**Table 2: *Stage One***

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| **Stage 1 Desired Results** | | |
| ESTABLISHED GOALS - #1  (Standards- numbered and unpacked)    **K-ESS2-1. Use and share quantitative observations of local weather conditions to describe patterns over time.** [Clarification Statement: Examples of quantitative observations could include numbers of sunny, windy and rainy days in a month, and relative temperature.] [Assessment Boundary: Assessment of quantitative observations limited to whole numbers.]  **K-ESS3-2. Obtain information about the purpose of weather forecasting to prepare for, and respond to, different types of local weather.**  **K-PS3-1. Make observations to determine that sunlight warms materials on Earth’s surface.** [Clarification Statement: Examples of materials on Earth’s surface could include sand, soil, rocks, and water] [Assessment Boundary: Assessment of temperature is limited to relative measures such as warmer/cooler.]  **K-PS3-2. Use tools and materials to design and build a prototype of a structure that will reduce the warming effect of sunlight on an area.\*** | ***Transfer*** | |
| *Students will be able to independently use their learning to* | |
| ***Meaning*** | |
| UNDERSTANDINGS  *Students will understand…*   1. There are a variety of conditions that make up the weather 2. The sun provides heat and light 3. How to adapt and prepare for a variety of weather conditions 4. There are different weather patterns and ways to record them. | ESSENTIAL QUESTIONS  *Students will keep considering…*   1. How do we determine what today’s weather is? 2. What is the role of the sun? 3. Why do we need to know what the weather is going to be? |
| ***Acquisition*** | |
| KNOWLEDGE  *Students will know…*   1. The sun warms the Earth and provides light while humans and animals adjust to it. 2. How weather effects our daily lives 3. The importance knowing and preparing for the weather (how to dress for the day, make/cancel outdoor plans etc..) 4. How to record and interpret the daily weather   Vocabulary: storm, blizzard, forecast, temperature, thermometer, etc., | Science Practice   1. Asking questions (for science) and defining problems (for engineering) 2. Developing and using models 3. Planning and carrying out investigations 4. Analyzing and interpreting data 5. Obtaining, evaluating, and communicating information 6. Constructing explanations (for science) and designing solutions (for engineering) 7. Engaging in argument from evidence 8. Using mathematics and computational thinking |

**Table 3: *Stage Two***

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| **Stage 2 – Evidence** | | |
| **Coding** | **Evaluative Criteria** | **Assessment Evidence** |
|  |  | PERFORMANCE TASK(S):  Ongoing weather chart  Looking at weather patterns  Checking temperature at various times of the day  Placing multiple objects out in the sun and making predictions about what will happen in a few hours. |
|  |  | Suggested Resources: |