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| cid:D0EC898B-5936-49E5-B4F2-6E1DBFEE3529 Welcome! | EDU 317: Methods of Elementary Science and Social Studies  Block 8: April 15 – May 8, 2019  Professor Kerry Bostwick, Ph.D.  Course Contact Hours: 64 |

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| Email: [kbostwick@cornellcollege.edu](mailto:kbostwick@cornellcollege.edu)  Office Location: College Hall, Room 112  Office Hours: after class each day and happily by appointment |

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| **Jen Rouse, Director of Teaching & Learning Center**  **305 Cole Library Phone: 4466**  **Email:** [jrouse@cornellcollege.edu](mailto:jrouse@cornellcollege.edu) | **Rich Berg, Instructional Technology Librarian**  **127 Cole Library**  To schedule an appointment use this link: [https://rberg.youcanbook.me/](https://rberg.youcanbook.me/" \t "_blank)  **Email:** rberg@cornellcollege.edu |

**Required Text:**

Mills, H. (2014). *Learning for real: Teaching content and literacy across the curriculum. Portsmouth, NH: Heinemann.*

**E-book on Moodle:**

*Harb, J. K. (2007). A Lesson Learned: Integrating Literature into the Content Areas*

**Required Reading – articles on Moodle:**

* Teaching in the Present – Empowering Teachers and Student Through Formative Assessment.
* Hodge, J. D. (1996). *Effective Elementary Social Studies.* CA: Wadsworth Publishing.
* Geography: Making Sense of the Environment
* Economics: Explaining Money and More

Additional Online Materials

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| Become familiar with these websites throughout EDU 317. The information on these websites is your responsibility. No official or specific assignment has been developed, as it is an ongoing expectation that you are familiar with district curricula, national (content) standards, and national and state teaching standards. | **Supplemental Texts:**  **I have many science and social studies texts for use throughout this course.**  **Children’s Literature Resources:**  National Science Teachers Association: <http://www.nsta.org/ostbc> a list of outstanding science trade books for Students K-12.  Children’s Book Council <http://www.cbcbooks.org>  **Iowa Core:**  <https://iowacore.gov>  Science  Social Studies  21st Century Skills  **National Standards:**  **NSES Standards** -National Science Education Standards - free download:  <http://www.nap.edu/catalog/4962/national-science-education-standards>  **NSTA** – National Science Teachers Association: <http://www.nsta.org/publications/ostb/ostb2014.aspx>  Lots of information at this site including children’s literature suggestions.  **NCSS** Standards (National Curriculum Social Studies)  On Moodle: PDF  **INTASC Standards:**  <https://www.ccsso.org/sites/default/files/2017-11/InTASC_Model_Core_Teaching_Standards_2011.pdf>  **Bloom’s Taxonomy:**  Original Version: <http://www.nwlink.com/~donclark/hrd/bloom.html>  Revised Version: <http://www.odu.edu/educ/roverbau/Bloom/blooms_taxonomy.htm> |

**Course Objectives:** At the conclusion of this course you will be able to demonstrate:

* Your ability to identify learner differences that impact children’s success in science and social studies, and design appropriate instruction in your interdisciplinary unit, during your practicum experience, and microteaching with your peers (InTASC #2).
* Your knowledge of instructional planning by using the NSES, NCSS Curriculum Standards & the Iowa Core curriculum when writing lesson plans and developing a two week interdisciplinary Problem Based Learning (PBL) project of your choice,.
* You will develop, write and teach a science and/or social studies lesson to your peers in class, and during your practicum experience (InTASC #7).
* Your knowledge of and your ability to create and use a variety of teaching methods and strategies (knowledge-centered and student-centered, teacher-centered, cooperative/collaborative learning groups, problem-solving, and writing to learn, etc.) in your lesson plans and in your interdisciplinary unit (InTASC #8).
* Your ability to foster active inquiry, collaboration, and to support positive interaction in the classroom: verbally, non-verbally, and using other forms of symbolic communication or representation of students’ knowledge during your practicum (InTASC #3).
* Your ability to specify and apply assessment and evaluation strategies into your lesson plans rubrics and interdisciplinary unit. (InTASC #6).
* Your ability to construct lessons that “fit” the developmental needs of your learners at the elementary level. (InTASC #1).
* Your ability to successfully complete your practicum experience – 40+ hours (InTASC #9).

**Cornell College Educational Priorities and Outcomes**

* Our daily interactions, both written and oral, with peers, colleagues, students and mentor teachers will reflect and build on the goals of the College’s *Educational Priorities and Outcomes*: knowledge, inquiry, communication and ethical behavior.
* **Assignment that meets the Knowledge EPO:**
  + Interdisciplinary Unit
* **Assignment that meets the Inquiry EPO:**

Reader Responses

Interdisciplinary Unit

* **Assignment that meets the Communication EPO:**
  + Lesson Plan
  + Practicum in an elementary classroom
* **Expectation that meets Ethical Behavior EPO:**
* *In Class and Practicum*
* Humanistic Dispositions for Teaching Professionalism: · Demonstrate professional and ethical conduct with supervisors, students, parents, colleagues, and community · Demonstrate a pattern of professional behavior such as promptness, task completion, maintenance of confidentiality and honesty. · Consistently honors the needs and best interests of learners. · Exhibit poise and reflection in difficult situations, enduring stress and maintaining stability in the face of disruption/chaos. (<https://www.cornellcollege.edu/students/education/pdfs/EDU-Web-Gold-Standard-Revised-7-11-18.pdf>)

**Attendance and Participation Expectations**

Attendance and Participation:

Attendance and participation Attendance and participation are critical in this class! It will be assumed that, as aspiring professionals, full and positive attendance and participation will be given. Therefore, as aspiring professionals, please notify me if you are too ill to attend class or your school. If you are too ill to attend your school placement, notify both your teacher and me (you may have to make up any days missed in your practicum classroom). Your professional development and a quest for learning are the major components that will be assessed by you and by me at the end of the block. Therefore, it is a professional expectation that you come prepared to class each day.

Attendance Policy: After one absence, 10 points will be deducted from your course points for each additional absence.Please email me to let me know if you are not coming to class. Don’t ask if it’s “all right” for you to miss class. You have to make that decision yourself. **The only exception to losing 10 points is sporting events or college-sponsored events as a team member.** Lastly, if you miss more than one practicum day, you must make them up during block break. If you have a fever, you are not to go to your practicum or attend class. Lastly, please arrive at class (and your practicum) a few minutes early, so we may begin promptly. Bring your reading responses to class each day, as they are the basis of our class discussions -- see daily schedule.

**Questions: If you have questions about any of the assignments or expectations, please ask them during class time. Typically, if you have a question others do as well. As a result, everyone hears one answer and will have time for follow-up questions. If you have a question after class, please email the whole class, for the same reason as stated above. Class time will be provided for work-shopping assignments.**

**If you are struggling with any assignment outside of class time, please seek the assistance of the wonderful people in the Writing Studio. This is important because if you fail the one or more of the benchmark assignments –microteaching, Teaching Philosophy, Interdisciplinary Unit -- you must redo the failed assignment(s) within two blocks after this class is over. And, the failed assignment(s) must be assessed at the “basic” level or better. The course grade, however, will not change. Also, remember the B- average required in the methods courses.**

**Active Participation:** Active participation includes actively listening to and making relevant contributions to discussions of course topics. *Contributing daily to large and small group discussions* *is a course requirement*. Appropriate participation means sticking with the topic, listening to and building upon points brought up by other group members, and referring specifically to course readings (**you MUST always have the appropriate course materials with you in class**), adjusting the amount you talk so everyone has a chance to contribute meaningfully, and helping to sustain relevant conversation for the allotted time. **Preparation**: Complete reading assignments before the start of the class day during which they will be discussed. Active participation in this course is a must and is an important part of your professional development.

**Professionalism:** Please be conscious of how you talk and write about teachers, children and ideas. Confidentiality is essential when discussing schools, classrooms, teachers and children. It is unprofessional to make unsubstantiated statements about children and families. However, it is important also to critique and express disagreement with ideas and practices in constructive ways that respect opposing opinions. Due to the risk-taking involved in exploring new ideas in this course, it is of critical importance that you respect the work and efforts of others in the class. A classroom community where risk-taking is valued involves the respect of all participants.

Turn off cell phones while in class… *Please leave your computers, cell phones, tablet devices at home if you can’t stay off of FB or other websites during class time! If you do bring your computer, be respectful. Your grade will be reduced one letter grade (e.g. B to B-) each time I observe anyone misusing her/his computer, cell phone, tablet device, etc. during class time. I will not announce this to you or send you a note, as I am not your mother, I will just make a note and lower your grade at the end of the course.*

**Overview of Assignments:**

**Reader Response – Course Expectation (done daily)** --**Rosenblatt’s** Reader Response Theory **(Inquiry EPO):**

* Reader Response Theorystates that the act of reading literature involves a transaction between the reader and the text. Each "transaction" (efferent – what you took away from the reading and/or aesthetic – connected with personal experiences) is a unique experience in which the reader and text continuously act and are acted upon by each other. A written work does not have the same meaning for everyone, as each reader brings individual background knowledge, beliefs, and context into the reading act.
* You must use ideas from INT 320 in your notebook EACH DAY in response to each chapter and article read, and bring not only your response/notebook but your questions to class each day as well. You must show you have read and thought about what was read creatively!
* Inquiry is the focus – what questions come up while reading, in class, during your practicum experience? Keep track of them!

Practicum & Lesson Plan/Reflection 50 Points (25 points Lesson Plan and 25 points Reflection) (Communication EPO)

* Your practicum begins on April 23nd and ends on April 26th, 2019 (see schedule below). Your practicum experience is the key component in this course. You are expected to assist in the classroom in every way you can. You may tutor individual and/or small groups of students, help the teacher with bulletin boards and grading, lend a hand in getting materials ready and put them away, circulate around the classroom to help students complete their assignments, read aloud, etc. and teach at least one whole-class or small group lesson in science or social studies – this is a State of Iowa and Cornell College Education Department requirement of the practicum experience.
* It would be ideal if you could (also) teach a geography lesson – refer to the Iowa Core for geography to help guide your lesson. However, any lesson in science or social studies works!
* You will write a lesson plan, get feedback on your lesson plan from your teacher BEFORE you teach the lesson. Then, AFTER you teach your lesson get feedback from your teacher about what you did well and how you can improve. You will write a reflection on this lesson that incorporates your thoughts as well as your teacher’s feedback before and after the lesson.
* **Upload your lesson plan and reflection to Moodle Friday, April 26thby midnight!**  Use one of the lesson plan templates on Moodle.

**Microteaching Lesson Plan/Reflection – in college classroom** 50 Points (25 points Lesson Plan and 25 points Reflection**) (Communication EPO)**

* Use the Iowa Core for Science, Social Studies and 21st Century Skills as well as the national standards in science (NSES) and social studies (NCSS) so that you can align your objectives with the state and national standards.
* Each of you will present a lesson to your peers. Microteaching is a technique that affords both beginning and advanced opportunities to plan and practice a wide array of new instructional strategies. Research has shown that microteaching is an effective way to have students in methods classes plan, teach, and evaluate a lesson presented to a small group of their peers. At the end of your lesson your peers will provide a written critique of your lesson.
* You will also write a reflection and incorporate your peer’s critiques in your reflection. All will teach her/his lesson on Friday, April 19th. Your reflection must be uploaded to Moodle on Sunday, April 21st by midnight.

**Interdisciplinary Unit (Knowledge and Inquiry EPO)** 100 Points (50 points unit, 25 points teaching philosophy, and 25 points for three performance tasks)

* Done individually, the Interdisciplinary Unit (which includes the Teaching Philosophy Paper) is your "major paper" (a synthesis of concepts and ways to help students develop and understand those concepts). Your unit must integrate science, social studies and children’s literature. Be creative (not boring) and have fun by creating a student-centered unit that is interesting to you and one that will last 10 consecutive school days.

**Benchmark Assignments for this Course Include the Following (upload to C&W on Moodle):**

1. **Teaching Philosophy Paper**

* **Benchmark Assignment - InTASC #2 Learning Differences**

1. **Microteaching (in class with peers) - lesson plan**

* **Benchmark Assignment - InTASC #1 Learner Development**

1. **Interdisciplinary Unit**

* **Benchmark Assignment - InTASC #7 Planning for Instruction**

1. **Three Performance Tasks**

* **Benchmark Assignment – InTASC #5 Application of Content**

**Assignments:** **Points**

Reader Responses A pre-professional (course) expectation

Practicum (1 week) A pre-professional (course) expectation

Lesson Plan & Reflection in Practicum Classroom

* Lesson Plan 25
* Lesson Reflection 25

Microteaching (in college classroom – any content area, but

Consider a Geography or Economics lesson)

* Lesson Plan 25
* Lesson Reflection 25

Interdisciplinary Unit 50

* Teaching Philosophy Paper 25
* Performance Tasks 25

**Total Points** **200**

Grading Scale

## A 186-200

A- 180-185

B+ 174-179

B 166-173

B- 160-165

C+ 154-159

C 146-153

C- 140-145

D+ - F Don’t go here!

***Academic Honesty Expectations***

*Cornell College expects all members of the Cornell community to act with academic integrity. An important aspect of academic integrity is respecting the work of others. A student is expected to explicitly acknowledge ideas, claims, observations, or data of others, unless generally known. When a piece of work is submitted for credit, a student is asserting that the submission is her or his work unless there is a citation of a specific source. If there is no appropriate acknowledgement of sources, whether intended or not, this may constitute a violation of the College’s requirement for honesty in academic work and may be treated as a case of academic dishonesty. The procedures regarding how the College deals with cases of academic dishonesty appear in The Compass, our student handbook, under the heading “Academic Policies – Honesty in Academic Work.”*

***Students with Disabilities***

*Students who need accommodations for learning disabilities must provide documentation from a professional qualified to diagnose learning disabilities. For more information see cornellcollege.edu/disabilities/documentation/index.shtml Students requesting services may schedule a meeting with the disabilities services coordinator as early as possible to discuss their needs and develop an individualized accommodation plan. Ideally, this meeting would take place well before the start of classes. At the beginning of each course, the student must notify the instructor within the first three days of the term of any accommodations* needed *for the duration of the course.*

Please remember that you must maintain an average GPA of **B-** in the six elementary methods courses to continue in the Education Department.

**Praxis II:** ALL ELEMENTARY EDUCATION MAJORS MUST TAKE AND PASS THE PRAXIS II EXAM BEFORE GRADUATION TO BE RECOMMENDED FOR IOWA CERTIFICATION!!!

All education students must show that they have met the ten InTASC (Interstate New Teacher Assessment Support Consortium) standards after student teaching in EDU 483, Senior Seminar.

**Additional Endorsements**

All elementary education majors should consider adding an additional subject matter endorsement to their regular K-6 classroom license. Cornell offers endorsements in history, social studies, science, and English/language arts. Each endorsement requires the completion of a six-courses. Consult with your advisor, or the Department Chair.

**Student Teaching**

FYI: You MUST complete 14 weeks of student teaching.

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Daily Assignments – Tentative

# WEEK ONE

# Monday, April 15: Bring your computers or other devices today! -- 9:00 – 11:00 & 1:00 – 3:00

* Review syllabus, assignments and Moodle page
  + Reader Responses/Interactive Notebook (bring to class each day)
  + Practicum/Lesson – 4 days in an elementary classroom
  + Microteaching (in college classroom) – engaging students in science and social studies concepts is very different from the lesson plans you have created in other courses.
  + Interdisciplinary Unit
* Review lesson planning:

<http://teachonline.asu.edu/objectives-builder/>

<http://www.nwlink.com/~donclark/hrd/bloom.html>

* Download: **National Science Education Standards** (Free Download – we’ll do it together today)
  + This PDF is available at <http://nap.edu/4962>
  + Observe and Learn: Page 102 -- The Eight Categories of Content Standards
* Moodle: PDF National Curriculum for Social Studies – The Ten Themes of Social Studies
* Iowa Core:<https://iowacore.gov>
  + Science
  + Social Studies
  + 21st Century Skills
* Interdisciplinary Unit
* Check out a science or social studies text from my collection
* Begin identifying Science and Social Studies concepts that interest you!

**Tuesday, April 16 -- 12:30 – 3:00**

* Share Reading Responses and Questions
* Discuss: From the text you checked out from my collection, discuss an idea that you found interesting.
* Discuss: *Learning for Real*, chapters 1, 2, 3
* Discuss: e-Book: A Lesson Learned: Integrating Literature into the Content Areas, Introduction, Rationale & Integrating Literature with Mathematics.
* Workshop: Identify Science and Social Studies concepts for Interdisciplinary Unit
* Discuss: Ideas for Teaching Philosophy Paper

**Wednesday, April 17 -- 12:30 – 3:00**

* Share Reading Responses and Questions
* Discuss: From the text you checked out from my collection, discuss an idea that you found interesting.
* Discuss: *Learning for Real*, chapters 4, 5, 6
* Discuss: e-Book; A Lesson Learned: Integrating Literature into the Content Areas, Integrating Literature with Science
* Workshop: Interdisciplinary – begin organizing ideas
* Workshop: Teaching Philosophy Paper
* Discuss: Lesson Planning

# Thursday, April 18 – 12:30 – 3:00

* Share Reading Responses and Questions
* Discuss: From the text you checked out from my collection, discuss an idea that you found interesting.
* Discuss: *Learning for Real*, chapters 7, 8, 9
* Discuss: Teaching in the Present – Empowering Teachers and Student Through Formative Assessment (article on Moodle).
* Discuss: e-Book: A Lesson Learned: Integrating Literature into the Content Areas, Integrating Literature with Social Studies
* Workshop: Interdisciplinary Unit
* Workshop: Teaching Philosophy Paper

**Friday, April, 19 – 9:00 – 11:00**

* Share Reading Responses and Questions
* Discuss: From the text you checked out from my collection, discuss an idea that you found interesting.
* Discuss: e-Book: A Lesson Learned: Integrating Literature into the Content Areas, Learning with Integrated Literature & Integrated Literature as a Bridge
* Workshop: Teaching Philosophy (due by midnight to night – upload to C&W via Moodle)
* Questions: Interdisciplinary Unit
* **What do you need at this point?**

WEEK TWO

Monday, April 22 – 12:30– 3:00

* Discuss: From the text you checked out from my collection, discuss an idea that you found interesting.
* Discuss: Expectations and teaching assignment for your practicum.
* Workshop: Interdisciplinary Unit

April 23 – 26: **All day in practicum classroom for four full days (8:00 – 4:00)**

* **Discussions with your teacher:**
  + **Talk to your teacher about geography and economics at the elementary level**
  + **Talk to your teacher about unit ideas. Do not wait until next week to continue working on your unit!**
  + **Plan and do an interactive read aloud, shared reading lesson in science and social studies, or a science, social studies or geography lesson. Discuss your ideas with your teacher and submit lesson to her/him BEFORE you do your lesson.**
  + **Upload your lesson plan and reflection to Moodle Friday, April 26th by midnight!**
  + **Thank You note to your teacher and students!**
  + **Mentor teacher’s evaluation in your hand or sent to me via email.**

WEEK THREE

**Monday, April 29, 12:30 – 3:00**

* Share practicum experiences!
* Share thoughts about the lesson you taught during your practicum. What new ideas did you get from your teacher? What have you learned? Formative assessment?
* Share Reading Responses and Questions
* Discuss: From the text you checked out from my collection, discuss an idea that you found interesting.
* Discuss: From the text you checked out from my collection, discuss an idea that you found interesting.
* Discuss: NSES -- Science and Technology, pages 135 - 138
* Discuss **–** Iowa Core – click on 21st Century Skills – read Technology Literacy for any grade.
* Discuss **–** NSES – Science in Personal and Social Perspectives, pages 138 – 141
* Discuss **–** Iowa Core – click on 21st Century Skills – read Political Science – Civic Literacy
* Discuss **–** NSES – History and Nature of Science pages 141 – 141
* **Microteaching Planning in preparation for your upcoming lesson!!!**
* **Unit check-in/workshop: Unit, how’s it going? What questions do you have? What do you need?**

Homework:

* We will workshop microteaching lessons tomorrow BRING A SOLID DRAFT and your QUESTIONS– All Lesson Plans are due on Wednesday, April 4th

**Tuesday, April 30,** 12:30 – 3:00

Share Reading Responses and Questions

Discuss: From the text you checked out from my collection, discuss an idea that you found interesting.

Discuss: Economics: Explaining Money and More (article on Moodle)

Discuss: Iowa Core- 21st Century Skills, Employability**,** Financial literacy and Technology Literacy.

**Discuss:** NCSS – document on Moodle **--** where do the 21st Century standards, etc. connect to the 10 National Curriculum Social Studies?

* Workshop unit: Bring two or three parts from your unit that you want to share and to receive feedback on.
* Workshop lesson plan: Bring draft of microteaching lesson to share and receive feedback.

**Wednesday, May 1 --** *ALL LESSON PLANS DUE TODAY! 9:30 – 11:30 & 1:00 – 3:00*

(AM) *Microteaching lessons: 30 minutes!*

* 9:30 – 10:00 Microteaching Lesson #1 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* 10:10 – 10:40 Microteaching Lesson #2 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* 10:50 – 11:20 Microteaching Lesson #3 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(PM)

* 1:00 – 1:30 Microteaching Lesson #4 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* 1:40 – 2:10 Microteaching Lesson #5 ­­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Questions: Interdisciplinary Unit – what do you need at this point?

Homework:

* Work on interdisciplinary unit
* Microteaching lesson reflection for those who taught today – bring hard copy to class tomorrow morning.
* Also, bring your unit tomorrow, as we will workshop the parts!

**Thursday, May 2 – 9:30 – 12:00**

*Microteaching lessons: 30 minutes!*

* 9:30 –10:00 Microteaching Lesson #6\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* 10:10 – 10:40 Microteaching Lesson #7\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* 10:50 – 11:20 Microteaching Lesson #8 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* *Questions: Unit Plan*

Homework:

* Work on interdisciplinary unit
* *Microteaching reflection for those who taught today due - Friday, April 6 – send via email by – 9:30 AM!*

**Friday, May 3**

No Class

* Work on interdisciplinary unit

# WEEK FOUR

# Monday, May 6 -- 12:30 – 3:00

* Discuss: From the text you checked out from my collection, discuss an idea that you found interesting.
* Discuss: Geography: Making Sense of the Environment (article on Moodle)
* Discuss – Iowa Core for Social Studies -- <https://iowacore.gov/sites/default/files/k-12_socialstudies.pdf>
* Discuss – NCSS (PDF on Moodle) – how is the Iowa Core like/not like the national standards?
* Unit Questions and workshop time

**Tuesday, May 7– 12:30 – 3:00**

* **Workshop Interdisciplinary unit**
* **Remember: You will turn in a paper copy of your interdisciplinary unit AND upload** Interdisciplinary Unit, Teaching Philosophy Paper (this should have been uploaded already), Three Performance Tasks and Microteaching Lesson to your Chalk & Wire e-portfolio by 11:00 A.M. tomorrow.

**Wednesday, May 8 – No class**

**\*Interdisciplinary Unit (paper copy) Due – by 11:00 A.M. – my office.**

Upload Interdisciplinary Unit, Teaching Philosophy Paper, Three Performance Tasks and Microteaching Lesson to your Chalk & Wire e-portfolio by 11:00 A.M.