GSE Science Flowchart

The Georgia Standards of Excellence in science represent a shift in instructional practice. Instruction should engage students in science and engineering practices as they make sense of a phenomena, apply crosscutting concepts and deepen understanding of disciplinary core ideas. Use this matrix as you find resources and edit your own to better align with this instructional approach.

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START

Is the lesson/activity aligned to the content of the standards? [No] Yes

Check standards

Is the intent of the lesson clear that students will make sense of a phenomenon? [No] Yes

Searchable resources: GSTA phenomena bank

Will students have direct (or media) experience with the phenomenon? [No] Yes

Phenomena should be engaging, observable, and accessible

Are science ideas developed as students engage in a phenomenon? Will students be figuring out? [No] Yes

Phenomenon should anchor science ideas

Are science and engineering practices used to make sense of phenomenon? [No] Yes

The SEPs should not be used in isolation

Can students identify and use crosscutting concepts as tools? [Yes] No

How can the lesson build proficiency with CCCs?

Does lesson actively engage all students to connect with prior experiences? [No] Yes

Does the phenomenon relate to diverse backgrounds? Are students given all driving questions?

Does student centered, where student ideas and feedback are valued? [No] Yes

Do student artifacts show reasoning behind answers? [No] Yes

This lesson/activity will actively engage students in the 3D elements of our science GSE!
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