

In groups of two or three please complete the following activities:

1. Select a Performance Expectation that you will teach early in the coming school year.

Grade Band/Level: 4 PE: PS 4-2

2. List the SEP, DCI and CCC that the performance expectation contains.

SEP: Develop and use a model.

DCI: An object can be seen when light reflected from its surface enters the eyes.

CCC Cause and effect

3. List the connections to literacy, math and other DCI within the PE.

Literacy: Visual/audio to Presentation to develop an idea or theme

Math: Model with math/draw lines, pts., etc, (2-D figures)

Other DCI: \_\_\_\_\_

4. Use the Framework, your KCAS, the accompanying appendices, and the intent protocol or dissection guide to reach a consensus with your partner(s) on the intent of the PE.

**Thoughts on intent:**

(K-2)- Light available (3-5)- Light is reflected for eyes to see

Develop & use a model (predict, example)

Test casual relationships & effects

5. Deconstruct the PE to list student friendly knowledge, reasoning/skill, and product targets.

**Knowledge:**

I can see an object when light reflects off its surface.

I will know that the eye detects light.

**Reasoning/Skills:**

I can trace the path of light as it reflects off objects.

I can move objects so I can see them.

**Products:**

I can create a light reflecting model. (ex. Periscope, Telescoping mirror)

6. List any misconceptions or incomplete thinking students might have about the learning that must take place to complete the intent of the PE.

eyes will adjust to no light conditions

7. List some examples of formative questions you might use to gauge student comprehension and guide instruction.

Q Where would you place a mirror so you can see your reflection?

Q What do you see when your eyes are closed?

Q How do you make an object disappear?

Q How can you arrange mirrors to see an object more than once?

Q

Q

8. Discuss with your partner(s) the design of an assessment task that could be used to elicit evidence of student mastery of the selected PE. Capture your thoughts about the assessment design in the space below. Then, use poster paper(s) to outline your assessment task and be ready to share with the group. Write the PE designation at the top of the poster papers. Remember to think about the evidence you wish to observe and discuss how that evidence could best be elicited. Must be 3D and congruent to PE.

Create a mystery box where an object, message, code, etc. is hidden in a deep container. Students must manipulate a mirror to observe the mystery item.

Draw and explain how your model works.

9. Your lessons must reflect the student experiences/learning that the assessment task requires. Now, we can build a plan that incorporates the experiences/learning needed for the task. Discuss and sketch a brief outline of the sequence of instruction to be experienced in order to provide students with the necessary knowledge, reasoning, and skills to complete the assessment task.

Example:

*First students will analyze maps of the Earth to recognize patterns of Earthquake locations then.....*

- Activity to show how eye detects light.
- Activity on reflection of light with mirrors
- Reflection of light
- Direct reflection (manipulate reflection) - online games - ElCurio
- Law of reflection

10. Reach consensus on a time period for instruction of the necessary learning. (i.e. 1 week, 10 days, etc.)

**Time period for instruction:** \_\_\_\_\_

11. Share out and Gallery Walk: Examine, photograph, and analyze the assessment tasks posted around the room. Take some ideas with you when you leave today.

In groups of two or three please complete the following activities:

1. Select a Performance Expectation that you will teach early in the coming school year.

**Grade Band/Level:** 4 **PE:** 4-LS1-1

2. List the SEP, DCI and CCC that the performance expectation contains.

**SEP:** Engaging in Argument from Evidence

**DCI:** Structure and Function

**CCC** Systems and System Models

3. List the connections to literacy, math and other DCI within the PE.

**Literacy:** w.4.1 → Opinion pieces on topics or texts, supporting a point of view

**Math:** 4.G.A.3 → Recognize a line of symmetry for a two-dimensional figure

**Other DCI:** \_\_\_\_\_

4. Use the Framework, your KCAS, the accompanying appendices, and the intent protocol or dissection guide to reach a consensus with your partner(s) on the intent of the PE.

**Thoughts on intent:**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

5. Deconstruct the PE to list student friendly knowledge, reasoning/skill, and product targets.

**Knowledge:**

• I can describe the internal and external structure and function of plants. (Thorns, stems, roots, colored petals, xylem, and phloem)

• I can describe the internal and external structure and function of animals. (Heart, stomach, lung, brain, skin)

**Reasoning/Skills:**

• I can compare the internal and external structures and functions of plants and animals.

**Products:**

A model of writing of a working system with internal and external parts.

6. List any misconceptions or incomplete thinking students might have about the learning that must take place to complete the intent of the PE.

- How body parts can be removed, and still work (gallbladder)  
- How plant parts can be removed and the plant still grow

7. List some examples of formative questions you might use to gauge student comprehension and guide instruction.

Q Describe seed structures that help them move.

Q What are characteristics of a system

Q Complete a T-chart with missing parts of structures and functions

Q

Q

Q

8. Discuss with your partner(s) the design of an assessment task that could be used to elicit evidence of student mastery of the selected PE. Capture your thoughts about the assessment design in the space below. Then, use poster paper(s) to outline your assessment task and be ready to share with the group. Write the PE designation at the top of the poster papers. Remember to think about the evidence you wish to observe and discuss how that evidence could best be elicited. Must be 3D and congruent to PE.

Create a model or argumentative writing describing a working system with internal and external parts. Support with evidence that the system as a whole can carry out functions that the individual parts can not.

9. Your lessons must reflect the student experiences/learning that the assessment task requires. Now, we can build a plan that incorporates the experiences/learning needed for the task. Discuss and sketch a brief outline of the sequence of instruction to be experienced in order to provide students with the necessary knowledge, reasoning, and skills to complete the assessment task.

Example:

*First students will analyze maps of the Earth to recognize patterns of Earthquake locations then.....*

*start with a cell and move up to organs + organ systems.  
Relate to plant and animals. Extend to machines.*

*Examine seeds and seed parts - egg + parts of egg.  
life cycles of plant + animals.*

10. Reach consensus on a time period for instruction of the necessary learning. (i.e. 1 week, 10 days, etc.)

**Time period for instruction:** \_\_\_\_\_

11. Share out and Gallery Walk: Examine, photograph, and analyze the assessment tasks posted around the room. Take some ideas with you when you leave today.

In groups of two or three please complete the following activities:

1. Select a Performance Expectation that you will teach early in the coming school year.

Grade Band/Level: 3 PE: 3-PS2-1

2. List the SEP, DCI and CCC that the performance expectation contains.

SEP: plan & conduct an investigation

DCI: PK-pushes & pulls have diff. strengths. Unbalanced forces, predict outcomes

CCC Cause & effect relationships Explain change, routinely tested.

3. List the connections to literacy, math and other DCI within the PE.

Literacy: Demonstrate understanding of text, historical events

Math: Reason abstractly & quantitatively. Use tools strategically.

Other DCI: Research projects, gather print & digital sources.

4. Use the Framework, your KCAS, the accompanying appendices, and the intent protocol or dissection guide to reach a consensus with your partner(s) on the intent of the PE.

Thoughts on intent:

---



---



---



---

5. Deconstruct the PE to list student friendly knowledge, reasoning/skill, and product targets.

Knowledge:

What force is

What force does

Balanced force / unbalanced force

Gravity, inertia, friction

Reasoning/Skills:

How objects move more/less due to force

Students will reason w/ push/pull for objects

Products:

Students demonstrate motion by experiments w/ balanced/unbalanced items

Experiments w/ various materials that will demonstrate how objects move based on the force applied.

6. List any misconceptions or incomplete thinking students might have about the learning that must take place to complete the intent of the PE.

Students may not understand balanced/unbalanced forces. They may feel as though this means weighs more/less, bigger/smaller.

7. List some examples of formative questions you might use to gauge student comprehension and guide instruction.

Q What is force?

Q What are balanced/unbalanced forces?

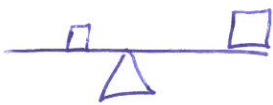
Q What makes an object balanced/unbalanced?

Q What puts an object in motion?

Q

Q

8. Discuss with your partner(s) the design of an assessment task that could be used to elicit evidence of student mastery of the selected PE. Capture your thoughts about the assessment design in the space below. Then, use poster paper(s) to outline your assessment task and be ready to share with the group. Write the PE designation at the top of the poster papers. Remember to think about the evidence you wish to observe and discuss how that evidence could best be elicited. Must be 3D and congruent to PE.



Be able to illustrate or construct balanced/unbalanced force.