We will be thinking about how climate change affects our community and what people are doing about it. Then, we will figure out who is doing something about it in our neighborhood and building the unit from there.

Casual loop diagrams are a good way to focus on models.
http://www.thwink.org/sustain/glossary/CausalLoopDiagram.htm
https://ncse.ngo/climate-change-101 is a good spot to find some background information.

Teachers may need pd to support own knowledge of climate change concepts.

Incorporate tasks where students become advocates of a problem. They do research, collect data, document their finding.

Looking at instructional activities to include opportunities for students to engage in debate or Socratic Seminar.

Removing the politics and home biases is an area that teachers may need exemplars in terms of how to finesse this balance.

Possibly involving the entire school district to plan an initiative/school wide project that would be grade-level appropriate for each grade.

Highlight importance of arguing with data and not political views.

Initiative and hope to have funding and be post-COVID with available bus drivers to take our students to trips for experiential learning to make the idea of NJ ecosystems come alive. State support

Finding a relatable cause for students to champion is key, and making it community-based is even better. It's an opportunity for Title schools like us to implement social justice through examining
understand photosynthesis without ATP? These become the tug of war in better implementation of the standards. Vocabulary and memorization become the "rigor" in believing acceleration to HS is rigorous instead of teaching

engagement on a daily basis. There has been a backward slide from the independent inquiry because of lab access. Teachers are struggling to meet the science standards. Before the pandemic, we all felt that our districts were making

Science used to be memorization, not as active. Capitalize on every day experiences of students and prior knowledge to build from there.

Teach practices and skills that can be used in every area.

We are adding climate change in authentic ways to our instruction and story lines.

We have been focusing on improving and integrating CER instruction and use of models.

It has been a complete flip of the methodology we grew up with, which was facts then lab to demonstrate...now we first use phenomenon and observations to them build models and explanations.

We have been starting to look at equity / environmental racism case studies but hope to expand into PBL actions.

For me, the most critical aspect is to use content to develop the scientific and engineering practices and thinking. ESPECIALLY THE THINKING!!!
Phenomena or example clearly identified

Labeling of the four spheres on the phenomena/example

Includes an accurate representation of what occurs in each sphere

Arrows or description of the interactions between the different spheres