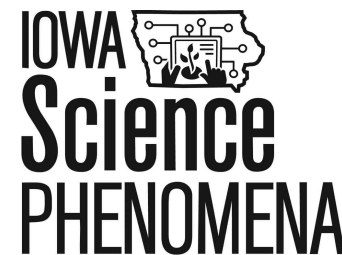


Enhanced Phenomenon Submission Form

This template is designed to help you capture all the information necessary to submit an enhanced phenomenon to the Iowa Science Phenomena website. Email this completed document to phenomena@iowapbs.org. To use this document, select File > Download.



Your Information

Please provide your contact information so we can reach you if we have questions about your submission. The name, organization, city, and participating organization may be included in the resource credits.

Your Name:

Email Address:

School/Organization Name:

School/Organization City:

Zip code:

Participating Program (i.e. STEM Externships, university class name, etc):

Submission Details (Note: All Sections Are Required)

Part 1: Phenomenon Media Details

Phenomenon Media

The phenomenon media the visual element to be shown to students. This is your phenomenon. Your phenomenon can be presented using the following media types: video, image, data (including map, graph, chart, dataset). All media must be publicly available. Provide a link to your media using the following acceptable formats:

- **Video:** Youtube Link
- **Image:** Google Photos link, Flickr link
- **Map, graph, chart, or dataset:** Google sheets, Looker Studio, Google Slides, Google Maps. (Other formats may be accepted for these media types. Reach out to iowaphenomena@iowapbs.org if you have additional questions.)

Note: Images pasted into this document will not be accepted.



Funding provided by the Resource Enhancement and Protection Conservation Education Program (REAP CEP) and the Corporation for Public Broadcasting.



Phenomenon Media Ownership

Provide the name, organization (if applicable) and contact information for the media owner. If you are the owner please note that below.

Note: Please do not submit work that you haven't created, isn't licensed under creative commons, or that you otherwise do not have permission to share.

Phenomenon Media Location/Date/Time

Indicate the location in Iowa, and date and time where the phenomenon media was captured.

Part 2: Phenomenon Classroom Connections

Phenomenon Title

Provide a short title for your phenomenon. Remember: Your phenomenon is the media you linked in [Part 1 above](#).

Tip: A great title is a literal statement of what can be seen as it relates to the standard you selected.

Examples:

- Declining Bee Populations in Linn County
- Northern Lights Visible in Iowa

Phenomenon Standards Connection

Your phenomenon should lend itself to rich questioning that drives towards one selected standard. Select **one** standard that your phenomenon connects with. Using the [NGSS Standards](#), copy and paste a link to your selected standard.



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Tip: As your students view your phenomenon, what should they notice? What should they wonder? How do these connect to this standard?

Describe Your Phenomenon

Provide a short description of your phenomenon. Be sure to include a description of observable science or engineering concepts.

Tip: Consider the following optional prompts to get you started:

- "My phenomenon is an image (or a video, graph, map, etc)."
- "In this (image, video, map, graph, etc) students can see..."

Iowa Connection

While it may be possible to experience an "Iowa Phenomenon" in places other than Iowa, it is important your phenomenon connects and resonates with Iowans in a meaningful way. Provide a short statement (1-2 sentences) to describe how your phenomenon relates to Iowa as a state, region of Iowa, local Iowa communities, geography, events, cultural, customs, and/or traditions.

Driving Question

Provide one driving question that directly relates to the phenomenon, frames student engagement, introduces the problem/issue to be addressed and will help lead towards your selected standard.

Examples:

- What can macroinvertebrates you find tell you about water quality? ([link](#))
- What is the human impact on bumble bee populations? ([link](#))



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Probing Questions

Probing questions are open-ended questions a teacher asks to elicit responses and questions from the students. Provide two or more thought provoking probing questions to elicit rich discussion or investigation.

Examples:

- As you watch the video, what do you notice about....?
- What patterns do you notice in the chart?

More information: [Science: Eliciting and interpreting – TeachingWorks Resource Library](#)

Classroom Suggestions

Provide two-four suggestions you have for using this phenomenon in a classroom. Consider how you plan to use this phenomenon in your own classroom. How can you support students in their investigation of the phenomenon? How can this phenomenon be used in a lesson or storyline sequence within a unit?

Students could:

-
-
-

Relevant Related Resources

Provide a minimum of two suggested related resources. Related resources can include links to supporting websites, curriculum materials, lesson plans, additional background material, etc. Include relevant details as to what the resource provides that supports the phenomenon.

Note: All sites should be freely and publicly available, have limited advertisements and be appropriate for targeted grade.

Resource Title	URL	Description of Resource

By emailing this form to phenomena@iowapbs.org, you acknowledge that you have read and agree to the Iowa PBS website terms of service at <https://phenomena.iowapbs.org/terms-service>



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