Timeline, learning objectives, and evidence used to document student learning.

Learning Objective	Type of Evidence	Time for instruction
Explain how air pressure affects weather, in particular what rising, falling, and stable air pressure means for the coming weather	Science notebook entry, posted blog response	Two 30-minute blocks
Identify four main types of clouds (cirrus, stratus, cumulus, and cumulonimbus) and the weather associated with the formation of these particular clouds	Science notebook entry, posted blog response	Two 30-minute blocks
Define types of weather fronts and use various weather maps to examine each type of front and the weather that is usually associated with each of these fronts	Science notebook entry, posted blog response	Two 30-minute blocks
Recognize different types of storms based on their physical characteristics and explain how these storms arise, exist, and eventually dissipate. Students document historical occurrences of the different storm types to better understand the effect of these storms on civilization while learning how human's ability to track and measure the strength of storms has improved over time with advancing technology	Science notebook entries	Two 30-minute blocks
Collect temperature, current weather conditions, cloud types, and barometric pressure data and use data to create weather forecast*	Recorded data in science notebook, written script of weather forecast, posted video forecast blog	Two 30-minute blocks with 15 minutes of additional time for teacher and/or technology resource specialist to upload audio files
Use meteorology knowledge to evaluate validity of weather forecast*	Posted blog comment	Three 15-minute blocks (one block for generating feedback for a peer; one block for reading feedback from a peer; one block for class meeting on using peer feedback and selection of forecast to share with school)

*Time should be planned for accomplishment of these two rows of learning objectives on the same day.