Scarecrow

Class: _____ **Date:** _____

Performance and Learning Targets Linked to the Activity and the Eight Next Generation Science Practices Observe the suggested student behaviors while working with the activity. Either use the suggested Emerging (E), Developing (D), Proficient (P), Accomplished (A) proficiency level descriptions or use one relevant to your context.	Name(s):											
Student Performance Targets Linked to the Activity To what degree can the student…?												
Design and build a scarecrow model that meets or exceeds the requirements (E.g. Moves in at least one way, Is scary) (2)												
Design and build a model that demonstrates understanding of gears and pulleys (2)												
Complete the scarecrow extra challenge to add a noise making mechanism that applies the idea of stability (2)												
Make changes or create a model design based on data in order to determine the degree to which a model works as it is intended (2, 3, 4, 5, 6)												
Use tools and/or materials to design and/or build a model that solves a specific problem (6)												
Selected Student Learning Targets Linked to the Practices To what degree can the student…?												
Ask or identify questions that can be answered in an investigation (1, 3)												
Demonstrate ability to use fair testing of models and make adjustments based upon data (3, 4, 6)												
Communicate and compare the design ideas and the meaning of the findings with others (E.g. orally, in drawing or writing) (4, 6, 7, 8)												
Develop and follow a plan to define, carry out, test, evaluate and share a design task (2, 3, 4, 5, 6, 7, 8)												
Compare the effectiveness of solutions with other groups and listen to the ideas of others (6, 7, 8)												
Optional Student Learning Targets												

Lesson Observational Notes: