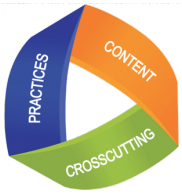


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Review October Notes

Summary of SEPs- practices, instructional shifts

- Identify the CCCs in phenomena
- Reviewed CCCs and their progressions from elementary to high school
- Using the Performance Expectations to plan and conduct a lesson
- Learning to read the patterns and see the progressions within

**Cross-Cutting Concepts**

Claim, evidence, reasoning pertaining to CCCs
7 concepts- bookmark cheat sheet!
Identify concepts at stations (visuals)

| Station # | CCC | Notes |
|---|---|---|
| | Patterns | |
| | Cause and effect | |

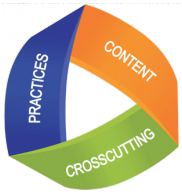
Which display aligned with which CCCs- source: CA Academy of Science
2: Patterns
7:Cause and Effect (Rube Goldberg machine)
6: Scale and proportion, and quantity
1: Systems and system models
3: Energy and matter
5: Structure and function
4: Stability and change

- No tight alignment with *all* CCCs. Applicable to multiple models.
- Look at patterns, causality (cause and effect; structure and function) and systems (systems and system models; scale, proportion and quantity; energy and matter; stability and change)

Vertical Alignment
Sorted by grade span- organize them into vertical progression based on grade span
Summarize CCC and how it moves from grade span to grade span
Verbiage handout

**Concepts, Structure and Functions, etc.**

Difficult to to differentiate between middle and high school, can have a rationale for either way at times
Moving from concrete to abstract in language, example tasks; the packet helps to detail differences. Importance of focusing on progressions, provides an understanding of building the base to progress to high school level. Much of the language is related to Universal Theme language. Connections from CCC to SEP, including mathematical practices! Lots of overlap and relationships.

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Moving from content to teaching strategies and skills and back to content. Patterns from space to fossils, to waves. Progression of concept embedded into content and content and concepts become more complex but students need the foundation from K-2 grade span. $E=mc^2$ example, a model of observation translated into math equation.
Can use CCCs and Universal Themes at a surface level but spiral into in-depth understanding.

**Performance Expectations**- Where's Waldo?
1-PS4-3 planning and conducting an investigation to determine the effect of placing objects mde with different materials in the path of a beam of light

| Science and Engineering Practices | DCI | CCC |
|---|---|---|
| Plan and conduct an investigation | Placing objects . . . | |

Unpacking each SEP, DCI, CCC
The framework unpacks each dimension for you
Identify the thread of physical science moving through the three dimensions.
Review unpacked standards and their relationship to other content areas

**Framework Reading**
Example standards by DCI (Physical Science)
Each grade level has 4 instructional segments
What are the overarching CCCs for your grade level?
How are the PEs bundled into Instructional Segments
How are the 3-dimensions incorporated into the lessons?

**Sub Committee Report Out**
MTSS/Differentiation-
The MTSS committee is currently working on three projects: differentiating the GES independent study across 2nd-6th grade, identifying Tier-II interventions for general education classrooms in ELA and math, and offering professional development for new to 3d -6th grade teacher on differentiation.

ELD and Wonders- reviewing how Wonders supports ELs and all students. Priority components, developing a survey.

Assessment- building a comprehensive assessment system from screening to formative to interim to summative assessments.

NGSS- to attend the roll out in November. Sub committee will develop training materials for introduction in April during district afternoon.

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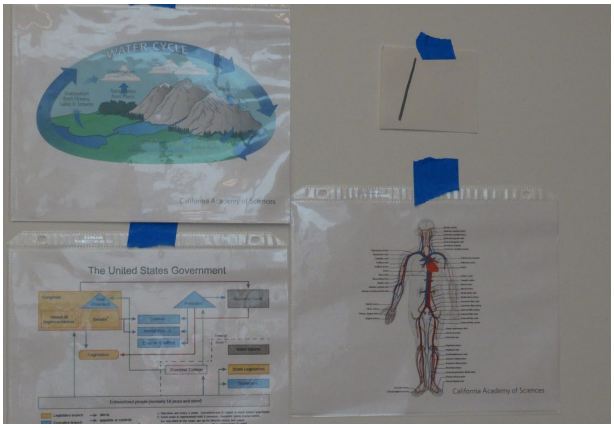
**MOXI Exhibits**

Seeing exhibits as different cross cutting concepts
Depending on the CCC and exhibit, some concepts are harder to see
Patterns and Cause and Effect more apparent than other concepts
As change lens tend to see other concepts as well
Would be nice to look through a grade level lens, even nicer to have an expert that helps to explain, Notice, publication, audio, QR code
Explore what they are exploring, students create the learning for themselves and teachers follow up
Good for teachers to have information regarding the exhibits, teachers preload some content (not all), return and follow up with one or two concepts.
MOXI is hoping to connect the NGSS standards to exhibits with a teacher PD component
Seesaw post to document interaction with exhibits
Question on interesting exhibit but not connecting it to science
Might be nice to have questions to guide exploration
Does that change the interaction? It is better used tied to teacher resource?
Make it more meaningful for students
Make it more meaningful for teachers
Example of art museum that comes out to your classroom first that guides students (front loading)
Teacher experience brings a context to the exhibit when they have greater understanding.
Need help to determine which CCC, DCI, SEPs tie to exhibits, front loading for teachers and volunteers if
End loading with experiments, extensions




**Items for next agenda- 2/28**

Exploring Publishers' Products- FOSS, TCI, Engineering is Elementary, Discovery Education Techbook
Google Apps Science Journal
Science Specialists model- the good, the bad, and the ugly

**Timeline**

February 2018
April 2018- Introductory rollout during district afternoon
June 2018- Miracle week continuation
August 2018- More NGSS roll-out for all staff
Fall 2018- CA approves publisher products for NGSS
January Curriculum Council day? - training for those piloting
January 2019- April 2019- quasi piloting
May 2019- Determine publisher to adopt
June 2019- Board approval
August 2019- Training in new publisher materials for NGSS

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