

**CALIFORNIA STATE UNIVERSITY SAN MARCOS**  
**SCHOOL OF EDUCATION**  
**EDMS 545B: Science Education in Elementary Schools**  
**Spring 2013**  
**Monday: 1:00 PM – 3:45 PM – Paloma Elementary School (SMUSD)**  
**3 Units**

**Instructor:** Dr. Ingrid M. Flores  
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**Office Hours:** Tuesday: 3:00 PM - 3:30 PM or by appt. Please email me to set up a convenient time to meet.  
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**COE 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 on-going service. Our practices demonstrate a commitment to student-centered education, diversity, collaboration, professionalism and shared governance. (adopted by COE Governance Community, October 1997)

**Course Prerequisite:** Admission to the Multiple Subject Credential Program

**COURSE DESCRIPTION**

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 it 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.

**REQUIRED TEXT & MATERIALS**

- Friedl, A.E. & Koontz, T.Y. (2005). *Teaching Science to Children: An Inquiry Approach, 6<sup>th</sup> Ed.* NY: McGraw-Hill. ISBN: 0-07-256395-8
- *Science Framework for California Public Schools K-12.* (2004). Sacramento: California Dept. of Education. <http://www.cde.ca.gov/ci/cr/cf/documents/scienceframework.pdf>
- Science Content Standards for California Public Schools <http://www.cde.ca.gov/be/st/ss/documents/sciencestnd.pdf>
- *Health Education Content Standards for California Public Schools K-12.* (2008). Sacramento: California Dept. of Education. <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, curriculum kits, 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, the National Science Education Standards, and the New 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. 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).

### **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. Students successfully completing this program receive a credential with authorization to teach English learners. *(Approved by CCTC in SB 2042 Program Standards, August 2002)*

#### **Use of Technology**

This course infuses technology competencies to prepare candidates to use technologies, emphasizing 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 Moodle e-mail account for this class. The best way to contact me is by Moodle 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 of TPA seminars will greatly contribute to your success on the assessment.

Additionally, COE 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 provided at the website provided:

<http://www.csusm.edu/education/CalTPA/ProgramMaterialsTPA.html>

## COURSE POLICIES AND REQUIREMENTS

### Attendance Policy

Due to the dynamic and interactive nature of courses in the School of Education, all students are expected to attend all classes and participate actively. 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. Absences and late arrivals/early departures will affect the final grade.

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.

### 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 can be administered in a variety of ways in this course.

### 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**

Students 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. 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 in the CSUSM University Catalog. 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.” 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 student 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.

## **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
- ☞ Writing Science Concept Definitions
- ☞ CA Science Content Standards Grades K-8
- ☞ California Science Framework
- ☞ SDAIE Strategies in Science: Teaching Science to English Learners
- ☞ 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
- ☞ Concept Mapping
- ☞ Benchmarks and the National Science Education Standards
- ☞ *The New Generation Science 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 page 17 of this syllabus.

1. Active Participation and Collaboration (all or nothing credit given)	10%
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 – Grps. of 3	20%
5. Discrepant Event Journal - Individual	10%
6. Teaching Through Inquiry to Elementary Students Project – Indiv.	15%
7. Capstone Related Hands-On Lesson Sketch (Capstone group)	10%
8. Integration of Technology in Science Teaching & Learning Class Activity (Grp)	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 - 10% (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, TWO concept maps are required (your choice of which 2 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.

## 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 2-3 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 8.

**Task III: Team preparation and presentation – (in class with your team) – 10 pts.**

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 group lesson sketch to 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 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 competencies indicated in the Science Standards for your grade. Upload your group PPT to Moodle session 2.
- In 10 minutes or less, 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.

**Sample Response to Assignment Tasks II A and II B.**

**Grade Four**

Physical Science

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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.

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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.)

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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.

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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.

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.

**5. Discrepant Event 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 the class.)
- Write a description of what happened, with special attention to what the child said and did. Analyze the child's response: what portions of the event, and to what extent, did the child understand what was happening? Why or why not?

#### 6. Teaching Through Inquiry to Elementary Students Project -15%

The discrepant events that you and your peers will plan and teach in this course will serve as those that you will teach to Paloma Elementary students. You may also choose other discrepant events taught by me or additional discrepant events that you have identified (please consult with me if you choose other discrepant events). More details will be given in class.

#### 7. Capstone Related Hands-On Lesson Sketch (in Capstone Group) - 10%

Purpose: To develop a science activity lesson appropriate for elementary students and which is connected to your ICP Capstone project for ID 381 (*Natural Science for Teachers*). The lesson should be an elementary level lesson that highlights the science topic on which your project is based (e.g., electricity, gravity, thermodynamics, etc). Your ID 381 project is a college-level investigation, but the lesson/lesson activity should focus on *one* elementary or middle school grade level from K-8. Be sure you understand the concept you are emphasizing, and that you can explain it to young learners. The activity should be developmentally appropriate, student-centered, must include hands-on tasks, and should emphasize the particular science concept highlighted in your capstone.

The following is an abbreviated lesson plan template with the **Essential Elements** that must be included.

1. **Lesson title** – Create a “catchy” title that will attract and motivate students to engage in your activities.
2. **Grade level:** For what grade level is your lesson developmentally appropriate?
3. **Content Area & Subject Matter** (e.g., *Electrical circuits, Physical Science*)
4. **Science Concept(s)** you are teaching. Write it out in a complete sentence(s). Do not say, “The students will \_\_\_\_.” (That is an objective, not a science concept.)

*Example of science concept: Electricity is a form of energy generated by the flow of electrons through a conducting substance.*

5. How long will your lesson take from beginning to end?

6. **Essential Questions (EQs):** Ensure high order questions!

List at least two essential questions specific to the concept that you want students to be able answer during the lesson. What is it that students should be able to answer by having successfully participated in your lesson? These are based on the BIG Ideas (tied to the learning objectives) of your lesson to focus student learning and should be high order questions (see [Bloom's Taxonomy](#)). EQs do not have to be in interrogatory form:

*Example: Describe the difference between a closed circuit and a closed circuit.*

*Example: Explain the difference between series and parallel wiring of batteries and bulbs*

7. **Learning objective(s) based on the content standards:** 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. Example: “The student will demonstrate understanding of \_\_\_\_\_.” Or, “The student will be able to \_\_\_\_\_”

*Example of learning objective: Using two dry cells, four short pieces of insulated copper wire, and one 3-volt flashlight bulb, students will be able to accurately demonstrate series wiring and parallel wiring to light one bulb.*

*Example of learning objective: Using two dry cells, four short pieces of insulated copper wire, and two 3-volt flashlight bulbs, students will be able to accurately demonstrate series wiring and parallel wiring to light two light bulbs.*

8. **CA Science Content Standards** addressed in the lesson  
**Investigation & Experimentation Standards** addressed in the lesson
9. **Materials and Resources** (what the teacher needs; what the students need including technology if applicable)
10. **Detailed description of the lesson activity.** Describe what the teacher does and what the students will do.
11. **Assessment Plan:** Description of the assessment plan to determine if your students have met the learning objectives of your lesson.
12. **References** used for the lesson. State references in APA 6<sup>th</sup> Ed:  
Author last name, author first initial. (year). *Title of book*. City, State: Publishing company

## 8. Integration of Technology in Science Teaching and Learning – 10%

Purpose of the Assignment: Technology provides unique approaches and resources for teaching and learning in science. In this assignment, you will apply your understanding of educational technology to a specific science concept. Based on the ISTE National Education Technology Standards for Teachers (NETS•T) and National Education Technology Standards for Students (NETS•S), you will work with a social network program that will allow you to create an interactive, multimedia online science teaching experience for your students. You will receive specific instruction on using the multimedia tool for this project. Although you will learn how to create a multimedia project, an overarching objective of the assignment is for you to learn how to use the technology so that you can teach students how to use the technology to ultimately create their own projects based on the technology that you will learn.

**Please access the complete assignment guidelines on Moodle.**

### 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

**Tentative Class Schedule EDMS 545B (M): Spring 2013**

<b>Class Session</b>	<b>Date</b>	<b>Topic</b>	<b>Readings &amp; Work Due</b>
1	1/28	<p><b>Course Overview/Syllabus Review</b>  <b>CA Science Content Standards &amp; Frameworks</b>                      ~ <b>Framework and Standards Task I, II, II</b> explained</p> <p>~ Framework &amp; Standards groups sign-ups</p> <p>~ Book Club groups sign-ups</p> <p>~ <b>Discrepant Events in Science groups sign-ups</b></p>	<p>Bring syllabus to class or downloaded on computer</p> <p>Download <a href="#">CA Science Content Standards K-8</a> or downloaded on computer.</p> <p>Download <a href="#">CA Health Education Content Standards</a> or downloaded on computer.</p>
2	2/04	<p><b>Standards and Frameworks Presentations</b></p> <p><b>The Nature of Science</b></p> <p><b>Sequencing Instruction to Support Learning Outcomes</b></p> <p>Overarching themes students should learn in Science: <b>Big ideas</b> in Science Teaching/Learning</p> <p><b>Lesson Planning in Science Inquiry: Discrepant Events:</b> Why teach this way?</p> <p>Hands-on science activity</p> <p>~ A Private Universe (tentative)</p>	<p>Bring <a href="#">Science Content Standards</a> (K-8) to all classes or download to computer.</p> <p><i>Read Chapters 1, 2, and 3 of Teaching Science to Children</i></p> <p><i>Read the CA Science Framework pgs 1-32</i></p> <p><b>DUE: Framework and Standards Task I (individual)</b>  <b>Due: Framework &amp; Standards Task II A &amp; II B (Individual). Post to Moodle</b></p> <p><b>Framework and Standards Task III &amp; Presentations due (team).</b>  <b>Post to Moodle – (one posting per team)</b></p>
3	2/11	<p><b>Inquiry Teaching and Learning:</b>                      ~The Learning Cycle</p> <p>How do we make decisions about what to teach and the best strategies and processes to teach it?</p> <p>What teaching strategies ensure participation of ALL students?</p> <p>Lesson Planning:                      Writing <b>Essential Questions</b>                      Writing <b>Learning Objectives</b> to support assessment in science</p> <p><b>Introduction to Concept Maps and science content</b></p> <p>Hands-on science activity</p>	<p><i>Read Learning Cycle Handout on Moodle and bring a copy to class or download to computer</i></p> <p><i>Read Chapter 4 or 5 or 6 of Teaching Science to Children</i></p> <p><b>Due: Book Club Reading Response (4, 5, 6)</b></p>

4	2/18  Meet on Campus	<p><b>Inquiry Teaching and Learning:</b> ~The Scientific Method ~ Research Questions and Hypotheses ~ Carrying out a research plan</p> <p><b>Assessment:</b> What are the best indicators to assess that students have learned and understood the intended outcomes?</p> <p>Making Science Content Accessible to ALL students: Strategies to ensure participation of ALL students ~ Adapting science curriculum for children with special needs</p> <p>Hands-on science activity</p>	<p><i>Read Chapter 7 or 8 or 9 of Teaching Science to Children</i></p> <p><b>Due: Book Club Reading Response (7. 8. 9)</b> <b>Concept Map: 7, 8, or 9:</b></p> <p><a href="http://www.teachingtips.com/blog/2008/06/25/the-ultimate-guide-to-special-needs-teaching-100-resources-and-links/">http://www.teachingtips.com/blog/2008/06/25/the-ultimate-guide-to-special-needs-teaching-100-resources-and-links/</a></p>
5	2/25	<p><b>Inquiry Processes in Science:</b> Science process skills &amp; scientific attitudes</p> <p>Science safety guidelines for the science classroom</p> <p><a href="#">National Science Education Standards</a></p> <p>Hands-on science activity</p> <p><b>Group Work on Discrepant Events Lessons for presentations next week.</b></p>	<p><i>Read Chapter 10 or 11 or 12 of Teaching Science to Children</i></p> <p><b>Due: Book Club Reading Response (10, 11, 12)</b> <b>Concept Map: 10, 11, or 12</b></p>
6	3/04	<p>Teaching Science to English Learners</p> <p>Technology Resources for Science Teaching and Learning (Web 2.0 tools and simulations)</p> <p>Hands-on science activity</p> <p>Science kits</p>	<p><i>Read Chapter 13, 14, or 15 of Teaching Science to Children</i></p> <p><b>Due: Book Club Reading Response (13, 14, 15)</b> <b>Concept Map: Ch. 13, 14, or 15</b></p> <p><a href="http://books.google.com/books?id=5EeagnSN20UC&amp;pg=PT61&amp;dq=supporting+english+learners+in+science&amp;source=gbs_toc_r&amp;cad=4">http://books.google.com/books?id=5EeagnSN20UC&amp;pg=PT61&amp;dq=supporting+english+learners+in+science&amp;source=gbs_toc_r&amp;cad=4</a></p> <p><b>***Discrepant Events Presentations: Teams 1, 2 &amp; 3. Post to Moodle—one posting per team.</b></p> <p><b>Upload video to classroom computer.</b> <b>Upload DE Reflection to Moodle.</b></p>
7	3/11	<p>Integrating writing into science activities</p> <p>Science Web resources</p> <p>Hands-on science activity</p>	<p><i>Read Chapter 16 or 17 or 18 of Teaching Science to Children</i></p> <p><b>Due: Book Club Reading Response (16, 17, 18)</b> <b>Concept Map: 16, 17, or 18</b></p> <p><b>*** Discrepant Events Presentations: Teams 4, 5, &amp; 6. Post to Moodle--one posting per team.</b></p>

			<p><b>Upload video to classroom computer.</b>  <b>Upload DE Reflection to Moodle.</b></p> <p><a href="http://www.michigan.gov/documents/mde/Science_WAC_2_3_264454_7.pdf">http://www.michigan.gov/documents/mde/Science_WAC_2_3_264454_7.pdf</a></p>
8	3/18	<p>What strategies can ensure the participations of ALL students in science learning?</p> <p>Science Exploratoriums and science fairs</p> <p>Informal Science Institutions (ISIs)</p> <p>Hands-on science activity</p>	<p><i>Read Chapter 19, 20, or 21 of Teaching Science to Children</i></p> <p><b>Due: Book Club Reading Response (19, 20, 21)</b>  <b>Concept Map: 19, 20, or 21</b></p> <p><b>*** Discrepant Events Presentations: Teams 7, 8, 9, &amp; 10. Post to Moodle—one posting per team.</b></p> <p><b>Upload video to classroom computer.</b>  <b>Upload DE Reflection to Moodle</b></p>
9	3/25 Meet on Campus  Paloma Spring Break	<p>Start planning for capstone-related elementary level science lesson.</p> <p>Continue work on Integration of Technology Project Assignment</p>	
	4/01	<b>CSUSM SPRING BREAK</b>	<b>NO CLASS</b>
10	4/08	Capstone Project Integration <b>Discrepant Events with Paloma Students</b>	Capstone-related lesson sketch initial plan
11	4/15	Capstone Project Integration <b>Discrepant Events with Paloma Students</b>	Capstone-related lesson sketch
12	4/22	Capstone Project Integration <b>Discrepant Events with Paloma Students</b>	Capstone-related lesson plan
13	4/29	<b>Discrepant Events with Paloma Students</b>	<p><b>DUE: Capstone-related lesson plan assignment. Upload to Moodle</b></p> <p><b>Due: Integration of Technology Project</b></p>
14	5/06	<b>Discrepant Events with Paloma Students</b>	Class wrap-up

**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  
A- = 90-92  
B+ = 87-89

B = 83-86  
B- = 80-82  
C+ = 77-79

C = 73-76    F = 0-59  
C- = 70-72  
D = 60-69

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, 5<sup>th</sup> 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, 6<sup>th</sup> edition for citation guidance.*