

TODAY'S STANDARD

Speed & Energy

Use evidence to
construct an explanation
relating the speed of an
object to the energy of
that object.

TODAY'S LEARNING GOAL

Speed & Energy

I *can...*
watch how fast
objects move and
compare their speeds.

TODAY'S LEARNING GOAL

Speed & Energy

I *can*...
use my evidence to
show that faster objects
have more energy.

TODAY'S LEARNING GOAL

Speed & Energy

I *can...*
explain why speed
and energy go
together.

TODAY'S LEARNING GOALS

Speed & Energy

I *can*...

- watch how fast objects move and compare their speeds.
- use my evidence to show that faster objects have more energy.
- explain why speed and energy go together.

TODAY'S STANDARD

Evidence of Energy Transfer

"Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents."

TODAY'S LEARNING GOAL

Evidence of Energy Transfer

I *can...*

give an example of
energy moving as
sound.

TODAY'S LEARNING GOAL

Evidence of Energy Transfer

I *can*...

give an example of
energy moving as light,
heat, or electricity.

TODAY'S LEARNING GOAL

Evidence of Energy Transfer

I *can*...

use observations to show
that energy can travel
from one place to another.

TODAY'S LEARNING GOALS

Evidence of Energy Transfer

I *can*...

- give an example of energy moving as sound.
- give an example of energy moving as light, heat, or electricity.
- use observations to show that energy can travel from one place to another.

TODAY'S STANDARD

Energy & Collisions

"Ask questions and predict outcomes about the changes in energy that occur when objects collide."

TODAY'S LEARNING GOAL

Energy & Collisions

I *can*...

predict what happens to energy when two objects crash into each other.

TODAY'S LEARNING GOAL

Energy & Collisions

I *can*...

ask questions about why
one object slows down
and another speeds up.

TODAY'S LEARNING GOAL

Energy & Collisions

I *can...*
test my predictions
with a hands-on
collision.

TODAY'S LEARNING GOALS

Energy & Collisions

I *can*...

- predict what happens to energy when two objects crash into each other.
- ask questions about why one object slows down and another speeds up.
- test my predictions with a hands-on collision.

TODAY'S STANDARD

Changes in Forms of Energy

"Apply scientific ideas to design, test, and refine a device that converts energy from one form to another."

TODAY'S LEARNING GOAL

Changes in Forms of Energy

I *can*...

design a device that
turns one kind of
energy into another.

TODAY'S LEARNING GOAL

Changes in Forms of Energy

I *can...*
test my device and
see if it works.

TODAY'S LEARNING GOAL

Changes in Forms of Energy

I *can...*
make changes to my
design until it works
better.

TODAY'S LEARNING GOALS

Changes in Forms of Energy

I *can*...

- design a device that turns one kind of energy into another.
- test my device and see if it works.
- make changes to my design until it works better.

TODAY'S STANDARD

Modeling Waves

"Develop a model of waves to describe patterns in terms of amplitude and wavelength and that waves can cause objects to move."

TODAY'S LEARNING GOAL

Modeling Waves

I *can...*
build a model of a
wave and show its
parts.

TODAY'S LEARNING GOAL

Modeling Waves

I *can*...

describe a wave using its height (amplitude) and how long it is (wavelength).

TODAY'S LEARNING GOAL

Modeling Waves

I *can...*

show how a wave can
make something
move.

TODAY'S LEARNING GOALS

Modeling Waves

I *can*...

- build a model of a wave and show its parts.
- describe a wave using its height (amplitude) and how long it is (wavelength).
- show how a wave can make something move.

TODAY'S STANDARD

Reflecting Light & Vision

"Develop a model to describe that light reflecting from objects and entering the eye allows objects to be seen."

TODAY'S LEARNING GOAL

Reflecting Light & Vision

I *can*...

draw a model that
shows light bouncing
off an object.

TODAY'S LEARNING GOAL

Reflecting Light & Vision

I *can...*
trace the path of
light into my eye.

TODAY'S LEARNING GOAL

Reflecting Light & Vision

I *can*...

explain why we can't
see anything in total
darkness.

TODAY'S LEARNING GOALS

Reflecting Light & Vision

I *can*...

- draw a model that shows light bouncing off an object.
- trace the path of light into my eye.
- explain why we can't see anything in total darkness.

TODAY'S STANDARD

Transferring Information

"Generate and compare multiple solutions that use patterns to transfer information."

TODAY'S LEARNING GOAL

Transferring Information

I *can*...
come up with different
ways to send a message
using a pattern.

TODAY'S LEARNING GOAL

Transferring Information

I *can*...

compare my solutions
to see which one sends
information best.

TODAY'S LEARNING GOAL

Transferring Information

I *can...*

explain how Morse
code or other patterns
carry information.

TODAY'S LEARNING GOALS

Transferring Information

I *can*...

- come up with different ways to send a message using a pattern.
- compare my solutions to see which one sends information best.
- explain how Morse code or other patterns carry information.

TODAY'S STANDARD

Internal & External Structures

"Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction."

TODAY'S LEARNING GOAL

Internal & External Structures

I *can*...

label the inside and
outside parts of a
plant or animal.

TODAY'S LEARNING GOAL

Internal & External Structures

I *can...*

describe what each
part does to help the
living thing survive.

TODAY'S LEARNING GOAL

Internal & External Structures

I *can...*

use my evidence to
argue why those parts
matter.

TODAY'S LEARNING GOALS

Internal & External Structures

I *can*...

- label the inside and outside parts of a plant or animal.
- describe what each part does to help the living thing survive.
- use my evidence to argue why those parts matter.

TODAY'S STANDARD

Animal Senses

"Use a model to describe that animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways."

TODAY'S LEARNING GOAL

Animal Senses

I *can*...

draw a model of how an animal's senses send messages to its brain.

TODAY'S LEARNING GOAL

Animal Senses

I *can...*
describe what the
brain does with the
information.

TODAY'S LEARNING GOAL

Animal Senses

I *can*...

explain why animals
respond to the same
thing in different ways.

TODAY'S LEARNING GOALS

Animal Senses

I *can*...

- draw a model of how an animal's senses send messages to its brain.
- describe what the brain does with the information.
- explain why animals respond to the same thing in different ways.

TODAY'S STANDARD

Landscape Changes

"Identify evidence from patterns in rock formations and fossils in rock layers to support an explanation for changes in a landscape over time."

TODAY'S LEARNING GOAL

Landscape Changes

I *can...*

spot patterns in rock
layers and the fossils
inside them.

TODAY'S LEARNING GOAL

Landscape Changes

I *can...*

use those patterns as
clues for how the land
used to look.

TODAY'S LEARNING GOAL

Landscape Changes

I *can...*
explain how a place
has changed over a
long time.

TODAY'S LEARNING GOALS

Landscape Changes

I *can*...

- spot patterns in rock layers and the fossils inside them.
- use those patterns as clues for how the land used to look.
- explain how a place has changed over a long time.

TODAY'S STANDARD

Weathering & Rate of Erosion

"Make observations and/or measurements to provide evidence of the effects of weathering or the rate of erosion by water, ice, wind, or vegetation."

TODAY'S LEARNING GOAL

Weathering & Rate of Erosion

I *can...*
watch water, wind, or
ice slowly change the
land.

TODAY'S LEARNING GOAL

Weathering & Rate of Erosion

I *can...*

measure how fast
erosion happens in
different conditions.

TODAY'S LEARNING GOAL

Weathering & Rate of Erosion

I *can...*

show that plant roots
can speed up or slow
down erosion.

TODAY'S LEARNING GOALS

Weathering & Rate of Erosion

I *can*...

- watch water, wind, or ice slowly change the land.
- measure how fast erosion happens in different conditions.
- show that plant roots can speed up or slow down erosion.

TODAY'S STANDARD

Earth's Features

"Analyze and interpret data from maps to describe patterns of Earth's features."

TODAY'S LEARNING GOAL

Earth's Features

I *can...*

read a map to find
mountains, rivers,
and oceans.

TODAY'S LEARNING GOAL

Earth's Features

I *can...*
look for patterns in
where Earth's
features show up.

TODAY'S LEARNING GOAL

Earth's Features

I *can...*
describe what those
patterns tell me about
Earth.

TODAY'S LEARNING GOALS

Earth's Features

I *can*...

- read a map to find mountains, rivers, and oceans.
- look for patterns in where Earth's features show up.
- describe what those patterns tell me about Earth.

TODAY'S STANDARD

Energy & Fossil Fuels

"Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment."

TODAY'S LEARNING GOAL

Energy & Fossil Fuels

I *can...*
trace energy and fuel
back to a natural
resource.

TODAY'S LEARNING GOAL

Energy & Fossil Fuels

I *can...*

describe how using those
resources changes the
environment.

TODAY'S LEARNING GOAL

Energy & Fossil Fuels

I *can...*

compare the good
and bad sides of using
each kind of energy.

TODAY'S LEARNING GOALS

Energy & Fossil Fuels

I *can*...

- trace energy and fuel back to a natural resource.
- describe how using those resources changes the environment.
- compare the good and bad sides of using each kind of energy.

TODAY'S STANDARD

Solutions to Natural Hazards

"Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans."

TODAY'S LEARNING GOAL

Solutions to Natural Hazards

I *can*...

come up with more than one way to keep people safe from storms, floods, or earthquakes.

TODAY'S LEARNING GOAL

Solutions to Natural Hazards

I *can...*
compare my solutions
to see which one
works best.

TODAY'S LEARNING GOAL

Solutions to Natural Hazards

I *can...*

explain why a good
design has to fit the
problem.

TODAY'S LEARNING GOALS

Solutions to Natural Hazards

I *can*...

- come up with more than one way to keep people safe from storms, floods, or earthquakes.
- compare my solutions to see which one works best.
- explain why a good design has to fit the problem.

TODAY'S STANDARD

Defining Design Problems

"Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost."

TODAY'S LEARNING GOAL

Defining Design Problems

I *can...*

spot a problem that a
new design could
solve.

TODAY'S LEARNING GOAL

Defining Design Problems

I *can...*

list what my design has to do (criteria) and what it can't use (constraints).

TODAY'S LEARNING GOAL

Defining Design Problems

I *can...*
explain why both
criteria and
constraints matter.

TODAY'S LEARNING GOALS

Defining Design Problems

I *can*...

- spot a problem that a new design could solve.
- list what my design has to do (criteria) and what it can't use (constraints).
- explain why both criteria and constraints matter.

TODAY'S STANDARD

Comparing Solutions

"Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem."

TODAY'S LEARNING GOAL

Comparing Solutions

I *can...*
come up with more
than one way to solve
my design problem.

TODAY'S LEARNING GOAL

Comparing Solutions

I *can...*
compare my ideas to
see which one fits the
criteria best.

TODAY'S LEARNING GOAL

Comparing Solutions

I *can...*

explain why I picked
the solution I did.

TODAY'S LEARNING GOALS

Comparing Solutions

I *can*...

- come up with more than one way to solve my design problem.
- compare my ideas to see which one fits the criteria best.
- explain why I picked the solution I did.

TODAY'S STANDARD

Improving Designs

"Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved."

TODAY'S LEARNING GOAL

Improving Designs

I *can...*

plan a fair test of my
design — change only
one thing at a time.

TODAY'S LEARNING GOAL

Improving Designs

I *can...*
spot where my design
broke or failed.

TODAY'S LEARNING GOAL

Improving Designs

I *can...*
use what I learned to
make my design
better.

TODAY'S LEARNING GOALS

Improving Designs

I *can*...

- plan a fair test of my design — change only one thing at a time.
- spot where my design broke or failed.
- use what I learned to make my design better.