

**CALIFORNIA STATE UNIVERSITY SAN MARCOS**  
**COLLEGE OF EDUCATION**  
**EDMS 545 – Science Methods in Elementary School**  
**Spring 2008 – Wednesdays 9.00 a.m. – 3.15 p.m.**  
**Ronald Regan Elementary School – Lake Elsinore**

General Information:

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Office Hours: Before and after class.

Other times are also available by appointment so please feel free to call or 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](#).

*Other handouts will be distributed in class or through WebCT 6*

**Recommended:**

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 Prerequisites:**

Admission to the Multiple Subject/CLAD Teacher Credential Program.

**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. 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, each class session that you are absent from class drops your maximum final grade by one letter grade. If you are absent for one class session your highest possible score will be A-. If you are absent twice your highest possible score will be B+ etc. Late arrivals and early departures will affect your final grade as well. A make assignment will be available only for up to one class. This means that if you are absent twice and complete a make up assignment and earn full credit on this assignment, your maximum grade will be A-. If you are absent once and receive full credit on the make up assignment, you may receive no penalty on attendance. The makeup assignment applies ALL absences. Absences do not change assignment due dates.

### **Writing**

Writing requirements for this class will be met as described in the assignments. Every course at the university, including this one, must have a writing requirement of at least 2500 words.

### **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.”

### **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.

## **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. Class Participation 10%
2. Reading Accountability Journal Entries (RAJEs)s 10%
3. Standards and Frameworks Tasks & Presentation – 10%
4. Science Fair Exploratorium Lesson Presentation – 20%
5. Leadership on Hand-on science lesson (Group sizes to be determined) 20%
6. Science Teaching Unit and Presentation 20%
7. 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. Class Participation - 10 points**

Due to the dynamic and interactive nature of this course each student is 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.

**Class Discussions and Participation:** Students will engage in active learning each class session, and will be expected to actively participate. In addition to losing points for absence, 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. Reading Accountability Journal Entries for Ch. 1-21 (individual). 10 points**

#### **Due at the start of each class session**

The assigned readings provide an important foundation for your increasing understanding of science content and 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 the reading assignment by coming to class with a 1-2 page concept map entry in your Reading Accountability Journal. (You will need to purchase a large Blue Book). Reading accountability journals will be collected at random dates in class. Be sure to always bring the notebook to each class session. You will only receive full points if journal entries are completed by the date indicated in the schedule.

Three chapters from the course text *Teaching Science to Science: An Inquiry Approach*, will be designated for each class meeting (see class schedule for chapter assignment). You will choose of one these chapters and read it to develop an in-depth understanding of its contents. For the chosen chapter you will prepare a concept map (10-15 concepts with linking words), using correct **concept mapping procedures**. This will be done in your large Blue/Black Book. Come to class with your notebooks and journal entries ready to share your concept maps in small groups.

Put your name, chapter and date when the reading was assigned at the top of each page.

### **3: California Science Framework and Standards – 10 Points - See schedule for Due dates**

Spirit of the assignment: to read a portion of the California Science Framework and the Standard 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’s important that you do the reading and the write-ups BEFORE you meet with your team.

#### **3a. Framework summary response I 2 points**

- 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.
- 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 I 6 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 T 2 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.

- 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 Standard 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.

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#### 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.)

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#### 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. Science Fair Exploratorium Lesson Presentation: 20 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 5/6th grade student at an elementary school to be identified later 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 teams 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?

### **5. Hands-On Science Lesson Presentation –20 Points - Due on assigned day for the lesson**

Spirit 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 the 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 (one 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
- 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

## **6. Science Teaching Unit and Presentation–20 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 two – three weeks of instruction for a heterogeneous elementary classroom. You will work with one or two partners of your choosing.

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

## 7. Teaching Performance Expectations (TPEs) Competencies Via Taskstream – 10 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 TPE 5 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,

#### 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.

**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 during the last class session as a final exam.” 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 the class.**

### **Make-Up Assignment – 5 points**

For this class, each class session that you are absent from class drops your maximum final grade by one letter grade. If you are absent for one class session your highest possible score will be A-. If you are absent twice your highest possible score will be B+ etc. Late arrivals and early departures will affect your final grade as well. A make assignment will be available only for up to one class. This means that if you are absent twice and complete a make up assignment and earn full credit on this assignment, your maximum grade will be A-. If you are absent once and receive full credit on the make up assignment, you may receive no penalty on attendance. The makeup assignment applies ALL absences. Absences do not change assignment due dates.

**Make Up Assignment Description:** attend a science related informal or formal event or presentation equivalent in time and effort to one class session (3 hrs). This could be a field trip, museum, lecture or some other equivalent experience that will assist you either directly or indirectly in becoming a science teacher. Your choice!! To complete this requirement: 1) complete a one-page summary with applications to teaching; 2) send by email to all of us; 3) do a 5 minute presentation to the class during class one of the classes. Discuss with the instructor about the class time in which you may do the presentation. The report and oral presentation should include a summary of what you learned and implications for your own teaching.

### **Community Building - Sharing Roles (Directors Role): Extra credit – 20 points**

In the spirit of giving ownership of the class community to the students, the class determines and takes control of the various activities they would want done in class. Each student will take on leadership roles as Directors of one of the class activities. Some class leadership roles include:

- Director of Directors – Assigns Directorships – keeps list
- Name Tags Director – Make sure everybody has a name tag each class
- Contact Information/Community affairs Director—Make class list with current contact info & Keep records of class events such birthdays etc
- Syllabus and Assignments Director – Coordinates assignments due dates making sure everyone is informed
- Assignments Directors
  - Attendance
- Photographer – takes photos of various class activities. Shows them to class.
- Webmaster – Find science/science ed websites coordinate, WebCT tasks – present to class
- Time Keeper – Keep time for allocated tasks and presentations and breaks
- Environmental Directors – Ensures tightness of the room after class as well as environmental related issues
- Science & Education News – Collects and shares science news from various resources with class –videos, news clips etc
- Noise Control

## APENDIX A: Tentative Class Schedule

Class #	Topic/Activity	Readings & Work Due
1	<p>Course Overview</p> <p><b>The Nature of Science</b></p> <p>What makes a good science Teacher?</p> <p>How do we make decisions about what to teach and how we teach it?</p> <p><i>-Introduction to Learning Cycle Inquiry approach to instruction</i></p>	<p><b>Bring Syllabus to class</b></p> <p>-Read Learning Cycle Handout on WebCT</p>
2	<p><b>CA Science Frameworks and Standards:</b> What are the overarching themes that we want students to learn in science?</p> <p>- Standards tasks I, II &amp; III</p> <p>What shall we use as indicators that students have learned and understand the intended outcomes?</p> <p><i>-Assessment – Writing objectives to support Assessment</i></p> <p><i>-Pendulum Activity</i></p>	<p><b>-Bring Science Education Standards to Class</b></p> <p>CA science Framework Task 1 response Due</p> <p>- RAJE on Ch. 1,4,5</p>
3	<p><b>Lesson Planning:</b> How shall we sequence the learning activities so that students can learn the intended themes?</p> <p>-Learning Cycle Activity on circuits</p> <p>- Assessments of Understanding</p> <p>- Focus on sequencing instruction</p> <p>-Understanding the Learning Cycle</p>	<p>-RAJE on Ch. 2, 5, 6, 7,</p> <p><b>- Standards Task II final version due on WebCT</b></p> <p><b>Draft Lesson Plan Due in class</b></p>
4	<p><b>Learning Cycle Science Lesson Demonstrations:</b> What strategies can we use to ensure participation of ALL students in science learning?</p> <p>-Units Planning &amp; Integrating Science with other subjects</p> <p>-Developing Unit Assessment plans</p>	<p>Hands-on lessons x4</p> <p>-RAJE on ch. 8, 11,12,</p>
5	<p><b>Learning Cycle Science Lesson Demonstrations</b></p> <p>-Science Fairs and model of Inquiry</p> <p>-Unit planning Tasks</p>	<p>Hands-on lessons x4</p> <p>-RAJE on ch.13, 14, 15, 16</p>
6	<p><b>Learning Cycle Science Lesson Demonstrations</b></p> <p><b>Safety in Elementary Science Classrooms</b></p> <p>Technology for science Teaching</p> <p>- Developing Science WebQuests</p>	<p><b>-Science Fair Lesson Plan Due</b></p> <p>-Hands-on lessons x4</p> <p>-RAJE on Ch. 3, 18, 19,21</p>
7	<p><b>Science Fair Exploratorium Presentations at a Local School</b></p>	<p><b>Science Fair Lessons Presentations</b></p>
8	<p><b>Adapting Science curriculum for children with Special Needs</b></p> <p><u>Unit Plan Presentations</u></p> <p>Writing TPEs</p>	<p><b>-TPES due via taskstream</b></p> <p><b>-Unit Plans Due</b></p>

\* RAJE = Reading Accountability Journal Entry

**SB 2042 - AUTHORIZATION TO TEACH ENGLISH LEARNERS COMPETENCIES**

<b>PART 1: LANGUAGE STRUCTURE AND FIRST- AND SECOND-LANGUAGE DEVELOPMENT</b>	<b>PART 2: METHODOLOGY OF BILINGUAL, ENGLISH LANGUAGE DEVELOPMENT, AND CONTENT INSTRUCTION</b>	<b>PART 3: CULTURE AND CULTURAL DIVERSITY</b>
<b>I. Language Structure and Use: Universals and Differences (including the structure of English)</b>	<b>I. Theories and Methods of Bilingual Education</b>	<b>I. The Nature of Culture</b>
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)	<b>II. Theories and Methods for Instruction In and Through English</b>	D. Physical geography and its effects on culture
E. Language in context	A. Teacher delivery for <u>both</u> English language development and content instruction	E. Cultural congruence
F. Written discourse	B. Approaches with a focus on English language development	<b>II. Manifestations of Culture: Learning About Students</b>
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)
<b>II. Theories and Factors in First- and Second-Language Development</b>	<b>III. Language and Content Area Assessment</b>	<b>III. Cultural Contact</b>
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	<b>IV. Cultural Diversity in U.S. and CA</b>
		A. Historical perspectives
		B. Demography
		C. Migration and immigration