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| --- | --- | --- | --- | --- |
| **STORYLINE:** x.x.x Storyline Title | | | | |
| **Strand x.x:** | | **Standard(s) x.x.x**: | | |
| **Phenomena Statement:** | | | | |
| **Expected Student Explanation:** | | | | |
| **Science & Engineering Practices (SEP)** | Crosscutting Concepts (CCC) | | Disciplinary Core Ideas (DCI) | |
|  |  | |  | |
| **Storyline Narrative** | | | | **Documents for Storyline** |
| This tells the story of what will happen in the classroom and why students will explore the presented phenomenon. It contains descriptions of the student performances (**SEP**) and how they are being asked to frame their thinking (CCC). | | | | Review and/or print out the following documents for this storyline. To edit the following documents you must open, then make your own copy.  Links:   * Storyboard Slides - episode instructions are in the slide notes * Student Journal - or use composition notebook * Supply List - complete list of supplies needed for each episode * Teacher prep to begin two weeks prior to starting storyline |

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| **STORYLINE:** Episodes Matrix | | | | |
| **Episode** | **Phenomenon** | **Episode Descriptions & Student Performance Prompts**  **Note:** This is where you add a short description of what occurs during the episode, includes the CCCs and SEPs. | **Conceptual Understandings** | |
| **What We Figured Out:** what will the students discover | **Next Questions or Steps:** what they will investigate next |
| **Engage**  Time: | Note: this is where you add the phenomenon the class is exploring. Episode 1 typically does not have a driving question yet since they are starting to investigate the phenomena | **Gather-**  **Reason-**  **Communicate-** |  |  |
| **Explore**  Time: |  | **Gather-**  **Reason-**  **Communicate-** |  |  |
| **Explain**  Time: |  | **Gather-**  **Reason-**  **Communicate-** |  |  |
| **Elaborate (apply)**  Time: |  | **Gather-**  **Reason-**  **Communicate-** |  |  |
| **Evaluate**  Time: |  | **Reason-**  **Communicate-** |  |  |
| **Summative Assessment** |  |  |  |  |