

# EAST<sup>®</sup> Core

Education is different here, too!

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Association for Supervision & Curriculum Development  
conference June 10-13, Hot Springs



Hot Springs Technology Institute  
conference June 18-21, Hot Springs



EAST Core presentation  
documentation by Arkansas  
Education Television Network

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1. The inaugural group of EAST<sup>®</sup> Core teachers attend the 3-day Tier I professional development in May. All of our PD has been assured by the Department of Education.
2. All pioneer schools received a large, customized banner for display in or on their buildings.
3. We will be gathering quantitative and qualitative data throughout the EAST<sup>®</sup> Core implementation. This information will support decision making and guide future development efforts.
4. Two designs were developed by our new Front End Designer, Calvin Bramlett. He also created the banners. We will be using these designs on many of our content products and in public communications.
5. Getting the word out about EAST<sup>®</sup> Core!
6. The Web Portal is evolving as we continue to add features.
7. Curious about the Project Series? Flip the page.

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[core.eastinitiative.org](http://core.eastinitiative.org)



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Geometry  
 Modeling Main Street  
 Shady Lane  
 Designing for Play  
 Visual Impact of Wind Turbines

Biology  
 Choosing a Biological Community  
 Inventorying a Biological Community  
 Biospheres, Biomes and Ecosystems  
 Rainfall, Runoff and You  
 Populations  
 Dealing with Change (A Game of Chance)



## Dealing With Change

**Driving Question:** *How do trait variability and natural selection work together to enable organisms (and over time, populations) to adapt to their environment?*

**Project Description:** In Project #5, students must use information gathered during Project #4 to decide if the species they profiled is a generalist or a specialist, to understand the ecological niche it fills, and to evaluate what will happen in the event of environmental change. They will assess the population's ability to survive and choose to adapt or not, and then discuss (and support!) their choices based on scientific reasoning and other empirical evidence.

### Learning Objectives:

- Students will evaluate the potential effects of environmental change on a population by assessing how such change will impact resource availability, potential competition, and environmental requirements.
- Students will assess the ability of the population to successfully survive the environmental change based on its current ecological niche.
- Students will predict how adaptations may improve the likelihood of population survival.

**CCSS/NGSS Standards:** from NAS Framework for K-12 Science Education

### Dimension 1: Scientific and Engineering Practices

- *Practice 1:* Asking questions (for science) and defining problems (for engineering)
- *Practice 4:* Analyzing and interpreting data
- *Practice 6:* Constructing Explanations and Designing Solutions
- *Practice 8:* Obtaining, Evaluating, and Communicating Information

Announce newly approved EAST<sup>®</sup> Core schools. Site visit support to schools. Data collection.

December

Ongoing development of next generation Project Series. Site visit support to schools. Data collection.

November

Visit new applicant schools. Site visit support to schools. Data collection. Advisory council meets.

October

Begin scheduling Tier III site visits for Pioneer schools. Data collection. Planning for public venue presentations such as conferences.

September

Announce availability of new grant funding. Continue web portal development. Data collection. Pre implementation support as needed.

August

Continue the development of the Advisory Council. Work with EAST Facilitators at Summer Seminar. Planning for next generation of the Project Series.

July

2012

2013