## Learning Plan Breakout Slides

Life / Biology	Physical / Chemistry	Physical / Physics	Earth / Environmental
HS-LS2-1: Carrying Capacity of Ecosystems	HS-PS1-1: Valence Electrons & Properties of Elements	HS-PS2-1: Newton's Second Law of Motion	HS-ESS2-2: Feedback in Earth's Systems
Use mathematical and/or computational representations to support explanations of factors that affect carrying capacity of ecosystems at different scales. (Scale, Proportion, and Quantity)	Use the periodic table as a model to predict the relative properties of elements based on the patterns of electrons in the outermost energy level of atoms.	Analyze data to support the claim that Newton's second law of motion describes the mathematical relationship among the net force on a macroscopic object, its mass, and its acceleration. (Cause and Effect)	Analyze geoscience data to make the claim that one change to earth's surface can create feedbacks that cause changes to other earth systems. (Stability and Change)
HS-LS4-3: Adaptation of Populations Apply concepts of statistics and probability to support explanations that organisms with an advantageous heritable trait tend to increase in proportion to organisms lacking this trait. (Patterns)	HS-PS1-3: Electrical Forces and Bulk Scale Structure Plan and conduct an investigation to gather evidence to compare the structure of substances at the bulk scale to infer the strength of electrical forces between particles. (Patterns)	HS-PS3-5: Energy Change Due to Interacting Fields Develop and use a model of two objects interacting through electric or magnetic fields to illustrate the forces between objects and the changes in energy of the objects due to the interaction. (Cause and Effect)	HS-ESS3-3: Biodiversity, Natural Resources, and Human Sustainability Create a computational simulation to illustrate the relationships among management of natural resources, the sustainability of human populations, and biodiversity. (Stability and Change)

## HS-LS2-1: Carrying Capacity of Ecosystems

Use mathematical and/or computational representations to support explanations of factors that affect carrying capacity of ecosystems at different scales. (Scale, Proportion, and Quantity)

Group 1 <u>Slides</u>	Paul's Group
Group 2 <u>Slides</u>	Jhett and Chelsea
Group 3 <u>Slides</u>	

LEARNING PLAN		HS-LS2-1: Carrying Capacity of Ecosystems - Use mathematical and/or computational representations to support explanations of factors that affect carrying capacity of ecosystems at different scales.			
Summative Ass	essment	Black Footed Ferrets			
	Science ar	d Engineering Practices			Crosscutting Concepts
Asking Questions	Carrying Out Constructing	Mathematics Computational Thinking Expreting Data	Engaging in Argument from Evidence	Patterns	Cause Effect Roportion Quantity Systems System Models System System Models Cause System System Syste
			Activity		
Phenomenon or Problem		hey do? ensions woven together into ng performance.	Why is this impo How does this activity understanding of the a phenomenon.	help build	→ How will they do it? Graphic organizers, protocols, scaffolds, labs, mini-lesson, student discourse, etc.
Virginia rail in Nebraska	Type Here		Type Here		Type Here
- TAN	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.
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LEARNING PLAN		HS-LS2-1: Carrying Capacity of Ecosystems - Use mathematical and/or computational representations to support explanations of factors that affect carrying capacity of ecosystems at different scales.			
Summative Ass	essment	Black Footed Ferrets			
	Science ar	nd Engineering Practices			Crosscutting Concepts
Asking Questions		Avging and terpreting Data	Engaging in Argument from Evidence	Patterns	Cause Effect Roportion Quantity Systems System Models Energy Matter Structure Function Stability Change
			Activity		
Phenomenon or Problem		hey do? ensions woven together into ng performance.	Why is this impo How does this activity understanding of the a phenomenon.	help build	How will they do it? Graphic organizers, protocols, scaffolds, labs, mini-lesson, student discourse, etc.
River Otter in Nebraska	Students will ask determine the ca the River Otter ir	use of the decline of	Introduce human impac ecosystems. Analyze data about hor an ecosystem can sust	v much	Mini Lesson on cause and effect Mini lesson on questioning Video on River Otter
	Assessment ion are you collecting to k	now that they met the target?			Read on historical and current populations

		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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LEARNING PLAN		HS-LS2-1: Carrying Capacity of Ecosystems - Use mathematical and/or computational representations to support explanations of factors that affect carrying capacity of ecosystems at different scales.			
Summative Asso	essment	Black Footed Ferrets			
	Science ar	nd Engineering Practices			Crosscutting Concepts
Asking Questions	Carrying Out Constructing	Advance and the second	Engaging in Argument from Evidence	Patterns	Cause Effect Roportion Quantity System Models System Models
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## HS-LS4-3: Adaptation of Populations

Apply concepts of statistics and probability to support explanations that organisms with an advantageous heritable trait tend to increase in proportion to organisms lacking this trait. (Patterns)

Group 1 <u>Slides</u>	Nicole & Linda
Group 2 <u>Slides</u>	Rylee and Cindy
Group 3 <u>Slides</u>	Insert names here to claim Group 3 Slides

LEARNING PLAN		HS-LS4-3: Adaptation of Populations - Apply concepts of statistics and probability to support explanations that organisms with an advantageous heritable trait tend to increase in proportion to organisms lacking this trait. (Patterns)				
Summative Assessment	Evolution of Swallow	<u>/S</u>				
Sci	ence and Engineering Practices			Crosscutting Concepts		
	Analyzing and Interpreting Data	Engaging in Argument from Evidence	Patterns	Cause Effect Cause Proportion Quantity Cause System Models Cause System Models Cause System Models Cause Cause System Cause Ca		
		Activity				
Phenomenon	at will they do? three dimensions woven together into agle learning performance.	Why is this impor How does this activity h understanding of the ar phenomenon.	nelp build	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		·		

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



LEARNING PLAN		HS-LS4-3: Adaptation of Populations - Apply concepts of statistics and probability to support explanations that organisms with an advantageous heritable trait tend to increase in proportion to organisms lacking this trait. (Patterns)			
Summative Ass	essment	Evolution of Swallows	<u>5</u>		
	Science ar	d Engineering Practices			Crosscutting Concepts
Asking Questions		Mathematics alyzing and terpreting Data	Engaging in Argument from Evidence	Patterns	Cause Effect Roportion Quantity Systems System Models Renergy Matter Structure Function Stability Change
			Activity		
Phenomenon or Problem		hey do? ensions woven together into ng performance.	Why is this impo How does this activity understanding of the a phenomenon.	help build	Graphic organizers, protocols, scaffolds, labs, mini-lesson, student discourse, etc.
<u>Hawaiian</u> <u>Crickets</u> <u>Go Silent</u>	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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ကြို့ 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		
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LEARNING PLAN		HS-LS4-3: Adaptation of Populations - Apply concepts of statistics and probability to support explanations that organisms with an advantageous heritable trait tend to increase in proportion to organisms lacking this trait. (Patterns)			
Summative Ass	essment	Evolution of Swallows	<u>6</u>		
	Science ar	d Engineering Practices			Crosscutting Concepts
Asking Questions		Mathematics alyzing and terpreting Data	Engaging in Argument from Evidence	Patterns	Cause Cause Effect Quantity Systems System Models Systems Cuantity System Models System Models Cause Cause System Models System Models Cause Cause System Models Cause C
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		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		
Summative Assessment What information are you collecting to know that they met the target?		Type Here		



## HS-PS1-1: Valence Electrons & Properties of Elements

Use the periodic table as a model to predict the relative properties of elements based on the patterns of electrons in the outermost energy level of atoms.

Group 1 <u>Slides</u>	Rachels group
Group 2 <u>Slides</u>	Katy and Nicole
Group 3 <u>Slides</u>	Dee and Tara
Group 4 <u>Slides</u>	Jeff

LEARNING PLAN		<u>HS-PS1-1</u> : Valence Electrons & Properties of Elements - Use the periodic table as a model to predict the relative properties of elements based on the patterns of electrons in the outermost energy level of atoms.			
Summative Ass	essment	Predicting Reactivity			
	Science ar	d Engineering Practices			Crosscutting Concepts
Asking Questions	Carrying Out Constructing In	Advance and the second	Engaging in Argument from Evidence	Patterns	Cause Effect Roportion Quantity System Models System Models
			Activity		
Phenomenon or Problem		hey do? ensions woven together into ng performance.	Why is this impo How does this activity understanding of the a phenomenon.	nelp build	How will they do it? Graphic organizers, protocols, scaffolds, labs, mini-lesson, student discourse, etc.
Demo with K in water	-		It will help them later pr the future compounds of molecules that will be for based on the location a element is on the period table.	or ormed n	
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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ကြို့ 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		
Summative Assessment What information are you collecting to know that they met the target?		Type Here		



				e the periodic table as a model to predict the ctrons in the outermost energy level of atoms.	
Summative Assessment Predicting Reactivity					
Science and Engineering Practices			Crosscutting Concepts		
Asking Questions	Carrying Out Constructing Ir	Advance and the second	Engaging in Argument from Evidence	Patterns	Cause Effect Roportion Quantity Systems System Models Systems System Models Carter Systems System Models Carter Systems Matter Structure System System Syste
Activity					
Phenomenon or Problem		hey do? ensions woven together into ng performance.	Why is this import How does this activity I understanding of the ar phenomenon.	nelp build	Graphic organizers, protocols, scaffolds, labs, mini-lesson, student discourse, etc.
Explaining why atoms get smaller across the 2nd period of the periodic table. Use models to explain how forces cause a consistent change in the size of atoms across Period 2 of the periodic table.		Students need to touch ar models of the atom. Students need to draw su particles so they can analy forces that might be prese	batomic yze the	Whiteboard Building 2D models of the atom using data from the periodic table.	
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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Summative Assessment What information are you collecting to know that they met the target?		Type Here		



LEARNING PLAN					e the periodic table as a model to predict the strons in the outermost energy level of atoms.
Summative Ass	essment	Predicting Reactivity			
	Science ar	nd Engineering Practices			Crosscutting Concepts
Asking Questions	Carrying Out Constructing In	Advance and the second	Engaging in Argument from Evidence	Patterns	Cause Effect Cause Proportion Quantity Cause System Models Energy Matter Cause Cause System Models Cause Cause Cause System Models Cause C
			Activity		
Phenomenon or Problem		hey do? ensions woven together into ng performance.	Why is this impo How does this activity understanding of the a phenomenon.	nelp build	Graphic organizers, protocols, scaffolds, labs, mini-lesson, student discourse, etc.
Sodium reactivity video	Students will obs and ask 5 quest about	erve phenomenon ions about video	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		
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## HS-PS1-3: Electrical Forces and Bulk Scale Structure

Plan and conduct an investigation to gather evidence to compare the structure of substances at the bulk scale to infer the strength of electrical forces between particles. (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		<b>HS-PS1-3:</b> Electrical Forces and Bulk Scale Structure - Plan and conduct an investigation to gather evidence to compare the structure of substances at the bulk scale to infer the strength of electrical forces between particles. (Patterns)				
Summative Ass	essment	Road Runner Ice Mel	<u>lt</u>			
	Science ar	d Engineering Practices			Crosscutting Concepts	
Asking Questions	Carrying Out Constructing	Advance and the second	Engaging in Argument from Evidence	Patterns	Cause Effect Roportion Quantity Systems System Models Renergy Matter Structure Function Change	
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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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	Assessment on are you collecting to know that they met the target?	Type Here		
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	e Assessment on are you collecting to know that they met the target?	Type Here		



LEARNING PLAN		<b>HS-PS1-3:</b> Electrical Forces and Bulk Scale Structure - Plan and conduct an investigation to gather evidence to compare the structure of substances at the bulk scale to infer the strength of electrical forces between particles. (Patterns)				
Summative Ass	essment	Road Runner Ice Mel	<u>lt</u>			
	Science ar	d Engineering Practices			Crosscutting Concepts	
Asking Questions	Carrying Out Constructing	Advance and the second	Engaging in Argument from Evidence	Patterns	Cause Effect Roportion Quantity Systems System Models Renergy Matter Structure Function Change	
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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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LEARNING PLAN		<b>HS-PS1-3:</b> Electrical Forces and Bulk Scale Structure - Plan and conduct an investigation to gather evidence to compare the structure of substances at the bulk scale to infer the strength of electrical forces between particles. (Patterns)				
Summative Ass	essment	Road Runner Ice Mel	<u>lt</u>			
	Science ar	d Engineering Practices			Crosscutting Concepts	
Asking Questions	Carrying Out Constructing	Advance and the second	Engaging in Argument from Evidence	Patterns	Cause Effect Roportion Quantity Systems System Models Renergy Matter Structure Function Change	
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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		



## HS-PS2-1: Newton's Second Law of Motion

Analyze data to support the claim that Newton's second law of motion describes the mathematical relationship among the net force on a macroscopic object, its mass, and its acceleration. (Cause and Effect)

Group 1 <u>Slides</u>	Jean and Teresa
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

				the claim that Newton's second law of motion describes pic object, its mass, and its acceleration. (Cause & Effect)	
Summative Ass	essment	Are Porsche's Claims	Warranted		
	Science ar	nd Engineering Practices			Crosscutting Concepts
Asking Questions	Carrying Out Constructing	Advance and the second	Engaging in Argument from Evidence	Patterns	Cause Effect Roportion Quantity Systems System Models Energy Matter Structure Function Change
			Activity		
ကြို့ Phenomenon or Problem		hey do? ensions woven together into ng performance.	Why is this import How does this activity hunderstanding of the all phenomenon.	nelp build	→ How will they do it? Graphic organizers, protocols, scaffolds, labs, mini-lesson, student discourse, etc.
Type Here	Students will and data to determin	alyze and interpret e the pattern	Type Here		Type Here
Formative Assessment What information are you collecting to know that they met the target?		Type Here			

		Activity		
ମ୍ମି 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.	
Are Porsche's Claims Warranted ?	<i>The students will</i> describe any patterns that they see in the data table as time increases.	Type Here		
	Assessment ion are you collecting to know that they met the target?	Type Here		
		Activity		
Type Here		Type Here	Type Here	
Formative Assessment What information are you collecting to know that they met the target?		Type Here		

		Activity		
ကြို့ 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	
	Assessment on 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		



				the claim that Newton's second law of motion describes pic object, its mass, and its acceleration. (Cause & Effect)	
Summative Ass	essment	Are Porsche's Claims	Warranted		
	Science ar	nd Engineering Practices			Crosscutting Concepts
Asking Questions	Carrying Out Constructing	Avging and terpreting Data	Engaging in Argument from Evidence	Patterns	Cause Effect Roportion Quantity Systems System Models Renergy Matter Structure Function Stability Change
			Activity		
Phenomenon or Problem		hey do? ensions woven together into ng performance.	Why is this impo How does this activity understanding of the a phenomenon.	help build	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 informative	on are you collecting to know that they met the target?	Type Here		
		Activity		
Type Here	Type Here	Type Here	Type Here	
	Assessment on are you collecting to know that they met the target?	Type Here		

		Activity		
ကြို့ 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	
	Assessment on 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		



				the claim that Newton's second law of motion describes pic object, its mass, and its acceleration. (Cause & Effect)	
Summative Ass	essment	Are Porsche's Claims	Warranted		
	Science ar	nd Engineering Practices			Crosscutting Concepts
Asking Questions	Carrying Out Constructing	Avging and terpreting Data	Engaging in Argument from Evidence	Patterns	Cause Effect Roportion Quantity Systems System Models Renergy Matter Structure Function Stability Change
			Activity		
Phenomenon or Problem		hey do? ensions woven together into ng performance.	Why is this impo How does this activity understanding of the a phenomenon.	help build	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 informative	on are you collecting to know that they met the target?	Type Here		
		Activity		
Type Here	Type Here	Type Here	Type Here	
	Assessment on are you collecting to know that they met the target?	Type Here		

		Activity		
ကြို့ 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	
	Assessment on 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		



## HS-PS3-5: Energy Change Due to Interacting Fields

Develop and use a model of two objects interacting through electric or magnetic fields to illustrate the forces between objects and the changes in energy of the objects due to the interaction. (Cause and Effect)

Group 1 <u>Slides</u>	Kristen & Jodi
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

		<u>HS-PS3-5</u> : Energy Change Due to Interacting Fields - Develop & use a model of two objects interacting through electric or magnetic fields to illustrate the forces between objects & the changes in energy of the objects due to the interaction. (Cause Effect)					
Summative Assessment		Space Station Transport					
Science and Engineering Practices				Crosscutting Concepts			
Asking Questions	Carrying Out Constructing	Mathematics Computational Thinking Data	Engaging in Argument from Evidence	Designing Problems	Patterns	Cause Cause Effect Cause Cause Cause Proportion Quantity Content Cuantity Content Cont	
Activity							
Phenomenon or Problem		hey do? ensions woven together into ng performance.	R	Why is this imp How does this activi understanding of the phenomenon.	y help build	→ Image: How will they do it? Graphic organizers, protocols, scaffolds, labs, mini-lesson, student discourse, etc.	
Interaction between ball bearings and a magnet.			<ul> <li>Students can see a magnetic field (iron filings).</li> <li>Students can see how magnets exert a force on an object at a distance.</li> <li>Students can see how the field changes as the objects move.</li> </ul>		nagnets ct at a ne field	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 informative	on 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		
ကြို့ 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		HS-PS3-5: Energy Change Due to Interacting Fields - Develop & use a model of two objects interacting through electric or magnetic fields to illustrate the forces between objects & the changes in energy of the objects due to the interaction. (Cause Effect)					
Summative Assessment		Space Station Transport					
Science and Engineering Practices				Crosscutting Concepts			
Asking Questions		Mathematics alvzing and herpreting Data	Engaging in Argument from Evidence	Patterns	Cause Cause Ffect Cuantity Construction Cuantity Construction Cuantity Construction Constructio		
	Activity						
ကြီ Phenomenon or Problem		hey do? ensions woven together into ng performance.	Why is this impo How does this activity understanding of the a phenomenon.	help build	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 informative	on are you collecting to know that they met the target?	Type Here		
		Activity		
Type Here	Type Here	Type Here	Type Here	
	Assessment on are you collecting to know that they met the target?	Type Here		

		Activity		
ကြို့ 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	
	Assessment on 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					se a model of two objects interacting through electric or les in energy of the objects due to the interaction. (Cause Effect)
Summative Ass	essment	Space Station Transp	port		
	Science ar	nd Engineering Practices			Crosscutting Concepts
Asking Questions		Mathematics alvzing and herpreting Data	Engaging in Argument from Evidence	Patterns	Cause Cause Ffect Cuantity Construction Cuantity Construction Cuantity Construction Constructio
			Activity		
ကြီ Phenomenon or Problem		hey do? ensions woven together into ng performance.	Why is this impo How does this activity understanding of the a phenomenon.	help build	How will they do it? Graphic organizers, protocols, scaffolds, labs, mini-lesson, student discourse, etc.
Type Here	Type Here		Type Here		Type Here
	Assessment ion 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 informative	on are you collecting to know that they met the target?	Type Here		
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Type Here	Type Here	Type Here	Type Here	
	Assessment on are you collecting to know that they met the target?	Type Here		

		Activity		
ကြို့ 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	
	Assessment on 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		



## HS-ESS2-2: Feedback in Earth's Systems

Analyze geoscience data to make the claim that one change to earth's surface can create feedbacks that cause changes to other earth systems. (Stability and Change)

Group 1 <u>Slides</u>	Carrie and Lisa
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

					ence data to make the claim that one change to o other earth systems. (Stability and Change)
Summative Ass	essment	The Effects of Reforest	ation		
	Science ar	nd Engineering Practices			Crosscutting Concepts
Asking Questions	Carrying Out Constructing In	Avging and herpreting Data	Engaging in Argument from Evidence	Patterns	Cause Effect Cause Proportion Quantity Cause System Models Energy Matter Cause Cause System Models Cause Cause Cause System Models Cause C
			Activity		
Phenomenon or Problem		hey do? ensions woven together into ng performance.	Why is this import How does this activity I understanding of the a phenomenon.	nelp build	Graphic organizers, protocols, scaffolds, labs, mini-lesson, student discourse, etc.
Rainfall/Tem perature changes in Nebraska over time.		alyze and interpret e patterns of change ate.	This phenomenon will k relative to students Practice in analyzing da Practice in looking for p	nta	They will take rainfall/temperature data and graph it, then look for patterns in the data.
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 informative	on are you collecting to know that they met the target?	Type Here		
		Activity		
Type Here	Type Here	Type Here	Type Here	
	Assessment on are you collecting to know that they met the target?	Type Here		

		Activity		
ကြို့ 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	
	Assessment on 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		



					ence data to make the claim that one change to other earth systems. (Stability and Change)
Summative Asse	essment	The Effects of Reforest	ation		
	Science ar	nd Engineering Practices			Crosscutting Concepts
Asking Questions		Avging and terpreting Data	Engaging in Argument from Evidence	Patterns	Cause Effect Roportion Quantity Systems System Models Renergy Matter Structure Matter Structure Structure Stability Change
			Activity		
ကြီ Phenomenon or Problem		hey do? ensions woven together into ng performance.	Why is this import How does this activity is understanding of the ar phenomenon.	nelp build	→ → → 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 informative	on are you collecting to know that they met the target?	Type Here		
		Activity		
Type Here	Type Here	Type Here	Type Here	
	Assessment on are you collecting to know that they met the target?	Type Here		

		Activity		
ကြို့ 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		



					ence data to make the claim that one change to other earth systems. (Stability and Change)
Summative Asse	essment	The Effects of Reforest	ation		
	Science ar	nd Engineering Practices			Crosscutting Concepts
Asking Questions       Developing and Using Models       Image: Constructing Langing and Carrying Out Investigations       Image: Constructing And Carrying Out I			Engaging in Argument from Evidence	Patterns	Cause Effect Roportion Quantity Systems System Models Renergy Matter Structure Matter Structure Structure Stability Change
			Activity		
ကြီ Phenomenon or Problem		hey do? ensions woven together into ng performance.	Why is this import How does this activity is understanding of the ar phenomenon.	nelp build	→ → → 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 informative	on are you collecting to know that they met the target?	Type Here		
		Activity		
Type Here	Type Here	Type Here	Type Here	
	Assessment on are you collecting to know that they met the target?	Type Here		

		Activity		
ကြို့ 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	
	Assessment on 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		
	e Assessment on are you collecting to know that they met the target?	Type Here		



## HS-ESS3-3: Biodiversity, Natural Resources, and Human Sustainability

Create a computational simulation to illustrate the relationships among management of natural resources, the sustainability of human populations, and biodiversity. (Stability and Change)

Group 1 <u>Slides</u>	Taylor and Kim
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

					bility - Create a computational simulation to illustrate the ability of human populations, & biodiversity. (Stability &
Summative Ass	essment	Collapse of Atlantic C	od Stocks		
	Science a	nd Engineering Practices			Crosscutting Concepts
Asking Questions       Image: Constructing Models       Image: Constructing Carrying Out Investigations       Image: Constructing Constructing Explanations       Image: Constructing Constructing Data       Image: Constructing Computational Thinking Data			Engaging in Argument Irom Evidence	Patterns	Cause Effect Cause Proportion Quantity Cause Systems System Models Cause System Models Cause Cause System Models Cause C
			Activity		
Phenomenon or Problem		they do? nensions woven together into ing performance.	Why is this impor How does this activity P understanding of the ar phenomenon.	nelp build	How will they do it? Graphic organizers, protocols, scaffolds, labs, mini-lesson, student discourse, etc.
<u>Mystery of</u> <u>the Missing</u> <u>Bees</u>		hange of stability in between humans	Understand why humans s care about the survival of populations.(Cause and et Introduce the ecosystem a system. Improve asking questions populations in an ecosyste	other fect) is a about	Ask questions in Google Forms. Share and discuss results.
Formative Assessment What information are you collecting to know that they met the target?			Questions are added to	the drivi	ing question board.

		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.
Mystery of the Missing Bees		Type Here	Type Here
	Assessment on 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		
ကြို့ 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	
	Assessment on 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		
	e Assessment on are you collecting to know that they met the target?	Type Here		



LEARNING PLAN					bility - Create a computational simulation to illustrate the ability of human populations, & biodiversity. (Stability &
Summative Ass	essment	Collapse of Atlantic C	Cod Stocks		
	Science a	nd Engineering Practices			Crosscutting Concepts
Asking QuestionsImage: Constructing Developing and blag ModelsImage: Constructing Constructing InvestigationsImage: Constructing Constructing ExplanationsImage: Constructing Constructing DataImage: Constructing Computational Thinking DataImage: Constructing Developing Analyzing and Constructing InvestigationsImage: Constructing Constructing DataImage: Constructing Computational Thinking DataImage: Constructing Computational Thinking Data			Engaging in Argument from Evidence	Patterns	Cause Cause Effect Countity Cause Coportion Cuantity Construction Construct
			Activity		
ကြို့ Phenomenon or Problem		they do? nensions woven together into ing performance.	Why is this important the second seco	help build	→ → → How will they do it? Graphic organizers, protocols, scaffolds, labs, mini-lesson, student discourse, etc.
Type Here	Type Here		Type Here		Type Here
- TAIN	Assessment	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 informative	on are you collecting to know that they met the target?	Type Here		
		Activity		
Type Here	Type Here	Type Here	Type Here	
	Assessment on are you collecting to know that they met the target?	Type Here		

		Activity		
ကြို့ 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	
	Assessment on 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		
	e Assessment on are you collecting to know that they met the target?	Type Here		



LEARNING PLAN					bility - Create a computational simulation to illustrate the ability of human populations, & biodiversity. (Stability &
Summative Ass	essment	Collapse of Atlantic C	Cod Stocks		
	Science a	nd Engineering Practices			Crosscutting Concepts
Asking QuestionsImage: Constructing Developing and blag ModelsImage: Constructing Constructing InvestigationsImage: Constructing Constructing ExplanationsImage: Constructing Constructing DataImage: Constructing Computational Thinking DataImage: Constructing Developing Analyzing and Constructing InvestigationsImage: Constructing Constructing DataImage: Constructing Computational Thinking DataImage: Constructing Computational Thinking Data			Engaging in Argument from Evidence	Patterns	Cause Cause Effect Countity Cause Coportion Cuantity Construction Construct
			Activity		
ကြို့ Phenomenon or Problem		they do? nensions woven together into ing performance.	Why is this important the second seco	help build	→ → → How will they do it? Graphic organizers, protocols, scaffolds, labs, mini-lesson, student discourse, etc.
Type Here	Type Here		Type Here		Type Here
- TAIN	Assessment	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 informative	on are you collecting to know that they met the target?	Type Here		
		Activity		
Type Here	Type Here	Type Here	Type Here	
	Assessment on are you collecting to know that they met the target?	Type Here		

		Activity		
ကြို့ 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		



		ectrons & Properties of Elements - Use the periodic table as a model to predict the ements based on the patterns of electrons in the outermost energy level of atoms.			
Summative Assessment Predicting Reactivity					
Science and Engineering Practices			Crosscutting Concepts		
Asking Questions	Carrying Out Constructing	Advance and the second	Engaging in Argument from Evidence	Patterns	Cause Effect Cause Proportion Quantity Cause System Models Energy Matter Cause Matter Cause Matter Cause Structure Function
Activity					
Phenomenon or Problem		hey do? ensions woven together into ng performance.	Why is this import How does this activity h understanding of the ar phenomenon.	nelp build	Graphic organizers, protocols, scaffolds, labs, mini-lesson, student discourse, etc.
Why is potassium more reactive in water than calcium?	Students will obs reactivity in a sin		Students will be able to take place.	see it	This is the step by step process.
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 What informati	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		
ကြို့ 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		

