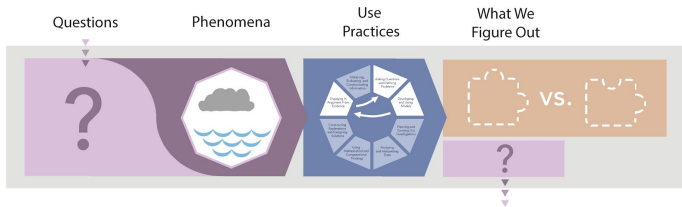


Storyline Tool #4: Problematizing Routine



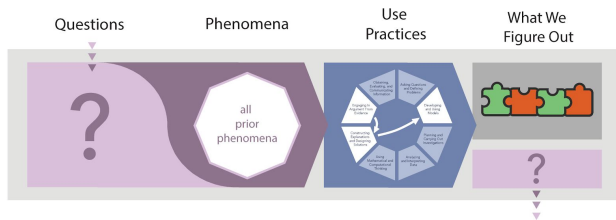
Select your context for using this tool:

- Analyzing Existing Curriculum Materials
- Planning to Teach With Existing Curriculum Materials
- Adapting or Designing New Curriculum Materials

What materials are you working with?

| At strategic points across the unit, do we find these elements of the Problematizing Routine? | Strengths (include evidence) | Weaknesses (include evidence) | Next steps for... > Planning: What will you do when you teach this lesson? > Adapting: How could you add or enhance these elements? |
|-----------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Element 1 Foreground a new question or phenomena | 1: The teacher seeds a question or new phenomenon for the class to consider that is designed to elicit disagreement or competing explanations. | | |
| Element 2 Argue for competing ideas | 2A: Students go public with their ideas. 2B: Students argue for competing ideas in trying to resolve the emerging controversy. | | |
| Element 3 Determine a way to resolve this question | 3: Students help articulate what the class might need to do next to resolve this question. | | |

Storyline Tool #5 Putting Pieces Together Routine



Select your context for using this tool:

- Analyzing Existing Curriculum Materials
- Planning to Teach With Existing Curriculum Materials
- Adapting or Designing New Curriculum Materials

What materials are you working with?

| At strategic points across the unit, do we find these elements of the Putting Pieces Together Routine? | | Strengths (include evidence) | Weaknesses (include evidence) | Next steps for... > Planning: What will you do when you teach this lesson? > Adapting: How could you add or enhance these elements? |
|--------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|---------------------------------|----------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|
| Element 1 Take Stock | 1: Students identify and consolidate ideas they figured out across multiple investigations. | | | |
| Element 2 Put Pieces Together <i>How do these pieces fit together?</i> | 2A: Students come to consensus on how the pieces explain a phenomenon or solve a problem. | | | |
| | 2B: Students develop a public representation of how the pieces fit together. | | | |
| | 2C: This process helps students develop or use key pieces of the Disciplinary Core Ideas and/or Crosscutting Concepts. | | | |
| Element 3 (Optional) Apply This to Another Phenomenon | 3: Students apply their assembled model to try to explain another phenomenon or solve another problem. | | | |