ADE Science Standards Resource Scavenger Hunt

Directions:

1. **Go to https://www.azed.gov/**
2. **Click "Schools & Teachers"**
3. **Click "K-12 Standards"**
4. **Click "Science"- You are now on the Science Standards webpage, GO!! [ANSWER KEY PROVIDED]**

QUESTION	ANSWER
1. Open the document called "Complete Standards document" and go to **page 2**. In the first paragraph, what is the definition of phenomena?	
2. Go back to the science standards website (hit back button). Click on **"Recorded Webinars."** How many **"Recorded Webinars"** are currently available on the site?	
3. Click on **"Science Standards Videos."** How many **science standards** videos are currently available?	
4. How many of these videos explain the difference between the **Next Generation Science Standards(NGSS) and the Arizona Science Standards(AzSS)**?	
5. How many documents are uploaded that describe the **Timeline** for standards implementation?	
6. Are the old standards from **2004** still on this page? Yes or no?	
7. Click on **"Planning Tools * NEW."** Open one of the documents. On what page does the **alignment of Arizona Science Standards to Next Generation Science Standards** begin? (it is the same on all documents, fyi)	
8. How many total documents are linked under **"Planning Tools * NEW"?**	
9. Click on **"Administrator Tool Kit *NEW."** How many documents are linked to support administrators in this section?	
10. In the Administrator section, click on **"AzSS 3-Dimensional Snapshot for Educators & Administrators."** In the yellow box for dimension 3, how many **Core Ideas of Knowing Science** are there? In the purple box for dimension 3, how many **Core Ideas of using Science** are there?	
11. In the same section, click on **"*NEW What to Look for in a 3-dimensional Science Classroom- Guidance for Administrators."** Discuss- how could this document be helpful for both educators and administrators? Write a brief summary of your group's ideas.	
12. Click on **"Vertical Progressions"** and open the document called **"Vertical Progressions of Crosscutting Concepts."** On page 3, the **CCC of Energy and Matter** is listed, what is one element (bullet point) that describes what a 6-8 grader should be able to do?	
13. Click on **"Vertical Progressions"** and open the document called **"Vertical Progressions of Science and Engineering Practices."** On page 7, the **SEP of Engaging in Argument from Evidence** is listed, what is one element (bullet point) that describes what a K-2 student should be able to do?	
14. Click on **"Distribution of Core Ideas"** and open the document. Find the **Core Idea of Knowing Science for Life Science- L3**. In what grade levels will this core idea be spiraled through (list them all)?	
15. **Discussion:** What are the top 3 resources you will share with colleagues?	
16. **FINAL TASK:** If you are not already signed up for our Mailing List, go to the upper right-hand corner and click **"Subscribe to Our Mailing List."** You will receive a monthly newsletter and updates when new resources become available!	

ADE Science Standards Resource Scavenger Hunt

ANSWER KEY

QUESTION	ANSWER
1. Open the document called "Complete Standards document" and go to **page 2**. In the first paragraph, what is the definition of phenomena?	Phenomena are observable events that can be explained or explored. Science aims to explain the causes of these events, or phenomena, using scientific ideas, concepts, and practices (3-dimensions).
2. Go back to the science standards website (hit back button). Click on **"Recorded Webinars."** How many **"Recorded Webinars"** are currently available on the site?	9
3. Click on **"Science Standards Videos."** How many **science standards** videos are currently available?	4
4. How many of these videos explain the difference between the **Next Generation Science Standards(NGSS) and the Arizona Science Standards(AzSS)**?	2
5. How many documents are uploaded that describe the **Timeline** for standards implementation?	2
6. Are the old standards from **2004** still on this page? Yes or no?	Yes
7. Click on **"Planning Tools * NEW."** Open one of the documents. On what page does the **alignment of Arizona Science Standards to Next Generation Science Standards** begin? (it is the same on all documents, fyi)	Page 4
8. How many total documents are linked under **"Planning Tools * NEW"?**	12 Total
9. Click on **"Administrator Tool Kit *NEW."** How many documents are linked to support administrators in this section?	5
10. In the Administrator section, click on **"AzSS 3-Dimensional Snapshot for Educators & Administrators."** In the yellow box for dimension 3, how many **Core Ideas of Knowing Science** are there? In the purple box for dimension 3, how many **Core Ideas of using Science** are there?	Core Ideas of Knowing = 10 Core Ideas of Using = 3
11. In the same section, click on **"*NEW What to Look for in a 3-dimensional Science Classroom- Guidance for Administrators."** Discuss- how could this document be helpful for both educators and administrators? Write a brief summary of your group's ideas.	Answers will vary. Take away: 3 Look-Fors are instructional shifts all educators and admin should understand.
12. Click on **"Vertical Progressions"** and open the document called **"Vertical Progressions of Crosscutting Concepts."** On page 3, the **CCC of Energy and Matter** is listed, what is one element (bullet point) that describes what a 6-8 grader should be able to do?	Any of these: ▪ Matter is conserved because atoms are conserved in physical and chemical processes. ▪ Within a natural or designed system, the transfer of energy drives the motion and/or cycling of matter. ▪ Energy may take different forms (e.g. energy in fields, thermal energy, energy of motion).

	▪ The transfer of energy can be tracked as energy flows through a designed or natural system.
13. Click on **"Vertical Progressions"** and open the document called **"Vertical Progressions of Science and Engineering Practices."** On page 7, the **SEP of Engaging in Argument from Evidence** is listed, what is one element (bullet point) that describes what a K-2 student should be able to do?	Any of these: ▪ Identify arguments that are supported by evidence. ▪ Listen actively to others' explanations and arguments and ask questions for clarification. ▪ Make a claim about the effectiveness of an object, tool, or solution that is based on relevant evidence.
14. Click on **"Distribution of Core Ideas"** and open the document. Find the **Core Idea of Knowing Science for Life Science- L3**. In what grade levels will this core idea be spiraled through (list them all)?	1st, 5th, 8th, HS
15. **Discussion:** What are the top 3 resources you will share with colleagues?	Answers will vary, hopefully you found new resources to bring back!
16. **FINAL TASK:** If you are not already signed up for our Mailing List, go to the upper right-hand corner and click **"Subscribe to Our Mailing List."** You will receive a monthly newsletter and updates when new resources become available!	**PLEASE JOIN! WE HAVE TONS OF RESOURCES TO SHARE!**