

NGSS, Phenomena, and the Use of Sensemaking in Science

Great science teaching is built by giving students opportunities to think, reason, and make sense of the world around them. Yet the pressure to cover content often leaves classrooms relying more on explaining than discovering.

This two-day design workshop for K–12 science teachers supports the creation of student-centered, competency-based instruction aligned with the Next Generation Science Standards (NGSS).

We don't just talk about NGSS shifts; we help you design them for your classroom.

Meaningful Learning



Eligible for
Graduate
Credit

- **Dates & Time:** Thursday & Friday, November 5–6, 2026 | 8:30 a.m. – 2:30 p.m.
- **Location:** McLane Audubon Center, Concord, NH
- **Cost:** \$500 per person (Lunch included)
- **Optional SNHU Graduate Credit:** 3 graduate credits available for full participation at \$240/credit (\$720 in addition to the registration fee). **Enrollment deadline: Nov 4, 2026.**

Explore 3D Learning

Engage in hands-on activities to explore three-dimensional, phenomenon-based instruction aligned with NGSS.

Phenomena Driven

Discover how to leverage compelling real-world phenomena to spark student curiosity, anchor storylines, and create an intellectual need to learn

Promote Critical Thinking

Learn sensemaking strategies to design authentic learning experiences that foster problem-solving and collaboration.

REGISTER TODAY

READ ABOUT SENSEMAKING



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SENSEMAKING

Learning begins with curiosity, not answers. Guided by compelling phenomena, students move through an active cycle of creating knowledge: they encounter real-world events, generate questions, identify what they need to learn, gather evidence through investigation, and continually evaluate and revise their models. Through this iterative process, students build deep scientific understanding they can confidently explain and apply.

The NHLI Difference

- **Hands-On:** Work through phenomena from both the learner and teacher perspectives.
- **Practical:** Leave with classroom-ready curriculum designs and performance tasks.
- **Interactive:** Active design and investigation—not a sit-and-get presentation.
- **Relevant:** Connect classroom learning directly to workforce and real-world skills.



Facilitated by
Sue Downer
Director of STEM and
Performance Learning
New Hampshire
Learning Initiative

Sue Downer, NHLI's Director of STEM and Performance Learning, brings over 30 years of classroom teaching and curriculum leadership experience. A Presidential Award-winning science educator, she specializes in K-12 three-dimensional instruction, phenomenon-driven sensemaking, and competency-based assessment design.