UnboundEd

GLEAM™

GLEAM INSTRUCTION fosters young scientists who play active, lifelong investigative roles in their communities.

Grade-Level Science Instruction

Provide texts, tasks, and materials aligned to the appropriate college and career standards by:

- Using lessons designed to meet standards aligned with the Framework for K–12 Science Education (e.g., NGSS).

- Developing student knowledge of grade-level Disciplinary Core Ideas.

- Building student capacity to do science and engineering through grade-level Science and Engineering Practices.

- Fostering connections between scientific disciplines through the intentional use of Crosscutting Concepts.

Engaging Science Instruction

Foster persistence in grade-level work that builds students' interests tied to knowledge and culture, helping them see themselves as learners with agency by:

- Using active examination of phenomena (i.e., events in the world around them) to drive instruction.

- Utilizing phenomena and contexts tied to students' experiences and knowledge.

- Supporting students in working through challenging tasks using a variety of intentional strategies.

- Balancing individual and communal learning opportunities that prioritize team growth.

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Affirming Science Instruction

Honor and acknowledge students' ethnic, racial, and linguistic identities and their current and historical experiences within the context of grade-level work by:

- Connecting students' abilities to make discoveries to their identities as scientists.

- Welcoming students' linguistic and cultural identities into the process of learning science concepts over time.

- Relating scientific legacies of student cultures to grade-level science.

- Recognizing and building on how students' curiosities relate to grade-level science.

Meaningful Science Instruction

Understand and critique dominant cultural norms and examine their community's social position to foster a sense of advocacy and change by:

- Drawing connections between science and community or global issues beyond the classroom.

- Encouraging student scientists to advocate for change in grade-appropriate but substantial ways.

- Asking students to consider the perspectives and contexts included or excluded in texts and data and why.

- Helping students recognize how science can liberate or oppress communities and has historically done both.