



Welcome
Back!



Welcome Back!



Nature is Amazing 
@AMAZINGNATURE

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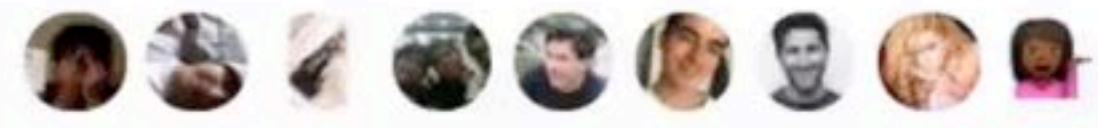


Duck landing on ice 



12:04 PM - 6 Jan 2018

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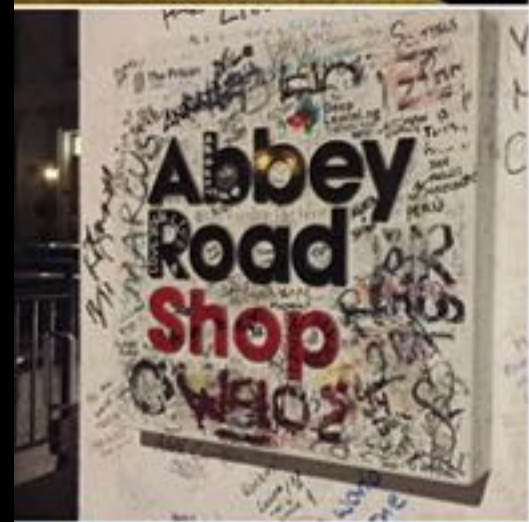
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Bozeman Science

... and I hope that was helpful.

bozemanscience.com/



5:55



Comments



bozemanscience Got some work done over break. Some more important than other.

1w



kimster_truck Haha yes!

1w 1 like Reply



salzdererde This being the most important, I'm sure.

1w Reply



5:55



Comments



bozemanscience Got some work done over break. Some more important than other.

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kimster_truck Haha yes!

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salzdererde This being the most important, I'm sure.

1w Reply



adrianbarredag Are you in monterrey?

18h Reply



— Hide replies

5:55



Comments



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adrianbarredag Are you in monterrey?

18h Reply



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bozemanscience
[@adrianbarredag](#) yes!

13h Reply



5:55



Comments



bozemanscience Got some work done over break. Some more important than other.

1w



kimster_truck Haha yes!

1w 1 like Reply



salzdererde This being the most important, I'm sure.

1w Reply



adrianbarredag Are you in monterrey?

18h Reply



— Hide replies



bozemanscience
@adrianbarredag yes!

13h Reply



pablomtz28 @adrianbarredag
Come to ASFM! We all see your videos, it would be great.

13h Reply



Form Submission - Speaker Request Form

Inbox x



Squarespace <no-reply@squarespace.info>

5:18 PM (13 hours ago)



to me

Name of Organization: American School Foundation of Monterrey

Contact Name: Adrian Garza

City: San Pedro Garza Garcia

State or Country: Nuevo Leon

Contact Email Address: 18barreda5964@asfm.mx

Type of Event: Conference

Date(s) of Event: January 2018. (Whenever you find it most convenient)

Other Comments: Good afternoon Mr. Anderson. My name is Adrian Barreda, and I am a student at ASFM from Monterrey, Mexico. I recently noticed that you are in my hometown and I hope you are having a wonderful time here!

I'm contacting you because ASFM is very interested in having you visit us to give a conference or simply talk with the students who genuinely benefit from your physics videos. It would be a true honor to host you at our installations since the AP Physics students admire your ability to explain rigorous concepts.

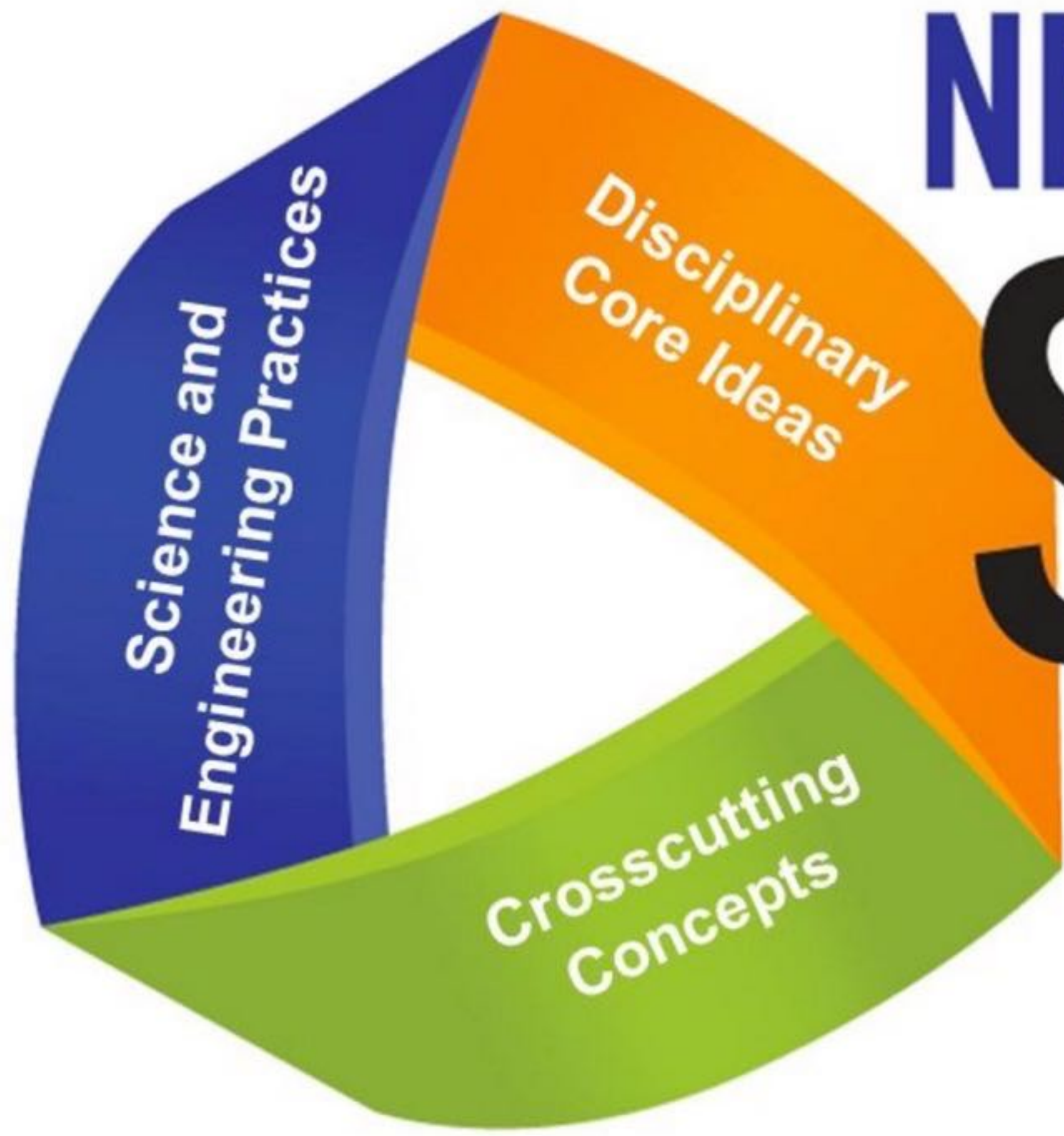
I would also like to comment you that we have recently built our STEM Lab and also created a Near Space Program, which focuses on sending a capsule with the use of a weather balloon to space which will collect footage and atmospheric data captured by sensors. We would benefit greatly if you gave us your opinion on our ongoing project.

I have already talked with the physics department head Mr. Brad Brandvold and he says that he would be honored to have you at the school. If you have any question, please don't hesitate to contact me or our superintendent Dr. Michael Adams (michael.adams@asfm.edu.mx) or our physics department head Mr. Brandvold (brad.brandvold@asfm.edu.mx).

I look forward to hearing from you!

Best regards,
Adrian Barreda.

(Sent via [bozemanscience](#))



NEXT GENERATION
SCIENCE
STANDARDS

Students who demonstrate understanding can:

- K-PS2-1.** Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object. [Clarification Statement: Examples of pushes or pulls could include a string attached to an object being pulled, a person pushing an object, a person stopping a rolling ball, and two objects colliding and pushing on each other.] [Assessment Boundary: Assessment is limited to different relative strengths or different directions, but not both at the same time. Assessment does not include non-contact pushes or pulls such as those produced by magnets.]
- K-PS2-2.** Analyze data to determine if a design solution works as intended to change the speed or direction of an object with a push or a pull.* [Clarification Statement: Examples of problems requiring a solution could include having a marble or other object move a certain distance, follow a particular path, and knock down other objects. Examples of solutions could include tools such as a ramp to increase the speed of the object and a structure that would cause an object such as a marble or ball to turn.] [Assessment Boundary: Assessment does not include friction as a mechanism for change in speed.]

The performance expectations above were developed using the following elements from the NRC document *A Framework for K-12 Science Education*:

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
<p>Planning and Carrying Out Investigations Planning and carrying out investigations to answer questions or test solutions to problems in K–2 builds on prior experiences and progresses to simple investigations, based on fair tests, which provide data to support explanations or design solutions.</p> <ul style="list-style-type: none"> With guidance, plan and conduct an investigation in collaboration with peers. (K-PS2-1) <p>Analyzing and Interpreting Data Analyzing data in K–2 builds on prior experiences and progresses to collecting, recording, and sharing observations.</p> <ul style="list-style-type: none"> Analyze data from tests of an object or tool to determine if it works as intended. (K-PS2-2) <p>-----</p> <p style="text-align: center;">Connections to the Nature of Science</p> <p>Scientific Investigations Use a Variety of Methods</p> <ul style="list-style-type: none"> Scientists use different ways to study the world. (K-PS2-1) 	<p>PS2.A: Forces and Motion</p> <ul style="list-style-type: none"> Pushes and pulls can have different strengths and directions. (K-PS2-1),(K-PS2-2) Pushing or pulling on an object can change the speed or direction of its motion and can start or stop it. (K-PS2-1),(K-PS2-2) <p>PS2.B: Types of Interactions</p> <ul style="list-style-type: none"> When objects touch or collide, they push on one another and can change motion. (K-PS2-1) <p>PS3.C: Relationship Between Energy and Forces</p> <ul style="list-style-type: none"> A bigger push or pull makes things speed up or slow down more quickly. (secondary to K-PS2-1) <p>ETS1.A: Defining Engineering Problems</p> <ul style="list-style-type: none"> A situation that people want to change or create can be approached as a problem to be solved through engineering. Such problems may have many acceptable solutions. (secondary to K-PS2-2) 	<p>Cause and Effect</p> <ul style="list-style-type: none"> Simple tests can be designed to gather evidence to support or refute student ideas about causes. (K-PS2-1),(K-PS2-2)

Connections to other DCIs in kindergarten:
K.ETS1.A (K-PS2-2); **K.ETS1.B** (K-PS2-2)

Articulation of DCIs across grade-levels:
2.ETS1.B (K-PS2-2); **3.PS2.A** (K-PS2-1),(K-PS2-2); **3.PS2.B** (K-PS2-1); **4.PS3.A** (K-PS2-2); **4.EST1.A** (K-PS2-2)

Common Core State Standards Connections:

ELA/Literacy -

RI.K.1 With prompting and support, ask and answer questions about key details in a text. (K-PS2-2)

W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). (K-PS2-1)

SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood. (K-PS2-2)

Mathematics -

MP.2 Reason abstractly and quantitatively. (K-PS2-1)

K.MD.A.1 Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object. (K-PS2-1)

K.MD.A.2 Directly compare two objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute, and describe the difference. (K-PS2-1)

The

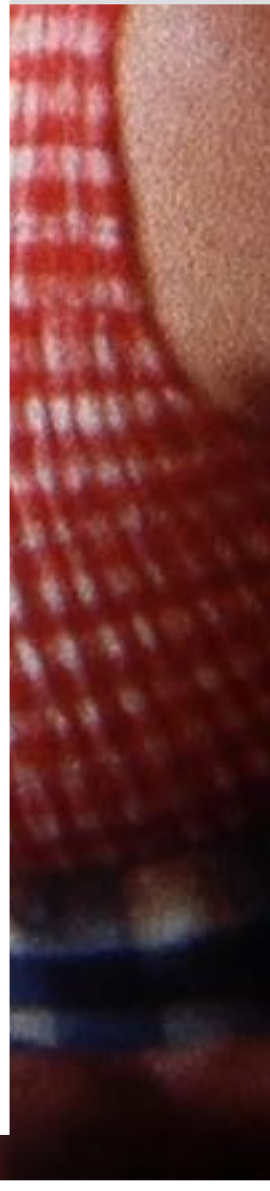
WONDER

• YEARS •

The

WONDER

• OF SCIENCE •



Michael K. Frith

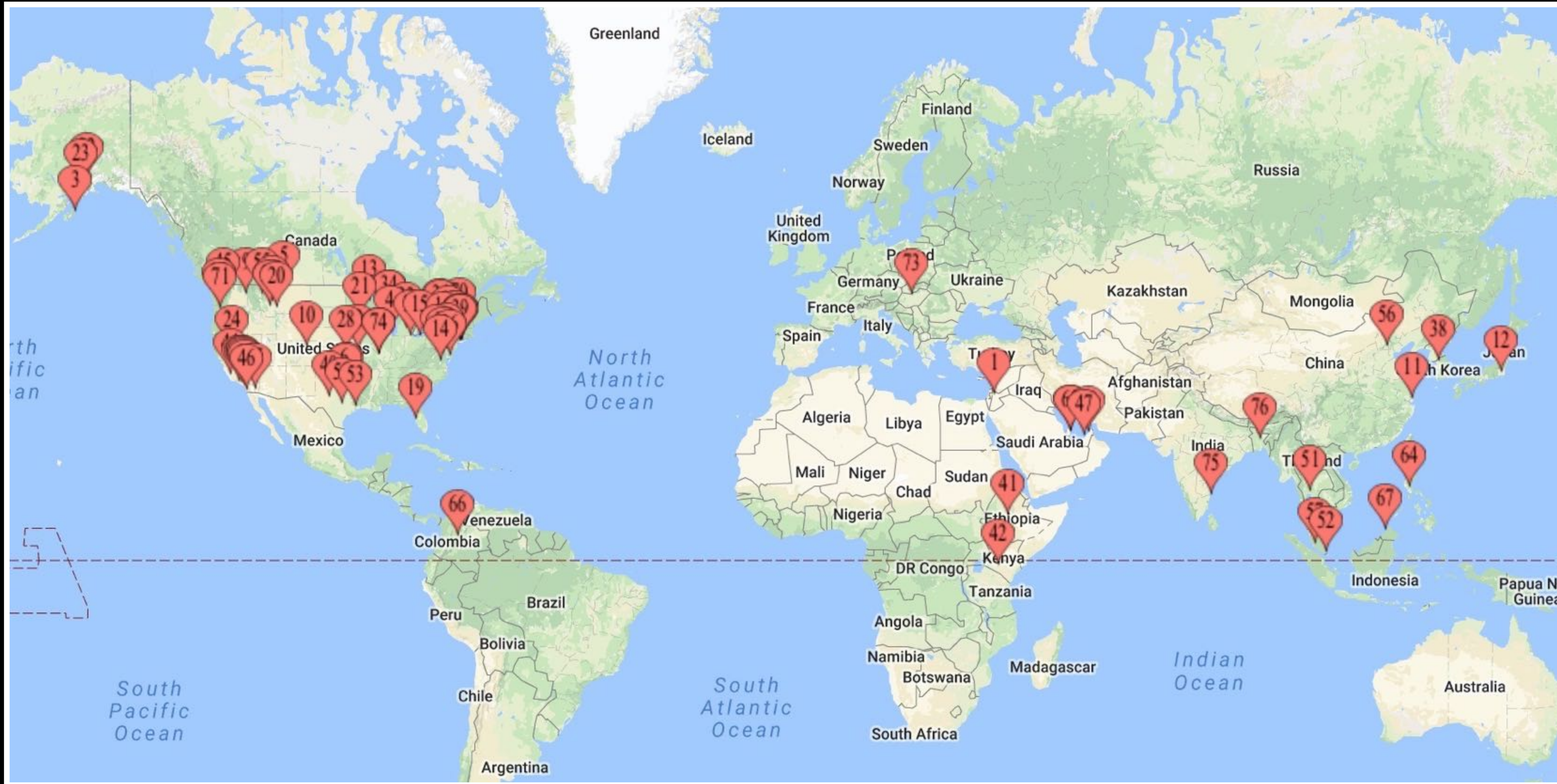
Nucleus



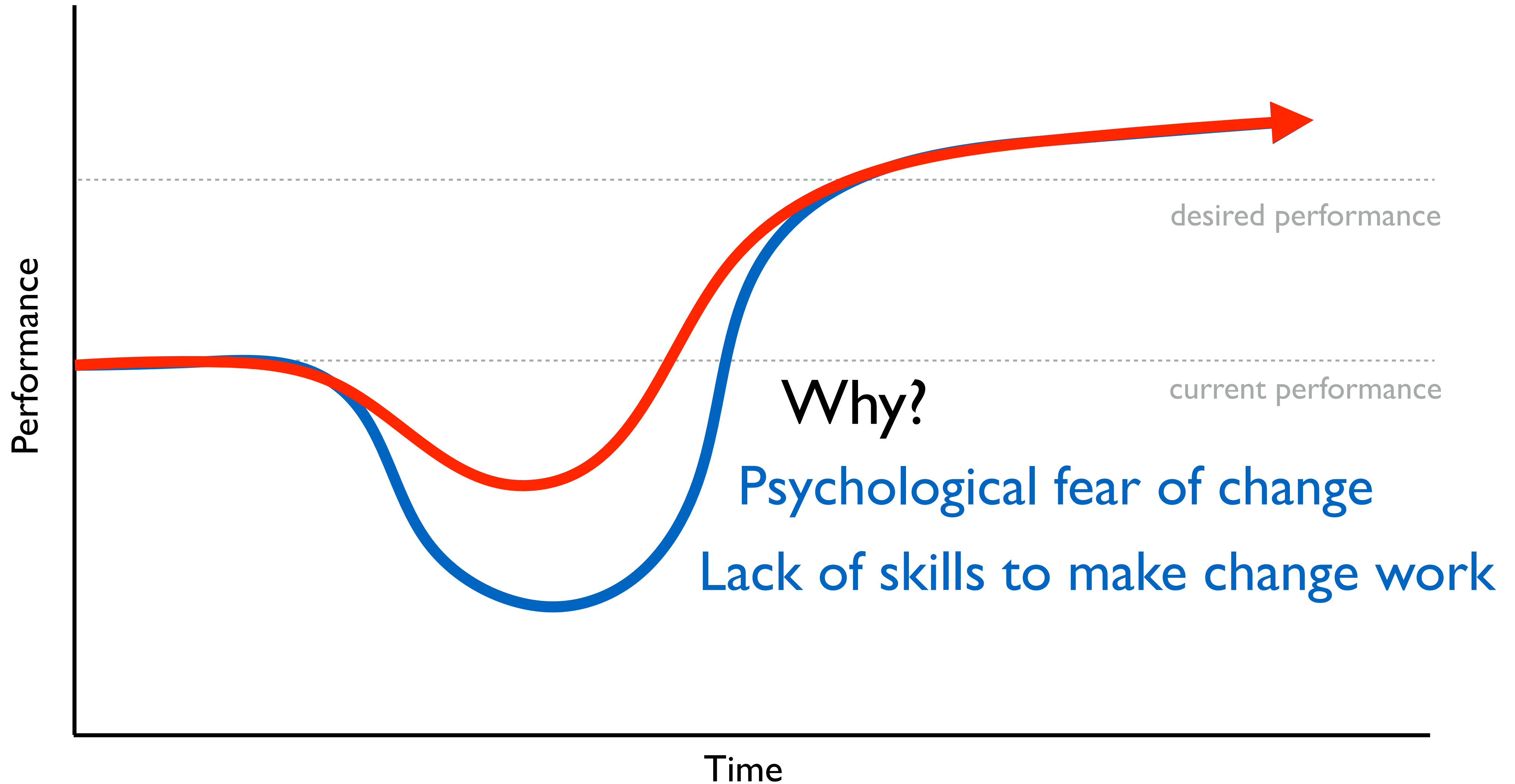
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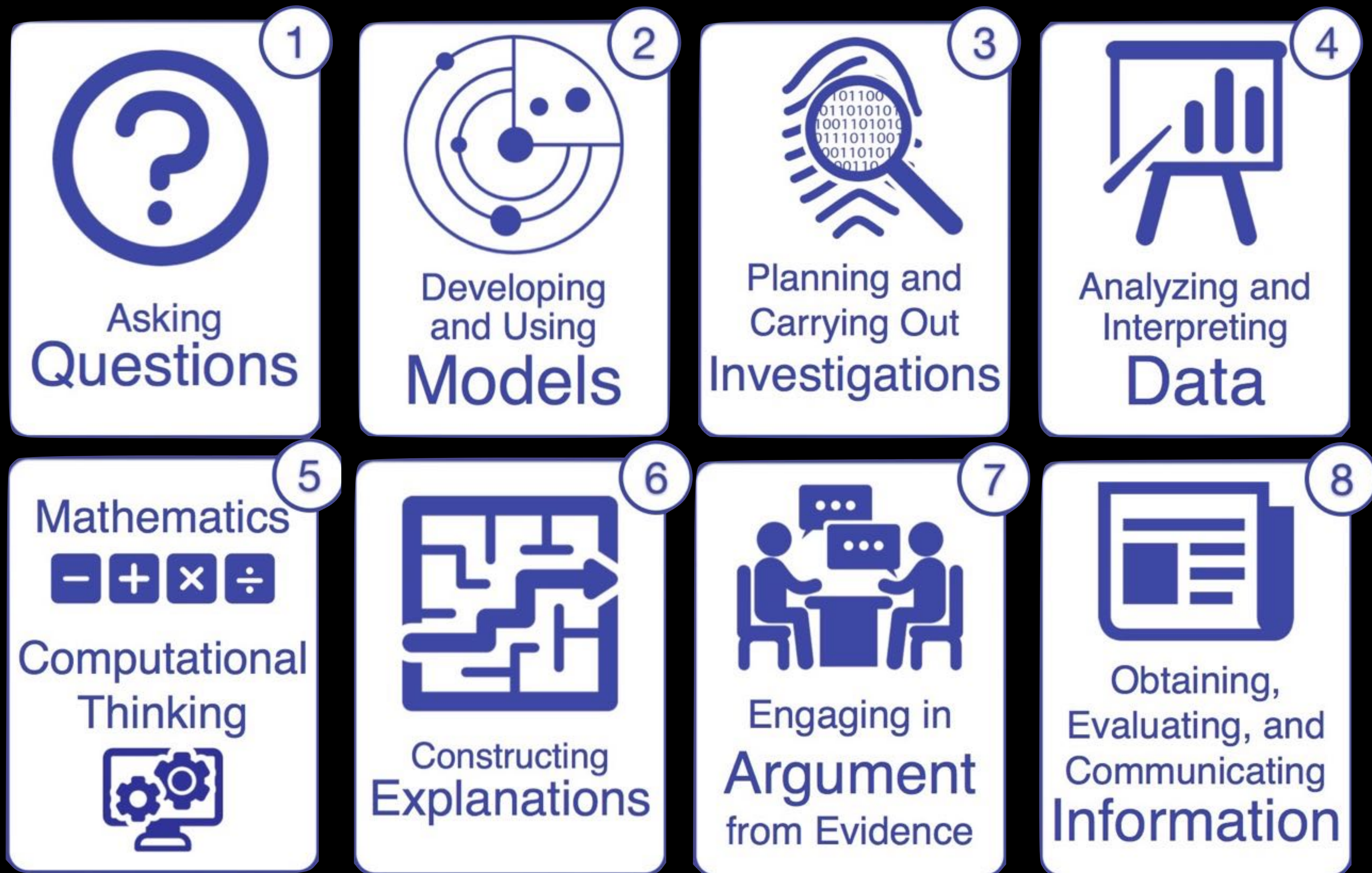




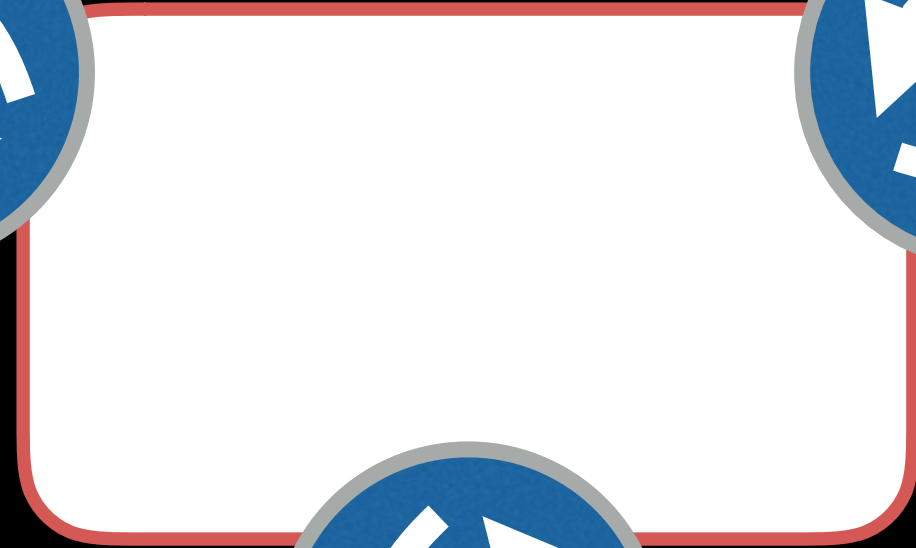
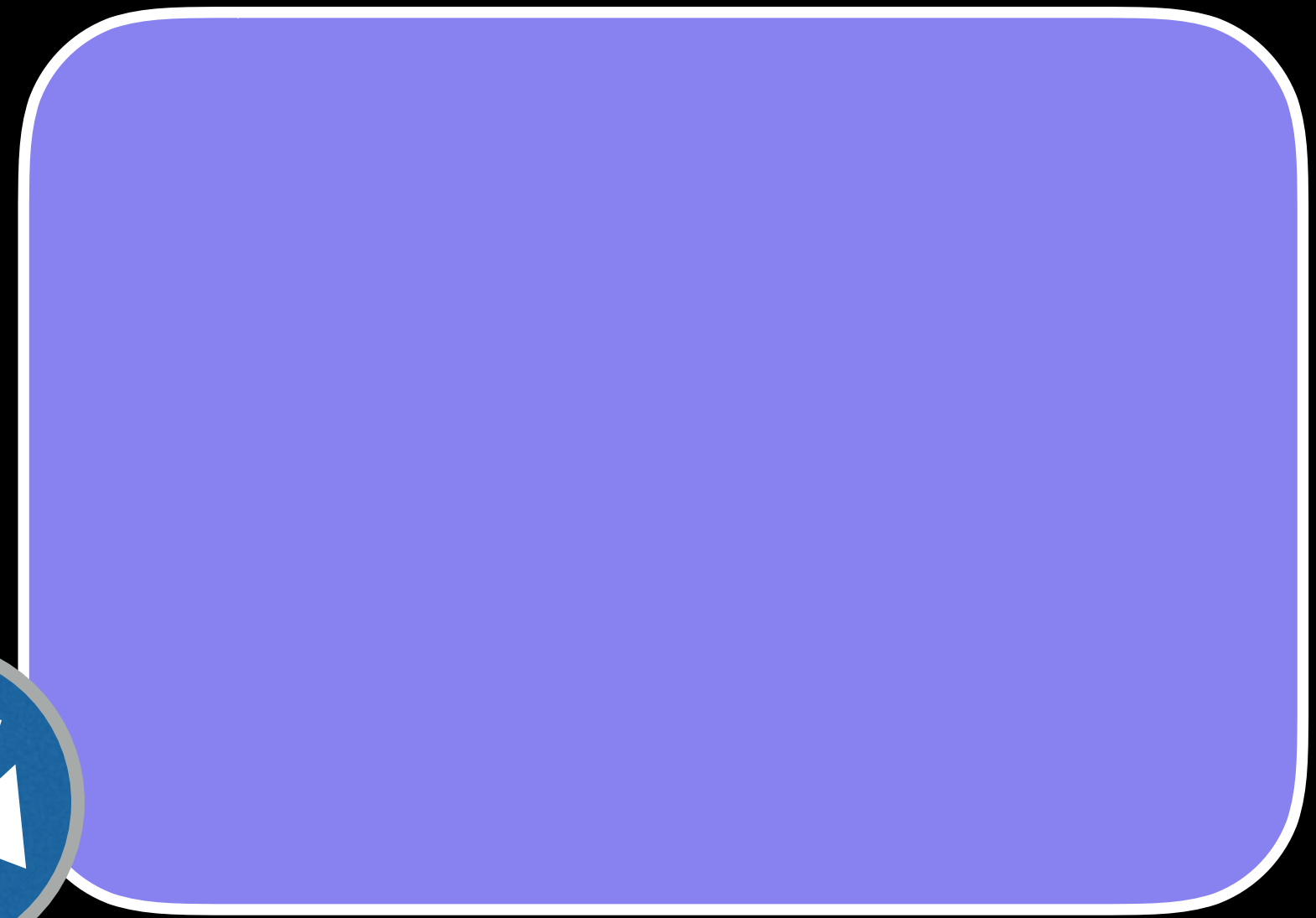
Implementation Dip



Inquiry



Inquiry = The Practices






1  Asking Questions


3  Planning and Carrying Out Investigations

4  Analyzing and Interpreting Data

Investigating Practices


2  Developing and Using Models


5  Mathematics
- + × ÷
Computational Thinking


6  Constructing Explanations

Sense-making

Phenomenon

7  Engaging in Argument from Evidence

8  Obtaining, Evaluating, and Communicating Information

Critiquing Practices



I Wonder

I Think

1



Asking
Questions

THE SUNDAY TIMES BESTSELLER



Quiet
Susan Cain

'Quiet is the most important book published for a decade' LYNNE TRUSS

'Important, persuasive, timely. I can't get it out of my head' JON RONSON

The Power of Introverts in a World That Can't Stop Talking

2



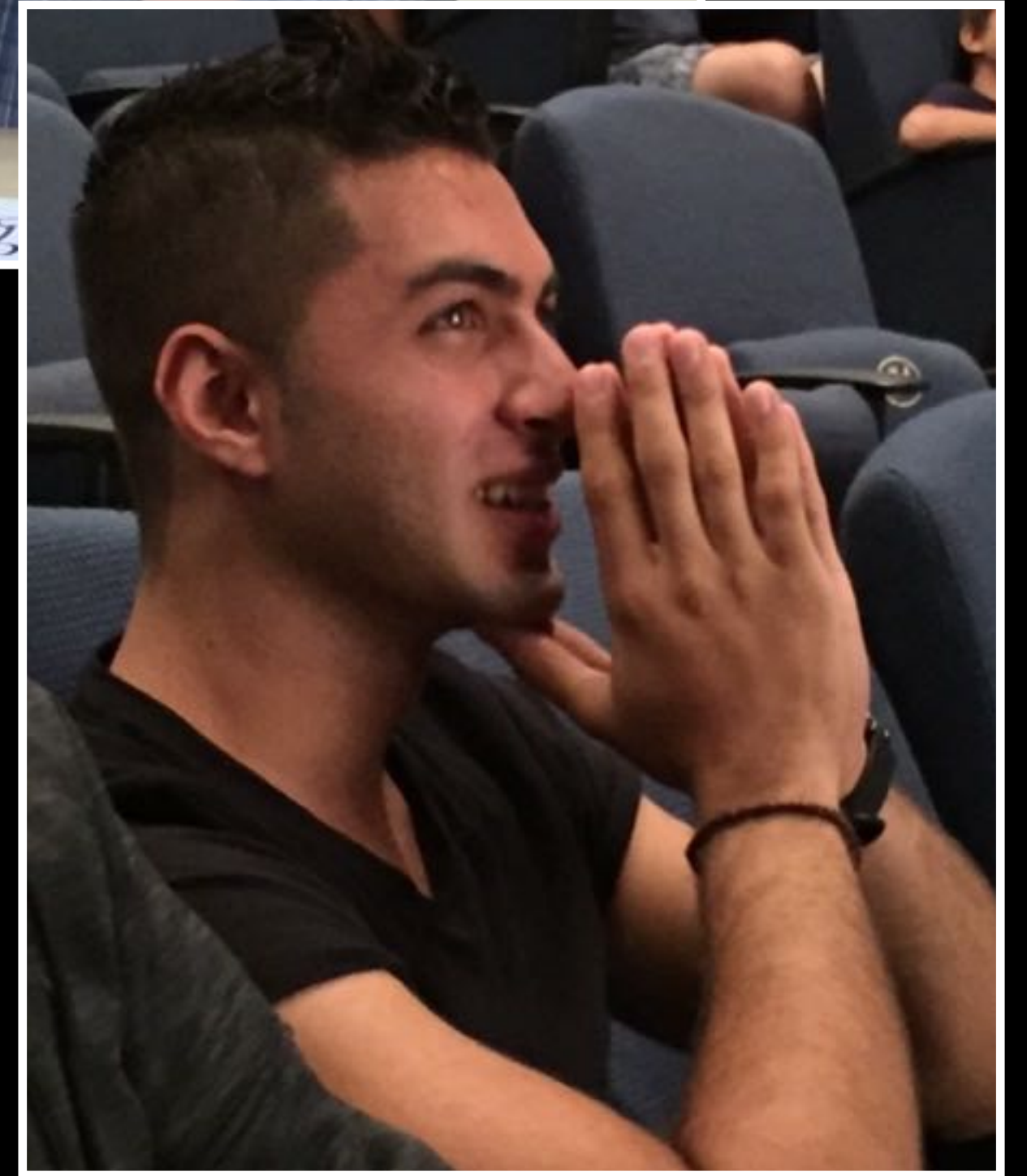
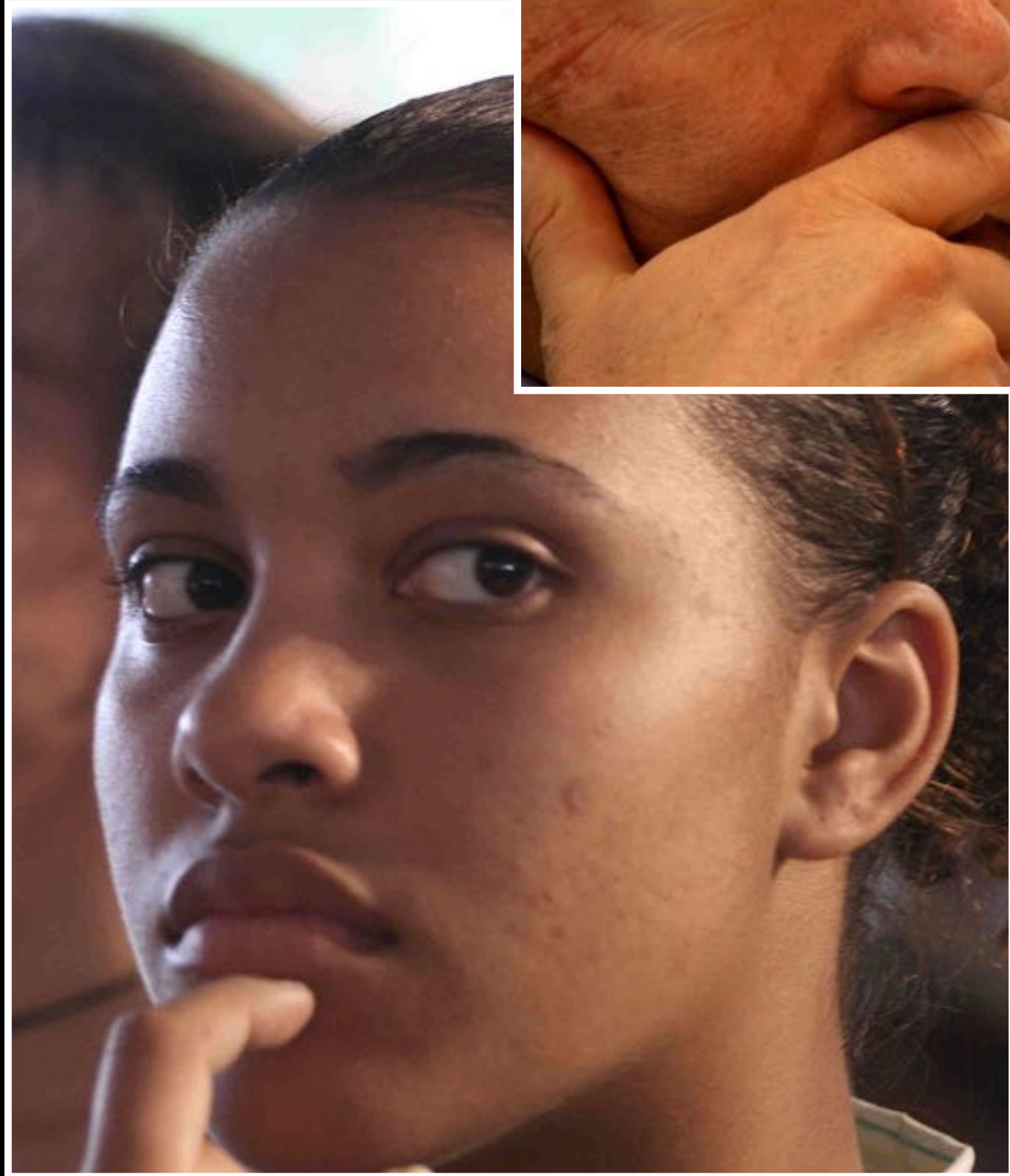
Developing
and Using
Models

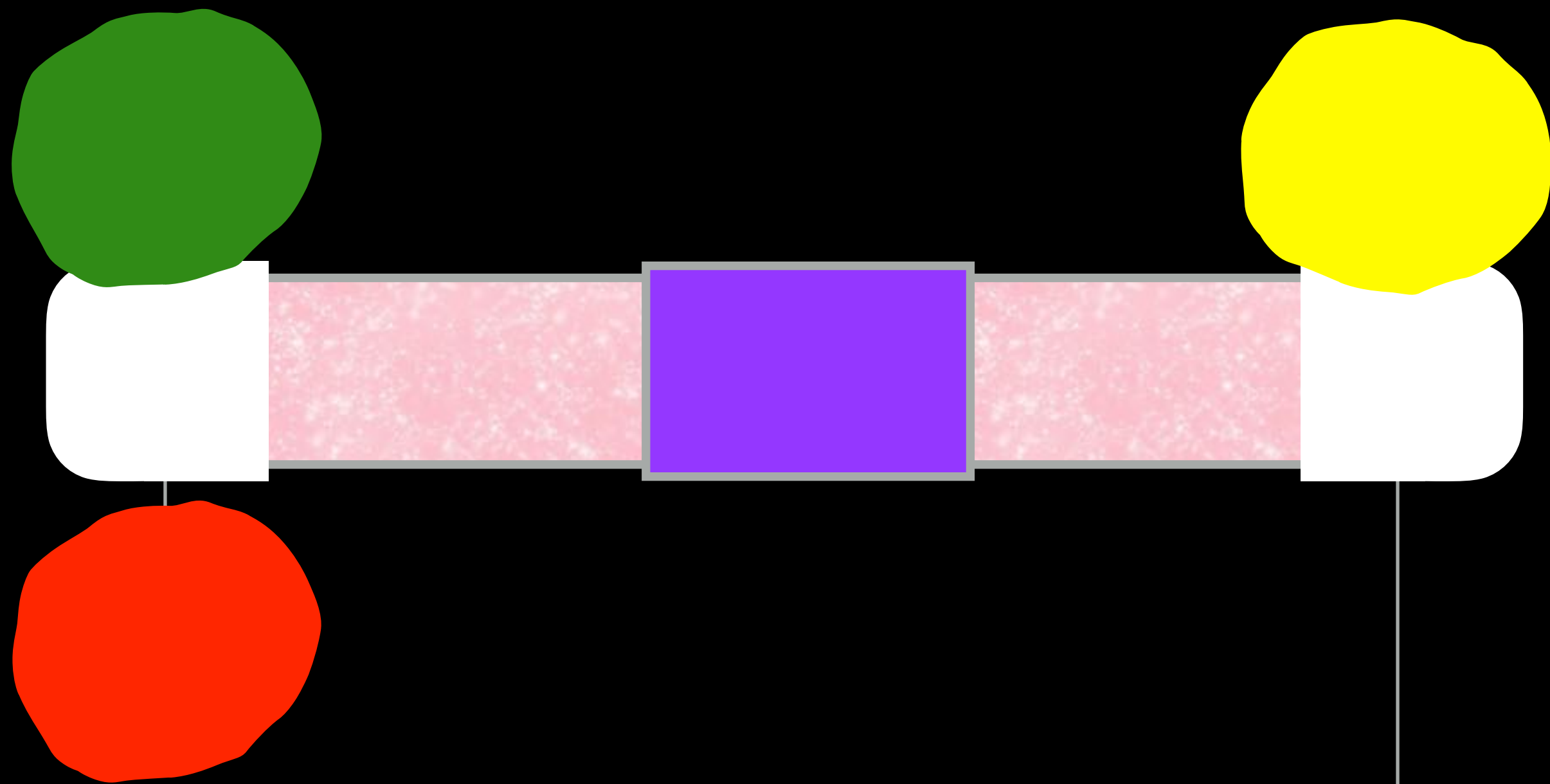
My Motto

Don't Kill the
Wonder!

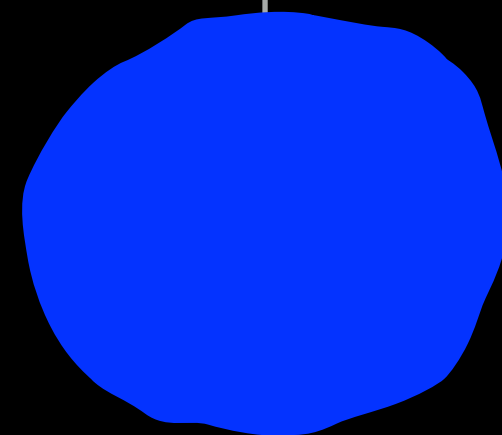


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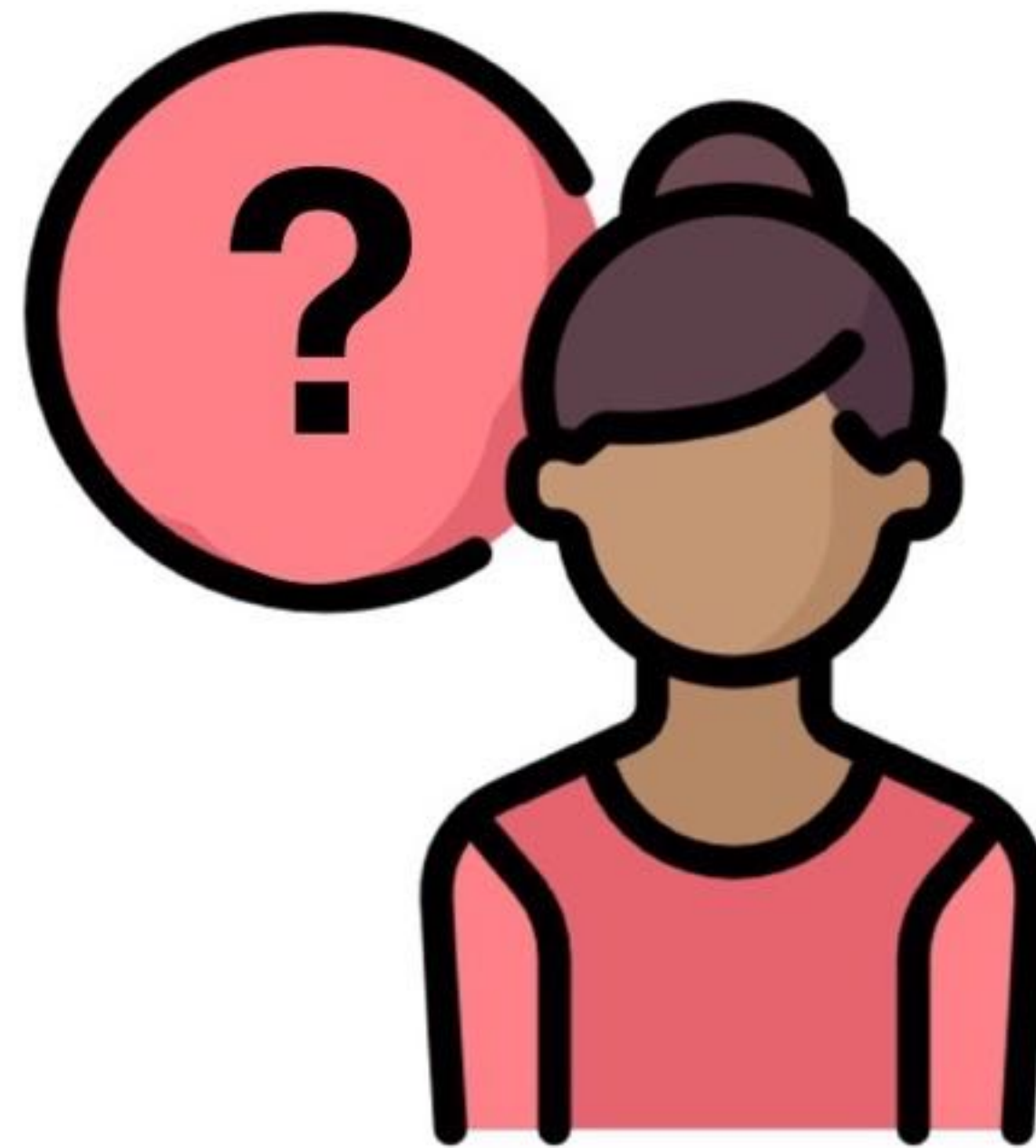


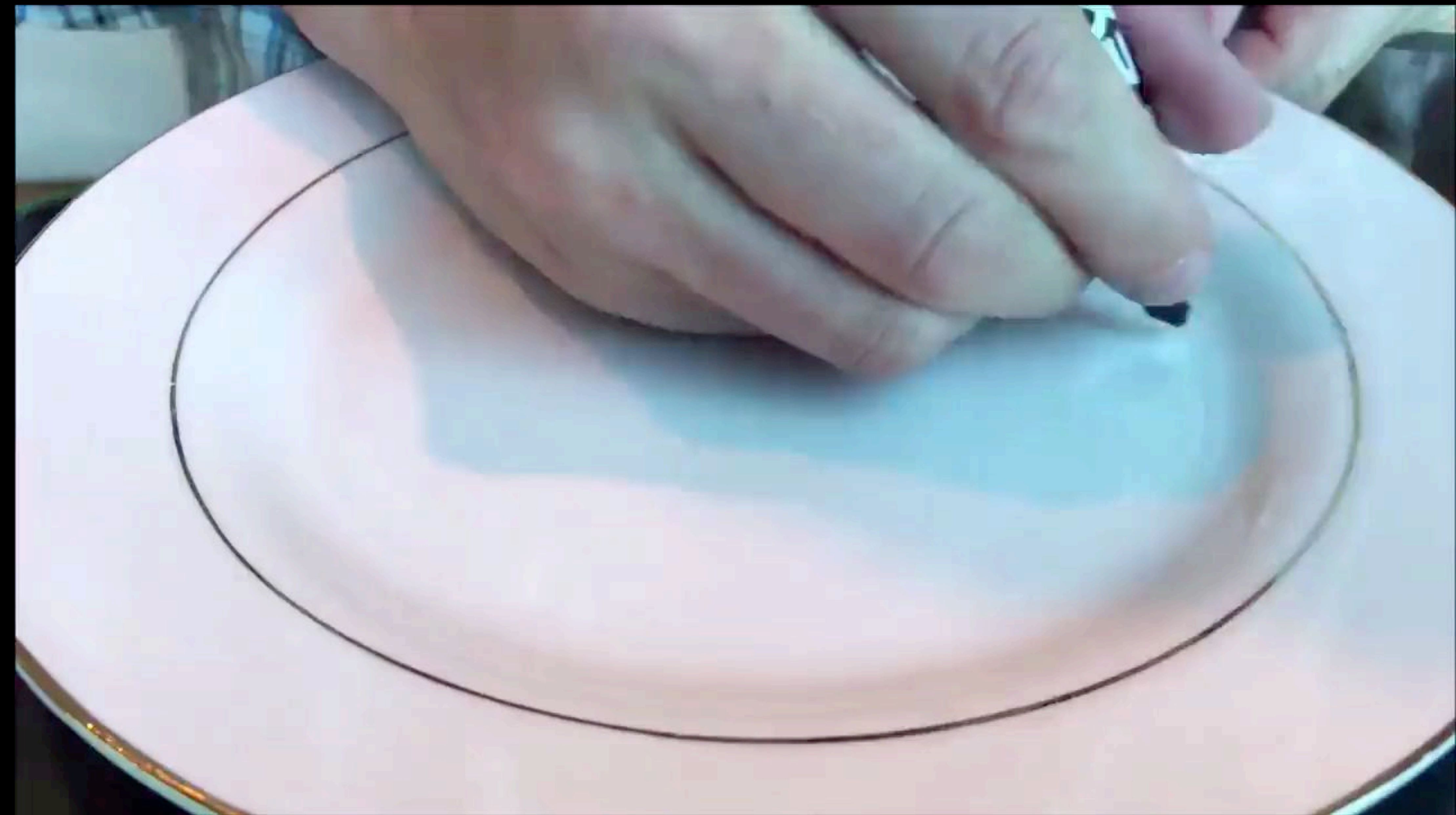
The
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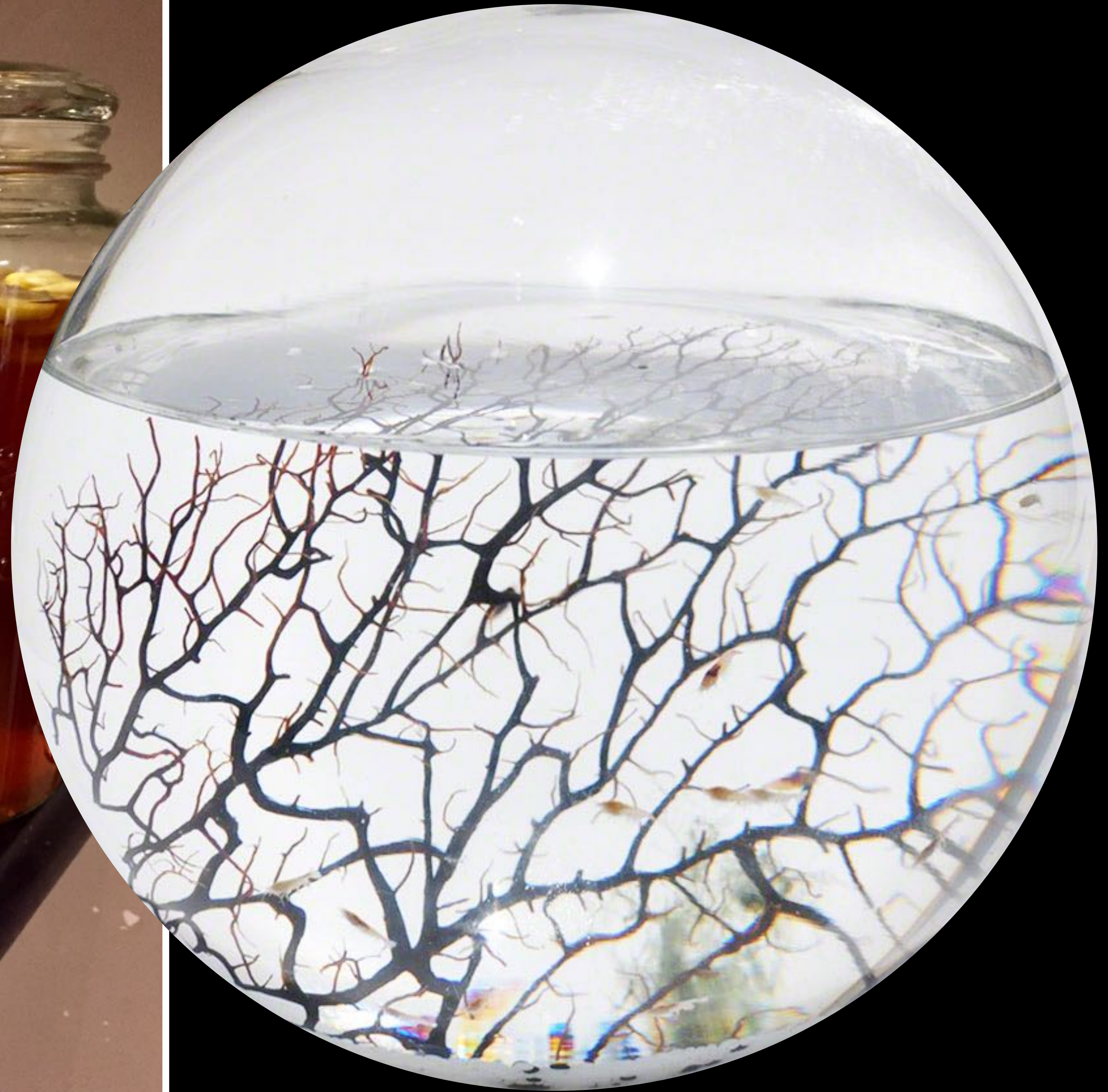


Phenomenon











Explanation

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Questions ?

Pictures

Colors

Zoom-in Bubble

Time

