

## Weaving Constructing and Reflecting Benchmarks into your Curriculum

Constructing New Scientific Knowledge and Reflecting on Scientific Knowledge Benchmarks are not meant to "stand alone" or be taught by themselves. They need to be taught and used at the same time that students are learning the content in the Using Scientific Knowledge sections of the benchmarks (life, physical and earth science).

That means that you cannot find a place for the Constructing and Reflecting Benchmarks when you are at the beginning stages of planning your district curriculum (the "scope and sequence"). You simply can't assign various Constructing and Reflecting benchmarks to particular units until you actually begin to plan each unit in detail. The Constructing and Reflecting benchmarks you address in a unit depend entirely on the kinds of activities you do in the unit.

That is, students learn how to ask meaningful scientific questions while they are thinking about meaningful content. The best way to help students learn how to conduct investigations is by having them investigate real life science, physical science, or earth science questions and learn the content from the investigation. And you might as well not waste valuable instructional time helping students learn how to use scientific equipment and technology, unless they are doing it for the purpose of learning valuable content.