

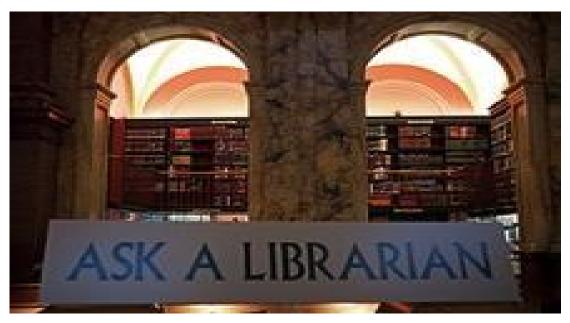
School Librarians Advancing STEM Learning (SLASL) 2017 Cohorts

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:

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

<u>Applying-formative-assessment-strategies-1-5-to-the-ngss-8-638.jpg</u>

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 town supporting research questions around cellular organelle fun own additional resources to use, and determine their own solution teacher and the media library specialist have selected an anchold disease] and provided support for students [in a set of texts that that contribute to disease.]

Some Examples:

- O 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...)

- The student will be able to [identify cellular structures] by [reading and annotating an article about cellular toxins].
- 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.

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Webinar 1 - Understanding and Selecting Standards

Wednesday Feb 15 7-8:00pm

- Watch 15 minute recorded session on deconstructing standards to write learning objectives by Monday Feb 13th
- Comment on Discussion Post by Tuesday Feb 14th

(Complete Template Parts I-IX for feedback by Friday March 3rd)

March 2017 Webinar 2 - Organizing Text Sets and Supporting Inquiry Wednesday March 15 7-8:00pm

- Wednesday March 15 7-8:00pm
 Watch 15 minute recorded session on selecting supporting texts by Monday
- March 13th
- Comment on Discussion Post by Tuesday March 14th

(Complete Template Part X for feedback by Wednesday April 5)