# Course Description

This course includes a study of materials and curriculum issues for the instruction of elementary education students. Attention to learning and curriculum theory, best practices, technology use, and assessment practices will be highlighted. Professional and Pennsylvania Academic Standards for science, social studies, and technology usage will be presented and included in course assignments.

# University Learning Outcomes (ULO)

* **ULO1**:Knowledge of Human Cultures and the Physical and Natural World
* **ULO2**: Intellectual and Practical Skills
* **ULO3**: Personal and Social Responsibility
* **ULO4**: Integrative and Applied Learning­
* **ULO5**: Immersed in the Critical Concerns of the Sisters of Mercy of the Americas

# Program Learning Outcomes (PLO)

* **PLO1:** Apply theoretical and practical knowledge in support of your professional practice. (ULO 2, 4)
* **PLO2:** Utilize educational research and develop your own research interests and agenda. (ULO 2, 3)
* **PLO3:** Examine and critique the economic, political, cultural, historical, and social influences that impact education in the United States. (ULO 1, 3, 5)
* **PLO4:** Apply policies, statutes, and rules established by state and local agencies relating to judicious application of disciplinary methods and behavioral procedures. (ULO 3, 4)
* **PLO5:** Identify and use instructional methods and curricula that are appropriate and effective in meeting the needs of individual learners. (ULO 1, 2, 4, 5)

# Course Learning Outcomes (CLO)

* **CLO1:** Analyze the role of science and social studies in children’s lives.
* **CLO2:** Integrate science and social studies lesson plans and units, instructional activities, and materials for effective instruction, with a focus on reading.
* **CLO3:** Evaluate programs and projects that actively involve and engage students.
* **CLO4:** Apply inquiry, discovery, cooperative learning, and a constructivist approach to teaching and learning.
* **CLO5:** Identify the national, state, and local standards for science and social studies education.
* **CLO6:** Explore and use technology to enhance science and social studies teaching and learning.
* **CLO7:** Apply instructional methods that are appropriate and effective in meeting the needs of individual learners, including students with IEPS and ELL students.

# Student Expectations

Students are expected to:

* ask probing and insightful questions related to course content.
* make meaningful and relevant connections and application to their own learning process.
* be productive and contributing members of class discussions.

# Required Course Materials

Herrell, A. L., Jordan, M., & Eby, J. W. (2013). *Teaching in the elementary school: a reflective action approach* (6th ed.). Upper Saddle River, NJ: Pearson.

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# Suggested Point Values

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| --- | --- | --- |
| **Assessment** | **Point Value** | **Due** |
| **Week 1** |  |  |
| Discussion: American Education History | 30 |  |
| Discussion: Science and Student Motivation | 30 |  |
| Discussion: Making Claims from Evidence | 30 |  |
| **Week 2** |  |  |
| Activity: Science, Technology, Engineering, and Math (STEM) | 30 |  |
| Discussion: The Nature of Science | 30 |  |
| Discussion: Inquiry-Based Instruction | 30 |  |
| Presentation: Safety, Legal, and Ethical issues in Science Presentation | 85 |  |
| **Week 3** |  |  |
| Discussion: Feedback and Formative Assessment | 30 |  |
| Discussion: Changing Educational Paradigms | 30 |  |
| Assignment: Unit of Study for Science | 85 |  |
| **Week 4** |  |  |
| Discussion: Unpacking the Science Curriculum Framework Standards | 30 |  |
| Discussion: Four Myths of Rigor | 30 |  |
| Assignment: Unit of Study for Social Studies | 85 |  |
| **Week 5** |  |  |
| Discussion: Webb’s Depth of Knowledge | 30 |  |
| Discussion: Discussion in Elementary Social Studies Classrooms | 30 |  |
| Assignment: Science or Social Studies Unit of Study using DOK | 85 |  |
| **Week 6** |  |  |
| Discussion: Formative Assessment | 30 |  |
| Discussion: Technology in Education | 30 |  |
| Assignment: Virtual Social Studies Field Trip | 85 |  |
| **Week 7** |  |  |
| Discussion: Teaching Examples - Properties of Minerals | 30 |  |
| Discussion: Parental Involvement | 30 |  |
| Ongoing Assignment: Field-Based Work | 85 |  |
| Assignment: Field-Based Experience Logs | 10 |  |
| **Total Points** | **1000** |  |

# Course Schedule

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| --- | --- | --- |
| **Week** | **Start** | **End** |
| One | <insert start date> | <insert end date> |
| Two |  |  |
| Three |  |  |
| Four |  |  |
| Five |  |  |
| Six |  |  |
| Seven |  |  |

# Weekly Learning Modules

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| **Week One: Creating a Safe, Healthy and Happy Classroom** | | | |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Explain the difference between reflection and reflective action as they relate to teaching. | | CLO3, CLO4 | |
| * 1. Explain motivation, student engagement, and achievement and its application to the classroom environment. | | CLO3, CLO4 | |
| * 1. Identify the elements that must be considered in order for all students to learn in a secure setting. | | CLO3, CLO4, CLO7 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Tutorials**  During this course you will be asked to use and participate in various technologies to complete activities and assignments.  **Review** the tutorials available on Blackboard as needed.  **Click** the **Student Resources** button from the menu on the left. | | N/A | N/A |
| **Weekly Participation and Discussion**  Each week, you will respond to the discussion questions with a substantive post of 200–250 words that addresses all the prompts for the question by 11:59 p.m. EST of the listed due date. By the conclusion of each week, Sunday at 11:59 p.m. EST, you will make at least one substantive comment of 100–150 words to three of your classmates’ posts for each assigned discussion question. Your comments must further the discussion by following the RISE Model for meaningful feedback. The subject topic forums are graded, and deadlines are strictly followed. No submissions will be accepted after the deadline. It is recommended that you check in periodically throughout the week to ensure that you are meeting the participation requirement.  **Review** the [RISE Model for Peer Feedback](http://elwray.squarespace.com/feedback). | |  |  |
| **Week One Reading**  **Read** Ch. 1 & 2 of *Teaching in the Elementary School*. | | 1.1, 1.2 |  |
| **Resources: Student Motivation and Engagement**  **Read** the following articles:   * “Schools Should Teach Science Like Sports” by Michael Wysession from Scientific American located at <https://www.scientificamerican.com/article/schools-should-teach-science-like-sports/> * “Student Motivation, Engagement, and Achievement” from ASCD located at <http://www.ascd.org/publications/books/107034/chapters/Student-Motivation,-Engagement,-and-Achievement.aspx> | |  |  |
| **Activity: Building a Community**  **View** the course introduction and your instructor’s biography.  **Post** a short biography introducing yourself to the class in the “About Me” discussion forum that includes the following information:   * Your name * Professional background   + Past and current employment   + Educational background   + Licenses or certifications   + Special training or areas of expertise   + Research interests * Reason for taking this degree program * Personal interests and hobbies   **Consider** posting your biography as a video or audio file.  **Respond** to your classmates’ biographies.  *Note*: When posting a video file, upload the video to a shareable file folder (e.g. Dropbox, Google Drive, OneDrive, etc.), and then share the link in the discussion forum. | | N/A | Discussion: **1 hour** |
| **Resource: Danielson Framework for Teaching**  The Danielson Framework for Teaching is an instrument that describes in detail what constitutes good teaching practice. While it was developed to help educators improve their practice, it has developed an excellent reputation as an evaluation tool.  **Read** the Danielson Framework and the levels of performance for each domain located at <http://danielsongroup.org/framework/>.  **Download** the 2013 Framework for Teaching Evaluation Instrument from the menu on the right.  *Note*: You will need to input your name and e-mail address before the website will allow you to download the document.  **Review** the Framework for Teaching Evaluation Instrument. | |  |  |
| **Ongoing Assignment: Field-Based Work**  During this course, you will complete 20 hours of field-based work. You should submit your field experience logs to your instructor in Week Seven of the course.  *Note*. If you do not complete each part of the field experience, including signed and dated logs, you may not be able to progress in the program. Field experience is a requirement of the program and is mandatory.  The Field Experience Instructions and Field Experience logs are available on Blackboard.  **Review** the Field Experience Log Sample. This log will model how you should fill in your field experience log.  In the following weeks, you will have a field experience assignment where you will reflect or use your field experience to help you complete coursework. Make sure that you review the guidelines for these assignments now so that you can be prepared to complete them in a timely fashion.   * Weeks 1-4: Field Experience: Science or Social Studies Observation: Danielson’s Framework for Teaching Domain 2 focuses on Classroom Environment. During your observations of either science or social studies, document the ways that the teacher uses **Rapport and Respect, Culture of Learning, Procedures, Managing Behavior,** and **Physical Space** in ways to promote a positive learning environment for students. Cite evidence in your summary and strategies that the teachers used. * Weeks 5-7: Field Experience: Science or Social Studies Observation: Danielson’s Framework for Teaching Domain 3 focuses on Instruction. During your observations of either science or social studies, document the ways that the teacher uses **Communication, Questioning, Engagement, Assessment,** and **Flexibility** in ways to instruct, either explicitly or implicitly, the students. Cite evidence in your summary and strategies that the teachers used.   **Consult** with your instructor if you are unsure if a field-based experience is appropriate. | | N/A |  |
| ***Supplemental Resources and Activities***  *Explore these optional resources to deepen your understanding.* | | ***Alignment*** | ***AIE*** |
| **Adobe Connect Live Discussion**  **Review** [Adobe Connect Resources](https://sites.gmercyu.edu/student-resources/adobe-connect-resources/).  **Participate** in the scheduled live session with the course instructor. This session will provide an overview of the class and discuss the major assignments in the course.  **Prepare** to ask questions concerning the content of the week and the course as a whole.  *Note*: A recorded lecture will be made available to those who are unable to attend the live session. | | n/a | Live Discussion: lecture and discussion = **1 hour** |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: American Education History**  **Review** the “American Educational History website, located at  <http://www.eds-resources.com/educationhistorytimeline.html>  **Explore** each of the following pages:   * 1600-1699 (Colonial Education) * 1800-1899 (Early National Education) * 1900-1999 (19th-Century Education) * 2000-Present (20th-Century Education)   **Respond** to the following prompt in the “American Education History” discussion forum by Thursday:   * Compare and contrast how each of these eras impacted your understanding of teaching social studies topics to elementary children.   **Post** additional questions, constructive criticism, clarification, or your own relevant thoughts to at least three of your classmates’ posts by Sunday. | | 1.1 | Website review and Discussion: one post and replies to three other posts = **1 hour** |
| **Discussion: Science and Student Motivation**  **Review** the articles on student engagement from this week’s resources.  **Respond** to the following questions in the “Science and Student Motivation”discussion forum by Thursday:   * Explain how teachers can motivate students in the area of science instruction? * Describe effective methods of increasing student engagement in the area of science instruction for all learners, including ELLs and special needs students?   **Post** additional questions, constructive criticism, clarification, or your own relevant thoughts to at least three of your classmates’ posts by Sunday. | | 1.2, 1.3 | Discussion: one post and replies to three other posts = **1 hour** |
| **Discussion: Making Claims from Evidence** View the video “Making Claims from Evidence” from Teaching Channel at <https://www.teachingchannel.org/videos/claims-evidence-science-lesson-achieve>Respond to the prompts and questions in the “Making Claims from Evidence” discussion forum by Thursday:  * Explain some ways that students use the Science and Engineering Practices in this lesson. * Cite examples of how Ms. Cope uses an interesting phenomenon to help students understand science concepts? * What examples do you see of students using evidence-based reasoning?   **Post** additional questions, constructive criticism, clarification, or your own relevant thoughts to at least three of your classmates’ posts by Sunday. | | 1.1, 1.2 | Video and Discussion: one post and replies to three other posts = **2 hour** |
| **Total** |  |  | **7 hrs** |

# Faculty Notes

**Adobe Connect:** Students should post any questions or comments they have to the Announcement forum. The instructor can then use the questions that come up in the first part of the week to tailor the live Adobe Connect class session scheduled in the later part of the week. That one-hour synchronous session will allow students the opportunity to go over any questions they had with the homework and clarify any misconceptions they have about the course content. All Adobe Connect sessions should be recorded and a link to the recording should be posted to the course page so any student who misses the session can review it later in the week.

*Note:* It is the instructor’s choice as to what day they will schedule the Adobe Connect live session, but it is recommended that they schedule this session for Wednesday of the week so students have plenty of time to review their homework prior to the deadline on Sunday.

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| Week Two: Standards Aligned Systems in STEM | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Describe what considerations teachers must address as they develop integrated lessons of study. | | CLO4 | |
| * 1. Explain the role of a standards aligned system when developing science lesson plans. | | CLO5 | |
| * 1. Identify the components of STEM and how STEM is supported throughout the elementary curriculum. | | CLO2, CLO3 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Week Two Reading**  **Read** Ch. 3 & 4 of *Teaching in the Elementary School*. | | 2.1, 2.2, 2.3 |  |
| **Resources: Science, Technology, Engineering, and Math Articles**  As the labor markets have increased demand for highly skilled workers, educational trends have emphasized Science, Technology, Engineering, and Math (STEM) education. Even so, many schools fail to provide sufficient STEM education and training. The following articles will explain the benefits of STEM and how STEM can engage students.  **Read** the following articles:   * “Expert Tips and Tricks for Elementary STEM Education” from We Are Teachers at <https://www.weareteachers.com/stem-its-elementary/#.WUPrN779VhY> * “Nurturing STEM Skills in Young Learners, PreK-3” from Successful STEM Education at <http://successfulstemeducation.org/resources/nurturing-stem-skills-young-learners-prek%E2%80%933> * “How Student Engagement Facilitates STEM Interest” from NOVA Education: Science of Learning at: <http://www.pbs.org/wgbh/nova/blogs/education/2014/10/how-student-engagement-facilitates-stem-interest/> | | 2.1, 2.2, 2.3 |  |
| **Resources: The Nature of Science**  At its core, what is science? Why should students learn about science? These are two questions addressed in the following article about the nature of science and why science educators are increasingly being asked to teach more than science facts in the classroom.  **Read** “Teaching the Nature of Science: Three Critical Questions” by Randy L. Bell from National Geographic Learning at <http://pactiss.org/wp-content/uploads/2011/08/Teaching-the-Nature-of-Science1.pdf>. | | 2.1, 2.2, 2.3 |  |
| **Resources: Inquiry-Based Instruction**  It’s not enough to just have students “do” science – inquiry-based instruction requires more planning and conscious effort than that. These articles will give you a foundation in the basic types of inquiry-based instruction and how to use these techniques successfully in a classroom.  **Read** the following articles:   * “The Many Levels of Inquiry” by Heather Banchi and Randy Bell from the NSTA Learning Center, located on Blackboard. * “An Inquiry Primer” by Alan Colburn from Science Scope: <http://www.experientiallearning.ucdavis.edu/module2/el2-60-primer.pdf>. | | 2.2, 2.3 |  |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Activity: Science, Technology, Engineering, and Math (STEM)**  **Review** the STEM articles in the resource section of Week Two.  **Respond** to the following questions in the “STEM”discussion forum by Thursday:   * Relate your understandings of STEM to how STEM is used in elementary classrooms. * Identify some specific methods of using STEM to motivate and engage elementary students.   **Post** additional questions, constructive criticism, clarification, or your own relevant thoughts to at least three of your classmates’ posts by Sunday. | | 2.1, 2.2, 2.3 | Content Review & Discussion: **2 hours** |
| **Discussion: The Nature of Science**  **Review** the article on the nature of science in the resource section of Week Two.  **Respond** to the following discussion prompt in the “Nature of Science” discussion forum by Thursday:   * Describe how providing timely feedback to students can help drive instruction, increase student engagement, and improve rigor in the classroom.   **Post** additional questions, constructive criticism, clarification, or your own relevant thoughts to at least three of your classmates’ posts by Sunday. | | 2.2, 2.3 | Discussion: one post and replies to three other posts =  **1 hour** |
| **Discussion: Inquiry-Based Instruction**  **Review** the articles on inquiry-based instruction in the resource section of Week Two.  **Respond** to the following questions in the “Inquiry-Based Instruction” forum by Thursday:   * Explain the themes that emerged from the two articles about inquiry. * Compare student engagement in “hands-on” science to the student engagement in textbook readings. * Provide examples of how the various levels of inquiry may help to develop rigor and stamina for students.   **Post** additional questions, constructive criticism, clarification, or your own relevant thoughts to at least three of your classmates’ posts by Sunday. | | 2.3 | Discussion: one post and replies to three other posts =  **1 hour** |
| **Presentation: Safety, Legal, and Ethical issues in Science Presentation**  **Imagine** that your principal has asked you to put together a presentation about safety and legal issues in a science classroom for Grades 3-5 teachers for an in-service. There have been some recent incidents in the science classes, and the principal wants to ensure a positive, safe, and clean learning environment for all students.  **Design** a 10–15-minute PowerPoint or Prezi presentation intended to help you and your peers become more knowledgeable about science issues related to procedures, safety, and ethical treatment of living things within an elementary school science classroom.  **Consider** general safety guidelines, laboratory dangers, and preventions relating to the following safety concerns:   * Eye protection: types, activities, and hygiene * Fire safety: how to use, extinguish, and prevent fires * First aid: required Occupational Safety and Health Administration (OSHA) supplies, typical safety incidents, steps in dealing with first aid issues * Hand washing protocol: prior, during, and after a lab * Chemical and chemical spills: what to use, what not to use, and how to address chemical spills * Glassware: inspection, cleanup, disposal, and appropriate use, storage, and manipulation * Heat sources: hot plates, Bunsen burners, and candles * Safety precautions while studying live animals and plants * Required standards of behavior for students * Consequences for appropriate or inappropriate behaviors within the science laboratory   *Note*: The above safety items should be covered in about 5–7 slides in your presentation.  **Submit** your presentation to the assignment drop box as well as to the “Safety, Legal, and Ethical issues in Science Presentations” discussion forum by Friday.  **Post** additional questions, constructive criticism, clarification, or your own relevant thoughts to at least three of your classmates’ posts by Sunday.  *Note*: When posting a video file, upload the video to a shareable file folder (e.g. Dropbox, Google drive, etc.), and then share the link in the discussion forum. | | 2.1, 2.2, 2.3 | Shared Videos and Discussion: **2 hours** |
| **Total** |  |  | **6 hrs** |

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| Week Three: Differentiated Instruction | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Explain how a teacher must meet the needs of all the students in a classroom. | | CLO3, CLO4 | |
| * 1. Determine the ways in which a teacher differentiates instruction. | | CLO2, CLO3, CLO4 | |
| * 1. Analyze student needs using various assessment devices. | | CLO2, CLO3, CLO4 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Week Three Reading**  **Read** Ch. 5 of *Teaching in the Elementary School*. | | 3.1, 3.2, 3.3 |  |
| **Resource: Annotated Lesson Plan**  In many weeks of this course, you will be required to create unit and lesson plans. When you create these lesson plans, you should always use the lesson plan template below.  The following interactive presentation will give you more context for your future assignments. Watch it carefully and e-mail your instructor if you have any questions.  **Review** the [Annotated Lesson Plan interactive presentation](http://media.gmercyu.edu/edu508/annotated-lesson-plan/index.html).  **Download** the Lesson Plan template from Blackboard. | | 4.2, 4.3 | Content Review: **1 hour** |
| **Resources: Feedback and Formative Assessment**  For a student to learn, they need feedback – an indication that they have successfully made progress or that they need a course correction. Formative assessment is one of the tools that an educator can use to assess a student’s understanding. Through the correct application of both feedback and formative assessment, an educator can respond to student learning and teach more effectively. While reading these articles, try to imagine how you could work these ideas into an actual lesson plan – how would these techniques look?  **Read** the following articles:   * “Every Day in Every Classroom” from ASCD at <http://www.ascd.org/publications/educational-leadership/nov09/vol67/num03/Every-Day-in-Every-Classroom.aspx> * “The Importance of Feedback” by Stephanie Norlin from *Journal on Best Teaching Practices* at <http://teachingonpurpose.org/wp-content/uploads/2015/03/Norlin-S.-2014.-The-importance-of-feedback.pdf> | | 3.1, 3.2, 3.3 | Content Review & Discussion: 1 **hours** |
| **Discussion: Changing Educational Paradigms**  Sir Ken Robinson is a renowned creativity and education expert who has proposed a radically new model of education for the Western world. This video helps illustrate his ideas as he gives a talk at the Royal Society of Arts. As you watch the video, think about how the model he proposes would change today’s classroom.  **View** “RSA Animate: Changing Educational Paradigms” [11:40] from YouTube: <https://www.youtube.com/watch?v=zDZFcDGpL4U>. | | 3.1, 3.2 | Video = 1 hour |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Feedback and Formative Assessment**  **Review** the article on the student learning in the resource section of Week Three.  **Respond** to the following prompts in the “Feedback and Formative Assessment” discussion forum by Thursday:   * Explain the themes that emerged from the two articles about feedback and formative assessment. * Give specific examples of how corrective feedback be used to improve student achievement and self-efficacy. * Explain how formative assessment should be used to change instruction *during* a lesson rather than after it. Provide one example.   **Post** additional questions, constructive criticism, clarification, or your own relevant thoughts to at least three of your classmates’ posts by Sunday. | | 3.1, 3.2, 3.3 | Content Review & one post and replies to three other posts:  **2 hours** |
| **Discussion: Changing Educational Paradigms**  **View** “RSA Animate: Changing Educational Paradigms” [11:40] from YouTube: <https://www.youtube.com/watch?v=zDZFcDGpL4U>.  **Respond** to the following questions in the “Changing Educational Paradigms” discussion forum by Thursday:   * Explain and elaborate on the message Dr. Robinson trying to convey as it relates to teaching and learning. Do you agree with his stance? Why or why not? * Explain how Dr. Robinson’s talk impacted your feelings about entering the teaching profession.   **Post** additional questions, constructive criticism, clarification, or your own relevant thoughts to at least three of your classmates’ posts by Sunday. | | 3.1, 3.2 | Content Review & one post and replies to three other posts:  **2 hours** |
| **Assignment: Unit of Study for Science**  **Download** the Lesson Plan template from Blackboard.  **Plan and document** an integrated three-day science unit of study centered on a strand of PreK–4 science, such as life science, Earth-space sciences, or physical science.  **Design** a Unit of Study using the Gwynedd Mercy Lesson Plan Template that includes the following:   * Three days of lessons lasting around 50–60 minutes each day * The PA Academic Standards for Science on either life science, Earth-space sciences, or physical science (which can be found by going to [www.pdesas.org](http://www.pdesas.org) and clicking on the Standards tab). * Grade level * Objectives * Materials * Clearly defined procedures * Differentiated instruction activities * Assessment (with rubrics and/or answer key)   *Note*: This can be done as one lesson plan with the procedures outlined for all three days.  **Submit** your Unit of Study for Science by Sunday. | | 3.1, 3.2, 3.3 | Private Posting:  **.5 hours** |
| **Total** |  |  | **7.5 hrs** |

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| Week Four: Using Teaching Strategies that Develop and Engage Students | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Apply authentic learning principles as they relate to elementary-aged students. | | CLO1, CLO2, CLO4, CLO6 | |
| * 1. Determine appropriate teaching skills and approaches that enhance student learning. | | CLO2, CLO3, CLO4 | |
| * 1. Identify resources to enhance effective teaching practices. | | CLO2, CLO3, CLO4, CLO5 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Week Four Reading**  **Read** Ch. 6 & 7 of *Teaching in the Elementary School*. | | 4.1, 4.2, 4.3 |  |
| **Resources: Unpacking the Science Curriculum Framework Standards**  **Review** the Pennsylvania Science Curriculum Framework on the PDE Standards Aligned System at <http://www.pdesas.org/CMap/CFramework>  **Click** on Science in the left tab, then click [K-12 Unifying Themes (Crosscutting Concepts)](http://www.pdesas.org/Static/StaticContent/LoadDoc?id=CF-Science_K12_Unifying_Themes_Continuum.pdf) and [K-12 Inquiry and Design (Science Practices)](http://www.pdesas.org/Static/StaticContent/LoadDoc?id=CF_Science_K-12_Inquiry_Design_Continuum.pdf).  **Read** both handouts. | | 4.1, 4.2 | Content Review & Discussion:  **1 hours** |
| **Resources: Four Myths of Rigor**  **Review** the Pennsylvania Common Core training modules: <http://www.pdesas.org/module/content/resources/25857/view.ashx>.    **Download** and read “M1 - Slide 21 4 Myths of Rigor” located under the **Resource** heading. | | 4.2 | Content Review & Discussion: **1 hour** |
| **Resource: Annotated Lesson Plan**  In many weeks of this course, you will be required to create unit and lesson plans. When you create these lesson plans, you should always use the lesson plan template below.  The following interactive presentation will give you more context for your future assignments. Watch it carefully and e-mail your instructor if you have any questions.  **Review** the Annotated Lesson Plan interactive presentation located on Blackboard.  **Download** the Lesson Plan template from Blackboard. | | 4.2, 4.3 | Content Review: **1 hour** |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Unpacking the Science Curriculum Framework Standards**  **Review** the resources on the science curriculum framework standards in the resource section of Week Four.  **Respond** to the following prompts in the “Unpacking the Standards” forum by Thursday:   * Compare and contrast the themes that emerge for the K-5 in Science Instruction for both articles. * The Framework identifies seven crosscutting concepts that bridge disciplinary boundaries, uniting core ideas throughout the fields of science and engineering. Explain how these seven concepts support other areas of the curriculum such as math, ELA, and social studies.     **Post** additional questions, constructive criticism, clarification, or your own relevant thoughts to at least three of your classmates’ posts by Sunday. | | 4.1, 4.2 | Content Review & one post and replies to three other posts:  **2 hours** |
| **Discussion: Four Myths of Rigor**  **Review** the resources on rigor in the resource section of Week Four.  **Respond** to the following question in the “Four Myths of Rigor” discussion board by Thursday:   * How do you think these four myths have impacted teaching and learning in schools in America?   **Post** additional questions, constructive criticism, clarification, or your own relevant thoughts to at least three of your classmates’ posts by Sunday. | | 4.2 | Content Review & one post and replies to three other posts:  **2 hours** |
| **Assignment: Unit of Study for Social Studies**  **Download** the Lesson Plan template from Blackboard.  **Select** a specific social studies topic, such as history, geography, economics, or civics & government for students in Grades PreK-4.  **Design** a Unit of Study using the Gwynedd Mercy Lesson Plan Template that includes the following:   * Three days of lessons lasting around 50–60 minutes each day * The PA Core Social Studies Standards focus on either history, geography, economics, or civics & government, which can be found by going to [www.pdesas.org](http://www.pdesas.org) and clicking on the Standards tab * Grade level * Objectives * Materials * Clearly defined procedures * Differentiated instruction activities * Assessment (with rubrics and/or answer key)   *Note:* This can be done as one lesson plan with the procedures outlined for all three (3) days.  **Submit** your Unit of Study for Social Studies by Sunday. | | 4.1, 4.2, 4.3 | Private Posting:  **.5 hours** |
| **Total** |  |  | **7.5 hrs** |

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| Week Five: Engaging Students in Classroom Discussions | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Compile ways a teacher can lead students into high-level thinking. | | CLO3, CLO4 | |
| * 1. Evaluate the strategies a teacher uses in order to stimulate participation in classroom discussions. | | CLO1, CLO2, CLO3, CLO4 | |
| * 1. Analyze the various uses of technology in the elementary classroom to enhance teaching and learning. | | CLO2, CLO5, CLO6 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Week Five Reading**  **Read** Ch. 8 & 9 of *Teaching in the Elementary School*. | | 5.1, 5.2, 5.3 |  |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Webb’s Depth of Knowledge**  **View** the “Depth of Knowledge Training” Prezi presentation by Jessica Pack located at <http://prezi.com/dtt-g7uut7f4/depth-of-knowledge-training/>. *Note.* To view the video embedded within the link, you must create a Prezi account using your GMercyU email address.  **Read** the following articles about Webb’s Depth of Knowledge:   * “Webb’s Depth of Knowledge Guide” (<http://www.aps.edu/rda/documents/resources/Webbs_DOK_Guide.pdf>) * “Depth of Knowledge: An Effective Tool For Educating Students” (<http://www.rpdp.net/DOK_pdfs/DOK_ShopTalk_Article.pdf>)   **Respond** to the following questions in the “Depth of Knowledge” forum by Thursday:   * How could you incorporate Webb’s Depth of Knowledge to help to increase student thinking in the classroom? Provide specific examples. * Create an example that promotes critical thinking in the classroom using Depth of Knowledge Levels 3 and 4 for Elementary Science. * Why are DOK levels important for student discourse and grit?     **Post** additional questions, constructive criticism, clarification, or your own relevant thoughts to at least three of your classmates’ posts by Sunday. | | 5.1, 5.2 | Content Review & one post and replies to three other posts:  **2 hours** |
| **Discussion: Discussion in Elementary Social Studies Classrooms**  **Read** the journal article “Discussion in the Elementary Classroom: How and Why Some Teachers Use Discussion” by Lisa Brown Buchanan at <https://coe.uga.edu/assets/files/misc/gssj/LB-Buchanan-2011.pdf>.  **Respond** to the following questions and prompts in the “Discussion in Social Studies” forum by Thursday**:**   * Describe methods to promote discourse in the classroom centered around social studies topics. * What are some of the obstacles mentioned in the article that can occur when having discourse in the classroom? Can they be overcome? If so, how? If not, why not? Explain your rationale. * Explain some of the research findings about the impact of discussion in the classroom and student achievement.   **Post** additional questions, constructive criticism, clarification, or your own relevant thoughts to at least three of your classmates’ posts by Sunday. | | 5.1, 5.2 | Content Review & one post and replies to three other posts:  **2 hours** |
| **Assignment: Science or Social Studies Unit of Study using DOK**  **Read** “Depth of Knowledge: An Effective Tool for Educating Students” by Elizabeth Marconi, Chelli Smith, and Doug Lombardi from the Southern Nevada Regional Professional Development Program at <http://www.rpdp.net/DOK_pdfs/DOK_ShopTalk_Article.pdf>.  **Design** a lesson plan unit of study for a topic in social studies or science for PreK–4 students. This is a plan that can be used over the course of several days but must include activities for all four levels of DOK.  **Include** the following in your unit of study:   * Academic standards * Objectives * Materials * Clearly defined procedures * Activities for all four (4) Depth of Knowledge levels * A chart that reflects the four DOK activities for your topic (Use the samples of the last page of the article above as an example.) * Assessment for each activities using a rubric or checklist   **Post** your Unit of Study to the Assignments drop box by Sunday. | | 5.1, 5.2, 5.3 | Private Posting: **.5 hours** |
| **Total** |  |  | **4.5 hrs** |

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| Week Six: Assessing and Reporting Student Achievement | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Evaluate how teachers align assessment strategies with lesson objectives. | | CLO2, CLO4, CLO5 | |
| * 1. Analyze the purposes of formative and summative assessment. | | CLO2, CLO4, CLO5 | |
| * 1. Explain the various teaching and learning styles. | | CLO1, CLO2, CLO3, CLO4 | |
| * 1. Determine how to consider individual learning styles as they assess students. | | CLO1, CLO2, CLO3, CLO4 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Week Six Reading**  **Read** Ch. 10 of *Teaching in the Elementary School*. | | 6.1, 6.2 |  |
| **Resources: Formative Assessment**  **Read** the following articles from ASCD:   * “Formative Assessment Action Plan” by Nancy Frey and Douglas Fisher at <http://www.ascd.org/publications/books/111013/chapters/Creating-a-Formative-Assessment-System.aspx> * “Formative Assessment Strategies for Every Classroom: An ASCD Action Tool, 2nd Edition” by Susan M. Brookhart at <http://www.ascd.org/publications/books/111005/chapters/Section-1@-What-Is-Formative-Assessment%C2%A2.aspx> | | 6.2, 6.3, 6.4 |  |
| **Resources: Technology in Education**  **Read** “10 Things Students Should Know About Tech by Fifth Grade” by Julie Davis from The Journal at <https://thejournal.com/articles/2015/02/23/10-things-elementary-students-should-know-about-tech-by-fifth-grade.aspx?=THEMOB> | | 6.1 |  |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Formative Assessment**  **Review** the Formative Assessment articles.  **Respond** to the following prompts in the “Formative Assessment” discussion forum by Thursday:   * Compare an assessment used *for* learning to an assessment *of* learning? Why would you use one or the other, and in which circumstances? * Provide at least one example of how formative assessment can be used to benefit students and increase performance. * What type of assessments do you think most teachers use in their practices? Include your own experiences.   **Post** additional questions, constructive criticism, clarification, or your own relevant thoughts to at least three of your classmates’ posts by Sunday. | | 6.2 | Discussion: one post and replies to three other posts = **1 hour** |
| **Discussion: Technology in Education**  **Respond** to the following questions in the “Technology in Education” discussion forum by Thursday:   * Our children and youth are immersed in technologies that give them opportunities no previous generation has enjoyed. Explain how you think schools should respond. * As you read through the list, which of the 10 stood out to you in a profound way that made you think differently about student preparedness byfifth grade? Explain your rationale. * As a teacher, elaborate on how you would incorporate these skills into your daily instruction.   **Post** additional questions, constructive criticism, clarification, or your own relevant thoughts to at least three of your classmates’ posts by Sunday. | | 6.1 | Discussion: one post and replies to three other posts = **1 hour** |
| **Assignment: Virtual Social Studies Field Trip**  Proximity to important historical sites is no longer a serious impediment to the exploration of these sites and the history behind them. Instructors can use freely available resources to construct virtual field trips in which they ask students to actively engage with resources to replicate the experience of visiting a historical location. In this assignment, you’ll design a virtual field trip and an accompanying lesson plan.  **Design** a virtual field trip lesson plan to a historical location appropriate for PreK–4 elementary school students.  **Create** your virtual field trip using Microsoft PowerPoint®, Prezi, PowToon, GoAnimate, or any other Web 2.0 tool.   * Identify what grade level this virtual trip is designed for * State the purpose of the field trip and how it ties into academic standard(s) * Provide opportunities through prompts for student discussion * Provide some form of assessment with accompanying rubrics or checklist   **Write** a 1–2-page lesson plan to accompany the virtual field trip including the following information:   * Standards and objectives – What is the purpose of this assignment? * Methods and articulation * Method of assessment – Formative and summative methods of assessment used * Next steps – How does this lesson lead into the next one?   **Post** your virtual field trip (either as a link or file) to the “Virtual Field Trip” discussion forum by Thursday.  **Post** additional questions, constructive criticism, clarification, or your own relevant thoughts to at least three of your classmates’ field trip posts by Sunday. | | 6.1, 6.2, 6.3, 6.4 | Field Trip & Discussion: **2 hours** |
| **Total** |  |  | **4 hours** |

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| Week Seven: Educator Effectiveness | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Explain ways in which teachers can engage the larger community. | | CLO3, CLO7 | |
| * 1. Analyze how to use reflective action for continuous improvement in teaching. | | CLO2, CLO4, CLO7 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Week Seven Reading**  **Read** Ch. 11 & 12 of *Teaching in the Elementary School*. | | 7.1, 7.2 |  |
| **The Learning Revolution**  **View** “Bring on the learning revolution! Sir Ken Robinson” TED Talk video [20:56] from YouTube located at <http://www.youtube.com/watch?v=r9LelXa3U_I>. | | 7.2 | Video = 1 hour |
| ***Supplemental Resources and Activities***  *Explore these optional resources to deepen your understanding.* | | ***Alignment*** | ***AIE*** |
| **Adobe Connect Live Discussion**  **Review** [Adobe Connect Resources](https://sites.gmercyu.edu/student-resources/adobe-connect-resources/).  **Participate** in the scheduled live session with the course instructor. This session will provide an wrap-up of the course.  Note: A recorded lecture will be made available to those who are unable to attend the live session. | | n/a | Live Discussion: lecture and discussion = **1 hour** |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Teaching Examples - Properties of Minerals**  **Respond** to the following prompts in the “Teaching Examples” discussion forum by Thursday:   * **Assess** your own practices and habits in terms of instructional delivery, engagement, and shaping the classroom environment. * **Reflect** on how you might change your practices in the future or try to develop new habits of instruction.   **Post** additional questions, constructive criticism, clarification, or your own relevant thoughts to at least three of your classmates’ posts by Sunday. | | 7.1, 7.2 | Discussion: one post and replies to three other posts = **1 hour** |
| **Discussion: Parental Involvement**  **Consider** how parental involvement increases student achievement and engagement via this link: <http://www.centerforpubliceducation.org/Main-Menu/Public-education/Parent-Involvement>  **Respond** to the following prompts in the “Parental Involvement” discussion forum by Thursday:   * **Develop** a step-by-step plan that may help encourage parents to become involved in their children’s education. Provide rationale for your choices. * **Explain** at least two additional ways that you can engage parents in your classroom and encourage them to be a part of their child’s learning.   **Post** additional questions, constructive criticism, clarification, or your own relevant thoughts to at least three of your classmates’ posts by Sunday. | | 7.1 | Discussion: one post and replies to three other posts = **1 hour** |
| **Ongoing Assignment: Field-Based Work**  During this course, you will complete 20 hours of field-based work. You should submit your field experience logs to your instructor in Week Seven of the course.  The Field Experience Instructions and Field Experience logs are available on Blackboard.  In the following weeks, you will have a field experience assignment where you will reflect or use your field experience to help you complete coursework. Make sure that you review the guidelines for these assignments now so that you can be prepared to complete them in a timely fashion.   * Weeks 1–4: Field Experience: Science or Social Studies Observation: Danielson’s Framework for Teaching Domain 2 focuses on Classroom Environment. During your observations of either science or social studies, document the ways that the teacher uses **Rapport and Respect, Culture of Learning, Procedures, Managing Behavior,** and **Physical Space** in ways to promote a positive learning environment for students. Cite evidence in your summary and strategies that the teachers used. * Weeks 5–7: Field Experience: Science or Social Studies Observation: Danielson’s Framework for Teaching Domain 3 focuses on Instruction. During your observations of either science or social studies, document the ways that the teacher uses **Communication, Questioning, Engagement, Assessment,** and **Flexibility** in ways to instruct, either explicitly or implicitly, the students. Cite evidence in your summary and strategies that the teachers used. * Write a 400–500-word summary of your experiences and learning that took place during your observations.   **Describe** the following in your summary:   * What subject(s) did you see? * Analyze the classroom environment you observed. What worked and what didn’t work? * Explain how you plan to use your observation to improve your own practice. * Provide examples of how your field experience will help you to grow your ability to teach science and social studies to students.   **Post** your field experience summary and log to the Field Experiences drop box by Sunday. | | 7.1, 7.2 | Presentation and discussion:  **2 hours** |
| **Assignment: Field-Based Experience Logs**  **Submit** your field-based experience logs. | | n/a | Private Submission: **.5 hours** |
| **Total** |  |  | **6.5 hours** |

# Faculty Notes

**Field Experience Logs:** Please submit students’ Field-Based Experience Logs upon course completion:

Access the **Full Grade Center**.

Right-click on the column name and select**Assignment File Download**.

Click the box next to **Name**to select all users.

Click the **Submit** button.

Click **Download assignments now**.

Save the file to your Desktop or Z Drive.

Email the zip file to Marianne.

# Breakdown of Academic Instructional Equivalencies

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|  | **AIE Hours** |
| **Week 1** |  |
| Required | 6 |
| Supplemental | 1 |
| **Week 2** |  |
| Required | 6 |
| Supplemental |  |
| **Week 3** |  |
| Required | 7.5 |
| Supplemental |  |
| **Week 4** |  |
| Required | 7.5 |
| Supplemental |  |
| **Week5** |  |
| Required | 4.5 |
| Supplemental |  |
| **Week 6** |  |
| Required | 4 |
| Supplemental |  |
| **Week 7** |  |
| Required | 5.5 |
| Supplemental | 1 |
|  |  |
| **Total Required Hours** | 40 |
| **Total Supplemental Hours** | 2 |
| **Total Hours** | 42 hrs |