



FISCAL NOTE WORKSHEET

HB NO \_\_\_\_\_ DRAFT NO \_\_\_\_\_ BILL NO \_\_\_\_\_ RESOLUTION NO \_\_\_\_\_

SUBJECT Science Program of Study FUND 286

SOURCE OF REVENUE:  GENERAL  SPECIAL  OTHER (SPECIFY) \_\_\_\_\_

COST ESTIMATE BASED ON:  AN ORIGINAL ESTIMATE  BUDGET BILL  OTHER (SPECIFY) \_\_\_\_\_

INCOME ESTIMATE BASED ON:  AN ORIGINAL ESTIMATE  BUDGET BILL  OTHER (SPECIFY) \_\_\_\_\_

SHOW OVER-ALL EFFECT IN ITEMS 1 AND 2 AND ITEM 3 GIVE EXPLANATION OF BREAKDOWN BY FISCAL YEAR INCLUDING LONG-RANGE EFFECT

EFFECT OF PROPOSAL	ANNUAL		FISCAL YEAR		
	INCREASE	DECREASE	CURRENT	NEXT	THEREAFTER
1. ESTIMATED TOTAL COST	\$	\$	\$ 138,120	\$ 408,575*	\$ *
PERSONAL SERVICES	\$	\$			\$ *
CURRENT EXPENSES			\$ 138,120	\$ 408,575	
REPAIRS AND ALTERATIONS					
EQUIPMENT					
OTHER					
2. ESTIMATED TOTAL REVENUES	\$	\$	\$	\$	\$

3. EXPLANATION OF ABOVE ESTIMATES (INCLUDING LONG-RANGE EFFECT):

In order to train 15,000 K-12 teachers of science in the West Virginia Science Curriculum Framework, funding is requested to develop 1,192 teacher-leaders during fiscal years 1993 - 1997. The curriculum was aligned with the current research and the emerging National Science Education Standards. The West Virginia Science Curriculum Framework calls for major changes in the science program of study and in the way that science is taught. Extensive training for teachers in active inquiry-based instruction, investigations, hands-on activities, and the appropriate utilization of educational technology is needed in order to meet the West Virginia Board of Education's Science Instructional Goals. Federal funds are being sought to assist putting this program into action.

Funds will be used as follows:

	FY-93	FY-94*
1) Development of training program and materials by state team (20 teachers x 3 days).	\$ 11,000	\$ 3,500
2) Training of RESA teams which will consist of 9 teachers from each RESA (72 teachers x 5 days training).	81,120	17,200
3) Training of county teams which will consist of 5 teachers from each county (275 teachers x 3 days training).	- 0 -	204,375
4) Training within the schools (K-12).	- 0 -	- 0 -
5) Training materials for Hands-On Science for state, regional, and county teams.	<u>46,000</u>	<u>183,500</u>
<b>TOTALS</b>	<b><u>\$138,120</u></b>	<b><u>\$408,575</u></b>

\* Due to multi-year phase in of the Science Program of Study, \$408,575 will be requested for fiscal years 1994, 1995, 1996, and 1997.

DATE \_\_\_\_\_ AGENCY \_\_\_\_\_ AUTHORIZED REPRESENTATIVE \_\_\_\_\_

TITLE 126  
LEGISLATIVE RULE  
WEST VIRGINIA BOARD OF EDUCATION  
CHAPTER 18-2  
SERIES 44G (2520.04)

RECEIVED  
1992 SEP 17 PM 4: 04  
OFFICE OF WEST VIRGINIA  
SECRETARY OF STATE

Title: Instructional Goals: Science Program of Study

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Section 1.0 General

- 1.1 Scope: This policy establishes the instructional goals for the Science Program of Study which sets forth the outcomes expected of students and the basis for the West Virginia Science Curriculum Framework which must be delivered in all schools in West Virginia.
- 1.2 Authority: West Virginia Constitution Article XII, §2, and West Virginia Code §18-2-5.
- 1.3 Filing Date:
- 1.4 Effective Date:
- 1.5 Repeal of Former Rule: Policy 2520.04 is repealed and these regulations will replace the former.

Section 2.0 Purpose

The West Virginia Board of Education has established a systematic, cyclical review of all curriculum and instruction to define specific programs of study. The development of the instructional goals for the Science Program of Study sets forth the expected outcomes in science that students attending West Virginia schools are to achieve. The West Virginia Science Curriculum Framework assures that a high quality curriculum and high quality instructional program will be delivered on an equitable basis to all students grades K-12. All students will develop the attitudes and personal attributes while mastering the knowledge and skills related to science enabling them to be productive citizens in the 21st century.

Section 3.0 Program of Study

3.1 Goals

Science instruction in all science courses (K-12) shall address seven over-arching goals. The over-arching goals are:

NATURE OF SCIENCE - *To develop an understanding of the nature of science.*

**SCIENTIFIC ATTITUDES/HABITS OF MIND** - *To cultivate scientific attitudes and values, to develop an understanding of the limits on the domain of science, and to evaluate scientific advances and technological applications as they impact society.*

**SCIENTIFIC PROCESSES/THINKING SKILLS** - *To develop thinking skills and processes for investigating the world, solving problems, and making decisions.*

**LABORATORY INVESTIGATIONS/HANDS-ON LEARNING** - *To acquire skills for learning through concrete manipulation of the tools and materials of science.*

**SCIENCE CONTENT** - *To integrate the fields of science and establish connections with other discipline areas and daily life experiences.*

**SCIENCE HISTORY** - *To develop relationships between scientific milestones and how these milestones influence current scientific thought.*

**SCIENCE AND TECHNOLOGY** - *To develop an understanding of the relationship of science and technology.*

### 3.2 Delivery

The program of study requires a thematic, coordinated science approach at each grade level for all K-10 students. In-depth studies of the natural sciences and in-depth studies of science applications are required elective offerings to students in grades 11 and 12.

## Section 4.0 Early Childhood Education (Grades K-4)

### 4.1 Overview

Children enter the elementary school science program with prior experiences, natural curiosity and intuitiveness. A strong elementary science program nurtures children's innate qualities and abilities by providing carefully selected opportunities to begin to investigate and understand the principles and nature of science. Children are most likely to learn and remember if they are given multiple opportunities to observe and touch the materials of science such as plants, rocks, and magnets. In order to answer their questions about natural phenomena, young children need to use the tools of science such as rulers, scales, and microscopes. By investigating scientific principles again and again, children are able to form and communicate important generalizations. They will appreciate science as a profoundly influential human invention that is subject to on-going interpretation and modification.

Curriculum at K-4 level will:

- Encourage and foster natural inquisitiveness through exploratory and hands-on activities in the physical, earth, and life sciences;
- Provide opportunities for developmental/academic growth;
- Incorporate activities for collecting, organizing and using information in decision making;
- Introduce everyday activities that demonstrate the interrelationship of science and technology;
- Highlight scientific and technological events that have shaped history;
- Encourage creative expression through problem solving activities, and
- Integrate science with other disciplines.

Instruction at K-4 level will:

- Foster exploration, discovery, creativity, and communication;
- Use hands-on, investigative activity-based approaches;
- Consist of varied teaching strategies to accommodate different learning modalities and developmental levels;
- Promote cooperative learning, and
- Provide assessment techniques that utilize observation, manipulative, and problem solving activities.

## 4.2 Programmatic Goals - Grades K-4

## 4.2.1 NATURE OF SCIENCE

*To develop an understanding of the nature of science, the learner will:*

- Perceive science as the humans' search for an understanding of the world;
- Explore objects and events;
- Probe deeply into natural phenomena by communicating and answering questions;
- Realize that science is never finished, and
- Maintain a sense of awe about the natural world and the joy of discovery.

## 4.2.2 SCIENTIFIC ATTITUDES/HABITS OF MIND

*To cultivate scientific attitudes and values, to develop an understanding of the limits on the domain of science, and to evaluate scientific advances and technological applications as they impact society, the learner will:*

- Demonstrate innate curiosity, initiative, and creativity;
- Be in awe and wonder of natural world;
- Listen to and be tolerant of different viewpoints;
- Trust what they observe;
- Continue probing phenomena until questions are resolved, and
- Develop respect and responsibility for the environment.

## 4.2.3 SCIENTIFIC PROCESSES/THINKING SKILLS

*To develop thinking skills and processes for investigating the world, solving problems, and making decisions, the learner will:—*

- Participate in inquiry-based, manipulative activities that stimulate and develop thinking skills;
- Use logical reasoning, intuition and values for decision making;
- Recognize that science includes both individual and cooperative adventures;

## 4.2.4 LABORATORY INVESTIGATIONS/HANDS-ON LEARNING

*To acquire skills for learning through concrete manipulation of the tools and materials of science, the learner will:*

- Use simple scientific instruments and everyday materials to investigate the natural world;
- Demonstrate safe and proper techniques for handling, manipulating, and caring for science materials, and
- Engage in active inquiries, investigations, and hands-on activities for a minimum of 50% of instructional time.

## 4.2.5 SCIENCE CONTENT

*To integrate the fields of science and establish connections with other discipline areas and daily life experiences, the learner will:*

- Develop an understanding of scientific themes including systems, changes, and models;
- Integrate physical, earth, and life sciences;
- Establish connections across the curriculum;
- Investigate living things;
- Explore the universe and its changes, and
- Examine the interrelationship between matter and energy.

## 4.2.6 SCIENCE HISTORY

*To develop relationships between scientific milestones and how these milestones influence current scientific thought, the learner will:*

- Study the lives and discoveries of scientists, and
- Recognize that science changes over time.

## 4.2.7 SCIENCE AND TECHNOLOGY

*To develop an understanding of the relationship of science and technology, the learner will:*

- Use the tools of science effectively and safely;
- Explore scientific careers, and
- Recognize the use of science in everyday life.

Section 5.0 Middle Childhood Education (Grades 5-8)

## 5.1 Overview

Early adolescents respond well to a challenging middle school science curriculum that includes fundamental scientific and technological concepts and processes developed in a personal and social context. Development of scientific and technological literacy in middle school will include clear indications that science proposes explanations for questions about the world and that technology proposes solutions for problems of human adaptation to the environment. Scientific literacy expands the scientific processes for problem solving, discriminating between inferences, assumptions and solutions, and exploring the social and personal consequences of science and technology.

Curriculum at 5-8 level will:

- Have investigative components;
- Reflect a balance of academic and developmental goals;
- Provide opportunities to gather, organize, evaluate, and apply information for personal decisions;
- Engage students in learning and being able to apply the concepts, skills, and attitudes of science and technology;
- Inform students of the human condition and the forces that shape history;
- Engage students in systematic problem solving, productive and creative thinking, and higher levels of reasoning, and
- Provide opportunities to integrate science and technology.

Instruction at 5-8 level will:

- Consist of varied teaching strategies to accommodate different learning styles and developmental levels;
- Use hands-on, activity based approaches;
- Foster cooperative learning;
- Use group problem solving, and
- Use a variety of performance-based assessments to evaluate the progress of students.

## 5.2 Programmatic Goals - Grades 5-8

### 5.2.1 NATURE OF SCIENCE

*To develop an understanding of the nature of science, the learner will:*

- Acquire a conceptual framework of scientific principles;
- Reflect on and clarify the interrelationships of scientific concepts to everyday life;
- Extend natural curiosity by using scientific attitudes in the critical thinking process;
- Create a holistic view of scientific knowledge, and
- Stimulate a sense of awe about the natural world and the joy of discovery.

### 5.2.2 SCIENTIFIC ATTITUDES/HABITS OF MIND

*To cultivate scientific attitudes and values, to develop an understanding of the limits on the domain of science, and to evaluate scientific advances and technological applications as they impact society, the learner will:*

- Become actively involved in the joy of discovery;
- Be open to new ideas;
- Accept the open-endedness of scientific experimentation, and
- Establish habits of close observation, perseverance, and integrity in gathering data and drawing conclusions.

### 5.2.3 SCIENTIFIC PROCESSES/THINKING SKILLS

*To develop thinking skills and processes for investigating the world, solving problems, and making decisions, the learner will:*

- Demonstrate the scientific processes including recognition, application, classification, quantification, interpretation, prediction, hypothesis formation, and experimentation;
- Develop rational thinking processes that underlie scientific approaches to problem solving, and
- Develop fundamental skills in the use of laboratory materials and equipment.

### 5.2.4 LABORATORY INVESTIGATIONS/HANDS-ON LEARNING

*To acquire skills for learning through concrete manipulation of the tools and materials of science, the learner will:*

- Use scientific instruments and materials to investigate the natural world;
- Demonstrate safe and proper techniques for handling, manipulating, and caring for science materials and equipment, and
- Engage in active inquiries, investigations, and hands-on activities for a minimum of 50% of instructional time.

## 5.2.5 SCIENCE CONTENT

*To integrate the fields of science and establish connections with other discipline areas and daily life experiences, the learner will:*

- Develop through the study of interdependent themes including systems, changes, and models an understanding of biological, earth/space, and physical science concepts;
- Associate hands-on activities to daily life experiences;
- Express ideas that illustrate the relevancy of science, technology, and societal issues within the lessons;
- Experience the developmental continuum of science from elementary to secondary levels, and
- Formulate and internalize the conceptual themes of science through interrelating conceptual patterns.

## 5.2.6 SCIENCE HISTORY

*To develop relationships between scientific milestones and how these milestones influence current scientific thought, the learner will:*

- Articulate the historical context of contributions in science.

## 5.2.7 SCIENCE AND TECHNOLOGY

*To develop an understanding of the relationship of science and technology, the learner will:*

- Personalize the applications of science and technology, and
- Explore the connections among science, technology, society, and career opportunities.

Section 6.0 Adolescent Education - Grades 9 - 12

## 6.1 Overview

The mission of the science curriculum for adolescent education prescribes that all students be scientifically literate. To accomplish scientific literacy, a curriculum based on integration of science, mathematics, and technology with an emphasis on thematic concepts shall be utilized. Toward this end, local school districts shall provide learners multiple opportunities to achieve this goal. The ninth and tenth grade program is a continuation of the basic science concepts from kindergarten through grade eight. In grades 11 and 12, in-depth studies in the laboratory-based natural sciences will be provided.

Curriculum at 9-12 level will:

- Prepare students to deal with a world affected greatly by science, mathematics, and technology;
- Instill an appreciation and enjoyment of the natural world;
- Develop a curiosity about the wonders of science;
- Promote an understanding of the concepts and principles of science;
- Prepare learners to become problem solvers;
- Cultivate scientific and mathematical reasoning;
- Communicate the limits of science and technology, and
- Provide options for in-depth studies of the natural sciences and the science applications.

Instruction at 9-12 level will:

- Use hands-on, laboratory based inquiry;
- Incorporate interconnections of mathematics and technology;
- Incorporate thematic approach around systems, changes, and models;
- Build on concepts and skills of science developed at various levels;
- Use a variety of performance-based assessments to evaluate the progress of students;
- Use individual and group inquiry process to complete projects, and
- Provide open-ended problems and experiments.

## 6.2 Programmatic Goals - Grades 9-12

## 6.2.1 NATURE OF SCIENCE

*To develop an understanding of the nature of science, the learner will:*

- Recognize the open-ended structure of science;
- Recognize the limits of science;
- Recognize science as composed of observations set in a testable framework of ideas, and
- Conclude that science is a blend of logic, mathematics, and imagination.

## 6.2.2 SCIENTIFIC ATTITUDE/HABITS OF MIND

*To cultivate scientific attitudes and values, to develop an understanding of the limits on the domain of science, and to evaluate scientific advances and technological applications as they impact society, the learner will:*

- Cultivate scientific attitudes of curiosity, openness, skepticism, discovery, appreciation, diligence, integrity, fairness, and creativity throughout the science curriculum;

- Use ethical practices of science including established research protocol, accurate record keeping, replication, and peer review, and
- Apply scientific information to personal and societal decision-making.

#### 6.2.3 SCIENTIFIC PROCESSES/THINKING SKILLS

*To develop thinking skills and processes for investigating the world, solving problems, and making decisions, the learner will:*

- Demonstrate scientific processes including observing, measuring, communicating, comparing, ordering, categorizing, relating, inferring, and applying within a problem-solving setting;
- Use the tools of science safely, accurately, and appropriately;
- Collect, manipulate, analyze, and evaluate data;
- Design, conduct and evaluate experiments, and
- Work cooperatively as well as individually to solve problems.

#### 6.2.3 LABORATORY INVESTIGATIONS/HANDS-ON LEARNING

*To acquire skills for learning through concrete manipulation of the tools and materials of science, the learner will:*

- Conduct exploration in a variety of traditional and non-traditional educational environments;
- Acquire skills for using the tools of science, and
- Engage in active inquiries, investigations, and hands-on activities for a minimum of 50% of instructional time.

#### 6.2.5 SCIENTIFIC CONTENT

*To integrate the fields of science and establish connections with other discipline areas and daily life experiences, the learner will:*

- Articulate connections among the major disciplines of science;
- Perform in-depth studies in major scientific disciplines including life sciences, physical sciences, earth/space sciences, and/or environmental sciences in grades 11 and 12, and
- Utilize the thematic approach incorporating the themes: systems, changes, and models.

6.2.6 SCIENCE HISTORY

*To develop relationships between scientific milestones and how these milestones influence current scientific thought, the learner will:*

- Identify contributors to the scientific body of knowledge;
- Recognize significant scientific events and their impact, and
- Be aware of the evolving nature of scientific thought and models.

6.2.7 SCIENCE AND TECHNOLOGY

*To develop an understanding of the relationship of science and technology, the learner will:*

- Apply science and use technology to solve problems;
- Recognize the scientific principles in technological application (the why as well as how), and
- Explore the connections among science, technology, and career opportunities.

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RESPONSE FORM

Instructional Goals: Science Program of Study  
Regulations 2520.04

DIRECTIONS: Please use this form in commenting on the proposed policy.

INDIVIDUAL/ORGANIZATION: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

SECTION(S)	COMMENTS AND SUGGESTIONS
PURPOSE 2.0	
PROGRAM OF STUDY 3.0 - 3.2	
EARLY CHILDHOOD EDUCATION 4.0 - 4.2.7	
MIDDLE CHILDHOOD EDUCATION 5.0 - 5.2.7	

SECTION(S)	COMMENTS AND SUGGESTIONS
ADOLESCENT EDUCATION 6.0 - 6.2.7	

Please submit comments by November 5, 1992 to:

Phyllis Barnhart  
State Science Coordinator  
Office of Instructional Services  
West Virginia Department of Education  
1900 Kanawha Boulevard, E., B-330  
Charleston, WV 25305-0330

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