Learning Plan Breakout Slides

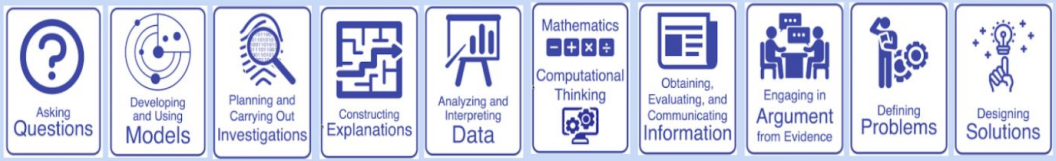
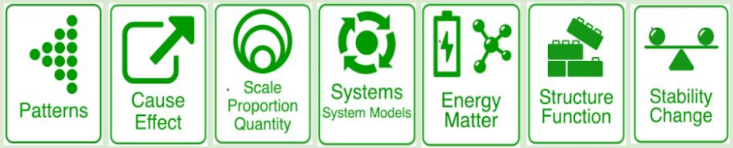
Life / Biology	Physical / Chemistry	Physical / Physics	Earth / Environmental
HS-LS2-1: Carrying Capacity of Ecosystems Use mathematical and/or computational representations to support explanations of factors that affect carrying capacity of ecosystems at different scales. (Scale, Proportion, and Quantity)	**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.	**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)	**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)
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 Slides	Paul's Group
Group 2 Slides	Jhett and Chelsea
Group 3 Slides	

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 Assessment	Black Footed Ferrets

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.
Virginia rail in Nebraska	*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

Type Here	*Type Here*	*Type Here*	*Type Here*

Formative Assessment
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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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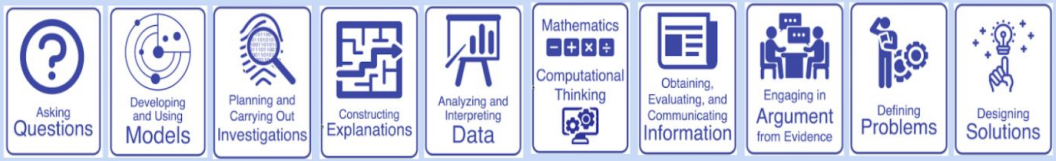
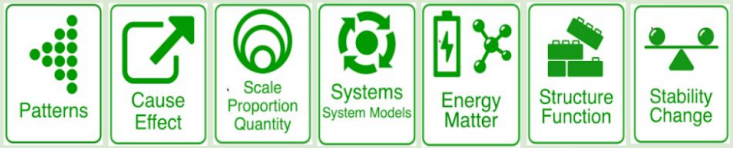
Differentiation / Modifications

Type Here

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 Assessment	Black Footed Ferrets

Science and Engineering Practices	Crosscutting Concepts
	

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River Otter in Nebraska	*Students will ask questions to determine the cause of the decline of the River Otter in Nebraska.*	*Introduce human impacts on ecosystems.* *Analyze data about how much an ecosystem can sustain.*	*Mini Lesson on cause and effect* *Mini lesson on questioning* *Video on River Otter*
Formative Assessment What information are you collecting to know 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.
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
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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

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Summative Assessment	Black Footed Ferrets

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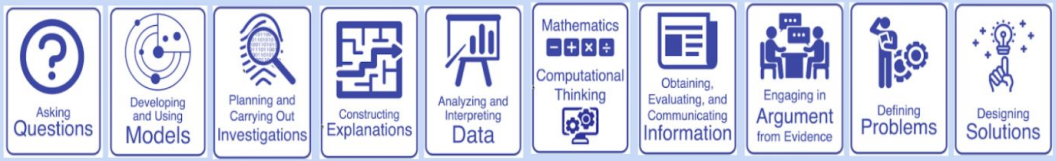	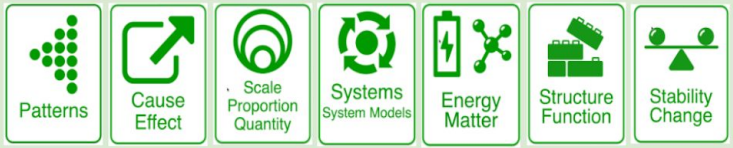

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Formative Assessment What information are you collecting to know that they met the target?		*Type Here*	

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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
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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

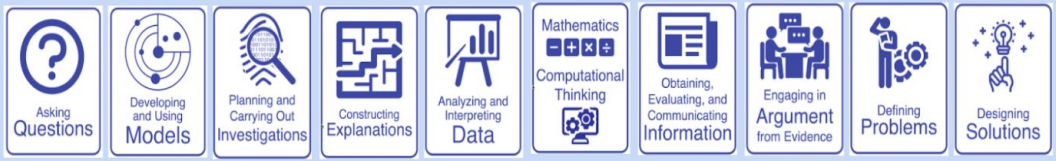
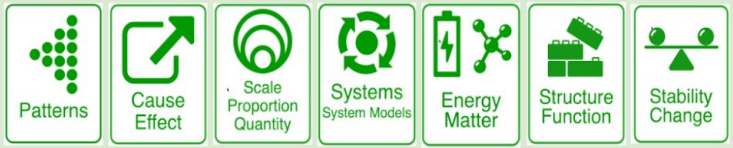
Type Here

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 Slides	Nicole & Linda
Group 2 Slides	Rylee and Cindy
Group 3 Slides	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 Swallows

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.
Butterfly Proboscis and flower depth	*Look for patterns and organize data of Butterfly proboscis and flower depth.*	*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

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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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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*	

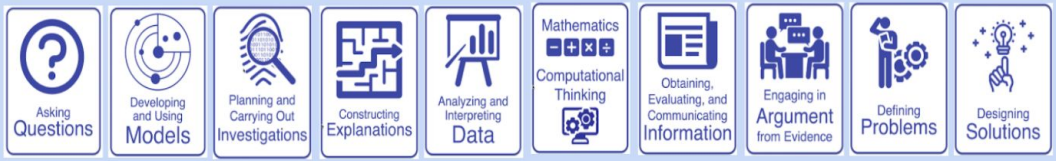
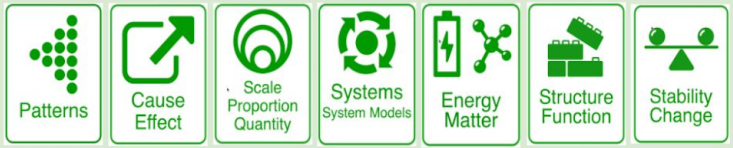
Materials / Resources

Type Here

Differentiation / Modifications

Type Here

LEARNING PLAN	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 Swallows

Science and Engineering Practices	Crosscutting Concepts
	

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Hawaiian Crickets Go Silent	*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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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*

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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*	

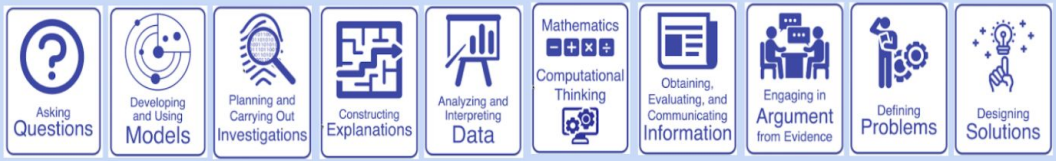
Materials / Resources

Type Here

Differentiation / Modifications

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 Assessment	Evolution of Swallows

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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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
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Type Here

Activity			
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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

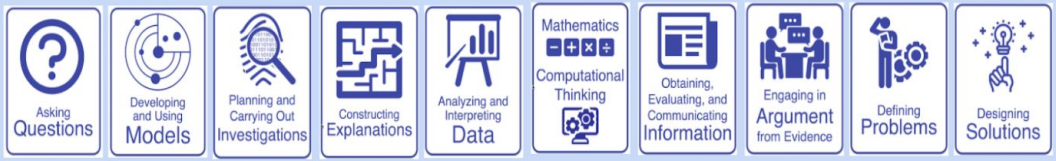
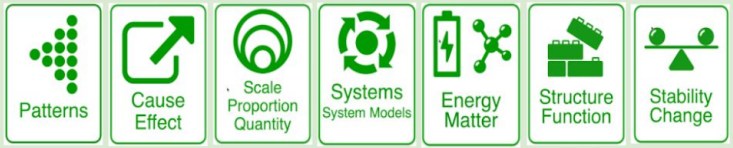
Type Here

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 Slides	Rachels group
Group 2 Slides	Katy and Nicole
Group 3 Slides	Dee and Tara
Group 4 Slides	Jeff

LEARNING PLAN	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.
Summative Assessment	Predicting Reactivity

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.
Demo with K in water	***Carry Out Investigation*** *with Na, Mg, & Ca in water.* ***Analyze the Data*** *collected.* ***Engage in Argument from reasoning*** *using patterns.*	It will help them later predict the future compounds or molecules that will be formed based on the location an element is on 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.
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			
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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*	

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*	

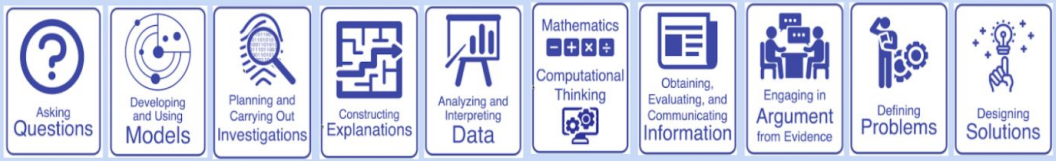
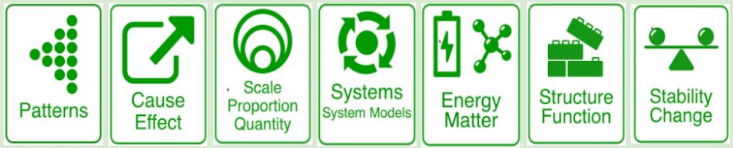
Materials / Resources

Type Here

Differentiation / Modifications

Type Here

LEARNING PLAN	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.
Summative Assessment	Predicting Reactivity

Science and Engineering Practices	Crosscutting Concepts
	

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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 and see models of the atom.* *Students need to draw subatomic particles so they can analyze the forces that might be present.*	*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.
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*

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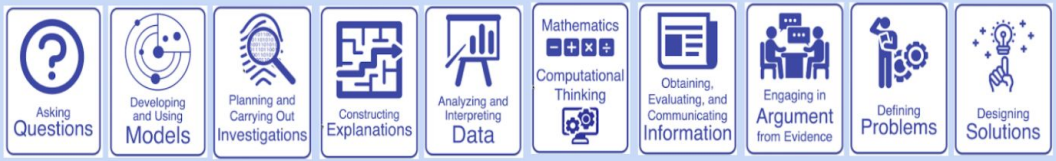
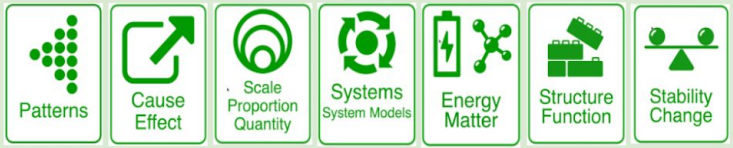
Materials / Resources

Type Here

Differentiation / Modifications

Type Here

LEARNING PLAN	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.
Summative Assessment	Predicting Reactivity

Science and Engineering Practices	Crosscutting Concepts
	

Activity			
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Sodium reactivity video	*Students will observe phenomenon and ask 5 questions about video about*	*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
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Type Here

Activity

Type Here	*Type Here*	*Type Here*	*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

Type Here

Differentiation / Modifications

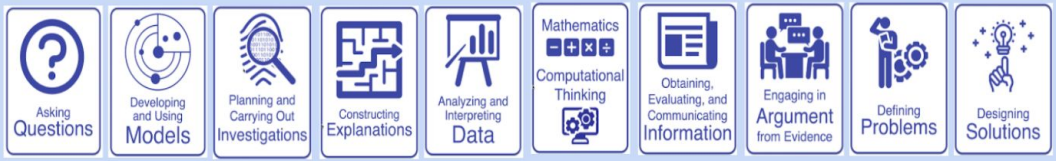
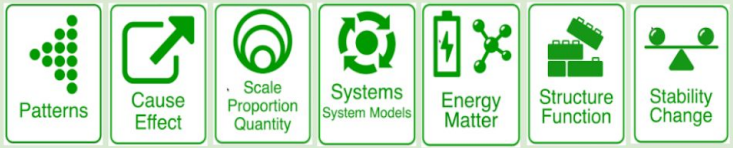
Type Here

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 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	**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)
Summative Assessment	Road Runner Ice Melt

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

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*	

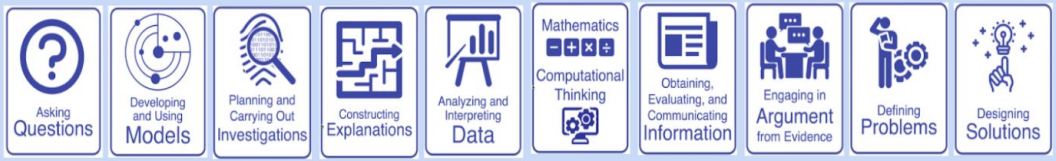
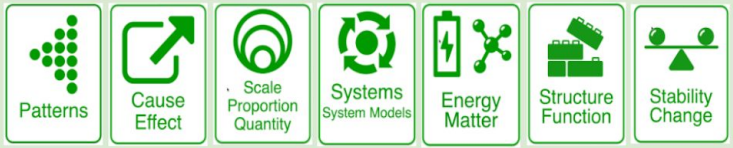
Materials / Resources

Type Here

Differentiation / Modifications

Type Here

LEARNING PLAN	**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)
Summative Assessment	Road Runner Ice Melt

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

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*	

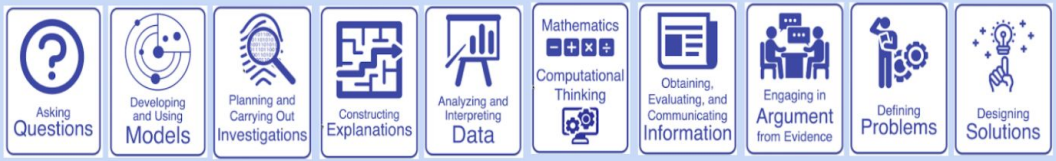
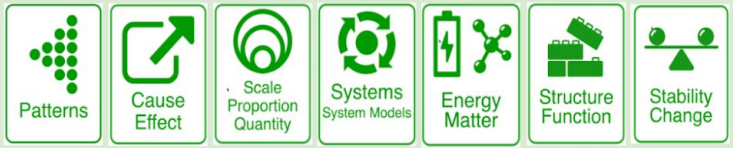
Materials / Resources

Type Here

Differentiation / Modifications

Type Here

LEARNING PLAN	**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)
Summative Assessment	Road Runner Ice Melt

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

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

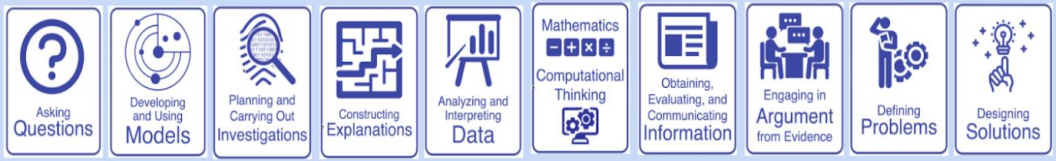
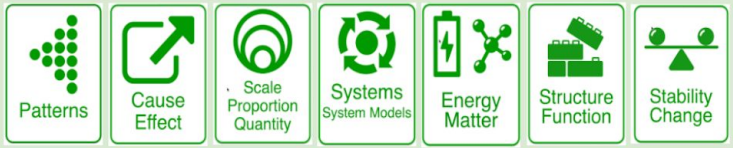
Type Here

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 Slides	Jean and Teresa
Group 2 Slides	Insert names here to claim Group 2 Slides
Group 3 Slides	Insert names here to claim Group 3 Slides

LEARNING PLAN	HS-PS2-1: Newton's 2nd 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 & Effect)
Summative Assessment	Are Porsche's Claims Warranted

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	*Students will analyze and interpret data to determine the pattern*	*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.
Are Porsche's Claims Warranted ?	*The students will* describe any patterns that they see in the data table as time increases.	*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*
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*	

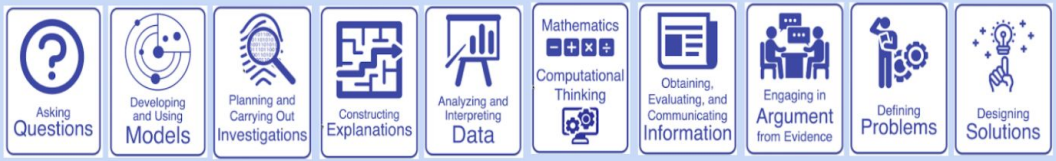
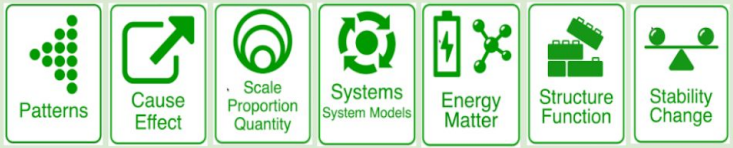
Materials / Resources

Type Here

Differentiation / Modifications

Type Here

LEARNING PLAN	HS-PS2-1: Newton's 2nd 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 & Effect)
Summative Assessment	Are Porsche's Claims Warranted

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

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*	

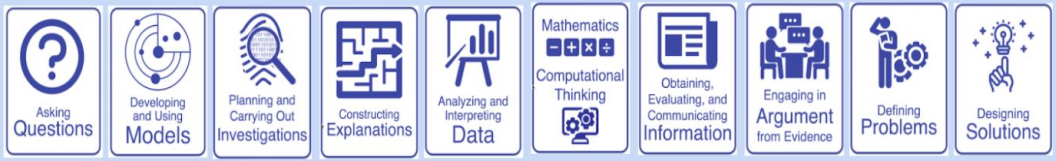
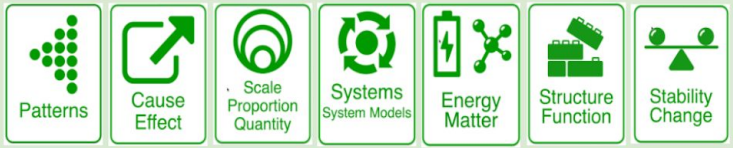
Materials / Resources

Type Here

Differentiation / Modifications

Type Here

LEARNING PLAN	HS-PS2-1: Newton's 2nd 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 & Effect)
Summative Assessment	Are Porsche's Claims Warranted

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

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

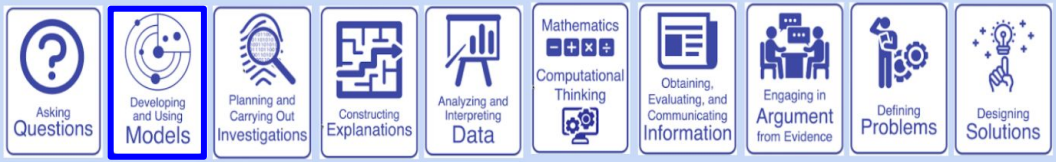
Type Here

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 Slides	Kristen & Jodi
Group 2 Slides	Insert names here to claim Group 2 Slides
Group 3 Slides	Insert names here to claim Group 3 Slides

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
	

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.
Interaction between ball bearings and a magnet.	*Students will develop and use a model of a magnet and ball bearings to illustrate how the forces between them cause changes in the energy of the ball bearings.*	• *Students can see a magnetic field (iron filings).* • *Students can see how magnets exert a force on an object at a distance.* • *Students can see how the field changes as the objects move.*	*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*	

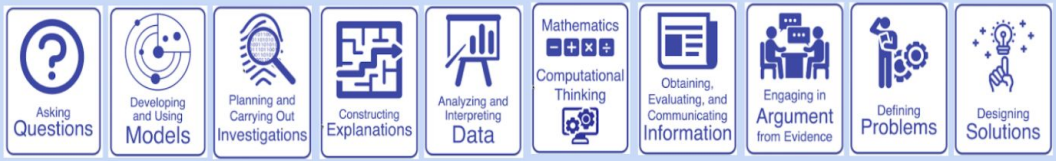
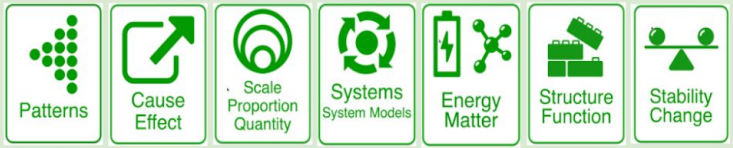
Materials / Resources

Type Here

Differentiation / Modifications

Type Here

LEARNING PLAN	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
	

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

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*	

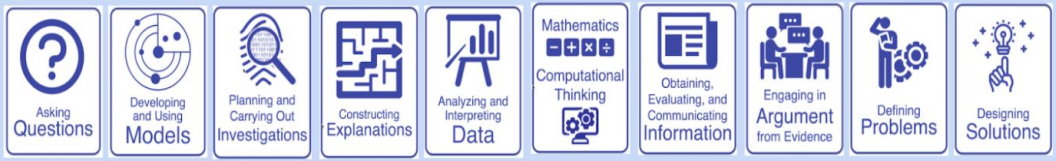
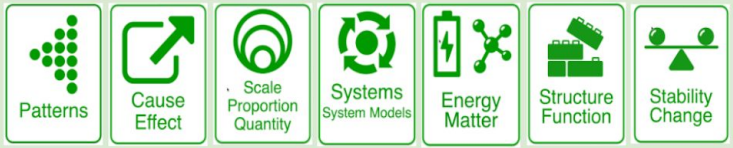
Materials / Resources

Type Here

Differentiation / Modifications

Type Here

LEARNING PLAN	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
	

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

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

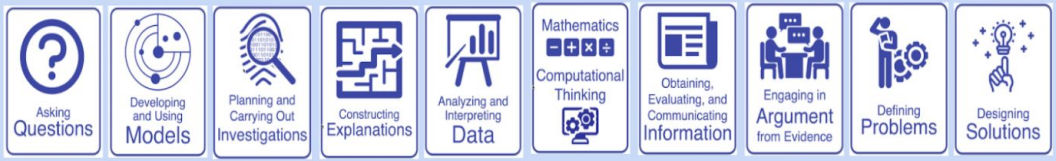
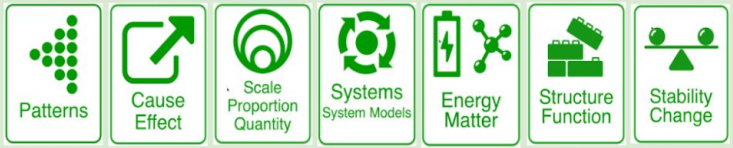
Type Here

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 Slides	Carrie and Lisa
Group 2 Slides	Insert names here to claim Group 2 Slides
Group 3 Slides	Insert names here to claim Group 3 Slides

LEARNING PLAN	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)
Summative Assessment	The Effects of Reforestation

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.
Rainfall/Temperature changes in Nebraska over time.	*Students will analyze and interpret data to determine patterns of change in Nebraska climate.*	*This phenomenon will be relative to students* *Practice in analyzing data* *Practice in looking for patterns*	*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

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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

Activity

Type Here	*Type Here*	*Type Here*	*Type Here*

Formative Assessment
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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*	

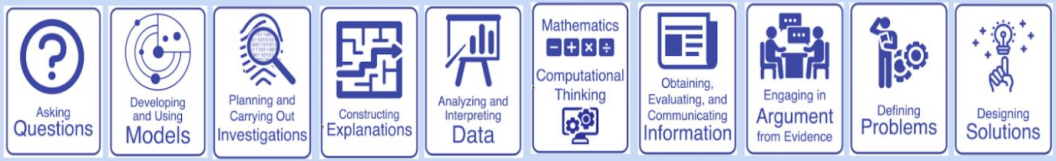
Materials / Resources

Type Here

Differentiation / Modifications

Type Here

LEARNING PLAN	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)
Summative Assessment	The Effects of Reforestation

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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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*	

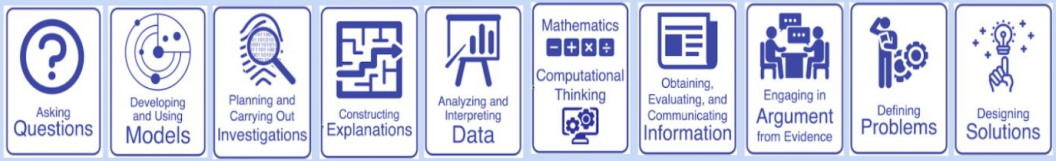
Materials / Resources

Type Here

Differentiation / Modifications

Type Here

LEARNING PLAN	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)
Summative Assessment	The Effects of Reforestation

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

Type Here	*Type Here*	*Type Here*	*Type Here*

Formative Assessment
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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

Type Here

Differentiation / Modifications

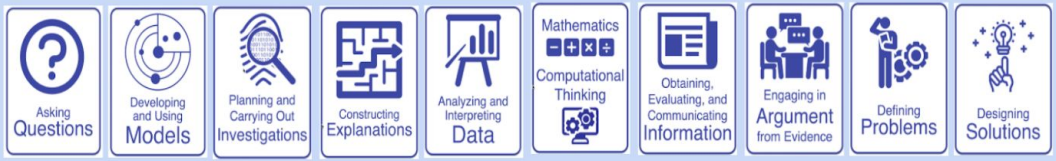
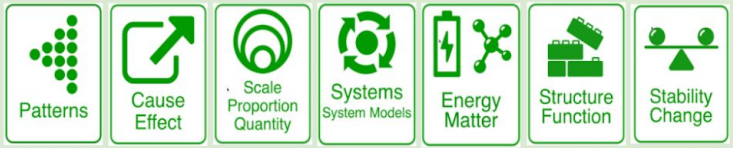
Type Here

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 Slides	Taylor and Kim
Group 2 Slides	Insert names here to claim Group 2 Slides
Group 3 Slides	Insert names here to claim Group 3 Slides

LEARNING PLAN	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, & biodiversity. (Stability & Change)
Summative Assessment	Collapse of Atlantic Cod Stocks

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.
Mystery of the Missing Bees	*Students will ask questions to determine the change of stability in the relationship between humans and environmental change in a population.*	Understand why humans should care about the survival of other populations.(Cause and effect) Introduce the ecosystem as a system. Improve asking questions about populations in an ecosystem.	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 driving 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*
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*	

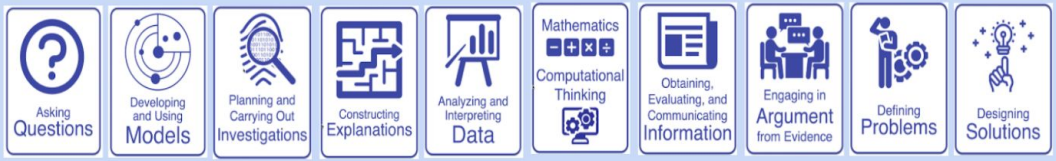
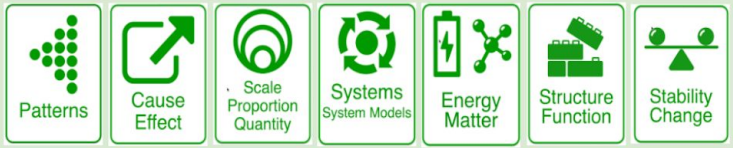
Materials / Resources

Type Here

Differentiation / Modifications

Type Here

LEARNING PLAN	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, & biodiversity. (Stability & Change)
Summative Assessment	Collapse of Atlantic Cod Stocks

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

Type Here	*Type Here*	*Type Here*	*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

Type Here

Differentiation / Modifications

Type Here

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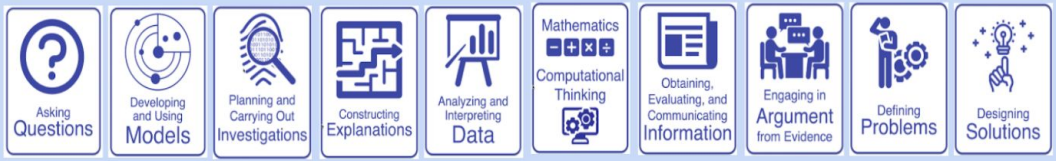
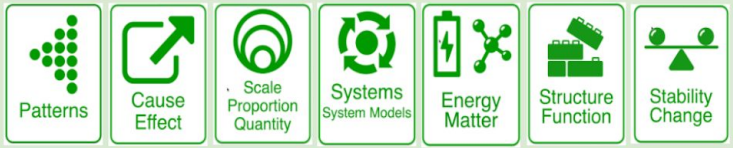
Summative Assessment	Collapse of Atlantic Cod Stocks

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

Activity

Type Here	*Type Here*	*Type Here*	*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*	

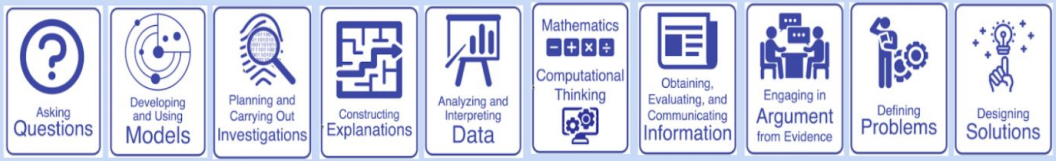
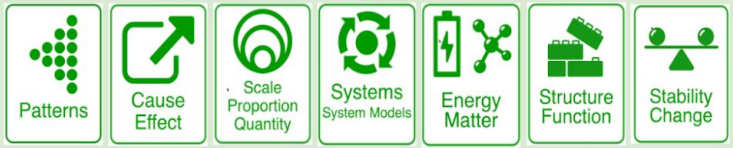
Materials / Resources

Type Here

Differentiation / Modifications

Type Here

LEARNING PLAN	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.
Summative Assessment	Predicting Reactivity

Science and Engineering Practices	Crosscutting Concepts
	

Activity			
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Why is potassium more reactive in water than calcium?	*Students will observe patterns of reactivity in a simple chem rx.*	Students will be able to see it take place.	*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.
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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*

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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*	
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Materials / Resources

Type Here

Differentiation / Modifications

Type Here