Think through this planning template to begin developing a formative classroom task for students at your grade level.

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| **Performance Expectation(s):**  Identify the *Earth Systems and Changes* related Performance Expectation(s) from Next Generation Science Standards (<http://www.nextgenscience.org/>) that will be your focus. Copy and paste below all the possible disciplinary core ideas and performance expectations that relate to your topic. | |
| **Science and Engineering Practices:** | **Crosscutting Concepts:**  Which Crosscutting Concepts will be a focus for investigating this topic/phenomena? |
| **Lesson(s)/Unit Context:**  State below what your *Earth Systems and Changes* related curriculum currently identifies as the main topic (just a word or phrase), then list between 8 and 10 of the most important curriculum sub-topics you also see. Topics at this stage can initially be expressed as a process or thing or theory or concept. | |
| **Big Ideas:**  Which one of the ideas from the curriculum and Earth Science/climate or weather related Standards now seems the most central—meaning they might help explain other ideas you’ve listed and explain a wide range of natural phenomena? You must use more than a name to express your idea, express it as a set of relationships. Explain your choice clearly enough so a colleague could understand why you made the choice you did. | |
| **Phenomena:**  What is an actual, observable event or set of events that students can come to a deep understanding of over a period of days? Explain why students will find this puzzling and not just an exercise found in a textbook. | |
| **Formative Classroom Task(s):** | |
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**Reference**:

Tools for Ambitious Science Teaching, University of Washington, 2014,<https://ambitiousscienceteaching.org/tools/>