**Overall summary of PD at WNY Maritime CS:**

1. We started with introductions and background on curriculum and instruction here at WNYMCS
2. We looked at last year’s science data and discussed analysis and deconstruction
3. Using longitudinal data, we checked to ensure deconstructed areas were also areas of trend
4. Teachers deconstructed top 3 for content, skill, and bloom’s level
5. Discussed curricular applications of deconstruction and next steps

**Notes:**

1. AM
2. Living Environment:
3. Areas uncovered last data:

CONTENT Major Understandings:

Cells (2.1k, 4.1b, 5.2a) -- Cell structure and functions and relate to human body, heredity, reproduction, and homeostasis

2.1k – CSI integration

Evolution (3.1f)

Embryonic Development (4.1h) — Dynamic Equilibrium

**3.1 -- Science organizational skills – graphing scales, data table, interpret – deconstructing**

**Questions: Discussed taking concepts taught and apply to different scenario (like translation chart) – using amino acid circle then square complex chart. Graphing, plotting, reading, and interpreting. Interpreting is the most difficult concept.**

Scientific Method (Standard 1 – 3.1) --- (application to new problems) – discussed that their department will be

Some suggestions – take areas of priority and create some CFA’s with 5-7 questions that ask the concept at various Bloom’s Levels to check to see what skill(s) they are falling down.

Living Environment next steps: making quick formative assessments to determine what THIS year’s kids get/don’t get. Either at the end of that day’s lesson or beginning of the next day’s lesson (transitional). (Needs examples of good questions for ticket out the door, etc.).

1. PM – Physical Sciences
2. Chemistry –
   1. 5.2i (energy absorbed or released) – noticing vocabulary and reading as trends.
   2. 3.2d (oxidation/reduction) – reading and vocabulary
   3. 3.2j -- reading and vocabulary
   4. 3.1w – reading and multi-step problem
   5. 3.1ss – (acidity and alkalinity) – CR – multi-step (read, reference table)…vague question
3. Earth Science –
   1. Standard 1 – deductive and inductive reasoning.
      1. Vocabulary, reference, application of new situation, reading to write an answer. Skills- identify and ¾ are multi-step problems
   2. 2.1u (natural agents and erosion) – focus more curricularly (may be conceptual breakdown)…many questions have diagrams and keys (standard is broad and encompasses concepts and reference tables.

Next Steps ES/Chem:

Earth Science – focus on 2 content areas (Ocean patterns 1.1e) and Agents of erosion. And exposing them more frequently to application-type questions with unknowns. Create activities with a scaffold and comparison the known content (build confidence).

Chemistry – 2 areas of focus – energy absorption/release. Create POGEL focus on energy and kinesthetic activity bonding/energy. Entropy – work on modifying instruction make it more kinesthetic. Lab with chemicals and states of matter applying particle diagrams.

Also take a look at CCLS and integration into 2 units

We would like a Full day all together if possible…and add Colleen Brown to the group.