



## Portfolio Activity 6.12

# WHAT CURRICULUM RESOURCES USE COLLABORATIVE STRATEGIES?

### Materials Needed:

- A variety of curriculum resources listed in the following activities
- A. In recent years, a variety of curriculum materials that use various collaborative strategies have emerged on the market. Obtain several of the following curriculum materials and investigate them. If possible, use the materials with a class of students:
- *Science for Life and Living: Integrating Science, Technology, and Health*. 1992. BSCS, 830 N. Tejon, Suite 405, Colorado Springs, CO 80903, or Kendall/Hunt Publishing Company, 4050 Westmark Drive, P.O. Box 1840, Dubuque, IA 52004-1840. An elementary science textbook series.
  - *Decisions, Decisions Series*. 1990, 1991, 1993. Tom Snyder Productions, 80 Coolidge Hill Rd., Watertown, MA 02172-2817, 1-800-342-0236. Different simulation programs about colonization, immigration, revolutionary wars, environmental issues, and more.
  - *The Great Solar System Rescue*. 1992. Tom Snyder Productions. Simulation in which students work to find space probes lost in the solar system.
  - *The Great Ocean Rescue*. 1993. Tom Snyder Productions. Simulation in which students work to solve environmental problems about the oceans.
  - *Fizz and Martina*. 1991. Tom Snyder Productions. Cooperative learning activities for mathematics.
  - *The Geometric Supposer*. 1987. Education Development Center, Sunburst Communications Inc., 39 Washington Ave., Pleasantville, NY 10570, 1-800-431-1934. Cooperative learning activities to teach about geometry.
- B. How are these materials different from other curriculum materials you've seen for teaching science to children?
- C. How well do the materials utilize the following philosophical framework for project-based science?:
- *Focus on a driving question*. Students investigate meaningful and important questions that orchestrate activities and organize concepts and principles.
  - *Investigations*. Students investigate the driving question by asking and refining questions, making plans, designing experiments, debating ideas, collecting and analyzing information and data, drawing conclusions, and communicating ideas and findings to others.
  - *Generation of products or artifacts*. As a result of performing inquiries, students develop a series of artifacts or products that represent their knowledge in a variety of ways.
  - *Learning communities and collaboration*. Students, teachers, and individuals outside the classroom collaborate to investigate the driving question.
  - *Use of cognitive tools*. Learners represent and share ideas and support their research efforts with cognitive tools such as computers.