

# EXCELLENCE *in* TEACHING CONFERENCE

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## *Making STEM a Force for Good*

### **Session 2: Break-out Session Task Card**

#### Task Instructions

1. Read the first vignette individually. (*You may want to mute your video and audio momentarily*)
2. Record **either** a noticing or wondering about the vignette related to each of the three elements of our theme.  
*Example: "I notice that the lesson directly addresses important math concepts of ratio and proportion when students are asked to scale-up the blueprint drawings."*  
*Example: "I wonder if embedding the science in the context of food desserts would begin to surface issues of equity?"*
3. When you are finished with #1 and #2 for the vignette, unmute your video to indicate that you are ready.
4. You will then have the opportunity to talk as a group about improving each vignette.
5. You will repeat steps #1 - #4 for each of the three vignettes before having a closing discussion.

#### ***Vignette 1: Mrs. Ito's Linear Relationships***

Mrs. Ito's remedial math class has experienced consecutive years of learning mathematics by memorizing procedural steps. While students' standardized tests scores are relatively low for their grade level, she believes deeply in their ability to grapple with mathematical structure. She has selected challenging content in which students will construct functions to model linear relationships between two quantities. Based on her standards, she will have students explore various functions from the world of sports in both equation and graphical form and have them develop ideas about the rate of change and relationship between x,y variables. Students' ideas about functions will be the foundation of the lessons as students collectively build an understanding of linear relationships.

#### **Analysis**

##### **STEM**

*I notice/I wonder...*

##### **A Force**

*I notice/I wonder...*

##### **For Good**

*I notice/I wonder...*

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### ***Vignette 2: Mrs. Leon's Waste Reduction***

Students from Mrs. Leon's environmental club noticed the extensive amount of trash and waste that filled the garbage and recycle bins after each lunch period. Drawing on students' eagerness to reduce waste created at the school, she challenged students in her math class to think about ways in which they could attack the problem. Students worked in groups to identify different potential solutions. The class negotiated the solutions they thought might be most impactful and invited the administration to their class to hear their plans, which included an awareness campaign as well as a competition between lunch shifts to see who could reduce the most waste from their lunches.

#### ***Analysis***

##### ***STEM***

*I notice/I wonder...*

##### ***A Force***

*I notice/I wonder...*

##### ***For Good***

*I notice/I wonder...*

### ***Vignette 3: Ms. Martinez's Climate Science***

Ms. Martinez has developed a unit based on the Next Generation Science Standards focused on climate and human impact. Students are learning about the greenhouse effect and the mechanism for climate change. Using various forms of evidence, including long-term temperature trends, sea-level rise, carbon dioxide levels, and human carbon emissions, Ms. Martinez has students develop models for how the earth's climate is changing. Students also read about the differential impact that climate change is having and is predicted to have on different populations, particularly those most vulnerable. At the end of the unit, students took a test in which they showed their understanding of the mechanism for climate change, analyzed a new, simple data set related to climate, and identified two ways in which changes in climate will affect marginalized populations.

#### ***Analysis***

##### ***STEM***

*I notice/I wonder...*

##### ***A Force***

*I notice/I wonder...*

##### ***For Good***

*I notice/I wonder...*