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# South Sound LASER Alliance

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## Next Generation Science Standards 101: Part 3: Uncovering the Crosscutting Concepts

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# Participant Handbook

## Next Generation Science Standards 101

### Part 3: Uncovering the Crosscutting Concepts

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## Thinking About the Crosscutting Concepts

<b>Crosscutting Concepts</b>	<i>How Wolves Change Rivers:</i> Examples from the Video that relate to the Crosscutting Concept	<b>Hand Bubbler:</b> Example of a question that connects to this Crosscutting Concept	<b>Appendix G: Crosscutting Concepts Reading</b> What did you learn about the Crosscutting Concepts?
<b>1. Patterns</b>			
<b>2. Cause and Effect</b>			
<b>3. Scale, Proportion, and Quantity</b>			
<b>4. Systems and System Models</b>			
<b>5. Energy and Matter</b>			
<b>6. Structure and Function</b>			
<b>7. Stability and Change</b>			

**Video Observation Sheet**

Grade: Teacher Professional Development

Question: Why does a flag wave in the wind?

<b>What is the Teacher Doing &amp; Saying?</b>	<b>What are the Learners Doing &amp; Saying?</b>
<b>Which Crosscutting Concepts are students using?</b>	
<b>What do you want to remember from the video?</b>	

## **Final Reflections**

What is one thing you LEARNED in this session about Crosscutting Concepts that you are excited about?

What is one SHIFT you will make in your work with students to be more explicit about the Crosscutting Concepts?

What is one think you still WANT to learn or know about the Crosscutting Concepts?