

# High School Getting Started Lesson Plan



## Introduction

<b>Teacher:</b>	<b>Grade:</b>	<b>Date(s):</b>
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**Unit Title:** Getting Started

<b>Materials/Resources/Tech</b>	<b>Contextual Vocabulary</b>
<b>Teacher:</b> assigned/Printed PDFs	Claim, evidence, reasoning, phenomenon, the HIVE, melting point, boiling point, energy
<b>Student:</b> computer, assigned PDFs	observations, hypothesis, experiment, evidence, inferences, conclusions

## Learning Experience(s)

**Essential Standards/Objectives:** Students will construct evidence-based arguments to evaluate and refine solutions in *Sci-Ops: Global Defense*, using data on melting point, boiling point, and energy transformations.

**Essential Question(s):** How does the choice of a specific gear upgrade impact your performance in *Sci-Ops: Global Defense*, and why is it the most effective option for your strategy?

**Gear Up (5 min):** To get students acclimated with the storyline found in the game and resources, have students explore the [Plasma Adventures: The Beginning comic](#).

### Guided Practice (15-30 minutes):

- [Tactical Training: Claim-Evidence-Reasoning](#)
- [Field Guide: Claim, Evidence, Reasoning Chart](#)

### Independent/Small Group Practice (10-15 min):

- *Sci-Ops* Gameplay levels 1-3 | [Sci-Ops Play to Learn- Levels 1 to 3](#)

### Additional Resources for 90 Minute Classes:

- (30-45 min) [Classified Files: What is Science?](#)
- (15-30 min) [Sci-Ops Vocabulary Student Choice Board](#)

## Differentiation Strategies

- Portal & *Sci-Ops* available in Spanish
- *Sci-Ops Play to Learn*-optional activity during gameplay if needed for student direction

## Assessment(s) & Reflection

### Assessment & Closure (5 min):

Power Down: Choose one piece of *Sci-Ops* gear and explain a science concept associated with that gear.

### Teacher Reflection: (Next steps?)

[Lesson Plan Feedback](#)