2

weather and the needs of plants and animals for water and shelter.

**PreK-ESS3-1(MA).** Engage in discussion and raise questions using examples about local resources (including soil and water) humans use to meet their needs.

**PreK-ESS3-2(MA).** Observe and discuss the impact of people's activities on the local environment.

**PreK-LS2-2(MA).** Using evidence from the local environment, explain how familiar plants and animals meet their needs where they live.

**PreK-PS1-1(MA).** Raise questions and investigate the differences between liquids and solids and develop awareness that a liquid can become a solid and vice versa.

**PreK-PS1-2(MA).** Investigate natural and human-made objects to describe, compare, sort, and classify objects based on observable physical characteristics, uses, and whether something is manufactured or occurs in nature.

### **Unit 7 - Shadows & Reflections**

**PreK-ESS1-1(MA).** Demonstrate awareness that the Moon can be seen in the daytime and at night, and of the different apparent shapes of the Moon over a month.

**PreK-ESS1-2(MA).** Observe and use evidence to describe that the Sun is in different places in the sky during the day.

# PreK

## Unit 2

**PreK-ESS2-5(MA).** Describe how local weather changes from day to day and over the seasons and recognize patterns in those changes.

**PreK-PS2-1(MA).** Using evidence, discuss ideas about what is making something move the way it does and how some movements can be controlled.

**PreK-PS4-2(MA).** Connect daily experiences and investigations to demonstrate the relationships between the size and shape of shadows, the objects creating the shadow, and the light source.

### **Unit 8 - Make It Move**

**PreK-PS1-3(MA).** Differentiate between the properties of an object and those of the material of which it is made.

**PreK-PS1-4(MA).** Recognize through investigation that physical objects and materials can change under different circumstances.

**PreK-PS2-1(MA).** Using evidence, discuss ideas about what is making something move the way it does and how some movements can be controlled.

**PreK-PS2-2(MA).** Through experience, develop awareness of factors that influence whether things stand or fall.



<b>PreK-PS4-1(MA).</b> Investigate sounds made by different objects and materials and discuss explanations about what is causing the sounds. Through play and investigations, identify ways to manipulate different objects and materials that make sound to change volume and pitch.			
<b>Stage 2 - Evidence</b>			
<b>Evaluative Criteria</b>	<b>Meaning</b>		
<type here>	<table> <tr> <td data-bbox="781 544 1356 823"> <b>UNDERSTANDINGS</b>  <i>Students will understand that...</i> <ul style="list-style-type: none"> <li>• Specific tools are used to collect weather data.</li> <li>• Patterns in daily weather change from day-to-day season to season.</li> </ul> </td><td data-bbox="1356 544 1971 823"> <b>U</b>      <b>ESSENTIAL QUESTIONS</b>      <b>Q</b>             What is weather?            What patterns create weathe         </td></tr> </table>	<b>UNDERSTANDINGS</b> <i>Students will understand that...</i> <ul style="list-style-type: none"> <li>• Specific tools are used to collect weather data.</li> <li>• Patterns in daily weather change from day-to-day season to season.</li> </ul>	<b>U</b> <b>ESSENTIAL QUESTIONS</b> <b>Q</b>  What is weather? What patterns create weathe
<b>UNDERSTANDINGS</b> <i>Students will understand that...</i> <ul style="list-style-type: none"> <li>• Specific tools are used to collect weather data.</li> <li>• Patterns in daily weather change from day-to-day season to season.</li> </ul>	<b>U</b> <b>ESSENTIAL QUESTIONS</b> <b>Q</b>  What is weather? What patterns create weathe		
<type here>	<b>Acquisition</b>		
<b>Stage 3 – Learning Plan</b>			
<b>Summary of Key Learning Events and Instruction</b>  <type here>			
<i>Understanding by Design®. © 2012 Grant Wiggins and Jay McTighe. Used with permission.</i>			

## Unit 1 (also included in year long standards)

Stage 1 Desired Results			
Standards	G	Transfer	
<p><b>PreK-ESS2-4(MA).</b> Use simple instruments to collect and record data on elements of daily weather, including sun or clouds, wind, snow or rain, and higher or lower temperature.</p> <p><b>PreK-ESS2-5(MA).</b> Describe how local weather changes from day to day and over the seasons and recognize patterns in those changes.</p> <p><b>PreK-ESS2-6(MA).</b> Provide examples of the impact of weather on living things.</p> <p>Pre-K-LS1-1(MA.). Compare, using descriptions and drawings, the external body parts of animals(including humans) and plants and explain functions of some of the observable body parts.</p> <p>Pre-K-LS1-2(MA.).Explain that most animals have five senses they use to gather information about the world around them.</p> <p>Pre-K-LS1-3(MA.). Use their five senses in their exploration and play to gather information.</p> <p>PreK-LS2-1(MA.). Use evidence from animals and plants to define several characteristics of living things that distinguish them from non-living things.</p> <p>Pre-K-LS3-2(MA.). Use observations to recognize differences and similarities among themselves and their friends.</p> <p>Pre-K-PS1-3(MA.). Differentiate between the properties of an object and those of the material of which it is made.</p>		<p><b><i>Students will be able to independently use their learning to...</i></b></p> <ul style="list-style-type: none"> <li>• Develop a working definition for weather.</li> <li>• Describe changes in local weather and the tools used to collect weather data.</li> <li>• Describe how weather impacts living things.</li> </ul>	
		Meaning	
		UNDERSTANDINGS <i>Students will understand that...</i>	ESSENTIAL QUESTIONS
		<p><b>U</b></p> <ul style="list-style-type: none"> <li>• Specific tools are used to collect weather data.</li> <li>• Patterns in daily weather change from day-to-day season to season.</li> </ul>	<p><b>Q</b></p> <p>What is weather? What patterns create weather?</p>
		Acquisition	
		<p><b><i>Students will know and be skilled at...</i></b></p>	

# PreK

## Unit 2

PreK-PS2-2(MA.). Through experience, develop awareness of factors that influence whether things stand or fall. Pre-K_PS4-1(MA.). Investigate sounds made by different objects and materials and discuss explanations about what is causing the sounds. Through play and investigations, identify ways to manipulate different objects and materials that make sound to change volume and pitch.	
<b>Stage 2 - Evidence</b>	
<b>Evaluative Criteria</b>	<b>Assessment Evidence</b>
<type here>	<b>CURRICULUM EMBEDDED PERFORMANCE ASSESSMENT (PERFORMANCE TASKS)</b> <type here> <b>PT</b>
<type here>	<b>OTHER EVIDENCE:</b> <type here> <b>OE</b>
<b>Stage 3 – Learning Plan</b>	
<b><i>Summary of Key Learning Events and Instruction</i></b> <type here>	
Understanding by Design®. © 2012 Grant Wiggins and Jay McTighe. Used with permission.	

Stage 1 Desired Results			
<b>Standards</b> <b>PreK-ESS2-4(MA).</b> Use simple instruments to collect and record data on elements of daily weather, including sun or clouds, wind, snow or rain, and higher or lower temperature. <b>PreK-ESS2-5(MA).</b> Describe how local weather changes from day to day and over the seasons and recognize patterns in those changes. <b>PreK-ESS2-6(MA).</b> Provide examples of the impact of weather on living things. PreK-ESS3-2(MA.). Observe and discuss the impact of people’s activities on the local environment. Pre-K-LS1-1(MA.). Compare, using descriptions and drawings, the external body parts of animals(including humans) and plants and explain functions of some of the observable body parts. Pre-K-LS1-2(MA.).Explain that most animals have five senses they use to gather information about the world around them. Pre-K-LS1-3(MA.). Use their five senses in their exploration and play to gather information. PreK-LS2-1(MA.). Use evidence from animals and plants to define several characteristics of living things that distinguish them from non-living things. PreK-LS2-2(MA.). Using evidence from the local environment, explain how familiar plants and animals meet their needs where they live. PreK-LS2-3(MA.). Give examples from the local environment of how animals and plants are	<b>G</b>	<b>Transfer</b>	
		<b><i>Students will be able to independently use their learning to...</i></b> <ul style="list-style-type: none"><li>• Develop a working definition for weather.</li><li>• Describe changes in local weather and the tools used to collect weather data.</li><li>• Describe how weather impacts living things.</li></ul>	
		<b>Meaning</b>	
		<b>UNDERSTANDINGS</b> <b><i>Students will understand that...</i></b> <ul style="list-style-type: none"><li>• Specific tools are used to collect weather data.</li><li>• Patterns in daily weather change from day-to-day season to season.</li></ul>	<b>U</b> <b>ESSENTIAL QUESTIONS</b> <b>Q</b>  What is weather? What patterns create weathe
		<b>Acquisition</b>	
<b><i>Students will know and be skilled at...</i></b>			

**PreK**

Unit 2

<p>dependent on one another to meet their basic needs.</p> <p>Pre-K-LS3-2(MA.). Use observations to recognize differences and similarities among themselves and their friends.</p> <p>Pre-K-PS1-3(MA.). Differentiate between the properties of an object and those of the material of which it is made.</p> <p>PreK-PS2-2(MA.). Through experience, develop awareness of factors that influence whether things stand or fall.</p> <p>Pre-K_PS4-1(MA.). Investigate sounds made by different objects and materials and discuss explanations about what is causing the sounds. Through play and investigations, identify ways to manipulate different objects and materials that make sound to change volume and pitch.</p>	
<b>Stage 2 - Evidence</b>	
<b>Evaluative Criteria</b>	<b>Assessment Evidence</b>

# PreK

## Unit 2

<type here>	<b>CURRICULUM EMBEDDED PERFORMANCE ASSESSMENT (PERFORMANCE TASKS)</b> <type here>	<b>PT</b>
<type here>	<b>OTHER EVIDENCE:</b> <type here>	<b>OE</b>
<b>Stage 3 – Learning Plan</b>		
<i>Summary of Key Learning Events and Instruction</i>		
<type here>		
Understanding by Design®. © 2012 Grant Wiggins and Jay McTighe. Used with permission.		

<b>Stage 1 Desired Results</b>			
<b>Standards</b>	<b>G</b>	<b>Transfer</b>	
<p><b>PreK-ESS2-4(MA).</b> Use simple instruments to collect and record data on elements of daily weather, including sun or clouds, wind, snow or rain, and higher or lower temperature.</p> <p><b>PreK-ESS2-5(MA).</b> Describe how local weather changes from day to day and over the seasons and recognize patterns in those changes.</p> <p><b>PreK-ESS2-6(MA).</b> Provide examples of the impact of weather on living things.</p> <p>Pre-K-LS1-1(MA.). Compare, using descriptions and drawings, the external body parts of animals(including humans) and plants and</p>		<p><b>Students will be able to independently use their learning to...</b></p> <ul style="list-style-type: none"> <li>• Develop a working definition for weather.</li> <li>• Describe changes in local weather and the tools used to collect weather data.</li> <li>• Describe how weather impacts living things.</li> </ul>	
		<b>Meaning</b>	
		<b>UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>
		<p><b>Students will understand that...</b></p> <ul style="list-style-type: none"> <li>• Specific tools are used to collect weather data.</li> <li>• Patterns in daily weather change from day-to-day season to season.</li> </ul>	<p>What is weather?</p> <p>What patterns create weathe</p>
		<b>Acquisition</b>	
		<p><b>Students will know and be skilled at...</b></p>	

# PreK

## Unit 2

explain functions of some of the observable body parts.

Pre-K-LS1-2(MA.). Explain that most animals have five senses they use to gather information about the world around them.

Pre-K-LS1-3(MA.). Use their five senses in their exploration and play to gather information.

PreK-LS2-1(MA.). Use evidence from animals and plants to define several characteristics of living things that distinguish them from non-living things.

Pre-K-LS3-2(MA.). Use observations to recognize differences and similarities among themselves and their friends.

Pre-K-PS1-3(MA.). Differentiate between the properties of an object and those of the material of which it is made.

PreK-PS2-2(MA.). Through experience, develop awareness of factors that influence whether things stand or fall.

Pre-K\_PS4-1(MA.). Investigate sounds made by different objects and materials and discuss explanations about what is causing the sounds. Through play and investigations, identify ways to manipulate different objects and materials that make sound to change volume and pitch.

	Stage 2 - Evidence
Evaluative Criteria	Assessment Evidence
<type here>	CURRICULUM EMBEDDED PERFORMANCE ASSESSMENT (PERFORMANCE TASKS) PT<type here>
<type here>	OTHER EVIDENCE: OE<type here>
	Stage 3 – Learning Plan
<type here>	Summary of Key Learning Events and Instruction
Understanding by Design®. © 2012 Grant Wiggins and Jay McTighe. Used with permission.	



Stage 1 Desired Results			
Standards		Transfer	
<p><b>G</b></p> <p><b>PreK-ESS2-4(MA).</b> Use simple instruments to collect and record data on elements of daily weather, including sun or clouds, wind, snow or rain, and higher or lower temperature.</p> <p><b>PreK-ESS2-5(MA).</b> Describe how local weather changes from day to day and over the seasons and recognize patterns in those changes.</p> <p><b>PreK-ESS2-6(MA).</b> Provide examples of the impact of weather on living things.</p> <p>Pre-K-LS1-1(MA.). Compare, using descriptions and drawings, the external body parts of animals(including humans) and plants and explain functions of some of the observable body parts.</p> <p>Pre-K-LS1-2(MA.).Explain that most animals have five senses they use to gather information about the world around them.</p> <p>Pre-K-LS1-3(MA.). Use their five senses in their exploration and play to gather information.</p> <p>PreK-LS2-1(MA.). Use evidence from animals and plants to define several characteristics of living things that distinguish them from non-living things.</p> <p>Pre-K-LS3-2(MA.). Use observations to recognize differences and similarities among themselves and their friends.</p> <p>Pre-K-PS1-3(MA.). Differentiate between the properties of an object and those of the material of which it is made.</p> <p>PreK-PS2-2(MA.). Through experience, develop awareness of factors that influence whether things stand or fall.</p>		<p><b><i>Students will be able to independently use their learning to...</i></b></p> <ul style="list-style-type: none"> <li>• Develop a working definition for weather.</li> <li>• Describe changes in local weather and the tools used to collect weather data.</li> <li>• Describe how weather impacts living things.</li> </ul>	
		Meaning	
		<p><b>UNDERSTANDINGS</b></p> <p><b><i>Students will understand that...</i></b></p> <ul style="list-style-type: none"> <li>• Specific tools are used to collect weather data.</li> <li>• Patterns in daily weather change from day-to-day season to season.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b></p> <p><b>Q</b></p> <p>What is weather?</p> <p>What patterns create weathe</p>
Acquisition			
<p><b><i>Students will know and be skilled at...</i></b></p>			

Pre-K_PS4-1(MA.). Investigate sounds made by different objects and materials and discuss explanations about what is causing the sounds. Through play and investigations, identify ways to manipulate different objects and materials that make sound to change volume and pitch.	
Stage 2 - Evidence	
Evaluative Criteria	Assessment Evidence
<type here>	CURRICULUM EMBEDDED PERFORMANCE ASSESSMENT (PERFORMANCE TASKS) PT <type here>
<type here>	OTHER EVIDENCE: OE <type here>
Stage 3 – Learning Plan	
Summary of Key Learning Events and Instruction	
<type here>	

*Understanding by Design®. © 2012 Grant Wiggins and Jay McTighe. Used with permission.*

Stage 1 Desired Results			
Standards	G	Transfer	
<p><b>PreK-ESS2-4(MA).</b> Use simple instruments to collect and record data on elements of daily weather, including sun or clouds, wind, snow or rain, and higher or lower temperature.</p> <p><b>PreK-ESS2-5(MA).</b> Describe how local weather changes from day to day and over the seasons and recognize patterns in those changes.</p> <p><b>PreK-ESS2-6(MA).</b> Provide examples of the impact of weather on living things.</p> <p>Pre-K-LS1-1(MA.). Compare, using descriptions and drawings, the external body parts of animals(including humans) and plants and explain functions of some of the observable body parts.</p> <p>Pre-K-LS1-2(MA.).Explain that most animals have five senses they use to gather information about the world around them.</p> <p>Pre-K-LS1-3(MA.). Use their five senses in their exploration and play to gather information.</p> <p>PreK-LS2-1(MA.). Use evidence from animals and plants to define several characteristics of living things that distinguish them from non-living things.</p> <p>Pre-K-LS3-2(MA.). Use observations to recognize differences and similarities among themselves and their friends.</p>		<p><b><i>Students will be able to independently use their learning to...</i></b></p> <ul style="list-style-type: none"> <li>• Develop a working definition for weather.</li> <li>• Describe changes in local weather and the tools used to collect weather data.</li> <li>• Describe how weather impacts living things.</li> </ul>	
		Meaning	
		UNDERSTANDINGS	ESSENTIAL QUESTIONS
		<p><b><i>Students will understand that...</i></b></p> <ul style="list-style-type: none"> <li>• Specific tools are used to collect weather data.</li> <li>• Patterns in daily weather change from day-to-day season to season.</li> </ul>	<p><b>U</b></p> <p><b>Q</b></p> <p>What is weather? What patterns create weathe</p>
		Acquisition	
		<p><b><i>Students will know and be skilled at...</i></b></p>	

<p>Pre-K-PS1-3(MA.). Differentiate between the properties of an object and those of the material of which it is made.</p> <p>PreK-PS2-2(MA.). Through experience, develop awareness of factors that influence whether things stand or fall.</p> <p>Pre-K_PS4-1(MA.). Investigate sounds made by different objects and materials and discuss explanations about what is causing the sounds. Through play and investigations, identify ways to manipulate different objects and materials that make sound to change volume and pitch.</p>	
Stage 2 - Evidence	
Evaluative Criteria	Assessment Evidence
<type here>	<p>CURRICULUM EMBEDDED PERFORMANCE ASSESSMENT (PERFORMANCE TASKS)</p> <p>&lt;type here&gt;</p> <p>PT</p>
<type here>	<p>OTHER EVIDENCE:</p> <p>&lt;type here&gt;</p> <p>OE</p>

<b>Stage 3 – Learning Plan</b>	
<i>Summary of Key Learning Events and Instruction</i>	
<type here>	
Understanding by Design®. © 2012 Grant Wiggins and Jay McTighe. Used with permission.	

Stage 1 Desired Results			
Standards	G	Transfer	
		Students will be able to independently use their learning to... <ul style="list-style-type: none"><li>Develop a working definition for weather.</li><li>Describe changes in local weather and the tools used to collect weather data.</li><li>Describe how weather impacts living things.</li></ul>	
		Meaning	
		UNDERSTANDINGS Students will understand that... <ul style="list-style-type: none"><li>Specific tools are used to collect weather data.</li><li>Patterns in daily weather change from day-to-day season to season.</li></ul>	U      ESSENTIAL QUESTIONS      Q  What is weather? What patterns create weathe
		Acquisition	
		Students will know and be skilled at...	
Stage 2 - Evidence			
Evaluative Criteria		Assessment Evidence	
<type here>		CURRICULUM EMBEDDED PERFORMANCE ASSESSMENT (PERFORMANCE TASKS) <type here>	
		PT	

<type here>	<b>OTHER EVIDENCE:</b> <type here> <b>OE</b>
<b>Stage 3 – Learning Plan</b>	
<i>Summary of Key Learning Events and Instruction</i> <type here>	
<i>Understanding by Design®. © 2012 Grant Wiggins and Jay McTighe. Used with permission.</i>	