

NGSS NOW

7 things to know in May 2024



1 Two New Quality High School Units Posted

In the Relevant Classroom *Media Mayhem* unit, students investigate how the components of the dairy food system impact the environment, including pollution, greenhouse gas emissions, climate, and biodiversity. At the end of the learning sequence, students evaluate multiple solutions to reduce the dairy sector's environmental impact. The unit was developed by Relevant Classroom, the educational division of Vivayic and awarded the [NGSS Design Badge](#) by NextGenScience's cadre of expert reviewers.

See the unit and the corresponding EQulP Rubric for Science evaluation report [here](#).





The Relevant Classroom *How Can We Design Cattle to Better Meet Human Needs?* unit is anchored in the phenomenon of “Super Cattle.” Students explore the wide variety of cattle breeds and investigate what caused this diversity through the role of inheritance, DNA, and proteins. The unit was developed by Relevant Classroom, the educational division of Vivayic and identified as a Quality Work in Progress by NextGenScience’s cadre of expert reviewers.

See the unit and the corresponding EQulP Rubric for Science evaluation report [here](#).

2

Blog Post: Lessons Learned from Program Evaluation and Classroom Formative Assessment



This is the time of year everyone is thinking about assessment. A new [On the Same Wavelength](#) blog post explores insights from both classroom formative assessment and WestEd’s program evaluations to help education leaders think about measuring their own progress.

Read the blog post [here](#).

3

What Educators Need to Know About the 2028 Science NAEP Framework

The 2028 NAEP Science Assessment Framework adopted by the National Assessment Governing Board (NAGB) prioritizes sense-making and real-world application in assessing students’ science learning. This article discusses that by redefining assessment criteria and focusing on sense-making using multiple dimensions, the framework represents a significant step toward contemporary science education and holistic student understanding.

See the WestEd article [here](#).



4

Helping Black Students Succeed in STEM



This recently published report describes that, while Black children show strong interest in STEM careers, less access to opportunities often prevents these students from pursuing them. The report discusses the importance of ensuring equal exposure to STEM activities and opportunities for all students.

See the YouScience and Black Girls Do STEM report [here](#).

5

Demystifying Science and Engineering Education in Rural Classrooms

This interview highlights how a team of WestEd researchers developed and implemented an online professional learning program focused on supporting rural educators to help students in grades 3–5 engage in science and engineering learning. They discuss the unique assets and challenges of rural education and how the NSF-funded STEM STRONG project aims to impact both teacher self-efficacy and practice.



Read the WestEd blog [here](#).

6

Research: Exploring Science Teachers' Efforts to Frame Phenomena in the Community

This article shares a case study of two teachers who organized their science teaching to focus on environmental and food-related issues in their community. Findings suggest these strategies helped students perceive science learning as more meaningful to their everyday lives.

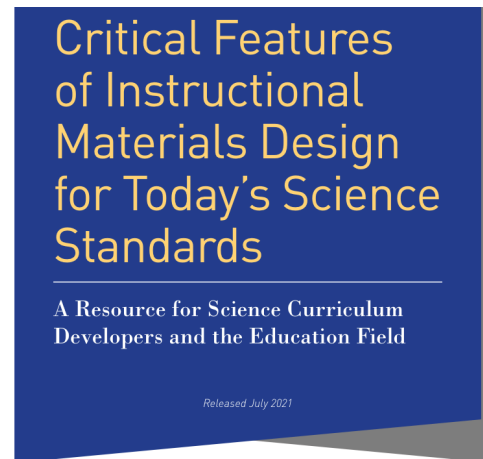
See the JRST article [here](#).

7

ICYMI: Critical Features of Instructional Materials Design for Today’s Science Standards

This resource illustrates critical design features of science instructional materials and provide common language for describing high-quality materials.

See the NextGenScience and EdReports resource [here](#).



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