

Public Comments
Science Standards

Science Exhibit 1

Date Submitted: Aug. 12, 2014

Terry Gerber, Parent & Administrator

I like that the science standards are very clearly defined for grades K-5. I extremely dislike that we move from grade-level standards to "content-level" standards in grades 6-12. My thought is that the standards should be grade-level standards through 8th grade.....these are the 6th grade standards that need to be taught, these are the 7th grade standards and these are the 8th grade standards. Kids fall through the cracks as they transition from one school to another in SD. Some schools teach life science at 7th grade, some at 8th grade, etc..... Give us grade level standards K-8! They should have all or most of the standards when they take the 8th grade science test. My other comment is to define high school standards by course. If I'm teaching Physical Science, what content do I teach? If I'm teaching Biology, what do I need to cover? If I'm teaching Chemistry, Physics, Anatomy, etc.....what do I need to teach? I hate this ambiguous 9-12 standards. Although Physical Science and Biology are required to graduate from any school in SD, no guarantee that any 2 schools are doing the same thing. Applaud you for your work K-5.....disappointed 6-12 that we still are being ambiguous about what specifically needs to be taught in each grade/course!

Science Exhibit 2

Date Submitted: August 15, 2014

No Name Provided, Educator (teacher, administrator, curriculum director, SPED director, ect)

The science standards are very clear for the elementary grades and become vague and confusing starting with grade 6 because the standards move from being organized by grade level to being organized by science strand. The standards should be organized by grade level through 8th grade and then by course in high school. Because Physical Science is a requirement for every child to graduate from a school in South Dakota, the standards should be listed for that specific course as well as Biology, Chemistry, etc... This committee is missing an opportunity to get all school districts on the same page!

Science Exhibit 3

Date Submitted: August 16, 2014

No Name Provided, Parent

I am thrilled that South Dakota is adopting clear, appropriate science standards and providing support for teachers to implement them! My eldest son's middle school teacher didn't teach evolution, perhaps because she didn't understand it herself, so he will be at a disadvantage when he gets to college, unless the high school teacher covers the subject better. We need to grow scientists (hopefully like my son) in South Dakota, and that starts with good early science education. Good job, SD!

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Science Exhibit 4

Date Submitted: August 28, 2014

Robin Cochran Dirksen, Educator (teacher, administrator, curriculum director, SPED director, ect)

Although, I haven't looked at the Unpacked Stds. yet, I would like to thank you for doing such an impressive job at capturing the spirit of the Framework. In practical terms, I think that SD science educators will be able to translate the standards into their practice effectively. I am in my 20th year of teaching upper-level courses- Adv Bio., Rising Scholar Bio., Chem., and STEM Research and would be proud to use this document to guide my teaching. Congratulations on getting it right!

Science Exhibit 5

Date Submitted: September 9, 2014

Dawn Hilgenkamp, Parent

There is nobody that teaches at a higher level than high school. There should be some science college professors on the panel, to make sure our kids are learning the proper things so they are not behind when they go to college. The ball was dropped with the math standards. Kids are not learning enough before going to college. I think the Common Core Standards are ridiculous. The state of SD needs to join the other states in the push to get rid of the Common Core Curriculum.

Science Exhibit 6

Date Submitted: September 11, 2014

Nicole Keegan, Standards workgroup committee member

As part of the committee that worked to create the SD Science Standards, I fully support the revisions proposed to the Board of Education. The revised standards increase the level of rigor for Science Education across all grade levels. Additionally, they create investigative students who must apply their knowledge instead of being able to rely on factual recall. These standards take our current standards to a new level which will require students and teachers to move beyond textbook work. The standards were taken from multiple documents and revised to what was the best fit for South Dakota students and teachers. There has been concern about the middle level standards (grades 6-8) not being disseminated by grade level. Please note that this was realized by the committee, but we felt that more time was necessary to break down those standards appropriately to fit the various types of middle level systems in place across the state. There will be future work to set the grade level bands, allowing the work to be polished and not rushed.

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Science Exhibit 7

Sate Submitted: September 11, 2014

Jarzab, Educator (teacher, administrator, curriculum director, SPED director, ect)

First of all a sincere thank you to all of the committee members for reviewing the 2005 standards and enhancing them for the betterment of SD students and the future citizens they will become. Regarding 1-LS1-1, this standard seems more fitting for an older grade level, perhaps second grade. Regarding 2-LS2-1, this standard seems more fitting for a younger grade level, perhaps K. (Especially if they are required to make models of land/water bodies, as in 2-ESS2-2, which I think is very age-appropriate, then they will most likely already know that plants need sunlight and water to grow.) Regarding the Middle School Life Science Conceptual Understanding, please consider adding the following, "Plants use the energy form light AND GAS FROM THE AIR to make sugars through..." (p23.) This is an important misconception and I was glad to see this addressed in 5-LS1-1. This concept should be reinforced in MS. Here are some typos to be considered... 3-LS1-1 add a comma before "but" and add a colon after "common" 3-LS4-3 add the word "of" after the word "evidence" MSLSCU (p23) add an apostrophe to the word "its" before populations (second to last sentence in first paragraph) MS-LS1-2 add the word "the" before the word "ways" HS-LS2-6 reword.....Evaluate the claims, evidence, and reasoning that the complex interactions in ecosystems maintain relatively consistent numbers and types of organisms DURING STABILITY, HOWEVER in moderate to extreme fluctuations....