

# Sam's New Dog

**Class:** \_\_\_\_\_

**Date:** \_\_\_\_\_

Performance and Learning Targets Linked to the Activity and the Eight Next Generation Science Practices	Name(s):											
<p>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.</p>												
Student Performance Targets Linked to the Activity	To what degree can the student...?											
Adequately build the Sam's new dog model with help or independently using the Building Instruction (1, 2, 3, 6)												
Use the model to demonstrate understanding of terms and make predictions about pulley systems (1, 3, 4, 5)												
Meet or exceed expectations in the design of the Sam's new dog based on directions of activity (E.g. Axles spin smoothly, Eyes spin, Pulley does not rub yellow beam) (2)												
Make changes or create a new model design in order to create a more advanced model based on tests and data (2, 3, 4, 6)												
Use Sam's new dog worksheets to record and analyze data collected from the model investigation (3, 4, 5)												
Selected Student Learning Targets Linked to the Practices	To what degree can the student...?											
Ask simple to advanced questions based upon observations to make predictions (1, 3)												
Demonstrate ability to use fair testing of models and make adjustments based upon data (3, 4, 6)												
Communicate the meaning of the findings with others (E.g. orally, in drawing or writing) (4, 8)												
Follow a plan to define, carry out, test, evaluate and share a design task (2, 3, 4, 5, 6, 7, 8)												
Compare solutions with other groups and listen to the ideas of others (6, 7, 8)												
Optional Student Learning Targets												
Lesson Observational Notes:												