



UNIVERSITY OF
TEXAS
ARLINGTON

COLLEGE OF EDUCATION
AND HEALTH PROFESSIONS

Course: BEEP 4312 - Science and Health Education in Dual Language Settings

Instructor: Dr. Carla Amaro-Jiménez **Phone:** (817) 272-3346

Office: 322P Science Hall **Fax:** (817) 272-2618

E-Mail: amaro@uta.edu **Mailbox:** 19777

Office Hrs: Mondays 2-4 pm & by appointment

Program Web Site: <http://www.uta.edu/coed/bilingual/>

Course Website: <http://elearn.uta.edu>

Faculty Website: <http://www.uta.edu/faculty/carlaaj>

Course Information

Course Number: BEEP 4312, Section 001

Course Location and Time: Mondays, 4:30- 6:20pm, CH 106

Catalog Description

Integration of science and health concepts in relation to the cognitive and linguistic development of English language learners. Analysis of the State curriculum for health and science in K-6. Design and implementation of instruction in dual language settings. Field experience required.

Course Prerequisites:

Admission to the College of Education and the internship; BEEP 3381, 3381, 4382, 4384, ECED 4317 and 4318. Taken concurrently with BEEP 4311. Field experiences required.

Textbook(s) and Materials:

1. Settlage, J. & Southerland, Sherry A. (2007). *Teaching Science to Every Child: Using Culture as a Starting Point*. Routledge. ISBN: 0-415-95637-4.

2. Clicker – check your email for information on how to register your equipment.

Recommended

Gregory, G. H. & Hammerman, E. (2008). *Differentiated Instructional Strategies for Science, Grades K-8*. ISBN: 978-1-4129-1651-6.

State Domains and Competencies:

(TEKS) Texas Essential Knowledge and Skills Subchapter 112A: Elementary School Science. Texas Education Agency, 2006. <http://www.tea.state.tx.us/rules/tac/chapter112/ch112a.html>

DOMAIN V—SCIENCE

Competency 024 (Science Instruction)

The teacher uses knowledge of science content and methods to plan effective, engaging, and safe instruction and to assess learning.

Competency 025 (Physical Science)

The teacher understands the fundamental concepts, principles, and processes of physical science.

Competency 026 (Life Science)

The teacher understands the fundamental concepts, principles, and processes of life science.

Competency 027 (Earth and Space Science)

The teacher understands the fundamental concepts, principles, and processes of earth and space science.

Learning Outcomes:

Given the appropriate instruction and guidance, students will be able to master the following objectives with at least 70% accuracy:

- Describe and demonstrate a thorough understanding of the science curriculum components for children in PK to 6th grades.
- Use the TEKS & curriculum guidelines to develop, evaluate and implement lesson plans that integrate science and health topics for children in PK to 6th grades.
- Plan and establish learning centers to teach TEKS and the PK6 curriculum in general.
- Apply knowledge of key concepts of science and health covered in the TExES 103 exam.

Field Experience

BEEP 4312 requires a **two-hour** a week field experience in an ESL setting, hence the shortened class period. The purpose of this experience is to give you opportunities to interact and work directly with English language learners in K-6 settings, and to critically reflect on the implementation of instructional strategies learned in the course.

Because you will also be completing your initial field-based experience (previously referred to as internship) this semester, you will need to identify two ESL learners in your current placement (PK-6) and work with them for your assignments. Details about the assignments can be found later in this document and will also be discussed in class. A signed time sheet will be required to document your work with the ELL mentioned above. This time sheet will be posted on Blackboard.

Important Considerations regarding Field Experience:

1. All students completing a field experience are required to have a background check. Please make sure that a background check is complete before you begin your field placement.

2. You will need to comply with all regulations and requirements by the District in which you are completing your field experience. Remember that you are representing not only your program of studies, but the University of Texas at Arlington. As such, you will need to maintain your professionalism at all times.

4. If you are going to be absent one day, please let school personnel know. Follow the guidelines regarding your initial field-based experience.

5. Make sure to sign-in and out every time you visit the site.

About the Class

As stated above, this course will meet for a shortened class period given that you will be required to engage in weekly field experiences. Note that these field experience hours are **in addition** to the hours you are completing this semester in your field placement. To maximize the amount of time devoted to classroom instruction, you will be asked to review material **PRIOR** to coming to class. This review of material will include not only completing the assigned readings, but also going over other materials created by the professor, including but not limited to Power Point presentations, videos, etc.

Course Materials:

One of the most important components of this course will be the implementation of instructional strategies and the creation of materials that are used in classrooms to support English language learners. As such, you will be asked to bring some office supplies and/or materials to class; these are ones you will need to take part in class activities. The list of materials will vary by week depending on the strategies we will be implementing. However, please plan to have the following materials at all times with you:

- a. Scissors
- b. Glue stick
- c. Copy paper (white or colored)
- d. Tape
- e. Markers

Other materials we will be using include:

- f. Popsicle/craft sticks
- g. Ziplog bags
- h. Permanent marker (preferably fine point)
- i. File folders with no pockets or tabs
- j. Hole puncher
- k. Empty tissue paper (Kleenex) box
- l. Key rings (can be purchased at hardware stores or re-used from ones you may have at home; some hardware stores will often have spares ones and give them to you for free!)

- m. Empty cereal box and shoe box

The list of materials needed per week will be posted on Blackboard the weekend before classes are held. A copy of the list will be emailed to your Mavs email account.

Expectations for Out-of-Class Study:

Beyond the time required to attend each class meeting, students enrolled in this course should expect to spend at least an additional 3 hours per week of their own time in course-related activities, including reading required materials, completing assignments, preparing for field experiences, etc.

Grade Grievances:

Any appeal of a grade in this course must follow the procedures and deadlines for grade-related grievances as published in the current undergraduate catalog. See http://wwwb.uta.edu/catalog/content/general/academic_regulations.aspx#10

Drop Policy:

Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering.

Students will not be automatically dropped for non-attendance. Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (<http://wwwb.uta.edu/ses/fao>).

University Mission:

The mission of The University of Texas at Arlington is to pursue knowledge, truth and excellence in a student-centered academic community characterized by shared values, unity of purpose, diversity of opinion, mutual respect and social responsibility. The University is committed to lifelong learning through its academic and continuing education programs, to discovering new knowledge through research and to enhancing its position as a comprehensive educational institution with bachelor's, master's, doctoral and non-degree continuing education programs.

College Mission:

The mission of the UTA College of Education is to develop and deliver educational programs that ensure the highest levels of teacher, administrator, and allied health science practitioner preparation and performance. As a recognized contributor to the fields of education and allied health science, the College engages in effective teaching, quality research, and meaningful service. The College is committed to diversity and to the advancement of active teaching and learning in all educational environments and at all levels.

Core Values:

Effective teaching

Active learning

Quality research

Meaningful service

Conceptual Framework:

The work of the College of Education is grounded in constructivism as a theory of teaching and learning and is done in a spirit of expectation that all involved in the College of Education, whether candidate, faculty or administrator, will hold the following as important: **Excellence, Student-Centered Environments, Research, Collaboration, Diversity, Technology, Field Experiences and Life-Long Learning.**

The Educator and Administrator Preparation units' collaboratively developed shared vision is based on these CORE VALUES, dispositions and commitments to:

- | | |
|--------------------------------|--------------|
| • Excellence | • Diversity |
| • Learner-centered environment | • Technology |
| • Research-based Experiences | • Field |
| • Collaboration Learning | • Life-long |

Each candidate in the Educator and Administrator Unit of the College of Education of UT-Arlington will be evaluated on PROFESSIONAL DISPOSITIONS by faculty and staff. These dispositions have been identified as essential for a highly qualified educator. Instructors and program directors will work with candidates rated as “unacceptable” in one or more stated criteria. The candidate will have an opportunity to develop a plan to remediate any deficiencies.

Demonstrates excellence

- Meets stated expectations of student performance.
- Keeps timelines. Arrives on time for class and other activities.
- Produces significant artifacts of practitioner evidence.
- Possesses a willingness to set goals.
- Attends all classes/trainings and practicum experiences.
- Completes activities as assigned.
- Has appropriate personal appearance and/or hygiene for professional setting.

Participates in a learner centered environment and shows respect for self and others

- Uses appropriate and professional language and conduct.
- Supports a "high quality"-learning environment.
- Shows respect and consideration for the thoughts and feelings of others.

Research-based pedagogy

- Has an awareness of and willingness to accept research-based concepts.
- Identifies important trends in education.
- Demonstrates interests in learning new ideas and strategies.
- Relates class discussions and issues to current events in education.

Participates in on-going collaboration with peers and professionals

- Demonstrates kindness, fairness, patience, dignity and respect in working with peers, staff and instructors.
- Works effectively with others.
- Assists others in the university classroom or practicum setting.
- Demonstrates openness to assistance from others.
- Receives feedback in a positive manner and makes necessary adjustment.

Exhibits stewardship of diversity

- Shows appropriate stewardship and tolerance to diverse people, environments, and situations.

Advocates use of technology

- Uses and applies existing technologies sufficiently in work.
- Shows a willingness to use and apply emerging technologies in work.

Shows interest in the learner and the learning-process

- Demonstrates significant learning improvement over time.
- Shows interest in the learning process and demonstrates the necessary amount of time, energy, and enthusiasm for becoming better learners, teachers, and practitioners.

'Partners for the Future' serves as the theme of the College of Education and epitomizes the understanding that it takes a village of partners to insure the future of education for all.

AVID/UTA Teacher Preparation Initiative

AVID's mission is to close the achievement gap by preparing all students for college readiness and success in a global society. The AVID Teacher Preparation Initiative collaborates with colleges and schools of education to systematically address the needs of teacher candidates enrolled in teacher education programs. AVID supports teacher candidates in their efforts to obtain teacher certification. AVID assists faculty and staff in analyzing existing curriculum and data, identifying barriers and needs, and establishing learning outcomes and assessments. When implemented with fidelity, AVID has the potential to impact the preparation and performance of teacher candidates through consistent support and professional development for faculty and staff.

At UTA, we are working with AVID on the Teacher Preparation Initiative. In particular, we are aligning our courses to include the framework WICOR: Writing, Inquiry, Collaboration, Organization, and Rigor. The syllabus and instruction in this course will involve WICOR as both an instructional and an organizational tool. We believe this will help you be better prepared to meet the needs of a diverse student population as you leave UTA and pursue your teaching career. In addition to assessment of your participation in the course, we will also be asking for your feedback as we strive to improve this partnership.

TK-20

The College of Education and Health Professions is pleased to announce the adoption of Tk20, a comprehensive data management system that will provide us with powerful tools to manage our growth and streamline our processes to enable us to meet your needs more efficiently and effectively. As with other course materials, you will need to subscribe to the program for a one-time only, non-refundable cost of \$100. You may purchase your subscription online from a link provided on the system's website or from the UT Arlington Bookstore as you would a textbook or other course materials. Please see the letter from Dean Gerlach and visit <http://www.uta.edu/coehp/tk20> for more information.

Attendance Policy:

Class Attendance

Attendance in this class is mandatory. Students are expected to arrive **on time** to class. A sign-in sheet will be used every time we meet. Students arriving late must see the instructor at the **end of class** to be sure that they are counted present. Only one health-, work-, or religious-related absence will be permitted. Should you need to arrive late or leave early on a given date, make sure you inform the professor *before* the class meets. Arriving late or leaving early without prior permission will count as an absence.

Email Communication:

UTA e-mail is considered the official means of communication between the university and students, effective August 22, 2005. Utilize your UTA e-mail for all communications. You are advised to regularly check your UTA email. You will be held responsible if you do not receive information because you did not check your UTA email.

Americans with Disabilities Act:

The University of Texas at Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including the *Americans with Disabilities Act (ADA)*. All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability or by calling the Office for Students with Disabilities at (817) 272-3364.

Student Support Services:

UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at www.uta.edu/resources.

Academic Integrity:

All students enrolled in this course are expected to adhere to the UT Arlington Honor Code:

I pledge, on my honor, to uphold UT Arlington's tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.

I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.

Instructors may employ the Honor Code as they see fit in their courses, including (but not limited to) having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System *Regents' Rule* 50101, §2.2, suspected violations of university's standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student's suspension or expulsion from the University.

Student Feedback Survey:

At the end of each term, students enrolled in classes categorized as lecture, seminar, or laboratory shall be directed to complete a Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student's feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington's effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit <http://www.uta.edu/sfs>.

Final Review Week:

A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week *unless specified in the class syllabus*. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition,

instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

Policies regarding assignments:

All work for this course is to be edited and executed with care and professionalism.

Handwritten documents will not be accepted except for those you will be producing in class. Always make sure you keep a copy of documents submitted to your professor.

- Complete all assignments by the due date listed on the syllabus or announced in class. Late work will not be accepted.
- Please type all assignments, unless otherwise specified. The student's name should be on every page of every assignment submitted. It is also generally recommended that students keep copies of work turned in. The instructor reserves the right to return for re-submission any work that is not neatly, legibly, and professionally submitted. In addition, **assignments containing multiple spelling, usage, and/or mechanics errors will be returned for revision.**
- All assignments should be submitted electronically through Blackboard, unless otherwise noted. All assignments should be submitted with the student's name and the name of the assignment as the document name (e.g., Amaro_C_JournalEntryOne.doc).
- It is important to protect the confidentiality of the students you will supervise, assist, tutor, and/or teach in the field. For this reason, it is important to change the name of a student during discussion and/or a written assignment.
- Should our classroom meeting site become unavailable for any reason, another location has been provided in order to take exams or make presentations that might have been interrupted.
- Medical Reimbursement: University students will be responsible for their own transportation, meals, and health care while participating in the field-based program. University students bear the burden of any expenses incurred in conjunction with injuries that may occur during field-based classes/components, internship, and residency. The university will not reimburse the student for any expenses related to injuries or illness.
- Grade Grievance: The student has one calendar year from the date the grade is assigned to initiate the grievance. The normal channels are to express your concerns in writing first to the course instructor, then to the appropriate department chair or program director, then to the academic dean, and then to the Provost.
- As a courtesy to your instructor and your classmates, please keep your use of any electronic devices such as cell phones, smartphones and laptops to a minimum (i.e., for emergency situations and on vibrate ONLY).

- The instructor reserves the right to make changes to the syllabus, as deemed necessary. Students will be notified of any and all changes.

Description of Assignments (see grade calculation below)

The grade for the course is determined by the following components.

1. Preparation & Participation.....	15
points	
2. Effective practices vodcast	30
points	
3. Lesson Plan.....	30
points	
4. Board Game & Implementation.....	20
points	
5. Final project: A Family Suitcase on Science Topics.....	50
points	

Total possible points: 145 points

Grading Scale:

- A = 93 – 100%
- B = 84 – 92%
- C = 75 – 83%
- D= 70 – 74%
- F below 70%

1. Preparation and Participation (15 points)

Your active participation in this class is *expected*. To prepare for class make sure you complete all the assigned readings per week and you come with questions to class. The questions may be based on factual information and/or on practice and implementation. Your lack of preparation for class will significantly affect your classroom participation and your overall grade.

In addition to providing comments and making questions during class, either verbally or on ‘the parking lot’ poster (to be explained in class), you will be assessed for your understanding of weekly content covered by creating an ‘exit ticket.’ The ‘exit ticket’ is a strategy in which you will synthesize one or two major ideas covered during a given week and produce a ‘product.’ For this class, your ‘exit ticket’ will be to write a ‘tweet’ – a message in 140 characters or less. Your tweet will have both the handle @dramarojimenez AND the hashtag #beep4312. If you are not familiar with Twitter, you are encouraged to visit the link below. You will have time to submit your ‘exit ticket’ until 11:59 PM of the day we meet in class.

NOTE: The Twitter account you will be using in this course is for academic and professional purposes only. Therefore, you will most likely need to create a new account. The new Twitter account must include your name and last name – you are discouraged from using ‘creative’ ones such as ‘Ilovemydoggy’ or ‘thisgirlylovesshoes.’

Go to <https://twitter.com/signup> and sign up.

Need help? Get the 101 on using Twitter at <http://support.twitter.com/groups/31-twitter-basics/topics/104-welcome-to-twitter-support/articles/215585-twitter-101-how-should-i-get->

2. *Effective Practices Vodcast*

Effective teachers are those who not only know well the content they teach, but who are able to share this knowledge effectively with others (e.g., other teachers or colleagues, parents of the students taught, etc.). Given the pressing need to prepare teachers who are not only knowledgeable of their areas of expertise but who are technology-savvy, for this assignment you will be creating one short (between 5-7 min. long) video on a self-selected topic or concept related to the teaching of science in dual language settings. Think of these videos as 'podcasts' which include the use of video ('vodcasts'). Thus, your vodcast will focus on your ability to explain a science concept, put it into practice, and critically reflect on your delivery of such topic or concept afterwards.

The topics you can choose from will directly respond to the state's EC-6 science curriculum. The possible 'grand topics' for these videos include the following:

- (1) the scientific process,
- (2) scientific inquiry,
- (3) physical science (e.g., properties of matter) and life science (e.g., germination),
- (4) environmental awareness (e.g., water conservation) and
- (5) health and nutrition (e.g., healthy habits).

Consult the textbook for concepts that can fall under these grand topics. You could also combine some of these if you desire. Note that you will be expected to create your vodcast in either English (for ESL candidates only) or Spanish (for bilingual candidates). Additional information about this assignment will be provided in class and will be posted on Blackboard.

3. *Lesson Plan* (30 points)

You are to choose a topic of your choice from the approved EC-6 science curriculum, and develop it into a single lesson. You will be teaching this lesson in your initial field-based experience (previously called Internship) in consultation with your cooperating teacher (previously called mentor). You will need to create the lesson by following the lesson plan format provided in the intern handbook. Suggestions for the actual creation as well as the implementation of the lesson will be shared in class and posted on Blackboard.

4. *Integrated Curriculum Board Game* (20 points)

For this assignment you will need to create an original, standards-aligned board game in Spanish for bilingual children in EC-6 dual language settings. The assignment has three critical components: (1) each board game must integrate science and any another content area of your choosing (e.g., mathematics, language arts), (2) the board game has to respond to the linguistic, cultural and cognitive needs of bilingual children in a specific grade level that you choose beforehand, and (3) the board game must be implemented in the classroom where you, as a pre-service teacher, will be completing your initial field-based experience.

For part (3) of this assignment, you will need to document your implementation of the game as well as evaluate the effectiveness of the material created for teaching these two concepts or topics chosen by taking pictures, video, etc. Make sure you obtain parental permissions for using such pictures in class. A media release form will be posted on Blackboard.

Sample games will be brought to class for critical analysis. Suggested steps for creating the games can be found on Blackboard.

5. Final Project: A Family Suitcase on Science Topics (50 points)

For this final, three-part project you will be expected to design, implement and reflect on the effectiveness of an original 'Family Suitcase' related any of the topics covered in the course. The suitcase you will create will contain standards-aligned, hands-on activities and a book (or several) on the topic you have chosen. The 'Family Suitcase' will need to not only respond to the State's standards and curriculum, but will need to incorporate sustainability topics within culturally, linguistically, and developmentally appropriate practices.

The first part of your assignment will deal with the actual creation of the Family Suitcase. Some of the possible topics for the 'Family Suitcase' will include: (a) deforestation, (b) the scientific process, (c) recycling, (d) sustainable energy and (e) water cycle, among others. A folder with suggested URLs and resources has been posted on Blackboard. Make sure you visit these resources to gather ideas for your project.

At a minimum, your Family Suitcase will have the following components:

1. Note to the child and parent: This short note will let the ELL and parents know what the purpose and topic of the suitcase is. This note will also let the parents know what academic content standards (e.g., science) are being addressed/implemented in the suitcase. The note will be written in both English and Spanish to ensure that all the parents understand the contents of the note.
2. Hands-on activities: Each suitcase will contain at least two activities related to sustainability that the parents and children will complete at home. These activities will need to be hands-on and will require parents and children to work together.
3. Materials: Each suitcase will contain all the materials that the parents and the ELL will need to take part in the activities, unless these are items that can be commonly found in their homes (e.g., cans of soda, empty box of cereal, newspaper). Blank sheets of paper will also be included to have children illustrate what was done at home with the materials.

4. Reflection: Each suitcase will contain a reflection piece that the parents of ELLs will fill out upon completion of the suitcase. The reflection note will be sent back with their children and suitcase to the school. You will use this reflection for the last part of this assignment.

The second component of this assignment will be for you to document the creation and implementation of your Family Suitcase. Note that you will be required to take pictures and/or video of the process you underwent to create the Family Suitcase and the Suitcase's implementation. This documentation will be submitted at the end of your reflection; see final component of this assignment. A media release form will be posted on Blackboard.

The third and final component of this assignment will be to write a three page, double-spaced reflection. To do so, you will be expected to draw on your experiences as well as the parents' reflection (see 4 above) to:

- a. determine the appropriateness of the suitcase,
- b. identify ways in which the parents collaborated with their children to work on the activities and/or ways in which this collaboration could be improved, and
- c. analyze the parents and children's understanding of the topics addressed in the suitcase.

Once you have analyzed this information, you will provide at least ten (10) suggestions for teachers wishing to implement a strategy like this one. In your suggestions make sure you address any concerns or difficulties you may have also experienced creating and/or implementing your Family Suitcase.

Note you will be required to submit a draft of your Family Suitcase as indicated on the course schedule. This draft will be worth 30 out of the 50 possible points for this assignment. Please fill out the form available on Blackboard and submit through the indicated assignment option.

Course Schedule*

Date	Topics Covered	Assignments Due	Materials to be brought to class
August 27, 2011	Course introduction, expectations, review of syllabus	<ul style="list-style-type: none"> • None • 'Exit ticket' answering the following question: "What do you look forward to in this class?" 	None
September 3, 2011	Holiday – NO class	<ul style="list-style-type: none"> • <i>Begin conceptualizing 'Family Suitcase' project; visit sites recommended on Blackboard prior to coming to class next week.</i> 	
September 10, 2011	Learning theories; Science Standards; Acquisition and development of concepts and thought; Curriculum Considerations; WICOR	<ul style="list-style-type: none"> • Read Foreword, Preface & Chapter 1 from Settlage's book • 'Exit ticket' 	<ul style="list-style-type: none"> • Paper • Markers
September 17, 2011	Observing, Inferring and Classifying	<ul style="list-style-type: none"> • Read Chapter 2 from Settlage's book • Lesson Plan is due. Submit through Blackboard no later than Sunday at 11:59 PM. • 'Exit ticket' 	TBA
September 24, 2011	Measuring, Predicting and Communicating	<ul style="list-style-type: none"> • Read Chapter 3 from Settlage's book • 'Exit ticket' 	TBA
October 1, 2011	Approaches to Science Instruction	<ul style="list-style-type: none"> • Read Chapter 4 from Settlage's book • 'Exit ticket' 	TBA
October 8, 2011	Nature of Science	<ul style="list-style-type: none"> • Read Chapter 8 from Settlage's book • Submit 'draft' of Family Suitcases project through Blackboard no later than Sunday at 11:59 PM. Make sure your initial pictures are included. • 'Exit ticket' 	TBA
October 15,	The Learning Cycle	<ul style="list-style-type: none"> • Read Chapter 5 from Settlage's book 	TBA

Date	Topics Covered	Assignments Due	Materials to be brought to class
2011		<ul style="list-style-type: none"> • Effective Practices Vodcast #1 is due. Submit through Blackboard no later than Sunday at 11:59 PM. • 'Exit ticket' 	
October 22, 2011	Questioning Strategies and Leading Discussions	<ul style="list-style-type: none"> • Read Chapter 6 from Settlage's book • 'Exit ticket' 	TBA
October 29, 2011	From Activity to Inquiry	<ul style="list-style-type: none"> • Read Chapter 7 from Settlage's book • 'Exit ticket' 	TBA
November 5, 2011	Science Curriculum & Managing a Classroom for Science Learning	<ul style="list-style-type: none"> • Read Chapters 9 & 12 from Settlage's book • Effective Practices Vodcast #2 is due. Submit through Blackboard no later than Sunday at 11:59 PM. • 'Exit ticket' 	TBA
November 12, 2011	Integrating Science with other Subjects	<ul style="list-style-type: none"> • Read Chapter 10 from Settlage's book • 'Exit ticket' 	TBA
November 19, 2011	CATCH-UP WEEK		
November 26, 2011	Assessing Students' Science Learning & Technology and Science Teaching	<ul style="list-style-type: none"> • Read Chapter 11 from Settlage's book • Board Game is due. Game <u>MUST</u> be brought to class for grading. An electronic copy of all documentation related to the board game must be submitted through Blackboard no later than Sunday at 11:59 PM. • 'Exit ticket' 	•
December 3, 2011	Teachers Negotiating Different Communities	<ul style="list-style-type: none"> • Read Chapter 14 from Settlage's book • Family Suitcase's Project is due. • 'Exit ticket' 	TBA

**** Schedule is subject to change at the professor's discretion. Students will be informed of all changes.***