



NYSED Turnkey Guidance: An Introduction to the NYSED Science Page and Resources

Goal: To provide educators, administrators, and science stakeholder groups with guidance and resources that will support the implementation of the New York State P-12 Science Learning Standards (NYSP12SLS).

PowerPoint Presentation:

- [An Introduction to the NYSED Science Page PowerPoint](#)

Materials Needed:

- [NYSED Science Page](#)
- [NYSED Science Updates](#)
- [New York State P-12 Science Learning Standards](#)
- [NYSED State Science Resource Network](#)
- [High School Course Maps](#)
- [Parent Resource for Science](#)
- [The New York State P-12 Science Learning Standards Quick Guide](#)

Instructions:

- Prior to the presentation, it is suggested that the educators receive the above linked web sites. You may want to encourage them to review the links before beginning the presentation.
 - Links are embedded where necessary.
 - Allocate appropriate time for each stop based on the number of educators and any time constraints.
 - Please read all directions before presenting so that you are aware of the layout and expectations.
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Stop 1: The New York State Education Department's Science Page

The introduction to the [NYSED Science page](#) is an important starting point for understanding the resources that NYSED has created for educators and administrators. This stop is intended to introduce participants to the NYSED Science page, links, important resources, and science award opportunities.

Advance to slide 2 and read today's objectives. Advance to slide 3 and give educators five minutes to explore the page. This time will give the educators the opportunity for careful navigation of the page.

- ✓ *Note to presenter: This slide contains a screenshot taken in 2021. An updated screenshot may need to be replaced by the presenter.*

To solicit discussion, consider the following question:

- *What did you discover on the NYSED Science page?*

Stop 2: High School Course Maps

Advance to slide 4. The [four high school science course maps](#) have been developed by NYSED to assist school districts in developing specific courses at the local level that align to the high school level (Grades 9-12) performance expectations included in the [New York State P-12 Science Learning Standards](#). Each science course map (Life Science: Biology; Earth and Space Sciences; Physical Science: Chemistry; and Physical Science: Physics), delineates specific performance expectations for courses that culminate in a corresponding Regents examination in science.

- Please have educators visit the [NYSED Science Implementation Resources](#) page.
- Break the educators into groups of 2 or 3 and assign each group a course map to review and discuss. Groups should be prepared to share their discussion points with the larger group. Give the groups ten minutes to explore the document assigned.
 - [Earth and Space Sciences](#)
 - [Life Science: Biology](#)
 - [Physical Science: Chemistry](#)
 - [Physical Science: Physics](#)
- Program choices, instructional decisions and pathways for students will vary across schools and school systems. Educators should make every effort to meet the needs of individual students. Based on their local curriculum and instruction, schools should consider the diversity of each student's educational needs.



- The course maps presented are the guide for courses that culminate in a corresponding Regents examination in science. The options presented do not preclude the offering of other courses or sequences of instruction.

Stop 3: Other NYSED Science Resources

On the [NYSED Science page](#), please have the educators explore the [NYSED Science Updates page](#). On this page, updates on science from the Office of Curriculum and Instruction will be posted, including valuable PowerPoint presentations and shared resources from other offices. Next, visit the [Science Memos, Waivers, and Guidance](#) page and have educators locate and read the latest science related memo released by NYSED.

Advance to slide 5. Explore the [Science Resources](#) page. Please click on [NYSED State Science Resource Network](#). Ask educators to find their location in the state on the [Science Education Network and Interactive Map](#) and click on a resource in their area that is new to them. Give the group five minutes to explore.

To solicit discussion, consider the following question:

- *What resource or organization did you find that might be helpful moving forward?*

Advance to slide 6. [The New York State P-12 Science Learning Standards Quick Guide](#) is located here. After reviewing the two-page document independently have educators reflect on the following:

- *How will the Quick Guide help me understand the New York State P-12 Science Learning Standards?*
- *Where is the link to Implementation Timeline?*
- *What are the differences between Science and Engineering Practices, Disciplinary Core Ideas, and Crosscutting Concepts?*

Advance to slide 7. Visit the [Parent Resource Flyer for Science](#). Give educators five minutes to review the document and then have them reflect on the following:

- *How can I use this resource in my school? In my classroom?*
- *What is the best way to share this with families/caregivers?*



Advance to slide 8. Divide the group into four sections. Using poster paper (4 sheets) or a virtual platform, label each sheet with the following titles:

- [Science Frequently Asked Questions](#)
- [Science Associations](#)
- [Science Awards and Scholarships](#)
- [Science Assessments](#)

Give each group ten minutes to explore their assigned website and write down information that they found valuable, and then have them come back together as a whole group. Have each group share out to the other groups what they discovered.

To solicit discussion, consider the following questions:

- *What did you find interesting about the new site?*
- *Out of the four pages visited above, which would be the most valuable to share with colleagues? With parents? With students? With administrators?*

STOP 4: Closure/Reflection

Advance to slide 8. Ask the educators to reflect on the following as you end today's presentation:

- *What did I learn about the available resources on the [NYSED Science page](#)?*
- *Which discovered resources that I visited today will best support me in my classroom?*