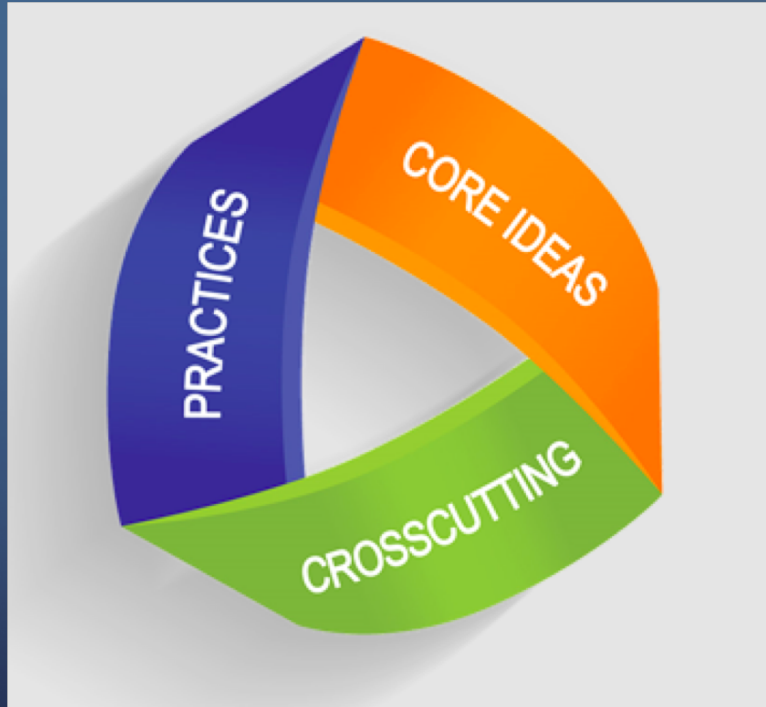


# MAKING MODELS: THE SCIENCE PRACTICES IN ACTION

PRESENTATION TO  
SCHOOL COMMITTEE  
NOVEMBER, 2018





## WHAT'S NEW?

- Science Practices
- Concepts Span Grade levels
- Links to Teaching and Learning expectations



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WHAT ARE THE SCIENCE PRACTICES?

## ✓ NGSS Science and Engineering Practices



*Asking Questions & Defining Problems*



*Developing & Using Models*



*Planning & Carrying out Investigations*



*Analyzing & Interpreting Data*



*Using Mathematics & Computational Thinking*



*Constructing Explanations & Designing Solutions*



*Engaging in Argument from Evidence*



*Obtaining, Evaluating & Communicating Information*

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# LET'S PRACTICE THE PRACTICES.

2. Developing and using models

6. Constructing explanations

8. Obtaining, evaluating, and communicating information



The background is a dark blue gradient. In the four corners, there are white line art illustrations of circuit boards, with lines and small circles representing components.

# MYSTERY science

**Your Task:** Draw a model that EXPLAINS what you think happens to the leaves.

	Level 1	Level 2	Level 3	Level 4
2. Developing and using models	Students do not create or use models.	Students create or use models. The models focus on <i>describing</i> natural phenomena rather than predicting or explaining the natural world. Students <i>do not evaluate</i> the merits and limitations of the model.	Students create or use models focused on <i>predicting or explaining</i> the natural world. Students <i>do not evaluate</i> the merits and limitations of the model.	Students create or use models focused on <i>predicting or explaining</i> the natural world. Students <i>do evaluate</i> the merits and limitations of the model.

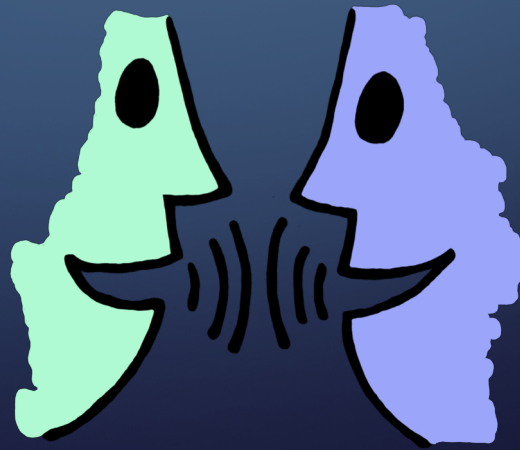
Now, revise your model to **MORE ACCURATELY EXPLAIN** what happens to the leaves.

	Level 1	Level 2	Level 3	Level 4
<b>2. Developing and using models</b>	Students do not create or use models.	Students create or use models. The models focus on <i>describing</i> natural phenomena rather than predicting or explaining the natural world. Students <i>do not evaluate</i> the merits and limitations of the model.	Students create or use models focused on <i>predicting or explaining</i> the natural world. Students <i>do not evaluate</i> the merits and limitations of the model.	Students create or use models focused on <i>predicting or explaining</i> the natural world. Students <i>do evaluate</i> the merits and limitations of the model.



How DO leaves decompose on the forest floor?

Explain this process to a partner. Refer to your model as you give your explanation.



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# LET'S PRACTICE THE PRACTICES.

2. Developing and using models

6. Constructing explanations

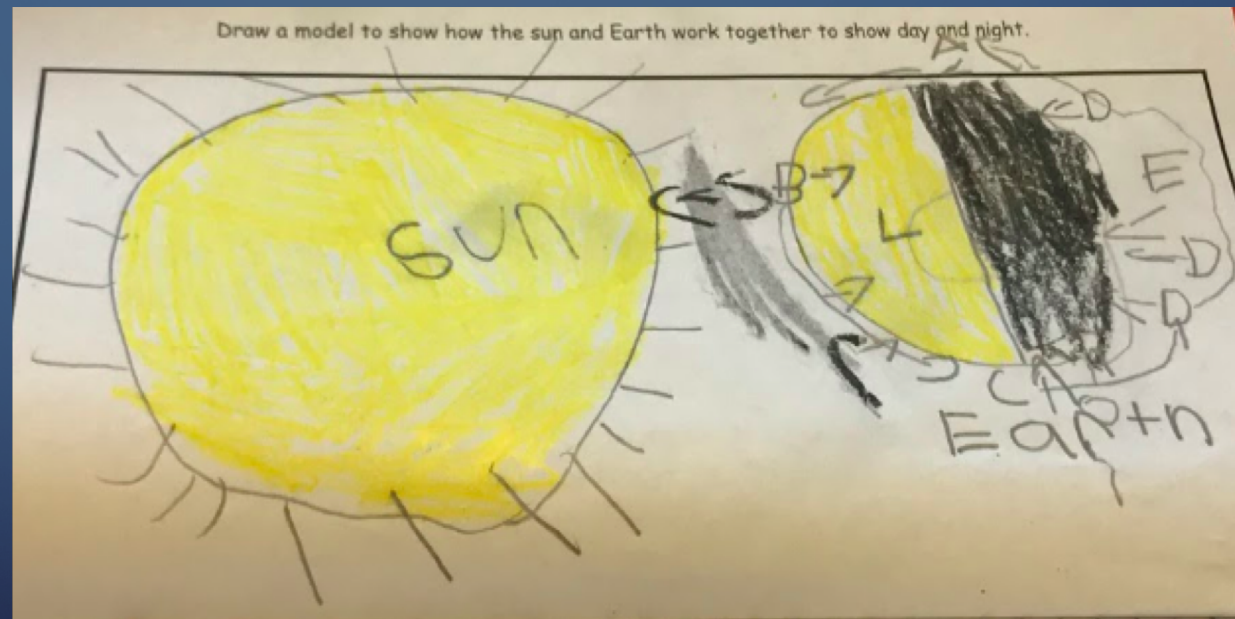
8. Obtaining, evaluating, and communicating information

# WHAT DOES MODELING LOOK LIKE IN OUR CLASSROOMS?

GRADE 1

Bryce

*How the  
sun and Earth  
work together to  
show day and night*

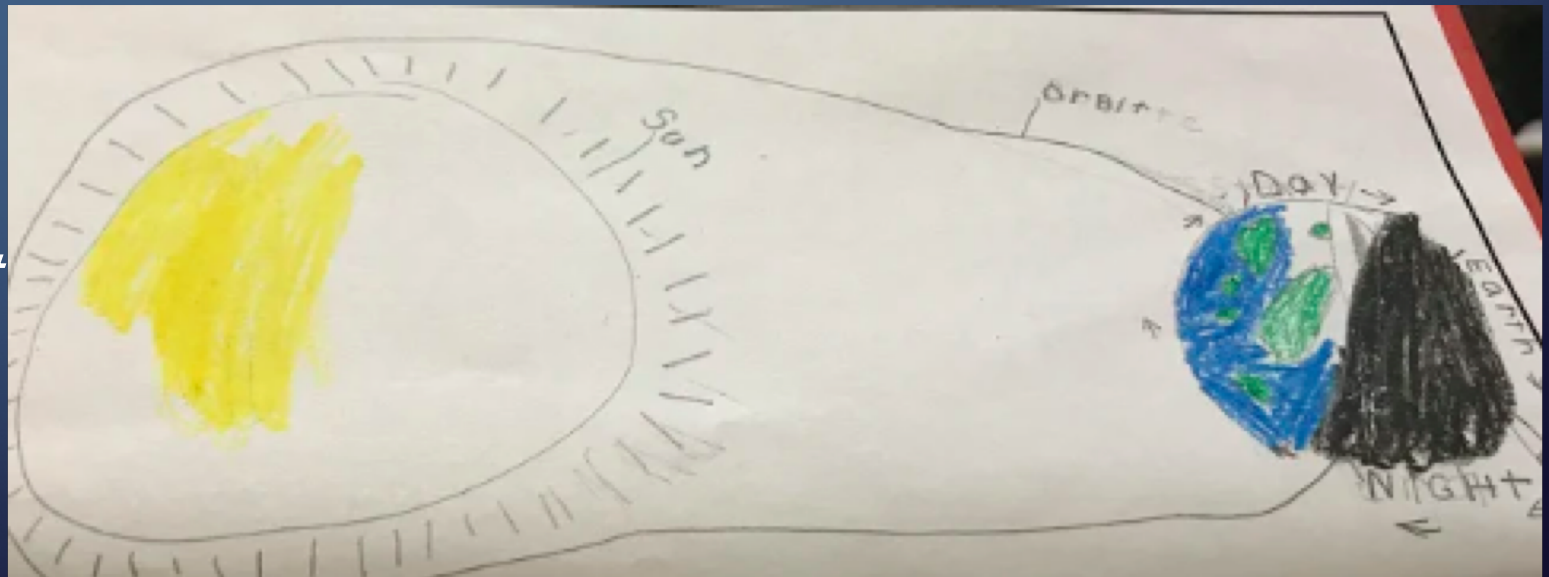




# DAY & NIGHT

- Colin, Grade 1

*How the  
sun and Earth  
work together to  
show day and night*



# Grade 2 Models: Landslide Prevention

Shraddha Gujjari & John Poppalardo



# Grade 4 Models: Erosion and Deposition

Sidharth Sivaramakrishnan & Blake Rice





# NEXT STEPS

- PD scheduled for all grades for the week of March 25<sup>+</sup>
- Summer Institute opportunities
- Roll out to all grade levels K-4 beginning September, 2019

# QUESTIONS?

