



OSE High School Biology Unit B.1 Curriculum Launch Workshop Series (Hybrid) EDUO 9358 1 Semester Credit/Unit

Course Syllabus

NSTA National Conference Denver, Wednesday, March 20, 2024, with virtual workshops during April 2024.

NSTA National Conference Denver 24 on Wednesday, March 20, 2024, 8:15 am MT - 3:15 pm MT

Virtual Workshops, Tuesdays and Thursdays from 6:00 pm ET - 9:00 pm ET, between April 9, 2024, and April 25, 2024

Workshop Overview:

The OSE High School Biology Unit B.1 Curriculum Launch Workshop Series is for educators who plan to implement the High School Biology Unit B.1 Ecosystem Interactions & Dynamics in their classrooms.

Workshop Objectives:

In this 4-day hybrid PD we will:

- Experience and analyze examples of the Anchoring Phenomenon Routine to launch a unit.
- Experience key student investigations and discussions from the unit, build the storyline for| a unit, and reflect on how the curriculum and teacher can support coherence for learners.
- Experience and reflect on establishing classroom Community Agreements to support a culture of figuring out.
- Analyze, experience, plan for, and rehearse key sensemaking discussions.
- Identify assessment opportunities and supports in the unit, analyze student work from an assessment, and reflect on how these support student learning.

Course Assignments/Workshop Agenda:

Day 1 - Phenomena and Questions

Time Block Focus

11:00 - 12:00 ET Whole-Group Session (1 hour)

12:00 - 12:10 ET Break and Transition to Unit-Specific

12:10 - 2:00 ET Unit Time: Experience Anchoring Phenomenon Routine

2:00 - 3:00 ET Lunch

3:00 - 6:00 ET Unit Time: Anchoring Phenomenon Routine

Day 2 - Storyline and Coherence

Time Block Focus

11:00 - 12:30 ET Whole-Group Session (1.5 hours)

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12:30 - 12:30 ET Break and Transition to Unit-Specific

12:40 - 2:00 ET Unit Time: Developing the Storyline

2:00 - 3:00 ET Lunch

3:00 - 6:00 ET Unit Time: Key Lessons

Independent Reflection on Days 1 + 2 in the Facilitator Jamboard

Day 3 - Sensemaking Discussions

Time Block Focus

11:00 - 12:30 ET Whole-Group Session

12:30 - 12:30 ET Break and Transition to Unit-Specific

12:40 - 2:00 ET Unit Time: Experience Key Lessons

2:00 - 3:00 ET Lunch

3:00 - 6:00 ET Unit Time: Experience Key Lessons and Plan and Rehearse a Discussion

Day 4 - Supporting and Assessing Students

Time Block Focus

11:00 - 12:15 ET Whole-Group Session

12:15 - 12:30 ET Break and Transition to Unit-Specific

12:30 - 2:00 ET Unit Time: Experience Key Lessons and Analyze Assessment System 2:00 - 3:00 ET Lunch

3:00 - 5:00 ET Unit Time: Experience Key Lessons (2 hours)

5:00 - 5:10 ET Break and Transition to Whole Group

5:10 - 6:00 ET Closing: Discussion, Reflection, and Feedback

Workshop Assessment Rubric:

| EXCELLENT | ACCEPTABLE | NOT ACCEPTABLE |
|--|---|--|
| Meets or Exceeds Course Objectives: A to A- | Majority of Work Meets Course Objectives; B+ to B- | Needs Considerable Improvement: Resubmit Work Suggested: C or below |
| Shows exemplary understanding of the OSE High School Biology Unit B.1 Curriculum Launch and Facilitator Training Workshop Series | Shows basic understanding of the OSE High School Biology Unit B.1 Curriculum Launch and Facilitator Training Workshop Series. | Needs more time to develop an understanding of the OSE High School Biology Unit B.1 Curriculum Launch and Facilitator Training Workshop Series |
| Shows exemplary application of new knowledge evidenced by completion of the trackers shared during the course | Shows basic application of new knowledge evidenced by completion of the trackers shared during the course. | Needs more time to develop the application of new knowledge evidenced by completion of the trackers shared during the course. |
| Work is very organized. Supporting material is easy to locate, clearly labeled, and aligns with course assignments | Work is fairly-well organized. Supporting material is hard to locate, not clearly labeled, and aligns only loosely to course assignments. | Work is poorly organized. There is a lack of supporting material, the material is not related to course assignments. |

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|---|---|---|
| Assignment content and required projects were original. | Assignment content and required projects were original. | Evidence that not all assignment content and required projects were original. |
| Work is free of spelling and/or grammatical errors. | Work has few spelling and/or grammatical errors. | Work has numerous spelling and/or grammatical errors. |