GOALS FOR OUR STUDENTS IN SCIENCE

Critical Thinkers
- Open to changing minds
- Using data
- Asking questions
- Critical thinking
- Problem solving
- Base knowledge of the world

Our goal is to get our students thinking critically about our work and being curious and questioning.

Critical thinking skills
- Collaboration, exploration of the world

It is important because students need to understand how the world works.

Our goal is for students to realize that everyone can be successful in science.

Become critical thinkers

Step outside comfort zones & think critically!

Use any phenomena to problem solve
- Writing about science topics
- Sharing scientific process with others, reflect data, ask questions.

Gaining new perspectives using scientific practices to appreciate the joy and beauty in the world.

Make real world relevant and understandable.
- Allows them to organize and solve problems.

Gaining new perspectives using scientific practices to appreciate the joy and beauty in the world.

Build critical thinking skills to become creative problem solvers to create a more thoughtful world.

Top Goal
- Build confidence
- Building resilience
- Be inquisitive
- Ask questions
COHERENCE

- refer back to related phenomena
- keep anchoring phenomena materials posted in room
- logically sequence activities and discussions

Coherence

- Elevating student ideas helps create a story that will give them a deeper understanding of the content.
- Helping students identify understandings helps them make sense of the navigations of the classroom.
- Questions
  - How/when are we holding kids responsible for content knowledge demonstration?

1. To create coherence for students, teachers can create a story by returning to the phenomena and DBQs (directed inquiries).

2. Supporting coherence helps ensure everyone in all units learns the same thing.

3. Questions about coherence are related to curriculum or class component.

Teacher Moves

- Encourage students to drive deeper (stay with it) by reviewing prior learning.
- Map where we are going and map where we have been.

Where have we been?

1. Reflecting back on learning/identifying.

Questions

- How do we navigate reluctant participants?
- How much do we let them struggle?