



# **School Librarians Advancing STEM Learning (SLASL)**

## *2017 Cohorts*

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Webinar #1 - What will make your SLASL unit successful  
for your students?

# What is the School Librarians Advancing STEM Learning Project?

A project, funded by a federal IMLS grant, to elevate and expand the role of school librarians by **building their capacity as instructional leaders and partners to advance STEM learning**



# Who's here?

In the chat box, please share:

**Your name**

**Your school**

**Your content area**



## What will make your SLASL unit successful for your students?

In the chat box, type a **question** that this question makes you wonder about.



Pre-work on standards: **What stood out to you about the video?**

Standards describe what students should learn and be able to do.

**Facts (the what)**

**Skills (the how)**

## English Language Arts Standards » Science & Technical Subjects » Grade 9-10



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### Standards in this strand:

CCSS.ELA-LITERACY.RST.9-10.1

CCSS.ELA-LITERACY.RST.9-10.2

CCSS.ELA-LITERACY.RST.9-10.3

CCSS.ELA-LITERACY.RST.9-10.4

CCSS.ELA-LITERACY.RST.9-10.5

CCSS.ELA-LITERACY.RST.9-10.6

CCSS.ELA-LITERACY.RST.9-10.7

CCSS.ELA-LITERACY.RST.9-10.8

CCSS.ELA-LITERACY.RST.9-10.9

CCSS.ELA-LITERACY.RST.9-10.10

**Part IV: Standards** *(While you may be addressing parts of many standards, please list the main standards that are accomplished in this unit.)*

- NGSS/State STEM Standards *(list the standards you are addressing by copying/pasting)*
- NGSS Crosscutting Concepts *(choose either Patterns or Cause and Effect - Mechanism and Explanation)*
- CCSS Science Literacy Standards *(list the standards)*

ON TARGET

#### Crosscutting Concepts

- Patterns
- Cause and Effect: Mechanism and Explanation
- Scale, Proportion and Quantity
- Systems and System Models
- Energy and Matter: Flows, Cycles and Conservation
- Structure and Function
- Stability and Change



# The Role of the Essential Question in the SLASL project

## **Part V: Unit Essential Question**

[Should cellular structures be an increased focus of funding i

**Part VI: Goals for Using Inquiry:** The goal for using inquiry in t  
own supporting research questions around cellular organelle fun  
own additional resources to use, and determine their own solutio  
teacher and the media library specialist have selected an ancho  
disease] and provided support for students [in a set of texts that  
that contribute to disease.]

## Some Examples:

- NOT Essential: What is it like to live in Hong Kong
- Essential: Which city in Southeast Asia is the best place to live?
- NOT Essential: What is AIDS?
- Essential: Which serious disease most deserves research funding?
- NOT Essential: When was the Declaration of Independence signed?
- Essential: What ideas in the Declaration of Independence have become American traditions?

# Designing your Summative Assessment

What characteristics will SLASL summative assessments have?

## **Part VII: Summative Assessment Description and Rubric**

*(The summative assessment should assess both science content and literacy skills.)*

## **Part VIII: Prior Knowledge Needed**

*(This description should describe both science content and literacy skills.)*

# Student Learning Objectives

What characteristics should Student Learning Objectives have?

## **Part IX: Student Learning Objectives**

*(Breakdown of the unit into discrete units of both science content and literacy skills. Please use the format TSWBAT...by...)*

- 1) The student will be able to [identify cellular structures] by [reading and annotating an article about cellular toxins].
- 2) The student will be able to [analyze how cellular structures coordinate] by [applying information from the article about cellular toxins].
- 3) The student will be able to [evaluate a claim that cellular toxins can be used as therapies for disease] by [using evidence from the text].
- 4) The student will be able to [create a scientific research proposal] by [using textual evidence, data and precise details from the article to write write a grant proposal].

## CCSS.ELA-LITERACY.RST.9-10.8

Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem.

### **Part IX: Student Learning Objectives**

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- 4) The student will be able to [create a scientific research proposal] by [using textual evidence, data and precise details from the article to write write a grant proposal].

<p><b>February 2017</b></p>	<p><b><u>Webinar 1 - Understanding and Selecting Standards</u></b>  <b>Wednesday Feb 15 7-8:00pm</b></p> <ul style="list-style-type: none"> <li>• Watch 15 minute recorded session on deconstructing standards to write learning objectives by Monday Feb 13th</li> <li>• Comment on Discussion Post by Tuesday Feb 14th</li> </ul> <p>(Complete Template Parts I-IX for feedback by Friday March 3rd)</p>
<p><b>March 2017</b></p>	<p><b><u>Webinar 2 - Organizing Text Sets and Supporting Inquiry</u></b>  <b>Wednesday March 15 7-8:00pm</b></p> <ul style="list-style-type: none"> <li>• Watch 15 minute recorded session on selecting supporting texts by Monday March 13th</li> <li>• Comment on Discussion Post by Tuesday March 14th</li> </ul> <p>(Complete Template Part X for feedback by Wednesday April 5)</p>