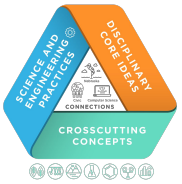
FREE Science Instructional Materials with Grade-Specific Professional Learning



Spend a day taking a deep dive into a FREE storyline unit that you can teach in the fall with ongoing virtual support and a collaborative teacher network. Get to know the lessons and play with the materials kits.

Unit topics we will explore together!

Kindergarten: June 22
9:00 AM-12:00 PM
Weather and Climate

1st Grade: June 22
12:30-3:30 PM
Earth's Place in the Universe and Waves & Their Properties

2nd Grade: June 23
9:00 AM-12:00 PM
Process that Shape the Earth

3rd Grade: June 24
9:00 AM-12:00 PM
Interdependent Relationships in Ecosystems

4th Grade: June 25
9:00 AM-12:00 PM
Community Waters

5th Grade: June 26
9:00 AM-12:00 PM
Where does our clean water come from...?

HS Physical Science:
June 26
12:30-3:30PM
Interactions

Middle School:
OpenSciEd Materials

6th Grade: June 29
9:00 AM-12:00 PM
Light and Matter

7th Grade: June 29
12:30-3:30 PM
Chemical Reactions

8th Grade: June 30
9:00 AM-12:00 PM
Content Forces

HS Biology: June 30
12:30-3:30 PM
Evolution

Anchor Phenomenon Routine/Talk Moves Workshop is a prerequisite.
Join us May 28th & May 29th 9-12 if needed.
If face-to-face work is allowed, we will return to that model. A decision will be made June 1st.

Why should I attend?

Educators and students deserve the opportunity to learn with high-quality instructional materials. Your time is too valuable to spend designing your own curriculum. Your design time should be dedicated to meeting the needs of individual students, not just planning for whole groups.

Why these materials?

These units are designed for 3-dimensional standards and instructional shifts. Students figure out real-world phenomena and solve real-world problems as a community of science sense-makers.

Why is this important?

Content-specific learning with high-quality instructional materials helps students succeed. When high-quality materials were combined with professional development, students gained four months of learning over two years versus comparison groups (Taylor et al., 2015).