

**EDUC 339 – Social Studies and Science Methods, Management and Assessment  
In the Elementary School (5 credits)**

Spring 2015

Sec. 2 – M and W 7:30-9:50am, Williamson 229

**Course Description**

This course is designed to introduce pre-service K-8 teachers to methods and materials for teaching science and social studies in elementary and middle school. This methods course will explore both theoretical and practical knowledge about student learning and teaching in science and social studies.

**EWU Education Department Conceptual Framework**



**Eastern Washington University Mission Statement:** EWU expands opportunities for personal transformation through excellence in learning

**Department of Education Mission Statement:** The mission of the Department of Education is to prepare student-centered educators to be professionals, leaders, scholars, and practitioners.

**Professionals:** Student-centered educators exhibit character and dispositions expected of professionals embarking on a life-long career. They relate well to diverse populations, communicate effectively, and hold themselves to high ethical standards. (See Course Objective 2)

**Leaders:** Student-centered educators think critically, mentor others, and encourage teacher voice as they work to create a learning atmosphere that reflects, collaborates, and advocates for the needs of the learning community. (See Course Objective 3)

**Scholars:** Student-centered educators know and apply current research to improve their instructional practices. (See Course Objectives 1)

**Practitioners:** Student-centered educators reflect, collaborate, implement, integrate, transform, and build learning communities. (See Course Objective 4)

**Course Objectives**

Upon completing this course students will be able to:

1. Create standards-based science and social studies lessons that promote real-world problem solving strategies, integrate knowledge and skills from science, social studies, English language arts, and/or mathematics and reflect best practices in instruction and assessment.
2. Compare and contrast instructional methods in science and social studies that meet the needs of diverse learners.
3. Explain the importance and challenge of preparing students to be respectful citizens in a complex world.
4. Employ reflective practices to refine instruction in science and social studies according to assessment results, current research, and student needs.
5. Exhibit professionalism associated with the high standards of the teaching profession.

### **Department of Education Outcomes**

These department outcomes must be met by all students upon completion of their degree. EDUC 339 will provide students with the opportunity of addressing these outcomes as applicable to the instruction of social studies and science in the elementary and middle school classroom.

1. Teacher-candidates will use multiple instructional strategies to address individual student needs.
2. Teacher-candidates will integrate subjects across content areas.
3. Teacher-candidates will use a variety of assessments to monitor and improve instruction.
4. Teacher-candidates will create a safe, productive learning environment.
5. Teacher-candidates will plan and/or adapt curricula for diverse student needs.
6. Teacher-candidates will ensure that students can articulate learning targets and can monitor their own progress toward those targets.
7. Teacher-candidates will plan Standards-driven curricula to develop student capacity for problem-solving strategies in content areas.
8. Teacher-candidates will prepare responsible citizens for a diverse society.
9. Teacher-candidates will ensure cultural competence in teaching.
10. Teacher-candidates will integrate technology into their classrooms and/or planning.
11. Teacher-candidates will involve and collaborate with student families and community.
12. Teacher-candidates will utilize feedback and reflection to improve teaching practice.
13. Teacher-candidates will collaborate in and contribute to school improvement.
14. Teacher-candidates will demonstrate knowledge of responsibilities and policies related to the teaching profession.

### **Required Materials**

- A bound composition notebook for use each week (to remain in the classroom).
- *Next Generation Science Standards*, which can be viewed or downloaded for free from: <http://www.nextgenscience.org/next-generation-science-standards>
- *A Framework for K-12 Science Education*, which can be viewed or downloaded for free at: [http://www.nap.edu/openbook.php?record\\_id=13165](http://www.nap.edu/openbook.php?record_id=13165)
- *College, Career, and Civic Life (C3) Framework for Social Studies State Standards: Guidance for Enhancing the Rigor of K-12 Civics, Economics, Geography, and History*, which can be downloaded for free at: <http://www.socialstudies.org/c3>
- *Washington State Social Studies Standards* <http://www.k12.wa.us/socialstudies/ealrs-gles.aspx>

### **Course Assessments and Grades**

Your grade for this course will be based on:

TPA Lessons (4)	~45%
Scheduled Sharing of Ideas, Activities and Opportunities	~10%
Soils and Society Project	~20%
Professionalism Self-Assessment (mid-term and final)	~25%
<b>Total</b>	<b>100%</b>

Details and guidelines for course assessments are posted on Canvas. All out of class assignments should be typed unless otherwise stated. Please use APA formatted citations to reference any work used, such as information from websites, books, and curriculum kits (FOSS, STC, etc.). All assignments should be turned in as directed by your Professor. Please do not email assignments.

Grading Scale: Course requirements will be evaluated on a percentage scale as shown below.

4.00 = 97-100%	3.00 = 80%	2.00 = 70%	1.00 = 60%
3.90 = 94-96%	2.90 = 79%	1.90 = 69%	.90 = 59%
3.80 = 91-93%	2.80 = 78%	1.80 = 68%	.80 = 58%
3.70 = 88-90%	2.70 = 77%	1.70 = 67%	.70 = 57%
3.60 = 86-87%	2.60 = 76%	1.60 = 66%	.60 < 57%
3.50 = 85%	2.50 = 75%	1.50 = 65%	
3.40 = 84%	2.40 = 74%	1.40 = 64%	
3.30 = 83%	2.30 = 73%	1.30 = 63%	
3.20 = 82%	2.20 = 72%	1.20 = 62%	
3.10 = 81%	2.10 = 71%	1.10 = 61%	

### Professionalism - Expectations and Policies

Now is the time to begin acting like a professional educator—demonstration of a positive and professional attitude is required. Words such as *intelligent, thoughtful, respectful, responsible, intentional, caring, creative, hard working, committed, and ethical* should be words that are used to describe your teaching and learning persona. Practically, your professionalism will be displayed (and assessed) in three ways: Prompt Attendance, Active Engagement, and Academic Integrity. Each of these areas is treated with seriousness because of the high standards associated with the teaching profession. Your professionalism will be assessed by both yourself and your Professor at the midterm and final weeks of class.

#### Prompt Attendance

Being a teacher demands high standards. Dependability and punctuality are critical qualities in the profession. Therefore, your regular attendance and punctuality are important to your participation in class.

Students are expected to attend each scheduled class punctually and remain for its entirety. One absence, for any reason, will be excused as long as you handle it with professionalism (See Excused Absences #2).

### Excused Absences

1. An absence may be excused if the student provides written verification that it falls under University guidelines. Contact Michelle Helmerick in the Dean of Students office for more information, (509) 359-2291 or mhelmerick@ewu.edu.
2. If you will be absent from class for any reason, you are expected to notify the Professor in advance. If your absence is an emergency and you cannot make contact in advance, contact your Professor as soon as possible. Please make arrangements with a classmate to gather handouts and take notes for you. Because of the nature of our activities, it is not possible to “make up” the in class work of a missed class and under most conditions make-ups are not possible. Under special circumstances (see excused absences #1), a substitute assignment such as a research paper, volunteer hours in the community, etc., may be determined by discussion with your Professor..

### Active Engagement

The success of this course depends on your active participation. Your preparation for and participation in class discussions, class activities and notebook entries are an essential part of your work in the course. Everyone in the class benefits from high quality participation by each member of the group. For each class session students must competently engage in its events. In general, this involves exhibiting a professional demeanor and being prepared to consider, discuss, and apply the information covered during class as well as outside readings. This also includes using your class notebook to its fullest potential by gathering notes, collecting and analyzing data, and personal reflection. Your engagement cannot occur if you are using electronic devices or working on other tasks.

Policy on Cell Phone Usage: The use of cell phones for anything beyond class activities is prohibited during class except with Professor permission. Cell phones should be turned off (or on vibrate) and stored out of view. Students who use their cell phones for out of class activities may be asked to leave class and lose engagement points for the day. Students who are designated as emergency caretakers or in an emergency situation may use this technology with respect for others. Please inform your Professor before each class if you are the emergency caretaker or in a situation where you must have access to your phone.

Policy on Computer Use: Unless requested by the Professor, electronic devices should have their lids down and/or be turned off during class. In the classroom, students are only allowed to use computers (or other electronic devices such as iPads, smartphones, etc.) for class-related activities. Students who use their computers for other activities may be asked to leave class and lose engagement points for the day’s in-class work.

Policy on Late Work: The teaching profession is filled with deadlines. We will model this in our course. If you know of a conflict with an assignment deadline, please discuss with your Professor as soon as possible. All assignments are due as listed on the course schedule. Assignments are due by the beginning of the class period unless otherwise stated by the Professor.

### Academic Integrity

This course will strictly follow the Academic Integrity Policy for Eastern Washington University discussed in the next section.

## **University Polices**

### **Policy on Academic Integrity**

Teachers expect academic honesty from their students. No less is expected of teachers – whether entering the profession or already members of it. Academic honesty supports the learning environment and classroom community. The university supports the faculty in setting and maintaining standards of academic integrity. Examples of academic dishonesty include plagiarism, failure to provide proper citations, stealing or destroying material intended for the use of other students, using notes or cell phones during exams, taking photographs of exams, assisting others during exams, copying someone else's work, letting his or her work be copied. **Any** violation of academic integrity for any assignment in this class may result in an XF grade *for the course as a whole*. An XF grade indicates that you failed the course for violating EWU's policy on academic integrity. For additional information regarding this issue, refer to the following link <http://access.ewu.edu/Undergraduate-Studies/Curriculum-and-Policies/Academic-Integrity.xml>.

### **Students with Disabilities**

Reasonable accommodations are available for students with documented disabilities. If you have a documented disability and need accommodations for this class, contact the Disabilities Support Services Office for assistance. The office is located in Tawanka 121; students are welcome to stop by or phone 509-359-6871.

### **Equal Opportunity/Affirmative Action**

No person shall, on the basis of age, race, religion, color, gender, sexual orientation, gender identity, national origin or disability, be excluded from participation in, or be denied the benefits of, or be subjected to discrimination under any program or activity of Eastern Washington University. Eastern Washington University adheres to affirmative action policies to promote diversity and equal opportunity for all faculty and students.

### **Student Conduct**

Students are subject to the University's Student Conduct Code, which has been promulgated as a chapter in the Washington Administrative Code (WAC) at Ch. 172-121. This code protects the interests of the University in providing an atmosphere supportive of student learning. In this class, students are expected to treat other individuals with respect and to engage in the learning activities assigned. Distractive, disruptive, irrelevant or inappropriate behavior will not be tolerated.

### **Time Commitment**

As per the guidelines for Eastern Washington University, for each credit hour spent in a lecture-discussion setting in the classroom, per week, requires 2-hours of outside preparation time. This is a 5 credit-hour class, and you can expect to put in up to 10-hours per week outside of the classroom on the preparation, reading, and project assignments.

### **Withdrawal/ Incomplete**

If it becomes necessary for you to withdraw from the course, it is your responsibility to do so. To receive an incomplete (X), a student must be passing the course when a verifiable documented emergency occurs after the last withdrawal date.

**EDUC 339 Class Schedule  
Spring 2015  
(Subject to Minor Changes as Necessary)**

<b>Week</b>	<b>Date</b>	<b>Domains/Topics</b>	<b>Science Practices &amp; SS Dimensions</b>	<b>Assessments</b>
1-3	Mar 30, Apr 1, 6, 8, 13, 15	Inquiry 1: Need for Speed (Physical Science & Civics)	Science: <ul style="list-style-type: none"> <li>- Asking Questions &amp; Defining Problems</li> <li>- Using Mathematics and computational thinking</li> </ul> Social Studies: <ul style="list-style-type: none"> <li>- Communicating conclusions and taking informed action</li> </ul>	<b>Apr 15 – Sharing Inquiry 1 Activities</b> <b>Apr 15 – Small Group Reflection</b> <b>Apr 17 – TPA Lesson 1 due via Canvas</b>
4-5	Apr 20, 22, 27, 29	Inquiry 2: Enduring Inventions (Engineering & History)	Science: <ul style="list-style-type: none"> <li>- Developing and using models</li> <li>- Constructing Explanations &amp; Designing Solutions</li> </ul> Social Studies: <ul style="list-style-type: none"> <li>- Applying disciplinary concepts &amp; tools</li> </ul>	<b>Apr 29 – Sharing Inquiry 2 Activities</b> <b>Apr 29 – Small Group Reflection</b> <b>May 1 – TPA Lesson 2 due via Canvas</b>
6-7	May 4, 6, 11, 13	Inquiry 3: An Elk Argument (Life Science & Geography)	Science: <ul style="list-style-type: none"> <li>- Engaging in argument from evidence</li> <li>- Obtaining, Evaluating, &amp; Communicating information</li> </ul> Social Studies: <ul style="list-style-type: none"> <li>- Evaluating sources and using evidence</li> </ul>	<b>May 4 – Professionalism Self-Assessment</b> <b>May 13 – Sharing Inquiry 3 Activities</b> <b>May 13 – Small Group Reflection</b> <b>May 15 – TPA Lesson 3 due via Canvas</b>
8-10	May 18, 20, 27, Jun 1, 3	Inquiry 4: Investigating Soils and Society (Earth Science & Economics)	Science: <ul style="list-style-type: none"> <li>- Analyzing and interpreting data</li> <li>- Planning and carrying out investigations</li> </ul> Social Studies: <ul style="list-style-type: none"> <li>- Developing Questions &amp; Planning Inquiries</li> </ul>	<b>May 21 – TPA Lesson 4 due via Canvas</b> <b>May 27 – Small Group Reflection</b> <b>June 1 – Sharing Civic Engagement</b> <b>June 3 – Professionalism Self-Assessment</b> <b>June 3 – Soil and Society Presentations</b>