

Essential Question: How do windmills change wind to light?			
Objective: Explain changes in a system as the transfer and transformation of energy. (End-of-Module Assessment)		Materials: Pencil, colored pencil	
Projected Slides: 214–224			
<p>Share the following items with families in advance of the lesson.</p> <ul style="list-style-type: none"> • Links: End-of-Module Assessment, End-of-Module Assessment Rubric • Materials list • Assignment: Students complete the End-of-Module Assessment. 			
Remote Learning Recommendations			
Type	Pacing	Activity	Notes
Hybrid (in-class synchronous and remote asynchronous) Asynchronous (in Sync)	10 minutes	Assignment	<p>Students complete the End-of-Module Assessment.</p> <p>If administering assessments remotely, follow these best practices:</p> <ul style="list-style-type: none"> • Assign assessments through your Learning Management System, and communicate expectations for turning in assessments. As needed, create and communicate a process for picking up and dropping off assessments for students without access to print and/or technology. • Establish a procedure that allows students to ask questions and receive teacher support in real time. Consider hosting office hours virtually by means of an online meeting platform or a live chatroom. • Remind students of the appropriate resources they can and should use during the assessment (e.g., referring to the class anchor visuals through the Learning Management System). • Provide guidance to families to set students up for success when completing an assessment remotely. When possible, families should provide a quiet and comfortable space for students to complete assessments. Suggest that a family member read the questions to students who are still developing reading skills.
	15 minutes	Virtual Class Meeting (Optional): Science Discourse	<p>Ideally this meeting occurs after students complete the assignment:</p> <ul style="list-style-type: none"> • Display the class driving question board, anchor chart, and anchor model. Ask students to share reflections on how their understanding of energy has grown since applying what they have learned in this module. • <i>Debrief the End-of-Module Assessment Remote Alternative</i> Share the End-of-Module Assessment rubric with students. Ask students to reflect on their own responses and record their self-assessment feedback on their copy of the rubric. <p>Next, send students written or typed teacher feedback on students’ End-of-Module Assessments. Students review the teacher feedback of their own responses independently and</p>

PhD Science in Sync™ Learn Anywhere Plan

Synchronous			<p>write or type any questions they want to discuss with the class. Students post their questions, either anonymously or with their names. Quickly review students' questions as they post them and plan which questions to discuss first.</p> <p>Discuss each assessment item, posing relevant student questions.</p> <p>Provide opportunity for students to revise their responses to the assessment items. Have them use a different color pencil and apply new ideas from the debrief conversation to show deeper understanding in their responses.</p> <p>When providing feedback, be sure to guide students to focus on specific areas of improvement to deepen their understanding of module concepts. For students who need remediation, offer opportunities to revisit portions of the module.</p>
	45 minutes	Lesson 25	<p>Refer to Teacher Edition to conduct the lesson Launch, Learn, and Land (Projected slides 214–217).</p> <ul style="list-style-type: none"> Lesson 25 Launch Lesson 25 Learn <p>Complete the End-Of-Module Assessment</p> <p>Give all students a chance to participate either in-person or virtually.</p>
	45 minutes	Lesson 26	<p>Refer to Teacher Edition to conduct the lesson Launch, Learn, and Land (Projected slides 218–224).</p> <ul style="list-style-type: none"> Debrief the End-of-Module Assessment Revise End-of-Module Assessment Responses Assign Optional Homework <p>Give all students a chance to participate either in-person or virtually.</p>
Additional Instruction		Extension (Optional)	<p>Ask students to share new questions that might lead to future investigations. Students can research or investigate these questions independently at work stations or as optional homework.</p>

Asynchronous
Remote students using in Sync with optional virtual class meeting

Synchronous
Some students in-class and some remote but all participating live

Hybrid
In-class students are synchronous and remote students asynchronous