

<b>Title of Unit</b>	1	<b>Grade Level</b>	5
<b>Curriculum Area</b>	Earth Science	<b>Time Frame</b>	50 days
<b>Organizational Framework</b>	Earth's Systems and Resources		
<b>Standards/Goals:</b>			
<p><b>Science:</b></p> <ul style="list-style-type: none"> <li>• 5-ESS1-1 Support an argument that differences in the apparent brightness of the sun compared to other stars is due to their relative distances from Earth.</li> <li>• 5-ESS1-2 Represent data in graphical displays to reveal patterns of daily changes in length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky.</li> <li>• 5-ESS2-1 Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact.</li> <li>• 5-ESS2-2 Describe and graph the amounts and percentages of water and fresh water in various reservoirs to provide evidence about the distribution of water on Earth.</li> <li>• 5-ESS3-1 Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment.</li> </ul> <p><b>Literacy:</b></p> <ul style="list-style-type: none"> <li>• RI.5.1 Quote accurately from a text what the text says explicitly and when drawing on inferences from the text.</li> <li>• RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or solve a problem efficiently.</li> <li>• RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which points.</li> <li>• RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably,</li> </ul>			
<b>Enduring Understandings</b> <i>Students will understand that ...</i>		<b>Essential Questions</b> <i>Students will keep considering...</i>	
<ul style="list-style-type: none"> <li>• Students will understand the different systems of the Earth and how they interact and impact each other's balance and viability.</li> <li>• Students will understand how humans impact Earth's systems and what can be done to protect and preserve resources.</li> <li>• Students will understand that scientists examine cause and effect to see relationships between organisms, places, things, ideas and events</li> </ul>		<ul style="list-style-type: none"> <li>• What impact do people have on endangering Earth's systems?</li> <li>• What can we do to positively influence society and protect the environment?</li> <li>• Why are scientists concerned about cause and effect?</li> <li>• How can examining cause and effect help us draw conclusions and create solutions to problems?</li> </ul>	

<p align="center"><b>Knowledge/Objectives</b> <i>Students will know...</i></p>	<p align="center"><b>Skills (based on Standards)</b> <i>Students will be skilled at...</i></p>
<ul style="list-style-type: none"> <li>• The sun is a star that appears larger and brighter than other stars because it is closer.</li> <li>• The orbits involving the sun, moon and earth cause observable patterns.</li> <li>• Earth’s major systems</li> <li>• Human activities have major effects on these systems.</li> </ul>	<ul style="list-style-type: none"> <li>• Plan and conduct investigations and experiments.</li> <li>• Collect and analyze data obtained from hands on collaborative group work and from multiple print and reliable media sources.</li> <li>• Determine if data collected is reliable and usable.</li> <li>• Draw conclusions based upon data collection.</li> </ul>
<p align="center"><b>Tier II Academic Vocabulary</b></p>	<p align="center"><b>21st Century Themes/Skills</b></p>
<p>compare contrast analyze demonstrate innovate initiate emphasize structure achieve construct potential magnitude</p>	<div data-bbox="1299 704 1871 774" style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p align="center"><b>21<sup>st</sup> Century Themes:</b> <i>check all that apply</i></p> </div> <ul style="list-style-type: none"> <li><input type="checkbox"/> Global Awareness</li> <li><input type="checkbox"/> Financial, Economic, Business, &amp; Entrepreneurial</li> <li><input type="checkbox"/> Literacy</li> <li><input type="checkbox"/> Civic Literacy</li> <li><input type="checkbox"/> Environmental Literacy</li> <li><input type="checkbox"/> Health Literacy</li> </ul> <div data-bbox="1440 1062 1730 1144" style="border: 1px solid black; padding: 5px; margin: 10px auto; width: fit-content;"> <p align="center"><b>21<sup>st</sup> Century Skills:</b> <i>check all that apply</i></p> </div> <ul style="list-style-type: none"> <li><input type="checkbox"/> Creativity &amp; Innovation</li> <li><input type="checkbox"/> Communication &amp; Collaboration</li> <li><input type="checkbox"/> Media Literacy</li> <li><input type="checkbox"/> Critical Thinking &amp; Problem Solving</li> <li><input type="checkbox"/> Information Literacy</li> <li><input type="checkbox"/> Information, Communication, &amp; Technology</li> <li><input type="checkbox"/> Life &amp; Career Skills</li> </ul>

### Performance Task Description

*Students will show their learning by...*

**Summative Assessment:** *Each unit includes the opportunity for students to compose one extended project that uses research to address a significant topic, problem or issue. This task should entail integrating knowledge from several additional literary or informational texts in various media or formats on a particular topic or question drawn from one or more texts from the module. Students are expected to perform research that assesses the accuracy of sources and acknowledges the conclusions of others without plagiarizing. Students can present their findings in a variety of modes in both informal and more formal argumentative or explanatory contexts, either in writing or orally. (Research aligned with the standards could take one to two weeks of instruction.)*

#### **Performance Tasks:**

**Now that students have analyzed, evaluated, compared and contrasted, and synthesized information about the geological formations in the National Parks, they will apply this research in a project aimed at demonstrating the beauty and significance of their parks as well as the importance of protecting these natural assets of our country.**

**\* National Parks Postcard Project:** Students will learn about different geological formations and ecosystems and what scientists and historians have done over time to protect the ecological diversity in our country. Students will learn about the National Parks of the United States and select a park to investigate. Students will apply this research in a project to be worked on in the classroom creating a letter and a poster describing their research findings on the geological formations (canyons, caves, glaciers, etc.) and the animals and plants that thrive in that habitat. Students will demonstrate an understanding of the history, geology, ecology, and biodiversity and need for continued protection of the National Parks.

## **Formative Assessment**

### **Suggested Formative Assessments:**

- Quizzes
- Tests
- Interactive notebooks
- Graphic organizers
- OER's

### **Suggested Student Self-Assessments:**

- Interactive notebooks
- Science journal writing
- Exit tickets
- Thumbs up or thumbs down
- Students will create a Quizlet on the material they have learned in this unit for review.
- Letter to a future student: At the conclusion of the unit students will write a letter to a future student explaining what they've learned in the unit, what to do when a task is difficult or what the student learned about their own learning process that may help the incoming student.
- Muddy Point Board: Students will use a designated area of the classroom to pin questions, muddy points, or topics they'd like to revisit. Asking students to periodically pick a question or comment from the board to discuss build student ownership of learning.

## Resources/Technology

<http://www.scientificamerican.com/article/bring-science-home-earthquake-proof-engineering/?print=true>

<http://www.nextgenscience.org/pe/5-ess1-1-earths-place-universe>

<http://www.nextgenscience.org/pe/5-ess2-1-earths-systems>

<http://www.nextgenscience.org/pe/5-ess3-1-earth-and-human-activity>

<https://newsela.com/>

Brain pop

Bill Nye

National Geographic

Scientific American

Kids Discover

<http://kids.nationalgeographic.com>

<http://www.kidsdiscover.com/kids-discover-online/>

<http://www.nationalparks.org/explore-parks>

<http://www.scientificamerican.com/article/bring-science-home-earthquake-proof-engineering/?print=true>

<http://www.nextgenscience.org/pe/5-ess1-1-earths-place-universe>

Google classroom

Quizlet

<b>Title of Unit</b>	2	<b>Grade Level</b>	5
<b>Curriculum Area</b>	Science	<b>Time Frame</b>	42 days
<b>Organizational Framework</b>	Matter, Energy and Motion		
<b>Standards/Goals:</b>			
<p><b>Science</b></p> <ul style="list-style-type: none"> <li>• 5-PS1-1 Develop a model to describe that matter is made up of particles too small to be seen.</li> <li>• 5-PS1-2 Measure and graph quantities to provide evidence that regardless of the type of change that occurs when heating, cooling or mixing substances, the total weight of matter is conserved.</li> <li>• 5-PS1-3 Make Observations and measurements to identify materials based upon their properties.</li> <li>• 5-PS1-4 Conduct an investigation to determine whether the mixing of two or more substances results in new substances.</li> <li>• 5-PS2-1 Support an argument that the gravitational force exerted by Earth on objects is directed down.</li> <li>• 5-PS3-1 Use models to describe that energy in animals' food (used for body repair, growth, motion, and to maintain body warmth) was once energy from the sun.</li> </ul> <p><b>Literacy</b></p> <ul style="list-style-type: none"> <li>• RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.(5-PS1-1)</li> <li>• W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</li> </ul> <p><b>Math</b></p> <ul style="list-style-type: none"> <li>• MP.2 Reason abstractly and quantitatively.</li> </ul>			
<b>Enduring Understandings</b> <i>Students will understand that ...</i>		<b>Essential Questions (no more than 3)</b> <i>Students will keep considering...</i>	
<ul style="list-style-type: none"> <li>• Students will understand that matter is made up of particles too small to be seen.</li> <li>• Students will be able to make observations and measurements to identify materials based on their properties.</li> <li>• Students will understand how scientists gather, classify, sequence, and interpret information and visual data in order to recognize how organisms, places, and events shape our world.</li> </ul>		<ul style="list-style-type: none"> <li>• How can we identify materials by their properties?</li> <li>• How can we conduct investigations on the effects of mixing substances or applying liquids, heat, pressure or cooling?</li> <li>• Do the properties change when we dissolve crystals in water?</li> </ul>	

	<ul style="list-style-type: none"> <li>• How can we use various types of information to make inferences and generalizations?</li> <li>• Why should we use a variety of information and sources to make inferences and generalizations and to draw conclusions?</li> </ul>
<b>Knowledge/Objectives</b> <i>Students will know...</i>	<b>Skills (based on Standards)</b> <i>Students will be skilled at...</i>
<ul style="list-style-type: none"> <li>• Matter of any type can be changed into particles too small to see, but even then the matter still exists and can be detected by other means.</li> <li>• When two or more substances are mixed a new substance with different properties may be formed.</li> <li>• Natural objects exist that are too small to be seen.</li> <li>• Standard units are used to measure and describe physical quantities such as weight, time, temperature and volume.</li> <li>• Cause and effect relationships are routinely identified, tested and used to explain change</li> </ul>	<ul style="list-style-type: none"> <li>• Plan and conduct investigations to determine the physical properties of substances.</li> <li>• Summarize information on data gathered from multiple sources including online sources and data collected from hands on investigations in performance based tasks.</li> <li>• Draw conclusions based upon and supported by the analysis of data.</li> </ul>

**Tier II Academic Vocabulary**

delineate  
determine  
analyze  
understanding  
apply  
evaluate  
calculate  
extend  
solution  
clarify

**21st Century Themes/Skills**

**21<sup>st</sup> Century Themes:**

*check all that apply*

- Global Awareness
- Financial, Economic, Business, & Entrepreneurial
- Literacy
- Civic Literacy
- Environmental Literacy
- Health Literacy

**21<sup>st</sup> Century Skills:**

*check all that apply*

- Creativity & Innovation
- Communication & Collaboration
- Media Literacy
- Critical Thinking & Problem Solving
- Information Literacy
- Information, Communication, & Technology
- Life & Career Skills



<b>Performance Task Description</b> <i>Students will show their learning by...</i>	
<p><b>Summative Assessment:</b> <i>Each unit includes the opportunity for students to compose one extended project that uses research to address a significant topic, problem or issue. This task should entail integrating knowledge from several additional literary or informational texts in various media or formats on a particular topic or question drawn from one or more texts from the module. Students are expected to perform research that assesses the accuracy of sources and acknowledges the conclusions of others without plagiarizing. Students can present their findings in a variety of modes in both informal and more formal argumentative or explanatory contexts, either in writing or orally. (Research aligned with the standards could take one to two weeks of instruction.</i></p> <p><b>Performance Tasks:</b></p> <p>Crystallization Processes: Students will create crystals through dissolving salt, sugar, Epsom salts or alum in boiling water and evaporating for crystallization. Various techniques will be used to create and observe the process of dissolving a solid into a liquid and evaporating fluids to recrystallize to a solid. Students will apply unit knowledge through collaboration on desalination of salt water and water purification. In addition, students will connect previous knowledge from fifth grade history study of Native Americans and their utilization for salt at a time when resources were limited. This discussion will be connected to the global need for fresh water and what scientists are doing to create safe desalination systems.</p> <p>Collaborative Group Projects and Performance Tasks:  Native American salt sticks, recrystallizing Epsom salt crystals, making crystal egg geodes with alum. Comparing and contrasting crystallization data: crystallization time, materials, size of crystals, color of crystals, and present findings to class.</p>	
<b>Formative Assessment</b>	
<p><b>Suggested Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>• Quizzes</li> <li>• Tests</li> <li>• Interactive notebooks</li> <li>• Small group experiments/STEAM activities</li> <li>• Graphic organizers</li> <li>• OER's</li> </ul>	

- Rubrics
- Class discussion

### **Suggested Student Self-Assessments:**

- Interactive notebooks
- Science journal writing
- Exit tickets
- Thumbs up or thumbs down
- Students will create a Quizlet on the material they have learned in this unit for review.
- Letter to a future student: At the conclusion of the unit students will write a letter to a future student explaining what they've learned in the unit, what to do when a task is difficult or what the student learned about their own learning process that may help the incoming student.
- Muddy Point Board: Students will use a designated area of the classroom to pin questions, muddy points, or topics they'd like to revisit. Asking students to periodically pick a question or comment from the board to discuss build student ownership of learning.

### **Resources/Technology**

<http://www.nclark.net>

<http://www.nextgenscience.org/dci-arrangement/5-ps1-matter-and-its-interactions>

<http://www.nextgenscience.org/dci-arrangement/5-ps2-motion-and-stability-forces-and-interactions>

<http://www.nextgenscience.org/dci-arrangement/5-ps3-energy>

<https://ssec.si.edu> (Smithsonian Science)

<https://newsela.com/>

**Brain Pop**

**Bill Nye**

**USGS.gov**

<http://kids.nationalgeographic.com>

<http://www.kidsdiscover.com/kids-discover-online/>

<https://quizlet.com>

<https://getkahoot.com>

<https://www.khanacademy.org/science/physics>

**Google classroom**

<b>Title of Unit</b>	3	<b>Grade Level</b>	5
<b>Curriculum Area</b>	Life Science	<b>Time Frame</b>	42 days
<b>Organizational Framework</b>	Ecosystems: Interactions, Energy, Structures and Processes		
<b>Standards/Goals:</b>			
<b>Science:</b> <ul style="list-style-type: none"> <li>• 5-LS1-1 Support an argument that plants get the materials they need for growth chiefly from air and water.</li> <li>• 5-LS2-1 Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.</li> </ul> <b>Literacy:</b> <ul style="list-style-type: none"> <li>• RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</li> <li>• W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</li> </ul>			
<b>Enduring Understandings</b> <i>Students will understand that ...</i>		<b>Essential Questions (no more than 3)</b> <i>Students will keep considering...</i>	
<ul style="list-style-type: none"> <li>• Scientists examine cause and effect to see relationships between organisms, places, things and ideas.</li> <li>• Scientists analyze how organisms, places and things change over time.</li> <li>• Scientists analyze and interpret evidence to solve problems and make decisions.</li> </ul>		<ul style="list-style-type: none"> <li>• Why should we understand how organisms, places and ideas have changed over time?</li> <li>• Why should we recognize universal patterns that exist within our world?</li> <li>• How can the different perspectives of a group affect their use and impact on the environment?</li> </ul>	

<b>Knowledge/Objectives</b> <i>Students will know...</i>	<b>Skills (based on Standards)</b> <i>Students will be skilled at...</i>
<ul style="list-style-type: none"> <li>• When a specific population of a plant or animal is at risk of disappearing, or becoming extinct, it is known as an endangered species.</li> <li>• Organisms are related in food webs in which some animals eat plants for food and others eat animals that eat plants.</li> <li>• Plants acquire their material for growth chiefly from air and water</li> </ul>	<ul style="list-style-type: none"> <li>• Integrate information from several texts on the same topic to write or speak on the subject knowledgeably.</li> <li>• Create detailed food webs and food chains that describe the energy transfer among organisms in an ecosystem.</li> <li>• Describe and explain the plight of endangered animals in our community and what can be done to save them.</li> </ul>
<b>Tier II Academic Vocabulary</b>	<b>21st Century Themes/Skills</b>
sequence irrigate solution similar repetitive origin transfer distinguish consequence delineate understanding	<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <b>21<sup>st</sup> Century Themes:</b>  <i>check all that apply</i> </div> <input type="checkbox"/> Global Awareness <input type="checkbox"/> Financial, Economic, Business, & Entrepreneurial <input type="checkbox"/> Literacy <input type="checkbox"/> Civic Literacy <input type="checkbox"/> Environmental Literacy <input type="checkbox"/> Health Literacy

**21<sup>st</sup> Century Skills:**  
*check all that apply*

- Creativity & Innovation
- Communication & Collaboration
- Media Literacy
- Critical Thinking & Problem Solving
- Information Literacy
- Information, Communication, & Technology
- Life & Career Skills

## Performance Task Description

*Students will show their learning by...*

**Summative Assessment:** *Each unit includes the opportunity for students to compose one extended project that uses research to address a significant topic, problem or issue. This task should entail integrating knowledge from several additional literary or informational texts in various media or formats on a particular topic or question drawn from one or more texts from the module. Students are expected to perform research that assesses the accuracy of sources and acknowledges the conclusions of others without plagiarizing. Students can present their findings in a variety of modes in both informal and more formal argumentative or explanatory contexts, either in writing or orally. (Research aligned with the standards could take one to two weeks of instruction.*

### Performance Tasks:

\*Species on the Edge Art and Essay Contest : <http://www.conservewildlifenj.org/education/edge/>

Students will research an endangered animal in our local habitat, compose an essay and complete an art piece in a contest for New Jersey fifth grade students. The project will begin with a lecture from a local environmentalist and guest speaker on endangered animals. Students will select an endangered animal and read about its habitat and why it is endangered. Working with a timeline students will complete the project in school and submit the essays and art posters to the Conserve Wildlife Foundation. Students will be scored on a rubric and judged locally as well as on the state level. Students are expected to understand the habitat of their species as well as the threats to its survival.

### Formative Assessment

#### Suggested Formative Assessments:

- Quizzes
- Tests
- Interactive notebooks
- Small group experiments/STEAM activities
- Graphic organizers
- OER's
- Rubrics
- Class discussion

### **Suggested Student Self-Assessments:**

- Interactive notebooks
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- Exit tickets
- Thumbs up or thumbs down
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- Muddy Point Board: Students will use a designated area of the classroom to pin questions, muddy points, or topics they'd like to revisit. Asking students to periodically pick a question or comment from the board to discuss build student ownership of learning.

### **Resources/Technology**

<http://www.nclark.net>

<http://www.nextgenscience.org/pe/5-ls1-1-molecules-organisms-structures-and-processes>

<http://www.nextgenscience.org/pe/5-ls2-1-ecosystems-interactions-energy-and-dynamics>

<b>Title of Unit</b>	4	<b>Grade Level</b>	5
<b>Curriculum Area</b>	Engineering Science	<b>Time Frame</b>	42 days
<b>Organizational Framework</b>	Design, Plan, Test and Improve		
<b>Standards/Goals:</b>			
<p><b>Science:</b></p> <ul style="list-style-type: none"> <li>• 5-ETS1-1 Define a simple design problem reflecting a need or want that includes specific criteria for success and constraints on materials, time, cost.</li> <li>• 5-ETS1-2 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.</li> <li>• 5-ETS1-3 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.</li> <li>•</li> </ul> <p><b>Literacy:</b></p> <ul style="list-style-type: none"> <li>• RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or solve a problem efficiently.</li> <li>• RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</li> <li>• W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</li> <li>• W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources, summarize or paraphrase information in notes and finished work, and provide a list of sources.</li> </ul> <p><b>Math:</b></p> <ul style="list-style-type: none"> <li>• MP.2 Reason abstractly and quantitatively</li> <li>• MP.5 use appropriate tools strategically.</li> </ul>			
<b>Enduring Understandings</b> <i>Students will understand that ...</i>		<b>Essential Questions</b> <i>Students will keep considering...</i>	
<ul style="list-style-type: none"> <li>• Students will understand that engineering involves defining problems, creating possible solutions, testing those solutions and continuing the design process to improve overall design and performance.</li> </ul>		<ul style="list-style-type: none"> <li>• How can you gather and use evidence and data to solve problems and make decisions?</li> <li>• What types of problems are of concern for communities?</li> <li>• How can studying evidence from the past help us prevent future problems and increase efficiency?</li> </ul>	



<p style="text-align: center;"><b>Knowledge/Objectives</b> <i>Students will know...</i></p>	<p style="text-align: center;"><b>Skills (based on Standards)</b> <i>Students will be skilled at...</i></p>
<ul style="list-style-type: none"> <li>• Possible solutions to a problem are limited by available materials and resources.</li> <li>• Multiple solutions to problems can be compared on the basis of how well each solution meets the criteria and considers the constraints.</li> <li>• Research should be carried out before beginning to design a solution.</li> <li>• Communicating with peers is an important part of the design process and shared ideas can lead to improved designs.</li> <li>• Tests are designed to identify weak points which suggest which parts of the design need to be improved.</li> <li>• Different solutions need to be tested in order to determine which of them best solves the problem, given the criteria and the constraints.</li> </ul>	<ul style="list-style-type: none"> <li>• Work effectively in groups to solve problems with simpler tasks.</li> <li>• Listen critically to peers to collaborate on the design process.</li> <li>• Collaborate in small groups to test and evaluate the improvements needed in the design.</li> <li>• Summarize and present to the class the problem, solution and design with details on the testing and improvement as a result of testing.</li> </ul>

**Tier II Academic Vocabulary**

**2st Century Themes/Skills**

Prediction  
Hypothesis  
Frequency  
Manipulate  
Construct  
Analyze  
Calculate  
Evaluate  
Thesis  
Variable  
Chronological

**21<sup>st</sup> Century Themes:**

*check all that apply*

- Global Awareness
- Financial, Economic, Business, & Entrepreneurial
- Literacy
- Civic Literacy
- Environmental Literacy
- Health Literacy

**21<sup>st</sup> Century Skills:**

*check all that apply*

- Creativity & Innovation
- Communication & Collaboration
- Media Literacy
- Critical Thinking & Problem Solving
- Information Literacy
- Information, Communication, & Technology
- Life & Career Skills

**Performance Task Description**  
*Students will show their learning by...*

**Formative Assessment**

**Suggested Formative Assessments:**

- Quizzes
- Tests
- Interactive notebooks
- Small group experiments/STEAM activities
- Graphic organizers
- OER's
- Rubrics
- Class discussion
- STEM Interviews

**Suggested Student Self-Assessments:**

- Interactive notebooks
- Science journal writing
- Exit tickets
- Thumbs up or thumbs down
- Students will create a Quizlet on the material they have learned in this unit for review.
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- Muddy Point Board: Students will use a designated area of the classroom to pin questions, muddy points, or topics they'd like to revisit. Asking students to periodically pick a question or comment from the board to discuss build student ownership of learning.

## Resources/Technology

<http://www.nextgenscience.org/pe/3-5-ets1-1-engineering-design>

<https://www.teachengineering.org>

<http://www.nextgenscience.org/dci-arrangement/3-5-ets1-engineering-design>

<http://pbskids.org/designsquad/>

<http://www.nsta.org/default.aspx>

**Google docs**

**Google classroom**

**Google slides**

**IMovie**