

Ask Questions, Define Problems



- I can have questions on what I have observed.
- I can ask questions about data, claims, and proposed designs.
- I can ask questions that can be supported by evidence and investigations.
- I can determine if a question is testable.

Analyze and Interpret Data



- I can analyze the performance of a design under a range of conditions.
- I can use tables, graphs and other displays to interpret data.
- I can recognize patterns and see relationships with data.
- I can revise my thinking when data doesn't support me.

Construct explanations and design solutions



- I can use evidence to construct arguments.
- I can compare multiple solutions to a problem based on criteria and constraints.
- I can make a claim describing the relationship of variables.
- I can evaluate information and form hypotheses.

Develop and Use Models



- I can model with diagrams, replace, reuse, math representations, simulations and artifacts.
- I can create models to simulate designs and features.
- I can evaluate my model on evidence.
- I can use models to highlight features and remove constraints.

Plan and Carry Out Investigations



- I can plan a course of action that will provide evidence to support conclusions.
- I can control variables.
- I can observe relevant information.
- I can collect data.
- I can use reasoning and scientific ideas to show why data can be considered evidence.

NGSS Science and Engineering Practices



Engage in argument from evidence



- I can distinguish between opinion and evidence.
- I can claim and refine arguments.
- I can evaluate my own understanding based on evidence.
- I can respectfully collaborate with peers in searching for the best argument.

Use Math and Computational Thinking



- I can use technology to collect and analyze data.
- I can decide if I should use quantitative or qualitative data.
- I can use math to create and analyze data.
- I can use math models and simulations to test my predictions and designs.

Obtain, Evaluate, and Communicate Information



- I can evaluate the validity of claims, methods, and designs.
- I can obtain information from a variety of texts.
- I can engage in scientific discussions with my peers.
- I can share my scientific ideas and findings while speaking and writing.

Ngss Science And Engineering Practices Posters

Cary I. Sneider

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Science and Engineering for Grades 6-12 National Academies of Sciences, Engineering, and Medicine, National Academy of Engineering, Division of Behavioral and Social Sciences and Education, Board on Science Education, Committee on Science Investigations and Engineering Design Experiences in Grades 6-12, 2019-03-12 It is essential for today's students to learn about science and engineering in order to make sense of the world around them and participate as informed members of a democratic society. The skills and ways of thinking that are developed and honed through engaging in scientific and engineering endeavors can be used to engage with evidence in making personal decisions to participate responsibly in civic life and to improve and maintain the health of the environment as well as to prepare for careers that use science and technology. The majority of Americans learn most of what they know about science and engineering as middle and high school students. During these years of rapid change for students' knowledge, attitudes, and interests, they can be engaged in learning science and engineering through schoolwork that piques their curiosity about the phenomena around them in ways that are relevant to their local surroundings and to their culture. Many decades of education research provide strong evidence for effective practices in teaching and learning of science and engineering. One of the effective practices that helps students learn is to engage in science investigation and engineering design. Broad implementation of science investigation and engineering design and other evidence-based practices in middle and high schools can help address present day and future national challenges including broadening access to science and engineering for communities who have traditionally been underrepresented and improving students' educational and life experiences. *Science and Engineering for Grades 6-12: Investigation and Design* at the Center revisits America's Lab Report: Investigations in High School Science in order to consider its discussion of laboratory experiences and teacher and school readiness in an updated context. It considers how to engage today's middle and high school students in doing science and engineering through an analysis of evidence and examples. This report provides guidance for teachers, administrators, creators of instructional resources, and leaders in teacher professional learning on how to support students as they make sense of phenomena, gather and analyze data, information, construct explanations and design solutions, and communicate reasoning to self and others during science investigation and engineering design. It also provides guidance to help educators get started with designing, implementing, and assessing investigation and design.

Answers to Your Biggest Questions About Teaching Secondary Science

Karen Mesmer, Enya Granados, Kevin Gant, Laura Shafer, Ayanna D. Perry, 2024-01-25 Your guide to grow and flourish as a science teacher. The past two decades have seen a paradigm shift in science education, thanks in large part to the Next Generation Science Standards (NGSS) which advocate a move away from procedural lab investigations and direct instruction and toward increased emphasis on reasoning, sensemaking, phenomena exploration, problem solving, and collaboration. Under this new paradigm, students are learning real science as scientists practice it so that more and more students are actively

investigating questions and pursuing solutions of their own making As part of the Five to Thrive series for early career educators this comprehensive guide provides those who are new to teaching science as well as seasoned teachers looking to enhance their practice the fundamentals to develop best teaching practices that reflect their students experiences and requirements Written by experienced science educators Answers to Your Biggest Questions About Teaching Secondary Science provides practical guidance on successful strategies and techniques for teaching science in a way that gives every student the opportunity to learn grow and achieve at high levels while providing opportunities to develop their agency and authority in the classroom ultimately resulting in a positive science identity The book is organized around five overarching questions and answers that will help you most thrive in your secondary science classroom How do I build a positive science community How do I structure organize and manage my science class How do I engage my students in science How do I help my students talk about science How do I know what my students know and how can I use that information to plan and move them forward The book concludes with a sixth question Where do I go from here that provides guidance for growing your practice over time including discussions on self care advocating for students and an extensive discussion on growing your professional network Woven throughout you ll find helpful sidebar notes on fostering identity and agency access and equity teaching in different settings and invaluable resources for deeper learning Strive to become the best science educator you can be your students are counting on it Reconceptualizing STEM Education Richard A. Duschl,Amber S.

Bismack,2016-01-08 Reconceptualizing STEM Education explores and maps out research and development ideas and issues around five central practice themes Systems Thinking Model Based Reasoning Quantitative Reasoning Equity Epistemic and Ethical Outcomes and STEM Communication and Outreach These themes are aligned with the comprehensive agenda for the reform of science and engineering education set out by the 2015 PISA Framework the US Next Generation Science Standards and the US National Research Council s A Framework for K 12 Science Education The new practice focused agenda has implications for the redesign of preK 12 education for alignment of curriculum instruction assessment STEM teacher education and professional development postsecondary further and graduate studies and out of school informal education In each section experts set out powerful ideas followed by two eminent discussant responses that both respond to and provoke additional ideas from the lead papers In the associated website highly distinguished nationally recognized STEM education scholars and policymakers engage in deep conversations and considerations addressing core practices that guide STEM education **Invested Stayers** Terri L. Rodriguez,Heidi L. Hallman,Kristen Pastore-Capuana,2020-09-30 Invested Stayers How Teachers Thrive in Challenging Times features chapters co authored by PK 12 teachers and postsecondary teacher educators from across the U S that reflect how they persist remain and thrive in the teaching profession Premised on the idea that co authors are colleagues and mentors to each other this book conceptualizes contributors as invested stayers in the education profession Chapters feature how particular catalysts or landmark changes in education have been

productive sites for growth agency and even resistance across the arc of contributors professional lives The book recognizes that teacher educators and teachers persist because of multiple and overlapping factors between our professional and personal lives including the relationships we develop with each other as colleagues and mentors in our professional learning In the public sphere PK 12 educators increasingly face challenges that limit their ability to initiate their own professional learning In this book we considered what might occur if educators had space and time to write together and reflect on how they ve persisted These authors narrate themselves as invested stayers who invite personal and professional growth through inquiry creativity and innovation *The Go-To Guide for Engineering Curricula, Grades 9-12* Cary I. Sneider, 2014-12-05 How to engineer change in your high school science classroom With the Next Generation Science Standards your students won t just be scientists they ll be engineers But you don t need to reinvent the wheel Seamlessly weave engineering and technology concepts into your high school math and science lessons with this collection of time tested engineering curricula for science classrooms Features include A handy table that leads you straight to the chapters you need In depth commentaries and illustrative examples A vivid picture of each curriculum its learning goals and how it addresses the NGSS More information on the integration of engineering and technology into high school science education **The NSTA**
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