



# Understanding and Unpacking the NJSL-Science



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- Review the new structure of the NJSLS-Science Standards
- Discuss the 3 Dimensions of the NJSLS-S
  - Scientific and Engineering Practices
  - Disciplinary Core Ideas
  - Cross-Cutting Concepts
- Standards in Action: Climate Change
- Unpack and Create

# Structure of the Science Standards

- Expectations for what students should **know and be able to do**
- **Three-dimensional science instruction** across the **science domains**:
  - **Physical science**
  - **Life science**
  - **Earth and space sciences**
- It is expected that students will engage in learning experiences that enable them to **investigate phenomena, design solutions to problems, make sense of evidence to construct arguments, and critique and discuss those arguments.**
- The NJSLS-S reflects three dimensions — **science and engineering practices, disciplinary core ideas, and crosscutting concepts.** The **performance expectations** are derived from the **interplay** of these three dimensions.
- The three dimensions should be an **integral part of every curriculum unit** and should **not be taught in isolation.**

# Three Dimensions of the NJSLS-S:

## Disciplinary Core Ideas, Science and Engineering Practices, Crosscutting Concepts

Disciplinary Core Idea	Performance Expectation
Patterns of the apparent motion of the sun, the moon, and stars in the sky can be observed, described, predicted, and explained with models.	Develop and use a model of the Earth-sun-moon system to describe the cyclic patterns of lunar phases, eclipses of the sun and moon, and seasons.
<b>Science and Engineering Practices</b>	
Developing and Using Models	Develop and use a model to describe phenomena.
<b>Crosscutting Concepts</b>	
Scale, Proportion, and Quantity	Time, space, and energy phenomena can be observed at various scales using models to study systems that are too large or too small.

Example



# Standards in Action: Climate Change

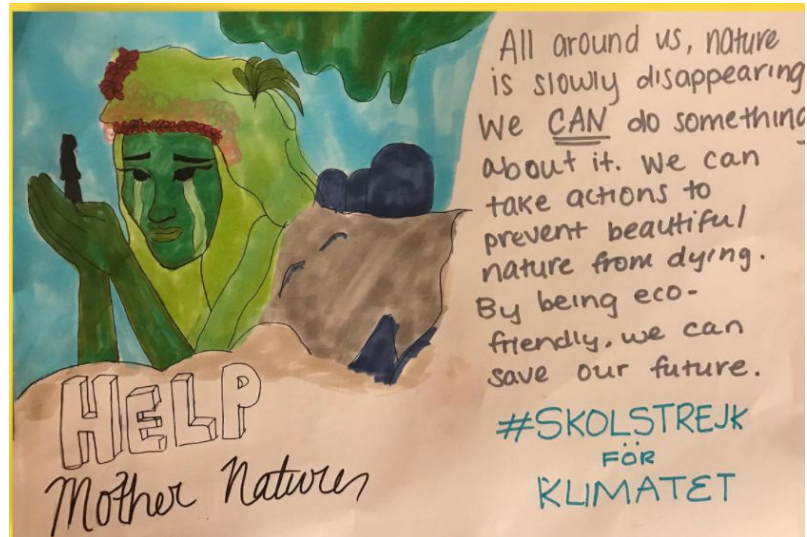
## Climate Change Performance Expectations across Content Areas:

- Visual and Performing Arts
- Comprehensive Health and Physical Education
- Science
- Social Studies
- World Languages
- Computer Science and Design Thinking
- Career Readiness, Life Literacies, and Key Skills



create.

- Grade level groups
- Explore Climate Change expectations
- Explore resources
- Create a lesson



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