***Energy and Matter across Science Disciplines***

<https://www.teachingchannel.org/videos/cross-discipline-lesson-achieve>

Quote 1:

“Let them explore before you explain… those are the tools that allow students to get to independent thinking.”

Quote 2:

“When students communicate with evidence in my classroom and when they are evaluating the evidence that other students are communicating to the group, they look to see if the evidence is sufficient, if it is reliable, if it is in their minds complete and so one of the things that they look for a lot is if the evidence is quantitative.”

Quote 3:

“I think that the small changes that led to big changes, over time, in our class, is the focus on evidence based thinking because that opens the door for more participation.”

*Defend the Claim:*

My organism is the most efficient source of energy for a human.

Claim is based on evidence from student’s design.

Evidence for the claim reflects scientific knowledge

Question 1:

* What about this classroom looks different from a “traditional” lab experience?

Question 2:

* What evidence can you see of how this type of experience impacts student learning?

Question 3:

* How does Ms. Shelton empower her students to lead their own learning?