Ellen Loehman & Deb Thrall,
NM Science Teacher's Association
ngss@nmsta.org

Introduction to the NM STEM Ready! Science Standards

Welcome!

Presenters: Ellen Loehman & Deb Thrall, NM Science Teacher's Association
ngss@nmsta.org

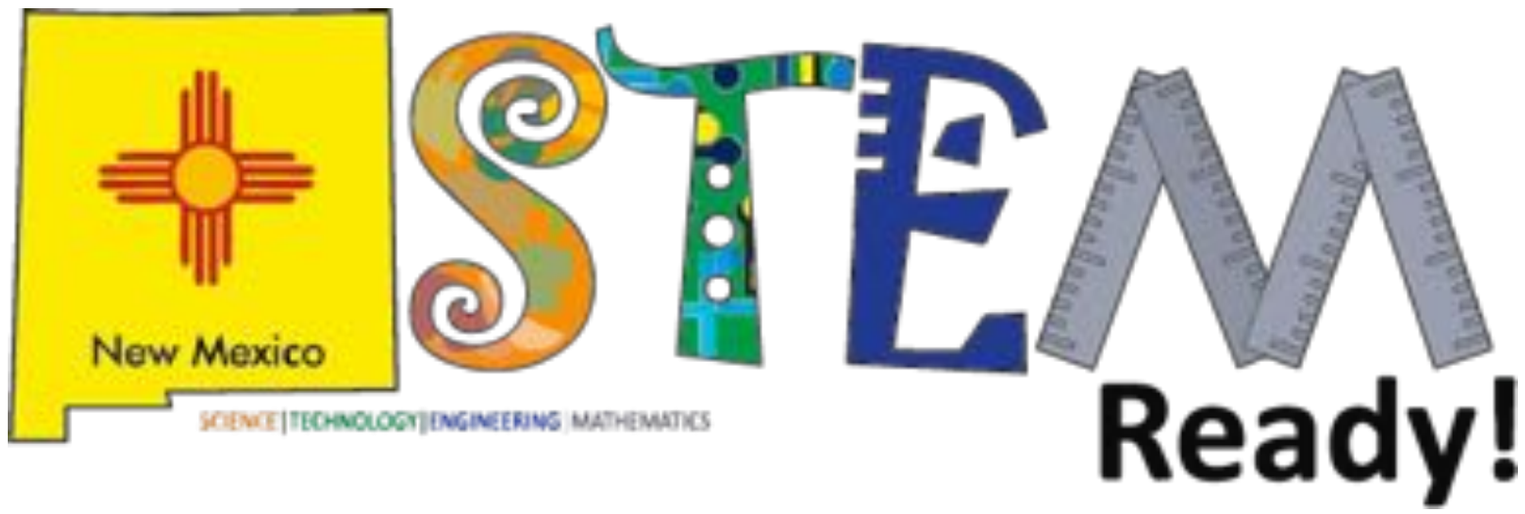
Marcia Barton, NM, NM Public Education Department,
Marcia.Barton@state.nm.us

Workshop focus & goals

This workshop is elementary. If you know your DCIs from your SEPs, then you already know most of what we will cover

Goals

1. You should be able to explain the structure of NM STEM Ready! Science Standards
2. You should understand the PED science standards roll-out plan



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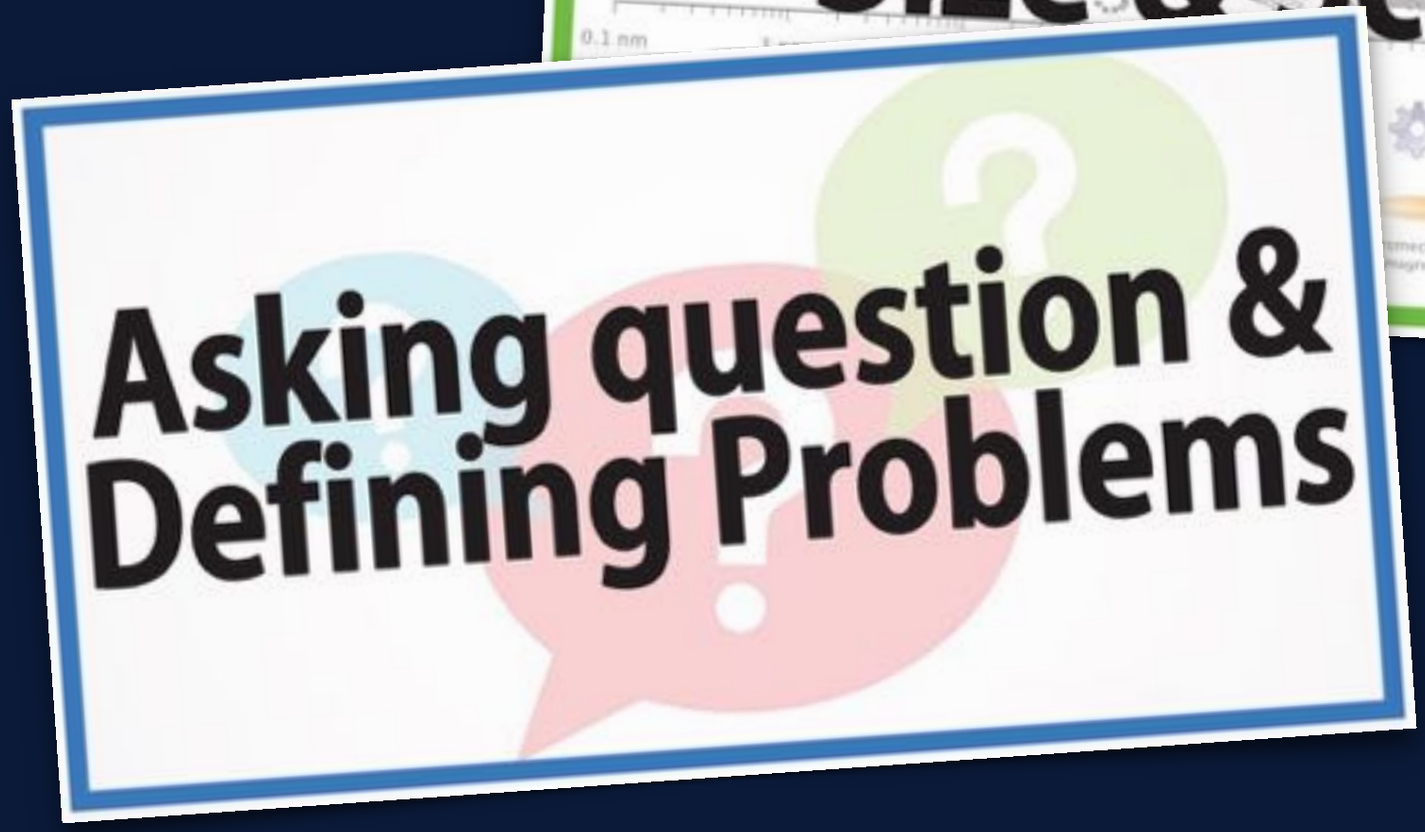
NGSS

+

New Mexico 6 specific standards

Cluck in a cup

Question	Investigation	Observation
What kinds of sounds can you make?		



Select the cards that seem appropriate to what you have been doing.

The cards are not random …

Title slide

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Disciplinary core ideas (DCIs)

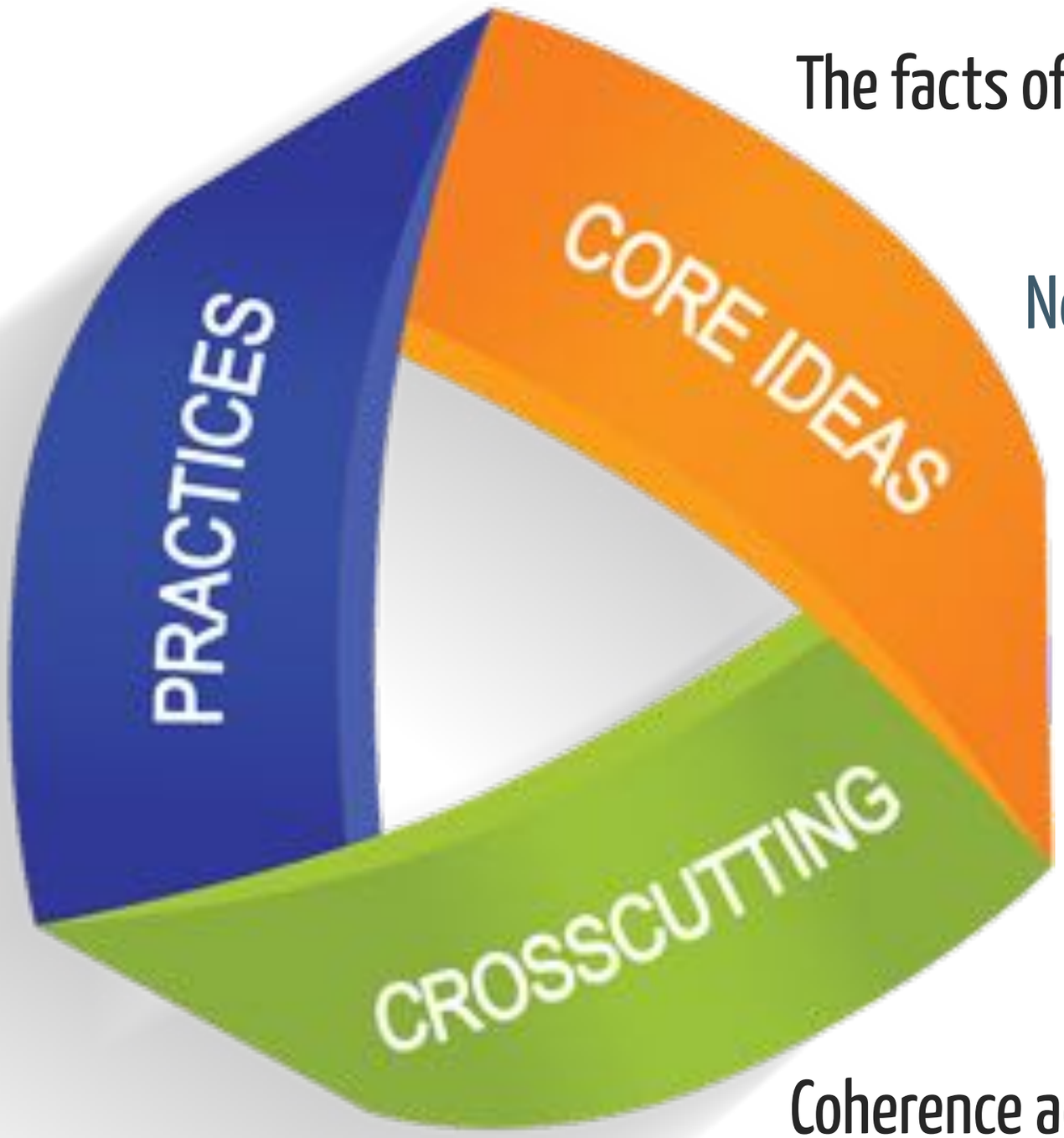
Blue border

Science & engineering practices

Green border

Crosscutting concepts

A significant logo



What students do

Strand 1 of the New Mexico standards

The facts of science + technology

Strands 2 & 3 of the New Mexico standards

Coherence across disciplines

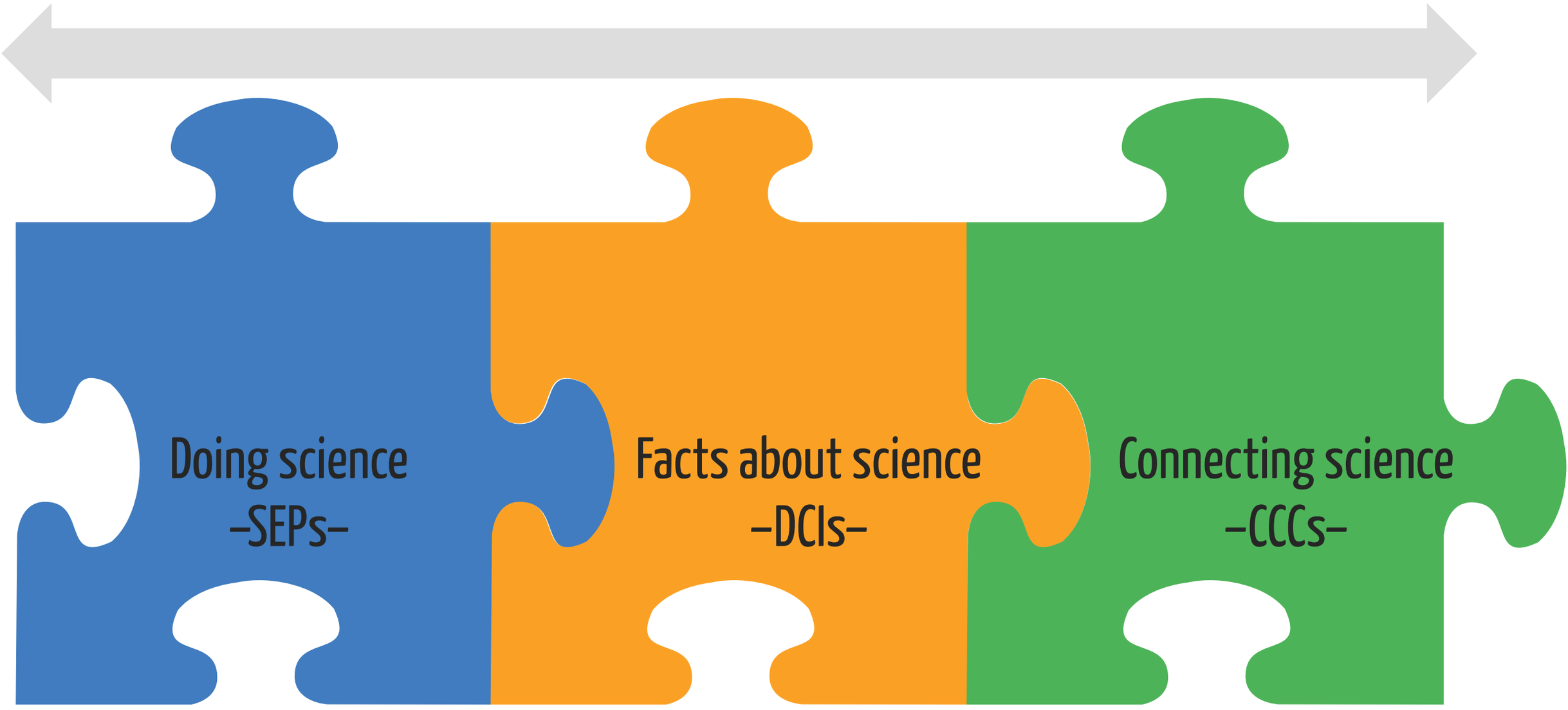
NGSS vision

2003 Science Standards

Doing science (Strand 1)

Facts about science (Strands 2 & 3)

2018 STEM Ready! Standards



Think of it this way...

tools & techniques

+

cake

+

frosting

=

finished product

Science and Engineering Practices

Asking questions and

Developing and

Planning and carrying

Analyzing and in

Using mathe computatio

Constructing and design

Engaging in argu

Obtaining, communica

Disciplinary Core Ideas

Life Science	Earth & Space Science	Physical Science
From molecules to organisms: Structures and processes LS1.A: Structure and function LS1.B: Growth and development of organisms LS1.C: Organization for matter & flow in organisms LS1.D: Information processing	**Earth's place in the universe** ESS1.A: The universe and its stars ESS1.B: Earth and the solar system ESS1.C: The history of planet Earth	**Matter and its interactions** PS1.A: Structure and properties of matter PS1.B: Chemical reactions PS1.C: Nuclear processes
Ecosystems: Interactions, energy, and dynamics LS2.A: Interdependent relationships in ecosystems LS2.B: Cycles of matter and energy transfer in ecosystems LS2.C: Ecosystem dynamics, functioning, and resilience LS2.D: Social interactions and group behavior	**Earth's systems** ESS2.A: Earth materials and systems ESS2.B: Plate tectonics and large-scale system interactions ESS2.C: The roles of water in Earth's surface processes ESS2.D: Weather and climate ESS2.E: Biogeology	**Motion and stability: Forces and interactions** PS2.A: Forces and motion PS2.B: Types of interactions PS2.C: Stability and instability in physical systems
Heredity: Inheritance and variation of traits LS3.A: Inheritance of traits LS3.B: Variation of traits	**Earth and human activity** ESS3.A: Natural resources ESS3.B: Natural hazards ESS3.C: Human impacts on Earth systems ESS3.D: Global climate change	**Energy** PS3.A: Definitions of energy PS3.B: Conservation of energy & energy transfer PS3.C: Relationship between energy & forces PS3.D: Energy in chemical processes & everyday life
Biological evolution: Unity and diversity LS4.A: Evidence of common ancestry and diversity LS4.B: Natural selection LS4.C: Adaptation LS4.D: Biodiversity and humans		**Waves and their applications in technologies for information transfer** PS4.A: Wave properties PS4.B: Electromagnetic radiation PS4.C: Information technologies & instrumentation
Engineering, Technology, and the Application of Science		
ETS1.A: Defining and delimiting engineering problems ETS1.B: Developing possible solutions ETS1.C: Optimizing the design solution		

Crosscutting Concepts

tterns

nd effect

n, and quantity

ystem models

d matter

l function

change

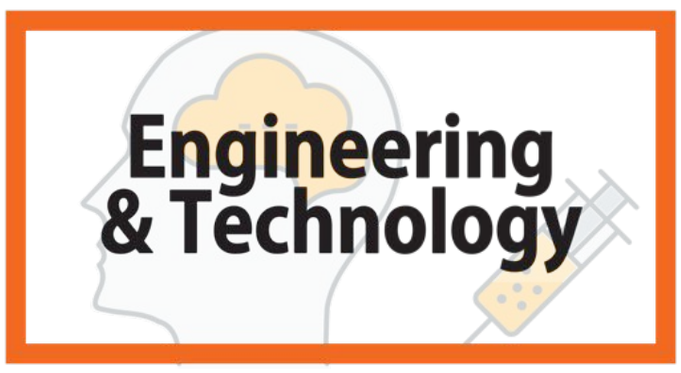
The three dimensions, defined

Disciplinary core ideas (DCIs)

LS1 – From Molecules to Organisms: Structures & Processes
LS2 – Ecosystems: Interactions, Energy, and Dynamics
LS3 – Heredity: Inheritance and Variation of Traits
LS4 – Biological Evolution: Unity and Diversity

PS1 – Matter and its Interactions
PS2 – Motion and Stability: Forces and Interactions
PS3 – Energy
PS4 – Wave Properties

ESS1 – Earth's Place in the Universe
ESS2 – Earth's Systems
ESS3 – Earth and Human Activity



Engineering, Technology and Applications of Science
ETS1 – Engineering Design
ETS2 – Links Among Engineering, Technology, Science, and Society

Life Science	Earth & Space Science	Physical Science	Engineering & Technology
LS1: From Molecules to Organisms: Structures and Processes LS1.A: Structure and Function LS1.B: Growth and Development of Organisms LS1.C: Organization for Matter and Energy Flow in Organisms LS1.D: Information Processing **LS2: Ecosystems: Interactions, Energy, and Dynamics** LS2.A: Interdependent Relationships in Ecosystems LS2.B: Cycles of Matter and Energy Transfer in Ecosystems LS2.C: Ecosystem Dynamics, Functioning, and Resilience LS2.D: Social Interactions and Group Behavior **LS3: Heredity: Inheritance and Variation of Traits** LS3.A: Inheritance of Traits LS3.B: Variation of Traits **LS4: Biological Evolution: Unity and Diversity** LS4.A: Evidence of Common Ancestry and Diversity LS4.B: Natural Selection LS4.C: Adaptation LS4.D: Biodiversity and Humans	**ESS1: Earth's Place in the Universe** ESS1.A: The Universe and Its Stars ESS1.B: Earth and the Solar System ESS1.C: The History of Planet Earth **ESS2: Earth's Systems** ESS2.A: Earth Materials and Systems ESS2.B: Plate Tectonics and Large-Scale System Interactions ESS2.C: The Roles of Water in Earth's Surface Processes ESS2.D: Weather and Climate ESS2.E: Biogeology **ESS3: Earth and Human Activity** ESS3.A: Natural Resources ESS3.B: Natural Hazards ESS3.C: Human Impacts on Earth Systems ESS3.D: Global Climate Change	**PS1: Matter and Its Interactions** PS1.A: Structure and Properties of Matter PS1.B: Chemical Reactions PS1.C: Nuclear Processes **PS2: Motion and Stability: Forces and Interactions** PS2.A: Forces and Motion PS2.B: Types of Interactions PS2.C: Stability and Instability in Physical Systems **PS3: Energy** PS3.A: Definitions of Energy PS3.B: Conservation of Energy and Energy Transfer PS3.C: Relationship Between Energy and Forces PS3.D: Energy in Chemical Processes and Everyday Life **PS4: Waves and Their Applications in Technologies for Information Transfer** PS4.A: Wave Properties PS4.B: Electromagnetic Radiation PS4.C: Information Technologies and Instrumentation	**ETS1: Engineering Design** ETS1.A: Defining and Delimiting an Engineering Problem ETS1.B: Developing Possible Solutions ETS1.C: Optimizing the Design Solution **ETS2: Links Among Engineering, Technology, Science, and Society** ETS2.A: Interdependence of Science, Engineering, and Technology ETS2.B: Influence of Engineering, Technology, and Science on Society and the Natural World

Science & engineering practices

1. Asking questions (for science) and defining problems (for engineering)
2. Developing and using models
3. Planning and carrying out investigations
4. Analyzing and interpreting data
5. Using mathematics and computational thinking
6. Constructing explanations (for science) and designing solutions (for engineering)
7. Engaging in argument from evidence
8. Obtaining, evaluating, and communicating information

Science & engineering practices

1. Asking questions (for science) and defining problems (for engineering)
2. Developing and using models
3. Planning and carrying out investigations

} Science

5. Analyzing and interpreting data
6. Using mathematics and computational thinking

} CCSS math

8. Constructing explanations (for science) and designing solutions (for engineering)
9. Engaging in argument from evidence
10. Obtaining, evaluating, and communicating information

} CCSS LA

Commonalities Among the Practices in Science, Mathematics and English Language Arts

Based on work by Tina Chuek ell.stanford.edu

Math

M1: Make sense of problems and persevere in solving them

M2: Reason abstractly & quantitatively

M6: Attend to precision

M7: Look for & make use of structure

M8: Look for & make use of regularity in repeated reasoning

M4. Models with mathematics

S2: Develop & use models

S5: Use mathematics & computational thinking

Science

S1: Ask questions and define problems

S3: Plan & carry out investigations

S4: Analyze & interpret data

S6: Construct explanations & design solutions

E2: Build a strong base of knowledge through content rich texts

E5: Read, write, and speak grounded in evidence

M3 & E4: Construct viable arguments and critique reasoning of others

S7: Engage in argument from evidence

E6: Use technology & digital media strategically & capably

M5: Use appropriate tools strategically

S8: Obtain, evaluate, & communicate information

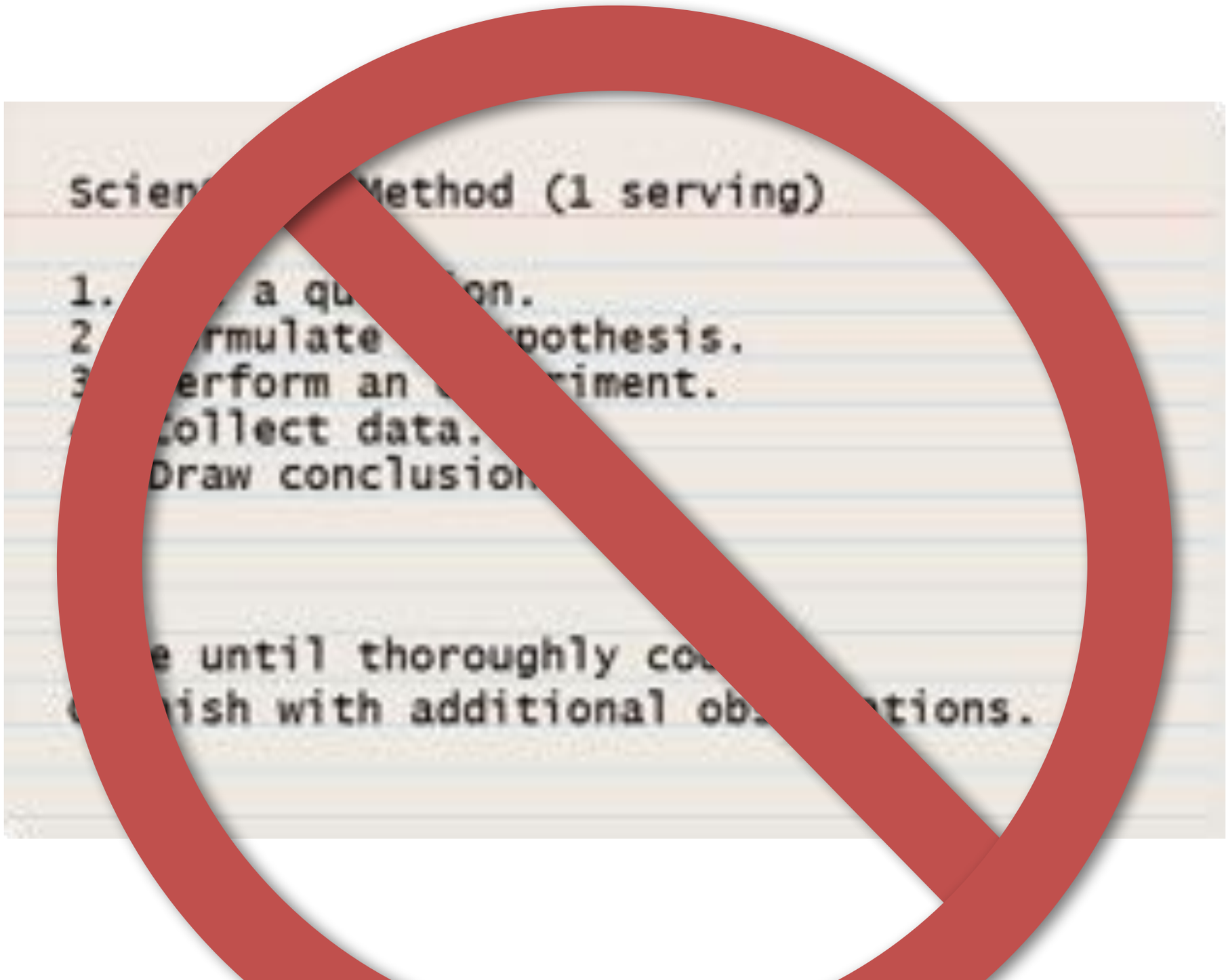
E3: Obtain, synthesize, and report findings clearly and effectively in response to task and purpose

E1: Demonstrate independence in reading complex texts, and writing and speaking about them

E7: Come to understand other perspectives and cultures through reading, listening, and collaborations

ELA

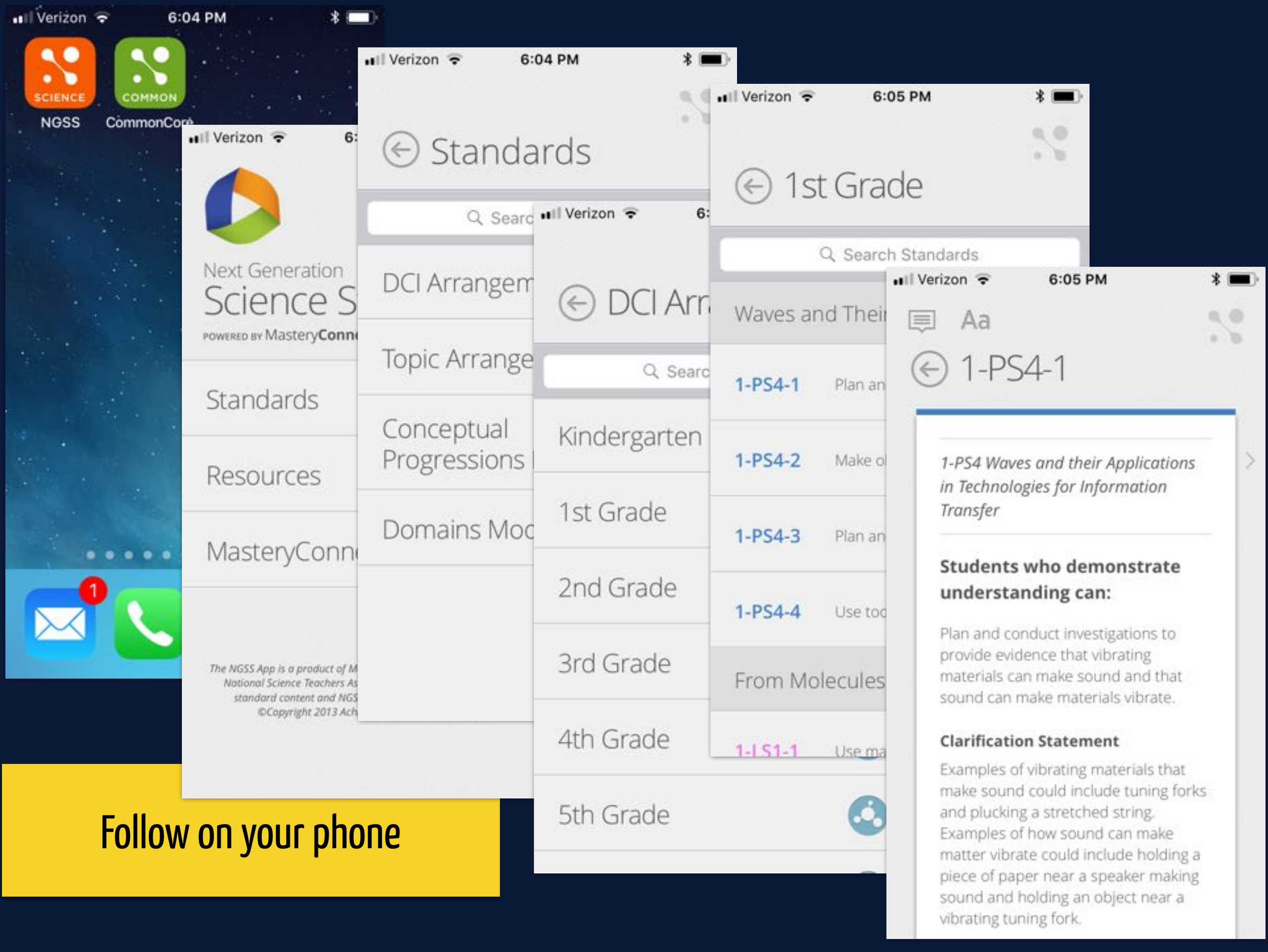
Science & engineering practices



Crosscutting concepts

1. Patterns
2. Cause and effect: mechanism & explanation
3. Scale, proportion, & quantity
4. Systems & system models
5. Energy and matter: flows, cycles, & conservation
6. Structure & function
7. Stability & change

A closer look at those standards



Follow on your phone

Let's look at a standard

=

PS1: Matter and Its Interactions
PS1.A: Structure and Properties of Matter
PS1.B: Chemical Reactions
PS1.C: Nuclear Processes

PS2: Motion and Stability: Forces and Interactions
PS2.A: Forces and Motion
PS2.B: Types of Interactions
PS2.C: Stability and Instability in Physical Systems

PS3: Energy
PS3.A: Definitions of Energy
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PS3.D: Energy in Chemical Processes and Everyday Life

PS4: Waves and Their Applications in Technologies for Information Transfer
PS4.A: Wave Properties
PS4.B:Electromagnetic Radiation
PS4.C: Information Technologies and Instrumentation

What Are Performance Expectations?

Performance Expectations state what students should be able to do in order to demonstrate that they have met the standard, thus providing clear and specific targets for curriculum, instruction, and classroom assessment.

Anatomy of a standard

1-PS4-1 Plan and conduct an investigation to provide evidence that vibrating materials can make sound and that sound can make materials vibrate

Grade Level/Band

Grade level or band:

Standards are divided into

- K, 1, 2
- 3, 4, 5

} grade specific

- MS – Middle school
- HS – High school

Anatomy of a standard

1-PS4-1 Plan and conduct an investigation to provide evidence that vibrating materials can make sound and that sound can make materials vibrate

Disciplinary core idea

DCI

- Life Science
- Physical Science
- Earth & Space Science
- Engineering & Technology

Anatomy of a standard

1-PS4-1 Plan and conduct an investigation to provide evidence that vibrating materials can make sound and that sound can make materials vibrate

Performance Expectation

Performance expectation: tells what the student should be able to do as a result of understandings.

¡Importante!

Not knowledge!
Not content!
Not curriculum!

Anatomy of a standard

1-PS4-1 Plan and conduct an investigation to provide evidence that vibrating materials can make sound and that sound can make materials vibrate

Performance Expectation

Performance expectation: tells what the student should be able to do as a result of understandings.

Plan and conduct an investigation to provide evidence that vibrating materials can make sound and that sound can make materials vibrate

Practice | DCI | CCC

Anatomy of a standard

1-PS4-1 Plan and conduct an investigation to provide evidence that vibrating materials can make sound and that sound can make materials vibrate

Clarifications and assessment boundaries

[Clarification Statement: Examples of vibrating materials that make sound could include tuning forks and plucking a stretched string. Examples of how sound can make matter vibrate could include holding a piece of paper near a speaker making sound and holding an object near a vibrating tuning fork.]

[Assessment Boundary: none for this standard]

Architecture of a complete standard

Title and Code

Performance Expectations

What students should know and be able to do at the end of instruction

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts

Connections Boxes

Guidance for connecting the standard to others in NGSS or CCSS

Put it all together

Students who demonstrate understanding can:

1-PS4-1. **Plan and conduct investigations to provide evidence that vibrating materials can make sound and that sound can make materials vibrate.** [Clarification Statement: Examples of vibrating materials that make sound could include tuning forks and plucking a stretched string. Examples of how sound can make matter vibrate could include holding a piece of paper near a speaker making sound and holding an object near a vibrating tuning fork.]

The performance expectation above was developed using the following elements from the NRC document *A Framework for K-12 Science Education*:

Science and Engineering Practices

Planning and Carrying Out Investigations
Planning and carrying out investigations to answer questions or test solutions to problems in K–2 builds on prior experiences and progresses to simple investigations, based on fair tests, which provide data to support explanations or design solutions.

- Plan and conduct investigations collaboratively to produce evidence to answer a question.

Connections to Nature of Science

Scientific Investigations Use a Variety of Methods

- Science investigations begin with a question.
- Scientists use different ways to study the world.

Disciplinary Core Ideas

PS4.A: Wave Properties

- Sound can make matter vibrate, and vibrating matter can make sound.

Crosscutting Concepts

Cause and Effect

- Simple tests can be designed to gather evidence to support or refute student ideas about causes.

Connections to other DCIs in first grade: N/A

Articulation of DCIs across grade-levels:
4.ETS1.A

Common Core State Standards Connections:
ELA/Literacy –

W.1.7	Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions). (1-PS4-1)
W.1.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. (1-PS4-1)
SL.1.1	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. *(1-PS4-1)*

NM 6 standards

1-SS-1 NM. Obtain information about how men and women of all ethnic and social backgrounds in New Mexico have worked together to advance science and technology.

5-SS-1 NM. Communicate information gathered from books, reliable media, or outside sources, that describes how a variety of scientists and engineers across New Mexico have improved existing technologies, developed new ones, or improved society through applications of science.

MS-ESS3-3 NM. Describe the advantages and disadvantages associated with technologies related to local industries and energy production.

HS-LS2-7 NM. Using a local issue in your solution design, describe and analyze the advantages and disadvantages of human activities that support the local population such as reclamation projects, building dams, and habitat restoration.

HS-SS-1 NM. Obtain and communicate information about the role of New Mexico in nuclear science and 21st century innovations including how the national laboratories have contributed to theoretical, experimental, and applied science; have illustrated the interdependence of science, engineering, and technology; and have used systems involving hardware, software, production, simulation, and information flow.

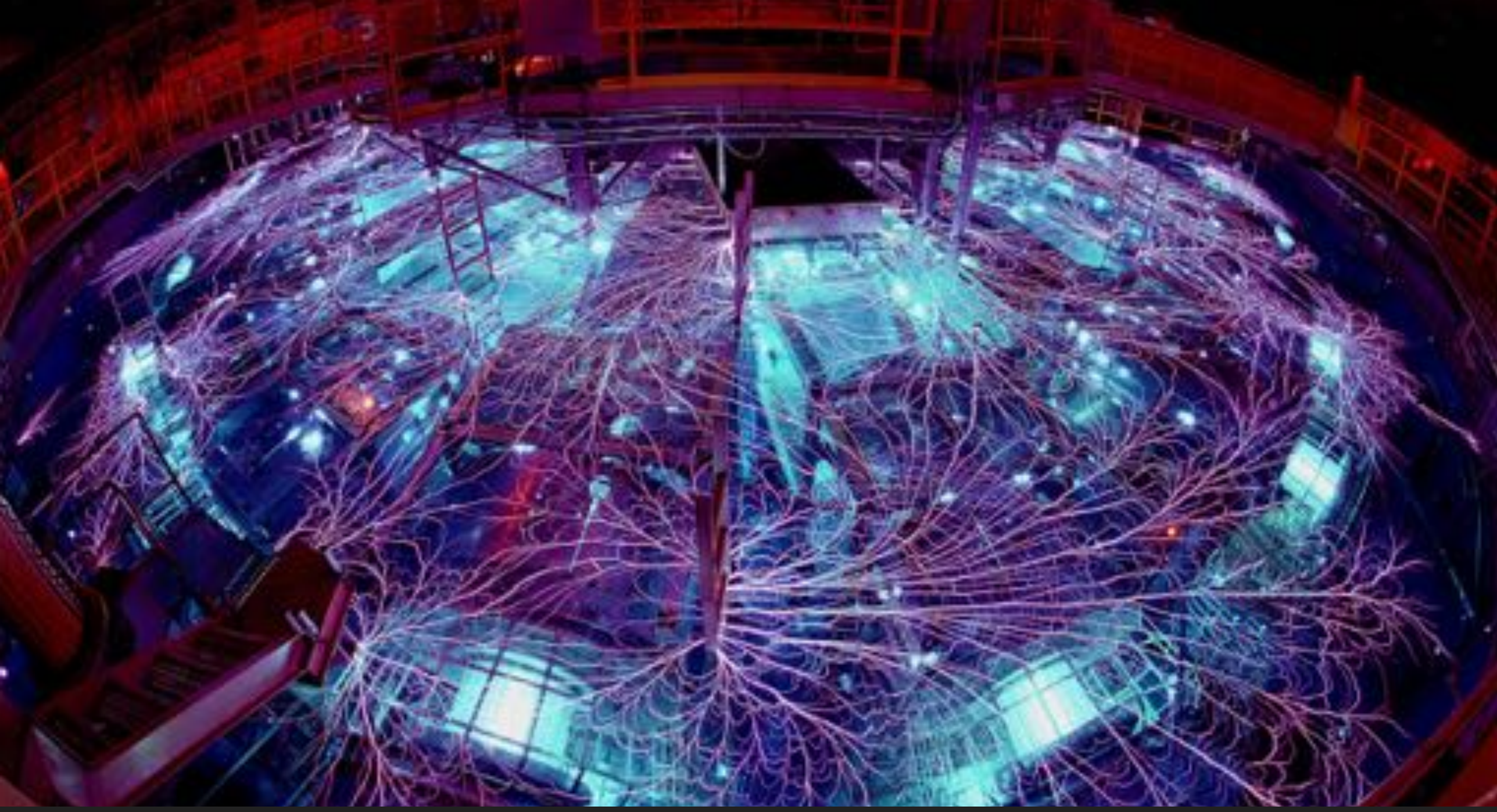
HS-SS-2 NM. Construct an argument using claims, scientific evidence, and reasoning that helps decision makers with a New Mexico challenge or opportunity as it relates to science.

Check

Identify the DCI, SEP and CCC for this standard

HS-LS4-1 Biological Evolution: Unity and Diversity

Communicate scientific information that common ancestry and biological evolution are supported by multiple lines of empirical evidence



Implementation

SCIENCE STANDARDS IMPLEMENTATION TIMELINE

"Our STEM Community working together for kids"

2017–2018 School Year

Standards

Current New Mexico state science standards taught in all grades

Professional Learning

Teacher/administrator professional learning on new science standards should include:

- Classroom instructional shifts
- 3-Dimensional structure
- Content knowledge
- Exemplar units

Curriculum & Instruction

- New instructional materials identified, developed, and reviewed
- **Educator** working groups recommend secondary course maps
- Exemplar grade level units are made available in Spring 2018

2018–2019 School Year

Standards

New Mexico STEM Ready! science standards take effect for all grades

Professional Learning

Continued **teacher/administrator** professional learning on new science standards should include:

- Classroom instructional shifts
- 3-Dimensional structure
- Content knowledge
- Exemplar units
- Formative assessments

Curriculum & Instruction

- State approved instructional materials available

2019–2020 School Year

Standards

New Mexico STEM Ready! science standards taught in all grades

Professional Development

On-going **teacher/administrator** professional learning on new science standards should include:

- Classroom instructional shifts
- 3-Dimensional structure
- Content knowledge
- Exemplar units
- Formative assessments

Curriculum & Instruction

- NM STEM Ready! science aligned instruction occurring in all classrooms
- NM summative assessment in Spring 2020

There will be changes in what you teach

2003 standards - 4th grade

- Every benchmark, every year
- Heavy on physical science

NGSS standards - 4th grade

- Energy
- Waves
- Structure & properties (life science)
- Rock structures, cycles & fossils

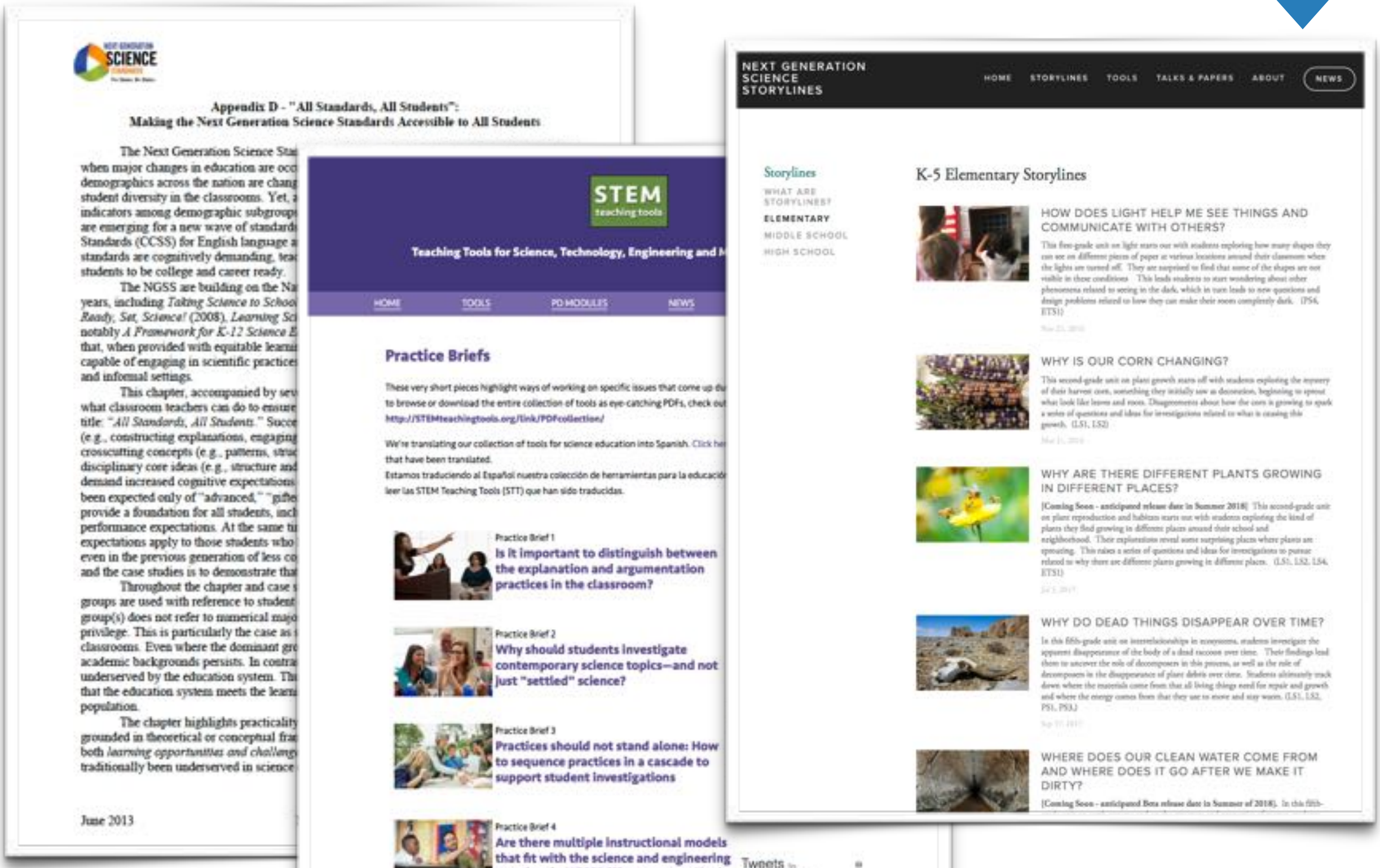
California model curricula

- Car Crashes
- Renewable Energy
- Sculpting Landscapes
- Earthquake Engineering
- Animal Senses

Amplify Science

- Energy Conversions
- Vision and Light
- Earth's Features
- Waves, Energy, and Information

There will be changes in how you teach



Appendix D - "All Standards, All Students":
Making the Next Generation Science Standards Accessible to All Students

The Next Generation Science Stan
when major changes in education are occ
demographics across the nation are chang
student diversity in the classrooms. Yet, a
indicators among demographic subgroups
are emerging for a new wave of standards
Standards (CCSS) for English language a
standards are cognitively demanding, teac
students to be college and career ready.

The NGSS are building on the Na
years, including *Taking Science to School*
Ready, Set, Science! (2008), *Learning Sci*
notably *A Framework for K-12 Science E*
that, when provided with equitable learni
capable of engaging in scientific practices
and informal settings.

This chapter, accompanied by seve
what classroom teachers can do to ensure
title: "*All Standards, All Students.*" Succe
(e.g., constructing explanations, engaging
crosscutting concepts (e.g., patterns, struc
disciplinary core ideas (e.g., structure and
demand increased cognitive expectations.
been expected only of "advanced," "gifte
provide a foundation for all students, incl
performance expectations. At the same ti
expectations apply to those students who
even in the previous generation of less co
and the case studies is to demonstrate that

Throughout the chapter and case s
groups are used with reference to student
group(s) does not refer to numerical majo
privilege. This is particularly the case as s
classrooms. Even where the dominant gro
academic backgrounds persists. In contra
underserved by the education system. Thi
that the education system meets the learni
population.

The chapter highlights practicality
grounded in theoretical or conceptual fra
both *learning opportunities and challeng*
traditionally been underserved in science

June 2013

STEM teaching tools

Teaching Tools for Science, Technology, Engineering and M

HOME TOOLS PD MODULES NEWS

Practice Briefs

These very short pieces highlight ways of working on specific issues that come up du
to browse or download the entire collection of tools as eye-catching PDFs, check out
http://STEMteachingtools.org/link/PDFcollection/

We're translating our collection of tools for science education into Spanish. Click her
that have been translated.
Estamos traduciendo al Español nuestra colección de herramientas para la educació
leer las STEM Teaching Tools (STT) que han sido traducidas.

Practice Brief 1
Is it important to distinguish between the explanation and argumentation practices in the classroom?

Practice Brief 2
Why should students investigate contemporary science topics—and not just "settled" science?

Practice Brief 3
Practices should not stand alone: How to sequence practices in a cascade to support student investigations

Practice Brief 4
Are there multiple instructional models that fit with the science and engineering practices in NGSS? (Short answer: Yes.)

Tweets by @STEMTeachTools

NEXT GENERATION SCIENCE STORYLINES

HOME STORYLINES TOOLS TALKS & PAPERS ABOUT NEWS

Storylines
WHAT ARE STORYLINES?
ELEMENTARY
MIDDLE SCHOOL
HIGH SCHOOL

K-5 Elementary Storylines

HOW DOES LIGHT HELP ME SEE THINGS AND COMMUNICATE WITH OTHERS?

This first-grade unit on light starts out with students exploring how many shapes they can see on different pieces of paper at various locations around their classroom when the lights are turned off. They are surprised to find that some of the shapes are not visible in these conditions. This leads students to start wondering about other phenomena related to seeing in the dark, which in turn leads to new questions and design problems related to how they can make their room completely dark. (PS4, ETS1)

WHY IS OUR CORN CHANGING?

This second-grade unit on plant growth starts off with students exploring the mystery of their harvest corn, something they initially saw as decoration, beginning to sprout what look like leaves and roots. Disagreements about how the corn is growing to spark a series of questions and ideas for investigations related to what is causing this growth. (LS1, LS2)

WHY ARE THERE DIFFERENT PLANTS GROWING IN DIFFERENT PLACES?

[Coming Soon - anticipated release date in Summer 2018] This second-grade unit on plant reproduction and habitats starts out with students exploring the kind of plants they find growing in different places around their school and neighborhood. Their explorations reveal some surprising places where plants are sprouting. This raises a series of questions and ideas for investigations to pursue related to why there are different plants growing in different places. (LS1, LS2, LS4, ETS1)

WHY DO DEAD THINGS DISAPPEAR OVER TIME?

In this fifth-grade unit on interrelationships in ecosystems, students investigate the apparent disappearance of the body of a dead raccoon over time. Their findings lead them to uncover the role of decomposers in this process, as well as the role of decomposers in the disappearance of plant debris over time. Students ultimately track down where the materials come from that all living things need for repair and growth and where the energy comes from that they use to move and stay warm. (LS1, LS2, PS1, PS3.)

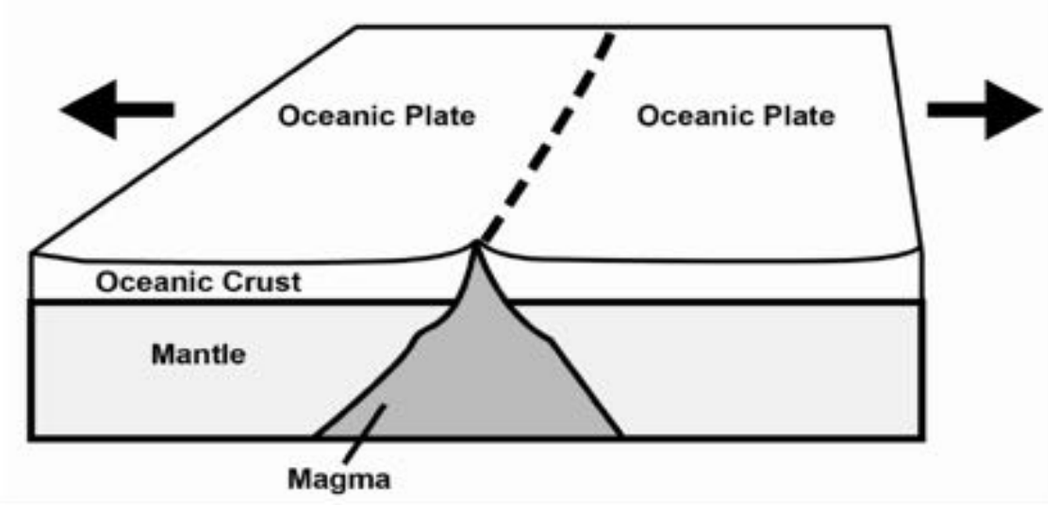
WHERE DOES OUR CLEAN WATER COME FROM AND WHERE DOES IT GO AFTER WE MAKE IT DIRTY?

[Coming Soon - anticipated Beta release date in Summer of 2018]. In this fifth-

There will be changes in curriculum materials

There will be changes in assessment

The picture shows a place on the ocean floor where two plates are moving apart. At this plate boundary (shown at the dotted line), rock material is rising to the surface.



1. Draw on the picture to show what is happening in the mantle that causes the plates to move apart.
2. What is happening in the mantle that helps to explain why the two plates are moving apart?
3. Put an X on the places in the picture above where the oldest rock can be found in the crust.
4. Explain your answer.

Anatomy of a standard

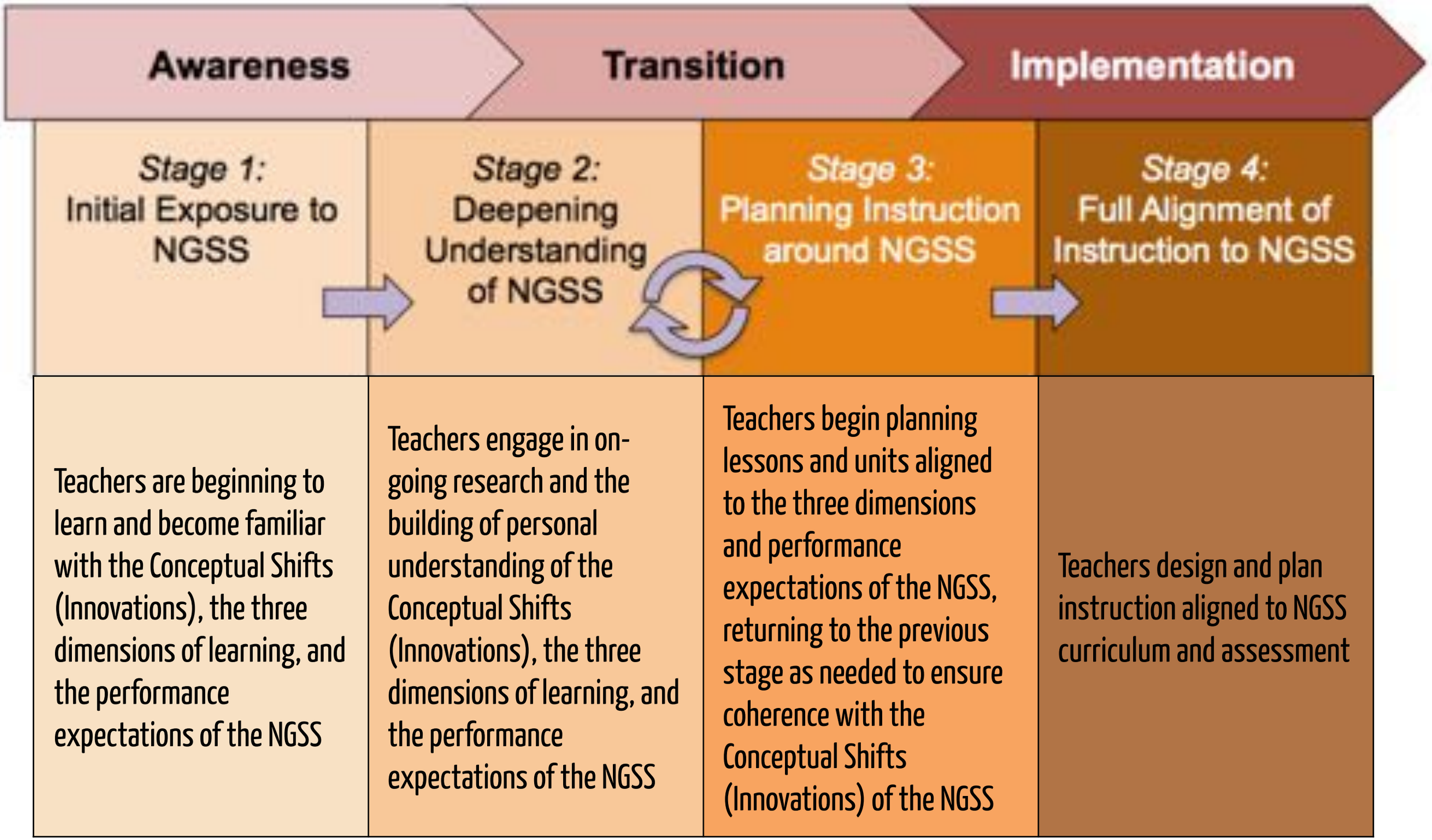
1-PS4-1 Plan and conduct an investigation to provide evidence that vibrating materials can make sound and that sound can make materials vibrate

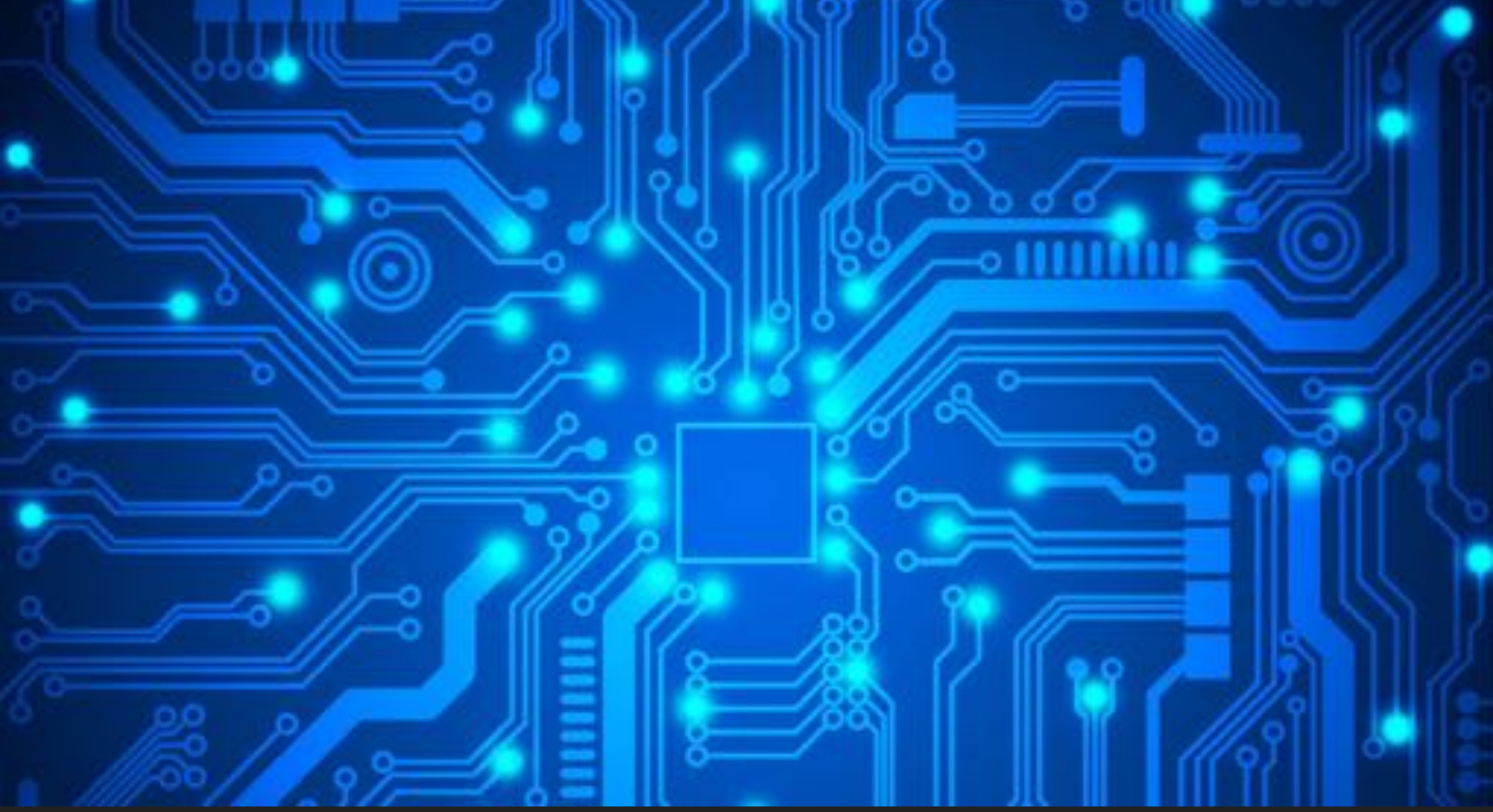
Evidence statement

Observable features of the student performance by the end of the grade:		
1	Identifying the phenomenon under investigation	
	a	Students identify and describe* the phenomenon and purpose of the investigation, which include providing evidence to answer questions about the relationship between vibrating materials and sound.
2	Identifying the evidence to address the purpose of the investigation	
	a	Students collaboratively develop an investigation plan and describe* the evidence that will result from the investigation, including:
		i. Observations that sounds can cause materials to vibrate.
		ii. Observations that vibrating materials can cause sounds.
		iii. How the data will provide evidence to support or refute ideas about the relationship between vibrating materials and sound.
	b	Students individually describe* (with support) how the evidence will address the purpose of the investigation.
3	Planning the investigation	
	a	In the collaboratively developed investigation plan, students individually identify and describe*:
		i. The materials to be used.
		ii. How the materials will be made to vibrate to make sound.
		iii. How resulting sounds will be observed and described*.
		iv. What sounds will be used to make materials vibrate.
		v. How it will be determined that a material is vibrating.
4	Collecting the data	
	a	According to the investigation plan they develop, students collaboratively collect and record observations about:
		i. Sounds causing materials to vibrate.
		ii. Vibrating materials causing sounds.

There will be mismatches & misalignments

Next steps


Awareness
Transition
Implementation
Stage 1: Initial Exposure to NGSS
Stage 2: Deepening Understanding of NGSS
Stage 3: Planning Instruction around NGSS
Stage 4: Full Alignment of Instruction to NGSS
Teachers are beginning to learn and become familiar with the Conceptual Shifts (Innovations), the three dimensions of learning, and the performance expectations of the NGSS
Teachers engage in on-going research and the building of personal understanding of the Conceptual Shifts (Innovations), the three dimensions of learning, and the performance expectations of the NGSS
Teachers begin planning lessons and units aligned to the three dimensions and performance expectations of the NGSS, returning to the previous stage as needed to ensure coherence with the Conceptual Shifts (Innovations) of the NGSS
Teachers design and plan instruction aligned to NGSS curriculum and assessment



Wrap up

TRUTHS & MYTHS

What do you know about the Next Generation Science Standards?

Statement	Before	After
1. They were created by the federal government.	Myth _____ Truth	Myth _____ Truth
2. They have been adopted by the state of New Mexico.	Myth _____ Truth	Myth _____ Truth
3. A national curriculum for K-12 science education is being developed.	Myth _____ Truth	Myth _____ Truth
4. My district & school will need to purchase new curriculum materials to teach to these standards.	Myth _____ Truth	Myth _____ Truth
5. They will be included with PARCC testing.	Myth _____ Truth	Myth _____ Truth
6. The teaching of evolution, climate change and other controversial topics is optional.	Myth _____ Truth	Myth _____ Truth
7. The same group that created the Common Core State Standards created them.	Myth _____ Truth	Myth _____ Truth
8. They elevate the importance of engineering in science.	Myth _____ Truth	Myth _____ Truth
9. They specify grade level standards for grades K-8.	Myth _____ Truth	Myth _____ Truth
10. They are intended primarily for college-bound students.	Myth _____ Truth	Myth _____ Truth
11. The standards are performance expectations that tell what facts students should know.	Myth _____ Truth	Myth _____ Truth
12. There is no more 'scientific method.'	Myth _____ Truth	Myth _____ Truth
13. They will require a fundamental change to secondary (middle and high school) scope and sequence.	Myth _____ Truth	Myth _____ Truth
14. Assessment of the standards will be easier than it currently is.	Myth _____ Truth	Myth _____ Truth

Do this again.

Did we meet our goals?

1. You should be able to explain the structure of NM STEM Ready! Science Standards
2. You should understand the PED science standards roll-out plan

Upcoming NMSTA Workshops...

QUESTIONS?