Moving Instruction to Meet the Demands of the Standards

Based on the LE, what types of learning do the students need to be engaged in? Does this seem different from previous standards? If so, why? If not, why not?

How do you envision using content, skills and concepts to assist in lesson planning and instruction? Is this different than before? If so, why? If not, why not?

How would you effectively assess inquiry?

Can you assess critical thinking skills? If so, how?

How can the Generalizations, or even the Learning Experiences, inform planning for instruction that includes strategies around Rigor, Relevance, Relationships, and Disciplinary Literacy?

Discuss the following chart\*. What would be your rationale for moving from the left to the right side? How do you see these ideas impacting the way you plan and teach? Do you see these reflected in the CAS?

| Rote memorization of facts and terminology | Facts and terminology learned as needed while developing explanations and designing solutions supported by evidence-based reasoning and arguments. |
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| Learning of ideas disconnected from questions | Systems thinking and modeling to give context for the ideas to be learned |
| Teachers providing information to the whole class | Students conducting investigations, solving problems, and engaging in discussions with teachers’ guidance |
| Teachers posing questions with only one right answer | Students discussing open-ended questions that focus on the strength of evidence used to generate claims |
| Students reading textbooks and answering questions at the end of the chapter | Students reading multiple sources, including content-related magazine and journal articles and web-based resources; students developing summaries of information |
| Pre-planned outcomes for “cookbook” activities | Multiple investigations driven by student’s questions/interests with a range of possible outcomes that collectively lead to a deep understanding of established core ideas |
| Worksheets | Student writing in journals, reports, posters, and media presentations that explain and argue |
| Oversimplification of activities for students who are perceived to be less able than their peers | Provisions for support so that all students can engage in sophisticated lessons and practices |

\*Adapted from “A New Vision for Science Education.”