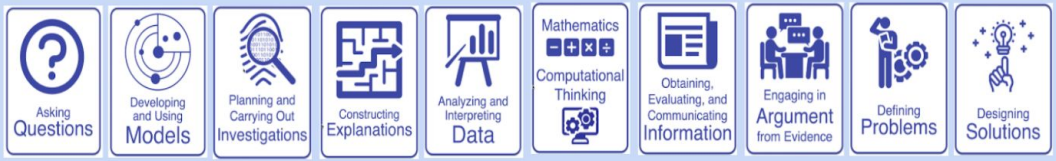
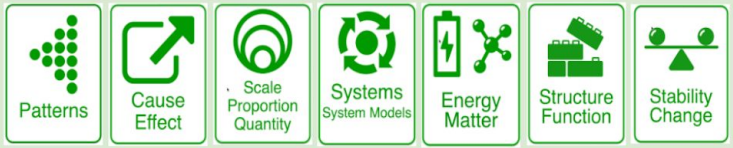
Learning Plan Breakout Slides

Life / Biology	Physical / Chemistry	Physical / Physics	Earth / Environmental
MS-LS1-2: Cell Parts and Functions 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)	**MS-PS1-1: Atomic Composition Model** Develop models to describe the atomic composition of simple molecules and extended structures. (Scale, Proportion, and Quantity)	**MS-PS2-2: Force, Mass & 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)	**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)
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 Assessment	The Pool Has Ruined the Grass v2

Science and Engineering Practices	Crosscutting Concepts
	

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

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Formative Assessment What information are you collecting to know that they met the target?	*Type Here*

Activity

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Formative Assessment What information are you collecting to know that they met the target?	*Type Here*

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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*	

Materials / Resources

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Differentiation / Modifications

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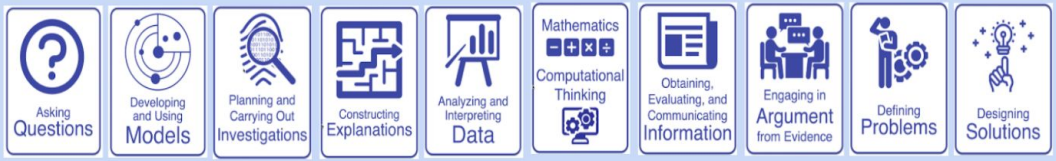
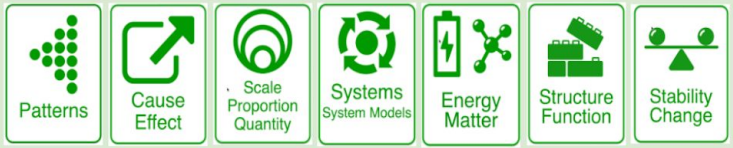
LEARNING PLAN	MS-LS1-2: Cell Parts and Function - Develop and use a model to describe the function of a cell as a whole and ways parts of cells contribute to the function. (Structure and Function)
Summative Assessment	The Pool Has Ruined the Grass v2

Science and Engineering Practices	Crosscutting Concepts
	

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Formative Assessment What information are you collecting to know that they met the target?	*Type Here*

Activity

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Formative Assessment What information are you collecting to know that they met the target?	*Type Here*

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Formative Assessment What information are you collecting to know that they met the target?		*Type Here*	
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Materials / Resources

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Differentiation / Modifications

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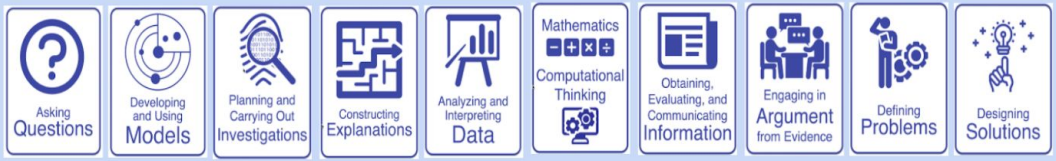
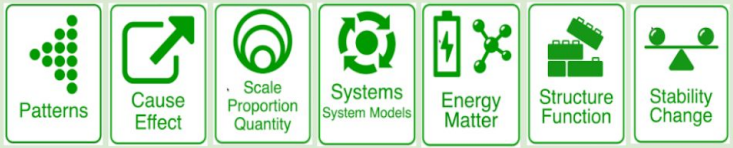
LEARNING PLAN	MS-LS1-2: Cell Parts and Function - Develop and use a model to describe the function of a cell as a whole and ways parts of cells contribute to the function. (Structure and Function)
Summative Assessment	The Pool Has Ruined the Grass v2

Science and Engineering Practices	Crosscutting Concepts
	

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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*

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Activity			
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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*	

Materials / Resources

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Differentiation / Modifications

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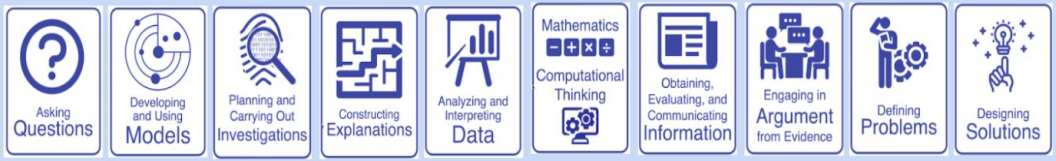
LEARNING PLAN	MS-LS2-1: Effects of Resource Availability
Summative Assessment	Deer Population Assessment

Science and Engineering Practices	Crosscutting Concepts
	

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.
Number of chicken farms in Nebraska	*Students will construct explanations of causes and effects for why there are more chicken farms built*	*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.
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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*

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Materials / Resources

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Differentiation / Modifications

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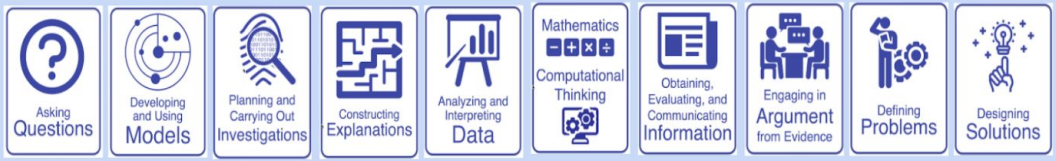
LEARNING PLAN	MS-LS2-1: Effects of Resource Availability
Summative Assessment	Deer Population Assessment

Science and Engineering Practices	Crosscutting Concepts
	

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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*

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Formative Assessment What information are you collecting to know that they met the target?		*Type Here*	

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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*	

Materials / Resources

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Differentiation / Modifications

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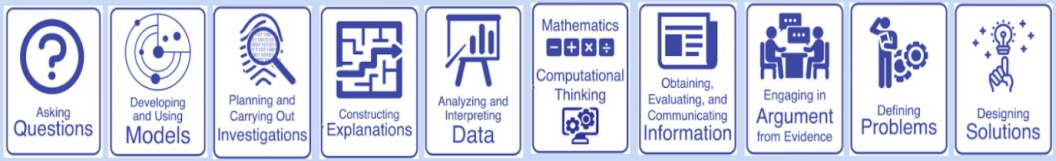
LEARNING PLAN	MS-LS2-1: Effects of Resource Availability
Summative Assessment	Deer Population Assessment

Science and Engineering Practices	Crosscutting Concepts
	

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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*

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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*	

Materials / Resources

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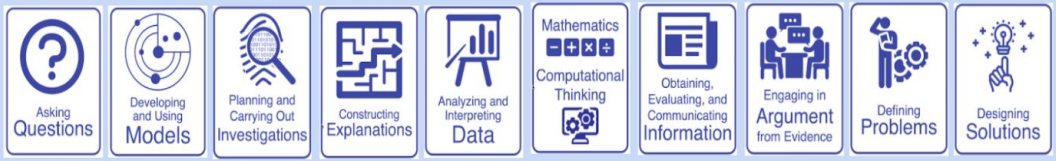
Differentiation / Modifications

Type Here

LEARNING PLAN	MS-PS1-1: Atomic Composition Model
Summative Assessment	Where Does the Mass Come From?

Science and Engineering Practices	Crosscutting Concepts
	

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.
Steel wool increases in mass over time as it's being burned	*Plan and carry out investigations to look at scale, proportion, and quantity in a chemical change phenomena*		*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 rubric*	

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*

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Formative Assessment What information are you collecting to know that they met the target?		*Type Here*	

Activity			
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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*	

Materials / Resources

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Differentiation / Modifications

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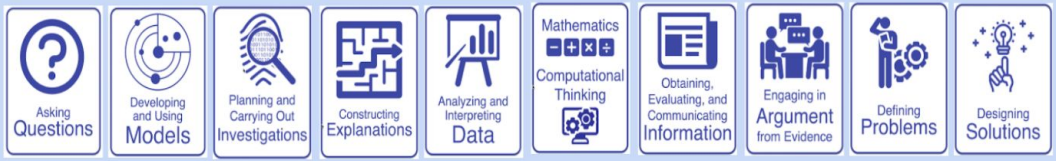
LEARNING PLAN	MS-PS1-1: Atomic Composition Model
Summative Assessment	Where Does the Mass Come From?

Science and Engineering Practices	Crosscutting Concepts
	

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Formative Assessment What information are you collecting to know that they met the target?		*Type Here*	

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Formative Assessment What information are you collecting to know that they met the target?	*Type Here*

Activity

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Formative Assessment What information are you collecting to know that they met the target?	*Type Here*

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Formative Assessment What information are you collecting to know that they met the target?		*Type Here*	

Activity			
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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*	

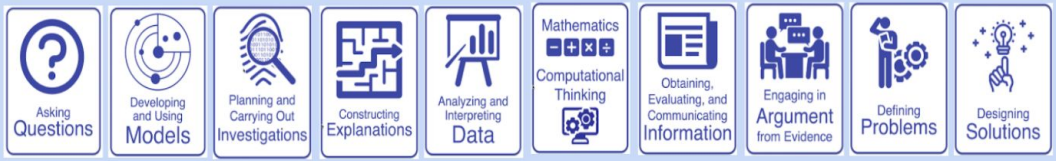
Materials / Resources

Type Here

Differentiation / Modifications

Type Here

LEARNING PLAN	MS-PS1-1: Atomic Composition Model
Summative Assessment	Where Does the Mass Come From?

Science and Engineering Practices	Crosscutting Concepts
	

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Formative Assessment What information are you collecting to know that they met the target?	*Type Here*

Activity

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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*	

Materials / Resources

Type Here

Differentiation / Modifications

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 Slides	Micayla and Jordan
Group 2 Slides	Insert names here to claim Group 2 Slides
Group 3 Slides	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 Slides	Luke and Carla
Group 2 Slides	Insert names here to claim Group 2 Slides
Group 3 Slides	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)

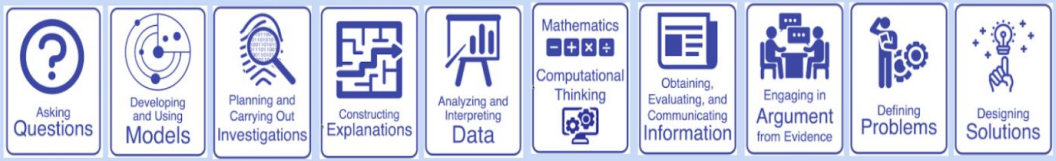
Group 1 Slides	Insert names here to claim Group 1 Slides
Group 2 Slides	Insert names here to claim Group 2 Slides
Group 3 Slides	Insert names here to claim Group 3 Slides

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 Slides	Insert names here to claim Group 1 Slides
Group 2 Slides	Insert names here to claim Group 2 Slides
Group 3 Slides	Insert names here to claim Group 3 Slides

LEARNING PLAN	MS-PS1-3: Synthetic Materials
Summative Assessment	Natural vs. Synthetic Material

Science and Engineering Practices	Crosscutting Concepts
	

Activity			
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Formative Assessment What information are you collecting to know that they met the target?		*Type Here*	

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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*

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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*	

Materials / Resources

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Differentiation / Modifications

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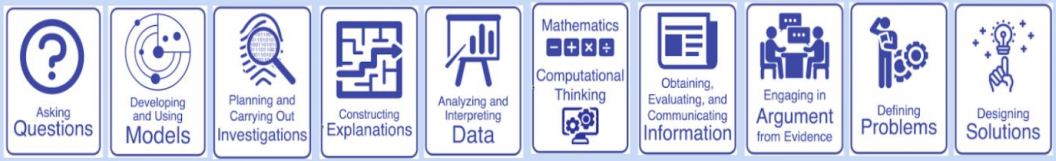
LEARNING PLAN	MS-PS1-3: Synthetic Materials
Summative Assessment	Natural vs. Synthetic Material

Science and Engineering Practices	Crosscutting Concepts
	

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

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.
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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*	

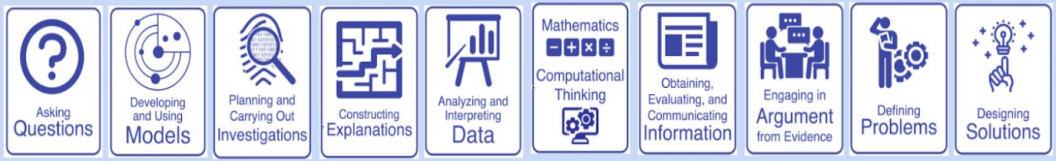
Materials / Resources

Type Here

Differentiation / Modifications

Type Here

LEARNING PLAN	MS-PS1-3: Synthetic Materials
Summative Assessment	Natural vs. Synthetic Material

Science and Engineering Practices	Crosscutting Concepts
	

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.
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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.
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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*	

Materials / Resources

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Differentiation / Modifications

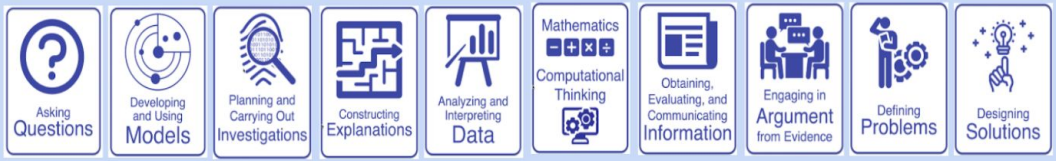
Type Here

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 Slides	Jennifer and Sherri
Group 2 Slides	Tara and Dee
Group 3 Slides	Stephanie

LEARNING PLAN	MS-PS2-2: Forces, Mass & Motion of an Object
Summative Assessment	Coaster Launch

Science and Engineering Practices	Crosscutting Concepts
	

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.
Ball moving	Individually write 5 questions you have about what you are observing	*Cause and Effect*	*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.
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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*	

Materials / Resources

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Differentiation / Modifications

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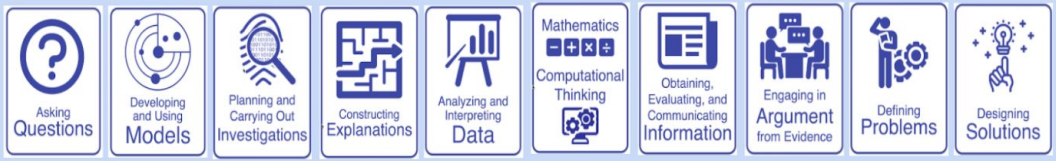
LEARNING PLAN	MS-PS2-2: Forces, Mass & Motion of an Object
Summative Assessment	Coaster Launch

Science and Engineering Practices	Crosscutting Concepts
	

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.
Skate Park	*5 questions re video clip*	*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*	

Materials / Resources

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Differentiation / Modifications

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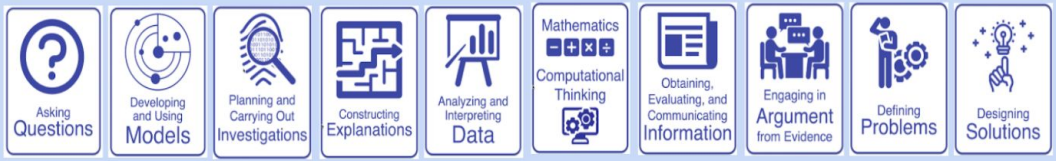
LEARNING PLAN	MS-PS2-2: Forces, Mass & Motion of an Object
Summative Assessment	Coaster Launch

Science and Engineering Practices	Crosscutting Concepts
	

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.
Balls Rolling	*Students will* analyze and interpret data through the visualization of patterns of a different balls with multiple masses rolling down an incline.	*Students will* observe and discuss how balls with different masses move down an incline.	*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.
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*	

Materials / Resources

Type Here

Differentiation / Modifications

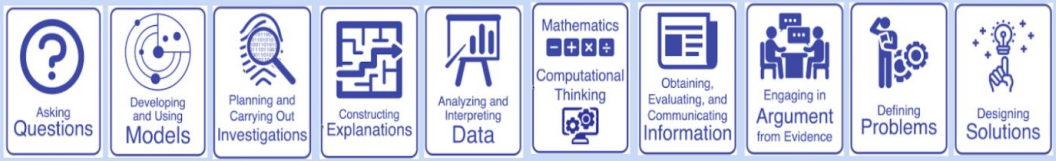
Type Here

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 Slides	Keri and Biri
Group 2 Slides	Insert names here to claim Group 2 Slides
Group 3 Slides	Insert names here to claim Group 3 Slides

LEARNING PLAN	MS-PS3-2: Potential Energy of the System
Summative Assessment	The Gravity Light

Science and Engineering Practices	Crosscutting Concepts
	

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.
Gravity light	*Lesson on opened and closed circuits*	*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.
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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*	

Materials / Resources

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Differentiation / Modifications

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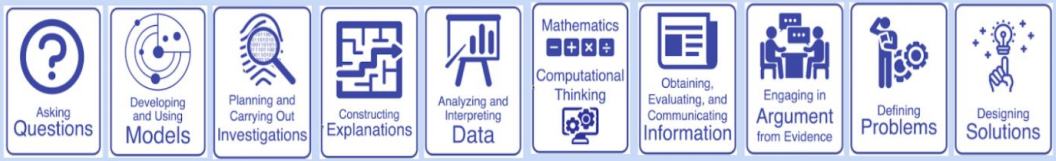
LEARNING PLAN	MS-PS3-2: Potential Energy of the System
Summative Assessment	The Gravity Light

Science and Engineering Practices	Crosscutting Concepts
	

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.
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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.
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Formative Assessment What information are you collecting to know that they met the target?	*Type Here*

Activity

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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.
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Formative Assessment What information are you collecting to know that they met the target?		*Type Here*	

Activity			
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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*	

Materials / Resources

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Differentiation / Modifications

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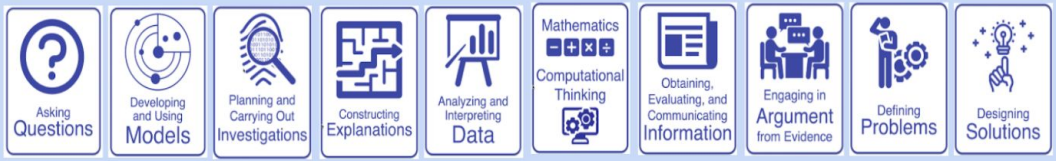
LEARNING PLAN	MS-PS3-2: Potential Energy of the System
Summative Assessment	The Gravity Light

Science and Engineering Practices	Crosscutting Concepts
	

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

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

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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.
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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*	

Materials / Resources

Type Here

Differentiation / Modifications

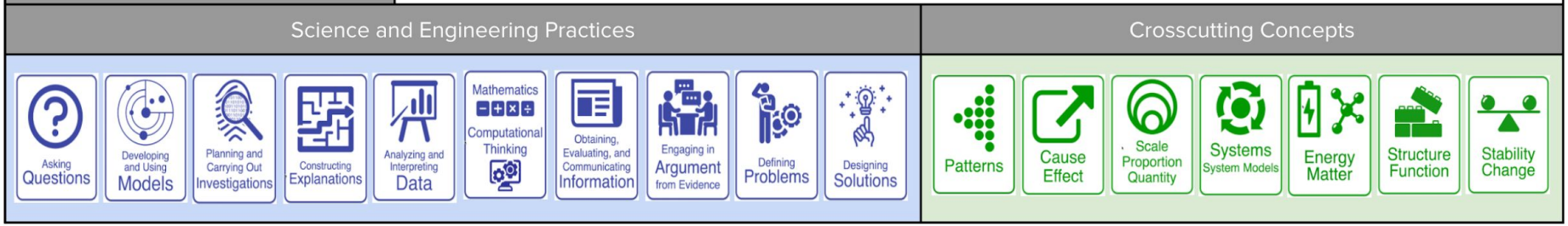
Type Here

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 Slides	Micayla and Jordan
Group 2 Slides	Lisa and Amanda
Group 3 Slides	Lisa and Joan

LEARNING PLAN	MS-ESS2-1: Cycling of Earth's Matter
Summative Assessment	Manpupuner Rock Formations



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.
Arches Rock Swing	Students will ask questions to determine the effect of earth's processes that have caused this landform to be created in the natural world.	*The arch landform has been created by earth's processes and it then allows us to investigate how this has happened.*	*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*	

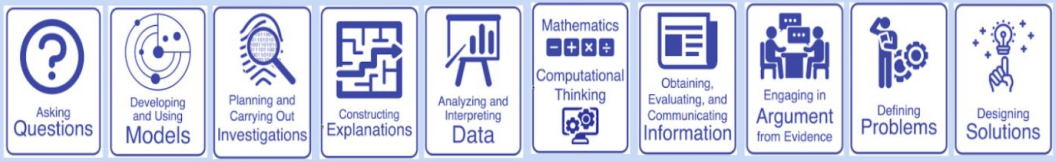
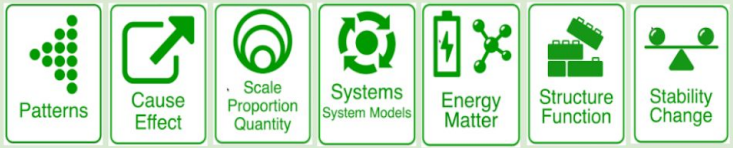
Materials / Resources

Type Here

Differentiation / Modifications

Type Here

LEARNING PLAN	MS-ESS2-1: Cycling of Earth's Matter
Summative Assessment	Manpupuner Rock Formations

Science and Engineering Practices	Crosscutting Concepts
	

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.
Manpupuner Rock Formations	*Science and Engineering Practice -* **Developing and Using Models** *Disciplinary Core Idea -* **ESS2.A: Earth's Materials and Systems** *Cross Cutting Concept -* **Stability and Change**	*Connecting real world example of the manpupuner Rock Formation in how the cycle of earth material occurs within the rock cycle.*	*Video - https://www.youtube.com/watch?v=DajHrHyS7Os*
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*	

Materials / Resources

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Differentiation / Modifications

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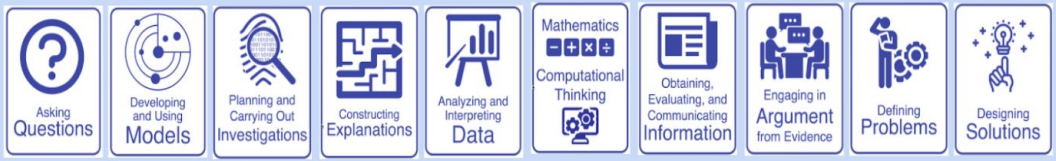
LEARNING PLAN	MS-ESS2-1: Cycling of Earth's Matter
Summative Assessment	Manpupuner Rock Formations

Science and Engineering Practices	Crosscutting Concepts
	

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.
Chimney Rock	*Students will develop a model to explain the cause of a geologic rock formation.*	*It shows that the earth surface changes slowly over time.*	*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.
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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.
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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*	

Materials / Resources

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Differentiation / Modifications

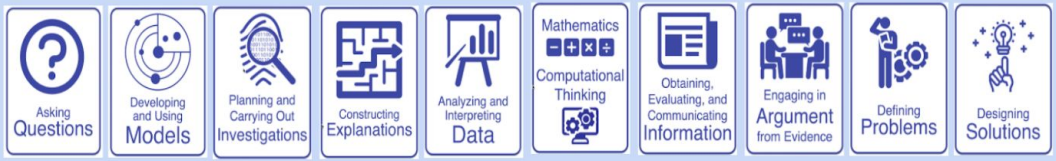
Type Here

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 Slides	Insert names here to claim Group 1 Slides
Group 2 Slides	Insert names here to claim Group 2 Slides
Group 3 Slides	Insert names here to claim Group 3 Slides

LEARNING PLAN	MS-ESS3-2: Natural Hazards
Summative Assessment	Natural Hazards

Science and Engineering Practices	Crosscutting Concepts
	

Activity			
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Type Here	*Type Here*	*Type Here*	*Type Here*
Formative Assessment What information are you collecting to know that they met the target?		*Type Here*	

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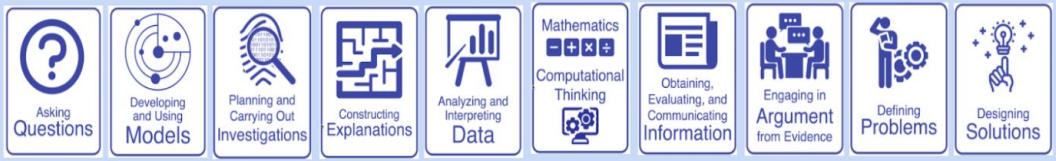
Materials / Resources

Type Here

Differentiation / Modifications

Type Here

LEARNING PLAN	MS-ESS3-2: Natural Hazards
Summative Assessment	Natural Hazards

Science and Engineering Practices	Crosscutting Concepts
	

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Materials / Resources

Type Here

Differentiation / Modifications

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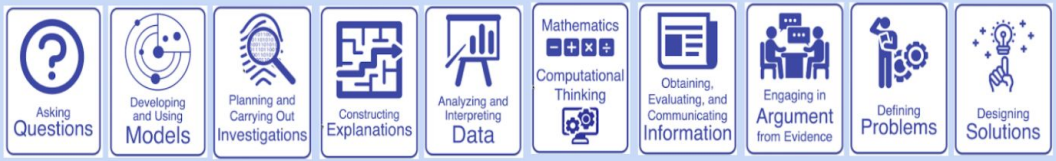
LEARNING PLAN	MS-ESS3-2: Natural Hazards
Summative Assessment	Natural Hazards

Science and Engineering Practices	Crosscutting Concepts
	

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