Dec 14, 2017 **Location: Mandy's Room** **Present: Mandy and Greg**	
Agenda	**Minutes**
1. Grading Rubric for Project 2. Discuss Next Unit- a. Geologic Time Scale b. Waves c. Start Iowa's Land Use 3. What changes would we make for next year? https://docs.google.com/a/solon.k12.ia.us/spreadsheets/d/1o-w3Sf_UkSIfSvztCcuQLDjLWRYQI8XmEXCl0zCRIlM/edit?usp=sharing 4. Wrap Up Unit- Share successes with project https://docs.google.com/a/solon.k12.ia.us/document/d/1pRfdaCr47dMELpj8ldDs6VvOKPP8wJjFDXkHH1mreY4/edit?usp=sharing 5. Look ahead to After Break	1. Rubric- https://docs.google.com/a/solon.k12.ia.us/document/d/19YEemtd3nRIMQU3Io5AKnWCFFRrwyHGnkAU45vLRwrA/edit?usp=sharing 2. Waves -1-2 Weeks Tops 3. Geologic Time Scale -12 Weeks 4. Iowa Land Use 6-8 Weeks 5. Climate Change 8-12 Weeks Goal to start Iowa Land Use by Feb 5 and finish at least by spring break. Starting Climate Change Unit no later than the first week of April.

Dec 7, 2017 **Location: Mandy's Room** **Present: Mandy and Greg**	
Agenda	**Minutes**
6. Guest Speaker event	**Spent entire time working out**

7. What changes would we make for next year. https://docs.google.com/a/solon.k12.ia.us/spreadsheets/d/1o-w3Sf_UkSIfSvztCcuQLDjLWRYQI8XmEXCl0zCRIlM/edit?usp=sharing 8. Wrap Up Unit- Share successes with project https://docs.google.com/a/solon.k12.ia.us/document/d/1pRfdaCr47dMELpj8ldDs6VvOKPP8wJjFDXkHH1mreY4/edit?usp=sharing 9. Look ahead to After Break	**details for Guest Speaker Event** **Details for Guest Speakers:** **Student Roster:** https://docs.google.com/a/solon.k12.ia.us/document/d/1sieMiORXoOrxRZspZJnMIR0Ox2-lnGRH7msCRefLtWQ/edit?usp=sharing **Student/Speaker Schedule:** https://docs.google.com/a/solon.k12.ia.us/document/d/12IoZnvSk7ZYBR9Qsgr5sCpBz31PV8RGHD9nkvTT-6VA/edit?usp=sharing

Nov 30, 2017 **Location: Mandy's Room** **Present: Mandy and Greg**	
Agenda	**Minutes**
10. PowerSchool Alignment 11. New CFA Data https://docs.google.com/a/solon.k12.ia.us/spreadsheets/d/1o-w3Sf_UkSIfSvztCcuQLDjLWRYQI8XmEXCl0zCRIlM/edit?usp=sharing 12. Plan Next Steps with Collisions Unit https://docs.google.com/a/solon.k12.ia.us/document/d/1pRfdaCr47dMELpj8ldDs6VvOKPP8wJjFDXkHH1mreY4/edit?usp=sharing	**1.Skipped. Discuss at a later time.** **2. Will complete to discuss for next meeting** **3. Mapped out the final piece to unit.** **To Do: Create Project description and rubric.**

October 5, 2017
Location: Mandy's Room
Present: Greg, Christian, Mandy

Agenda:

1. Data Collection of first CFA
    a. Homework: Complete the CFA sheet before next Thursday
2. Reflection notes on next year for teaching unit.
3. PowerSchool Alignment-Unit Document
4. Begin discussing Collision Unit
    a. Engaging Activity
        i. Hot Wheels/
        ii.

Sept 28th, 2017
Location: Mandy's Room
Present: Greg, Christian, Mandy

Agenda:

5. Timeline for Unit- Discussed attempting to wrap up next week with the first power standards
    a. Made some edits to Unit Plan for first unit
6. Next Week's Agenda
    a. PowerSchool Alignment
    b. Data Collection of first CFA
    c. Reflection notes on next year for teaching unit.
    d. Begin discussing Collision Unit

Sept 21, 2017
Location Mandy's Room
Present: Christian, Mandy

Agenda:

7. Identify path for unit for one of the priority standards: Either do student's Ecological Footprint or World's Water Use
    a. Decided to Go with Ecological Footprint-Potentially saving water use for later?
8. Finalize Common assessment for Mapping the impact Project
9. Next Week's Agenda

Sept 14, 2017
No Meeting Due to Student Meeting

Sept 7, 2017
Location Media Center
Present:Mandy, Greg, Christian(student teacher)

Minutes:

1. Walked through Iowa Science Standards and identified the three Priority standards for our Story of Stuff Unit.
2. Future Plan to make common assessment for each standard.

Aug 31, 2017
Location:Mandy's Room
Present: Mandy, Greg, Christian(student teacher)

Agenda:

3. Priority Standards for first unit
    a. Nature of Science
    b. Story of Stuff
4. Making new agenda

Aug 24, 2017
Location:Mandy's Room
Present: Mandy, Greg, Christian(student teacher)

Agenda:

1. Establish Norms
2. Continuum
3. Create Goals for this year
4. Set agenda for next time

March 30, 2017
Location: Greg's room
Present: Mandy, Travis, Greg

1st: We addressed the need to determine where are rooms were going to be next year to determine how materials and equipment will be shared between 6th, 7th, and 8th grade.

2nd: Travis presented some of the ideas that he has been learning about during his NGSS training class. He shared some of the information with us about how phenomena are used.

3rd: Mandy is identifying units that will be covered in 8th grade next year. She is identifying where to include mini-units that are created by the teacher to address all 14 standards.

Question: If next year's 8th graders missed out on of the 6th grade science standards is it ok to teach to that standard while they are in 8th grade?

February 9, 2017
Location: Greg's Room
Present: Greg, Mandy, Travis

ASSIST Unit Planning:

Mandy shared a google drive file with team members to review the Practice that she has created when designing a unit using this format.

Science team members have reviewed and are discussing the features of the unit.

Follow up from Kit discussion 1/25/17

January 19, 2017
Location: Nancy's Room
Present: Travis, Greg, Mandy

FOSS kit discussion:

-Do we really need to really cover all the material covered within the kit itself, or should we pick and choose.

-Do we really need to spend time covering material from the kit that isn't covered under the NGSS standards?

-These kits are not set up to meet the design of how Iowa has identified the standards differently than other states.

Nature of Science: How does this get reported and graded as time goes by and their understanding changes?

-Should we report that out multiple times a quarter or once a Quarter?

-This can be confusing to parents if it is reported multiple times per quarter if it becomes un-highlighted.

BIG QUESTION…

Should we assemble a teacher created unit to supplement one of the current FOSS kits? This would demonstrate what we can do on our own, as a CLT team that would not require using GWAEA materials.

Can we, as a district, get away from using FOSS kits so that we address more standards per year and don't have all the gaps that are there in the FOSS kits?

Moving Question…

How will we address boxing and moving materials from our rooms?

-Personal items?

-School materials?

What is the timeline for moving and boxing of materials?

When will we get information about the new middle school move in dates?

Will we get the community to help us move?

December 8, 2016
Location: Greg's Room
Present: Travis, Alea, Greg

Travis: Reported about the transitioning to NGSS and the area educators and the continuum and use of the phenomena. This leads us to

questions and where to go to explore it.

- Unit phenomena and lesson specific phenomena
- "This is the big thing to keep things focused."

Mandy and Greg have spoken about the implementation of the Foss Kit: Planetary Science.

- We identified that the first two units of this kit will not address any standards or learning targets that need to be taught or assessed.
- Later units have more applications to the learning targets.

Shift to using Campus:

We have some major questions about what we would report in the Canvas to parents.

- Would we report only the major areas such as: MS-PS1 Matter and Its Interactions, MS-ESS2 Earth's Systems, MS-ESS3 Earth and Human Activity…
- Or would we record each of the sub-components like MS-PS1-1 of Develop models to describe the atomic composition of simple molecules and extended structures.

Considerations for multi-grade level teaching for 2017-2018:

- How set are we as a middle school to move next year to 7th and 8th grade teachers co-teaching both grade levels.
- Concerns for this transition:
  - We have had very little time to plan for NGSS transitions with new kits.
  - When will we hear about the possible schedule changes for next year?

September 22, 2016
Location: Mandy's Room
Present: Mandy, Travis, Greg, Julie S., Mike H.

Julie presented technology integration ideas that are supported by GWAEA and how virtual reality can demonstrate science examples.

How can we integrate literacy in the science curriculum and support 2 strategies in our curriculum this year. (District goal)

- What district support and learning will we get to help with this? ½ day professional development last year presented by teachers may not have answered all our questions.
- Julie is offering some supplemental materials to use and help us integrate this process.

NGSS Plan:

- Should we explore SEPUP kits at the middle school level?
- If we have to cover the NGSS standards, and FOSS doesn't cover all of those standards, why don't we develop our own materials/units???
    - Foss kits are designed for other states that adopted the standards differently.
    - Those kits are designed to be taught for a 12 week unit
    - The way Iowa adopted standards we really only 4-6 weeks to cover the 5-7 different unit top
- What sort of approval process do we need to go through to get our units approved and materials approved?
    - We know what we need to cover.
    - Can we identify outside materials to build our own curriculum based on the NGSS standards?

Power School:

- We can/will develop the standards as depicted on the NGSS documents for each grade level.
- We will create binders for each grade level that will have the Iowa Power STandards and the evidence statements that go with them.
- We will then begin to identify lessons, units, activities that will support these standards that can be taught by the grade level teacher.
- Identify if SEPUP kits, FOSS kits, or other materials will best help our learners attain this information that they are responsible for knowing, demonstrating, (such as making models), and accountable for.

September 15, 2016
Location: Mandy's Room

Present: Mandy, Travis, Greg

As a team we are discussing simplifying what we are identifying as the "learning targets and standards for our current year's curriculum. Since there will be a change in the course material that we will teach each year for the next couple of years we would identify the key concepts for our current year. Then, over the next two years we will work, as a team, to create the rubrics and learning targets that will be assessed for each standard.

http://www.nextgenscience.org/evidence-statements

September 8, 2016
Location: Nancy's Room
Present: Mandy, Aaron, Greg, Travis(training)

Discussion about how science is in a state of flux at the present time.

1. We are being trained on kits that we will not be teaching long term
2. Certain kits are not meeting any NGSS standards. What do we do about that?
3. First Editions will be replaced
4. Is GWAEA using the Equip Rubric to align the kits with the NGSS
5. Is the use of phenomena being addressed by GWAEA to use for classroom purposes? The phenomena is not truly providing a storyline to build units around.

Focus for today:

Begin by identifying the key learning targets in the FOSS kits: Earth History 2nd Edition, and Chemical Interactions 2nd Edition.

August 25, 2016
Location: Mandy's Room
Present: Mandy, Greg, Travis

We are focusing our time to discuss the alignment of FOSS kits with the NGSS standards.

This year we have discussed creating standards that will be "trickled down" to other grade levels that will use the same kit in future years. We will be sharing these standards in the form of a document that can be used by the

teacher that will inherit that particular kit the following year. (Travis said he will be buying Mandy and Greg lunches for the next two years to help offset our hard work on the standards.)

Created our CLT Goals on the Matt's shared document.

Viewed the video

Established our rules and norms

August 19, 2016
Location: Mandy's Room
Present: Aaron, Mandy, Travis, and Greg

- Science Kit training update: We are all up to date on our training 5th-8th grade. Those that need training are signed up.
- **NGSS**

  Looking towards the future we are going to work on creating standards to use within our grade book and assessing them on.

  We will be using the Iowa CORE New Science Standards to use for our working purposes.

  Breaking down the Iowa CORE standards to use for power school reporting purposes.

  We will use the FOSS kits that we are teaching to itemize the standards that each kit will address and use those for our reporting purposes.

2016-2017 Goal:

Grade level teachers will generate their standards that will be used and implemented to report on power school to students and parents.

We will use the Iowa CORE standards as our baseline idea. We will cross-reference our current units from FOSS and identify the Iowa CORE Standards that support and are aligned with those standards.

2017-2018 (Idea)

Mandy has offered to share some of the work that she has done with

Mt. Pleasant School District to look into future ideas of foregoing the use of FOSS Kits and implementing kits that were developed that directly align with NGSS.

May 5, 2016
Location: Adam's Room
Present @ Meeting: Greg, Travis, Adam

- ★ We have all taken measures to receive our kit training for next year's new arrivals.
    - Travis and Greg have registered for classes. Adam has requested a PO to sign up for his kit training.
- ★ Materials needs assessment:
    - We have ordered materials for our needs for our new kits for next year.
    - Next year will need to re-evaluate what materials we may need to supplement our current kits.
    - We will then itemize our needs for new materials to purchase for the 2017-2018 school year.
- ★ Distribution of current supplies and clean out of old materials. We discussed how old materials from years past will be sorted and repurposed as needed between grade levels.
    - Materials that are deemed broken or unnecessary will be recycled or disposed of. The old science building has numerous materials and equipment that is unfit for use.
- ★ Collaboration Efforts:
    - Adam has shared his digital information that he uses with Greg to prepare for the transition for next year.
- ★

February 18, 2016
Location: Nancy's Classroom
Present @ Meeting: Greg, Travis, Mike, Adam, Curtis
What science materials will be needed for co-teaching 7th and 8th: • The science team spent time identifying ordering needs for next year and what each standard will require in order to support the new standards that will be implemented.

- We searched through science materials books to identify the possible costs associated with the new materials that will need to be purchased.
- Will purchasing most of these items be cheaper on Amazon???
- Logistically, how will transitioning from a 7th grade lab to an 8th grade lab look in the current MS setting? Will 4 minutes be enough time for teachers to set up entire labs for different classes?

- Plan for incorporating content literacy component within our teaching. 6-8 grade science members have a plan to observe one another while they implement the ideas shared at our inservice February 16.
    - Travis and Greg will be using the **Myth Buster** approach to introducing new reading material.
    - We will hopefully use Swivl to record our lesson so that we can view it together with Julie Smith at a later date to evaluate the lesson.

February 4, 2016
Location: Greg's Classroom
Present @ Meeting: Greg, Travis, Julie, Adam

- We have been discussing the ambiguities of the availability of kits for next year and what GWAEA will have available for our use.
    - Will 7th grade continue to teach Chemical Interactions and Force and Motion?

- Will 8th grade continue to teach Earth History and Populations and Ecosystems?

- FOSS website appears to have shifted their modules to fit with the NGSS and aligned with the scope and sequence.
  - How will the new kits be implemented?
  - Will there be new trainings required for each teacher?
  - When will the new kits be implemented?

- **<u>GREATEST CONCERN:</u>**
  - What will each of us be teaching next year? How will we have the materials available for next year if we have to make orders before the end of the month if we don't know for sure what we will be teaching?
    - Travis doesn't know what he will be teaching the second half of the year? Will this be teacher generated or supported by FOSS materials/kits?

January 21, 2016
Location: Adam's Classroom
Present @ Meeting: Adam, Travis, Greg
• Created a document identifying future needs based the NGSS that will be implemented in the next 3 years.

    - Each grade level teacher cut and pasted the standards that we will be responsible for in the coming years. We each identified if we thought the current FOSS kits would cover any of our future units of coverage.

- When do we start to implement our new curriculum using our new standards if we do not have materials or units that are created and ready to go?
- Will Grant Wood modify and adapt current kits so they are reformatted to the new standards?
    - 6th-8th grade science teachers are attending the NGSS AEA meeting on March 24th.
    - Why are the new standards written that require translation and interpretation?

January 7, 2016
Location: Greg's Classroom
Present @ Meeting: Adam, Travis, Greg, Mike

- Previewing Matt's document about lining up our curricular areas with the content within our grade levels and how that might look in the future for 6th, 7th, and 8th grade.
    - According to the shared document from Matt, do the kits/units infer that there will be new kits being brought into the curriculum in the future?
    - For example: 6th Grade has a Sound and Light kit mentioned. Is this kit available from FOSS or GWAEA?
        - 8th Grade has an Engineering unit (is this what is covered in GTT?)
- 7th and 8th grade building would like to look into purchasing a wireless printer for our building for science expendables and posters for presentation purposes. We would look into using money from the science budget to purchase the printer and the toner in future years.
- Matt, will Curtis and Aaron be attending the Grant Wood AEA meeting to discuss how science will be changing with the adopted NGSS?

December 10, 2015
Location: Greg's Classroom
Present @ Meeting: Adam, Travis, Greg, Aaron

- Travis introduced his new kit idea from FOSS.
    - Talked about how we are a little bit in the dark about how our curriculum topics are destined to change and where that leaves us teaching our current areas of study.
    - We are feeling that we are just in a holding pattern until we get more information from AEA and VAST Center about changes being made to the kits. Will they be reimplemented them?
- Will there be a new k-12 science team meeting to discuss how the implementation of NGSS will affect our teaching?
- Will we be switching curriculum among grade levels when we begin our transition to NGSS?

October 29, 2015

Present @ meeting: Adam, Travis, Greg

- Discussed the idea about Iowa's adoption of NGSS and how this will affect future curricular areas.

    - Will FOSS kits change to cover gaps?
    - Will we need to develop new curriculum to cover the gaps?
    - Will there be a need to identify a new state assessment for our students to take?

- Adam shared a new mini unit he plans to implement on the climate change, which ties in with his populations and ecosystems.

- We have the hard copy of Iowa's NGSS and which standards each of us address at our specific grade levels.

October 15, 2015

Present @ meeting: Travis, Greg

- Printed out the new Iowa Core Science Standards
    - We spent time evaluating what we are currently teaching with what is listed in our grade band with the new standards.
    - We highlighted the Power Standards that we cover in our classes at this point in time through the 2015-2016 school year.
    - Adam will look at what he currently teaches in his science class and highlight the areas on the Iowa Core document Power Standards that are addressed.

Tues. 08/12/14

I. Create team norms

II. Next team meeting: Thurs. 8/28/14

Thurs. 8/21/14

I. Building meeting regarding "Spartan Time"

Thurs. 8/28/14

I. Review team norms (make adjustments if needed)

II. Discuss curriculum
III. Discuss 8th student academic / social concerns
IV. Discussion on how we assess students on the autism spectrum
-What are forms of assessing students who have disabilities?

September 3, 2014

I. Adam and Travis continue to work on creating formative assessments for their new units that are being taught. (Erosion and Weather)
II. Greg is working on revising and updating learning targets and modifying assessments. Rubrics were updated to help with grading assessments.
III. The science team met to discuss any needs or help with creation of assessments. We shared we were at on each of our processes.

September 25, 2014

I. Discussed the fact that we are teaching from FOSS kits that are from 2000 but there are more updated kits from 2010.
   A. Why aren't we using these?
   B. Are they available?
   C. Who do we contact to see about receiving updated kits?

II. We are brainstorming ideas about how to adapt lessons and tests to meet the needs of special education students.

III. Are there, or should there be deadlines for students to reassess tests by a certain time?
   A. What do they need to show in order to be eligible for reassessment?
   B. Should there be unlimited time and unlimited chances to retake tests?

IV. What types of anecdotal evidence do we include in observations of student work provide students feedback?
   A. Student notebook checks periodically (Adam)
   B. Lab binder organization and daily work feedback (Greg)

October 2, 2014

I. Began by talking about Solon School District's bullying policies

A. Who to contact if bullying is suspected (Adam)

II. How can we differentiate certain science activities for learners of all ability levels? (Travis)
    A. Utilizing stations?
    B. Supplemental activities?

III. Discussed student academic / social concerns
    A. How have Travis and Greg dealt with certain students' negative behavior in the past? (Adam)

October 9, 2014

I. Science team will create a CFA to be shared and modified for 6th-8th grade that will assess the idea of the scientific method.
    A. We have an existing test that will assess their understanding of speed, distance, and forces of motion.
    B. Each grade level will have a deeper level of questions to address and formulate.

II. Discussion of our science classroom needs from the architects meeting and assessment of how we felt our ideas and needs were recepted.
    A. Do we NEED two STEM classrooms?
        1. Can one of those be modified into a larger science classroom with lab space?
        2. Can we adjust the CLS attached to the STEM room to add that space if it is changed into the science classroom.
    B. We do NEED to have two lab spaces for 7th and 8th grade.

November 6, 2014

Science assessment for testing the idea of scientific method.

A "Hot" Wheel Experiment

Name: _____
Mod #: _____
Grade: _____
Teacher: _____
Score: _____

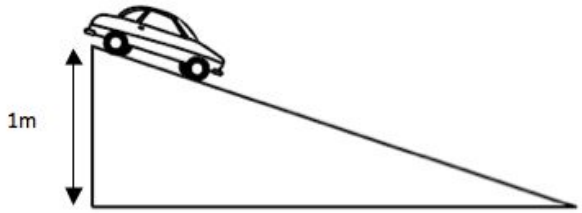
Recently, three different toy car companies aired commercials claiming that their toy car traveled the farthest distance after rolling down a ramp. Middle school science students wanted to investigate which brand of toy car really traveled the farthest distance down a ramp. To do this, students set up and performed the following experiment:

PROCEDURE

1. Set up the toy car ramp so it is 1 meter off the ground.
2. Identify each car:
   a. Car #1 = Matchbox
   b. Car #2 = Hot Wheels
   c. Car #3 = Tonka
3. Place toy car at top of ramp and let it roll down.
4. Measure how far the car travelled.
5. Repeat trials two more times.
6. Repeat steps 3-5 for the other two brands.

Distance Travelled by Each Car (meters)

	Trial #1	Trial #2	Trial #3	Average
Matchbox	5	4	6	5
Hot Wheels	5	6	7	6
Tonka	11	9	10	10



1. What is the purpose for conducting this experiment?

_____
_____
_____

2. Why is it important to perform 3 trials in this experiment? **Give 2 reasons.**

1)_____
_____
2)_____
_____

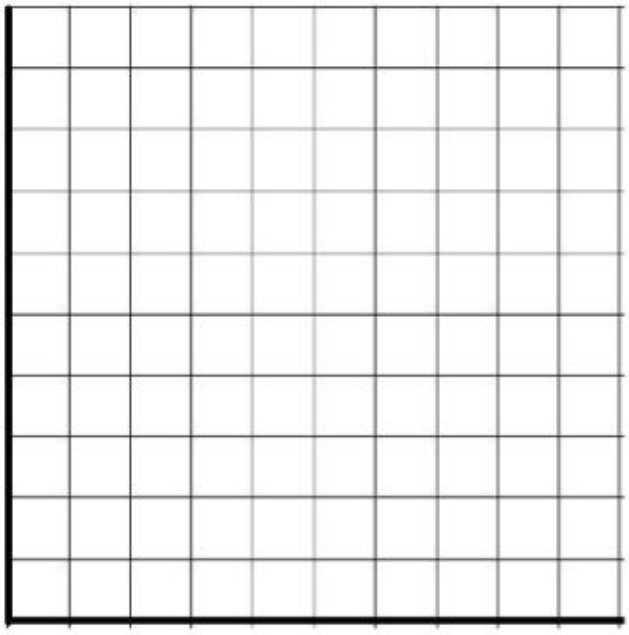
3. Identify each of the following:
    1) Independent variable: _____
    2) Dependent variable : _____
    3) Three constants:
        1) _____
        2) _____
        3) _____

4. Before the experiment, one of the students came up with this hypothesis: "***If the three cars are tested, then the Matchbox car will travel the farthest distance.***" Do the results of the experiment support this student's hypothesis? Explain why in your answer.

_____
_____
_____
_____
_____

5. What are two possible sources of error in this experiment?
    1) _____
    2) _____

6. Using the **average** results from the experiment, make a bar graph of the data. Be sure to include: *title, labels for the X and Y axis, and all units!*



Travis, preview this sometime and see what you think of using this or a variation of this to use in your class. I think it would work for 7th and 8th grade with some modification.

Science CFA Rubric: 6-8

Topic 1: Analyzing data

4 – Students have a thorough understanding of data analysis and can draw conclusions from the data and make extrapolations.

3.5 – Students have a through understanding of data analysis and can draw conclusions from the data.

3 – Students have a solid understanding of how to interpret data.

2 – Students have some misconceptions or gaps in interpreting data.

1 – Students have difficulty interpreting data and cannot draw conclusions from data.

Topic 2: Scientific Inquiry Process

4 – Students understand and identify the principles of the process:

- Controlled variables
- Independent variable
- Dependent variable
- Sources of error
- Draw conclusions

3.5 – Students understand and identify the principles of the process except for one of the stated above.

3 – Students understand and identify the principle of the process except for two of the stated above.

2 - Students understand and identify the principle of the process except for three of the stated above.

1 - Students understand and identify the principle of the process except for four of the stated above.

Topic 3: Create a data table from data provided

4 – Students should be able to include the following parts of a graph

- Label X and Y axis
- Use units with the labels
- Use space appropriately by spreading out data (vertically and horizontally)
- Use intervals that make sense
- Title

3.5 – Missing one of the above criteria as stated from directions.

3 – Missing more than one of the above criteria stated.

2 – Missing more than two of the above criteria stated.

1 – Missing more than three of the above criteria stated.

Anchor Papers:

Examples of future papers will be collected to show what samples of a 4, 3.5, 3, 2, and a 1 would look like for each of the topic categories.

January 22, 2015

Adam and Travis, let's get together this Thursday and meet and discuss the implementation of this CFA into each of our classrooms so that it can be administered late spring.

We need to come up with ways of modifying this test so that it supports ideas and practices that we teach within our own classrooms. What does that sound like to the two of you?

Greg~

January 29, 2015

7th and 8th grade team members discussed the implementation of a common formative "end of the year" assessment to be given and tracked over the years.

See above test format as a foundation to be modified to fit a 6th, 7th, and 8th grade level.

Ideas to be considered:

- 6th Grade: Topic of choosing…
- 7th Grade: Create a test that will assess their understanding of the scientific process relating to speed and or distance data. Students would then have to analyze data and answer grade level questions pertaining to the scientific method.

- 8th Grade: Create a test that will assess their understanding of the scientific process relating to populations and ecosystems. Students would then have to analyze data and answer grade level questions pertaining to the scientific method. Examples may include how populations change and reasons for changes in populations due to seasonal issues, food, predators, and natural forces.

Thursday 9/10/15:

Present @ Meeting: Greg, Travis, Aaron, and Adam

- Reviewed team norms and common assessments.
- We're not sure how we would create a second common assessment considering the major discrepancies in content taught among different grade levels. Suggestions? (i.e. 6th grade floating and Sinking/Weather on Earth/ 7th grade chemical interactions/Forces and Motion / 8th grade earth history)
- Foss Kits:
    - 5th grade November 24: Life Systems
      March: Solar System/Planets

Thursday 9/24/15:

Present @ Meeting: Adam, Travis, Julie S., and Mike H.

- Discussed CLT practice and Julie shared what other vertical teams are currently doing.
- We brought up the area of health and what areas could be taught this year in science classes.
- NGSS was discussed for future implementation and kit alignment.