Concept Strand Selection Worksheet

In this step, we will be focusing primarily on the process of selecting a concept strand for each team. Included here is a worksheet to help you organize information. You should have access to the AAAS Atlases of Science Literacy, relevant NJ CCCStds and standardized test specifications and related documents, related district curriculum documents, your own teacher resources, and other resources as you determine. Please do not make your choice by randomly selecting a set of 3 benchmark boxes on an Atlas page or content standards. Each team member needs to be convinced that the choices you make are sound and relevant for yourselves, the BIM, and the team.

Considering Content First

To begin, think individually about: content area your students struggle with at your grade level; misconceptions tough to reveal and/or breakdown; ideas you think are critical building block ideas; content area gaps you know exist at your grade level. After you identify key ideas, think about what lessons you use to teach those ideas.

Before you work together to select a Big Idea and concept strand, each individual teacher should think thru content needs first (via the above suggestions). If you have some ideas for the other grade levels, add those as well.

Next as a team, discuss your individual responses and keep track of each by adding your colleagues' comments in their grade level boxes. Once you have each shared your responses, start looking for commonalities, trends, major gaps, etc. It may be that you all identify the same content area. Or you agree that a major gap has been identified that might be the focus of your BIM design. Make whatever notations you can on your worksheets to keep track of commonalities, trends, decisions, relevant decisions, resources you might need, etc.

Concept Strand Selection Worksheet *Consider Content First*

Team members (& districts): _____

Lowest grade level Teacher Grade: ____

Content area your students struggle with; misconceptions tough to reveal and/or breakdown; ideas you think are critical building block ideas; existing content gaps	Lessons do you use that address the content involved

Middle grade level Teacher Grade: ____

Content area your students struggle with; misconceptions tough to reveal and/or breakdown; ideas you think are critical building block ideas; existing content gaps	Lessons do you use that address the content involved

Highest grade level Teacher Grade: ____

Content area your students struggle with; misconceptions tough to reveal and/or breakdown; ideas you think are critical building block ideas; existing content gaps	Lessons do you use that address the content involved