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NGSS NOW

10 things you need to know about the NGSS this month (and a  Science fact)



June 2015

1 Feedback Wanted: NGSS Primary Evaluation of Essential Criteria for Alignment (PEEC-Alignment)

The first draft of the [NGSS Primary Evaluation of Essential Criteria for Alignment \(PEEC-Alignment\)](#) is ready for public review. PEEC-Alignment will help developers and reviewers of instructional materials answer the question "do the materials contain or exhibit the essential features of a program aligned to the NGSS innovations?" Educators, Administrators, Publishers, and Curriculum Materials Developers are all encouraged to review and provide feedback on this draft of the NGSS PEEC-Alignment by [visiting this page](#) by July 1, 2015. After that time, the document will be revised based on the feedback received.

2 State Collaboration

Brief

Interested in learning more about how two states are working together to examine and transition their instructional materials to align to the NGSS? Check out this [three-page brief](#) that details the goals, process, and lessons learned from the work underway with the Rhode Island/Delaware Collaborative.

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3 Standard of the Month

[2-LS2-1](#): Plan and conduct an investigation to determine if plants need sunlight and water to grow. For a more in-depth look at this NGSS performance expectation and to search for others read more [here](#). Need more context? See where these ideas are introduced in [A Framework for K-12 Science Education](#) (page 150).



4 QUESTION OF THE MONTH

Q: How do the science and engineering practices progress over a student's academic career? How do I know what my first grader is expected to do for each practice?

A: The science and engineering practices become more sophisticated for students over time. For example, for a first grader, analyzing and interpreting data (an NGSS practice) might involve the student comparing their prediction (based on prior experiences) to what they actually observed. For a fifth grader, analyzing and interpreting data might involve the student comparing and contrasting data collected by different student groups in order to discuss similarities and differences in their findings. To find out how all eight of the science and engineering practices progress over time, you might look at [Appendix F - Science and Engineering Practices](#), which summarizes what students should be able to do by the end of each grade band for each practice.

5 Highlighted Resource

Crosscutting concepts can be a great tool for students to use when they encounter new phenomena or a new problem to solve. Starting to incorporate explicit use of crosscutting concepts in instruction? Check out the different goals for each crosscutting concept in each grade band in the NGSS: [Appendix G - Crosscutting Concepts](#).



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6 NGSS in the News

[Teachers Lead Shift to Next Generation Science Standards](#)

Delaware Department of Education
May 15, 2015

"Nearly 200 teachers gather to celebrate their work to transform science education in Delaware. Dover - During the past year, 95 of Delaware's leading teachers revised their lessons and teaching styles to give their students more opportunities to work like scientists: creating hypotheses, conducting experiments, thinking through the results, collaborating with other students, and communicating their results."

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**SCIENCE
FUN FACT**

Images picked up by NASA's MAVEN spacecraft revealed that the [auroras](#) (more commonly known as Northern Lights on Earth) which occur on Mars are red and green.

7 Digging into DCIs

The disciplinary core ideas (DCIs) included in the Framework and the NGSS are the big concepts in science that all students need to learn. They are intended to arm students with scientific knowledge they can use to understand the world around them. The power of the DCIs lies not in their ability to allow students to recall the specific vocabulary used in science, but rather, in their ability to allow students to explain phenomena they observe and investigate through science. To learn more about the Framework's criteria for DCIs, check out the overview starting at the bottom of [this page](#) and to see a summary of how DCIs progress

across the grade bands, look at [Appendix E - Disciplinary Core Idea Progressions](#). To see the full text of each DCI in context, see Chapters [5](#), [6](#), [7](#), and [8](#) of the Framework (e.g., [PS1.A](#))

Opinion

8 [How I Assess the Crosscutting Concepts](#)

by Patrick Goff
PatrickGoff1 Blog
April 26, 2015

"I have been struggling all year with how to assess, how to see if my students were growing in the Cross-Cutting Concepts. Trying to see if they are learning how to apply the CCC's is not as easy as assessing the DCI's. Recently, I have taken a two-pronged approach to trying to assess the Cross-Cutting Concepts."



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9 [A Teacher's Journey: NGSS is NOT an Add On](#)

by Peter A'Hearn
California Classroom Science
May 5, 2015

"Students looking at a beaker containing 55.85g of iron-
"That is one atom of iron."
Huh... Umm...Sinking feeling...
I hope nobody who knows anything about science walks into my room right now. My students were looking at a mole of iron (602,200,000,000,000,000,000,000 atoms more or less) and concluding that they were probably looking at one atom of iron."



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10 [NGSS - Next Generation Science Students](#)

by Leah Wheeler
California Classroom Science
May 5, 2015

"For the past 10 years, students have entered my 5th and 6th grade classrooms with little science experience. Because science has not been taught and takes the backseat to all other subject areas, students had no idea how fascinating science could really be for them."



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