## Learning Plan Breakout Slides

Life / Biology	Physical / Chemistry	Physical / Physics	Earth / Environmental
MS-LS1-2: Cell Parts and Functions	MS-PS1-1: Atomic Composition Model	MS-PS2-2: Force, Mass & Motion of an Object	MS-ESS2-1: Cycling of Earth's Materials
Develop and use a model to describe the function of a cell as a whole and ways parts of cells contribute to the function. (Structure and Function)	Develop models to describe the atomic composition of simple molecules and extended structures. (Scale, Proportion, and Quantity)	Plan an investigation to provide evidence that the change in an object's motion depends on the sum of the forces on the object and the mass of the object. (Stability and Change)	Develop a model to describe the cycling of Earth's materials and the flow of energy that drives this process. (Stability and Change)
MS-LS2-1: Effects of Resource Availability Analyze and interpret data to provide evidence for the effects of resource availability on organisms and populations of organisms in an ecosystem. (Cause and Effect)	MS-PS1-3: Synthetic Materials Gather and make sense of information to describe that synthetic materials come from natural resources and impact society. (Structure and Function)	MS-PS3-2: Potential Energy of the System Develop a model to describe that when the arrangement of objects interacting at a distance changes, different amounts of potential energy are stored in the system. (Systems and System Models)	MS-ESS3-2: Natural Hazards Analyze and interpret data on natural hazards to forecast future catastrophic events and inform the development of technologies to mitigate their effects. (Patterns)

LEARNING PLAN		MS-LS1-2: Cell Parts and Function - Develop and use a model to describe the function of a cell as a whole and ways parts of cells contribute to the function. (Structure and Function)				
Summative Assessm	nent	The Pool Has Ruine	d the Gras	<u>ss v2</u>		
	Science ar	d Engineering Practices				Crosscutting Concepts
Asking Questions	and Out titions	Mathematics avzing and terpreting Data	Engaging in Argument from Evidence	Defining roblems	Patterns	Cause Effect Cause Effect Cause Cause Proportion Quantity Cause System Models Cause System Models Cause Cause System Models Cause Cause System Cause C
			A	Activity		
Phenomenon or Problem	What will t The three dim a single learni	hey do? ensions woven together into ng performance.	Ha un ph	<b>/hy is this impor</b> by does this activity h derstanding of the ar lenomenon.	tant? help build hchoring	Graphic organizers, protocols, scaffolds, labs, mini-lesson, student discourse, etc.
Type Here Typ	pe Here		Туре Неі	re		Type Here
Formative Asses What information are	essment you collecting to ki	now that they met the target?	Туре Не	re		

		Activity		
Phenomenon or Problem	What will they do? The three dimensions woven together into a single learning performance.	Why is this important? How does this activity help build understanding of the anchoring phenomenon.	How will they do it? Graphic organizers, protocols, scaffolds, labs, mini-lesson, student discourse, etc.	
Type Here	Type Here	Type Here	Type Here	
Formative Assessment What information are you collecting to know that they met the target?		Type Here		
		Activity		
Type Here	Type Here	Type Here	Type Here	
Formative Assessment What information are you collecting to know that they met the target?		Type Here		

		Activity			
Phenomenon or Problem	What will they do? The three dimensions woven together into a single learning performance.	Why is this important? How does this activity help build understanding of the anchoring phenomenon.	How will they do it? Graphic organizers, protocols, scaffolds, labs, mini-lesson, student discourse, etc.		
Type Here	Type Here	Type Here	Type Here		
Formative Assessment What information are you collecting to know that they met the target?		Type Here			
		Activity			
Type Here	Type Here	Type Here	Type Here		
Formative What informati	Assessment on are you collecting to know that they met the target?	Type Here			
Summative Assessment What information are you collecting to know that they met the target?		Type Here			



LEARNING PLAN		MS-LS1-2: Cell Parts and Function - Develop and use a model to describe the function of a cell as a whole and ways parts of cells contribute to the function. (Structure and Function)				
Summative Assessm	nent	The Pool Has Ruine	d the Gras	<u>ss v2</u>		
	Science ar	d Engineering Practices				Crosscutting Concepts
Asking Questions	and Out titions	Mathematics avzing and terpreting Data	Engaging in Argument from Evidence	Defining roblems	Patterns	Cause Effect Cause Effect Cause Cause Proportion Quantity Cause System Models Cause System Models Cause Cause System Models Cause Cause System Cause C
			A	Activity		
Phenomenon or Problem	What will t The three dim a single learni	hey do? ensions woven together into ng performance.	Ha un ph	<b>/hy is this impor</b> by does this activity h derstanding of the ar lenomenon.	tant? help build hchoring	Graphic organizers, protocols, scaffolds, labs, mini-lesson, student discourse, etc.
Type Here Typ	pe Here		Туре Неі	re		Type Here
Formative Asses What information are	essment you collecting to ki	now that they met the target?	Туре Не	re		

		Activity		
Phenomenon or Problem	What will they do? The three dimensions woven together into a single learning performance.	Why is this important? How does this activity help build understanding of the anchoring phenomenon.	How will they do it? Graphic organizers, protocols, scaffolds, labs, mini-lesson, student discourse, etc.	
Type Here	Type Here	Type Here	Type Here	
Formative Assessment What information are you collecting to know that they met the target?		Type Here		
		Activity		
Type Here	Type Here	Type Here	Type Here	
Formative Assessment What information are you collecting to know that they met the target?		Type Here		

		Activity			
Phenomenon or Problem	What will they do? The three dimensions woven together into a single learning performance.	Why is this important? How does this activity help build understanding of the anchoring phenomenon.	How will they do it? Graphic organizers, protocols, scaffolds, labs, mini-lesson, student discourse, etc.		
Type Here	Type Here	Type Here	Type Here		
Formative Assessment What information are you collecting to know that they met the target?		Type Here			
		Activity			
Type Here	Type Here	Type Here	Type Here		
Formative What informati	Assessment on are you collecting to know that they met the target?	Type Here			
Summative Assessment What information are you collecting to know that they met the target?		Type Here			



LEARNING PLAN		MS-LS1-2: Cell Parts and Function - Develop and use a model to describe the function of a cell as a whole and ways parts of cells contribute to the function. (Structure and Function)				
Summative Assessm	nent	The Pool Has Ruine	d the Gras	<u>ss v2</u>		
	Science ar	d Engineering Practices				Crosscutting Concepts
Asking Questions	and Out titions	Mathematics avzing and terpreting Data	Engaging in Argument from Evidence	Defining roblems	Patterns	Cause Effect Cause Effect Cause Cause Proportion Quantity Cause System Models Cause System Models Cause Cause System Models Cause Cause System Cause C
			A	Activity		
Phenomenon or Problem	What will t The three dim a single learni	hey do? ensions woven together into ng performance.	Ha un ph	<b>/hy is this impor</b> by does this activity h derstanding of the ar lenomenon.	tant? help build hchoring	Graphic organizers, protocols, scaffolds, labs, mini-lesson, student discourse, etc.
Type Here Typ	pe Here		Туре Неі	re		Type Here
Formative Asses What information are	essment you collecting to ki	now that they met the target?	Туре Не	re		

		Activity		
Phenomenon or Problem	What will they do? The three dimensions woven together into a single learning performance.	Why is this important? How does this activity help build understanding of the anchoring phenomenon.	How will they do it? Graphic organizers, protocols, scaffolds, labs, mini-lesson, student discourse, etc.	
Type Here	Type Here	Type Here	Type Here	
Formative Assessment What information are you collecting to know that they met the target?		Type Here		
		Activity		
Type Here	Type Here	Type Here	Type Here	
Formative Assessment What information are you collecting to know that they met the target?		Type Here		

		Activity			
Phenomenon or Problem	What will they do? The three dimensions woven together into a single learning performance.	Why is this important? How does this activity help build understanding of the anchoring phenomenon.	How will they do it? Graphic organizers, protocols, scaffolds, labs, mini-lesson, student discourse, etc.		
Type Here	Type Here	Type Here	Type Here		
Formative Assessment What information are you collecting to know that they met the target?		Type Here			
		Activity			
Type Here	Type Here	Type Here	Type Here		
Formative What informati	Assessment on are you collecting to know that they met the target?	Type Here			
Summative Assessment What information are you collecting to know that they met the target?		Type Here			



LEARNING PLAN	LEARNING PLAN MS-LS2-1: Effects of			ability						
Summative Asse	essment	Deer Population Ass	<u>essment</u>							
	Science ar	nd Engineering Practices				Crossc	utting Con	cepts		
Asking Questions	Planning and Carrying Out nvestigations	Mathematics Computational Thinking Data	Engaging in Argument from Evidence	Designing olutions	Patterns	Ause ffect	Systems System Models	Energy Matter	ucture nction	Stability Change
			Activity							
Phenomenon or Problem	What will the three dim a single learning the three dim	:hey do? ensions woven together into ng performance.	Why is this How does this understanding phenomenon.	s importal s activity help g of the anch	p build poring	How will Graphic org mini-lesson	l they do i ganizers, proto , student disc	t? ocols, scaffolo course, etc.	ds, labs,	
Number of chicken farms in Nebraska	Students will cor of causes and et are more chicket	nstruct explanations fects for why there n farms built	Type Here		Ту	/pe Here				
Formative A What informatio	Assessment on are you collecting to k	now that they met the target?	Type Here							

		Activity		
Phenomenon or Problem	What will they do? The three dimensions woven together into a single learning performance.	Why is this important? How does this activity help build understanding of the anchoring phenomenon.	How will they do it? Graphic organizers, protocols, scaffolds, labs, mini-lesson, student discourse, etc.	
Type Here	Type Here	Type Here	Type Here	
Formative Assessment What information are you collecting to know that they met the target?		Type Here		
		Activity		
Type Here	Type Here	Type Here	Type Here	
Formative Assessment What information are you collecting to know that they met the target?		Type Here		

		Activity			
Phenomenon or Problem	What will they do? The three dimensions woven together into a single learning performance.	Why is this important? How does this activity help build understanding of the anchoring phenomenon.	How will they do it? Graphic organizers, protocols, scaffolds, labs, mini-lesson, student discourse, etc.		
Type Here	Type Here	Type Here	Type Here		
Formative Assessment What information are you collecting to know that they met the target?		Type Here			
		Activity			
Type Here	Type Here	Type Here	Type Here		
Formative Assessment What information are you collecting to know that they met the target?		Type Here			
Summative Assessment What information are you collecting to know that they met the target?		Type Here			



LEARNING PLAN		MS-LS2-1: Effects o	f Reso	urce Avai	lability					
Summative Ass	essment	Deer Population Ass	essmer	<u>nt</u>						
	Science ar	nd Engineering Practices					Crosscu	utting Concepts		
Asking Questions	Planning and Carrying Out Investigations	Avging and terpreting Data	Engaging in Argument from Evidence	Defining Problems	Designing Solutions	Patterns	Cause Effect	Systems System Models	Structure Function	Stability Change
Activity										
Phenomenon or Problem	What will the three dim a single learning	hey do? ensions woven together into ng performance.	Provide the second seco	Why is th How does th understandir phenomeno	is impor his activity h ng of the ar n.	tant? help build hchoring	, How will Graphic orga mini-lesson,	they do it? anizers, protocols, so student discourse,	caffolds, labs, etc.	
Type Here	Type Here		Type Here			Type Here				
Formative Assessment What information are you collecting to know that they met the target?		Туре І	Here							

		Activity	
Phenomenon or Problem	What will they do? The three dimensions woven together into a single learning performance.	Why is this important? How does this activity help build understanding of the anchoring phenomenon.	How will they do it? Graphic organizers, protocols, scaffolds, labs, mini-lesson, student discourse, etc.
Type Here	Type Here	Type Here	Type Here
Formative Assessment What information are you collecting to know that they met the target?		Type Here	
		Activity	
Type Here	Type Here	Type Here	Type Here
Formative Assessment What information are you collecting to know that they met the target?		Type Here	

		Activity			
Phenomenon or Problem	What will they do? The three dimensions woven together into a single learning performance.	Why is this important? How does this activity help build understanding of the anchoring phenomenon.	How will they do it? Graphic organizers, protocols, scaffolds, labs, mini-lesson, student discourse, etc.		
Type Here	Type Here	Type Here	Type Here		
Formative Assessment What information are you collecting to know that they met the target?		Type Here			
		Activity			
Type Here	Type Here	Type Here	Type Here		
Formative Assessment What information are you collecting to know that they met the target?		Type Here			
Summative Assessment What information are you collecting to know that they met the target?		Type Here			



LEARNING PLAN		MS-LS2-1: Effects o	f Reso	urce Avai	lability					
Summative Ass	essment	Deer Population Ass	essmer	<u>nt</u>						
	Science ar	nd Engineering Practices					Crosscu	utting Concepts		
Asking Questions	Planning and Carrying Out Investigations	Avging and terpreting Data	Engaging in Argument from Evidence	Defining Problems	Designing Solutions	Patterns	Cause Effect	Systems System Models	Structure Function	Stability Change
Activity										
Phenomenon or Problem	What will the three dim a single learning	hey do? ensions woven together into ng performance.	Provide the second seco	Why is th How does th understandir phenomeno	is impor his activity h ng of the ar n.	tant? help build hchoring	, How will Graphic orga mini-lesson,	they do it? anizers, protocols, so student discourse,	caffolds, labs, etc.	
Type Here	Type Here		Type Here			Type Here				
Formative Assessment What information are you collecting to know that they met the target?		Туре І	Here							

		Activity	
Phenomenon or Problem	What will they do? The three dimensions woven together into a single learning performance.	Why is this important? How does this activity help build understanding of the anchoring phenomenon.	How will they do it? Graphic organizers, protocols, scaffolds, labs, mini-lesson, student discourse, etc.
Type Here	Type Here	Type Here	Type Here
Formative Assessment What information are you collecting to know that they met the target?		Type Here	
		Activity	
Type Here	Type Here	Type Here	Type Here
Formative Assessment What information are you collecting to know that they met the target?		Type Here	

		Activity			
Phenomenon or Problem	What will they do? The three dimensions woven together into a single learning performance.	Why is this important? How does this activity help build understanding of the anchoring phenomenon.	How will they do it? Graphic organizers, protocols, scaffolds, labs, mini-lesson, student discourse, etc.		
Type Here	Type Here	Type Here	Type Here		
Formative Assessment What information are you collecting to know that they met the target?		Type Here			
		Activity			
Type Here	Type Here	Type Here	Type Here		
Formative Assessment What information are you collecting to know that they met the target?		Type Here			
Summative Assessment What information are you collecting to know that they met the target?		Type Here			



LEARNING PLAN <u>MS-PS1-1</u> : Atomic			Composition Mo	del		
Summative Asses	sment	Where Does the Ma	ss Come From?			
	Science an	d Engineering Practices				Crosscutting Concepts
Asking Questions	anning and arrying Out estigations	Mathematics utyping and terpreting Data	Engaging in Argument from Evidence	esigning Jutions	Patterns	Cause Effect Cause Proportion Quantity Cause System Models Cause System Models Cause System Models Cause Cause System Cause Ca
	Activity					
Phenomenon or Problem	What will t The three dim a single learni	hey do? ensions woven together into ng performance.	Why is this How does this understanding phenomenon.	activity h of the an	tant? elp build achoring	Graphic organizers, protocols, scaffolds, labs, mini-lesson, student discourse, etc.
Steel wool increases in mass over time as it's being burned	Plan and carry of look at scale, pro quantity in a cher phenomena	ut investigations to portion, and mical change				Lab, collect data, draw models The students will be burning steel wool in a tray on a scale and measuring how much the mass changes over time
Formative Assessment What information are you collecting to know that they met the target?		Assessment rubri	ic			

		Activity	
Phenomenon or Problem	What will they do? The three dimensions woven together into a single learning performance.	Why is this important? How does this activity help build understanding of the anchoring phenomenon.	How will they do it? Graphic organizers, protocols, scaffolds, labs, mini-lesson, student discourse, etc.
Type Here	Type Here	Type Here	Type Here
Formative Assessment What information are you collecting to know that they met the target?		Type Here	
		Activity	
Type Here	Type Here	Type Here	Type Here
Formative Assessment What information are you collecting to know that they met the target?		Type Here	

		Activity			
Phenomenon or Problem	What will they do? The three dimensions woven together into a single learning performance.	Why is this important? How does this activity help build understanding of the anchoring phenomenon.	How will they do it? Graphic organizers, protocols, scaffolds, labs, mini-lesson, student discourse, etc.		
Type Here	Type Here	Type Here	Type Here		
Formative Assessment What information are you collecting to know that they met the target?		Type Here			
		Activity			
Type Here	Type Here	Type Here	Type Here		
Formative Assessment What information are you collecting to know that they met the target?		Type Here			
Summative Assessment What information are you collecting to know that they met the target?		Type Here			



LEARNING PLAN <u>MS-PS1-1</u> : Atomic			: Comp	osition Model		
Summative Asses	ssment	Where Does the Mas	ss Com	e From?		
	Science an	d Engineering Practices				Crosscutting Concepts
Asking Questions	Panning and Carrying Out vestigations	Mathematics thysing and terpreting Data	Engaging in Argument from Evidence	Defining Problems	Patter	ns Cause Effect Scale Proportion Quantity Systems System Models Energy Matter Structure Matter Function
				Activity		
Phenomenon or Problem	What will t The three dim a single learni	hey do? ensions woven together into ng performance.	Provide the second seco	Why is this imp How does this activi understanding of the phenomenon.	ortant? y help build anchoring	d → □ → How will they do it? Graphic organizers, protocols, scaffolds, labs, mini-lesson, student discourse, etc.
Type Here	Type Here		Type Here			Type Here
Formative Assessment What information are you collecting to know that they met the target?		Туре І	Here			

		Activity	
Phenomenon or Problem	What will they do? The three dimensions woven together into a single learning performance.	Why is this important? How does this activity help build understanding of the anchoring phenomenon.	How will they do it? Graphic organizers, protocols, scaffolds, labs, mini-lesson, student discourse, etc.
Type Here	Type Here	Type Here	Type Here
Formative Assessment What information are you collecting to know that they met the target?		Type Here	
		Activity	
Type Here	Type Here	Type Here	Type Here
Formative Assessment What information are you collecting to know that they met the target?		Type Here	

		Activity	
Phenomenon or Problem	What will they do? The three dimensions woven together into a single learning performance.	Why is this important? How does this activity help build understanding of the anchoring phenomenon.	How will they do it? Graphic organizers, protocols, scaffolds, labs, mini-lesson, student discourse, etc.
Type Here	Type Here	Type Here	Type Here
Formative Assessment What information are you collecting to know that they met the target?		Type Here	
		Activity	
Type Here	Type Here	Type Here	Type Here
Formative Assessment What information are you collecting to know that they met the target?		Type Here	
Summative Assessment What information are you collecting to know that they met the target?		Type Here	



LEARNING PLAN		MS-PS1-1: Atomic	: Comp	osition Model			
Summative Assessment Wh		Where Does the Mas	ss Com	e From?			
	Science an	d Engineering Practices				Crosscutting Concepts	
Asking Questions	Panning and Carrying Out vestigations	Mathematics thysing and terpreting Data	Engaging in Argument from Evidence	Defining Problems	Patter	ns Cause Effect Scale Proportion Quantity Systems System Models Energy Matter Structure Matter Function	
	Activity						
Phenomenon or Problem	What will t The three dim a single learni	hey do? ensions woven together into ng performance.	Real Provide Action of the second sec	Why is this imp How does this activit understanding of the phenomenon.	ortant? help build anchoring	d → □ → How will they do it? Graphic organizers, protocols, scaffolds, labs, mini-lesson, student discourse, etc.	
Type Here	Type Here		Type I	Here		Type Here	
Formative Assessment What information are you collecting to know that they met the target?		Type I	Here				

		Activity	
Phenomenon or Problem	What will they do? The three dimensions woven together into a single learning performance.	Why is this important? How does this activity help build understanding of the anchoring phenomenon.	How will they do it? Graphic organizers, protocols, scaffolds, labs, mini-lesson, student discourse, etc.
Type Here	Type Here	Type Here	Type Here
Formative Assessment What information are you collecting to know that they met the target?		Type Here	
		Activity	
Type Here	Type Here	Type Here	Type Here
Formative Assessment What information are you collecting to know that they met the target?		Type Here	

		Activity	
Phenomenon or Problem	What will they do? The three dimensions woven together into a single learning performance.	Why is this important? How does this activity help build understanding of the anchoring phenomenon.	How will they do it? Graphic organizers, protocols, scaffolds, labs, mini-lesson, student discourse, etc.
Type Here	Type Here	Type Here	Type Here
Formative Assessment What information are you collecting to know that they met the target?		Type Here	
		Activity	
Type Here	Type Here	Type Here	Type Here
Formative Assessment What information are you collecting to know that they met the target?		Type Here	
Summative Assessment What information are you collecting to know that they met the target?		Type Here	


# MS-LS1-2: Cell Parts and Function

Develop and use a model to describe the function of a cell as a whole and ways parts of cells contribute to the function. (Structure and Function)

Group 1 <u>Slides</u>	Micayla and Jordan
Group 2 <u>Slides</u>	Insert names here to claim Group 2 Slides
Group 3 <u>Slides</u>	Insert names here to claim Group 3 Slides

## MS-LS2-1: Effects of Resource Availability

Analyze and interpret data to provide evidence for the effects of resource availability on organisms and populations of organisms in an ecosystem. (Cause and Effect)

Group 1 <u>Slides</u>	Luke and Carla
Group 2 <u>Slides</u>	Insert names here to claim Group 2 Slides
Group 3 <u>Slides</u>	Insert names here to claim Group 3 Slides

# **MS-PS1-1: Atomic Composition Model**

Develop models to describe the atomic composition of simple molecules and extended structures. (Scale, Proportion, and Quantity)

Group 1 <u>Slides</u>	Insert names here to claim Group 1 Slides
Group 2 <u>Slides</u>	Insert names here to claim Group 2 Slides
Group 3 <u>Slides</u>	Insert names here to claim Group 3 Slides

### **MS-PS1-3: Synthetic Materials**

Gather and make sense of information to describe that synthetic materials come from natural resources and impact society. (Structure and Function)

Group 1 <u>Slides</u>	Insert names here to claim Group 1 Slides
Group 2 <u>Slides</u>	Insert names here to claim Group 2 Slides
Group 3 <u>Slides</u>	Insert names here to claim Group 3 Slides

LEARNING PLAN <u>MS-PS1-3</u> : Synthetic				rials		
Summative Assess	sment	Natural vs. Synthetic	: Materia	al		
	Science an	d Engineering Practices				Crosscutting Concepts
Asking Questions	nning and rying Out stigations	Mathematics Dyring and appreting Data	Engaging in Argument from Evidence	Defining Problems	Patterns	Cause Effect Cause Roportion Quantity Systems System Models Systems System Models Cause Cause System System System Cause Cause System System System Cause Cause System System System Cause Cause System System System Cause Cause Cause System System System Cause Cause Cause System System System Cause Ca
				Activity		
Phenomenon or Problem	What will t The three dima a single learnin	hey do? ensions woven together into ng performance.	Provide state	Why is this impor How does this activity h understanding of the ar phenomenon.	tant? help build hchoring	How will they do it? Graphic organizers, protocols, scaffolds, labs, mini-lesson, student discourse, etc.
Type Here T	Type Here		Type Here			Type Here
Formative Assessment What information are you collecting to know that they met the target?		Type I	Here			

		Activity			
Phenomenon or Problem	What will they do? The three dimensions woven together into a single learning performance.	Why is this important? How does this activity help build understanding of the anchoring phenomenon.	How will they do it? Graphic organizers, protocols, scaffolds, labs, mini-lesson, student discourse, etc.		
Type Here	Type Here	Type Here	Type Here		
Formative Assessment What information are you collecting to know that they met the target?		Type Here			
		Activity			
Type Here	Type Here	Type Here	Type Here		
Formative Assessment What information are you collecting to know that they met the target?		Type Here			

		Activity		
Phenomenon or Problem	What will they do? The three dimensions woven together into a single learning performance.	Why is this important? How does this activity help build understanding of the anchoring phenomenon.	How will they do it? Graphic organizers, protocols, scaffolds, labs, mini-lesson, student discourse, etc.	
Type Here	Type Here	Type Here	Type Here	
Formative Assessment What information are you collecting to know that they met the target?		Type Here		
		Activity		
Type Here	Type Here	Type Here	Type Here	
Formative Assessment What information are you collecting to know that they met the target?		Type Here		
Summative What informati	e Assessment on are you collecting to know that they met the target?	Type Here		



LEARNING PLAN <u>MS-PS1-3</u> : Synthetic				rials		
Summative Assess	sment	Natural vs. Synthetic	: Materia	al		
	Science an	d Engineering Practices				Crosscutting Concepts
Asking Questions	nning and rying Out stigations	Mathematics Dyring and appreting Data	Engaging in Argument from Evidence	Defining Problems	Patterns	Cause Effect Cause Roportion Quantity Systems System Models Systems System Models Cause Cause System System System Cause Cause System System System Cause Cause System System System Cause Cause System System System Cause Cause Cause System System System Cause Cause Cause System System System Cause Ca
				Activity		
Phenomenon or Problem	What will t The three dima a single learnin	hey do? ensions woven together into ng performance.	Provide state	Why is this impor How does this activity h understanding of the ar phenomenon.	tant? help build hchoring	How will they do it? Graphic organizers, protocols, scaffolds, labs, mini-lesson, student discourse, etc.
Type Here T	Type Here		Type Here			Type Here
Formative Assessment What information are you collecting to know that they met the target?		Type I	Here			

		Activity			
Phenomenon or Problem	What will they do? The three dimensions woven together into a single learning performance.	Why is this important? How does this activity help build understanding of the anchoring phenomenon.	How will they do it? Graphic organizers, protocols, scaffolds, labs, mini-lesson, student discourse, etc.		
Type Here	Type Here	Type Here	Type Here		
Formative Assessment What information are you collecting to know that they met the target?		Type Here			
		Activity			
Type Here	Type Here	Type Here	Type Here		
Formative Assessment What information are you collecting to know that they met the target?		Type Here			

		Activity		
Phenomenon or Problem	What will they do? The three dimensions woven together into a single learning performance.	Why is this important? How does this activity help build understanding of the anchoring phenomenon.	How will they do it? Graphic organizers, protocols, scaffolds, labs, mini-lesson, student discourse, etc.	
Type Here	Type Here	Type Here	Type Here	
Formative Assessment What information are you collecting to know that they met the target?		Type Here		
		Activity		
Type Here	Type Here	Type Here	Type Here	
Formative Assessment What information are you collecting to know that they met the target?		Type Here		
Summative What informati	e Assessment on are you collecting to know that they met the target?	Type Here		



LEARNING PLAN <u>MS-PS1-3</u> : Synthetic				rials		
Summative Assess	sment	Natural vs. Synthetic	: Materia	al		
	Science an	d Engineering Practices				Crosscutting Concepts
Asking Questions	nning and rying Out stigations	Mathematics Dyring and appreting Data	Engaging in Argument from Evidence	Defining Problems	Patterns	Cause Effect Cause Roportion Quantity Systems System Models Systems System Models Cause Cause System System System Cause Cause System System System Cause Cause System System System Cause Cause System System System Cause Cause Cause System System System Cause Cause Cause System System System Cause Ca
				Activity		
Phenomenon or Problem	What will t The three dima a single learnin	hey do? ensions woven together into ng performance.	Provide state	Why is this impor How does this activity h understanding of the ar phenomenon.	tant? help build hchoring	How will they do it? Graphic organizers, protocols, scaffolds, labs, mini-lesson, student discourse, etc.
Type Here T	Type Here		Type Here			Type Here
Formative Assessment What information are you collecting to know that they met the target?		Type I	Here			

		Activity			
Phenomenon or Problem	What will they do? The three dimensions woven together into a single learning performance.	Why is this important? How does this activity help build understanding of the anchoring phenomenon.	How will they do it? Graphic organizers, protocols, scaffolds, labs, mini-lesson, student discourse, etc.		
Type Here	Type Here	Type Here	Type Here		
Formative Assessment What information are you collecting to know that they met the target?		Type Here			
		Activity			
Type Here	Type Here	Type Here	Type Here		
Formative Assessment What information are you collecting to know that they met the target?		Type Here			

		Activity		
Phenomenon or Problem	What will they do? The three dimensions woven together into a single learning performance.	Why is this important? How does this activity help build understanding of the anchoring phenomenon.	How will they do it? Graphic organizers, protocols, scaffolds, labs, mini-lesson, student discourse, etc.	
Type Here	Type Here	Type Here	Type Here	
Formative Assessment What information are you collecting to know that they met the target?		Type Here		
		Activity		
Type Here	Type Here	Type Here	Type Here	
Formative Assessment What information are you collecting to know that they met the target?		Type Here		
Summative Assessment What information are you collecting to know that they met the target?		Type Here		



#### MS-PS2-2: Forces, Mass and the Motion of an Object

Plan an investigation to provide evidence that the change in an object's motion depends on the sum of the forces on the object and the mass of the object. (Stability and Change)

Group 1 <u>Slides</u>	Jennifer and Sherri
Group 2 <u>Slides</u>	Tara and Dee
Group 3 <u>Slides</u>	Stephanie

LEARNING PLAN <u>MS-PS2-2</u> : Forces, M			Mass & Motion o	of an Ol	oject	
Summative Assessment <u>Coaster Launch</u>						
Science and Engineering Practices						Crosscutting Concepts
Asking Questions	hing and king Out tigations	Authematics Authematics Computational Thinking Potata Mathematics Computational Thinking Evaluating, and Communicating Information	Engaging in Argument from Evidence	Designing Solutions	Patterns	Cause Effect Cause Unantity Cause Cause Proportion Quantity Cause Cause Proportion Cuantity Cause Cause Proportion Cause
			Activity			
Phenomenon or Problem	What will t The three dim a single learning	hey do? ensions woven together into ng performance.	Why is th How does th understandin phenomenor	nis impor nis activity h ng of the ar n.	tant? help build hchoring	<ul> <li>→ → → → → → → → → → → → → → → → → → →</li></ul>
Ball movingIndividually write 5 questions you have about what you are observing		Cause and Effe	ct		Mini Lessons - Asking questions, cause and effect Lab - two different size balls - observe and measure how far they roll with the same force applied.	
Formative Assessment What information are you collecting to know that they met the target?		Type Here				

		Activity		
Phenomenon or Problem	What will they do? The three dimensions woven together into a single learning performance.	Why is this important? How does this activity help build understanding of the anchoring phenomenon.	How will they do it? Graphic organizers, protocols, scaffolds, labs, mini-lesson, student discourse, etc.	
Type Here	Type Here	Type Here	Type Here	
Formative Assessment What information are you collecting to know that they met the target?		Type Here		
		Activity		
Type Here	Type Here	Type Here	Type Here	
Formative Assessment What information are you collecting to know that they met the target?		Type Here		

		Activity		
Phenomenon or Problem	What will they do? The three dimensions woven together into a single learning performance.	Why is this important? How does this activity help build understanding of the anchoring phenomenon.	How will they do it? Graphic organizers, protocols, scaffolds, labs, mini-lesson, student discourse, etc.	
Type Here	Type Here	Type Here	Type Here	
Formative Assessment What information are you collecting to know that they met the target?		Type Here		
		Activity		
Type Here	Type Here	Type Here	Type Here	
Formative Assessment What information are you collecting to know that they met the target?		Type Here		
Summative Assessment What information are you collecting to know that they met the target?		Type Here		



LEARNING PLAN	Mass & Motion of an Ok	oject		
Summative Assessment				
Science			Crosscutting Concepts	
Asking Questions Asking Reveloping and Using Models Asking Carsfring Out Investigations	Analyzing and Interpreting Data	Engaging in Argument from Evidence	Patterns	ause ffect Scale Proportion Quantity System System Models System Models System Models System Models
		Activity		
Phenomenon or Problem	I they do? imensions woven together into ning performance.	Why is this impor How does this activity h understanding of the ar phenomenon.	tant? help build hechoring	Graphic organizers, protocols, scaffolds, labs, mini-lesson, student discourse, etc.
Skate Park 5 questions re video clip		Type Here		ype Here
Formative Assessment What information are you collecting to know that they met the target?		Type Here		

		Activity		
Phenomenon or Problem	What will they do? The three dimensions woven together into a single learning performance.	Why is this important? How does this activity help build understanding of the anchoring phenomenon.	How will they do it? Graphic organizers, protocols, scaffolds, labs, mini-lesson, student discourse, etc.	
Type Here	Type Here	Type Here	Type Here	
Formative Assessment What information are you collecting to know that they met the target?		Type Here		
		Activity		
Type Here	Type Here	Type Here	Type Here	
Formative Assessment What information are you collecting to know that they met the target?		Type Here		

		Activity		
Phenomenon or Problem	What will they do? The three dimensions woven together into a single learning performance.	Why is this important? How does this activity help build understanding of the anchoring phenomenon.	How will they do it? Graphic organizers, protocols, scaffolds, labs, mini-lesson, student discourse, etc.	
Type Here	Type Here	Type Here	Type Here	
Formative Assessment What information are you collecting to know that they met the target?		Type Here		
		Activity		
Type Here	Type Here	Type Here	Type Here	
Formative Assessment What information are you collecting to know that they met the target?		Type Here		
Summative Assessment What information are you collecting to know that they met the target?		Type Here		



LEARNING PLAN <u>MS-PS2-2</u> : Forces, I		Mass & N	Motion of an Ot	oject		
Summative Assessment <u>Coaster Launch</u>						
Science and Engineering Practices						Crosscutting Concepts
Asking Questions	Planning and Carrying Out vestigations	Mathematics alvzing and herpreting Data	Engaging in Argument from Evidence	Defining Problems	Patterns	Cause Effect Scale Proportion Quantity System Models System Models System Models Cause System Models Cause Matter Structure Matter Structure
			,	Activity		
Phenomenon or Problem	What will t The three dim a single learni	hey do? ensions woven together into ng performance.	н ur pt	Vhy is this impor low does this activity h nderstanding of the ar henomenon.	tant? help build hchoring	Graphic organizers, protocols, scaffolds, labs, mini-lesson, student discourse, etc.
Balls RollingStudents will analyze and interpret data through the visualization of patterns of a different balls with multiple masses rolling down an incline.		<i>Students will</i> observe and discuss how balls with different masses move down an incline.		nd lifferent incline.	Type Here	
Formative Assessment What information are you collecting to know that they met the target?		Туре Не	ere			

		Activity		
Phenomenon or Problem	What will they do? The three dimensions woven together into a single learning performance.	Why is this important? How does this activity help build understanding of the anchoring phenomenon.	How will they do it? Graphic organizers, protocols, scaffolds, labs, mini-lesson, student discourse, etc.	
Roller Coaster	Type Here	Type Here	Type Here	
Formative Assessment What information are you collecting to know that they met the target?		Type Here		
		Activity		
Roller Coaster	Type Here	Type Here	Type Here	
Formative Assessment What information are you collecting to know that they met the target?		Type Here		

		Activity		
Phenomenon or Problem	What will they do? The three dimensions woven together into a single learning performance.	Why is this important? How does this activity help build understanding of the anchoring phenomenon.	How will they do it? Graphic organizers, protocols, scaffolds, labs, mini-lesson, student discourse, etc.	
Type Here	Type Here	Type Here	Type Here	
Formative Assessment What information are you collecting to know that they met the target?		Type Here		
		Activity		
Type Here	Type Here	Type Here	Type Here	
Formative Assessment What information are you collecting to know that they met the target?		Type Here		
Summative Assessment What information are you collecting to know that they met the target?		Type Here		



# MS-PS3-2: Potential Energy of the System

Develop a model to describe that when the arrangement of objects interacting at a distance changes, different amounts of potential energy are stored in the system. (Systems and System Models)

Group 1 <u>Slides</u>	Keri and Biri
Group 2 <u>Slides</u>	Insert names here to claim Group 2 Slides
Group 3 <u>Slides</u>	Insert names here to claim Group 3 Slides

LEARNING PLAN		MS-PS3-2: Potentia	al Energy of the System			
Summative Assessment		The Gravity Light				
	Science ar	d Engineering Practices		Crosscutting Concepts		
Asking Questions	Planning and Carrying Out nvestigations	Additional Additional Thinking Evaluating, and Communicating Information	Engaging in Argument from Evidence	Patterns	Cause Effect Roportion Quantity System Models System Roper System Models	
Activity						
Phenomenon or Problem	What will they do?nomenonProblem		Why is this important? How does this activity help buil understanding of the anchoring phenomenon.		How will they do it? Graphic organizers, protocols, scaffolds, labs, mini-lesson, student discourse, etc.	
Gravity light	Lesson on opene circuits	ed and closed	Type Here		Type Here	
Formative Assessment What information are you collecting to know that they met the target?			Type Here			

		Activity			
Phenomenon or Problem	What will they do? The three dimensions woven together into a single learning performance.	Why is this important? How does this activity help build understanding of the anchoring phenomenon.	How will they do it? Graphic organizers, protocols, scaffolds, labs, mini-lesson, student discourse, etc.		
Type Here	Type Here	Type Here	Type Here		
Formative Assessment What information are you collecting to know that they met the target?		Type Here			
		Activity			
Type Here	Type Here	Type Here	Type Here		
Formative Assessment What information are you collecting to know that they met the target?		Type Here			

		Activity			
Phenomenon or Problem	What will they do? The three dimensions woven together into a single learning performance.	Why is this important? How does this activity help build understanding of the anchoring phenomenon.	How will they do it? Graphic organizers, protocols, scaffolds, labs, mini-lesson, student discourse, etc.		
Type Here	Type Here	Type Here	Type Here		
Formative Assessment What information are you collecting to know that they met the target?		Type Here			
Activity					
Type Here	Type Here	Type Here	Type Here		
Formative Assessment What information are you collecting to know that they met the target?		Type Here			
Summative Assessment What information are you collecting to know that they met the target?		Type Here			



LEARNING PLAN		MS-PS3-2: Potentia	I Energ	ly of the S	System		
Summative Assessment		The Gravity Light					
	Science ar	d Engineering Practices					Crosscutting Concepts
Asking Questions	Planning and Carrying Out nvestigations	Mathematics alyzing and terpreting Data	Engaging in Argument from Evidence	Defining Problems	Designing Solutions	Patterns	Cause Effect Roportion Quantity Systems System Models Systems System Models Cause Cause System Models Cause Cause System System System System Cause Caus
Activity							
ାଅ Phenomenon or Problem	What will t The three dim a single learni	hey do? ensions woven together into ng performance.	Provide the second seco	Why is th How does th understandir phenomenor	i <b>s impor</b> his activity h ng of the ar n.	tant? help build hchoring	How will they do it? Graphic organizers, protocols, scaffolds, labs, mini-lesson, student discourse, etc.
Type Here Type Here		Type Here			Type Here		
Formative Assessment What information are you collecting to know that they met the target?			Type Here				
		Activity					
---	--	--	---				
Phenomenon or Problem	What will they do? The three dimensions woven together into a single learning performance.	Why is this important? How does this activity help build understanding of the anchoring phenomenon.	How will they do it? Graphic organizers, protocols, scaffolds, labs, mini-lesson, student discourse, etc.				
Type Here	Type Here	Type Here	Type Here				
Formative Assessment What information are you collecting to know that they met the target?		Type Here					
		Activity					
Type Here	Type Here	Type Here	Type Here				
Formative Assessment What information are you collecting to know that they met the target?		Type Here					

		Activity		
Phenomenon or Problem	What will they do? The three dimensions woven together into a single learning performance.	Why is this important? How does this activity help build understanding of the anchoring phenomenon.	How will they do it? Graphic organizers, protocols, scaffolds, labs, mini-lesson, student discourse, etc.	
Type Here	Type Here	Type Here	Type Here	
Formative Assessment What information are you collecting to know that they met the target?		Type Here		
		Activity		
Type Here	Type Here	Type Here	Type Here	
Formative Assessment What information are you collecting to know that they met the target?		Type Here		
Summative Assessment What information are you collecting to know that they met the target?		Type Here		



LEARNING PLAN		MS-PS3-2: Potentia	I Energ	ly of the S	System		
Summative Asse	essment	The Gravity Light					
	Science ar	d Engineering Practices					Crosscutting Concepts
Asking Questions	Planning and Carrying Out nvestigations	Mathematics alyzing and terpreting Data	Engaging in Argument from Evidence	Defining Problems	Designing Solutions	Patterns	Cause Effect Roportion Quantity Systems System Models Systems Atter Structure Matter Structure Structure Stability Change
				Activity			
ାଅ Phenomenon or Problem	What will t The three dim a single learni	hey do? ensions woven together into ng performance.	Provide the second seco	Why is th How does th understandir phenomenor	is impor his activity h ng of the an n.	tant? elp build achoring	How will they do it? Graphic organizers, protocols, scaffolds, labs, mini-lesson, student discourse, etc.
Type Here	Type Here		Type H	Here			Type Here
Formative A What informatic	Assessment on are you collecting to ki	now that they met the target?	Туре Н	Here			

		Activity	
Phenomenon or Problem	What will they do? The three dimensions woven together into a single learning performance.	Why is this important? How does this activity help build understanding of the anchoring phenomenon.	How will they do it? Graphic organizers, protocols, scaffolds, labs, mini-lesson, student discourse, etc.
Type Here	Type Here	Type Here	Type Here
Formative Assessment What information are you collecting to know that they met the target?		Type Here	
		Activity	
Type Here	Type Here	Type Here	Type Here
Formative Assessment What information are you collecting to know that they met the target?		Type Here	

		Activity		
Phenomenon or Problem	What will they do? The three dimensions woven together into a single learning performance.	Why is this important? How does this activity help build understanding of the anchoring phenomenon.	How will they do it? Graphic organizers, protocols, scaffolds, labs, mini-lesson, student discourse, etc.	
Type Here	Type Here	Type Here	Type Here	
Formative Assessment What information are you collecting to know that they met the target?		Type Here		
		Activity		
Type Here	Type Here	Type Here	Type Here	
Formative Assessment What information are you collecting to know that they met the target?		Type Here		
Summative Assessment What information are you collecting to know that they met the target?		Type Here		



## MS-ESS2-1: Cycling of Earth's Materials

Develop a model to describe the cycling of Earth's materials and the flow of energy that drives this process. (Stability and Change)

Group 1 <u>Slides</u>	Micayla and Jordan
Group 2 <u>Slides</u>	Lisa and Amanda
Group 3 <u>Slides</u>	Lisa and Joan

LEARNING PLAN		MS-ESS2-1: Cycling	g of Earth's Matter		
Summative Asse	essment	Manpupuner Rock F	ormations		
	Science ar	d Engineering Practices			Crosscutting Concepts
Asking Questions	Planning and Carrying Out Investigations	Mathematics alyzing and herpreting Data	Engaging in Argument from Evidence	Patterns	Cause Effect Cause Roportion Quantity System Models Cause System Models Cause System Models Cause Cause System Models Cause Cause System Cause Cause Cause Cause Cause System System Cause
			Activity		
ිවී Phenomenon or Problem	What will t The three dim a single learni	hey do? ensions woven together into ng performance.	Why is this impor How does this activity h understanding of the an phenomenon.	tant? elp build ichoring	How will they do it? Graphic organizers, protocols, scaffolds, labs, mini-lesson, student discourse, etc.
Arches Rock Swing	Students will ask determine the eff processes that h landform to be cr world.	questions to fect of earth's ave caused this reated in the natural	The arch landform has l created by earth's proce and it then allows us to investigate how this has happened.	been esses	Type Here
Formative A What information	Assessment on are you collecting to k	now that they met the target?	Type Here		

		Activity	
Phenomenon or Problem	What will they do? The three dimensions woven together into a single learning performance.	Why is this important? How does this activity help build understanding of the anchoring phenomenon.	How will they do it? Graphic organizers, protocols, scaffolds, labs, mini-lesson, student discourse, etc.
Type Here	Type Here	Type Here	Type Here
Formative Assessment What information are you collecting to know that they met the target?		Type Here	
		Activity	
Type Here	Type Here	Type Here	Type Here
Formative Assessment What information are you collecting to know that they met the target?		Type Here	

		Activity		
Phenomenon or Problem	What will they do? The three dimensions woven together into a single learning performance.	Why is this important? How does this activity help build understanding of the anchoring phenomenon.	How will they do it? Graphic organizers, protocols, scaffolds, labs, mini-lesson, student discourse, etc.	
Type Here	Type Here	Type Here	Type Here	
Formative Assessment What information are you collecting to know that they met the target?		Type Here		
		Activity		
Type Here	Type Here	Type Here	Type Here	
Formative Assessment What information are you collecting to know that they met the target?		Type Here		
Summative Assessment What information are you collecting to know that they met the target?		Type Here		



LEARNING PLAN		MS-ESS2-1: Cycling	g of Earth's Matter		
Summative Ass	essment	Manpupuner Rock F	ormations		
	Science ar	d Engineering Practices			Crosscutting Concepts
Asking Questions	Planning and Carrying Out Investigations	Advance and the second	Engaging in Argument from Evidence	Patterns	Cause Effect Cause Used Interview Cause Proportion Quantity Cause System Models Cause System Models Cause Cause System Models Cause Matter Cause Cause System System System Cause Cause System System Cause Cause System System Cause Cause System System Cause Cause System System Cause
			Activity		
Phenomenon or Problem	What will t The three dim a single learni	hey do? ensions woven together into ng performance.	Why is this import How does this activity h understanding of the an phenomenon.	tant? elp build choring	→ → How will they do it? Graphic organizers, protocols, scaffolds, labs, mini-lesson, student discourse, etc.
Manpupuner Rock Formations	Science and Eng Developing and U Disciplinary Core ESS2.A: Earth's M Cross Cutting Cor Stability and Char	nineering Practice - sing Models Idea - aterials and Systems accept - age	Connecting real world e. of the manpupuner Rock Formation in how the cy earth material occurs wi the rock cycle.	xample k cle of thin	Video - <u>https://www.youtube.com/watch?v=DajHrHyS</u> <u>7Os</u>
Formative What informati	Assessment on are you collecting to k	now that they met the target?	Type Here		

		Activity	
Phenomenon or Problem	What will they do? The three dimensions woven together into a single learning performance.	Why is this important? How does this activity help build understanding of the anchoring phenomenon.	How will they do it? Graphic organizers, protocols, scaffolds, labs, mini-lesson, student discourse, etc.
Type Here	Type Here	Type Here	Type Here
Formative Assessment What information are you collecting to know that they met the target?		Type Here	
		Activity	
Type Here	Type Here	Type Here	Type Here
Formative Assessment What information are you collecting to know that they met the target?		Type Here	

		Activity		
Phenomenon or Problem	What will they do? The three dimensions woven together into a single learning performance.	Why is this important? How does this activity help build understanding of the anchoring phenomenon.	How will they do it? Graphic organizers, protocols, scaffolds, labs, mini-lesson, student discourse, etc.	
Type Here	Type Here	Type Here	Type Here	
Formative Assessment What information are you collecting to know that they met the target?		Type Here		
		Activity		
Type Here	Type Here	Type Here	Type Here	
Formative Assessment What information are you collecting to know that they met the target?		Type Here		
Summative Assessment What information are you collecting to know that they met the target?		Type Here		



LEARNING PLAN <u>MS-ESS2-1</u> : Cycling			g of Earth's Matter		
Summative Ass	essment	Manpupuner Rock F	ormations		
	Science ar	d Engineering Practices			Crosscutting Concepts
Asking Questions	Planning and Carrying Out Investigations	Additional Additional Thinking Experiments Data	Engaging in Argument from Evidence	Patterns	Cause Effect Roportion Quantity Systems System Models Renergy Matter Structure Matter Structure Stability Change
			Activity		
Phenomenon or Problem	What will t The three dim a single learni	hey do? ensions woven together into ng performance.	Why is this import How does this activity h understanding of the an phenomenon.	tant? elp build choring	Graphic organizers, protocols, scaffolds, labs, mini-lesson, student discourse, etc.
Chimney Rock Students will develop a model to explain the cause of a geologic rock formation.			It shows that the earth s changes slowly over tim	urface e.	Type Here
Formative What informati	Assessment on are you collecting to k	now that they met the target?	Type Here		

		Activity	
Phenomenon or Problem	What will they do? The three dimensions woven together into a single learning performance.	Why is this important? How does this activity help build understanding of the anchoring phenomenon.	How will they do it? Graphic organizers, protocols, scaffolds, labs, mini-lesson, student discourse, etc.
Type Here	Type Here	Type Here	Type Here
Formative Assessment What information are you collecting to know that they met the target?		Type Here	
		Activity	
Type Here	Type Here	Type Here	Type Here
Formative Assessment What information are you collecting to know that they met the target?		Type Here	

		Activity			
Phenomenon or Problem	What will they do? The three dimensions woven together into a single learning performance.	Why is this important? How does this activity help build understanding of the anchoring phenomenon.	How will they do it? Graphic organizers, protocols, scaffolds, labs, mini-lesson, student discourse, etc.		
Type Here	Type Here	Type Here	Type Here		
Formative Assessment What information are you collecting to know that they met the target?		Type Here			
		Activity			
Type Here	Type Here	Type Here	Type Here		
Formative Assessment What information are you collecting to know that they met the target?		Type Here			
Summative Assessment What information are you collecting to know that they met the target?		Type Here			



## MS-ESS3-2: Natural Hazards

Analyze and interpret data on natural hazards to forecast future catastrophic events and inform the development of technologies to mitigate their effects. (Patterns)

Group 1 <u>Slides</u>	Insert names here to claim Group 1 Slides
Group 2 <u>Slides</u>	Insert names here to claim Group 2 Slides
Group 3 <u>Slides</u>	Insert names here to claim Group 3 Slides

LEARNING PLAN <u>MS-ESS3-2</u> : Natural			I Hazard	ls		
Summative Ass	essment	Natural Hazards				
	Science ar	d Engineering Practices				Crosscutting Concepts
Asking Questions	Planning and Carrying Out Investigations	Advance and the second	Engaging in Argument from Evidence	Defining Problems	Patterns	Cause Effect Scale Proportion Quantity System Models System Models Cause System Models System Models Cause Cause System Models Cause Cause System System Models Cause Cause Cause Ca
				Activity		
Phenomenon or Problem	What will t The three dim a single learni	hey do? ensions woven together into ng performance.		Why is this impo How does this activity understanding of the a ohenomenon.	rtant? help build nchoring	→ → → How will they do it? Graphic organizers, protocols, scaffolds, labs, mini-lesson, student discourse, etc.
Type Here Type Here			Туре Не	ere		Type Here
Formative What informati	Assessment on are you collecting to k	now that they met the target?	Туре Н	ere		

		Activity	
Phenomenon or Problem	What will they do? The three dimensions woven together into a single learning performance.	Why is this important? How does this activity help build understanding of the anchoring phenomenon.	How will they do it? Graphic organizers, protocols, scaffolds, labs, mini-lesson, student discourse, etc.
Type Here	Type Here	Type Here	Type Here
Formative Assessment What information are you collecting to know that they met the target?		Type Here	
		Activity	
Type Here	Type Here	Type Here	Type Here
Formative Assessment What information are you collecting to know that they met the target?		Type Here	

		Activity			
Phenomenon or Problem	What will they do? The three dimensions woven together into a single learning performance.	Why is this important? How does this activity help build understanding of the anchoring phenomenon.	How will they do it? Graphic organizers, protocols, scaffolds, labs, mini-lesson, student discourse, etc.		
Type Here	Type Here	Type Here	Type Here		
Formative Assessment What information are you collecting to know that they met the target?		Type Here			
		Activity			
Type Here	Type Here	Type Here	Type Here		
Formative Assessment What information are you collecting to know that they met the target?		Type Here			
Summative Assessment What information are you collecting to know that they met the target?		Type Here			



LEARNING PLAN <u>MS-ESS3-2</u> : Natural			I Hazard	ls		
Summative Ass	essment	Natural Hazards				
	Science ar	d Engineering Practices				Crosscutting Concepts
Asking Questions	Planning and Carrying Out Investigations	Advance and the second	Engaging in Argument from Evidence	Defining Problems	Patterns	Cause Effect Scale Proportion Quantity System Models System Models Cause System Models System Models Cause Cause System Models Cause Cause System System Models Cause Cause Cause Ca
				Activity		
Phenomenon or Problem	What will t The three dim a single learni	hey do? ensions woven together into ng performance.		Why is this impo How does this activity understanding of the a ohenomenon.	rtant? help build nchoring	→ → → How will they do it? Graphic organizers, protocols, scaffolds, labs, mini-lesson, student discourse, etc.
Type Here Type Here			Туре Не	ere		Type Here
Formative What informati	Assessment on are you collecting to k	now that they met the target?	Туре Н	ere		

		Activity	
Phenomenon or Problem	What will they do? The three dimensions woven together into a single learning performance.	Why is this important? How does this activity help build understanding of the anchoring phenomenon.	How will they do it? Graphic organizers, protocols, scaffolds, labs, mini-lesson, student discourse, etc.
Type Here	Type Here	Type Here	Type Here
Formative Assessment What information are you collecting to know that they met the target?		Type Here	
		Activity	
Type Here	Type Here	Type Here	Type Here
Formative Assessment What information are you collecting to know that they met the target?		Type Here	

		Activity			
Phenomenon or Problem	What will they do? The three dimensions woven together into a single learning performance.	Why is this important? How does this activity help build understanding of the anchoring phenomenon.	How will they do it? Graphic organizers, protocols, scaffolds, labs, mini-lesson, student discourse, etc.		
Type Here	Type Here	Type Here	Type Here		
Formative Assessment What information are you collecting to know that they met the target?		Type Here			
		Activity			
Type Here	Type Here	Type Here	Type Here		
Formative Assessment What information are you collecting to know that they met the target?		Type Here			
Summative Assessment What information are you collecting to know that they met the target?		Type Here			



LEARNING PLAN <u>MS-ESS3-2</u> : Natural			I Hazard	ls		
Summative Ass	essment	Natural Hazards				
	Science ar	nd Engineering Practices				Crosscutting Concepts
Asking Questions	Planning and Carrying Out Investigations	Advance and the second	Engaging in Argument from Evidence	Defining Problems	Patterns	Cause Effect Scale Proportion Quantity System Models System Models Cause System Models System Models Cause Cause System Models Cause Cause System System Models Cause Cause Cause Ca
				Activity		
Phenomenon or Problem	What will t The three dim a single learni	hey do? ensions woven together into ng performance.		Why is this impo How does this activity understanding of the a ohenomenon.	rtant? help build nchoring	→ → → How will they do it? Graphic organizers, protocols, scaffolds, labs, mini-lesson, student discourse, etc.
Type Here Type Here			Туре Не	ere		Type Here
Formative What informati	Assessment on are you collecting to k	now that they met the target?	Туре Н	ere		

		Activity	
Phenomenon or Problem	What will they do? The three dimensions woven together into a single learning performance.	Why is this important? How does this activity help build understanding of the anchoring phenomenon.	How will they do it? Graphic organizers, protocols, scaffolds, labs, mini-lesson, student discourse, etc.
Type Here	Type Here	Type Here	Type Here
Formative Assessment What information are you collecting to know that they met the target?		Type Here	
		Activity	
Type Here	Type Here	Type Here	Type Here
Formative Assessment What information are you collecting to know that they met the target?		Type Here	

Activity			
Phenomenon or Problem	What will they do? The three dimensions woven together into a single learning performance.	Why is this important? How does this activity help build understanding of the anchoring phenomenon.	How will they do it? Graphic organizers, protocols, scaffolds, labs, mini-lesson, student discourse, etc.
Type Here	Type Here	Type Here	Type Here
Formative Assessment What information are you collecting to know that they met the target?		Type Here	
Activity			
Type Here	Type Here	Type Here	Type Here
Formative Assessment What information are you collecting to know that they met the target?		Type Here	
Summative Assessment What information are you collecting to know that they met the target?		Type Here	


