



**EDMS 545 Section 2
Elementary Science Education
CRN #28507
Tuesdays
8:30 am – 3:00 pm
Bonsall Elementary School
Spring 2014**

Conceptual Framework Theme: Engaging diverse communities through leading and learning for social justice.

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School of Education Mission & Vision Statement
(Adopted by SOE Governance Community, January 2013)

Vision

To serve the educational needs of local, regional, and global communities, the School of Education advances innovative practice and leadership by generating, embracing, and promoting equitable and creative solutions.

Mission

The mission of the School of Education community is to collaboratively transform education. We:

- Create community through partnerships
 - Promote and foster social justice and educational equity
 - Advance innovative, student-centered practices
 - Inspire reflective teaching and learning
 - Conduct purposeful research
 - Serve the School, College, University, and Community
-

Basic Tenets of our Conceptual Framework

- Student centered education
 - Research and theory specific to the program field inform practice
 - Connections and links between coursework and application
 - Strong engagement between faculty and candidates
 - Co-teaching clinical practice
 - Culturally responsive pedagogy and socially just outcomes
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COURSE DESCRIPTION

Focuses on developing an understanding of theory, methodology, and assessment of second language acquisition in integrated and inclusive elementary classrooms. *Requires participation in the public schools.*

Flores: This course focuses on developing an understanding of theory, methodology, and assessment of science in integrated and inclusive elementary classrooms. This course is aligned with California's SB 2042 Standards and 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 individual and 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 Prerequisites

Admission to the Multiple Subject Credential Program

Required Texts & Materials

- Friedl, A.E. & Koontz, T.Y. (2005). *Teaching Science to Children: An Inquiry Approach, 6th Ed.* NY: McGraw-Hill. ISBN: 0-07-256395-8
- *Science Framework for California Public Schools K-12.* (2003). Sacramento: California Dept. of Education. Available from <http://www.cde.ca.gov/ci/sc/cf/documents/scienceframework.pdf>
- Science Content Standards for CA Public Schools: Available from: <http://www.cde.ca.gov/be/st/ss/documents/sciencestnd.pdf>
- *A Framework for K-12 Science Education: Practices, Cross-Cutting Concepts, and Core Ideas.* Available from: <http://www.nextgenscience.org/framework-k%E2%80%9312-science-education>
- *Next Generation Science Standards* (Achieve, 2013). Available from: <http://www.nextgenscience.org/>
- *Next Generation Science Standards for California Public Schools, K-12* <http://www.cde.ca.gov/pd/ca/sc/ngssstandards.asp>
- *Health Education Content Standards for California Public Schools K-12.* (2008). Sacramento: California Dept. of Education. Available from: <http://www.cde.ca.gov/be/st/ss/documents/healthstandmar08.pdf>

Other handouts and resources will be distributed in class and through the Moodle course site

Other Recommended Resources

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/>

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 (technology and technology resources, curriculum, science programs, textbooks, equipment, ancillary materials) appropriate for K-8 school children.
3. Demonstrate knowledge and understanding of the California Science Framework, the California Science Content Standards, and the *Next Generation Science 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. Demonstrate an understanding of the Health Education Standards for California Public Schools and their connection/application to science content standards.
6. Plan, teach, and videotape a lesson focusing on a discrepant event in science.
7. Apply the Learning Cycle model of instruction as it relates to teaching science in a contemporary manner.
8. Identify simulation tools and demonstrate the use of technology to enhance elementary science teaching and learning.
9. Demonstrate confidence in leading and performing investigations designed to teach science concepts, science process skills, and scientific attitudes.
10. Use authentic methods of assessment to evaluate learning of science concepts and processes.
11. Practice strategies to include all students in science (linguistically and culturally diverse, students with disabilities and other students with special needs).
12. Use reflection as a tool to increase conceptual understanding of science concepts and the ability to improve teaching.

INFUSED COMPETENCIES

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.

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. Candidates successfully completing this program receive a credential with authorization to teach English learners. *(Approved by CCTC in SB 2042 Program Standards, August 02)*

Use of Technology

This course infuses technology competencies to prepare candidates to emphasize their use in both teaching practice and student learning. Students are expected to demonstrate competency in the use of various forms of technology (i.e. word processing, electronic mail, Moodle, use of the Internet, and/or multimedia presentations). Specific requirements for course assignments with regard to technology are at the discretion of the instructor. Most assignments will be submitted in hard copy to the instructor, and some specific assignments will also be submitted/posted electronically on Moodle. Keep a digital copy of all assignments for use in your teaching portfolio. You must use your campus e-mail account for this class. The best way to contact me is by e-mail.

STUDENT LEARNING OUTCOMES

Teacher Performance Expectation (TPE) Competencies

The course objectives, assignments, and assessments have been aligned with the CTC standards for the Multiple Subject Credential. This course is designed to help teachers seeking a California teaching credential to 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. You will be required to formally address the following TPEs in this course:

TPE Primary Emphases in EDMS 545:

- TPE 1a-Subject Specific Pedagogical Skills for MS Teaching Assignments (Science)
- TPE 5-Student Engagement

TPE Secondary Emphases in EDMS 545:

- TPE 4-Making Content Accessible
- TPE 7-Teaching English Learners
- TPE 9-Instructional Planning
- TPE 14-Educational Technology in Teaching and Learning

California Teacher Performance Assessment (CalTPA)

Beginning July 1, 2008 all California credential candidates must successfully complete a state-approved system of teacher performance assessment (TPA), to be embedded in the credential program of preparation. At CSUSM this assessment system is called the CalTPA or the TPA for short.

To assist your successful completion of the TPA, a series of informational seminars are offered over the course of the program. TPA related questions and logistical concerns are to be addressed during the seminars. Your attendance to TPA seminars will greatly contribute to your success on the assessment.

Additionally, SoE classes use common pedagogical language, lesson plans (lesson designs), and unit plans (unit designs) in order to support and ensure your success on the TPA and more importantly in your credential program.

The CalTPA Candidate Handbook, TPA seminar schedule, and other TPA support materials can be found on the SoE website: <http://www.csusm.edu/education/CalTPA/ProgramMaterialsTPA.html>

COURSE POLICIES AND REQUIREMENTS

Assessment of Professional Dispositions

Assessing a candidate's dispositions within a professional preparation program is recognition that teaching and working with learners of all ages requires not only specific content knowledge and pedagogical skills, but positive attitudes about multiple dimensions of the profession. The School of Education has identified six dispositions – social justice and equity, collaboration, critical thinking, professional ethics, reflective teaching and learning, and life-long learning—and developed an assessment rubric. For each dispositional element, there are three levels of performance - *unacceptable*, *initial target*, and *advanced target*. The description and rubric for the three levels of performance offer measurable behaviors and examples.

The assessment is designed to provide candidates with ongoing feedback for their growth in professional dispositions and includes a self-assessment by the candidate. The dispositions and rubric are presented, explained and assessed in one or more designated courses in each program as well as in clinical practice. Based upon assessment feedback candidates will compose a reflection that becomes part of the candidate's Teaching Performance Expectation portfolio. Candidates are expected to meet the level of *initial target* during the program.

School of Education Attendance Policy

Due to the dynamic and interactive nature of courses in the School of Education, all candidates are expected to attend all classes and participate actively. At a minimum, candidates 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 candidate have extenuating circumstances, s/he should contact the instructor as soon as possible. (*Adopted by the COE Governance Community, December, 1997*).

For this class, **if you are absent 1 class session, your highest possible grade is a “B”**. **If you are absent 2 class sessions, your highest possible grade is a “C+”**. **Late arrivals and early departures** will lower your course grade. For every two times that you are late and/or leave early, your course grade will be lowered by one letter grade. If you have an emergency, or very extenuating circumstances, please see the instructor to make arrangements accordingly. Absences do not change assignment due dates. If you find that you cannot attend class due to an emergency or very extenuating circumstances, please email any due assignments by the start of the class session it is due. NOTE: With few exceptions, late assignments will not be accepted.

All University Writing Requirement

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 will be administered in a variety of ways in this course including lesson plans, assessment assignments, course text reading responses and concept maps, reflections on authentic teaching experiences with elementary children, and forum discussions.

Computer Use During Class Sessions

You are welcome to use a laptop computer in class (in fact, it is highly encouraged to bring your laptop to class for various activities and for researching) when working on class assignments, for example. However, you will need to save checking email or other personal computer use for time outside of class. Most students find it disruptive when they are focusing on class activities or listening to presentations and can hear keyboarding in the classroom. Please be considerate of your instructor and peers in this regard. It is greatly appreciated by all!

Cell Phones

Please turn off your cell phone before the start of each class. In addition, there will be no texting during class. It is unprofessional for teachers to use their cell phone during meetings with peers or during professional development activities (our class is considered professional development!). Your consideration will be appreciated by peers.

Person-First Language

Use “person-first” language in all written and oral assignments and discussions (e.g., “student with autism” rather than “autistic student”). Disabilities are not persons and they do not define persons, so do not replace person-nouns with disability-nouns. Further, emphasize the person, not the disability, by putting the person-noun first.

Students with Disabilities Requiring Reasonable Accommodations

Candidates with disabilities who require reasonable accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disable Student Services (DSS). This office is located in Craven Hall 4300, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Candidates 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 presentation 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.”

Incidents of Academic Dishonesty will be reported to the Dean of Students. Sanctions at the University level may include suspension or expulsion from the University.

Plagiarism:

As an educator, it is expected that each candidate will do his/her own work, and contribute equally to group projects and processes. Plagiarism or cheating is unacceptable under any circumstances. If you are in doubt about whether your work is paraphrased or plagiarized see the Plagiarism Prevention for Students website <http://library.csusm.edu/plagiarism/index.html>. If there are questions about academic honesty, please consult the University catalog.

Electronic Communication Protocol

Electronic correspondence is a part of your professional interactions. If you need to contact the instructor, e-mail is often the easiest way to do so. It is my intention to respond to all received e-mails in a timely manner. Please be reminded that e-mail and on-line discussions are a very specific form of communication, with their own nuances and etiquette. For instance, electronic messages sent in all upper case (or lower case) letters, major typos, or slang, often communicate more than the sender originally intended. With that said, please be mindful of all e-mail and on-line discussion messages you send to your colleagues, to faculty members in the School of Education, or to persons within the greater educational community. All electronic messages should be crafted with professionalism and care.

Things to consider:

- Would I say in person what this electronic message specifically says?
- How could this message be misconstrued?
- Does this message represent my highest self?
- Am I sending this electronic message to avoid a face-to-face conversation?

In addition, if there is ever a concern with an electronic message sent to you, please talk with the author in person in order to correct any confusion.

COURSE TOPICS OUTLINE

- The Nature of Science
- Discrepant Events in Science Teaching
- The Learning Cycle Model of Teaching
- Learning Cycle Science Lesson Demonstrations
- Writing Objectives for Student Learning
- Developing Essential Questions for Teaching Science
- Writing Science Concept Definitions
- CA Science Content Standards Grades K-8
- California Science Framework
- *The Next Generation Science Standards*
- SDAIE Strategies in Science: Teaching Science to English Learners
- Inclusion and Teaching Science to Students with Special Needs
- Differentiating Instruction and Assessment in Science
- Authentic Assessments 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 Tools into Science Planning and Teaching
- Science Projects, Student Research, Science Fairs
- Safety in the Science Class
- Concept Mapping
- Benchmarks and the National Science Education Standards

REQUIRED COURSE ASSIGNMENTS/LEARNING OUTCOMES

The following assignments contribute to the final, overall course grade. A weighted percentage (percentage scale) is given for each assignment. Each written assignment is expected to have a clear organizational presentation and be free of grammar, punctuation and spelling errors. There will be a reduction in points for the above mentioned errors. Late assignments are not accepted. Prepare carefully for class, and be ready to discuss readings and assignments thoughtfully. Note Grading Standards and the Description of Exemplary Students on pages 15-16 of this syllabus.

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| 1. Active Participation and Collaboration (all or nothing credit given) | 5% |
| 2. Book Club: Reading Responses and Concept Maps (Individual) | 15% |
| 3. California Science and Health Standards Tasks and Presentation – (Indiv & Grp) | 10% |
| 4. Discrepant Event Lesson Plan, Presentation, Videotape – (In pairs) | 20% |
| 5. Discrepant Event Reflection Journal – (Individual) | 10% |
| 6. Invention Convention Assignment (In pairs) | 15% |
| 7. Differentiated Instruction and Assessments in Science Assignment – (Individual) | 15% |
| 8. Discrepant Events Teaching Sessions – (Individual) | 10% |

NOTE: Each student is responsible for ensuring that assignments are submitted correctly and on time. Most assignments will be submitted in hard copy at the start of class (per course schedule), and some specific assignments will also be submitted electronically to Moodle as class resources. Keep a digital copy of all assignments for your credential program electronic portfolio.

Descriptions Of Assignments

1. **Active Participation and Collaboration - 5% (all or nothing credit)**

Teacher education is a professional preparation program and students will be expected to adhere to standards of dependability, professionalism, and academic honesty (refer to rubric attached to this syllabus). Grading will include a component of “professional demeanor.” Students will conduct themselves in ways that are generally expected of those who are entering the education profession, including the following:

- On-time arrival to all class sessions and attendance for the entire class period
- Advance preparation of readings and timely submission of assignments
- A **POSITIVE** attitude at **ALL** times
- Active participation in all class discussions and activities
- Respectful interactions and courteous language with the instructor and other students in all settings
- Carefully considered, culturally aware approaches to solution-finding

Class Discussions and Participation: Students will engage in active learning each class session, and will be expected to actively participate. You may lose points for lack of participation based on the following criteria:

- Do you participate in class discussions productively, sharing your knowledge and understandings?
- Do you interact productively with your peers, taking on a variety of roles (leader, follower, etc.)?
- Do you contribute appropriately to group work—do you “do your share”?
- Are you able to accept others’ opinions?
- Are you supportive of others’ ideas?
- Do you support your peers during their presentations?
- Can you monitor and adjust your participation to allow for others’ ideas as well as your own to be heard?

2. **Book Club: Reading Responses and Concept Maps - 15% (Individual)**

You will be pre-assigned to a Book Club group in the first class session. Each week your pre-assigned group will decide which group member will read which of 3 text chapters: Each group member will:

- i. Choose one chapter each week from the assigned readings and provide evidence of having read and understood the major content of the chosen chapter. You may choose to demonstrate your knowledge of **ALL** of the Big Ideas contained in the readings by preparing a graphic organizer, a concept map, a bulleted list, drawings or another method of your choice. The complete list of choices is located in a Moodle course folder. Please ensure that **ALL** of the main ideas are included in your reading response, regardless of your choice of format. **Of the six total Reading Responses, THREE concept maps are required (your choice of which 3 chapters).**

Note: Do not include chapter science activities in your reading responses and concept maps. These application activities bring the concepts to life and are intended to promote your understanding of science concepts.

- ii. Engage in classroom activities that are designed for you to demonstrate your understanding of the text and other readings. You and your group members will each teach each other your chapter concepts during the Book Club sessions at the beginning of each class session. Please ensure that you are well prepared to teach your peers—they’ll be depending on you! Please provide each of your group members with a hard copy of your chapter reading format.

3. **California Science Framework and Science Content Standards Activity - 10%**

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

Task I: Framework Summary Response: (Individual) – 5 pts.

- Read the first part of the California Science Framework, up to page 22. This includes Board Policy, the Introduction and Chapters One and Two.
- Think about the reading holistically.
- Type about a page, in your own words, that answers these questions: What were the most important ideas addressed in the reading? How does science teaching differ from instruction in other subjects? What are the most important elements of a strong science instructional program?

Come to the next class session (#2) prepared to discuss the questions and turn in your answers.

At least one full page of text is required. **Provide a hard copy of Task I in your folder on session 2.**

Task II A: Grade level Science Content Standards Response: (Individual) – 10 pts.

Using the standards 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 for science, each of which includes a content line (physical, life, or earth science), an Investigation and Experimentation line, and a 2-3 sentence description of an activity that combines the two. See example on pages 8-9.

Task II B: Grade level Health Education Content Standards Response (Individual) – 5 pts.

The Health Education Content Standards for California Public Schools are categorized into 8 Health Content Standards: Essential Health Concepts; Analyzing Health Influences; Assessing Valid Health Info; Interpersonal Communication; Decision Making; Goal Setting; Practicing Health Enhancing Behaviors; and Health Promotion. These 8 content standards are included in 6 Health Content Areas: Nutrition and Physical Activity; Growth, Development & Sexual Health; Injury Prevention and Safety; Alcohol, Tobacco, and Other Drugs; Mental, Emotional, and Social Health; and Personal and Community Health.

For the same grade level assigned to you for Task II A, you will select one Health Content Standard under one of the Health Content Areas and write an activity that students in that grade level can do.

You should end up with one section for Health Education, which includes one Health Content area, one Health Content Standard, and a 3-4 sentence description of an activity that reflects both.

Hard Copy due date: Class session 2. Upload your Task II A AND Task II B (as ONE document) to Moodle session 2.

The complete write up for Tasks II A and II B should be no more than two pages. See page 9.

Task III: Team lesson sketch (10 pts.), preparation, and presentation (10 pts.) – (in class with your team) – 20 pts. total

Get together with your team. Look at the activities that were collectively written up for Task II A.

Choose one activity. Then...

- As a team, word process a lesson sketch/description for the activity (with a lesson title, science content and Investigation and Experimentation standards, learning objectives, an assessment plan, and a brief but detailed description of the activity). Make sure you quote the standards on which your lesson plan is based. Add the group lesson sketch to the group PPT below.
- 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 (use bullet points) that we see generally what students are supposed to learn in Physical, Earth, and Life Science and in Investigation and Experimentation in that grade—the Big ideas. On a PPT, list the bulleted competencies indicated in the Science Standards for your grade. Upload your group PPT to Moodle session 2.
- In 10-12 minutes, present your lesson plan sketch and science standards overview to the class. Be prepared to explain why your lesson activity represents really good science for kids.
- Each team member should also add to the group PPT his/her Health Content Standard/Health Content Area idea (i.e., Task II B)

Your grade for this assignment will be based on the content and quality of your presentation, and on the level of collaboration with your team.

Hard Copy of Lesson Sketch due date: Class session 2: Upload the group lesson sketch done for Task III and the group PPT to Moodle session 2.

Note: One group member, place the group lesson sketch in your course folder with all team members' names on the lesson sketch.

Sample Response to Assignment Tasks II A and II B.

Grade Four

Physical Science

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

Investigation and Experimentation

6f. 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

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

Investigation and Experimentation

6c. 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

5c. 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

6b. 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.

Health Content Area: Nutrition and Physical Activity

Health Content Standard 1.8.N - Identify ways to increase and monitor physical activity.

Activity

In pairs, students will take turns in a jump rope activity. Starting with 5 jumps and increasing the jumps by 5, they will observe and record the maximum number of jumps that their partner can comfortably complete.

4. Discrepant Event Lesson Elements and Description – 20%

An attention getting, thought-provoking approach to initiate inquiry in science is through the use of **Discrepant Events (DE)**. Discrepant Events are phenomena that seem to run contrary to what we normally expect. The outcomes or results are very different from what we might think would happen or should be happening. A discrepant event puzzles the observer and leaves him/her at a loss to explain what has taken place, causing him or her to wonder why the event occurs as it did. Situations that are contrary to what a person expects cause him or her to wonder what is taking place, resulting in cognitive disequilibrium. Like a hard-boiled egg that can squeeze inside a narrow neck bottle, or observing water flowing upwards, these occurrences tend to move students from a state of cognitive equilibrium to a state of cognitive dissonance or disequilibrium.

In this assignment, you and a partner will plan, implement, and videotape a discrepant event to first practice with and videotape a student or small group of students of your choice and then present the activity to your cohort peers. **The complete and detailed guidelines for this assignment are located in the course Moodle. The DE template is located below.**

On the day of your DE presentation, please begin the lesson by turning in 1 hard copy of your completed Discrepant Event Graphic Organizer/ Matrix and data sheets (if applicable) to me. NOTE: Please provide in stapled form—unstapled lessons will not be accepted.

Note: The Discrepant Event Lesson Template/Organizer and Presentation/Lesson Rubric are located on the Moodle course.

You must also include at the end of your DE template/organizer:

- a. **Science Content Background:** 1 page (1.5 line spacing) summary of the **science content background** that **teachers** need to know to effectively teach the lesson (goes beyond lesson content knowledge a teacher needs to know).
- b. **References:** Title, author, publisher, year of all resources consulted for lesson plan concepts, ideas, and activities.

5. Discrepant Event Reflection Journal (Individual) -10%

- After you have done your discrepant event with a student or students, look at your notes and think about how it went. You may realize that your event needs to be modified before you do it with our class.
- Write a description of what happened, with special attention to what the child/children said and did. Analyze the child's/children's response: what portions of the event, and to what extent, did the child/children understand what was happening? Why or why not?
- **Be very specific and clear about what the child did and how he/she/they responded to the DE activity**
- **Due the day of your DE presentation to your cohort peers—no exception!**

6. Invention Convention – 15%

Invention is a creative outgrowth of process science. Fostering the development of important science skills is an ongoing challenge. Students should be given opportunities to solve problems, think, creatively, experiment, and work with data throughout the school year. The Invention Convention is an event that gives students an opportunity to demonstrate these skills independently as they invent a new product or process. The Invention Convention can be a classroom, school, or district-wide science event. This science event is designed to encourage students to apply basic science skills in a creative and productive manner. Participants are encouraged to identify a need or to solve a problem by following the same steps and procedures that an inventor would follow in patenting an invention. Once a need or a problem has been identified, students are directed to use problem-solving and creative-thinking skills to invent a product or process that would fill the need or overcome the problem. Communication and research skills are also greatly enhanced throughout the

invention procedure.

In this assignment, you and a group of peers will collaboratively engage in the invention process to learn how to guide your own students' inventive skills. **Please access the complete assignment guidelines on the Moodle course site.**

7. Differentiated Instruction and Assessments in Science Assignment - 15%

The call for alternative assessments of science achievement grows out of the current constructivist reform in science curriculum as well as the findings in cognitive research of how students learn. Important to remember

in lesson planning is that instruction should be driven by assessment. That is, once learning objectives have been established by the teacher in regards to what students should be able to do or be able to demonstrate understanding of by the end of a lesson, how that understanding will be assessed determines what activities occur in the lesson. Therefore, assessment is an essential component of the learning process and should be central to your lesson planning.

The complete assignment guidelines and rubric are available on our Moodle course site.

8. Discrepant Events Teaching Sessions - 10%

You will be provided with opportunities to teach discrepant to elementary students toward the end of the course. More details will be given in class.

RESOURCES THAT CAN HELP IN YOUR LEARNING OF SCIENCE CONTENT AND METHODS

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
Science News	American Biology Teacher	Journal of Research in Science Teaching
		School Science and Mathematics

SCHEDULE/COURSE OUTLINE
EDMS 545 Tentative Course Schedule: Spring 2014 (Tuesday)

Date	Course Topics & Activities	Readings & Work Due
Session 1 1/21/14	<ul style="list-style-type: none"> ~ Course Overview/Syllabus Review ~ The Nature of Science ~ CA Science Content Standards & Frameworks ~ Framework and Standards Task I, II, III explained Framework & Standards groups formation Book Club groups ~ Discrepant Events in Science groups sign-ups ~ A Private Universe (tentative) 	<p>Bring course syllabus to class</p> <p>Bring course text to class</p> <ul style="list-style-type: none"> - Read Chapters 1 and 2, 3 of <i>Teaching Science to Children</i> as a framework and foundation for course concepts & skills - Read CA Science Framework: pgs. 1-22 for Framework & Standards: Task I due next week. <p>- Access Discrepant Events Assignment Guidelines on Moodle</p>
Session 2 1/28/14	<p>Book Club Session</p> <p>Sequencing Instruction to Support Learning Outcomes: What teaching strategies ensure participation of ALL students?</p> <ul style="list-style-type: none"> ~ Lesson Planning in Science Inquiry: <ol style="list-style-type: none"> 1. Discrepant Events: Why teach science this way? 2. The Learning Cycle: Using the 5-E model <p style="margin-left: 40px;">Writing Essential Questions Writing Learning Objectives to support assessment in science</p> ~ Instructor-led learning cycle lesson ~ Intro to Concept mapping and science content: The Big ideas in <i>Science Teaching & Learning</i> 	<ul style="list-style-type: none"> - Bring Science Content Standards (K-8) to all classes. - Read Chapter 4, 5, or 6 of <i>Teaching Science to Children</i> <p>Due: Book Club Reading Response (4, 5, 6)</p> <p>Due: Framework and Standards Task I (individual)</p> <p>Due: Framework & Standards Task II A & II B (Individual). Post to Moodle</p> <p>Framework and Standards Task III & presentations due (team). Post group Lesson Sketch and group PPT to Moodle – (one group member posts for team)</p>

<p>Session 3</p> <p>2/04/14</p>	<p>Book Club Session</p> <p>FOCUS on Assessment: What are the best indicators to assess that students have learned and understood the intended outcomes?</p> <p>Teaching Science to English Learners: http://www.csun.edu/science/ref/language/teaching-ell.html</p> <p>Differentiated Instruction and Assessment Assignment - Introduction</p> <p>Making Science Content Accessible to Students with Special Needs</p> <p>~ <u>Next Generation Science Standards</u></p> <p>~ Instructor-led inquiry lesson:</p> <p>Inquiry Processes in Science Science process skills & scientific attitudes</p> <p>Safety guidelines for the science classroom</p> <p>Intro to Invention Convention Assignment</p> <p>Discrepant Events Lesson Plan--in class work</p>	<p>- Read Chapter 7, 8, or 9 of <i>Teaching Science to Children</i></p> <p>Due: Book Club Reading Response (7. 8. 9) Concept Map: Ch. 7, 8, or 9</p> <p>Access and review <i>Authentic Assessments for Science</i> document in Moodle course to start planning for the assessment assignment.</p> <p>View Disability Video http://www.washington.edu/doit/Video/winequ.html</p> <p><u>Bring Next Generation Science Standards to class. Preview before class session 3.</u></p> <p>DUE: Invention Convention Brainstorm List: Upload to Moodle Assignment Link</p>
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<p>Session 4 2/11/14</p>	<p>Book Club Session</p> <p>Technology In Science Teaching and Learning: Science Web resources & tools to enhance science teaching and learning</p> <p>http://astroventure.arc.nasa.gov/</p> <p>http://www.chem4kids.com/files/atom_intro.html</p> <p>http://www.sciencechannel.com/games-and-interactives/charles-darwin-game.htm</p> <p>http://www.sciencenewsforkids.org/</p> <p>http://wonderopolis.org/</p> <p>http://thinkquest.org/pls/html/f?p=52300:30:1872490608647644::::P30 CATEGORY ID:CPJ SCIENCE TECHNOLOGY</p> <p>http://www.lhsgems.org/gemsguides.html</p> <p>Invention Convention progress update & work</p> <p>Work on Differentiated Instruction and Assessment Assignment in class</p>	<p>- Read Chapter 10, 11, or 12 of <i>Teaching Science to Children</i></p> <p>Due: Book Club Reading Response (10, 11, 12) Concept Map: Ch. 10, 11, or 12</p> <p>Install Google Earth on your computer!</p> <p>***Discrepant Events Presentations: Teams 1 and 2. Post to Moodle—one posting per team.</p> <p>Upload DE video to Bonsall computer. Upload DE Reflection to Moodle</p>
<p>Session 5 2/18/14</p>	<p>Book Club Session</p> <p>Integrating writing into science activities</p> <p>Instructor-led science inquiry lesson</p> <p>Informal Science Institutions (ISIs):</p> <p>http://caise.insci.org/</p> <p>http://www.crystalcovestatepark.com/</p> <p>http://www.westerncentermuseum.org/</p> <p><u>Examining learning cycle science lesson plans</u></p> <p>Invention Convention progress update & work</p>	<p>- Read Chapter 14, 15, or 16 of <i>Teaching Science to Children</i></p> <p>Due: Book Club Reading Response (14, 15, 16) Concept Map: Ch. 14, 15, or 16</p> <p>*** Discrepant Events Presentations: Teams 3, 4, & 5. Post to Moodle--one posting per team.</p> <p>Upload DE video to Bonsall computer. Upload DE Reflection to Moodle</p>

<p>Session 6 2/25/14</p>	<p>Book Club Session</p> <p>Instructor-led science inquiry lesson</p> <p>Finalize Differentiated Instruction and Assessments in Science Assignment</p> <p>Work to finalize Discrepant Events science notebooks to turn in at end of session 6.</p> <p>Begin finalizing Invention Convention assignment components: Final report, model/prototype/blueprint/mockup, and commercial</p> <p>Prepare for DE teaching sessions with students on 3/04/14</p>	<p>- Read Chapter 17, 18 or 19 of <i>Teaching Science to Children</i></p> <p>Due: Book Club Reading Response (17, 18, 19) Concept Map: Ch. 17, 18, Or 19</p> <p>*** Discrepant Events Presentations: Teams 6 and 7 Post to Moodle—one posting per team.</p> <p>Final report, model/prototype/blueprint/mockup, and commercial. Refer to assignment guidelines for specific details.</p> <p>Upload DE video to Bonsall computer. Upload DE Reflection to Moodle</p>
<p>Session 7 3/04/14</p>	<p>Book Club Session</p> <p>Discrepant Events Teaching Sessions with Students (Time TBD)</p> <p>Science Exploratoriums: http://www.exploratorium.edu/</p> <p>http://www.nonprofitcommons.org/content/npc-52413-featured-presentation-exploratoriums-virtual-museum-and-immersive-science</p> <p>Virtual tour</p>	<p>Due: Book Club Reading Response (20, 21, 22) Concept Map: Ch. 20, 21, or 22</p> <p>Due: Differentiated Instruction and Assessments in Science Assignment</p>
<p>Session 8 3/11/14</p>	<p>Final Invention Convention Oral Presentations</p> <p>Final Course Reflections Course Wrap-Up</p>	<p>Please ensure that your team 1. Final Invention Convention Final Report, 2. Invention Model Sketch, and 3. Marketing tool are posted to the appropriate link in Moodle Session 8.</p>

NOTE: While this syllabus is carefully planned, it may be modified or adjusted at any time in response to the learning needs of the class.

Grading Standards

A = 93-100
B- = 80-82
D = 60-69

A- = 90-92
C+ = 77-79
F = 0-59

B+ = 87-89
C = 73-76

B = 83-86
C- = 70-72

It is expected that students will proofread and edit all their assignments prior to submission. Students will ensure that the text is error-free (grammar, spelling), and ideas are logically and concisely presented. The assignment's grade will be negatively affected as a result of this oversight. Each assignment will be graded approximately 80% on content and context (detail, logic, synthesis of information, depth of analysis, etc.), and 20% on mechanics. All reference/resource citations should use appropriate citation form. Please consult with the American Psychological Association (APA) format in the APA Manual, 5th edition for citation guidance.

NOTE: You must maintain a B average (3.0 GPA) in your teacher education courses to receive a teaching credential from the State of California. Courses are not accepted if final course grades are below a C+.

Exemplary "A" Students

1. Demonstrate serious commitment to their learning, making full use of the learning opportunities available and searching out the implications of their learning for future use.
2. Complete all assignments thoroughly, thoughtfully and timely.
3. Make insightful connections between assignments and their developing overall understanding of science concepts; continually questioning and examining assumptions in a genuine spirit of inquiry.
4. Attends every class, always timely, and shows high level achievement of course goals.
5. Display a "can do" attitude, give 100%, and works to help others learn too.
6. Contributes a great deal to class environment, showing respect and concern for all members.

"B" Students

1. Completes all assignments, all on time, and demonstrates the ability to summarize, analyze, and/or reflect at fairly high levels, showing consistent improvement over time.
2. Completes all of the reading assignments and develops thoughtful and fairly thorough responses.
3. Produces work that is close to professional level in terms of both content and writing, working to develop a strong command of writing, speaking, planning and presenting.
4. Develops presentations demonstrating significant learning.
5. Presents confidently and intelligently, demonstrating effective teaching skills.
6. Attends every class meeting and is regularly engaged during class.
7. Contributes to the positive environment of the class by respecting all members.

It is expected that students will proofread and edit all their assignments prior to submission. Students will ensure that the text is error-free (grammar, spelling), and ideas are logically and concisely presented. The assignment's grade will be negatively affected as a result of this oversight. Each assignment will be graded approximately 80% on content and context (detail, logic, synthesis of information, depth of analysis, etc.), and 20% on mechanics. All reference/resource citations should use appropriate citation form. Please consult with the American Psychological Association (APA) format in the APA Manual, 6th edition for citation guidance.