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.

**START**

- **Is the lesson/activity aligned to the content of the standards?**
  - Yes
  - No
  - **Check standards**

- **Is the intent of the lesson clear that students will make sense of a phenomenon?**
  - Yes
  - No
  - **Searchable resources: GSTA phenomena bank**

- **Will students have direct (or media) experience with the phenomenon?**
  - Yes
  - No

- **Phenomena should be engaging, observable, and accessible**

- **Are science ideas developed as students engage in a phenomenon?**
  - Yes
  - No

- **Phenomenon should anchor science ideas**

- **Science and engineering practices used to make sense of phenomenon?**
  - Yes
  - No
  - 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?**
  - Yes
  - No

- **Are science and engineering practices used to make sense of phenomenon?**
  - Yes
  - No

- **Is the lesson/activity aligned to the content of the standards?**
  - Yes
  - No

- **Is lesson student-centered, where student ideas and feedback are valued?**
  - Yes
  - No

- **Does lesson actively engage all students to connect with prior experiences?**
  - Yes
  - No

- **Does the phenomenon relate to diverse backgrounds? Are students given all driving questions?**
  - Yes
  - No

- **Do student artifacts show reasoning behind answers?**
  - Yes
  - No

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