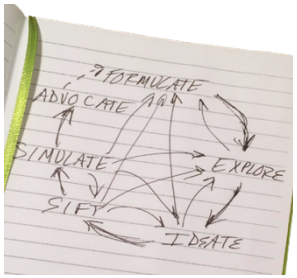
Creating a Culture of #STEMLATIC

INSTRUCTIONAL BALANCE:	**Scientific Method** • Seeks to explain what exists	**Engineering Design Process** • Seeks to design that which does not exist

	Scientist	Technologist	Engineer	Mathematician
STEM MINDSETS	***NGSS Cross-Cutting Concepts*** • **Patterns** • **Cause-and-Effect** • **Scale, Proportion, and Quantity** • **Systems and System Models** • **Energy and Matter: Flows, Cycles, and Conservation** • **Structure and Function** • **Stability and Change**	• **Information Retrieval** • **Communication** • **Collaboration** • **Simulation** • **Modeling** • **Design** • **Presentation**	***Design Process***  • **Formulate** • **Explore** • **Ideate** • **Sift** • **Simulate** • **Advocate**	***Math Practice Standards*** • **Make sense of problems and persevere in solving them** • **Reason abstractly and quantitatively** • **Construct viable arguments; critique others' reasoning** • **Model with mathematics** • **Use appropriate tools strategically** • **Attend to precision** • **Look for and make use of structure** • **Look for and express regularity in repeated reasoning**

LATIC	**Engagement (not compliance)** • **Felt Need** • **Problem-Based Learning** • **Audience** • **Belonging – Collaboration** • **Executive Function (access)**	**Student Responsibility for Learning** • **Self-Assessment** • **Goal-Setting** • **Scheduling Time** • **Resource Sign-Up** • **Peer Experts**	**Academic Rigor** • **Higher-Order Thinking** • **Content Application** • **Strong Rubric** • **"Reach" Expert Column** • **Teacher Facilitation**

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