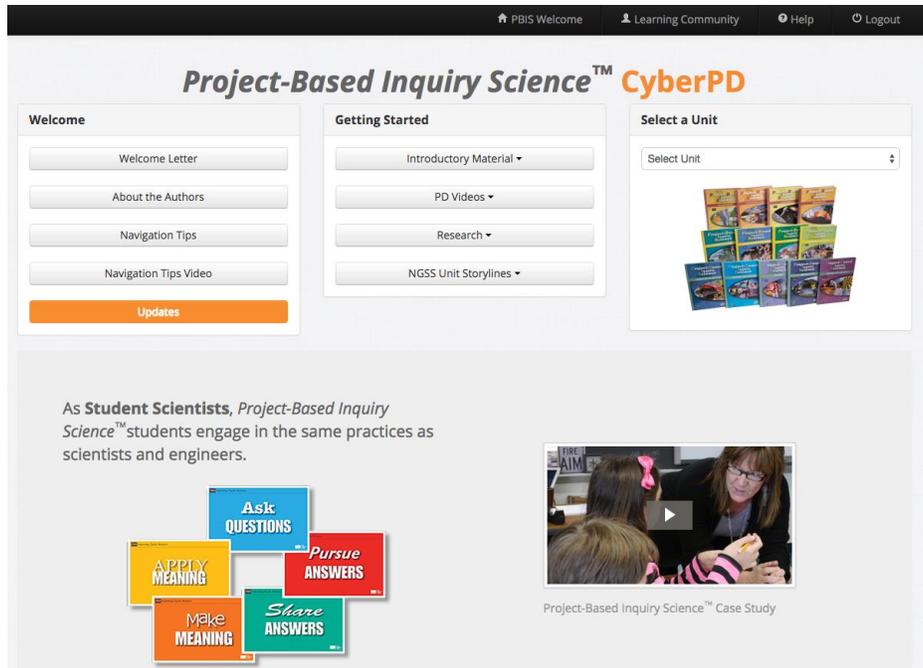


Navigation Tips Using the *PBIS CyberPD* Website

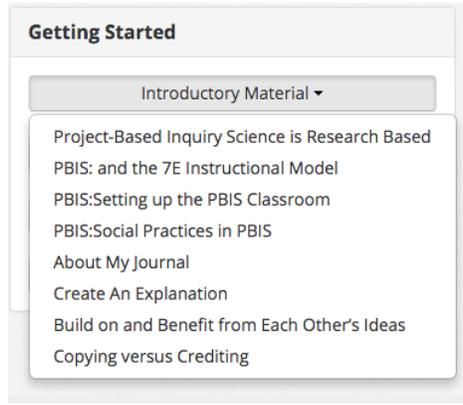
1. The first page you see when you open the *PBIS CyberPD* site is the *Welcome Page*. On the *Welcome Page*, there are three columns: *Welcome*, *Getting Started*, and *Select a Unit*. On the lower right-hand side of the page, there is also a *Case Study* video that describes the program from the point of view of educators who chose to adopt *PBIS* for their district.



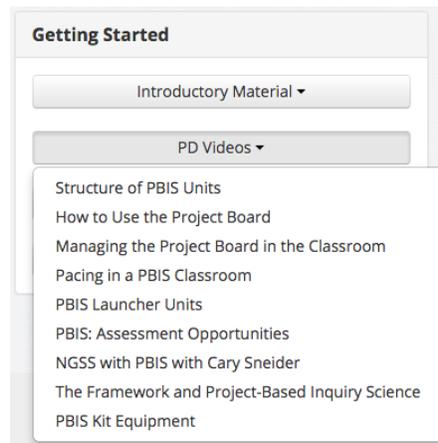
2. In the *Welcome* column, you will find the type of information that is usually contained in the front matter of a Teacher's Guide. *Navigation Tips* are provided as a PDF as well as a video. There is also an *Updates* tab. Return to the *Updates* periodically to check for new assets that have been uploaded or improvements that have been made.



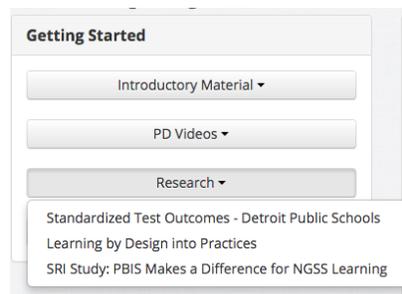
3. Under *Getting Started*, there are materials that will help you to understand and begin to teach *PBIS*. For example, *Introductory Materials* include readings about the research that informed the development of the program as well as how to set up a *PBIS* classroom.



4. There are several professional development videos that will help you understand the instructional model of *PBIS*. Some of the *PD Videos* deal with the classroom culture and learning environment that is common to all *PBIS* units.



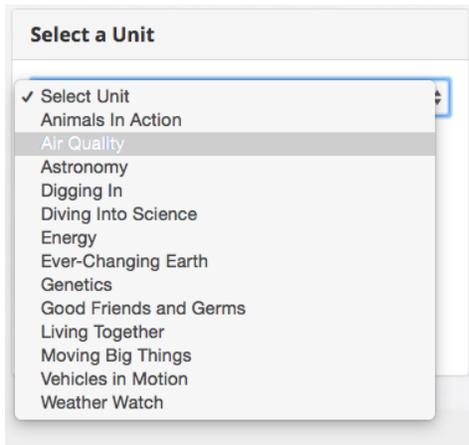
5. Several research papers are also included that will help you learn about the in-depth research behind *PBIS* and the positive effects and efficacy of the program on student learning.



6. The *NGSS Unit Storylines* show how each unit integrates the *NGSS Science and Engineering Practices* and *Crosscutting Concepts* with the *Disciplinary Core Ideas*.

Project-Based Inquiry Science: <i>Animals In Action</i> Storyline	
<p>Unit Goals: Students are introduced to and engage in the practices of science and the social practices of the classroom. As students engage in the social practices of scientists they learn what scientists do, and how they do it. Students identify ways that scientists collaborate to answer questions and solve problems. Students work collaboratively to engage in scientific practices, and use science knowledge (related to animal behaviors, specifically feeding and communication, and how an animal's physical structures and environment affect their behavior) to ask and answer questions and define and address problems.</p>	
Animals In Action: What's the Big Question? How Do Scientists Answer Big Questions and Solve Big Problems?	
Storyline	Science and Engineering Practices
<p>In the introduction to <i>Animals In Action</i>, students are introduced to the Big Questions of the unit: how do scientists work together to answer big questions and solve big problems? and why do animals behave the way they do? Students begin thinking about the big question by observing pictures of different types of animal enclosures and making about the purpose of zoos, and how zoos have changed over time. They are then introduced to the Big Challenge for the unit: to design a zoo enclosure that will accommodate feeding or communication of one of the animals in the unit.</p> <p>After reading the specific requirements of the zoo enclosure challenge, students create a criteria and constraints table as a class. They then create the <i>Animals in Action</i> Project Board, including what they think they know, and questions they would like to investigate to help answer the Big Challenge.</p>	<p>Obtaining, Evaluating, and Communicating Information (students are provided the challenge and criteria and constraints, and identify the critical information for defining the challenge)</p>
Animals In Action: Learning Set 1 How Do Biologists Study Animal Behavior?	
Storyline (with Disciplinary Core Ideas)	Science and Engineering Practices
<p>Introduction to Learning Set 1: At the beginning of Learning Set 1 the text reminds students that they will be conducting a design challenge to zoo enclosure in order to answer a big question about how animals behave. They are told that in order to tackle the big questions they need to answer smaller questions, and are introduced to the smaller question for this Learning Set: How do biologists study animal behavior?</p> <p>Section 1.1: Students begin to engage in the social practices of science as they engage in the work of ethologists, and they observe middle school students' (their classmates') behavior while feeding. Students record their observations, which are framed in the text as collecting data. They communicate and share their observations with each other, discussing any challenges that arise. Through this activity, students learn about the importance of making detailed observations and keeping clear records.</p>	<p>Planning and Carrying Out Investigations (students collect observational data)</p> <p>Obtaining, Evaluating, and Communicating Information (students collect and share observational data)</p>

7. To find the teacher support resources for a specific unit, under *Select a Unit* click on the *Select Unit* tab and choose the unit you want. At that point, you will be prompted to login. If you do not have a username or password, please contact us at info@pbiscyberpd.org. You can also log in using the Login button at the top.



8. Once you have selected the Unit you would like to view, you will be brought to the *Unit Home* page. This page has all the materials that are specific to the Unit as a whole, available on the right side of the page.

Project-Based Inquiry Science™ CyberPD

Unit Home Table of Contents* Interactive Planning Guide Additional Content Support Professional Development Videos Journal

Project-Based Inquiry Science
ANIMALS IN ACTION
Launcher Unit

Animals In Action Unit Home

- Getting Started Course ✓
- Parent Letter ✓
- Parent Letter (Word doc) ✓
- Unit Overview ✓
- Correlations ✓
- Next Generation Science Standards ✓
- Common Core State Standards ✓
- Framework for K-12 Science Education ✓
- Animals in Action Walkthrough Video ✓
- Animals in Action Equipment ✓
- BLMs for Unit ✓
- Spanish BLMs for Unit ✓
- ExamView Test Bank ✓

Jump to page... Go

9. The Table of Contents tab on the top of the page is useful to get to specific *Learning Sets*, *Sections*, and pages of the Student Book with accompanying page-specific, teacher-support materials.



10. There are also other navigation tools. At the bottom of each student page you can enter a page number and it will take you directly to that page. You can also use the arrows on the left and right side of each student page as well.

PBIS Learning Set 3 • What Affects How Animals Communicate?

Solving the Puzzle with Words

1. The puzzle solvers sit facing each other.
2. One group member has an assembled puzzle and one group member an unassembled puzzle. The person with the unassembled puzzle should never see the assembled puzzle.
3. Using spoken or written words, the two puzzle solvers will work together to solve the puzzle.
4. As the puzzle solvers are working, the observer should record observations about the work, paying attention to how the puzzle solving goes, watching the challenges and successes of solving the puzzle using words. The observer should also record how much time it took to solve the puzzle.
5. The time limit for solving the puzzle is 10 minutes.

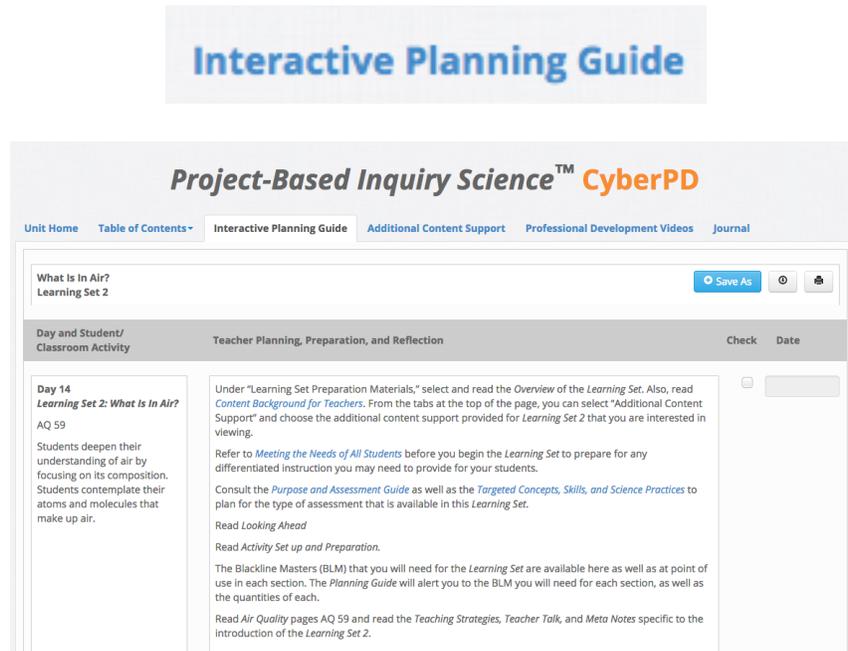
Criteria	Constraints
Puzzle solvers should solve the puzzle together as quickly as they can.	Puzzle solvers have no more than 10 minutes to assemble the puzzle.
One puzzle solver can use an assembled puzzle for help.	The second puzzle solver cannot see the assembled puzzle.
Puzzle solvers can communicate with spoken and written words.	

Project-Based Inquiry Science **AA 104**

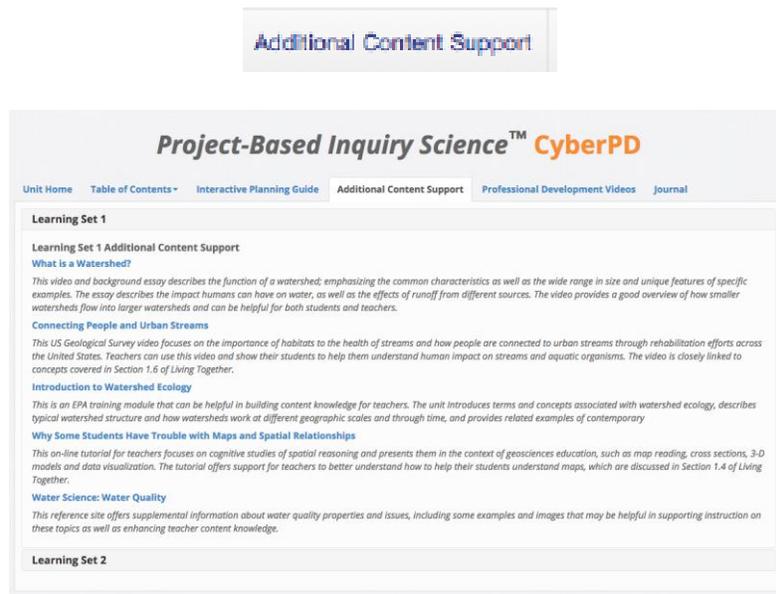
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11. In addition to the *Table of Contents* on the menu at the top of each page is an *Interactive Planning Guide* for that unit.



12. There is also a tab on the top menu of every page called *Additional Content Support* that links to other assets that can support you in the content knowledge for the Unit. The *Additional Content Support* is organized by *Learning Sets*.



13. There is also a *Professional Development Videos* tab that lists and describes all the videos including the ones associated with this unit. These videos are also placed at point-of-use on specific pages throughout the book.

Professional Development Videos

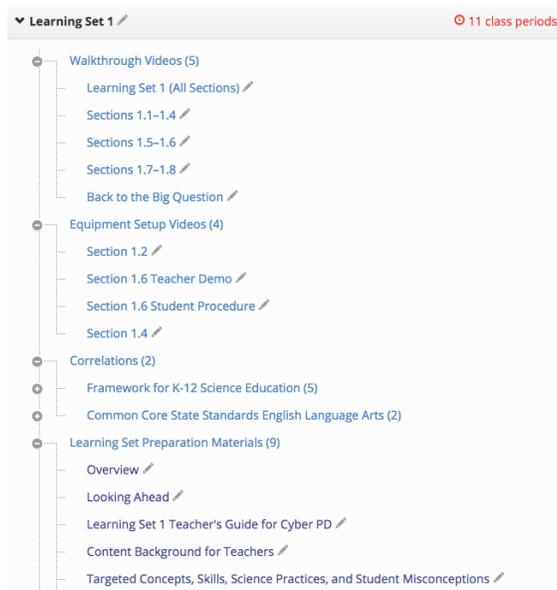
14. The link to your Learning Community is at the very top right corner next to the Login and Logout Button.

 Learning Community

15. The *PBIS CyberPD* site also has a *Journal* feature. You can click on the pencil icon beside any teacher resource and add a comment that will appear in your journal (only viewable by you). You can read more about journaling in the “About My Journal” in the Introductory Materials on the Welcome Page.

Journal

16. On the right-hand menu of each page, you will find specific *Learning Set*, *Section*, and student-page teacher supports. At the beginning of each *Learning Set*, there are materials that pertain to the entire *Learning Set* at the top of the right-hand column, and likewise at the beginning of each *Section* within a *Learning Set*. These materials include such assets as walkthrough and equipment setup videos, correlations, meeting individual needs, and blackline masters.



17. Each student page also has teacher supports pertaining to that page. They are organized by the headings on the student page such as “Build your Model,” “Plan Your

Investigation,” “Analyze Your Data,” and “Communicate Your Results.” For example, some of these supports include *Teaching Strategies*, *Teacher Talk*, *Meta Notes*, answers to *Stop and Think* and *Reflect Questions*, Word documents of *Stop and Think* and *Reflect* questions, and *Additional Homework Options*.

› How does water quality affect the ecology of a community? /

18. On the last page of each *Section*, there is a tab labeled “Teacher Reflection.” Reflecting on your own teaching is a way to make sense of your experiences and to gain perspective on the day-to-day workings of your classroom. You can use the questions provided to reflect and consider how you may want to improve or modify your instruction for the next time. Your answers, notes, and reflections will be added to your journal.

› Teacher Reflection

Please contact info@pbiscyberpd.org if you cannot find what you are looking for and we can assist you.