Content: **Earth Science** ***Date of Unit:***
Sept. 10- Oct. 5th
Grade Level and Teachers: **Knight, Dixon**

<table>
<tr><td colspan="3"><u>Graduate Learner Outcome</u>: As a Henry County graduate, I will understand and analyze the origins of the solar system and its position in the universe through scientific processes and practices.

<u>Balanced Literacy Focus:</u> Choice Board will allow for reading and writing activities, Science articles, Written reflections (warm ups)

<u>Driving Question/Essential Question:</u>
1. <u>How can I use a demonstrate my knowledge of the phases of the moon through a model?</u>
2. <u>How am I able to explain what causes solar and lunar eclipses?</u>
3. <u>How can data expalain how the distribution of the sun's rays affect seasons?</u>
4. _</td></tr>
<tr><td colspan="2"><u>Teaching & Learning Standard:</u> S6E2. Obtain, evaluate, and communicate information about the effects of the relative positions of the sun, Earth, and moon.

a. develop and use a model to demonstrate the phases of the moon by showing the relative position of the sun, Earth and moon.
b. Construct and explanation of the causes of solar and lunar eclipses.
c. Analyze and interpret data to relate the tilt of the earth to the distribution of the sunlight throughout the year and its effect on seasons.</td><td>Summative Assessment Opportunity(ies)

**Be sure DOK of assessment matches DOK level of standards</td></tr>
<tr><td>Learning Target #1:

Standard/element alignment: S6E2 a - b
1. I can identify the different phases of the moon.
2. Compare and contrast the solar and lunar eclipse.</td><td>Possible Learning Activities/Opportunities

a. Oreo cookie moon phases activity.
b. Recognize the moon phases with a light bulb.
c. Brain Pop video relating to the moon phases and eclipses
d. Develop a solar eclipse model
e. Written reflection (Cause and Effect)</td><td>Formative Assessment:

**Be sure assessment type matches target type</td></tr>
</table>

Learning Target #2 Standard/element alignment: S6E2c 1. I can use data to inform me about how to Relate the tilt of the Earth to distribution of light and its effects on seasons.	Possible Learning Activities/Opportunities f. Use NearPod to build a lesson that will inform students and help them to collect data showing the effects of the tilt in relations to seasons. g. Data Chart Creation	Formative Assessment: USA Test Prep warm ups Open class discussions **Be sure assessment type matches target type

Student Name:

_____

NOTE: You will conference with the teacher after you have completed your Pretest Analysis form and begin working on your Pathway.

Graduate Learner Outcome: **Standard(s):** **Placement Assessment results (please ATTACH your analysis sheet):** _____ **Post Assessment results:** _____ **Driving Question/Essential Question:**		
Learning Target #1	Activities	Formative Assessment:
Learning Target #2	Activities	Formative Assessment:

Self-Reflection (you can tweak these questions as needed)

Of what part of this journey are you most proud?

What part of this journey was your biggest challenge?

What are some things you would change about the assignments/activities?

What is something you could have done differently to perform at a higher level on these standards?

Date	Goal	Did you meet your goal? How do you know?