

Indicate the content strand for your comments:	Select a grade level:	Please leave your comment:	Do you work or reside in Missouri currently?	Relationship to Missouri schools?	Zip code?
Earth Systems	Grade 1	We should be using the Next Generation Science Standards.			
Earth Systems	Grade 1	We should be using the Next Generation Science Standards			
Earth Systems	Grade 2	We should be using the Next Generation Science Standards.			
Earth Systems	Grade 3	We should be using the Next Generation Science Standards.			
Earth Systems	Grade 3	<p>The Next Generation Science Standards are better. 10,000 educators vetted those standards....how can 6 educators (no matter how great they are) be able to do a better job? Go with the NGSS Science Standards.</p>			
Earth Systems	Grade 4	<p>As currently written, the GLES focus on isolated pieces of knowledge, rather than 'big ideas'; additionally, they separate content knowledge from science process/practices. The former encourages assessment at low-levels (e.g., recall of facts) rather than application and critical thinking at the synthesis level. The latter doesn't make sense, as it is through the practices of science that content knowledge is developed. It encourages assessment of these two things separately. As a whole, the GLES do not provide for a coherent learning progression across the grade levels (see AAAS Atlas of Science Literacy). In summary, the GLES do not reflect the most current knowledge in the fields of education, cognitive science, and science education. Adopting the NGSS, which does this, would be in the best interest of Missouri students.</p>			
Earth Systems	Grade 4	We should be using the Next Generation Science Standards.			

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Earth Systems Grade 4

Earth Systems Grade 5

We should be using the Next Generation Science Standards.

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Earth Systems Grade 5

The current Missouri Grade Level Expectations separate the practices of science from the content in the strands. The result is the separation of practices and content in instruction and assessment. In addition, each of the strands presents a discrete set of facts for students to master that can be learned by memorization. The GLE's do not require the application of core ideas in science or for students to be actively engaged in the practices of science. While technology is included in the GLE's, engineering is not included. I believe that the Next Generations Science Standards reflect current research on student learning and learning in science and should be included in the Missouri Science Learning Standards.

Earth Systems Grade 5

Earth Systems Grade 6

We should be using the Next Generation Science Standards.

Earth Systems Grade 6

We should only be using the Next Generation Science Standards in middle/high school.

Earth Systems Grade 7

We should be using the Next Generation Science Standards.

The NGSS do a much better job of connecting the relationship between earth process, availability of earth's resources and the impact each have on humans. Once again, it asks students to apply the content. The NGSS lead the students into studying real time data documenting events on Earth.

Earth Systems Grade 7

Earth Systems Grade 7

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Earth Systems Grade 7

I support the Next Generation Science Standards

Earth Systems Grade 8

We should be using the Next Generation Science Standards.

We should be using the Next Generation Science Standards, as they represent the most well-vetted and rigorous expectations to prepare our students to compete in a global economy. Diminishing our existing standards through the committee work of HB1490 will result in a limited science educational experience for our students and will close doors for our students regarding collegiate admissions and future employment opportunities.

Earth Systems Grade 8

Earth Systems High School We should be using the Next Generation Science Standards.

Earth Systems High School We should be using the Next Generation Science Standards Missouri needs to adopt the Next Generation Science

Earth Systems High School Standards.

1.C.a--This belongs in an earth science course, not a chemistry course. The standard is wanting to know about influences outside of chemical reactions. 1.C.b--This connection is nice to know, but should be reworded to require students know how the ozone molecule changes, when exposed to CFCs (chlorofluorocarbons). For example, 1.C.a--Describe the type of chemical reaction that leads to ozone depletion by chlorofluorocarbons (CFCs). 1.C.b-- Predict the observed and predicted consequences to changes in the ozone layer. Related Info: Center for International Earth Science Information Network (CIESIN) (<http://www.ciesin.org/TG/OZ/cfcozn.html>) 2.F.a--Might be nice to know, but should not be tested as part of a chemistry course. Everything mentioned is a chem 2 link, not a chem 1. Especially since the strand wants evidence of climate change, not chemical change.

Earth Systems High School

We need to serve the people of Missouri well by using the framework of Next Generation Science Standards to educate our students. We need to prepare them for a world in which they can compete at national and international levels as well as just locally. Doing so does not mean there is a loss of control over our schools. The goal of a good educational system is to provide the opportunity to develop good citizenship, career preparation, "academic" achievement and personal fulfillment. A good STEM education is key to this.

Earth Systems High School

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Earth Systems High School

Earth Systems Kindergarten We should be using the Next Generation Science Standards.