

Augusta State University  
College of Education, Teacher Development  
EDTD 6232 – Science and Social Studies Pedagogy  
Summer, 2008  
Room 355 University Hall

Instructor: Debra Clark  
[Dclark3@aug.edu](mailto:Dclark3@aug.edu)  
(706)726-0276

**REQUIRED TEXTS:**

There is no required text for this class. Students will be asked to obtain information and readings from online sources, print and bring to class.

**OTHER REQUIRED MATERIALS:**

Students will be required to maintain a 3-ring binder with ten vinyl pockets and six to ten labeled dividers. This binder will be used to collect and organize class materials in readily useable form for this class and future use. Binder should be brought to each class meeting. Contents of the binder will be evaluated at the end of the course, and this evaluation will constitute the final course grade. Specific required elements of this resource binder will be detailed and rubrics will be provided.

**National Board Standards Addressed:**

**I. Teachers are committed to students and their learning**

- Uses multiple resources including technology instruction in learning
- Values student questions
- Curricular activities rely on primary data sources and manipulative materials
- Uses a variety of assessment procedures, techniques, and instruments
- Focuses on meeting individual needs of learners
- Focuses on meeting student developmental needs

**II. Teachers know the subjects they teach and how to teach those subjects to students**

- Focuses on real world connections and applications of content learning
- Assesses student achievement closely match the standards and challenges of the world outside the classroom
- Demonstrates flexibility in all phases of instruction seeking the students' conceptions/misconceptions for use in subsequent lessons
- Acts as a facilitator of learning – questioning, guided discovery, problem based, inquiry to understand content
- Engages students in active/interactive learning by mediating the environment for the students with discussion, role play, simulations, games, and student conducted research

**III. Teachers think systematically about their practice and learn from experience**

- Focuses upon life-long learning and reflection upon improved practice
- Bases practice on inquiry and research
- Evaluates impact on student learning to guide further instructional decisions

**CONCEPTUAL FRAMEWORK PRINCIPLES ADDRESSED:**

**Learning Outcomes:**

The student will:

1. Understand the central concepts, tools of inquiry, and structures of the disciplines and be able to create learning experiences that make these aspects of subject matter meaningful for learners
4. Understand and use a variety of instructional strategies to encourage the learner's development of critical and creative thinking, problem solving, and performance skills
7. Plan instruction based upon knowledge of subject matter, the learners, the community and current (curriculum) goals
8. Be reflective practitioners who continually evaluate the effects of his/her choices and actions on others (students, parents, other professionals in the learning community) and actively seek the opportunity to grow professionally

**COURSE OBJECTIVES:**

1. Students will evaluate state and national standards for science and social studies and use these to create effective teaching plans at each elementary grade level (K-5).
2. Students will understand the elements of integrated instruction, project-based instruction and inquiry instructional methods, and use these strategies to create effective teaching plans.
3. Students will understand the concepts of curriculum mapping, scope & sequence, collaborative planning and vertical alignment and how to use these concepts to efficiently plan lessons throughout the school year.
4. Students will understand the elements available outside of the general classroom to enhance the learning experience of science and social studies concepts.
5. Students will evaluate and create authentic assessments and rubrics for science and social studies lessons at each elementary grade level (K-5).

**CLASS ATTENDANCE:**

Due to the condensed, interactive nature of this course, attendance and participation are critical. Therefore, students are expected to attend every class and remain in class for the duration of each class meeting. Students should notify the instructor in advance of any absence except in case of emergency. If a student is absent, s/he is responsible for

contacting another student to obtain notes, handouts, etc. Due dates for assignments will not change due to absence.

In addition, role will be taken at the beginning of each class. Any student arriving late is responsible for speaking with the instructor at the end of class to ensure the role reflects their attendance.

**SYLLABUS INFORMATION:**

Although every effort will be made to discuss aspects of this syllabus and assignments, students are responsible for all information whether or not formally addressed. All aspects of the syllabus are subject to change. If changes are necessary, they will be discussed in class or students will be notified via email.

**CELL PHONE POLICY:**

Class is not to be disrupted by use of electronic devices. If a student has extenuating circumstances requiring a potential incoming cell phone call, s/he should notify the instructor upon entering class. It is expected that this will not happen more than once during the course. Disruptions from use of electronic devices, including use of texting, will result in the student being asked to leave the class, which will then be considered an absence.

**ACCESS TO TECHNOLOGY:**

Students are expected to have access to basic technology, including the ability to email, download files from online sources, create and submit documents electronically. Students whose personal access to technology is limited are expected to make arrangements to use public technology resources either on the ASU campus or through other public venues/libraries. Assignments or pertinent communications should be printed and retained to serve as documentation of date and time submitted. Class announcements may be made via ASU Pipeline, so students will be expected to check their ASU email account frequently.

**COURSE OUTLINE/TOPICS:**

The course outline is designed to provide topics essential for students to attain the intended course outcomes and objectives. Discussion will be ongoing throughout the course on the listed topics, as well as other relevant topics and articles which will be provided. This outline is subject to change as guest speakers are confirmed. Changes or additions will be announced by the professor.

## COURSE OUTLINE & TENTATIVE CALENDAR

DATE	CLASS PLAN
Day 1 Monday	Introductions, discussion of syllabus & course requirements, instructor & student expectations, resources to be used for this course, grading policies
Day 2 Tuesday	K-5 At A Glance Guest speaker – <a href="#">Mitch Vaughn/Kackleberry Farm</a> <i>Turn in article &amp; reflection</i>
Day 3 Wednesday	comparison of previous and new/standards (QCC and GPS), curriculum mapping, vertical alignment, collaborative planning <i>Turn in speaker reflection</i>
Day 4 Thursday	Field trip to <a href="#">Ft. Discovery</a> , <a href="#">Speaker Dr. Richard Schuster</a> <i>turn in article &amp; reflection</i>
Day 5 Friday	Lesson plans – general discussion, view samples Select standards for lesson prep – rubric provided field trips – discussion, options, pre- & post-trip lessons <i>turn in Ft. Discovery reflection &amp; web resources</i>
Day 6 Monday	Share trade book info & web sites Build A Bird project <i>Turn in trade book assignment</i>
Day 7 Tuesday	Share field trip info Assessments: teacher created, standardized, authentic Rubrics: Why? When to distribute? Grading: What is typical? What options follow best practices? <i>turn in field trip assignment</i>
Day 8 Wednesday	Guest speaker – <a href="#">Debbie Stankus/Augusta Canal National Heritage Area</a> <i>Work on lesson plan &amp; binder</i>
Day 9 Thursday	Guest speaker – <a href="#">Deanna Drew/Junior Achievement FRIENDS</a> <i>Turn in speaker reflection</i>
Day 10 Friday	Wrap-up, Q&A, course evaluation <i>Turn in speaker reflection</i> <i>Course final grade - binder &amp; lesson plan</i>

## ASSIGNMENTS & GRADE DISTRIBUTION

PERCENTAGE OF GRADE	DESCRIPTION OF ASSIGNMENT	DATE DUE
15% (5% per paper)	Review of book chapter or journal articles regarding the following models of instruction: a. Project-based/social studies (website provided) b. Inquiry/science c. Integrated curriculum/science or social studies Include: 1) summary of article, 2) reflection paragraph, & 3) paragraph telling how you could use this info (three paragraphs), plus copy of article or chapter & title page of book	a. due Day 2 b. due Day 4 c. due Day 7
10%	Web resources (to be noted in class as given – statement of how to use for six sites, log to be kept of web resources used outside of class)	Day 5
10%	Trade books – details to be provided (listing of trade books specifically referencing standards-based topics and appropriate grade levels)	Day 6
10%	Field trip assignment: justification citing specific grade level standards, pre- and post-trip student activities	Day 7
15%	Social studies or social studies lesson plan – checklist/rubric will be provided	Day 10
20%	Notes, brochures, related info from guest speakers and field trip, reflection paragraph regarding each speaker or location telling how you would use this info	Class period following speaker
20%	Resource binder including all assignments from this course– checklist/rubric will be provided	Day 10

### **ASSIGNMENTS/ASSESSMENTS:**

Please pay careful attention to all instructions regarding assignments and due dates. Assignments that do not conform to instructions and/or are incomplete will not be accepted. Late assignments will not be accepted except in extreme circumstances and at the sole discretion of the instructor\*. Assignments listed above are subject to change, as are dates due. Students are responsible for noting any changes. Appropriate APA citations are to be given for article assignments, with copy of article attached. Be sure student name is on each page turned in. All assignments are to be placed in the Resource Binder after being returned from initial grading.

\*Students who miss the presentation of a guest speaker will be unable to write a complete and useful reflection as detailed above, so no points can be earned. To offset this deficit, an alternate assignment may be completed if approved by the instructor in advance. The student may review an additional journal article or book chapter (see specific directions above) on one of the following topics: curriculum mapping, learning focused schools, or homogeneous grouping. This alternate assignment is due no later than the second class period after the absence.