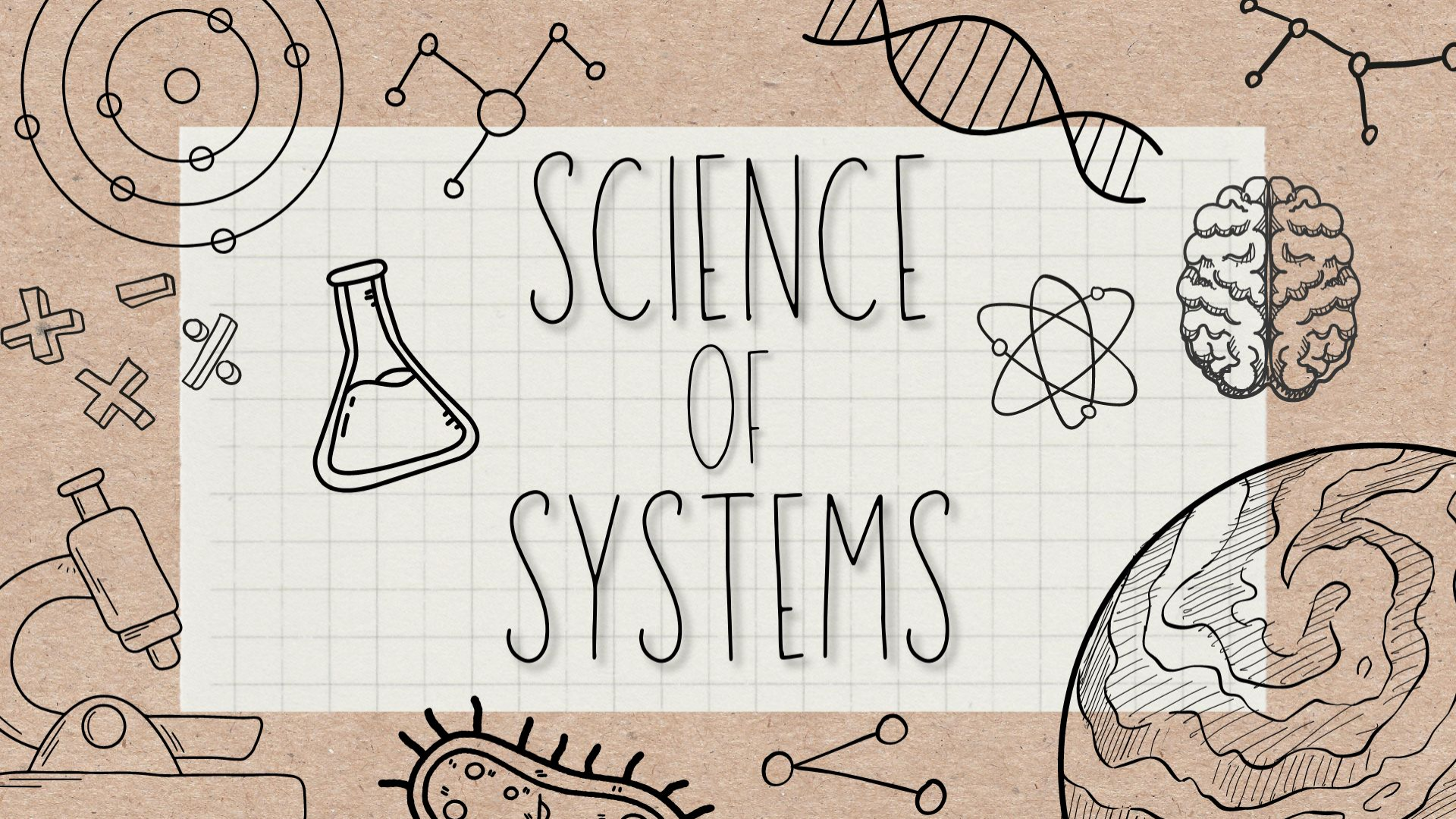
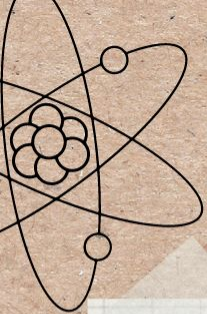
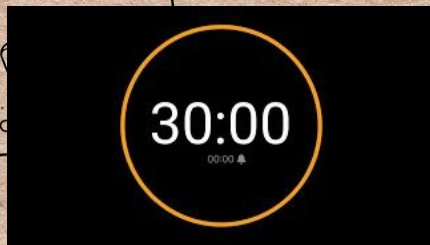


SCIENCE OF SYSTEMS





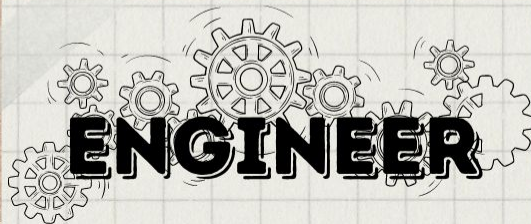
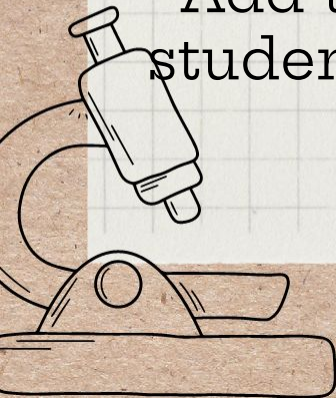
SKILL STATIONS



Create



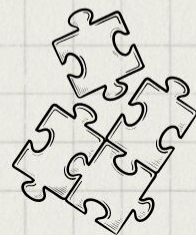
Add task or
students here



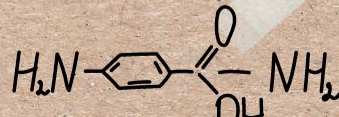
Add task or
students here



SOLVE



Add task or
students here

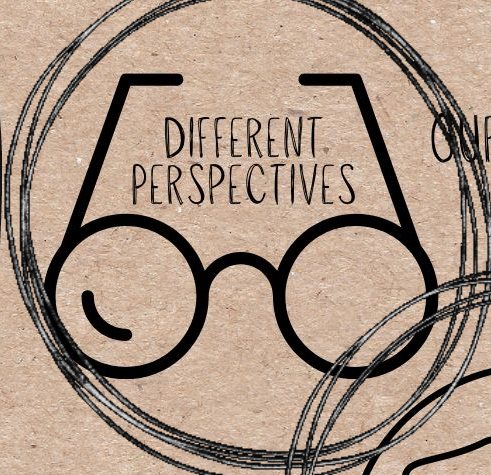
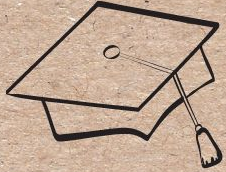




LET'S GET CURIOUS!



HABITS OF A SCHOLAR

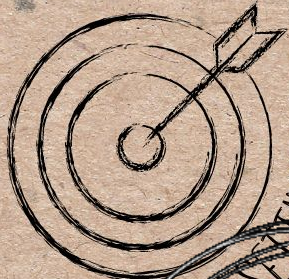


DIFFERENT PERSPECTIVES

CURIOSITY



PONDERING IDEAS



GOAL SETTING



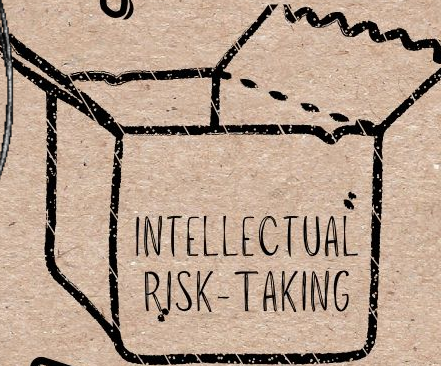
SAVING IDEAS



PREPARATION



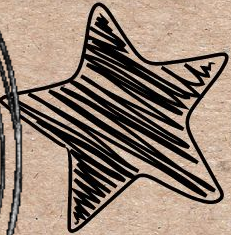
ACADEMIC HUMILITY



INTELLECTUAL RISK-TAKING



VARIED RESOURCES



EXCELLENCE



PERSEVERANCE

SYSTEMS HAVE PARTS THAT
WORK TO COMPLETE A
TASK.

SYSTEMS INTERACT.

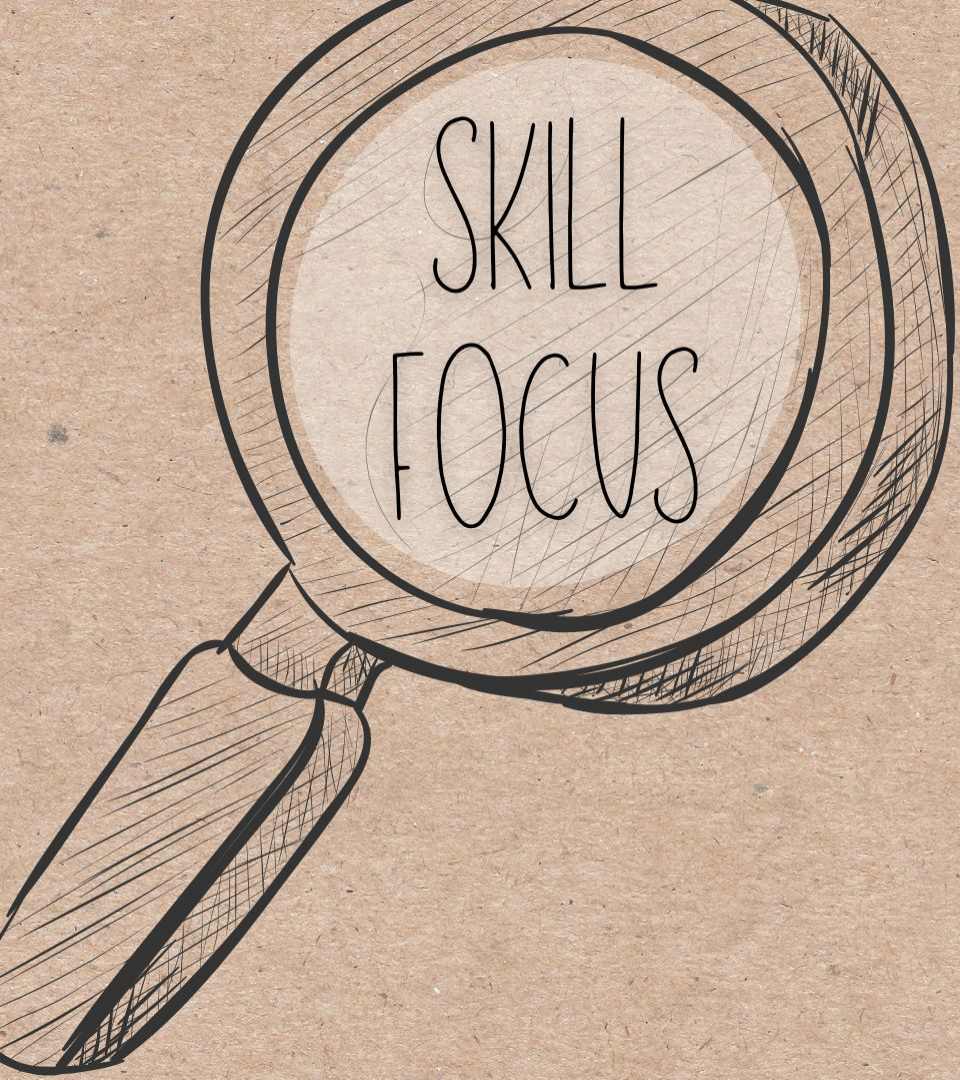
PARTS OF
SYSTEMS ARE
INTERDEPENDENT
UPON ONE
ANOTHER AND
FORM SYMBIOTIC
RELATIONSHIPS.

SYSTEMS
FOLLOW
RULES.

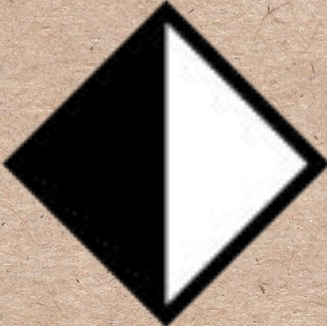
SYSTEMS 
GENERALIZATIONS

A SYSTEM MAY BE
INFLUENCED BY OTHER
SYSTEMS.

SYSTEMS ARE COMPOSED
OF SUBSYSTEMS.



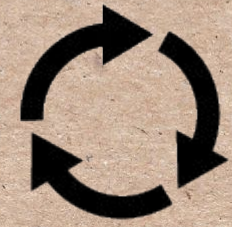
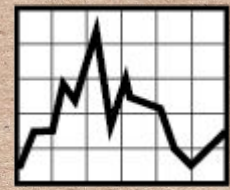
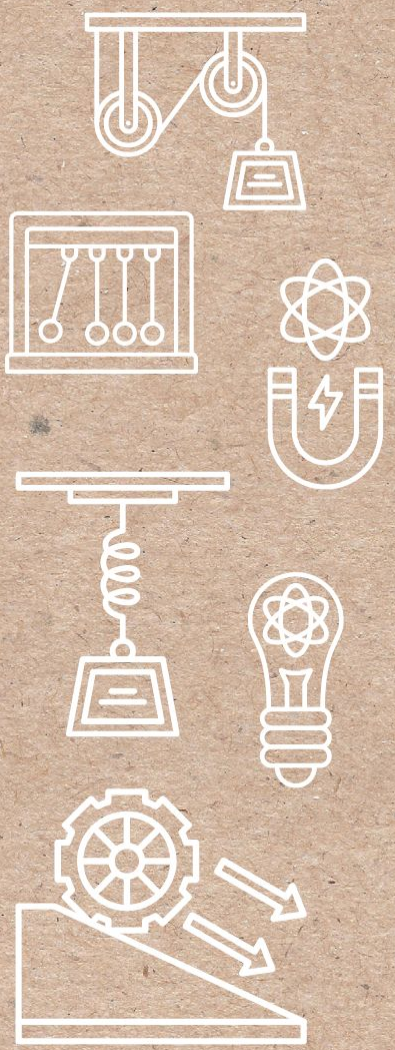
Ethics
Human Disruptions

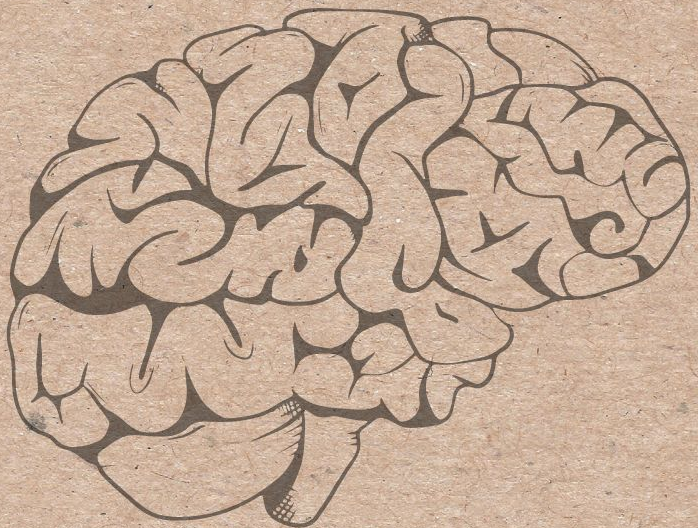


School Tour

Observe
surroundings







Types of Human Disruptions

BIOLOGY

HUMAN IMPACT

fureschool



INTRODUCING DEPTH & COMPLEXITY



Ethics

FOR STUDENTS

0:50





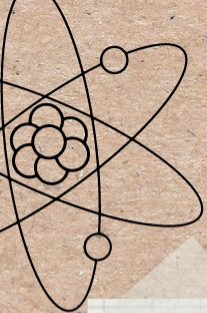
Help Prevent Human Disruptions

Create a product to encourage people to prevent a disruption.

It must include at least 3 negative consequences of the disruption.



Week 2



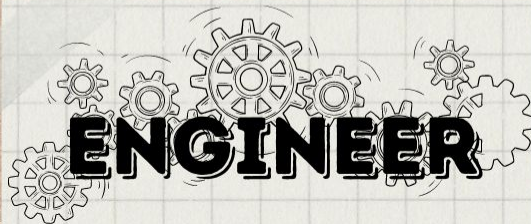
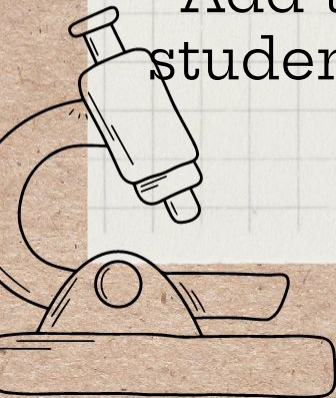
SKILL STATIONS



Create



Add task or
students here



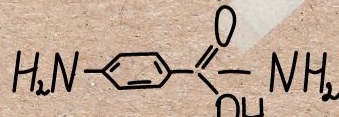
Add task or
students here



SOLVE



Add task or
students here





LET'S GET CURIOUS!





Breakout

Debate: What is it?





C-E-R

Claims, Evidence, Reasoning

Using Claim-Evidence-Reasoning helps you make connections between learning experiences and scientific ideas.

IT ALL BEGINS WITH A QUESTION

CLAIM



Your answer to the scientific question

EVIDENCE



Information and data from multiple experiences and other sources that support your claim

REASONING



The full explanation of how all of the evidence supports your claim

Picking a Debate Topic



Human Disruptions

Use Library Resources (in portal) to research about human disruption. You need to find at least 3 reasons for and at least 3 reasons against allowing the debated human disruption to continue.

Based on your research, consider arguments for and against whether we should allow the human disruption to continue and complete the table below.



For	Against
Reason 1: _____ _____ _____	Reason 1: _____ _____ _____
Reason 2: _____ _____ _____	Reason 2: _____ _____ _____
Reason 3: _____ _____ _____	Reason 3: _____ _____ _____

How to Debate Politely

Discussion Rules



Be prepared

Support your
claims with
evidence

Listen to
understand

Make relevant
connections

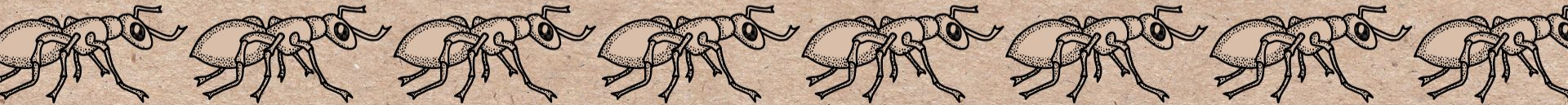
Ask prompting
questions

Build on
classmates ideas

Equal
participation

Don't raise your
voice, improve
your argument.

-Colin Seale





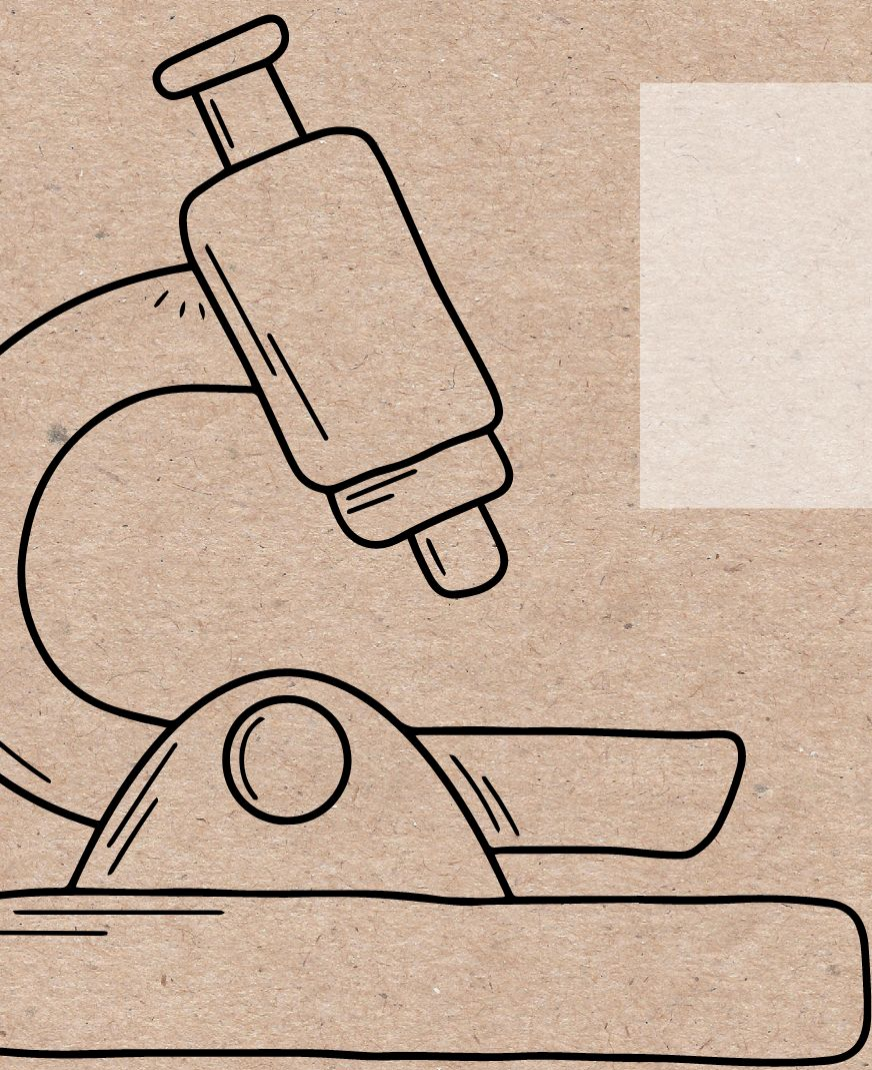
Let's Practice!

Peanut butter or Jelly?

Bacon or Eggs?

Salt vs. Pepper


Hot vs. Cold



Research



Week 3



**It is better to debate a
question without settling it
than to settle a question
without debating it.**

JOSEPH JOUBERT

EVERYDAYPOWER

LET'S GET CURIOUS!



Debate Rules



1. Team A has 3 minutes to argue their case.
2. Team B has 2 minutes of rebuttal (argue against Team A).
3. Team A then has 2 minutes to respond to the rebuttal.
4. Sides flip. Team B argues their side for 3 minutes.
5. Team A has 2 minutes of rebuttal.
6. Lastly, Team B has 2 minutes to respond to the rebuttal.

DEBATE STEMS

STATING YOUR OPINION

- I believe that ____.
- I have to say that ____.
- The first point I would like to raise is ____.
- It is clear that ____.
- While it might be true that ____, I still believe ____.
- It's easy to think ____, but when you look at the facts, ____.
- I believe that ____ because ____.

RESPONDING TO SOMEONE

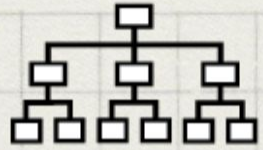
- I agree/disagree with ____ because ____.
- I understand what you're saying, but I know that ____.
- I see your point, but I think ____.
- You said _____. Could you tell me more about what you mean?
- I would like to respond to the comment ____ made.

Let's Practice!

Let's Debate!



IS IT A SYSTEM?



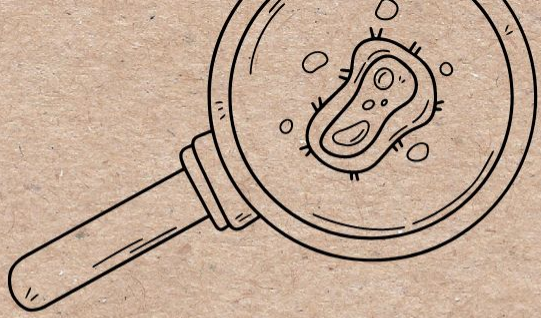
DOES THE INTERACTION OF THE PARTS PRODUCE AN EFFECT THAT IS DIFFERENT FROM THAT OF ANY PART ON ITS OWN?

ARE THERE PARTS?

DOES IT MATTER HOW THE PARTS ARE ARRANGED?

DO THE PARTS AFFECT EACH OTHER?

DOES THE BEHAVIOR OF THE SYSTEM CHANGE IF A PART IS TAKEN AWAY?



LET'S REFLECT...

1. How is a debate a system?
2. How did you work as a system to debate your topic?
3. SEL: What emotions did you have during the debate?
How did you manage these emotions?
4. SEL: Do you feel as if you were successful during the debate? What was difficult/challenging during the debate? How did you overcome these struggles?