

CALIFORNIA STATE UNIVERSITY SAN MARCOS
COLLEGE OF EDUCATION
EDMS 545 – Elementary Science Education
Spring 2007 - Fridays 9:00 a.m. – 2:15 p.m.
Bonsall West Elementary
3 Units

General Information:

Instructor: Dr. Ingrid M. Flores
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Office Hours: After class

Other times are also available by appointment so please feel free to e-mail me to set up a convenient time to meet.

Mission Statement

The mission of the College of Education Community is to collaboratively transform public education by preparing thoughtful educators and advancing professional practices. We are committed to diversity, educational equity, and social justice, exemplified through reflective teaching, life-long learning, innovative research, and ongoing service. Our practices demonstrate a commitment to student-centered education, diversity, collaboration, professionalism, and shared governance.

Required Textbooks:

Friedl A. E. (2005). *Teaching science to children: An inquiry approach*. New York: McGraw-Hill.

California Department of Education (2003). *Science Framework for California Public Schools*. Sacramento, CA: CDE. Also available online.

Recommended:

Tippins, D. J. & Koballa, T. R. (2002). *Learning from cases: Unraveling the complexities of elementary science teaching*. Boston, MA: Allyn & Bacon.

Other handouts will be distributed in class or through WebCT

Other Good Books:

Great Explorations in Math & Science (G.E.M.S.). Lawrence Hall of Science.
<http://www.lhs.berkeley.edu/GEMS/>

Activities Integrating Math and Science. Aims Education Foundation.
<http://www.aimsedu.org/aimscatalog/default.tpl>

These and many other hands-on science books are in bookstores, museums, zoos, even grocery stores!

COURSE DESCRIPTION

This course is designed to provide a comprehensive overview of the objectives, skills, concepts, experiments, materials, and methods necessary to teach science to elementary school children. A series of team activities will provide you with first-hand experiences in these areas. This course focuses on instructional methods, techniques, materials, lesson planning, curriculum development, organization and assessment in science. The integration of curricular areas is addressed. Methods of cross-cultural language and academic development will be integrated into the course.

COURSE OBJECTIVES

By the end of this course, students should be able to:

1. Demonstrate proficiency with inquiry skills of observing, measuring, inferring, classifying, predicting, verifying predictions, hypothesizing, isolating variables, interpreting data, and experimenting.
2. Identify exemplary materials (curriculum kits, science programs, textbooks, equipment, technology, ancillary materials) appropriate for elementary school children.
3. Demonstrate knowledge and understanding of the California Science Framework, the California Science Content Standards, and the National Science Education Standards.
4. Demonstrate an understanding of the physical, earth and life science concepts included in the K-8 California Science Content Standards, and how to design lessons to teach the concepts.
5. Use the Learning Cycle model of instruction to teach science in a contemporary manner.
6. Use technology in elementary science teaching.
7. Demonstrate confidence in leading and performing investigations designed to teach science concepts, science process skills, and scientific attitudes.
8. Use authentic methods of assessment to evaluate student learning of science concepts and processes.
9. Design an elementary science-teaching mini-unit.
10. Practice strategies to include all students in science (linguistically and culturally diverse, students with disabilities and other students with special needs).

INFUSED COMPETENCIES

Authorization to Teach English Learners

This credential program has been specifically designed to prepare teachers for the diversity of languages often encountered in California public school classrooms. The authorization to teach English learners is met through the infusion of content and experiences within the credential program, as well as additional coursework. Students successfully completing this program receive a credential with authorization to teach English learners.

(Approved by CCTC in SB 2042 Program Standards, August 02))

Special Education

Consistent with the intent to offer a seamless teaching credential in the College of Education, this course will demonstrate the collaborative infusion of special education competencies that reflect inclusive educational practices.

Technology

This course infuses technology competencies to prepare our candidates to use technologies, emphasizing their use in both teaching practice and student learning.

COURSE REQUIREMENTS

COE Attendance Policy

Due to the dynamic and interactive nature of courses in the College of Education, all students are expected to attend all classes and participate actively. Absences and late arrivals/early departures will affect the final grade. At a minimum, students must attend more than 80% of class time, or s/he may not receive a passing grade for the course at the discretion of the instructor. Individual instructors may adopt more stringent attendance requirements. Should the student have extenuating circumstances, s/he should contact the instructor as soon as possible.

For this class, if you are absent 1 day, your highest possible grade is a B. If you are absent more than 1 day, your highest possible grade is a C, which means that you will not pass the course. Late arrivals and early departures will affect your final grade. Absences do not change assignment due dates. Late assignments will receive a reduction in points for each day late.

Writing

In keeping with the All-University Writing Requirement, all courses must have a writing component of at least 2,500 words (approximately 10 pages), which can be administered in a variety of ways.

Students with Disabilities Requiring Reasonable Accommodations

Students are approved for services through the Disabled Student Services Office (DSS). This office is located in Craven Hall 5205, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Students authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours or, in order to ensure confidentiality, in a more private setting.

CSUSM Academic Honesty Policy

“Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All written work and oral assignments must be original work. All ideas/materials that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated with quotation marks.

Students are responsible for honest completion of their work including examinations. There will be no tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring it to the instructor’s attention. The instructor reserves the right to discipline any student for academic dishonesty in accordance with the general rules and regulations of the university. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole.”

TOPICS OUTLINE

The Nature of Science

The Learning Cycle Model of Teaching

Learning Cycle Science Lesson Demonstrations

Writing Objectives for Student Learning

Writing Science Concept Definitions
CA Science Content Standards Grades K-8
California Science Framework
SDAIE Strategies in Science
Infusing Writing Activities in Science Lessons
Science Curriculum Kits and State Approved Texts
Science Process Skills and Scientific Attitudes
Current Issues in Science Education
Infusing Technology into Science Teaching
Authentic Assessments in Science
Science Projects, Student Research, Science Fairs
Safety in the Science Class
Inclusion and Teaching Science to Students with Special Needs

COURSE ASSIGNMENTS

1. Teacher Affect, Participation, Collaboration, Professionalism – 5 %
2. Reading Accountability Journals – 10 %
3. Standards and Frameworks Task & Presentation – 5 %
4. Leadership on Hand-on science lesson (Group sizes to be determined) – 20 %
5. Learning Cycle Lesson Drawings & Explanations - 5 %
6. Science Fair Project and Presentation – 15 %
7. Science Teaching Unit and Presentation – 20 %
8. Essential Questions Quiz – 10 %
9. TPE reflection and response Via Task Stream – 10 %

Each student is responsible for ensuring that assignments are submitted correctly and on time. Late assignments will be penalized by a 10 %-point reduction each day they are late. WebCT assignments not correctly posted do not count as submitted and will be subjected to the late assignment policy. Keep digital copies of all assignments for your Credential Program Electronic Portfolio and for your science notebook. You will not be assigned a course grade unless all the assignments are turned in.

CRITERIA FOR GRADING ASSIGNMENTS

- A 90-100%: Outstanding work on assignment, excellent syntheses of information and experiences, great insight and application, and excellent writing.
- B 80-89%: Completion of assignment in good form with good syntheses and application of information and experiences; writing is good.
- C 70-79%: Completion of assignment, adequate effort, adequate synthesis of information, and application of information and experiences, writing is adequate.
- D 60-69%: Incomplete assignment, inadequate effort and synthesis of information, writing is less than adequate.

Grades will be determined by points earned:

A = 93-100 C+ = 77-79
A- = 90-92 C = 73-76
B+ = 87-89 C- = 70-72
B = 83-86 D = 60-69
B- = 80-82 F = 0-59

ASSIGNMENT DESCRIPTIONS

1. Teacher Dispositions (affect) – 50 points – Due Session 2

The purpose of the assignment is for each student to self evaluate his (her) own teaching affect and to write up an action plan for improvement in those areas deemed necessary (this will be done in class with a partner). At the end of the course, progress towards this goal will be made with the instructor's input. Expectations are that all positive behaviors (dispositions) listed below will consistently be modeled during the class with both colleagues and instructors. Your teacher affect will be analyzed using the following dispositions:

- General classroom attendance, promptness, and participation: Is prompt, respects time boundaries (breaks, etc.), regularly attends class, and actively participates.
- Attention to classroom discussion protocols (per Epstein's Five Stage Rocket): Respects time limitations, recognizes and respects the perspectives of fellow classmates, gives wait time, listens actively, uses non-interruptive skills, mediates disagreements by working to understand others' perspectives and finding common ground, genuinely encourages all to participate.
- Social and cooperative skills (as illustrated in cooperative projects): Assumes responsibility of one's roles, is open to consensus and mediation, effectively communicates ideas, attends group meetings, is dependable, respects others' ideas, expects quality work from self and colleagues, manages time effectively, uses organizational skills and leadership skills, is assertive but not aggressive, uses reflection as a means of evaluation, motivates and offers positive reinforcement to others.
- Attention to assignments: Meets time deadlines, produces quality products, responds cooperatively to constructive criticism, uses rubrics or other stipulated criteria to shape an assignment, prioritizes tasks and performs/supervises several tasks at once.
- General classroom demeanor: Is professional, creative, kind, sensitive, respectful, has a sense of humor, is supportive of fellow classmates and instructors; recognizes others' perspectives as valid and works to include all "voices" in the classroom; is aware of and responsive to issues and behaviors that might marginalize colleagues in the classroom.
- Flexibility: Is responsive when reasonable adjustments to the syllabus, curriculum, schedule, and school site assignments become necessary (common to the educational arena); can work through frustrations by problem-solving with others and not letting emotional responses dominate or impair thinking; "bounces" back easily; can work calmly under stress.
- Openness to and enthusiasm for learning: Can engage with a variety of educational ideas with an open mind and a sense of exploration; demonstrates passion for and metacognition of learning across the curriculum and within discipline areas; takes advantage of learning opportunities and seeks out additional opportunities for learning.

Teacher Dispositions Self Evaluation Rubric is attached to this syllabus.

2. Reading Accountability Journal Entries for Ch. 2-21 (individual) - 100 points

Due at the start of each class session

The assigned readings provide an important foundation for your increasing understanding of how to effectively teach science. To aid you in remembering the readings, and assist you with meaningful class participation, you are asked to respond to each reading assignment by coming to class with a 1-2 page entry in your Reading Accountability Journal. (You will need to purchase 2 large Blue Books). Reading accountability journals will generally be collected at each class

session. Be sure to always bring the notebooks to each class session. You will only receive full points if accurately completed by the date indicated in the schedule.

For each of chapters 2-21 from the Friedl & Koontz text, complete the following in a large Blue Book (purchase 2 large books). Each class session will require you to read/prepare two chapters.

1. Prepare a concept map for one chapter (10-15 concepts with linking words), using correct **concept mapping procedures taught in class** and
2. Prepare a Big Ideas “paper” for the second chapter explaining the key science concepts (**sentence form, not outlines**).

Put your name at the top of each page.

Grading: Maximum of 10 points for each chapter’s concepts: 10 CHAPTERS X 10 PTS = 100 PTS

3: California Science Framework and Standards – 50 Points - See schedule for Due dates

Purpose of the assignment: To read a portion of the California Science Framework and the Standards for a particular grade. You will write your individual response to the readings. Then you will work with your grade level team to prepare and do a presentation to the class. It is essential that you do the reading and the write-ups BEFORE you meet with your team.

3a. Framework summary response: (Individual) - 10 points

- Read the first part of the California Science Framework, up to page 20. This includes Board Policy, the Introduction and Chapters One and Two.
- Think about the reading holistically.
- Write about a page, in your own words, that answers these questions: What do you think are the most important ideas addressed in the reading? Were there any ideas in the reading which were very new to you, or which disagreed with something you thought?

3b. Grade level Science standard response: (Individual) - 20 points

- Using the standard for your chosen grade, pick a line item from physical science, life science, and earth science. For each one, come up with a brief description of an activity that children in that grade can do that also addresses one of the Investigation and Experimentation standards for the grade.
- You should end up with three sections, each of which includes a content line (physical, life, or earth science), an Investigation and Experimentation line, and a one or two sentence description of an activity that combines the two. The whole thing should be about a page.
- See example next page.

3c. Team preparation and presentation – (in class with your Team) - 20 points

You will be given 30-40 minutes of class time to work with your team.

Get together with your team. Look at the activities that everyone wrote up for Assignment 2b. Choose one activity.

- As a team, write up a lesson plan for the activity (with objectives, assessment, and a brief description of the activity}. Put it on chart paper or an overhead transparency so it can be easily presented to the class. Make sure you quote the line from the standard on which your lesson plan is based.
- As a team, come up with a brief overview of the Science Standards for your grade. Don’t try to give us every single line of the standard. Summarize it in such a way that we see generally what students are supposed to learn in physical, earth, and life science and in investigation and experimentation in that grade.

- In 8 minutes or less, present your lesson plan and standards choices. Be prepared to explain why your lesson plan represents really good science for kids.
- Your grade for this assignment will be based on the content and quality of your presentation, and on the level of collaboration of the group.

Sample response to Assignment 3b.

Grade Four

Physical Science

1. b. Students know how to build a simple compass and use it to detect magnetic effects, including the Earth's magnetic field

Investigation and Experimentation

6. f. Follow a set of written instructions for a scientific investigation.

Activity

Following directions from the Internet, the students will work in partner pairs to build compasses, using paper cups, thread, a needle and a magnet. They will observe and record the action of the compass indoors and outdoors, and in proximity to various objects.

Life Science

2. c. Students know decomposers; including many fungi, insects, and microorganisms, recycle matter from dead plants and animals.

Investigation and Experimentation

6. c. Formulate and justify predictions based on cause-and-effect relationships.

Activity

The students will predict the growth of mold on bread that has no preservatives. They will observe and record the progress of the mold in various circumstances (if the bread is left in the open air, if the bread is in a closed sandwich bag, etc.)

Earth Science

5. c. Students know moving water erodes landforms, reshaping the land by taking it away from some places and depositing it as pebbles, sand, silt, and mud in other places (weathering, transport, and deposition).

Investigation and Experimentation

6. b. Measure and estimate the weight, length, or volume of objects.

Activity

In groups of four, students will create landforms (using common dirt) on cookie sheets. They will add measured amounts of water to their landforms, and will collect and measure the dirt that runs off.

4. Hands-On Science Lesson Presentation – 200 Points - Due on assigned day for the lesson.

Purpose of the Assignment: To develop and teach a particular kind of a science inquiry lesson that teaches both science thought processes and science content.

You will work in groups of two or three to lead a science lesson based on the Learning Cycle Model of Instruction. You will prepare and teach this lesson to your classmates. Each team will be allocated a maximum of 30 minutes of class time to teach their lesson. Use activities from the textbook, Internet sites or other science resources. The team should teach the lesson as you would to elementary school students. However do not ask your colleagues to act as elementary kids.

Each group will be assigned a specific grade level for which you will plan and teach the lesson. This will determine the grade level and California Science Standard your lessons will cover. The group will work together reviewing each other's lesson ideas, sharing resources, and making sure each member presents a different part of the lesson. Collaboration between group members is essential to divide up the work, and support each other.

The lessons should include hands-on lessons, and should emphasize particular science concepts. The Exploration and Application phases of the Learning Cycle require different hands-on science activities using manipulatives. **ALWAYS begin Exploration with students making PREDICTIONS.** Hands-on activities are NOT reading or completing worksheets (though they may require students to read something or complete lab observation sheets). You should take the activities "off of paper" and require students to use the science process skills with science manipulatives. **You need to know and demonstrate the stages of the Learning Cycle, or you will not be given credit for your lesson.**

Be sure you understand the concepts you are emphasizing, and that you can explain them. The lessons should be developmentally appropriate for K-6, and should follow the NSTA Safety Guidelines. **Begin the lesson by writing essential questions about the lesson on the board, for students to consider during the lesson.** These questions should be **higher level questions** (analysis, synthesis or evaluation level) according to Bloom's Taxonomy. Make sure that you include the **3 stages of the Learning Cycle. Begin the lesson with students writing their predictions about the outcomes of the activity.** Make sure that science content background and applications to everyday life are addressed. You need to **EXPLAIN** Strategies for English language learners and adaptations for students with disabilities.

Prepare a PowerPoint Presentation to use in your lesson. The presentation should include a detailed explanation of the science content, as well as a list and definitions of science concepts important to the lesson. Additionally, include a list of at least 5 web sites (with short descriptions) that address the science topic and concepts through simulations, graphics and movies. You should have links to these web sites and show examples during the lesson. **Bring children's literature books to class to show.**

Science Lesson Handout

- Prepare a handout which includes the information under Lesson Plan Format, making sure you include:
 - team members' names at the top
 - references at the bottom.

After teaching the lesson in class, you should each write a one page reflection. The reflection should include strengths, weaknesses, and recommendations for improvement. Each person should turn in the reflection at the next class session, along with a copy of your Peer Evaluation form.

IMPORTANT NOTE: At least **three full days PRIOR to your team’s presentation**, email your complete lesson plan and your PowerPoint Presentation to the instructor for review. Include your cohort and the date you will present to the class. After I have approved these, you should make copies of the lesson to bring for classmates on the day of the presentation. After your presentation (by the next class), turn in your **Reflection and your Peer Evaluation Form**.

Lesson Plan Format

Lesson Title: What is the title of your lesson?

Grade Level: What is the grade level?

Student Groupings: How will you group students for instruction?

Materials/Resources/Technology: What does the teacher need? What do the students need?

California Science Content Standard(s): What standards are addressed? Include at least one science area (life science, physical science, or earth science) standard and one investigation standard.

Lesson Objective(s): What do you want students to be able to do?

Write in complete sentences. Use an action verb and explain how students will demonstrate their new knowledge and understanding. “The students will _____.”

Science Concept(s): What are you trying to teach (at least one well-developed paragraph)? Do not say “The students will ____.” (That is an objective, not a concept.)

Essential Questions (higher level; see Bloom’s taxonomy): What are your essential question(s) for this concept? What leads to the big idea?

Assessment: How will your students demonstrate that they have met the objective? What evidence demonstrates that they have achieved the objective?

Criteria for Assessment: What criteria will you use to grade the assessment? How will you know if someone has successfully completed the assessment?

Lesson Procedures: Explain the procedures for each. Include what the teacher will do and what the students will do.

The Learning Cycle

- a. Exploration (Begin with students making predictions.)
- b. Concept Invention
- c. Concept Application

Accommodations/Adaptations/Applications:

- Strategies for English language learners and explanations (5)
- Adaptations for students with disabilities and explanations (5)
- Applications to everyday life and explanations (5)

Science Content Background: 1-2 page summary of the content background

Web Sites: 5 interactive relevant web sites with descriptions

Children's Literature Books: Title, author, publisher, year of 5 children's books on the topic

References: Title, author, publisher, year

5. Learning Cycle Lessons Drawings & Explanations (Individual) 50 points

After each Team presentation, you will make a labeled drawing illustrating what you learned during the lesson. You will also write an explanation of the science concepts taught, usually about ½ -1 page in length. Be sure to pay attention during the lesson so that you have something to draw and explain so that your drawing and explanation illustrate your understanding of the lesson. This will be done in your note book on the page immediately following the **Reading Accountability Journal Entry for that day.**

6. Essential Questions Quiz – 100 Points

The goal of this assignment is to ensure that students pay attention to the relevant grade level content of the lessons developed in class. The quiz will be based on the essential questions stated in your and your classmates' hands-on lesson assignments. These quizzes will be open notebook, but not open handout. That means you should take careful notes during each lesson presentation.

7. Science Exploratorium/ Science Fair Presentation – 150 Points

Develop an inquiry activity that uses a discrepant event appropriate for elementary students. You will work in groups as assigned in class.

You will prepare a hands-on science lesson and poster about a discrepant event that leads to a science concept. You will present the lesson at an Elementary School Science Fair Exposition. The audience will be **students from a predetermined grade level at an elementary school to be identified early in the semester.** Be sure you understand the concept(s) you are emphasizing, and that you can explain it. The activity should be developmentally appropriate, and should follow the NSTA Safety Guidelines. Prior to teaching the lesson, turn it in to your instructor for review. After teaching the lesson, turn in a copy of your Reflection. The activity should include hands-on tasks and should emphasize particular science concepts. The activity should allow students to explore and then you will explain the concept behind the activity.

On the day of the fair, you will do the activity repeatedly (about 10 times) to groups of about 7 students.

Turn in your typed Lesson Plan with your names at the top and REFERENCES at the bottom.

1. Science Concept (and definition) you are teaching. Write it out in a complete sentence. Do not say "The students will ____." (That is an objective, not a science concept.)
2. Essential Questions
3. 1-3 Behavioral Objectives
4. California Science Content Standards addressed
5. Exploration Activity
6. Concept Invention

7. Concept Application Activity
8. The Reflection (answer the following):
 - a. How did the children respond? (What did they say and do?)
 - a. How do the children's actions and responses demonstrate their level of understanding?
 - b. How did you (or can you) improve upon your lesson to facilitate understanding?

After the Exploratorium, you will do a self-assessment by completing the reflection and the self-evaluation Rubric available on WebCT.

Turn in your self-assessment rubric and your reflection at the next class session.

8. Science Teaching Unit and Presentation – 200 Points

The goal of this assignment is for the student to develop long term planning for instruction as well as developing skill for integrated teaching in the elementary grades. For this assignment, you will plan a unit of instruction for an appropriate grade for an interdisciplinary team that includes science and other subject areas as desired. This unit will be appropriate for approximately four weeks of instruction for a heterogeneous elementary classroom. You will work with one or two partners who have the same practicum grade level(s) as you.

Details of this assignment will be shared in class. Pay attention to the description when completing this assignment.

9. Teaching Performance Expectations (TPEs) Competencies Via Taskstream – 100 Points

Standards of Quality and Effectiveness for Professional Teacher Preparation Programs California Commission on Teacher Credentialing

This course is designed to help those seeking a Multiple Subjects Credential develop the skills, knowledge and attitudes necessary to assist schools and districts in implementing effective programs for all students. The successful candidate will be able to merge theory and practice in order to realize a comprehensive and extensive educational program for all students. Students will document their knowledge and understanding of TPE 1A and TPE5 through assignments completed in EDMS 545

For each of the TPEs write a one page maximum reflection on how the course activities enable you to meet these two TPEs. You will be required to attach artifacts from the course that demonstrate your abilities as explained in your reflections.

A. MAKING SUBJECT MATTER COMPREHENSIBLE TO STUDENTS

TPE 1A: Subject-Specific Pedagogical Skills for Multiple Subject Teaching Assignments - Teaching Science in a Multiple Subject Assignment

Candidates for a Multiple Subject Teaching Credential demonstrate the ability to teach the state-adopted academic content standards for students in science (K-8). They balance the focus of instruction between science information, concepts, and investigations. Their explanations, demonstrations, and class activities serve to illustrate science concepts and principles, scientific

investigation, and experimentation. Candidates emphasize the importance of accuracy, precision and estimation

C. ENGAGING AND SUPPORTING STUDENTS IN LEARNING

TPE 5: Student Engagement

Candidates for Teaching Credentials clearly communicate instructional objectives to students. They ensure the active and equitable participation of all students. They ensure that students understand what they are to do during instruction and monitor student progress toward academic goals. If students are struggling and off-task, candidates examine why and use strategies to re-engage them. Candidates encourage students to share and examine points of view during lessons. They use community resources, student experiences, and applied learning activities to make instruction relevant. They extend the intellectual quality of student thinking by asking stimulating questions and challenging student ideas. Candidates teach students to respond to and frame meaningful questions.

For artifacts, you will be using assignments and tasks from this course to meet these TPEs in the electronic portfolio.

***** NOTE: Entries for TPE 1A and TPE 5 will be completed by the last class session as a final exam. You should prepare to bring your final TPE draft to class at the last class session so that I may preview and approve them for posting to TaskStream.**

NOTE!!!

If you do not post the entries as directed, (1) you will not receive credit for the TPE entries and (2) you will not pass this course.

Cooperative Learning Roles for Science Group Members:

- Materials Manager
- Reporter
- Recorder
- Timekeeper/Taskmaster
- Lead Investigator

Heterogeneous groups are best. The teacher assigns the group members and the roles; roles are rotated.

RESOURCES

JOURNALS

| | | |
|----------------------|--------------------------|---|
| Science | Science Scope | Physics Teacher |
| Science and Children | The Science Teacher | Journal of Chemical Education |
| Science Education | School Science and Math | Innovations in Science & Technology |
| Education | American Biology Teacher | Journal of Research in Science Teaching |
| Science News | | |

Spring 2007 Tentative Class Schedule

| <u>Class #</u> | <u>Date</u> | <u>Topic</u> |
|----------------|-------------|---|
| 1. | 1/26 AM | Course Overview: What is Science? The Nature of Science and Inquiry Process in Science Review Syllabus Sign up for Leadership of Science Activities Bring Syllabus to class |
| 2. | 1/26 PM | Inquiry Processes in Science & the learning cycle Hands-on activities <i>Read Learning Cycle Handout on WebCT</i> |
| 3. | 2/02 AM | Standards & Frameworks Tasks & Presentations Bring Science Education Standards to Class Reading Accountability Journal Entry for Ch. 4 |
| 4 | 2/02 PM | Planning and Managing Inquiry based Lessons Reading Accountability Journal Entry for Ch. 5 |
| 5. | 2/09 AM | Problem-based learning & Activities <i>Learning Cycle Lesson Presentations x 2</i> Reading Accountability Journal Entry for Ch. 15 |
| 6. | 2/09 PM | Using Cooperative strategies & questioning and Wait time as a Learning tools <i>Learning Cycle Lesson Presentations x 2</i> Reading Accountability Journal Entry for Ch. 16 |
| 7. | 2/16 AM | Science Projects, Student Research, Science Fairs and Science Safety <i>Learning Cycle Lesson Presentations x 2</i> Reading Accountability Journal Entry for Ch. 18 |
| 8. | 2/16 PM | Units Planning & Integrating Science with other subjects <i>Learning Cycle Lesson Presentations x 2</i> Reading Accountability Journal Entry for Ch. 19 |
| 9. | 2/23 AM | Introduction to Science Kits & Assessments of Understanding and Inquiry <i>Learning Cycle Lesson Presentation x 2</i> Reading Accountability Journal Entry for Ch. 10 |
| 10. | 2/23 PM | Adapting Science curriculum for children with Special Needs <i>Learning Cycle Lesson Presentation x 2</i> Reading Accountability Journal Entry for Ch. 12 Science Fair Lesson Plan Due |
| 11/12 | 3/02 | Science Fair Day – <u>Tentative date</u> |

13. 3/09 AM Developing Science WebQuests
Reading Accountability Journal Entry for Ch. 21
Essential Questions Quiz
14. 3/09 PM Unit Plan Workshops – Group Work
Reading Accountability Journal Entry for Ch. 11
15. 3/16 AM State Approved Textbooks
Contemporary Issues in Science Education
16. 3/16 PM **Last Day of classes – TPES reflection Due via Task Stream**
Unit Plan Presentations
Unit Plans Due
Electronic Notebook Due

SB 2042 - AUTHORIZATION TO TEACH ENGLISH LEARNERS COMPETENCIES

| PART 1: LANGUAGE STRUCTURE AND FIRST- AND SECOND-LANGUAGE DEVELOPMENT | PART 2: METHODOLOGY OF BILINGUAL, ENGLISH LANGUAGE DEVELOPMENT, AND CONTENT INSTRUCTION | PART 3: CULTURE AND CULTURAL DIVERSITY |
|--|---|--|
| I. Language Structure and Use: Universals and Differences (including the structure of English) | I. Theories and Methods of Bilingual Education | I. The Nature of Culture |
| A. The sound systems of language (phonology) | A. Foundations | A. Definitions of culture |
| B. Word formation (morphology) | B. Organizational models: What works for whom? | B. Perceptions of culture |
| C. Syntax | C. Instructional strategies | C. Intra-group differences (e.g., ethnicity, race, generations, and micro-cultures) |
| D. Word meaning (semantics) | II. Theories and Methods for Instruction In and Through English | D. Physical geography and its effects on culture |
| E. Language in context | A. Teacher delivery for <u>both</u> English language development <u>and</u> content instruction | E. Cultural congruence |
| F. Written discourse | B. Approaches with a focus on English language development | II. Manifestations of Culture: Learning About Students |
| G. Oral discourse | C. Approaches with a focus on content area instruction (specially designed academic instruction delivered in English) | A. What teachers should learn about their students |
| H. Nonverbal communication | D. Working with paraprofessionals | B. How teachers can learn about their students |
| I. Language Change | | C. How teachers can use what they learn about their students (culturally responsive pedagogy) |
| II. Theories and Factors in First- and Second-Language Development | III. Language and Content Area Assessment | III. Cultural Contact |
| A. Historical and current theories and models of language analysis that have implications for second-language development and pedagogy | A. Purpose | A. Concepts of cultural contact |
| B. Psychological factors affecting first- and second-language development | B. Methods | B. Stages of individual cultural contact |
| C. Socio-cultural factors affecting first- and second-language development | C. State mandates | C. The dynamics of prejudice |
| D. Pedagogical factors affecting first- and second-language development | D. Limitations of assessment | D. Strategies for conflict resolution |
| E. Political factors affecting first- and second- language development | E. Technical concepts | IV. Cultural Diversity in U.S. and CA. |
| | | A. Historical perspectives |
| | | B. Demography |
| | | C. Migration and immigration |

PCP Rubric: Participation, Collaboration and Professionalism

Students are expected to actively participate, collaborate, and demonstrate professionalism at all times.

| | Excellent | Acceptable | Unacceptable | Comments |
|--|---|---|---|-----------------|
| <p><u>Attitude</u> Do you show a positive attitude toward class, “the work” and learning?</p> | Always displays a positive attitude. May offer constructive criticism and include alternatives that show initiative. | Sometimes displays a positive attitude. May offer constructive criticism and include alternatives that show initiative. | Seldom has a positive attitude. Often is critical. Does not offer alternative solutions to criticism. | |
| <p><u>Participation</u> Do you participate in class discussions productively, sharing your knowledge and understandings?</p> | Attends every class, always on time and well prepared, and never leaves early. Gives closest attention to class activities & speakers. | Attends every class, on time and prepared, and never leaves early. Gives most attention to class activities and speakers. | Is not always ready when class time begins. Doesn't give full attention in class; sometimes talks when others are speaking. | |
| <p><u>Professionalism</u> Do you exhibit professional behavior at all times?</p> | Consistently behaves, talks and works in a professional manner, regardless of task/topic. | Most of the time, behaves, talks and works in a professional manner, regardless of task/topic. | Seldom behaves, talks, and works in a professional manner, regardless of task/topic. | |
| <p><u>Collaboration</u> Can you monitor and adjust your participation to allow for others' ideas to be heard? Are you supportive of others' ideas and work?</p> | Consistently listens to, shares with, and supports the efforts of others. Tries to keep people working well together. | Most of the time listens to, shares with, and supports the efforts of others, but sometimes is not a good team member. | Rarely listens to, shares with, and supports the efforts of others. Is not always a good team player. | |
| <p><u>Contributions</u> Do you contribute to whole class and group work? Do you “do your share”?</p> | Consistently provides useful ideas; always stays focused on the task. Exhibits a lot of effort and valuable contributions. | Most of the time provides useful ideas and stays focused. A satisfactory group member who does what is required. | Rarely provides useful ideas; not always focused. Reluctant to participate. Lets others take charge. | |
| <p><u>Disposition toward teaching</u> Do you exhibit a positive disposition towards teaching all students?</p> | Consistently demonstrates concern in learning to teach all children. Always demonstrates strong commitment toward developing (a) an understanding of children, (b) teaching strategies, and (c) knowledge of the CA Standards for the Teaching Profession (CSTP), Teacher Performance Expectations (TPE), and CA Standards. | Most of the time demonstrates concern in learning to teach all children. Often demonstrates commitment toward developing (a) an understanding of children, (b) teaching strategies, and (c) knowledge of the CSTP's, TPE's, and CA Content Standards. | Rarely shows concern in learning to teach all children. Rarely demonstrates commitment toward developing (a) an understanding of children, (b) teaching strategies, and (c) knowledge of the CSTP's, TPE's, and CA Content Standards. | |
| <p><u>Leadership</u> Do you interact productively with your peers and show leadership initiative?</p> | Shows strength through leadership in class activities; other students respect you as a leader. | Effectively participates and contributes, but rarely shows leadership qualities. | Does not show leadership in any area of class. | |