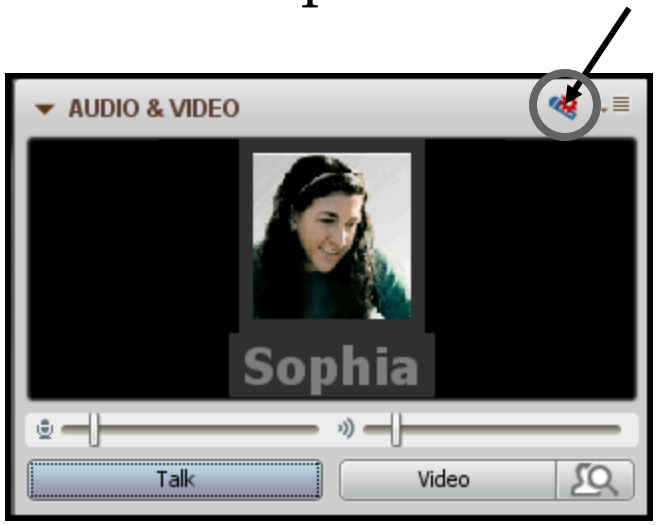
# WELCOME!

- The session will begin at 4:00 pm.
- If you did not plug in mic/speakers or headset ***prior*** to accessing this session please go to File menu>Exit, plug in audio equipment and then re-access our session.
- Please configure your audio equipment by going to Tools Menu>Audio>Audio set up wizard, or click on the shortcut pictured below:




South Carolina Department of Education

# SCDE Science Fall virtual PLO

**Monday, August 22nd , 2016**

**4:00 pm-5:00 pm**

SOUTH CAROLINA
STATE DEPARTMENT
OF EDUCATION

South Carolina Department of Education

# Last Week's Review

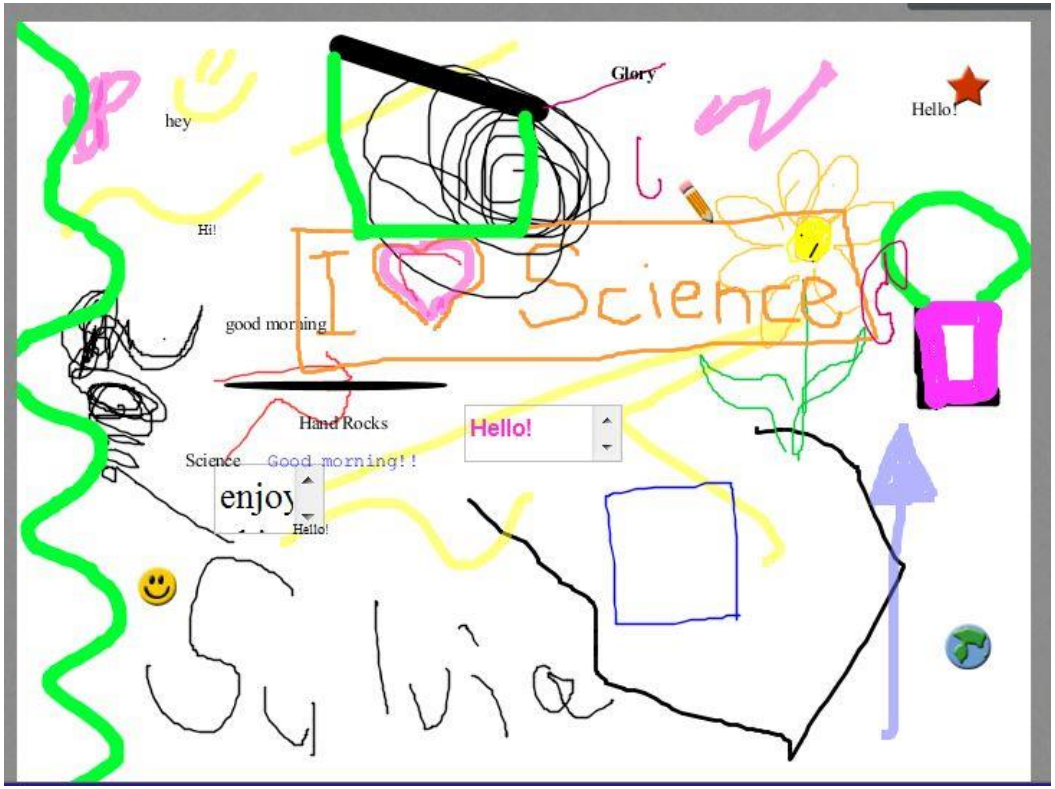
- Review of Summer Sessions
- Example of Standard Transition
- Instructional Unit Templates example and Timeline for release
- Starting a Common Language discussion
- State Assessment changes
- Blackboard Learn Discussions

# Overview of Today

1. Whiteboard Intro and Welcome
2. IUC Check
3. Website Navigation
   a) General
   b) IUC
   c) Framework for K-12 Science Education
   d) SEP Support Docs
   e) SEP Checklist
4. SEP Videos
5. Blackboard Learn Tour
6. "After Session" Questions

# Whiteboard Share

- Tell us your name, where you work, and give us a positive detail about your "week back to school"



# Website Navigation

a) General Resources Available
b) IUC
c) Framework for K-12 Science Education
d) SEP Support Docs
e) SEP Checklist

# SEP Videos

**Explore the Science & Engineering Practices in more depth with Bozeman's videos:**

- **Ask questions and define problems:**
- https://youtu.be/LJJoKxDsyoQ

- **Develop and use models:**
- https://youtu.be/Gn26g5RFXpQ

- **Plan and conduct investigations:**
- https://youtu.be/QTfcyGlVVWo

- **Analyze and interpret data:**
- https://youtu.be/9NkT-oYPkOA

- **Use mathematical and computational thinking:**
- https://youtu.be/vJatZZV0nE0

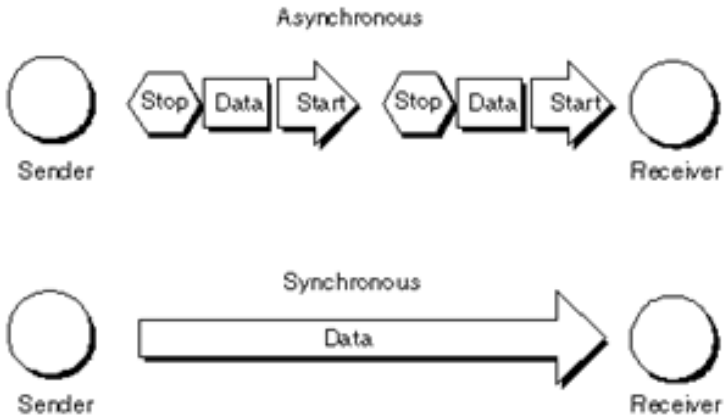
- **Construct explanations and design solutions:**
- https://youtu.be/rVSHsSCzt-A

- **Engage in scientific argument using evidence:**
- https://youtu.be/9RJeVY0-WrA

- **Obtain, evaluate and communicate information:**
- https://youtu.be/yYxlrkGvicc

# Blackboard Learn Tour

- Expectations for Collaboration on BBL
- Session 2: 10 days to Collaborate. Due date for credit is Thursday Sept 1st.
- Asynchronous Learning Platform




http://www.webopedia.com/TERM/A/asynchronous.html

- This term is most commonly used to describe communications where data can be transmitted intermittently rather than in a steady stream. The key word here is intermittently. Try to log on here and there throughout the next 10 days on BBL.
- Don't be hesitant to ask each other questions by the way. ☺

[redacted]

6 days ago

**RE: Reflections on 8 August 2016 Session**

I also found that reading over the SEPs and Instructional documents that are available on the SDE website (I have not been able to dive into all the links from our first session presentation) were helpful. They are lengthy, but it started to give me an idea of how much work I had ahead of me to get out of 2005 and get into the new standards. I have compared what I had been teaching in chemistry using the 2005 standards to what I will need to implement this year. I am already seeing that the lessons will be more complex. I hope to see great outcomes!

Reply Quote Edit Delete Email Author

▲ Hide 2 replies

**Gwendolynn Shealy**

4 days ago

**RE: Reflections on 8 August 2016 Session**

It is a lengthy document. Definitely not a quick read, but they are helpful in gaining a better understanding of the intent of our new standards.Can you describe how you might see the complexity of particular lesson increase?

▲ Hide 1 reply

[redacted]

19 hours ago

**RE: Reflections on 8 August 2016 Session**

It is lengthy, and I hope to continue to digest it over the next few months. It validates all of the enrichment I do with my students that goes beyond what is stated by the standards. The past two years, I've incorporated more informational texts as a "flipped" attempt to see if they ask constructive questions on the content and/ or present inferences on cause and effect (ex. tides and moon phases; plotting earthquakes and volcanoes and relating the location with specific landforms) as well as mathematical applications to my lessons.When ever possible, they keep track data and are responsible for analyzing it and communicating the data in the correct format. It is so rewarding to watch them start to do their own collection of "informational text" by serendipity and come in with new data they might find while working on assignments for me.

[redacted]

5 days ago

**RE: Reflections on 8 August 2016 Session**

I agree that the complexity of my lessons will increase. I teach Physics. My concern is pacing. I have always said that I do not "cover" material, because the definition of cover is to obscure. I am going to try to go through my first semester curriculum and develop a pacing guide that allows for deeper understanding. I am truly looking forward to being a part of this learning community to enhance my teaching.

Reply Quote Edit Delete Email Author

▲ Hide 1 reply

[redacted]

17 hours ago

**RE: Reflections on 8 August 2016 Session**

Time is always a concern that I think many of us have! No matter how on pace I feel....I still always feel like I am falling behind and not going to be able to cover all of my material. Not to mention now we have to take a much more in-depth approach to what we are teaching and it often seems like that will take so much more time. So as you have mentioned I feel I am going to have to really take the time to pace out my year in order to give myself enough time to cover all of the material without feeling like I am leaving stuff out or rushing through it.

**Gwendolynn Shealy**

4 days ago

**RE: Reflections on 8 August 2016 Session**

Thank you Brenda for your post. Talk to us a little more about "including more investigations in a somewhat modified flipped format.

▲ Hide 1 reply

[redacted]

18 hours ago

**RE: Reflections on 8 August 2016 Session**

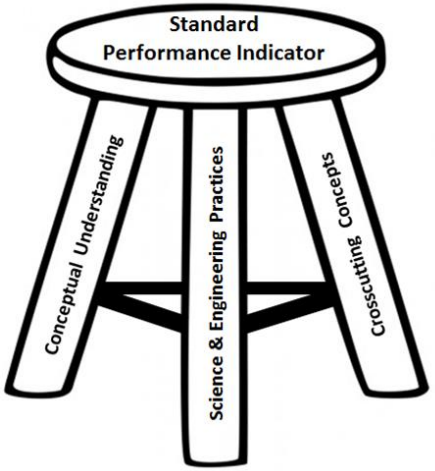
I touched on it in the comment above but here is one I've done for the past four years:

From day one my students take "daily data" on the hours of daylight, moon phase, tides, solar distance, and the relative positions of the Earth, Moon, and Sun. We record these data for 18 weeks. While doing this, students will start to question their misconceptions of these particular phenomena. I do not tell them whether their inferences are incorrect or correct, but take inventory of them. Already students are wondering if the position of the Moon and Sun together make the tides higher (only one week!!) and several have noticed we are moving closer to the Sun . . . but cooler weather is on the way. It's really a simple way to guide them to their own understanding of the phase cycle, the seasons, and the cause of the tides. The students take home a weekly data analysis on Friday's to turn in on Mondays that has them graph the new data and guide them to make observations that will eventually guide them to the correct conclusions on the tides, phases, and seasons. When the students get their laptops this coming week, they will have links to four other locations: Mawson Base Antarctica, Sydney Australia, Quito Ecuador, and Barrow Alaska. There will be activities that require the students to collect relative information to their daily data here in SC to these other locations. All I do is facilitate, and guide them in their own questioning of what is occurring.

# THANK YOU!

Fleeting Question: How might our classrooms "look" different with the implementation of the new standards?
Use the Chat Box to share your ideas.

## Next Session:
## Tuesday: September 6th

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**I look forward to seeing you on BBL over the next two weeks!**

South Carolina Department of Education