Tossing the Coin for Half Life

William L. Romine

Wright State University - Main Campus, william.romine@wright.edu

Follow this and additional works at: https://corescholar.libraries.wright.edu/biology

Part of the Biology Commons, Medical Sciences Commons, and the Systems Biology Commons

Repository Citation
https://corescholar.libraries.wright.edu/biology/296

This Abstract is brought to you for free and open access by the Biological Sciences at CORE Scholar. It has been accepted for inclusion in Biological Sciences Faculty Publications by an authorized administrator of CORE Scholar. For more information, please contact corescholar@www.libraries.wright.edu, library-corescholar@wright.edu.
Room | 3:30 p.m. – 4:20 p.m. | Physics First Session for C1 and C2 - update on electronic curriculum, other project info
--- | --- | ---
G214A & G214B | Helping Veteran Teachers with Next Generation Science Standards
Lloyd Barrow, *(Middle Level, High School)*
This session will help Missouri teachers adapt from an inquiry emphasis to using practices as described in Next Generation Science Standards. Handouts provided.

G210 | Cross-Cutting Concepts
Paula Young, *(Middle Level)*
How can we integrate the NGSS Cross-cutting concepts into our curriculum? Find out some easy ways merge these concepts with the content standards.

G215 | Tossing the Coin for Half Life
William Romine, *(Middle Level, High School, College)*
The concept of half-life from the perspective of probability is illustrated in an inquiry-based nature of science context.

G208 | Connecting Science and the Common Core in the Elementary Classroom
Christine Royce , *(Primary (K-2), Upper Elementary (3-5))*
This session will focus on several strategies to integrate science and the Common Core State Standards. Explore ways to maximize instructional time through integration of children’s trade books with science and literacy components.

F218 | What is Scientific Argumentation? How to Implement it
Suleyman Cite *(Middle Level)*
Research informed successful ways of implementing one of the essential scientific practices in classrooms: Scientific Argumentation in Science Classrooms.