CRS
COMMUNITY RESOURCES FOR SCIENCE
practical support for great science teaching

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2014-15 School-Year Report & Program Evaluation: Accomplishments and Impact

Overview:

CRS works to nurture students' understanding of the world around them by connecting classroom teachers with scientists, museums, enrichment providers, and professional development programs in order to bring more science learning experiences to students. CRS also helps individuals and organizations involved in science education to work together and become stronger partners for teachers and schools.

Our goal is simple: help teachers give elementary and middle school students more opportunities to "do science" – to ask questions, test ideas, get their hands on real science activities.

As a result of CRS support, teachers report they are more informed, skilled, motivated, and successful in increasing both the quantity and the quality of science learning experiences for students in their classrooms. In the words of CRS teacher members:

"CRS has put life back into the science curriculum in my class. My students really enjoyed having scientists visiting our class to do hands on experiments. Support received from CRS has always been helpful and responses quick."

"CRS is one of the few organizations engaged with public schools that really strives to provide the types of support that teachers say they need. They have no hidden agenda -- their only goal is to increase young children's access to high-quality science instruction. I have found CRS to be an invaluable support as I work to increase the amount and quality of science instruction at my school."

"CRS is a gem in our educational community. Once teachers fully comprehend all that CRS has to offer, they are amazed and delighted! All of my communications with CRS have been professional, prompt and focused on my requests - qualities greatly appreciated by busy teachers. Thank you CRS Team!"

Highlights for 2014-15

Science learning is blossoming in many elementary schools across the East Bay. While there is still much work to be done, we have been delighted with the momentum that has been building as teachers, principals and district leaders have embraced the importance of high-quality hands-on science (and, increasingly, engineering) experiences for students from Transitional Kindergarten through 6th grade, where for too long science has been little more than an afterthought. We are honored to partner with educators across the region, meeting them at their current level and addressing their specific priorities and needs in order to support them as they "up their game" in science teaching and learning.

This program report includes a look at both the quantitative and qualitative highlights of the range of Community Resources for Science activities during the 2014-15 school year, across the many districts we serve. The first section highlights some key program metrics, followed by a summary of our program evaluation, and concluding with some direct remarks from the teachers and scientists discussing the impacts of participating in CRS programs.

CRS continued to develop our partnerships with Oakland, Berkeley, Emeryville, West Contra Costa, and other districts and schools during the 2014-15 school year. Our services include on-call personalized support; information and online resources; free, in-class lessons led by STEM professionals, and professional development for teachers. We also serve as a connector, linking scientists and science resources with educators and schools, through our Advisory Council, events, outreach, and consultation. While we aim to increase science learning for all students, we particularly focus on serving teachers and schools in low-income communities; 72% of the schools we serve are Title 1 schools and about three-quarters of the students qualify for free or reduced-priced school meals.

By the Numbers: CRS Direct Support & Activities

- **1,395 teachers at 130+ schools receiving CRS membership services (detailed below).** Together, they educate **over 30,000 students**.

- CRS presented **525 free, in-class BASIS lessons** in local classrooms. *Because they generally work in teams, these classroom presentations resulted in* ***over 2,000 scientist & engineer role model interactions with more than 13,000 students and teachers in classrooms, adding up to 3,000 hours of scientist & engineer volunteer time.***

- **Customized professional development**. Included **37 professional development workshops & training sessions**; support for **all Lead Science Teachers in all Oakland elementary schools & all Science Resource Teachers in Berkeley.**

- **Recognition of 102 teachers for Excellence in Elementary Science Education** through the Science Super Star Challenge, resulting in increased science learning – and prizes – for **3,000 students**.

- CRS prepared **370 customized science resource reports for individual teachers,** providing personalized support for teachers' unique planning needs.

- Pilot **Be a Scientist project** brought over **65 UC Berkeley graduate students and post-docs to mentor over 330 7th grade students** through conducting independent research

- Pilot **ESCAPE collaboration with Lawrence Hall of Science and UC Berkeley Natural History Museums engaged 100+ West Contra Costa educators** in science training.

CRS Membership Services for all member teachers included these elements:

- **Personalized on-call science support** to meet individual teacher requests.
- **Monthly ScienceBlast Email newsletters** delivered directly to each teacher's email inbox, with easy click-through links to a wealth of science resources and information.
- **Quarterly Comprehensive Science Resource & Educator Opportunities Guides** (up-to-date listings of exhibits, material and lesson planning, professional development, websites, classroom grant opportunities, and much more)
- **Invitations to Science Field Trips for Teacher** resource workshops at local science centers. Events this year were held at **The Lawrence Hall of Science, and Chabot Space and Science Center.** More than 30 partner organizations participated in a day-long **Science Education Resource Fair**.
- Round the clock **access to curated online resources**.

BASIS (Bay Area Scientists in Schools) Program: STEM Professionals Inspiring Students

CRS teacher members were invited to apply for free in-class science presentations led by our diverse, enthusiastic BASIS scientist and engineer volunteers. These are offered on an as-available basis to supplement CRS support and to build teacher knowledge and enthusiasm for incorporating science into their classrooms by demonstrating the power of scientific activities for engaging all kinds of learners in hands-on, exciting, 'real world' science.

This year CRS recruited, trained, and placed over 550 scientists who provided 525 BASIS presentations; they engaged over 13,000 students in STEM learning.

More than 80 different BASIS lessons are currently in circulation for classroom presentations, aligned with grade level standards and spanning the fields of earth, space, physical, and life science and engineering. (See list below.)

We get hundreds of enthusiastic thank you notes from students each year, explaining how excited they were to learn with the scientists and how they want to explore even more about bugs or robots or clouds or other new wonders that they are just discovering. Teachers tell us the BASIS presentations allow them to see their students in a new light, as fully engaged and excited about learning, Teachers discover new ways to present scientific information, and tell us the role models have a lasting impact on their students.

"You do such a great job of preparing the volunteers to be in the classroom. We get constant offers from organizations to come into the classroom as volunteers. While I so appreciate that spirit, over the years, I have really just waited for your BASIS lessons to become available. Pretty much, every other offer has been a waste of time…It was an engaging and enlightening experience for us all." – Berkeley Gr 3 teacher

"It was well paced and interesting with great science content totally relevant to what we're doing now. The demonstrations were awesome and the kids loved it and were very engaged. The presenters connected with the students very well and presented the content in a way that the kids could understand. I was glad they could see what real scientists were doing at Cal so they could be inspired to be scientists themselves! Thanks again for this wonderful opportunity." – David Flores, 5th grade teacher

BASIS volunteers tell us they get several benefits from the program too, including strengthening their communication skills, rediscovering the joy of science, and sharing their passion in an effective way. *"Connecting with the surrounding community through science is one of the great joys of being a scientist. Explaining the things that get me excited about science with younger students reminds me of the times where scientists came into my own classroom those many years ago and first sparked my interest. The program really helps ground my research in reality, and I realize how lucky I am to be working in this field."* Ben Horst, BASIS volunteer

Science Super Star Challenge Program: Recognizing Excellence

This year, **102 teachers** successfully completed the "best practices" challenge, documenting their efforts to incorporate hands on science lessons, reading and writing projects connected with science, professional development, and more. These teachers earned Science Super Star recognition for their Excellence in Science Teaching. **Over 3,000 students received prizes including science-related books for each student to take home and have for their very own**! Classroom Prizes included museum passes and class field trips, on-site assemblies, books, science activity kits, and more.

The program is intended to motivate, document, and highlight teachers and schools who make the commitment – and effectively implement – excellent science learning experiences for students.

"This has been the single most influential program in bringing new and exciting science instruction to my classroom and school. Thank you so very much!" 2014-15 Super Star Honoree

In addition, several schools were honored for achieving 75% or more participation rates by their teachers, and received special "whole school" prizes in addition to classroom rewards.

- **Cleveland Elementary**, OUSD: Day of Science, presented by volunteers from Clorox Company. All students participated in exploring properties of matter including dry ice, liquid nitrogen, magnetism, and more.
- **Place at Prescott**, OUSD: Day of Science, presented by volunteers from Bayer HealthCare. All students participated in exploring chromatography, states of matter, color transfer and more.
- **Melrose Leadership Academy**, OUSD: Every class participated in presentations from the East Bay Regional Parks "fishmobile".
- **Chabot Elementary**, OUSD: Every class participated in schoolwide assemblies presented by
- **Lafayette Elementary**, OUSD: Classes participated in "virtual field trip" presentations from California Academy of Sciences, featuring close up learning with the Academy's penguins.

The full list of Science Super Star Honorees is listed on the CRS website: http://www.crscience.org/educator/SSS2015

Additional K-6 Science Connections Program Accomplishments:

- **37 customized, on-site professional development workshops**. Topics ranged from "Introduction to Elementary Engineering", "Understanding and Implementing New Science Standards" and "Discourse: From Lab Meetings to Classrooms" and more.
- Hands-on **activities for afterschool providers**, through Alameda County Office of Education, Gateways, and the STEM Power of Discovery network
- **Presentations** at the International Teacher and Scientist Conference, Contra Costa STEAM Colloquium, and Bridging the Bay.
- Ongoing work of the **CRS Advisory Council** on Elementary Education, Bay Area thought leaders in science, education, academia, business, and philanthropy
- **Connection requests and specialized assistance** including customized information for school staff meetings, recruiting scientists to present at district teacher professional development sessions, and facilitating requests for family science night events, science fairs, and other school site events seeking speakers, presenters, and judges
- **Hands-on outreach, science activity tables for students, families, and teachers,** including OUSD Science Fair, Chabot Space and Science Museum; OUSD Dinner with a Scientist events; Family Science & Engineering events and school science fairs; Bay Area Science Festival, Farmers Markets, Cal Day, the Crucible, in partnership with Science@Cal

- **Pilot "Be a Scientist" Project,** 330 7th grade students in Berkeley received weekly mentoring from 65+ UC Berkeley graduate students, post-docs, and faculty. Students conducted independent research projects over the course of six weeks, either in Spring or Fall Semester. Program will continue in 2015-16, with the aim of eventually reaching all 7th grades in Berkeley schools.
- **Pilot ESCAPE: Elementary Science Collaboration at Pinole-family Elementaries,** a multi year partnership involving the Lawrence Hall of Science, Berkeley Natural History Museums, the Bay Area Science Project, and more than 100 educators.

"I avoided science all through school, from high school through college. I always felt intimidated. After this training I feel so much more empowered to be a scientist! Thank you so much. " – WCCUSD Teacher

"This is outstanding! Thank you for all the great professional development that you and your team have provided our West Oakland Educators. Your support has allowed all of our elementary schools to be united in our efforts to strengthen our STEM corridor and share best practices for the instruction of science so that our students benefit by continuing to excel with academic discussions, writing with evidence, and exposure to complex text. " – OUSD Principal

Program Evaluation Summary: Quantifying Impact on Practice

Through lesson plans, volunteer scientists, and science resources for teachers, CRS brings high-quality science experiences to my students. CRS enriches my classroom, strengthens my content knowledge, and renews my enthusiasm for science! --Oakland teacher

During the school year, CRS conducts post-BASIS presentation surveys of participating teachers; in addition, CRS conducts a comprehensive year-end overall program evaluation survey for teachers, along with a separate year-end program evaluation survey for volunteers. Throughout the year, and at the conclusion of the year, CRS analyzes empirical and narrative responses, adjusting program practices and making refinements as needed. Responses over the years have consistently shown this program to be a substantial success, rating very highly in areas of teacher and scientist volunteer engagement and satisfaction. More importantly, responses consistently indicate the CRS support services have a positive impact on teacher practice (and, by extension, student learning experiences). A brief summary of survey responses and narrative comments follows.

On the year-end survey, yet again **all teachers reported that their students respond positively to science experiences**, and **an increasing number are reporting they spent more time teaching science this year**. Survey responses do indicate that overall teachers are becoming more confident and enthusiastic about including science learning experiences for their students and that **CRS services help to increase both the quality and quantity of science in their classrooms.**

As a direct result of CRS support services teachers (including those who had BASIS lessons and those who did not) indicated they:

- **Increased the amount of science they teach** **80%**
- See how effectively science activities engage all types of students 81%
- Know where to find information and science teaching resources 91%
- **Added a new field trip, lesson or activity** **83%**
- **Became more enthusiastic about science teaching** **88%**
- Feel more confident professionally 72%

Of teachers who DID have BASIS in class presentation, 98% reported being fully satisfied with the presentation and plan to request one again. Specific benefits of BASIS lessons cited include:

Observing my students' engagement in the BASIS activity encouraged me to include more hands-on science activities in my classroom. **100%**

Presentations helped dispel student stereotypes of "who" is a scientist 90%

Through BASIS activities, teachers said students:

Grew more interested in science **100%**

Connected what we learned in the classroom with experiences in 97%

their lives and the real world	
Asked thoughtful questions	97%
Were engaged in hands-on experiences	100%
Discussed their own science observations and ideas	99%
Effectively learned new science concepts	99%

Significantly, 81% of teachers reported being surprised by at least one of their students participating or demonstrating skills above his/her typical classroom level, showing them new ways to engage this student through hands-on activities and motivating teachers to add more hands-on science lessons. This is a figure we have seen rise each of the past several years, from just below 50% to now more than four out of five teachers! **This consistent result underscores the importance of "show, don't just tell" when it comes to convincing teachers that science really is an important way to engage students in learning.**

We also note the continued trend toward spending more time on science teaching and learning, even though the focus for many teachers and schools this year was on the implementation and testing for new Common Core standards in language arts and math. About one third (31%) of teachers indicate they teach science at least once per week or 3-4 hours per month, with 21% indicating they teach twice that much science. And nearly 40% of teachers indicted they teach even more – 8 hours or more per month**! This represents a gradual continuation of the increase in science teaching over the past two years among the teachers CRS serves.** About half of the responding teachers feel they still teach too little science.

Likewise, principals are seen as more supportive of the importance of science teaching, with about 64% of teachers indicating their principals support science teaching. While this is a slight dip from last year, this reflects both the addition of more teachers in districts that are just beginning to focus on science, and the emphasis this year on Common Core implementation. We expect to see principals becoming more supportive of science, as the new Next Generation Science Standards move from "awareness" to "implementation" stages over the next two to three years.

As a data-informed organization, we use the survey and other evaluation information to continue to refine our programs and services to meet changing teacher needs. We are heartened by the many notes we receive from teachers letting us know how CRS support has impacted them, and from STEM professionals sharing about how their volunteer experience has affected them. Here are some more, in their own words:

"CRS provides an invaluable service to our community. I have used their resources to plan units of instruction for my class and it has proved to be an asset to reducing my planning time and to developing age-appropriate, hands-on experiences for my students that support their growing understanding of science content. Through CRS my students have been introduced to professionals in the field who have shared their expertise and given them a bird's eye view of the work scientists do. In reflection, the amount of science instruction has increased in my classroom. I believe this is partially in response to the curiosity of my students, but also due to

the participation, commitment, and resources of CRS. I feel better equipped to find ways to "answer" their wonderings about science, and brave enough to explore with my students the concepts we investigate. I am grateful for the partnership of CRS in this process."

"Over the years, CRS has had a positive impact on both me and my students. The vast resources available to support science instruction are amazing. I have witnessed an increased interest from all students after their visit from a scientist. This program is wonderful and helps open students' eyes to the vast possibilities that the future holds. I have had students tell me that they want to be electrical engineers, a profession that they had no concept of prior to the visit."

"CRS is an awesome program. They promote science and make things so easy for teachers. I particularly love the BASIS program, where scientists come in and do some hands-on science with the students. I always look forward to working with CRS each year!"

"CRS is a valuable resource for teachers, parents and students by providing not only science resources for the classroom but also the greater Bay Area."

"Effective science instruction is extremely important for our students and our community but doesn't usually get the attention it deserves because of competing demands and because it requires so much knowledge, preparation, class time, and equipment. Outside support is so helpful to me as a teacher in making science instruction happen."

"This is an exceptional program. There are so many places that are asking for funding but this is one group that truly deserves it for their dedication, competency, and fulfillment of vision."

This was the best training I have been to in ages. It was interesting, engaging, and useful. I was never bored the whole week. I loved the interaction with the grad students. Their enthusiasm was contagious which was great to cure the burnt out feeling I had by the end of the school year. I feel like I am going to face my summer travels with new eyes and I feel more energized and prepared to plan different experiences for my students in all subjects for next year. The food was great too! Thank you!

Regarding BASIS:
"This presentation was awesome! I think it is incredibly important for students to see real, local scientists - it is especially great to have a woman scientist. I also like that they dress in T-shirts and jeans, but wore goggles :) My kids loved that. Then my students can begin to picture themselves as scientists. This presentation is invaluable and I draw on it all year long and the kids never forget it. Thank you for making this available. The presenters are amazing - they are patient and kind. The kids really like them and they make the kids feel good about what they know and they inspire new thinking and new ideas. Again, thank you!!!!" – Jaime Vine, 1st grade, Oxford Elementary

"The students really loved the activities and level of hands-on activities. It really is a fantastic set of activities and excellent progression." – Jessica Houles, Hillcrest, 5th grade science

"This is the second year I participate in the Super Star Scientist Award and the first year I scheduled a scientist visitation with BASIS. I really appreciate all the time and energy that everyone puts forth in scheduling the visits and organizing the fabulous volunteers. I had a great experience this year with BASIS and will surely recommend it to other teachers. I am looking forward to doing it again next year."

"Dorsa and her team were wonderful! Inspiring, educational and fun! Some of my students now want to be Robotics Engineers when they grow up. They did not know about this as a career option before." - Claudia Hung-Haas, La Escuelita 3rd grade

The volunteers were knowledgeable, able to convey complex information in an interesting way--with hands-on learning experiences and a short visual presentation. Thank you so much for making science learning fun! – Noreen Magaloni, La Escuelita 3rd grade

"THIS MORNING WAS ABSOLUTELY WONDERFUL! THE SCIENTISTS WERE AMAZING!!! WHEN ARE THEY COMING BACK? THEY HAVE TO COME BACK!! PLEASE TELL ME THEY'RE COMING BACK! Every single one of my kids were completely engaged in every activity...THAT NEVER EVER EVER EVER HAPPENS! I would love to know if there are any resources that will give me center ideas so that I can implement this form of science inquiry on a regular basis! THANK YOU SOOOOOO MUCH...WHEN ARE YOU COMING BACK?"-Logan McWilliams, Markham Elementary (Oakland), TK

"I had SIX volunteers who came and taught the lesson, "HIDDEN COLORS". This was extremely beneficial to my students. Students were engaged and had opportunities to share their thinking and learning. ***It was a beautiful lesson -- with a balance of concepts, hands-on-experiments, and reflections.*** *Many, many, many thanks to the super volunteers" – Betty Yee, Kindergarten, Lincoln Elementary*

This was very exciting, and engaging. The students loved it, and have repeatedly asked when they can have it again. Outstanding! – Linda Flynn, Science Teacher, Manzanita Community School

"Thank you so much for coming and sharing your gears knowledge. My students loved working with you. They were especially psyched about the video from one of the presenters - Christina - on someone using a robot to walk. Thanks again!" – Melissa Gale, Laurel Elementary, 2nd grade

"It is always helpful to learn from those who specialize in a subject area. I had not realized that the adaptation of animals to their particular habitat could be so simply discussed. I thoroughly enjoyed the presentation. The children began making comparisons of other animals they know, connecting body features to where they live." – Sharon Travers, K/1st Grade, Lafayette Elementary

"We had a WONDERFUL time. I was so impressed by the structure of the lesson and the way the volunteers engaged the students with questions. The scientists all demonstrated enthusiasm." – Sarah Swanson-Hydell, 4th Grade, Encompass Academy (talking about Pocket gems "squishy circuits" lesson)

"The volunteers were enthusiastic about working with my students. They engaged students with questions and hands on work on circuits. The volunteers also got my students hooked on engineering by saying all of the fun parts of their careers up front (designing games!). Finally, I learned about conductive dough and how it can help me teach circuits in the future in a way that is easier and fun." -- Sarah Swanson-Hydell, 4th Grade, Encompass Academy

"Bahi was fabulous. I was not in the classroom initially, due to a meeting, but when I returned I saw what was left of a wonderful presentation that left my students with questions, and awe about what they learned. Now I am in the process of planning a field trip to the Chabot Space Center because this wonderful scientist came into our lives and sparked the minds of my students." – Leslie O, 2nd Grade

I loved the robots that run lesson. My students were so intrigued and excited. It is also a great springboard for so many other curricular assignments and activities. Thanks so much to our visiting scientists- they were fabulous with the kids – Tracy Dordell, 3rd Grade, New highland academy

"It was great to have the scientists come and talk to our students. The students were very excited to have three scientists know so much about the subject. The presenters were eloquent and their language was accessible to the students. It was wonderful to see them interacting with the fourth graders. The presenters were joyful, well prepared and enthusiastic about the subject. That was translated to the students and the whole experience was successful. Thank you!" – Luz Salazar, 4th Grade, Melrose LA

More from our volunteers:

"Participating in BASIS allowed me to improve my teaching skills, and I also learned to develop lesson plans with specific learning goals. The program was also very gratifying, because I learned how eager K-12 students were about science!" – Eric Lu

"Participating in BASIS is a great way for me to give back to the local community in a way that I find meaningful. It also lets me get out of the lab and improve my teaching skills and see the rewarding aspects that teaching can offer. I really like doing BASIS lessons and it's something that I look forward to every month." – Joel F.

"It is important to me to be able to share my passion for science with elementary school students and teachers, to try and inspire and demonstrate the relevance of science to their everyday lives. The excitement and enthusiasm of the students also helps to remind me how fun and exciting science can be!" Jason Pflueger

"I love working with kids doing hands-on activities - it's wonderful to see the science come to life for them in a way that books and lectures can't do. It keeps me excited about science, too." Leah Shen

"BASIS helped me discover what I wanted to do with my life. I loved my research and teaching undergraduate students, but something always felt like it was missing. After joining BASIS, I realized that visiting various schools and exposing youth to science (who might not normally have has access to these resources) was an amazing endeavor, and one what I wish to continue in the future."

CRS & BASIS scientists developed and presented lessons on more than 80 topics, including:

A Bug's Life	
A Whole New World of DNA and Proteins	5th
Adapting to Survive: Predators & Prey	3rd
All Systems Go!: Brains in Charge	1st
Animal Body Structure and Habitat	1st
Aquatic Ecosystems	4th
Balloon Rocket Cars	2nd
Birds: Living Dinosaurs	K
Botany on Your Plate	1st
Build A Bug	K; 1st
Can Your Eyes Fool You?	3rd; 4th
Chemical Reactions	5th
Chemistry of Soap	5th
Chemistry of Water and Carbon Dioxide	5th
Clipfish	6th
Demo Expo (Clorox): Everyday Science	
Clouds Clouds Everywhere	K; 1st
Dry Ice Explorations	3rd
Electricity, Magnetism and the Wall Socket	4th
Elements of Life	5th
Exploring Magnets	2nd; 3rd
Exploring States of Matter	1st; 2nd
Eye didn't know that	3rd; 4th
Feel Dead Brains	4th; 5th
Fossil Formation	2nd; 3rd
Frontiers for Young Minds	4th; 5th
Gears in Motion	2nd; 3rd
Genetics: What makes us different	2nd; 3rd
Germs and Your Body	K
Global Warming and Renewable Energy	3rd; 4th
Glow in the Dark Science	5th
Good Germs, Bad Germs	2nd
Green Polymers	5th
Hidden Colors	K
How to Think Like a Scientist	5th
It came from a single cell	5th
It's just a phase!	2nd; 3rd
Let It Snow!	PK
Mad For Muscles!	3rd
Magnetic Mystery Planets	8th
Marshmallow Challenge: A Building Adventure	
Materials and Structures	2nd
Microbes in Action!	3rd; 4th
Microorganisms: Good or Evil?	4th
Mountain Building	6th
Mysterious Liquids	1st
No Bones About It: How Skeletons Work	3rd
Oobleck!	3rd
Optics and Light	3rd; 4th
Plant Life Cycles	2nd
Plants Adapt to their Environments	3rd
Plants Show Their True Colors	5th
Plastics, Recycling, and Composting	5th
Play With Your Food	4th
Properties of Matter that Matter	3rd
Protect That Pill: Engineering A New Medicine Coating	3rd; 4th; 5th
Robots that Run	3rd
Rocks & Minerals	4th
Science Super Star Activities	TK-5
Seeing is believing?	3rd; 4th
Sensing the World Around Us	K
Soils are Diverse!	2nd
Squishy Circuits	4th
States of Matter (SECO)	2nd; 3rd
States of Matter: Sublime Suds/ Ice Cream Science	
Support and Protect! Our Skeletal System at Work	
Synesthesia and You	3rd
The Healthy Body	4th
The Hunger Games: Animal Adaptations	3, 4
The Spice of Life: Variation Within Species	3rd
The Wonderful World of Water	5th
True Blood, True Science	5th
Unblock My Heart	5th
Vision Whitney Lab	6th
Water in our Atmosphere: Make It Rain!	5th
What is Renewable Energy?	4th
Where Do All The Stars Come From?	3rd
Wildland Fire	2, 3
Working Together: Your Circulatory & Respiratory Systems!	5th
Working Together: Your Heart and Lungs	5th
Your Squishy Insides - A Look at the Digestive System	