**CTEE 7430/7436: CURRICULUM & TEACHING IN NATURAL SCIENCE**

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| **Macintosh HD:private:var:folders:rv:czp6xhsj7_d9pf78mg8yd1dh0000gn:T:TemporaryItems:url.jpg** | **Instructor:** Dr. L. Octavia Tripp**Office:** Haley 5016**Office Hours:** By appointment**Phone:** 334-844-6799 **Cell**-678.983.2611**E-mail:** tripplo@auburn.edu **Class Time:** By Appointment Only**Location: SP 2018 - All Distance Delivery****Credit Hours** 3 semester hours  |  |

**Required Text:**

Krajcik, J. & Czerniak, C. (2007). *Teaching science in elementary and middle school: A project-*

*based approach*. New York: Routledge: Taylor and Frances Group, New York and London **4th edition,** ISBN: 978–0–415–53405–5

**Required Materials:**

Any material that is required to complete any activities related to the course.

**Required Equipment:**

Computer (updated software), high-speed Internet access

National Research Council (2005). *How students learn: Science in the classroom*.

<http://www.nap.edu/catalog.php?record_id=11102>

National Research Council (2012). *A framework for K-12 science education: Practices, crosscutting concepts, and core ideas.* <http://www.nap.edu/catalog.php?record_id=13165>

Next Generation Science Standards: <http://www.nextgenscience.org/>

**Office of Accessibility:**

Auburn University is committed to providing its students with an accessible campus and equitable learning environment. If you have a disability that requires reasonable academic accommodations, assistive technology, or support services, contact the Office of Accessibility for additional information, 1228 Haley Center; 334-844-2096 (Voice/TT) or visit our website at [http://accessibility.auburn.edu/.](http://accessibility.auburn.edu/)

Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternate time can be arranged. To set up this meeting, please contact me by e-mail. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096 (V/TT)."

**Course Description:**

This course will apply current research and Next Generation Science Standards (NGSS) on ‘best practices’ in science education to project-based design of science curriculum. Course experiences will build students’ understanding and ability to do Project Based Science (PBS) through lessons that support construction of the final project-based unit plan. Students will experience components of a model project-based science unit – *NASA’S Journey To Mars*. Students design a sustainable community, considering criteria and constraints in an engineering and design process, learning Earth science concepts along the way. Human discovery and innovation often depends on our curiosity about science, technology, and society and ways to improve our lives and on our interactions with the natural world. Students build on their prior knowledge of communities on Earth and design their model for a community on Mars.

**Course Objectives:**

Upon completion of this course, students will be able to:

1. Identify and embrace important national goals of science education and science literacy in the K-6 classroom, including applications of science and technology to societal issues and problems.
2. Articulate a rationale for teaching science through social constructivism and brain-based research on how students learn.
3. Describe and define a project-based approach (PBA) to teaching science, including key components, and how it is different from other integrated and thematic approaches.
4. Meaningfully demonstrate the inquiry process including planning scientific investigations, interpreting data, and supporting student collaboration in PBS units.
5. Apply best practices that support project-based approaches in delivery strategies, management, and assessment of students in PBS units.
6. Create a project-based science unit plan for use in the classroom that incorporates PBA tenets.
7. A side from studying the PBL model, you will be reading what teachers and faculty have written to enhance your science knowledge

**Course Assignments and Evaluation:**

|  |  |
| --- | --- |
| Required Assignments (400 POINTS):Chapter Exercises – 80 points (8 @ 10 points each)Class Discussion - 40 pointsScience Reading Critiques – 60 points (6 @ 10 points each)Rationale for Science Teaching Paper – 25 pointsSTEM + A=STEAM assignment - 25 pointsTeaching Demo – 70 pointsManuscript (PBL) – 50 pointsProject-Based Science Unit Plan – 50 points  | Grading Scale:400-360 points = A359-319 points = B318- 278 points = C277-237 points = D 236 > points = F |

**Weekly Assignments and Deadlines**

**Chapter Exercises:** The chapter assignment is an individual completed assignment. You must use your text to complete the assigned exercises. You write (or draw) your responses in the word document given. Scanning of work into pdf format may be needed. Points per response are designated. These exercises prepare you to create your Project-Based Science Units.

Word or pdf documents must be uploaded under the Assignments tab of Canvas and under the appropriate chapter exercise. These assignments must be completed and uploaded by Thursday before Midnight CST the week AFTER the scheduled topic/date in the syllabus.

**Class Discussion Questions:** There will be questions from your readings and or issues centered around Project Based Learning. You should follow the 2+2 format in responding to the questions. 2+2 is feedback that includes two compliments and two suggestions, questions, or requests for elaboration that lead to further thought and discussion. This model was originally conceived as a classroom observation feedback tool, but the principles can be applied to discussion as well. The 2+2 discussion model is based on the premise that balanced, specific, thought**-**provoking feedback will stimulate and foster a rich discussion. 2+2 does not equal two positives and two negatives. See the Tips: Giving Compliments and format under files on canvas.

**Reading Packet Critiques:**

A **critique** is a paper that gives a critical assessment of a book or article.  It is a systematic, yet personal response and evaluation of what you read. The guidelines can be found within the reading packet on canvas for this course.

**Science and Art Video Discussion – STEAM,** Science, technology, engineering, and math, otherwise known as [**STEM**](http://www.teachhub.com/ifly-exhilarating-way-teach-stem-education), has become a major focal point in today’s schools. However, individuals are now proposing that art be added into the mix to make STEAM, which would be [STEM](http://www.teachhub.com/teaching-writing-stem-classes) + Art = STEAM. The goal of STEAM is to take science, technology, engineering math, and add an art component to it. You will watch several teaching videos with science and art integrated. You are to view three out of the five of the TED Talks and write a one-page review of the talk discussing how it relates to science and art. Please tell why the talk is important and how useful will it be in your teaching.

TED Talks

Science and Art

Dive into an Ocean photographer’s world

<https://www.ted.com/talks/thomas_peschak_dive_into_an_ocean_photographer_s_world>

An underwater art museum, teaming with life

<https://www.ted.com/talks/jason_decaires_taylor_an_underwater_art_museum_teeming_with_life>

How to take a picture of a black hole?

<https://www.ted.com/talks/katie_bouman_what_does_a_black_hole_look_like>

How animations can help scientists test hypothesis

<https://www.ted.com/talks/janet_iwasa_how_animations_can_help_scientists_test_a_hypothesis>

Deep under the Earth’s surface, discovering the beauty and science

<https://www.ted.com/talks/francesco_sauro_deep_under_the_earth_s_surface_discovering_beauty_and_science>

**Zoom Video Conferencing:**

Video conferencing will take place on certain dates at specific time. Zoom will be used as the conferencing platform. For each scheduled Zoom you will receive an invitation with the information needed for the conference. See your canvas syllabus for dates and times. Discussion posts are due by the Thursday of the following week by 11:59 CDT.

The **Rationale for Science Teaching Paper** (SEE ATTACHED) will incorporate newly learned information about how students learn science best, what you consider is most important in this process, and how you do/will enact this best practice in your classroom. Submission of this paper will be under the ASSIGNMENTS menu on Canvas.

The **PBS Unit** (SEE ATTACHED) will be graded in three parts at three different times in the term. Comments and notes made on the first parts should be used to make changes to the final project due at end-term. Sample completed projects will be placed on Canvas. Submission of the PBS assignment will be under the ASSIGNMENTS menu on Canvas.

**RATIONAL FOR SCIENCE TEACHING PAPER – *40 points***

Why a rationale paper?

Writing a rationale paper for your chosen practice in the science classroom supports your development as a teacher because you have to ponder and articulate your current thoughts about teaching, learning, and goals in your practice. A “rationale” is different from a “philosophy” because it merges *who you are* (including personal experience, beliefs, and values) with *what you are learning* about effective science teaching (including National Standards, scientific literacy, inquiry, constructivism, learning cycle, brain-based research, reading-writing to learn, etc.). Thus, a rationale paper of “you” is supported by elements of effective teaching that you have learned and are learning in your program. It should cite specific readings or resources from this course, and related past ones, that most inform your practice. Being able to articulate your rationale for science teaching to other peers, teacher colleagues, and administrators shows that you know who you are as a teacher and have a definite plan for your future classroom and students. *Your final paper should be free of spelling and grammatical errors.* Your rationale should make sense with what you believe about science teaching linked to what we know about best practice and what you want to do in your science classroom with children.

What’s in a rationale paper?

A rationale for science teaching paper is made up of five (5) parts where you describe your thoughts on:

1. (10 points) How learning takes place, consistent with learning theory and research. Refer to specific information from the course text and NRC 2005 text (Krajcik & Czerniak, 2007; National Research Council (NRC), 2005).
2. (10 points) What science teaching is, consistent with how learning takes place – tied to methods, models of teaching, and National Standards (e.g., Krajcik & Czerniak, 2007; NRC, 2005, 2012).
3. (10 points) Goals for students. Why are you doing what you are doing? What will students learn from your efforts? What goals are most important to you? – tied to scientific literacy, National Standards, and equity and opportunity for all students (e.g., Krajcik & Czerniak, 2007; NRC, 2005, 2012).
4. (10 points) How you enact your rationale in practice, with descriptive examples of what you actually do (or plan to do) in your science classroom to demonstrate your rationale.
5. (Required) References (3 minimum) – a reference or bibliography section in APA format, must be connected to the citations in your paper (i.e., no stand-alone references). Three references should be used from the course texts listed above, with other readings adding to this list.

**See Purdue OWL for APA Formatting:** [**http://owl.english.purdue.edu/owl/resource/560/01/**](http://owl.english.purdue.edu/owl/resource/560/01/)

What format should I follow in presenting the five (5) parts in my paper?

* Write between 4 and 5 pages double-spaced, one-inch margins, NOT counting reference page.
* Write for a non-science education audience (e.g. principal) so avoid too technical a discussion, using technical terms sparingly and describing/defining them when used.
* Write in a narrative, first person form.
* Write reflectively and personally as you address each point, using specific examples from your readings (cite) and from the classroom (i.e., actual teaching and lessons).
* Write with no spelling or grammatical errors (Peer Check It: Does it read right and make sense?)

**Holistic Rubric:** 10 points = Excellent; 9-8 points = Good; 7-6 points = Fair; 5 points = Poor; 4-0 points = Incomplete

**NOTE:** Points will be deducted for incorrect citation and reference format. Papers with multiple spelling or grammatical errors can earn no more than a ‘C’ grade after rewrite.

Adapted from Tom Rocklin (2000) website: <http://www.uiowa.edu/~c07p385/philosophy.shtml>

**Project-Based Science Unit Requirements (50 points) – Follow chapter 10 of text**

Directions: Develop each given area below for your project-based science unit and grade. Submit your project online clearly delineating the seven sections ‘tabbed’. A project-based unit can be short or long, but for our course should be one to two weeks of 45-minute periods. You may use the topics from Science and Children to be your title for your PBS. This will should be your topic for your manuscript. You can use the *GEMS Guides* and other investigative curricula in your unit. You MUST use multiple sources for lessons or materials in your unit – to make it ‘your’ work. Use the national ***Frameworks*** (NRC, 2012) electronic resource for the **K-5 science and engineering practices, crosscutting concepts, and core ideas**.

1. Cover sheet (required) – Name, date, grade level, project driving question, duration of unit, related sketch/image
2. Student learning performances (objectives) **(5 points)**
	* Consult the ***Frameworks*** for the list of science and engineering practices, crosscutting concepts, and core and component ideas (physical science, life sciences, earth/space sciences) that apply to your chosen topic.
	* Develop learning performances or objectives in each of the four knowledge domains, considering higher levels of cognitive functioning, from your applicable frameworks.
	* Create a table similar to Table 10.1 on page 435 for your generated learning performances and place your chosen national frameworks before it.
3. Driving question **(5 points)**
	* Suggestion: See Learning Activity 10.2 on page 452.
	* Write out your driving question and your rationale for selecting it.
4. Lesson plans including[[1]](#footnote-1): **(20 points)**
	* student learning performances (or learning objectives) – applicable ones from #2 table above.
	* **relationship of lesson to the driving question** (How does its sub-question help answer it?)
	* materials (and any special needed print material for lesson parts or assignments)
	* instructional strategies[[2]](#footnote-2)
	* time required
	* cautions
	* instructional sequence – introduction, representing the content, establishing links to the driving question
	* assessment – description of the assessment embedded in the lesson for evaluating student learning
	* lesson source – specific URL, text, guide, etc.
5. Assessments **(5 points)**
* Create varied and embedded assessments that are appropriate for measuring student learning performances (objectives); Assessments in a separate section must be complete and with scoring rubrics, check-lists, etc.
* Revisit your learning performance table and add the assessment performance that matches it (See Table8.1)
1. Calendar of activities **(5 points)** – {Place after section #3 in final order of PBS Unit}
* See Table 10.5 example on page 458 before creating your own calendar of activities. Entitle each day with your **sub-question** (or inquiry question) that the lesson addresses. Also, list your **embedded assessment**.
1. Resources **(5 points)**
* Select and evaluate (See Table 10.6 and 10.7) major resources not readily available to all teachers
* Create a resource list with contact-purchase information (e.g., community contacts, GEMS guide, FOSS kit)
1. Integration of curriculum **(5 points)** [NOTE: This is NOT a separate section of your unit plan]
* Review your unit for other national inter-disciplinary standards that you meet (e.g., math, social studies, language arts, etc.): See other national standards for your grade level or grade band.
* Add these standards under their appropriate discipline heading (math, etc.) to #2 above.

**Manuscript – 50 points**

Elementary science teachers know best what is happening in the classroom. Therefore, this assignment will allow you a chance to show the importance of PBL. It will allow you to write a manuscript piece based on our course instructions, discussions, and readings. Your manuscript maybe chosen to be published in Science and Children” January 2019 issue. This assignment will be worth 50 points. I s due by March 23, 2018 so that edits can be made for author submission on April 1, 2018. You may work with a partner and be co- authors or as a solo author.

**January 2019: Problem-Based Learning**
*Deadline April 1, 2018*
Problem-based learning (PBL) is one of a number of student-led approaches to education that seem to be becoming more common in public schools. PBL involves an approach to teaching and learning where students acquire a deeper understanding of science and the nature of science through active engagement in solving real-world problems. Creating this learning environment takes thorough planning and extended periods of class time for students to investigate and respond to the problem. This differs from summative projects when students exhibit what they have learned. In PBL, the project is the main focus of the work, beginning with identifying a problem, answering the question, and learning some history about the problem. Article suggestions for this issue include, but are not limited to, the following:

* Identify how to find and identify appropriate problem-based learning projects for elementary student involvement.
* Sequence the critical points in the learning progression and scaffolding necessary to build understanding concerning the problem-based learning process.
* Share the variety of problem-based projects in which your students have been involved.
* Describe problem-solving opportunities provided to students, including how they are taught to find a problem and create a solution.
* Explain how you use local resources to support student learning through problem solving.
* Share examples of the type of assessment created to determine student learning through these PBL experiences.

**Teaching Demo Lesson (70 points)**

Directions: As a teacher scholar and a Master of Science Graduate Student you will have the opportunity to teach a science demonstration before a small group (audience). This group should be approximate 5 in number. No member should have any teaching experience or science teaching experience. Your audience can be a family member, friends, and in your age group or older. You will choose demonstrations from the following website, <http://www.keslerscience.com/a-science-demo-day-that-students-will-never-forget/>. You must develop a lesson plan that includes the 5E’s and NGSS. You will submit you lesson plan prior to your demonstration. I will Zoom in and view your demonstration. We will discuss this assignment in one of our Zoom conferences before you decide on dates and times. The audience you choose will be given the teacher demonstration Evaluation Form. Once your complete demonstration, collect the form. You should scan the forms and turn in to me on a specified date.

**Rubric for Teaching Demonstration**

Lesson Plan **25 points**

* Lesson should have the components of a 5 E lesson plan
* Resources used for the demonstration
* Objectives
* Goals
* Materials equipment
* Prior knowledge/skills needed if any
* Academic Language
* Language Vocabulary
* Modifications
* Assessment
* Reflection of your demonstration and how it relates to PBL

Knowledge of Subject matter **10points**

Knowledge of subject matter is very important and requires if you are not familiar with the topic of the demonstration for you do research.

Introduction of demonstration **10 points**

How will you introduce the demonstration? Describe how you will introduce the activity or problem. This should tie directly into the lesson’s objective and standard. Consider questions that will elicit the audience’s prior knowledge needed for this activity, get individuals curious about the task, and/or relate to their personal background/interests. Use knowledge of the audience’s academic, social, and cultural characteristics.

5 submitted evaluation forms **10 points**

These forms are given out before the demonstration starts. Make sure everyone has a form and something to write with. They should be able to see everything you are doing.

Assessment of the demonstration **15points**

Briefly state the types of evidence that you are collecting and how this will help you as a science teacher. Check to make sure that all of the demonstration goals have been met.

**Teacher Demonstration Evaluation Form**

Demonstrator Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date and Time \_\_\_\_\_\_\_ / \_\_\_\_\_\_\_\_\_\_\_

Subject of Demo \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Grade Level \_\_\_\_\_\_\_\_\_\_\_\_\_ Topic \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Length of Demo\_\_\_\_\_\_\_\_\_\_\_\_ Evaluation Conducted by\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Attributes and Performance Yes No Comments**

|  |  |  |  |
| --- | --- | --- | --- |
| *Introduction given of both self and topic* |  |  |  |
| *Dress neatness and appearance* |  |  |  |
| *Eye contact with the audience* |  |  |  |
| *Spoke loudly and clearly* |  |  |  |
| *Communication (language, choice of words, grammar and fluency* |  |  |  |
| *Was there and element of creativity* |  |  |  |
| *Encouraged individuals to ask questions* |  |  |  |
| *Time Management* |  |  |  |
| *Confidence level exhibited* |  |  |  |
| *Used words of and expressions with the audience level of understanding* |  |  |  |
| *Subject matter knowledge/command on subject/topic* |  |  |  |
| *Aptitude (ability and talent) displayed* |  |  |  |
| *Showed dynamism and enthusiasm* |  |  |  |
| *Conclusion/summarization made*  |  |  |  |

What 3 things do you think the demonstrator did well? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What were 3 suggestions you have for the demonstration?

Did you learn anything new from the demonstration or did the demonstration enhance or provide a review for you?

Additional **COMMENTS:**

**EVALUATOR’S SIGNATURE AND DATE:**

***Use the back for any extra comments***

**Lesson Plan Template & Instructions**

|  |  |  |
| --- | --- | --- |
| **Name:** |  | **Grade:**  |
| **Lesson Title:** |  | **Date:** |
| **Essential Question(s):** 1-3 BIG ideas! How can these questions be used to guide your instruction? |
| **CCGPS or GPS Standard(s):** List the relevant components of the key standards (content and process) emphasized.See *www.georgiastandards.org* for the complete listing of the standards.  |
| **Lesson Objectives:** Specific statements about what a student should feel, know, or be able to do; 1 – 5 clearly stated objectives that are measurable and linked to math content.* **Example:** Students will be able to explain a strategy for determining if a number between 10 and 50 is even or odd.
* **Non-example**: Students will understand what an even and odd number is.
 |
| **Individual Education Plan Goal(s) and Benchmarks for the Focus Learner(s):**  |
| **Materials/Equipment:** List equipment/materials needed to conduct the lesson. Include quantities as needed. \*Attach copies of any worksheets, transparencies, solution keys/rubrics, etc. that will be used. |
| **Prior Knowledge/Skills Needed:** Assumptions about what mathematics or science the students should already know in order to effectively engage in this lesson. |
| **Academic Language** **Language Vocabulary** (Identify key words specific to the content area derived from the standard.) |
| **Modifications/Differentiations for Students’ Individual Needs** How will you modify or differentiate the experiences in your lesson to meet students’ individual needs? Include some extensions that could be given to advanced students or modifications that you would make for less-able students. Be specific. **NOTE:** You must include a plan for differentiation even if you do not have students with IEPs or 504 plans. Consider how you will differentiate the lesson for students’ varied ability levels and learning modalities. |

| **Learning Outline:** Be mindful of what cues you will use to transition to the next phase of the lesson. | **Teacher Notes:** What might happen, dialogue, questions, anticipated answers, possible pitfalls, etc. |
| --- | --- |
| **Introduction to Lesson/Activating Thinking**How will you introduce the lesson?  | Describe how you will introduce the activity or problem. This should tie directly into the lesson’s objective and standard. Consider questions that will elicit students’ prior knowledge needed for this activity, get students curious about the task, and/or relate to their personal background/interests. Use knowledge of students’ academic, social, and cultural characteristics. In addition, consider giving directions for the activities. |
| **Explore**What types of activities will the students participate in while exploring the mathematics? How will you monitor the concept development? | **What the Teacher Will Do**List what you will do to guide student exploration. What instructions will you give prior to students engaging in the exploration?**What Students Will Do**Describe the expected actions of students during this phase. What are they to be doing during this phase of the lesson? **Probing/Eliciting Questions**What will you ask students as you observe (ask good questions related to the objectives; don’t just say “good job”). List questions you will use to guide student exploration, evaluate student understanding and, facilitate student interaction and group cooperation. **Formative Assessment**How are you making sure each student is accountable? How will you assess students’ understanding to determine whether or not they are ready to move on to the next phase of the lesson? What evidence will you collect? How will you observe and/or provide feedback? Describe specific formative assessment techniques you will use.**Student Responses and Misconceptions**What responses or solutions (both correct and incorrect) do you anticipate that students might give? What are the potential pitfalls? How can you redirect student thinking? Describe possible extensions or challenges you will have ready for early finishers. |
| **Summarize**What should students walk away knowing at this point in time? Note that they may have unanswered questions at the end of the lesson.  | This is the most important part of a lesson! Student explanations should precede introduction of scientific terms or explanations by the teacher. How will the teacher select and sequence student explanations or presentations? What questions will you ask students that will help them understand the mathematics or science they explored in their task or activity? What questions or techniques will the teacher use to help students connect their exploration to the math or science concepts under examination? Be sure that you have linked the lesson to the learning goals. STATE the Big Ideas that you want students to be aware of as the lesson comes to a close.  |
| **Assessment/Evaluation**Briefly state the types of evidence that you will collect and how you will collect it. Check to make sure that all of the lesson goals have been met. | Every standard listed above must be assessed and included. Formative and summative assessments should be considered while planning. Questions to consider while planning:* How will students exhibit an understanding of the lesson’s objectives?
* How will you observe and/or provide feedback?
* What evidence will you collect to demonstrate students’ understanding/mastery of the lesson’s objective(s)?
 |
| **Resources**List any books, articles, curriculum materials used. |  |

\*Attach copies of handouts, textbook pages, etc. when you submit lesson plans.

Blank Lesson Plan Form

|  |  |  |
| --- | --- | --- |
| **Name:** |  | **Grade:**  |
| **Lesson Title:** |  | **Date:** |
| **Essential Question(s):**  |
| **CCGPS Standard(s):**  |
| **Lesson Objectives:**  |
| **Individual Education Plan Goal(s) and Benchmarks for the Focus Learner(s):**  |
| **Materials/Equipment:**  |
| **Prior Knowledge/Skills Needed:**  |
| **Language Vocabulary**  |
| **Modifications/Differentiations for Students’ Individual Needs**  |

| **Learning Outline:** Be mindful of what cues you will use to transition to the next phase of the lesson. | **Teacher Notes:** What might happen, dialogue, questions, anticipated answers, possible pitfalls, etc. |
| --- | --- |
| **Introduction to Lesson/Activating Thinking** |  |
| **Explore** |  |
| **Summarize** |  |
| **Assessment/Evaluation** |  |
| **Resources** |  |

\*Attach copies of handouts, textbook pages, etc. when you submit lesson plans.

**Course Content and Schedule: (Subject to Change)**

**Frequently check the Canvas Announcements for course news, assignment information, and**

**updates, including changes to this schedule.**

Week 1 Teaching Science to Children – Chapter 1

* **Chapter 1 exercises**

How Students Construct Understanding of Science – Chapter 2

* **Chapter 2 exercises**

Week 2 Establishing Relevance to Students’ Lives – Chapter 3

* **Chapter 3 exercises**
* **Rationale for Science Teaching Paper due next week**

 Week 3 Establishing Relevance to Students’ Lives – Chapter 3

* **Reading critique I**
* **Discussion I**

 Week 4 Developing Scientific Investigations – Chapter 4

*NASA’S Journey to Mars – Read over and review to become familiar with the Mars Survival Kit*

* **Chapter 4 exercises**
* **Reading Critique II**

 Week 5 Developing Scientific Investigations – Chapter 4

* **Discussion #2**

Week 6 Making Sense of Data and Sharing Findings – Chapter 5

* **Chapter 5 exercises**
* **Reading Critique III**

Using Learning Technologies to Support Students in Inquiry – Chapter 6

* **Discussion #3**

Week 7 Collaboration in the Science Classroom – Chapter 6

 **Chapter 6 exercises**

**Reading Critique IV**

Week 8 Instructional Strategies that Support Inquiry – Chapter 7

* **Chapter 7 exercises**
* **Discussion # 4 –** *TBD*

 Week 9 Assessing Students and Understanding in Science – Chapters 8

* **Chapter 8 exercises**
* **Reading Critique V**

Week 10 Managing the Science Classroom – Chapter 9

 **Discussion #5/ Reading Critique 6 will be included in discussion # 5**

Week 11Planning a Project Base Curriculum

Week 12 PBS and ART

Tiny House, <https://www.teachingchannel.org/videos/tiny-house-collaborative-project-hth>

Integrating Drama with Science and History,

 <https://www.teachingchannel.org/videos/enhancing-learning-through-drama>

Simple Machines: <https://www.teachingchannel.org/videos/teaching-simple-machines>

Studying Balance in Art and Science, <https://www.teachingchannel.org/videos/integrating-science-with-art-getty>

Animal Patterns: Integrating Science, Math and Art, <https://www.teachingchannel.org/videos/teaching-patterns>

Week 14 TBA

Week 15 **PBS Unit due on**

 Final Discussion

**Class Policy Statements**:

Standard English: All written assignments must be typed and should adhere to Standard English usage and conventions or be subject to point loss. Assignments with excessive grammatical errors or typos must be redone. Writing should follow APA Sixth Edition conventions.

Late Work Submissions: Weekly assignments (chapter exercises and blogs) must be presented or posted on time for credit. Other major assignments if submitted late without excuse will lose a letter grade for each day late up to three days. Points earned for each assignment will be posted under the Grades menu on Canvas.

Participation: Students are expected to participate in all class assignments and group discussions. It is the student’s responsibility to contact the instructor if assignment deadlines are not met or a discussion is missed. Students are responsible for initiating arrangements for missed work. Late work will be accepted without penalty only for university-approved excuses as outlined in the *Student Policy eHandbook (*[*www.auburn.edu/studentpolicies*](http://www.auburn.edu/studentpolicies)*)*. Excused late work must be submitted directly to the instructor via email no later than 7 days after the original due date or it will not be accepted.

**Students must have the appropriate and working computer hardware, software, and Internet connection for this course. This is the student’s responsibility. Failure of students’ equipment (not University Canvas) is NOT an excuse for on-line absences and late assignments.**

 Attendance/Absences: Attendance at scheduled instructor and group online synchronous meetings is required, as detailed already in the syllabus schedule. Excuse notes for absences (with proper letterhead and signature) must be scanned (pdf) and email attached to the instructor no more than seven days after the absence, or it is unexcused. **Three unexcused absences from scheduled online meetings will mean a failing course grade**.

Unannounced quizzes: There will be no unannounced quizzes.

 Honesty Code: The University Academic Honesty Code and the *Student Policy eHandbook (*[*www.auburn.edu/studentpolicies*](http://www.auburn.edu/studentpolicies)*)* Rules and Regulations pertaining to Cheating will apply to this class.

 Professionalism: As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College’s conceptual framework. These professional commitments or dispositions are listed below:

* Engage in responsible and ethical professional practices
* Contribute to collaborative learning communities
* Demonstrate a commitment to diversity
* Model and nurture intellectual vitality

**Writing Center:** The Miller Writing Center provides free support on any writing you are doing while at Auburn, whether for a course or not. Trained consultants are available to work with you as you plan, draft, and revise your writing. For students in distance courses and students temporarily away from Auburn’s campus, the Miller Writing Center offers synchronous online consultations. Please check the Miller Writing Center website ([www.auburn.edu/writingcenter](http://www.auburn.edu/writingcenter)) for instructions and information about scheduling online appointments. If you have questions about the Miller Writing Center, please email writctr@auburn.edu or call 334-844-7475 M-F  7:45am-4:45pm.

1. Most curricula will include activities written like lesson plans that address most of these bullets. Attach a copy of the activity itself and only add the missing bullets of information. Also, attach any needed print materials for lesson parts or assignments. **Note: You must have an opening and culminating activity that address your Driving Question.** [↑](#footnote-ref-1)
2. Consider varied instructional strategies from each category: Direct, indirect, experiential, independent – Also, collaborative learning instruction as need. You MUST include at least one scientific investigation (inquiry question, data gathering, data analysis, conclusion, and sharing), a community resource, children’s literature, and use of technology – ALL OF THESE ITEMS ARE REQUIRED. [↑](#footnote-ref-2)