

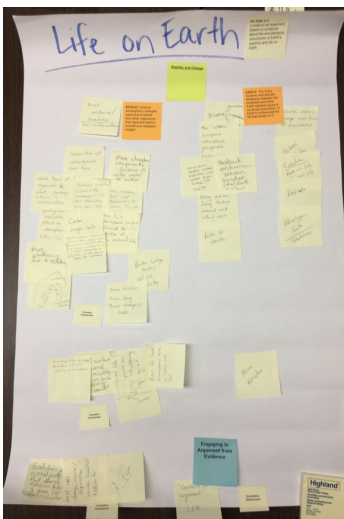
S&E Agendas 2017-2018

April 19, 2018:

1. (8:15) Welcome & updates
 1. OER MAY 16 PD Registration
 1. [Space & Earth](#)
2. (8:30-9:30) [Recommended course pacing](#)
3. (9:30-11:30) Two Groups:
 1. Finish [5E for Life on Earth](#)
 2. Create [3-D SPA \(short performance assessment\)](#) for Life on Earth - those who attended Assessment Training
4. (11:30-12:30) Lunch
5. (12:30-2:45) [5E for Carbon Cycle](#)

February 16, 2018:

1. (8:15) Welcome & updates
2. Look at [CK-12 Text](#)
3. (8:30-9:30) Lesson Study: Read through student handout of Watershed lesson. Try to identify each section of the 5E.
 1. [Blank Document Link](#)
 2. [Student Handouts](#)
 3. [Teacher Guide](#)
4. (9:30-10:00) Conceptual flows
5. (10:00-11:30) New 5E plans in two groups:
 1. [Carbon cycle](#)
 2. [Life on Earth / Coevolution](#)
6. (11:30-12:30) Lunch
7. (12:30-3:00) Continue, finalize 5E plans. If time, share out and talk through ideas between the two groups

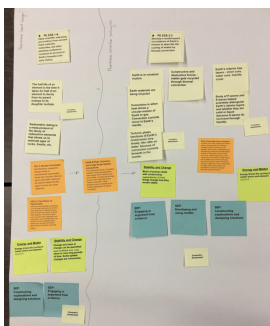
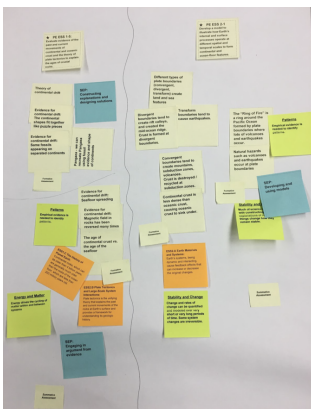


December 6, 2017:

1. (15 min) Welcome
 1. Starting Physics OER next semester
 2. Timesheets (7.5 hours of OER Honorarium)
2. (2 hours) Continue developing Earth History and Plate Tectonics 5E plans
 1. [Plate Tectonics](#)
 2. [Earth's Interior](#)
3. (1 hour) Share out? Make suggestions / comments?
4. Lunch 11:30-12:30
5. (30 min) Conceptual flows in small groups (pre-print NGSS post-its, small groups record their own PCK on yellow post-its, bring posters)
6. (2 hours) Begin new 5E plans:
 1. Carbon cycle
 2. Life on Earth / Coevolution

October 26, 2017

1. (15 min) Welcome
 1. Share that we have been to sites to discuss with teachers
2. (1 hr) Finishing touches on the two 5E plans: SEP, CCC, DCI, and check flow of activities
 1. *Skip assessment for now
 2. *Break into same groups from last time with added input from new people here today
 3. [Drought](#)
 4. [Water & Erosion](#) (Add [Stream Table Activity](#), [Variable Rivers Lab](#), [Soil Porosity](#))
3. (1 hr) Conceptual Flow - [Earth's History & Plate Tectonics](#)
 1. Use pre-made cards to create conceptual flow so everyone is clear on the instructional sequences



4. (1.5 hrs) Jigsaw instructional sequences to create 5E lessons (these sequences are flexible)
 1. Age of Earth
 2. Earth's Interior
 3. Continental Drift Theory & Evidence
 4. Plate Boundaries & Landscape Features
5. 11:45-12:45 - Lunch break
6. (2 hrs) Continue developing 5E's
7. Share out if time

August 31, 2017:

1. (20 min) Welcome & thank you, introductions
 1. Show Curriculum Document, play, discuss.
2. (10 min) Share what Actively Learn folder will look like
3. (20 min) Show example of Climate Assessment (closure for Climate Unit)
 1. Goals for assessments in general: 2- or 3-dimensional questions, not multiple choice, scenarios with multiple questions attached, novel situations, etc.
 2. Allow feedback / observations on sample [Climate Assessment](#) tasks from team
4. (3 hours) Build 5E lesson together to calibrate - Water Cycle
 1. Together, review [phenomena-based 5E](#) to use same language

LUNCH

1. (2 hours?) Then jigsaw other small units (cycles, life on Earth), groups of ~3