



Principals' Training Center *PTCnet Survey*

Topic K-5 science curriculums

Query Recommendations for K-5 science curriculums

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Total number of responses 9

Individual responses

The **K-5** division at the American School Foundation of Monterrey, Mexico is reviewing its Science curriculum. We currently have teacher-created units based on McRel standards in place and are looking into the pros and cons of set Science programs (such as FOSS) that are currently used by other schools.

Results from PTC Survey K-5 Science Curriculum

School 1

We began with McRel but also looked at other top ones from both Canada and the US for our standards and benchmarks. Once we had those we sent them to **Foss** who came back to us with the kits that would support them.

School 2

At IS Tanganyika we use the AERO standards, which I know have many similarities with McRel, and we use Foss kits for many of our units. Teachers are very happy with Foss and the ease of using the materials.

School 3

Here at AIS we have bought the IPC which lays out all the skills, standards and some assessments. From this we have been able to scope and sequence a science curriculum along with the social science curriculum. The standards are set against the English National Curriculum so has breadth and depth built into it.





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School 4

We are also interested in that topic. We used to have quite a few scholastic science materials – the animal ones in particular were useful for big books and visuals. Currently we use some FOSS kits (balance and motion/soil) and find them good resources. Most science units have been created by grade levels and they use a variety of resources from different places (via catalogues depending on what's needed to support their unit of study) and websites/programs like Edheads, Brain pop junior, Book Flix and Pebble Go.

School 5

At ASL, we have a LS science specialist and grades 3 and 4 children receive most of their science from her. Other grades use her as a consultant. She is very experienced (in Hawaii) with FOSS, which we have used for about 1/2 of our science program for 4 or 5 years. The latest kits are better than the earlier ones. Some are better than others. I would urge you to look into "Seeds of Science" also developed at the Lawrence Hall of Science at UC Berkeley. Grades 2-6 are now available. Outstanding combination of science and literacy, comes with small non-fiction books which our kids love. The science specialist is collaborating with class teachers and this is the focus of our non-fiction unit in Writers Workshop. I cannot recommend it too highly. At least for investigation a year.

I don't know if any of your faculty are planning to attend the National Science Teachers Association conference in San Francisco this March 10-13 -but we found it very useful last year in providing us with information on new programs and materials.

<http://www.nsta.org/conferences/2011san/?lid=tnav>

In addition, this year there is a day focused on the international perspective on science education - <http://www.nsta.org/portals/international.aspx>

A couple of our faculty will be making a short presentation at that meeting on the process of our science review at ASL and how we decided to focus more on the integration of literacy and inquiry science. My understanding is that there will also be a workshop on Seeds of Science during the first two days of the NSTA conference.

<http://www.scienceandliteracy.org/teachersupport/professionaldevelopment>

So, you might find it a useful conference for some of your faculty and administrators to attend.





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School 6

We use Science and Technology for Children, Carolina Biologicals and our students and teachers are quite happy with it.

School 7

We use the FOSS kits – they offer a substantial base for science units. The guides themselves are more useful than the physical materials. We have opened kits to find bottles of water and bags of sand and cotton balls. Definitely worth the initial investment – but then I would buy materials locally.

School 8

Having started my career as a science teacher, I have often been critical of such science programmes. However, in the elementary setting, they can be very helpful to those teachers who lack the background and confidence when teaching science.

Ultimately my aim in these situations has been to move towards units that use multiple resources, but they definitely have a place for some teachers in the initial stages of enhancing science teaching.

Two criticisms I have is that they are justifiably US based and need to be selected and adjusted with care to reflect the location and students surroundings - often challenging and that much of the materials provided are readily available locally and often cheaper. I really have a hard time flying plastic cups, cocktail sticks etc from the USA to Asia from both the cost and environmental perspective.

School 9

Since we are a PYP school, things are slightly different in how Science is constructed, HOWEVER, we ourselves are in the process of Science review. We use both the unit approach driven by a central idea (and some sets of learning targets), however, we have added the FOSS kits to supplement the units. We love them. They have their own unit format, however, we follow the IB components when planning and the integration piece isn't so played out in the FOSS kits, thus the use of both for 'hopefully' a stronger curriculum. Time will tell.