Supporting Activities for Science Resources

Resources Available: Washington State Learning Standards Review

Purpose

To support building and district focused understanding and implementation of the initial adoption of the Washington State K–12 Learning Standards for Science.

As you explore the resources, consider three levels of reflection:

1. What do you notice?
2. What might this mean for science teaching and learning?
3. What implications might this have for your district/school's instructional materials, instruction, pacing, and assessment systems?

Science Learning Standards (2026) What's New

Review the Document: What's New in the K–12 Learning Standards for Science

Possible Discussion Questions:

- **How might these changes create new opportunities for students who have not traditionally seen themselves as successful in science?**
- How do the revisions move science learning from "learning about science" toward students "doing" science and engineering?
- Which shifts feel most significant for your grade level, course, or district context? Why?
- Which changes are already reflected in your current program? Which might require updated resources?
- How do the revisions create opportunities for science learning that integrates with other content areas and increases student engagement?

Science Learning Standards (2026) Key Experiences

Review the Document: Key Experiences in the K–12 Science Standards

Possible Discussion Questions:

- **Which Key Experiences are currently strengths within your instructional program, and which Key Experiences might provide opportunities to include in classroom, school, or course placement?**
- What instructional materials, community partnerships, outdoor spaces, or professional learning might support implementation?

- **Student-Led Investigations:** Where might there be additional opportunities with your current instructional materials to expand opportunities for students to take meaningful ownership of investigations?
- **Student-Led Engineering Design:** Where in your current instructional materials, do students have opportunities to define problems, test ideas, revise solutions, and learn from failure?
- **Science Outdoors:** What opportunities exist within school grounds and local communities for outdoor investigations?
- **Climate Learning:** What local climate-related questions or phenomena could support meaningful student learning?
- **Environmental and Sustainability Education (ESE):** How do the ESE standards connect to issues that students and communities care about?

Initial Science Word Document

Review the document: Initial WA K–12 Science Learning Standards

Read the introduction of this document. There are more details included on the process for updating the standards, organization of the standards, and other relevant information to help understand the learning standards.

All grade level standards are listed in order by grade in a print-friendly version.

1. What do you notice?
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Science Excel Spreadsheet

Review the document: science excel spreadsheet

Take notice of the tabs across the bottom of the spreadsheet.

"What is New" Tab

This tab contains the text of the What's New document. See questions above.

"3D and Domains" Tab

Review the domains of the WA Science 2026 standards. Consider these questions:

- To what extent do learning experiences in your instructional materials integrate Science and Engineering Practices, Crosscutting Concepts, and Disciplinary Core Ideas so that students build understanding through three-dimensional learning rather than encountering each dimension separately?

- How do your current instructional materials provide students with opportunities to develop understanding across the science domains and where might there be gaps or overemphasis within specific domains?

"Priority Standards" Tab

Read the definition of "Priority Learning Standards" and how standards were prioritized in science specifically. Consider these questions:

- How do the identified priority standards compare with the standards your district may have previously identified?
- If these standards represent learning every student must have access to, how well do your instructional materials and resources support that learning and what supplemental resources may be needed?

"Science and Connections" Tab

Practice using the features of the spreadsheet to filter and sort. Try filtering for just the identified priority standards, a standard as it moves vertically through the grades, or for different tags. Looking to the right, read a few of the updated clarification statements and assessment boundaries. Notice the additional columns to the right of the Assessment Boundary column for additional supports to be added in a future version.

Consider these questions:

- **Choose a standard that you know well and read the clarification statement and assessment boundary carefully, then answer the following questions:**
- How does the clarification statement help communicate the intent of the standards, what added to your understanding?
- How does the assessment boundary help define grade-level expectations?
- How does your instructional program balance grade-level expectations of assessment boundaries and the standards with opportunities for differentiation, enrichment, and additional support to meet the needs of diverse learners?

"Crosswalk" Tab

This tab shows the changes in learning standards from the NGSS to the current WA Science 2026 standards. You will see the addition of the Environmental and Sustainability Education (ESE) domain and two wording updates to two standards.

Consider these questions:

- **How might the addition of ESE standards support your district's goals related to sustainability, civic engagement, career exploration, or community partnerships?**

- Which ESE standards connect most naturally to your current resources, units, or instructional materials?
- Where might instructional materials need supplementation to ensure students have opportunities to engage with the new ESE standards?
- How do the ESE standards create opportunities for students to connect science learning to local communities, environments, and real-world issues?
- What local phenomena, community resources, or place-based learning opportunities could support implementation of the ESE standards?

"Glossary" Tab

Review the glossary tab for terms used in the WA Science 2026 standards. What terms would be helpful to review individually or as a collaborative team to develop a shared understanding?

"Links and Resources" Tab

More information to come in later versions.

Supporting Cross Content Integration –

Key Shift in the K-12 Learning Standards for Mathematics, Key Shift in the K-12 Learning Standards for ELA, and Key Experiences with the K-12 Learning Standards for Science

As you review these three documents together, begin thinking about how to support cross content integration within your system.

Possible Discussion Questions:

- What commonalities exist between the three documents linked above?
- What common instructional practices could support implementation across all three content areas?
- Where are students asked to apply learning to meaningful problems or situations?
- How might the Key Experiences in Science support connected and engaging learning opportunities for students in math and/or ELA?
- How do the documents describe the students as learners?
- What connections do you see between the Key Shifts and the instructional frameworks: CEL 5D+, Marzano, Danielson, and in the Student Growth Goal language.

**For more in-depth opportunities to explore the cross content connections in these documents visit pdEnroller for AESD professional learning offerings or contact your regional content coordinator.*