Science on the Go is a professional development program designed to help K–8 educators become more comfortable teaching science through NGSS–aligned lessons that are interactive, inquiry-based, rigorous and accessible. For more than 30 years, our experienced education staff has been working side-by-side with teachers and their students throughout Chicago.

**with science on the go, you’ll invest in:**

- **Professional Development**
  
  afterschool workshop to prepare for classroom implementation

  **EARN**
  
  Up to five professional development clock hours

- **Five remote-ready lessons**
  
  that explore local science content through NGSS–aligned curricula with all materials provided

  **INCLUDING**
  
  One lesson taught virtually by a visiting museum educator that models best practices in science education and utilizes unique museum resources from our living and preserved collections

- **One Virtual Focused Field Trip**
  
  to the Nature Museum

  **CONNECTING**
  
  Classroom learning to real-world experiences outside of school
remote science on the go timeline

1. **ONLINE REGISTRATION**
   Register at naturemuseum.org/sog.

2. **PRE-PROGRAM CONTACT AND PLANNING**
   Communicate with your visiting Museum educator, finalize your visit schedule, and share insights about your students.

3. **PROFESSIONAL DEVELOPMENT WORKSHOP**
   Participate in an afterschool workshop with Nature Museum educators to go through each lesson of the curriculum as a learner, and prepare to teach in the classroom. Receive all student-facing and teacher curriculum materials.

   "I feel more confident leading science lessons remotely now that I have experienced this professional development."
   — 2020 Remote Science on the Go teacher

4. **FIVE NGSS-ALIGNED LESSONS**
   Classroom teachers teach four NGSS-aligned lessons. Students learn about local science content through inquiry-based lessons and cooperative learning.

5. **MUSEUM EDUCATOR VIRTUAL VISIT**
   One of the five lessons, taught by a visiting Museum educator, models best practices in science education and uses the Nature Museum’s unique resources to unpack locally-relevant science concepts.

6. **VIRTUAL FOCUSED FIELD TRIP**
   Visit the Nature Museum virtually with a Museum educator as your guide and make connections between learning in and out of the classroom.

   "This curriculum promotes a classroom community and creates home-to-school connections."
   — 2020 Remote Science on the Go teacher

7. **REFLECTION MEETING**
   Reflect on Science on the Go and determine next steps for your science teaching practice.
## Choose Your Curriculum

### Quarter/Grade

<table>
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<td>Plants in their Places</td>
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<td>Urban Wildlife Watchers</td>
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### Q1

- **10/6–11/20**
  - Remote
  - Nature Changes the Neighborhood
  - Plants in their Places
  - Conservation through Life Cycles
  - Urban Wildlife Watchers
  - Pollination Investigation
  - Biodiversity Disrupted

### Q2

- **12/1–1/29**
  - Remote
  - Nature in the City
  - Animal Secrets
  - Conservation through Life Cycles
  - Urban Wildlife Watchers
  - Pollination Investigation
  - Biodiversity Disrupted

### Q3

- **2/9–3/26**
  - In-person*
  - Nature in the City
  - Habitat Seekers
  - Freshwater Flashback
  - Survivor: Winter Edition
  - Chicago’s Nature Network
  - Interrupted Ecosystems
  - Climate Change in Chicago

### Q4

- **4/20–6/11**
  - In-person*
  - Nature in the City
  - Budding Sprouts
  - Freshwater Flashback
  - Insect Investigators
  - Chicago’s Nature Network
  - Midwest Ecosystems
  - Climate Change in Chicago

### Quarter Schedule

- **Q1**
  - October 6 – November 20, 2020
  - Registration deadline: September 24

- **Q2**
  - December 1, 2019 – January 29, 2021
  - Registration deadline: November 19

- **Q3**
  - February 9 – March 26, 2021
  - Registration deadline: January 7

- **Q4**
  - April 20 – June 11, 2021
  - Registration deadline: March 18

### My Important Dates

- Professional Development Workshop
- Museum Educator Virtual Visit
- Virtual Focused Field Trip
- Reflection Meeting

*Q3 – Q4 curriculum choices and program format (i.e. remote or in-person) subject to change.
### Nature Changes the Neighborhood [K 1 2]
**DCI:** ESS2.E
Explore how local plants and animals change the land and the flow of water. **QUARTERS 1, 2**

### Plants in their Places [K 1 2]
**DCI:** LS2.A
Notice where plants grow and discover how their needs are met in these places. **QUARTERS 1, 2**

### Conservation through Life Cycles [3 4 5]
**DCI:** LS1.B
Explore how life cycles inform the conservation work Nature Museum scientists are doing. **QUARTERS 1, 2**

### Urban Wildlife Watchers [3 4 5]
**DCI:** LS1.A
Explain how Chicago wildlife use their body structures to survive in an urban environment! **QUARTERS 1, 2**

### Nature in the City [K]
**NGSS:** K-ESS3-1, K-ESS2-2
Take a walk around the neighborhood — what plants and animals will you see? Use observations, discussions, and scientific drawings to explore ecosystems on the ground, in the trees, and near buildings. **QUARTERS 3, 4**

### Pollination Investigation [6 – 8]
**DCI:** LS1.B
Investigate the many ways plants reproduce through their various relationships with animals. **QUARTERS 1, 2**

### Biodiversity Disrupted [6 – 8]
**DCI:** LS2.C
Evaluate the impacts of human activities on Chicago’s woodland biodiversity. **QUARTERS 1, 2**

### Animal Secrets [K 1]
**NGSS:** K-LS1-1, 1-LS1-1
What can humans learn from how living things survive? Explore the unique ways Midwestern animals sense and thrive in the world around them. **QUARTERS 3, 4**

**NGSS:** 3-LS4-3, 4-LS1-1
Where do Chicago’s animals go in the winter? Use hands-on activities and nonfiction text to develop a claim about animals’ structural and behavioral adaptations. **QUARTER 3**

### Chicago’s Nature Network [4 5]
**NGSS:** 4-LS1-1, 5-LS2-1
What is Chicago’s apex predator? Explore the food web and connections between living and nonliving things in our urban ecosystem. **QUARTERS 3, 4**

### Freshwater Flashback [3 4]
**NGSS:** 3-LS3-2, 3-LS4-1, 4-ESS3-2
What lives in—or used to live in—Chicago’s Great Lakes environment? Students will examine evidence of the ways local freshwater ecosystems changed over time. **QUARTERS 3, 4**

### Interrupted Ecosystems [6 – 8]
**NGSS:** MS-ESS3-4, MS-LS2-2
What happens to ecosystems when 12 million people move in? Students will analyze and interpret data, construct arguments, and explore the dynamic ecosystems of Illinois to discover how organisms respond to human disruptions. **QUARTERS 3, 4**

### Biodiversity Disrupted [6 – 8]
**DCI:** LS2.C
Evaluate the impacts of human activities on Chicago’s woodland biodiversity. **QUARTERS 1, 2**

### Midwest Ecosystems [4 5]
**NGSS:** 4-LS1-1, 5-LS2-1
What makes a wetland a wetland? Are certain animals only adapted to survive in a woodland? Can fire in a prairie be a good thing? Explore interactions within the three main ecosystems of the Midwest. **QUARTER 4**

### Insect Investigators [3 4]
**NGSS:** 3-LS1-1, 3-LS4-3, 4-LS1-1
Did you know that insects represent over 80% of the species alive on Earth? Explore the body structures, behaviors, and life cycles of Chicago’s fascinating local insects. **QUARTER 4**

### Climate Change in Chicago [6 – 8]
**NGSS:** MS-ESS3-4, MS-LS2-2
How are local species affected by climate change? Students will construct an explanation about the cause of a changing climate and its effect on biodiversity in the Chicagoland area. **QUARTERS 3, 4**

*Q3 – Q4 curriculum choices and program format (i.e. remote or in-person) subject to change.*

**Remote**

**In-Person**

**register online at naturemuseum.org/sog**

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