

# Teacher's Guide



## Title

Analysis of a Scientific Current Event

## Big Idea

Students are assigned to find and attach a printed current science article or news story published within the last 10 months, fill out the requested information about the article on this Analysis of a Scientific Current Event form, and to give a five minute oral report to the class. To finalize the class' learning, the student is asked to create multiple choice questions for the class.

## Learning Objectives

By the end of the lesson, students will be able to:

1. Learn about a variety of new scientific advances or novel developments
2. Grow confident in presenting learned information to the class
3. Learn from the article sufficiently in order to create multiple choice questions for class use.

## Alignment with NGSS

### **Science & Engineering Practices (SEPs)**

- Asking Questions and Defining Problems
  - Students engage with authentic, current scientific questions presented in real-world research or news.
  - Creating a multiple-choice question requires students to identify the central scientific idea or problem in the article.
- Alignment
  - MS: SEP 1
  - HS: SEP 1.

### **Obtaining, Evaluating, and Communicating Information**

#### **Alignment**

- MS: SEP 8 – Obtain, evaluate, and communicate information
- HS: SEP 8 – Critically evaluate sources and communicate complex scientific ideas

### **Constructing Explanations**

#### **Alignment**

- MS: SEP 6
- HS: SEP 6

### **Crosscutting Concepts (CCCs)**

#### **Alignment**

- MS & HS CCCs vary, but students are explicitly practicing applying CCCs to real-world contexts.



## Disciplinary Core Ideas (DCIs)

The assignment is content-flexible, which NGSS allows and encourages.

- DCIs addressed depend on the article topic:
  - Life Sciences (LS)
  - Earth & Space Sciences (ESS)
  - Physical Sciences (PS)
  - Engineering, Technology, and Applications of Science (ETS)

## Middle School

- Emphasizes science literacy, communication, and engagement
- Strong fit for introductory NGSS practices
- Supports speaking, listening, and reading standards as well

## High School

- Reinforces critical evaluation of sources
- Encourages synthesis of complex scientific ideas
- Can be extended to better meet HS rigor by requiring:
  - Citation of original research
  - Discussion of limitations or uncertainty
  - Comparison of multiple sources

# Analysis of a Scientific Current Event



**Title of Article (Publication):** \_\_\_\_\_

\_\_\_\_\_

**Publication Source:** \_\_\_\_\_

\_\_\_\_\_

**Date of Publication:** \_\_\_\_\_

\_\_\_\_\_

**Brief Summary of Publication:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**What science discipline is involved in this research?** \_\_\_\_\_

\_\_\_\_\_

**What Questions Do You Think the Scientist(s) Asked?** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**What Was the Scientists' Hypothesis?** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**What Questions Would You Ask the Scientist Having Read This Article?** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



**In What Way(s) is the Content of this Article Significant/Important to You and to Society in General?**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Create 2 Multiple Choice Questions (5 choices) about the Article for Possible Inclusion on a Future Quiz.**

\_\_\_\_\_

\_\_\_\_\_

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_
- e. \_\_\_\_\_