After attending the physical science symposium, the following benchmarks stood out as being relevant to bridging math, science, and language arts: LACC.1112.RST.1.3, LACC.1112.RST.3.7, LACC.1112.WHST.1.2, LACC.1112.WHST.3.9, LACC.910.RST.1.1, LACC.910.RST.1.3, MACC.912.F-IF.3.7, MACC.912.N-Q.1.1, MACC.912.N-Q.1.3, SC.912.N.1.1, N.1.6, N.1.7, N.2.5, N.3.3, SC.912.P.8.11, P.10.1, P.10.2., P.12.2, P.12.3, and P.12.4. The language arts benchmarks relate to multistep procedures for carrying out experiments, evaluating data and expressing that data in various formats especially written form. The mathematics benchmarks dealt with expressing data using charts, graphs, and various functions to explain the relationship between variables. The science benchmarks carried by my peers and myself dealt with scientific knowledge, scientific laws, energy, forces, motion, gravity and acids and bases.

The benchmarks demonstrated during the workshops that were of significance to me had to do with scientific knowledge. During the workshop the facilitator, Ken Wester, gave a brief lecture about the topic about to be studied. The facilitator allowed us to solve our own problems by relying on our background knowledge, the textbook, and multiple trials. The conditions that we worked under were similar to conditions the students will be exposed to. The facilitator was readily available to help as needed; however, he allowed us to solve our own problems. This is important because our students can learn from their own mistakes and learn to process information discovered from conducting an experiment. Benchmark SC.912.N.2.5 demonstrates working in groups because varied backgrounds influence how the outcomes are observed and concluded in an experiment. Additionally, each person has various strengths and together the group members can use their knowledge to reach a sensible conclusion. Benchmark SC.912.N.1.1 is the foundation of science because it demonstrates gathering evidence to explore

and attempt to explain phenomena. This is done by taking steps to record and explain observations, expressing the relationship between variables, and making conclusions based on those observations. I plan to implement various labs provided by CPO. These labs have imbedded math, science, and language arts benchmarks. Many of the CPO lab activities include charts, graphs, and higher ordered questions that allow students to express what they have learned. I also plan to implement technology in my lesson plans from sources such as discovery education and gizmos. These activities can serve as another means of helping students further understand science concepts. Additionally, higher order thinking questions are important to encourage students to draw from their own background knowledge and can facilitate class discussions. During class discussions or debates, students can reason about why a science concept is sound or not. All these components can be useful when trying to convey various concepts studied in science.