

## Helena-West Helena School District

Stage 1 Desired Results		
ESTABLISHED GOALS/ STANDARDS	<b>Transfer</b>	
	<i>Students will be able to independently use their learning in new situations to...</i>	
	Follow procedures and use appropriate tools to ensure accuracy and validity.	
	<b>Meaning</b>	
	UNDERSTANDINGS	ESSENTIAL QUESTIONS: <i>Students will explore &amp; address these recurring questions:</i>
	The students will understand specifically the science inquiry skills: observe, compare, classify, predict, measure, use models, communicate, use numbers, record data, analyze data, infer, collaborate, ask questions, hypothesize, use variables, experiment, research.	What is scientific thinking?
	The students will understand the inquiry process: make observations, ask questions, hypothesize, do an experiment, draw a conclusion, determine whether the hypothesis is supported or not.	How do I arrive at a hypothesis?
	The students will understand how scientists and inventors employ inquiry skills: use technology, solve problems, make data-based decisions.	How will I test this hypothesis?
	The students will understand science safety guidelines.	How do I set up a controlled experiment?
		How will I solve this problem?
		Does the evidence support this hypothesis? Why or why not?
<b>Acquisition</b>		
	<i>Students will know...</i>	<i>Students will be skilled at...</i>
	The students will know how to apply critical, scientific thinking and use science inquiry skills in order to test hypotheses, solve problems, make data-based decisions, and draw conclusions.	The students will be skilled at: <ul style="list-style-type: none"> <li>• Using the senses and scientific equipment to make careful observations</li> <li>• Asking specific questions about observations that can be answered using the tools of science</li> <li>• Forming hypotheses that explain what is observed</li> <li>• Testing hypotheses through repeated experiments and other tests, and through collecting and recording data</li> </ul>

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		<ul style="list-style-type: none"><li>Analyzing and drawing conclusions from the data</li><li>Asking new questions, making new observations, and forming new hypotheses based on these findings</li></ul>
Stage 2 - Evidence		
Evaluative Criteria	Assessment Evidence	
The students will complete performance based, formative, and summative assessments with at least 75% to 80% accuracy.	PERFORMANCE TASK(S): <ul style="list-style-type: none"><li>Investigative Lab Activities</li><li>Unit Performance Assessments</li><li>Extra Support/Challenge Informal Assessments</li><li>Guided Reading Questions</li><li>Lesson Wrap-Up</li></ul>	
	OTHER EVIDENCE: <ul style="list-style-type: none"><li>TLI &amp; Teacher-made Pre-/Post-Tests</li><li>TLI Module Tests</li><li>Teacher-made formative &amp; summative assessments</li><li>Houghton Mifflin Science Arkansas chapter and unit tests</li><li>Math Mini-Lessons</li></ul>	
Stage 3 – Learning Plan		
Summary of Key Learning Events and Instruction (including pre- and formative assessments)		
For each investigative experiment, formative, and summative assessment the students will: collaborate, record data, ask questions, compare, predict, infer, use numbers, use variables, design experiments, research, observe, analyze data, use graphic organizers, draw diagrams, and complete constructive responses.		

For further information, see **Module B** in the *UBD Guide to Creating High-Quality Units*