



90-91

Questions?





Must be written on paper

Must be delivered from behind the starting line

Must fall within the receiving area

Teams of 3

15 minute construction time/practice time

1 chance at delivery

NEXT GENERATION

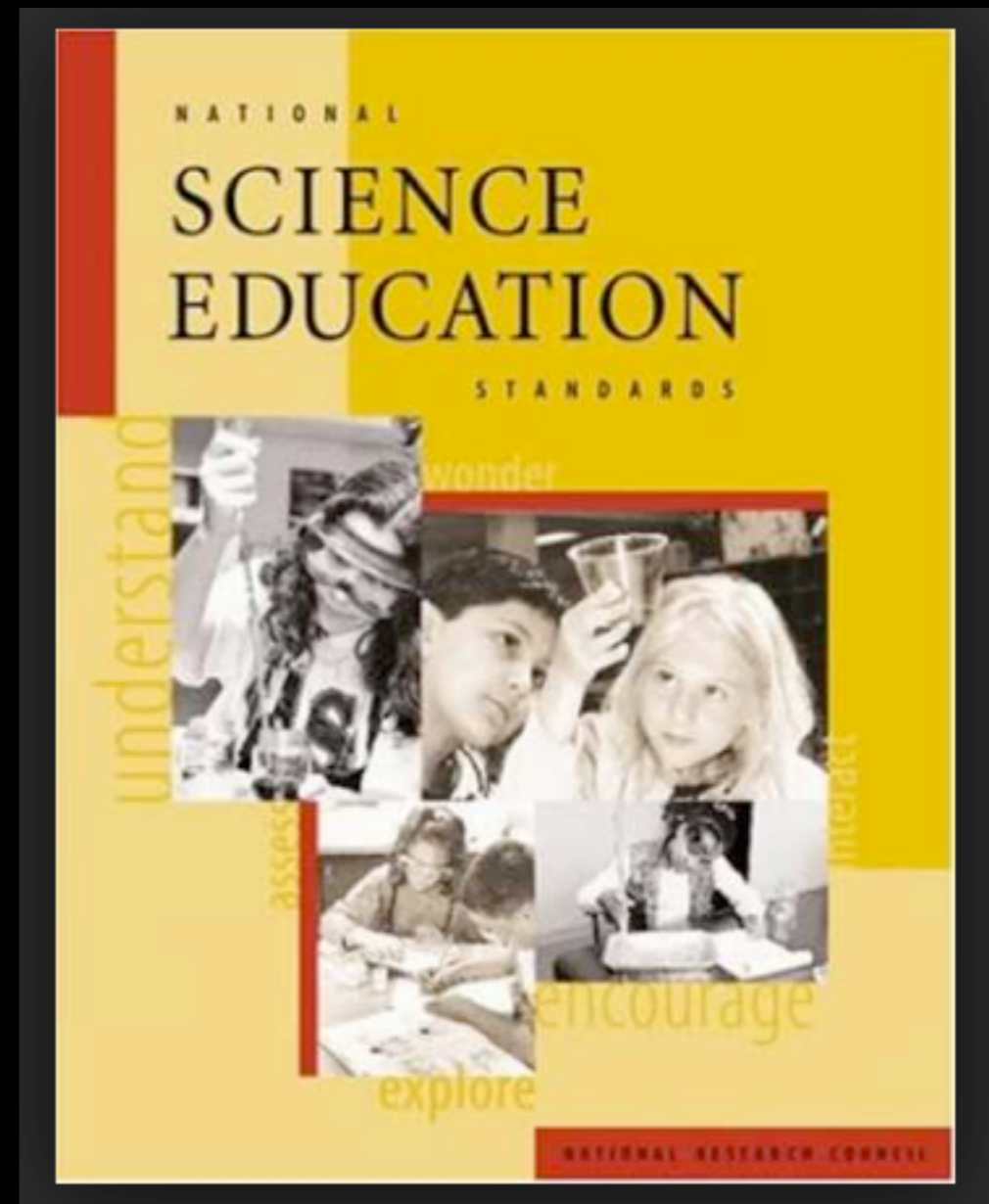
SCIENCE

STANDARDS



Timeline

1996



National Governors Association (NGA) and the Council of Chief State School Officers (CCSSO).

CCSS

2010



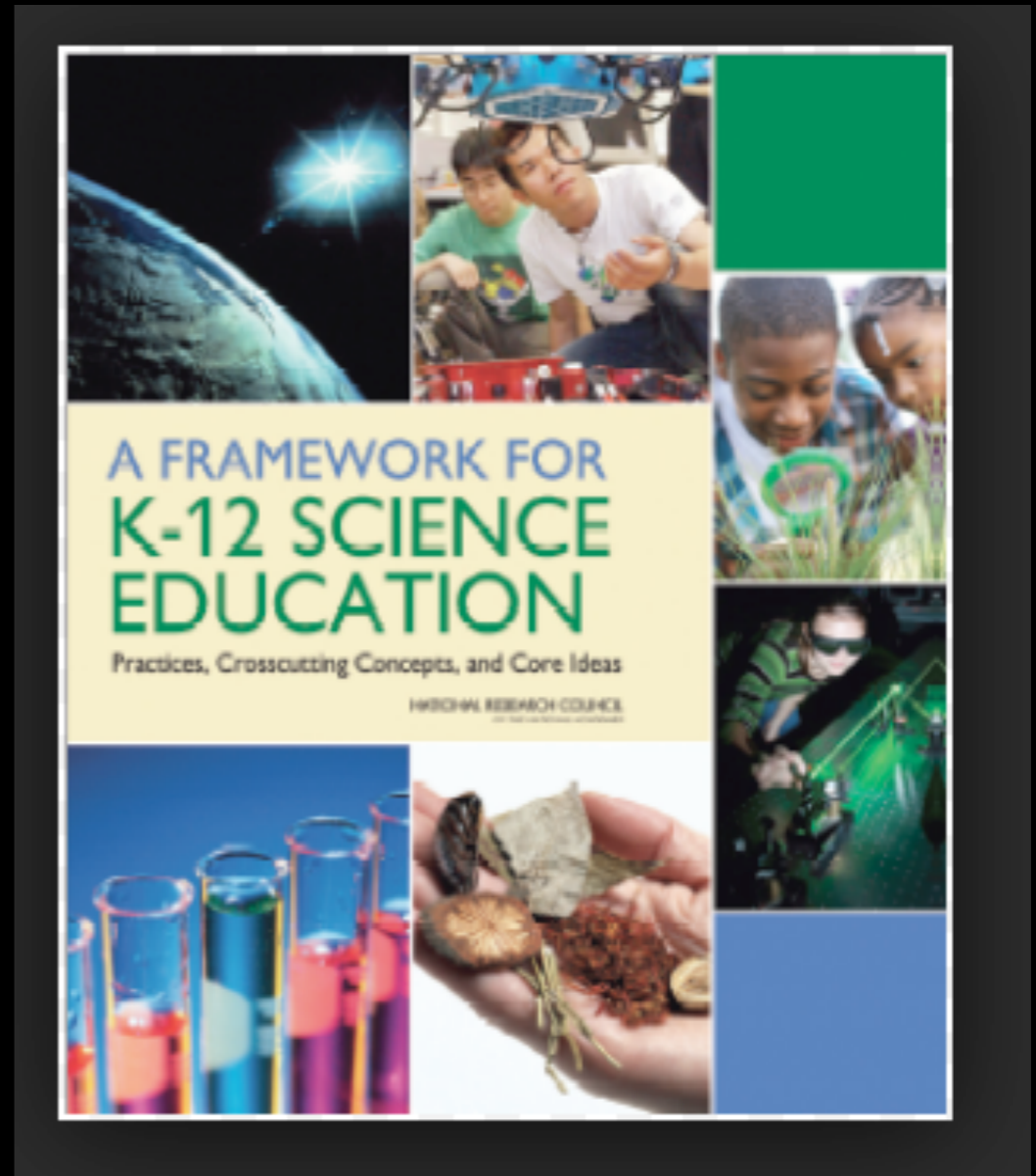
COMMON CORE
STATE STANDARDS INITIATIVE
PREPARING AMERICA'S STUDENTS FOR COLLEGE & CAREER

English Language Arts

Mathematics

National Research Council

2011

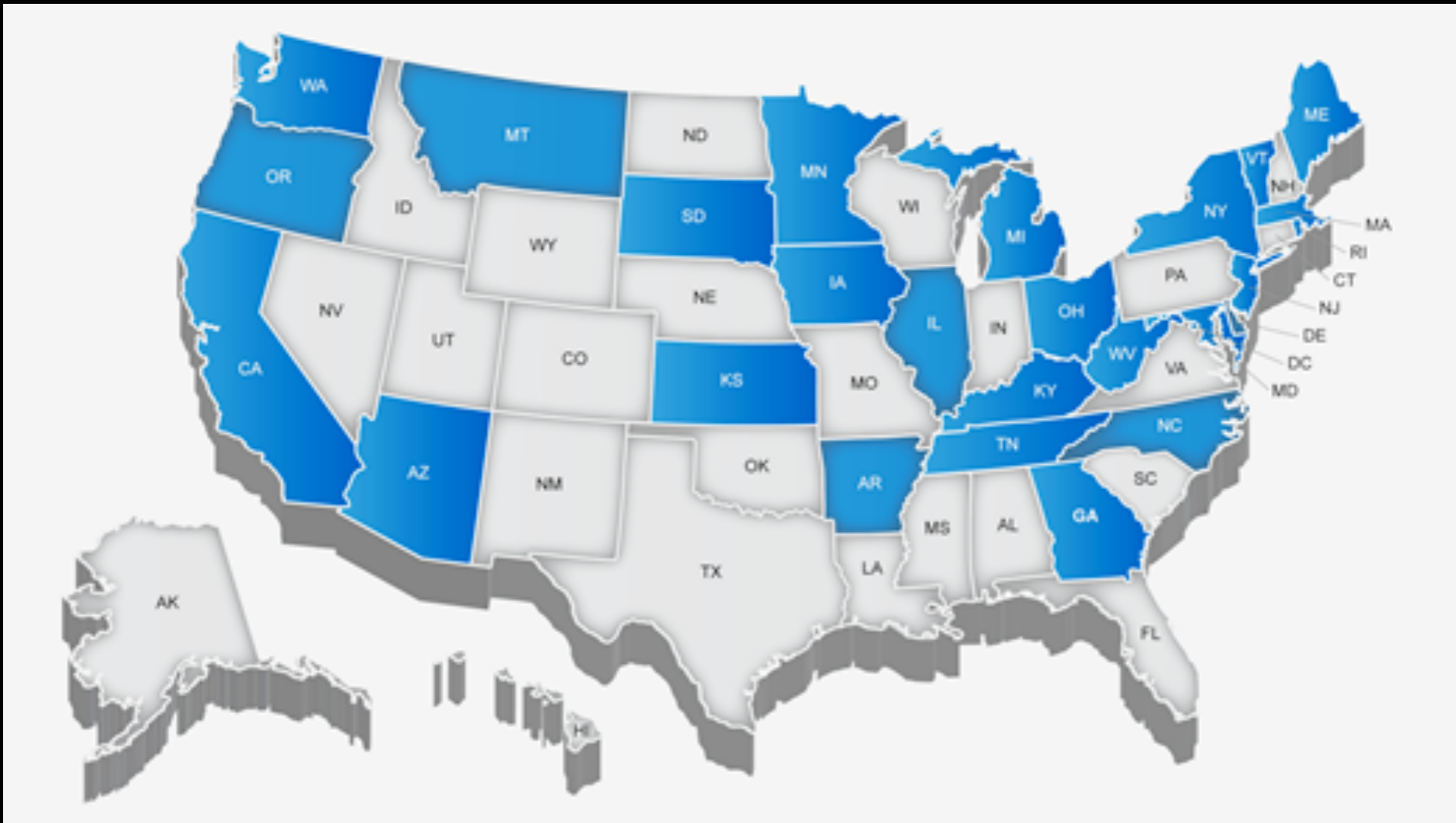




National Research Council
National Science Teachers Association
American Association for the Advancement of Science
Achieve

2013





Lead States

Students who demonstrate understanding can:

K-PS2-1. Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object. [Clarification Statement: Examples of pushes or pulls could include a string attached to an object being pulled, a person pushing an object, a person stopping a rolling ball, and two objects colliding and pushing on each other.] [Assessment Boundary: Assessment is limited to different relative strengths or different directions, but not both at the same time. Assessment does not include non-contact pushes or pulls such as those produced by magnets.]

K-PS2-2. Analyze data to determine if a design solution works as intended to change the speed or direction of an object with a push or a pull.* [Clarification Statement: Examples of problems requiring a solution could include having a marble or other object move a certain distance, follow a particular path, and knock down other objects. Examples of solutions could include tools such as a ramp to increase the speed of the object and a structure that would cause an object such as a marble or ball to turn.] [Assessment Boundary: Assessment does not include friction as a mechanism for change in speed.]

The performance expectations above were developed using the following elements from the NRC document *A Framework for K-12 Science Education*:

Science and Engineering Practices

Planning and Carrying Out Investigations

Planning and carrying out investigations to answer questions or test solutions to problems in K–2 builds on prior experiences and progresses to simple investigations, based on fair tests, which provide data to support explanations or design solutions.

- With guidance, plan and conduct an investigation in collaboration with peers. (K-PS2-1)

Analyzing and Interpreting Data

Analyzing data in K–2 builds on prior experiences and progresses to collecting, recording, and sharing observations.

- Analyze data from tests of an object or tool to determine if it works as intended. (K-PS2-2)

Connections to the Nature of Science

Scientific Investigations Use a Variety of Methods

- Scientists use different ways to study the world. (K-PS2-1)

Disciplinary Core Ideas

PS2.A: Forces and Motion

- Pushes and pulls can have different strengths and directions. (K-PS2-1),(K-PS2-2)
- Pushing or pulling on an object can change the speed or direction of its motion and can start or stop it. (K-PS2-1),(K-PS2-2)

PS2.B: Types of Interactions

- When objects touch or collide, they push on one another and can change motion. (K-PS2-1)

PS3.C: Relationship Between Energy and Forces

- A bigger push or pull makes things speed up or slow down more quickly. (secondary to K-PS2-1)

ETS1.A: Defining Engineering Problems

- A situation that people want to change or create can be approached as a problem to be solved through engineering. Such problems may have many acceptable solutions. (secondary to K-PS2-2)

Crosscutting Concepts

Cause and Effect

- Simple tests can be designed to gather evidence to support or refute student ideas about causes. (K-PS2-1),(K-PS2-2)

Connections to other DCIs in kindergarten:

K.ETS1.A (K-PS2-2); **K.ETS1.B** (K-PS2-2)

Articulation of DCIs across grade-levels:

2.ETS1.B (K-PS2-2); **3.PS2.A** (K-PS2-1),(K-PS2-2); **3.PS2.B** (K-PS2-1); **4.PS3.A** (K-PS2-2); **4.EST1.A** (K-PS2-2)

Common Core State Standards Connections:

ELA/Literacy -

RI.K.1 With prompting and support, ask and answer questions about key details in a text. (K-PS2-2)

W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). (K-PS2-1)

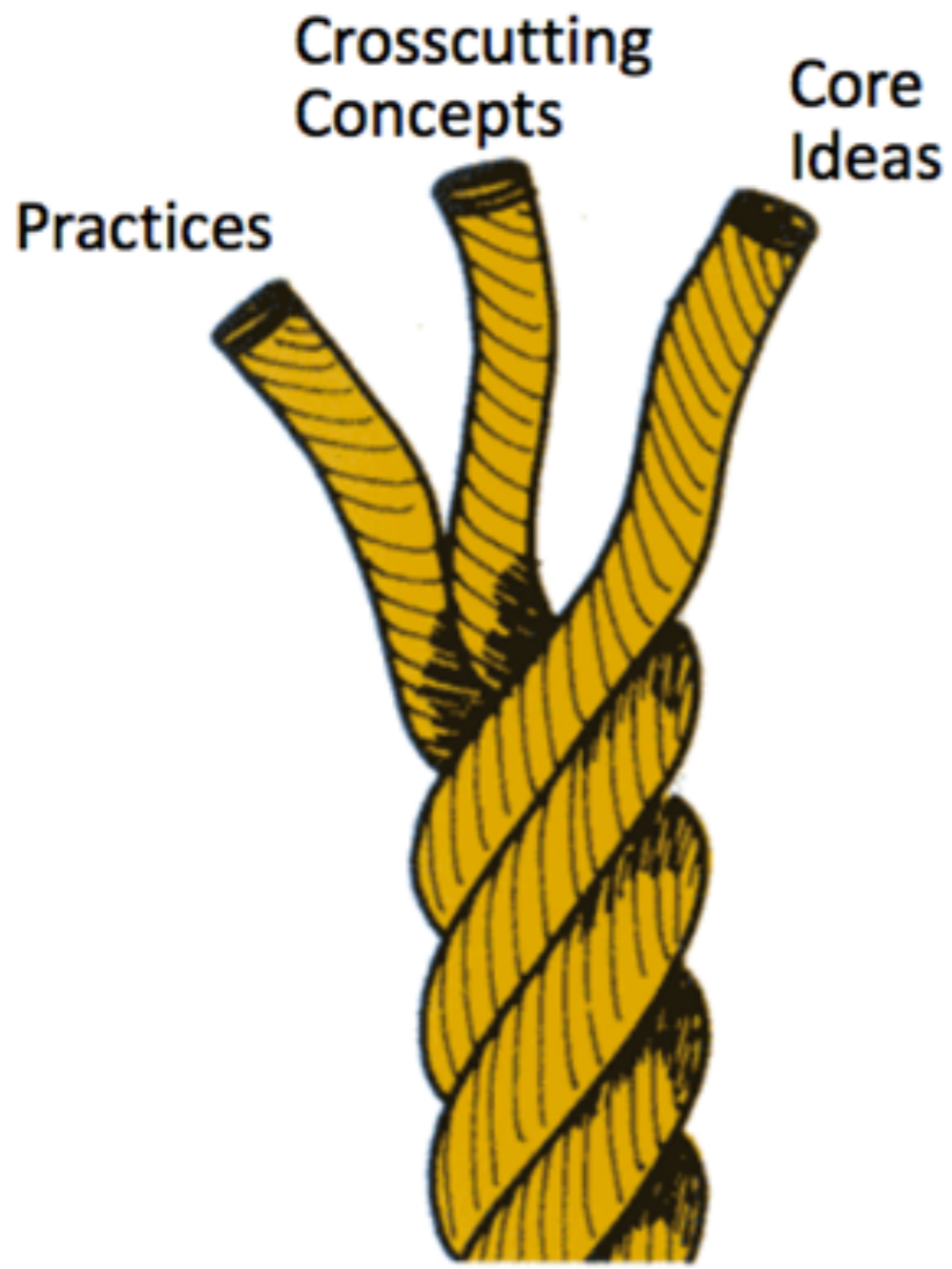
SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood. (K-PS2-2)

Mathematics -

MP.2 Reason abstractly and quantitatively. (K-PS2-1)

K.MD.A.1 Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object. (K-PS2-1)

K.MD.A.2 Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. (K-PS2-1)



NGSS = 3D Learning



<http://www.nextgenscience.org/three-dimensions>

Science and Engineering Practices

- Asking questions (for science) and defining problems (for engineering)
- Developing and using models
- Planning and carrying out investigations
- Analyzing and interpreting data
- Using mathematics and computational thinking
- Constructing explanations (for science) and designing solutions (for engineering)
- Engaging in argument from evidence
- Obtaining, evaluating, and communicating information



Unpacking...



NGSS Phenomena

Rope Tube

Science Notebooks



NO 2 HB

Laughing Gull (1st summer / second winter)

Aug. 9, 2002

Mary Bay
Yellowstone L.
YNP

T. McEaney

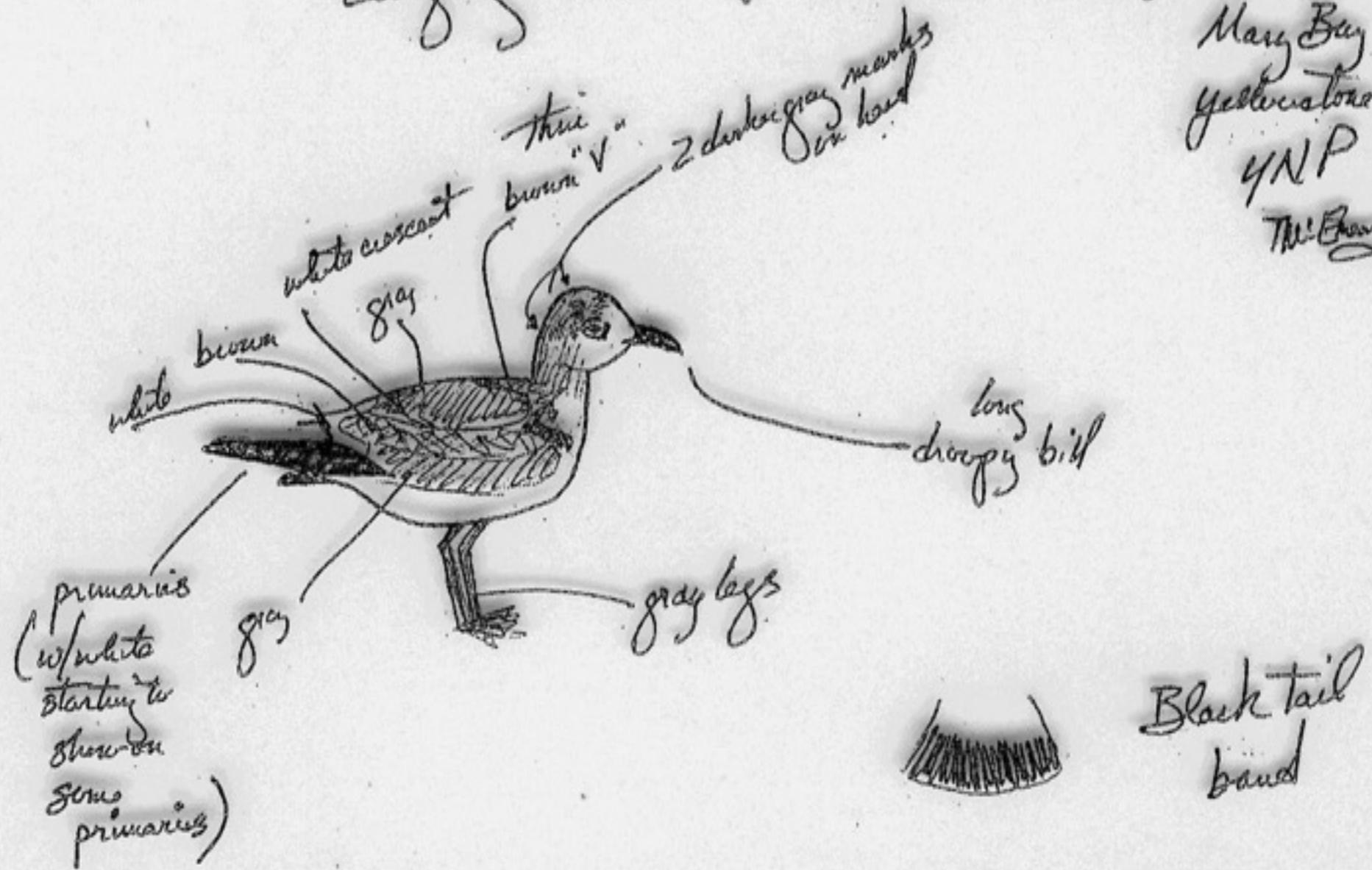


Figure 1. Park ornithologist Terry McEaney sketched the laughing gull he observed in his field notebook.

Our list

- Title
- Date
- Purpose
- Observations
- Diagrams (color and labeling)
- Notes
- Data
- Questions
- Answers

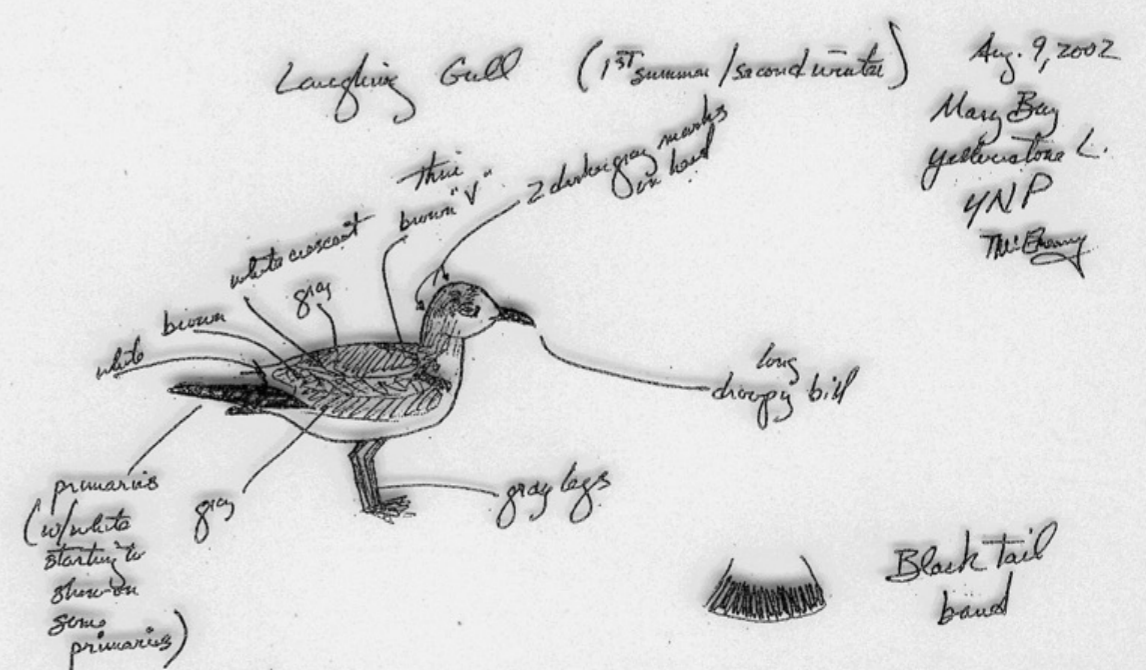
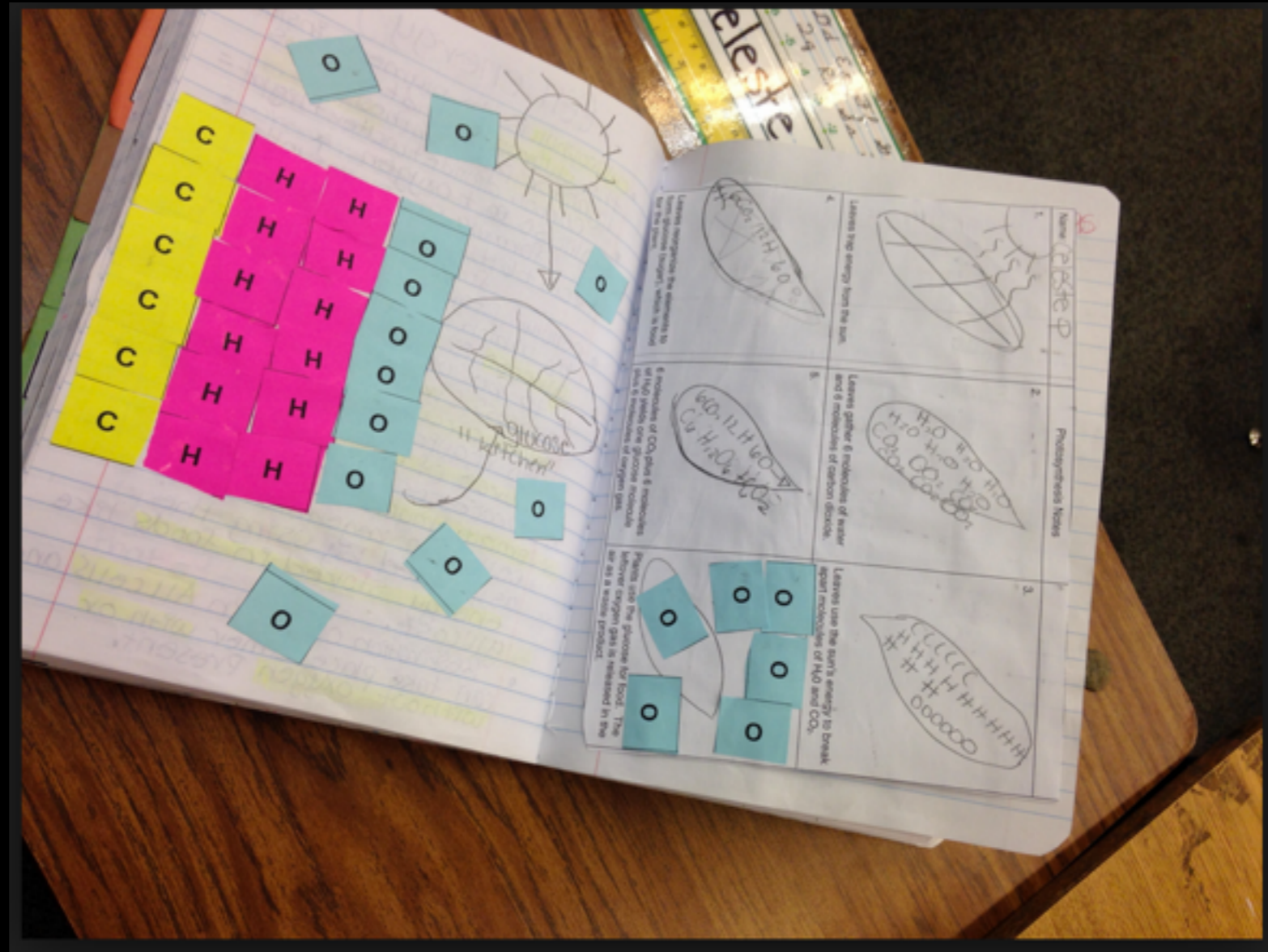
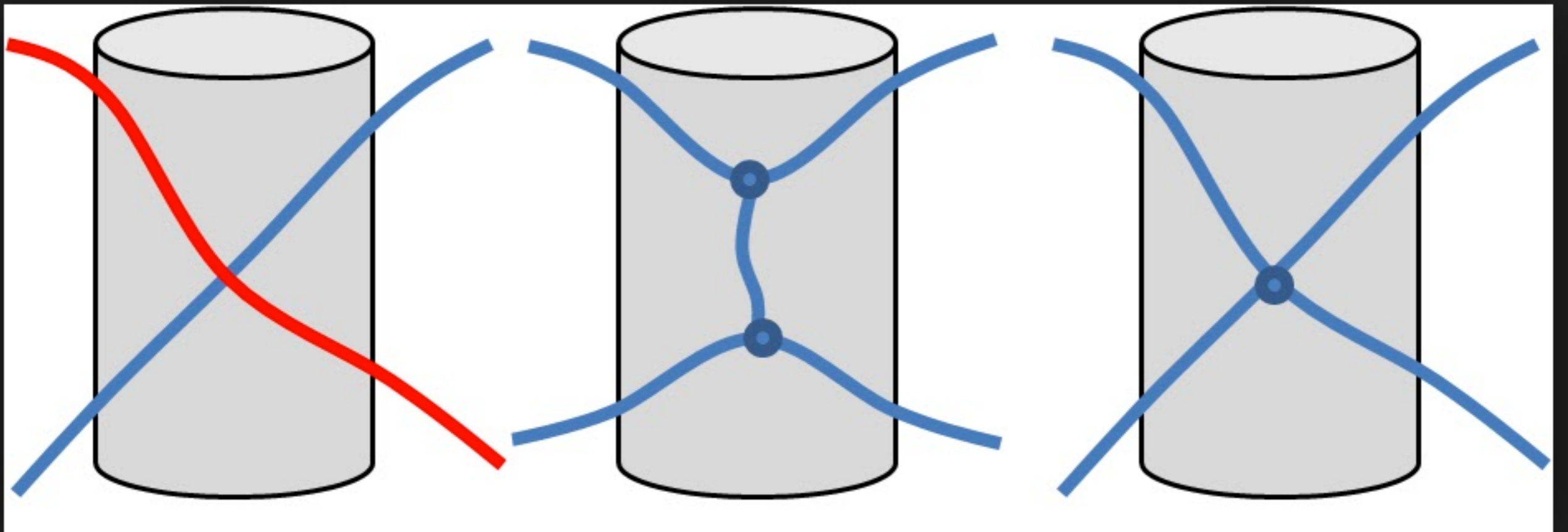


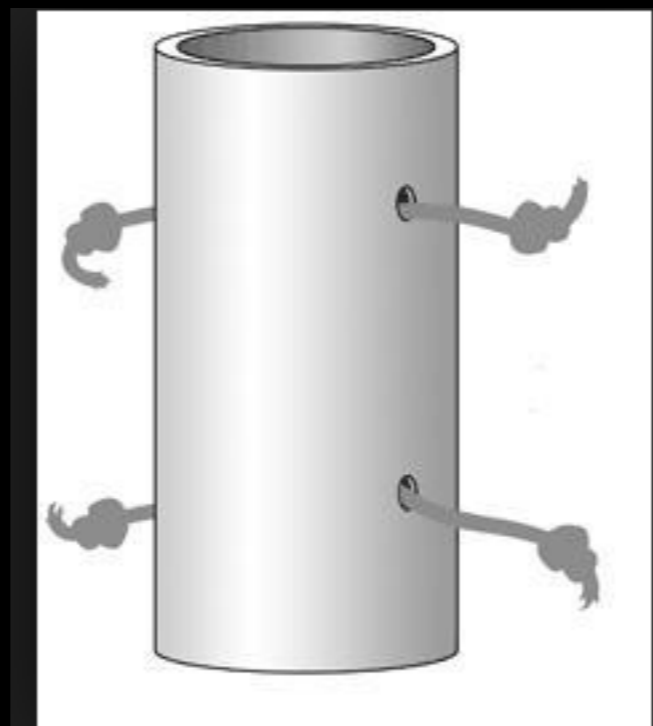
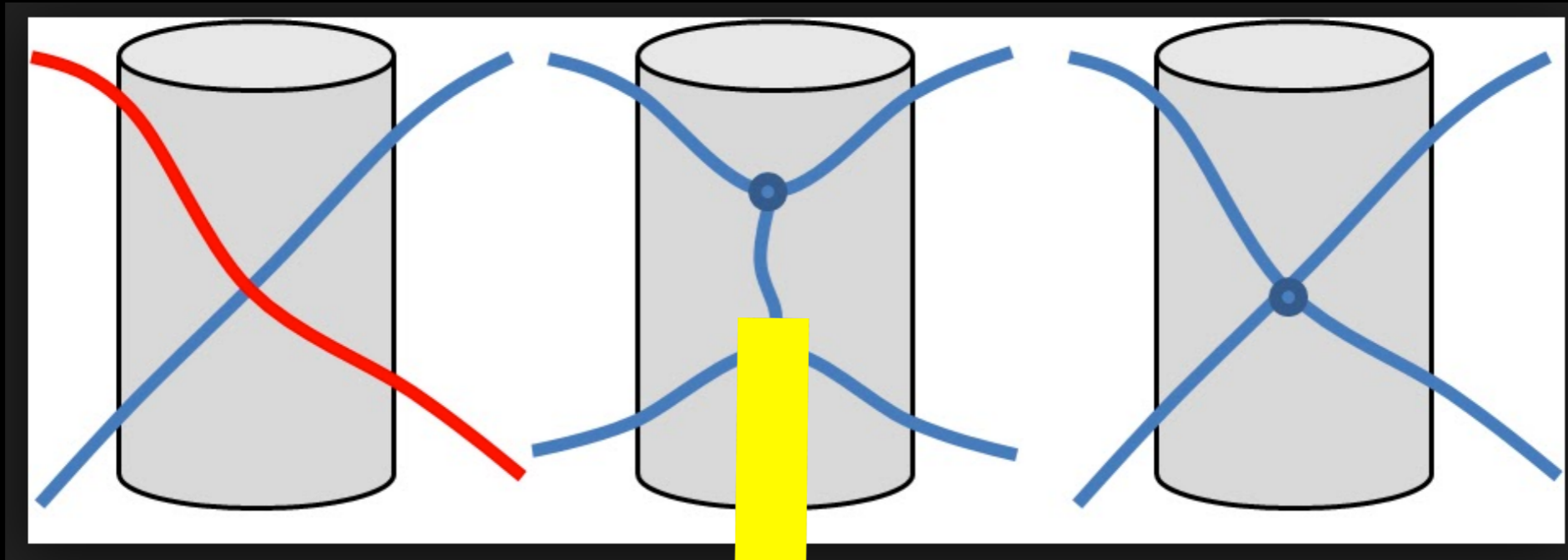
Figure 1. Park ornithologist Terry McEneaney sketched the laughing gull he observed in his field notebook.

Rope Tube





From modeling to design solution and testing

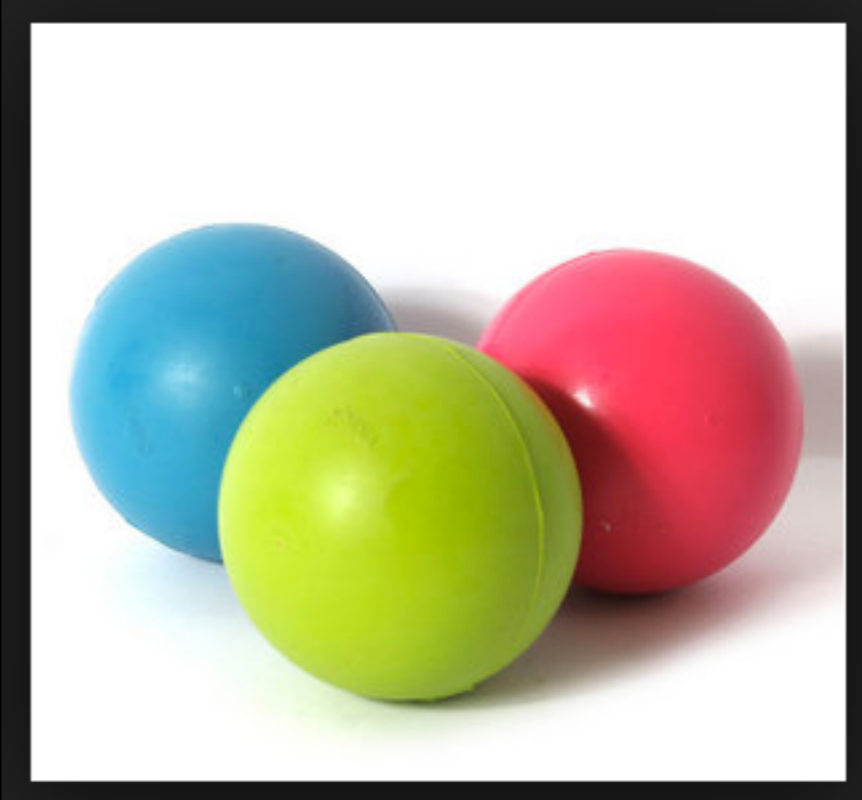


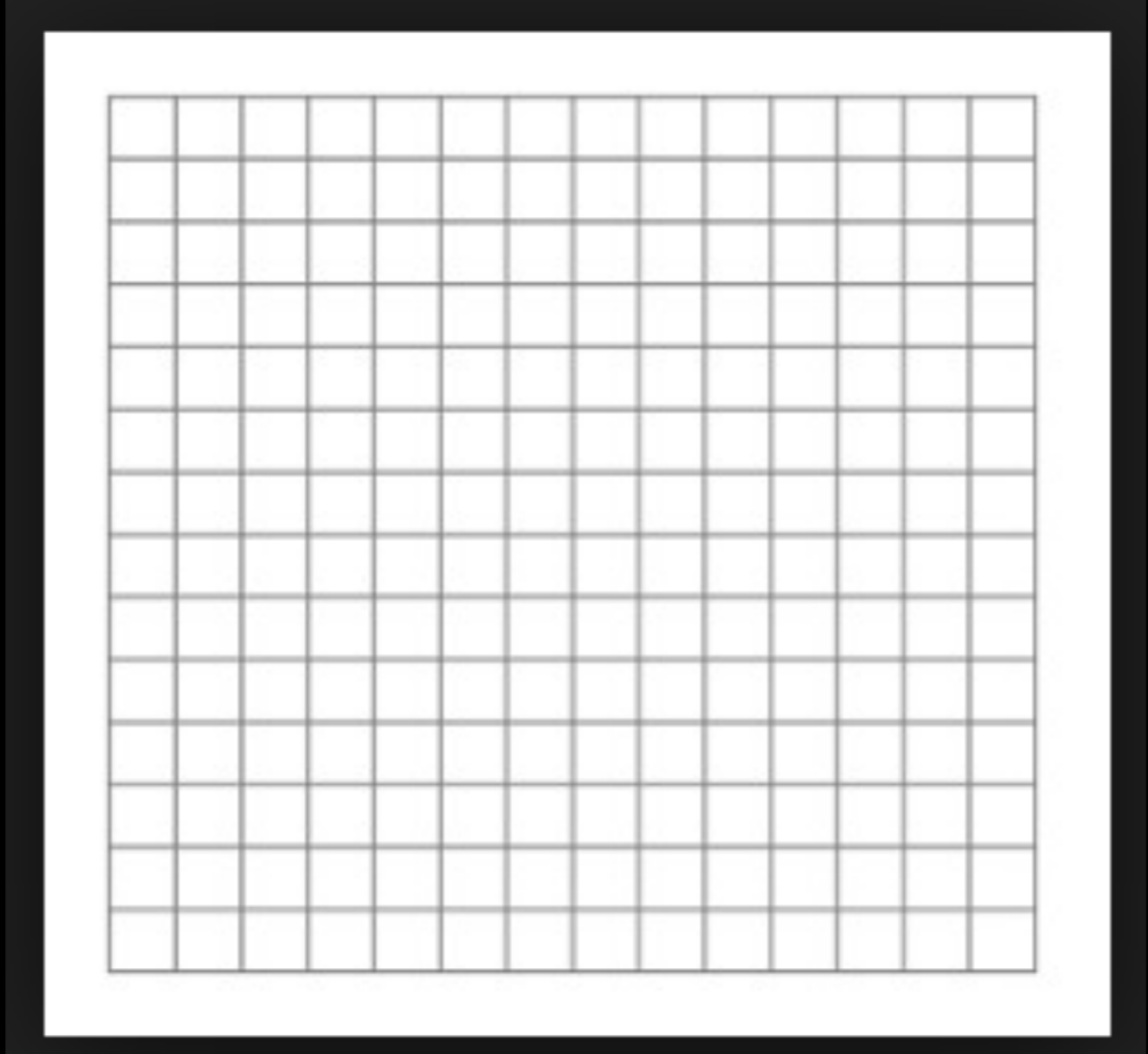


Unpacking...

NGSS Phenomena









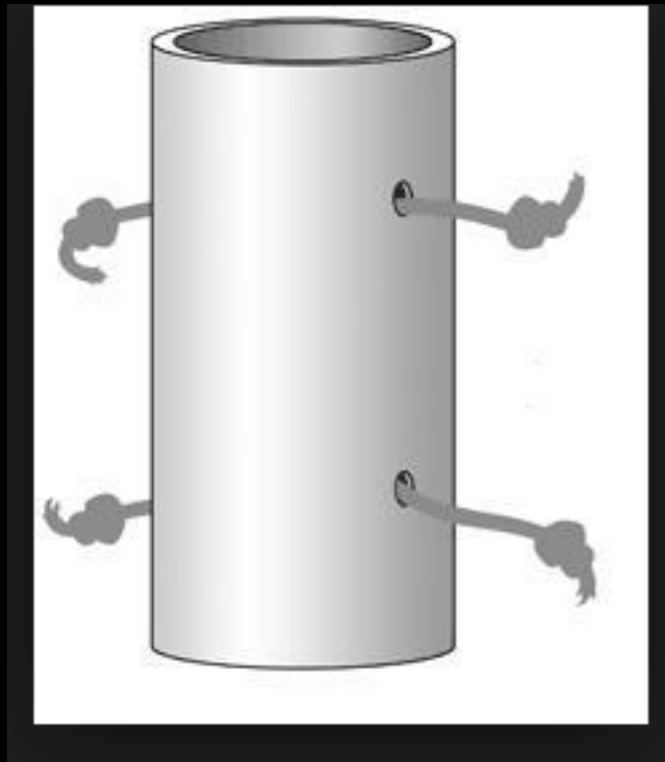
Unpacking...

Science and Engineering Practices

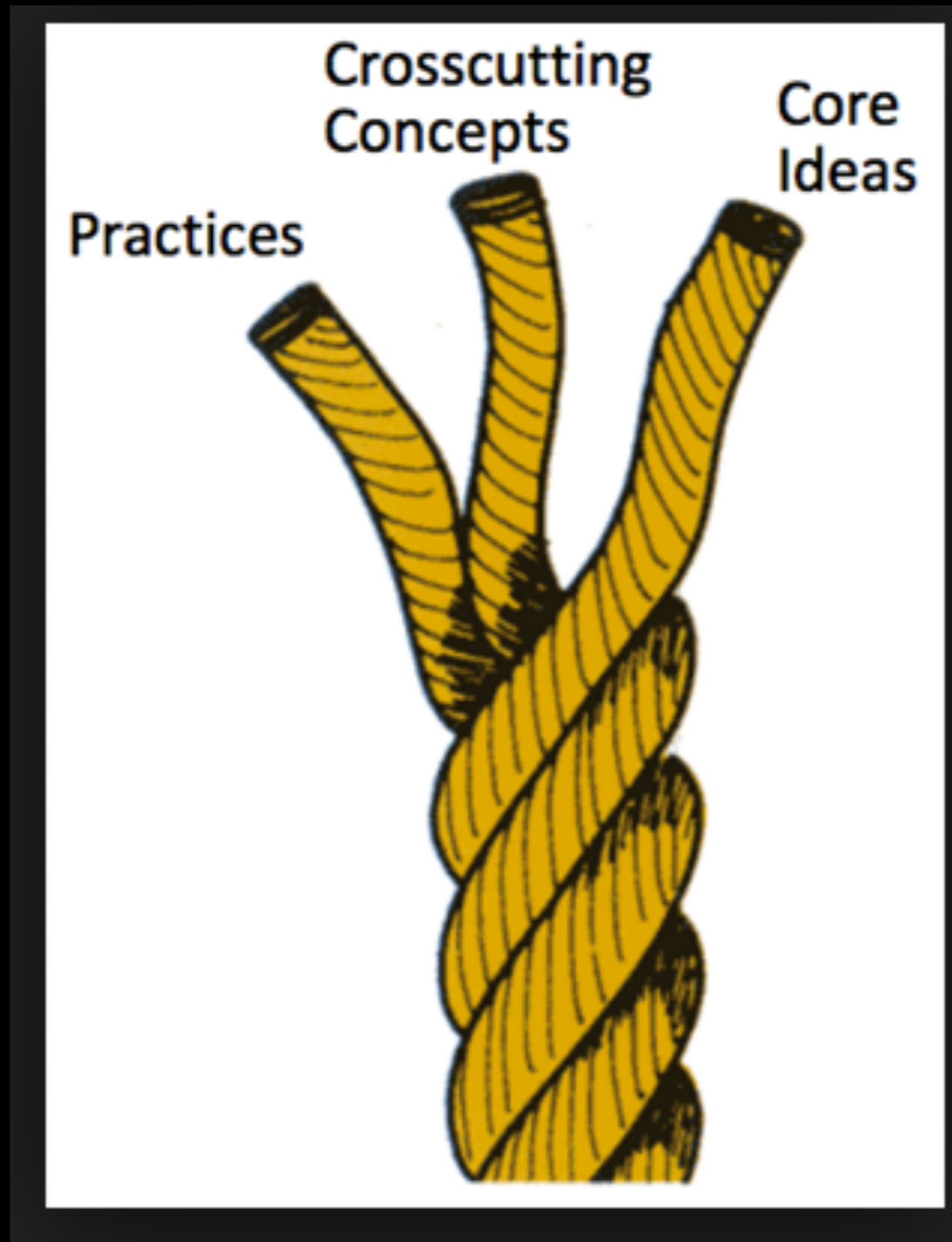
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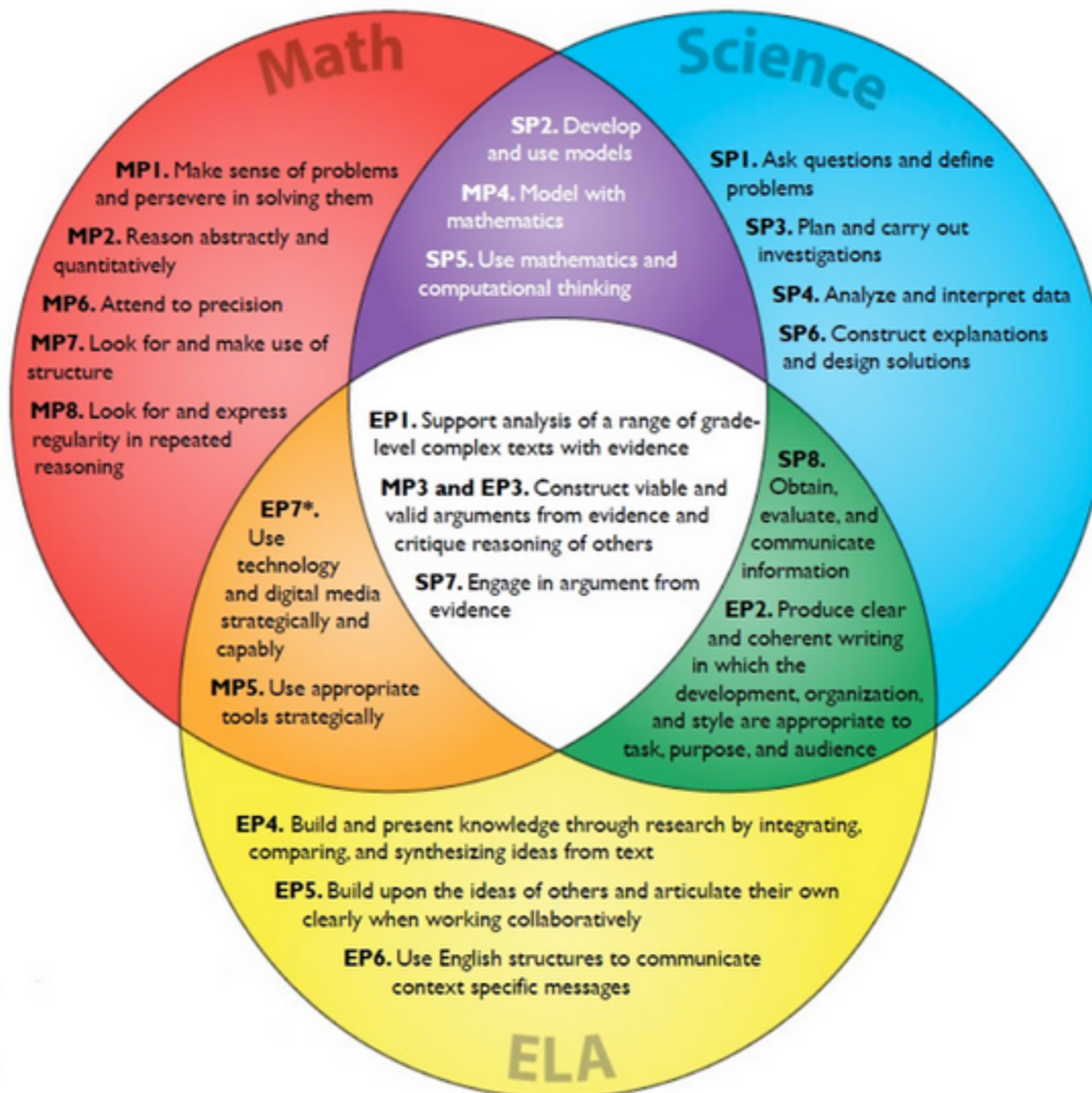


It's not about the...



It's ALL about...





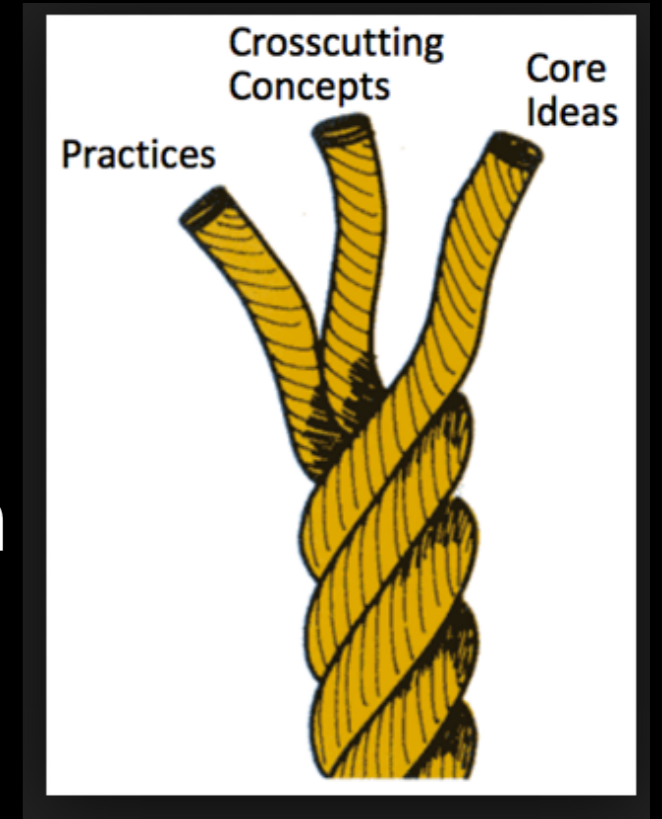
NGSS@NSTA

STEM STARTS HERE

Your Complete Guide to the Next Generation Science Standards



Image references



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