

Summary from 6/3 Session

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NGSS -

I started using NGSS standards this year at the school I moved to. Before then, I hadn't used them, but used Common Core instead. I realized that the CCSS have more application that shows up in the 5th grade standardized test than NGSS covers, but that CCSS doesn't address problem solving and engineering. I thought it was interesting that states are starting to adopt the NGSS or at least their own versions of it. This movement towards career preparation is exciting to see! I have not been trained on how to read the standards though, before today at least! It was nice to see them columns broken down into Practice, Core and Crosscutting. I can look at the standards a little differently now.

Scientific Method -

When looking at the two models posted on the Scientific Method and how it could be observed in a classroom, I had to think about how I was using these signs. I really only refer to the scientific method when I want to anchor why we're doing something in science. While the cyclical method is better for kids to see in some ways, both methods can be used successfully, but with the right language surrounding it. The linear method does imply that science follows a certain path. Of course teachers would try to make science a scaffolded experience. The hypothesis being proven is the end goal for this model, which doesn't resonate with real science of discovery and testing. I love the escape from this model and into a "messier" model which shows kids it's always okay to go backwards and forwards, whichever way gets you to your real end goal. I think this model is helpful in pointing out the learning as it happens and acknowledging that there is learning at every step. While you were showing the contrast between the two methods, I realized I should do the same with my students if I want them to be able to know why and when it's okay to separate from their original ideas. The main thing I took away from this part of the session was that there is always a new question. That is exciting science and a style that I can be genuinely enthusiastic to be a part of in my own room.

Nature of Science and Math

I love the focus on science becoming more socially and culturally embedded. This sways the feeling of science more towards an art form and one that has a space for creative exploration. I also noted with great importance the difference between an observation and an inference. I think this is a great way for students to begin their interaction with phenomena or a beginning of a lesson. Reading about this NOS as well, I like to think of the culture shift that can take place in my classroom around the concept

of ideas and openendness. Math is a similar environment in which I can accept all answers as long as they're thinking and asking new questions.