

Addressing the Standards (NRC 1996).

The following National Science Education Standards (NRC 1996) are addressed in this activity:

Teaching Standard A: Inquiry-Based Science Program (p. 30)

- ***[Teachers of science] select science content and adapt and design curricula to meet the interests, knowledge, understanding, abilities, and experiences of students:*** In determining the specific science content and activities that make up a curriculum, teachers consider the students who will be learning the science. Whether working with mandated content and activities, selecting from extant activities, or creating original activities, teachers plan to meet the particular interests, knowledge, and skills of their students and build on their questions and ideas.

Teaching Standard B: Guide and Facilitate Learning (p. 32)

- ***Teachers of science guide and facilitate learning. In doing so, teachers***
 - focus and support inquiries while interacting with students;
 - orchestrate discourse among students about scientific ideas;
 - challenge students to accept and share responsibility for their own learning;
 - recognize and respond to student diversity and encourage all students to participate fully in science learning; and
 - encourage and model the skills of scientific inquiry, as well as the curiosity, openness to new ideas and data, and skepticism that characterize science.

Teaching Standard D: Design and Manage Learning Environments (p. 43)

- ***Teachers of science design and manage learning environments that provide students with the time, space, and resources needed for learning science. In doing so, teachers***
 - structure the time available so that students are able to engage in extended investigations;
 - create a setting for student work that is flexible and supportive of science inquiry;
 - ensure a safe working environment; and
 - make the available science tools, materials, media, and technological resources accessible to students.