While We Wait – Workshop Zoom Settings

- Set your view settings to “Speaker View” to better see who is talking.
- Keep your microphone muted (camera optional) outside of breakout rooms.
- Please change your name on zoom to (link to directions in chat): Name_Level (ES, MS, HS)
- Feel free to use the chat to let us know:
  - where you’re joining from

The Meeting will begin at 3:02 PM PST
Zoom Community Agreements

We recognize that the virtual world presents new challenges. In order to do our best to maintain a space of inclusivity, productivity, and respect, we ask that we all agree to the following:

- Chat is open for questions, comments, and concerns, but all communication must be respectful.
- Keep your microphone muted outside of breakout rooms.
- Be patient and understanding with others regarding technology. We all have varying levels of access to and familiarity with technological resources.
- We acknowledge you likely are working from home.

Anyone who violates the agreements or otherwise disrupts our Zoom community will be removed by our moderator.
Zoom Community Agreements: Breakouts

- Join your breakout room when prompted
- Remain in your breakout room during end countdown. You will be automatically brought back to the main session.
- Share without expectations. What works for one may not necessarily work for others.
- Stories stay, lessons leave. Don’t distribute what you heard from someone unless you have permission to do so.
LaCuKnoS: Language, Culture and Knowledge building through Science
LaCuKnoS project goals

• Making the role of language in science learning explicit & conscious;

• Fostering cultural & community connections to support students’ science interests and identities;

• Providing opportunities for students to build relationships among science ideas and to consider how science knowledge comes to be accepted (or not) over time.
Teaching through Socio-scientific Issues (SSI)

• As teachers, we know the importance of connecting new concepts to students’ prior knowledge and connecting students' in-school experiences with their out of school lives, interests, and concerns.

• **But** we may struggle to do this consistently and strategically.

• SSIs focus on complex societal issues that require both science knowledge & social understanding.

• These issues can support students’ development of reasoning competencies, content knowledge, and disciplinary practices while also supporting socio-emotional learning.

• We will use 2 model lessons about infectious diseases & vaccines to explore this idea.
Model Activity 1: Spreading Infectious Diseases
Break Out Groups

• How did this lesson make language use explicit and conscious?
• How did this lesson make cultural and community connections?
• How did this lesson support building both science knowledge and social understanding?
• What adaptations would you make in order to use this lesson?
Model Activity 2: Vaccines & Protecting our Communities
Break Out Groups

• How did this lesson make language use explicit and conscious?
• How did this lesson make cultural and community connections?
• How did this lesson support building both science knowledge and social understanding?
• What adaptations would you make in order to use this lesson?
Reflecting and Connecting

• What thoughts do you have about how you can make use of these lessons?
• What other topics or concepts would you like to see us develop similar kinds of lessons for?
• Please take 5 minutes to give us feedback on how useful this PD was and how we can improve. (link in chat)

Thank you for attending

• Next Steps
  • For lesson questions or materials contact smileprogram@oregonstate.edu

• Ways to stay involved

• Future professional development sessions

• Questions?