**EED 480 Spring 2020 Agenda/ Belgrad ED 3117**

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| **WED** |  | **Class Session Topic** | **Assignments for****Next Session** |
| 1  | **JAN 22** | **Welcome!** **EED 480** **People Search*** Introductions and Course Organization: Syllabus, Assessments, Agenda-Developmentally-Appropriate Practices;
* **ACTIVITY ONE**: **The 10 Social Science Themes and 10 Global Issues**
* Procedural Discussion and Base-Group Assignments
* Assignment Instructions: KWL and other Graphic Organizer Examples for the Framework Posters

Complete Session Log | ** Read Course Syllabus/Agenda/Assessments found in the** [***Course Documents***](http://www.csun.edu/~sb4310/EED480Coursepage.htm) page** Read** **K-12** [**CA History Social Science Framework**](https://www.sdcoe.net/lls/ccr/Pages/California-History-Social-Science-Framework.aspx) **** Be prepared to **Create a Poster** contributing to **ACTIVITY THREE** with your Assigned Base Group’s section for Class Session #3, FEB 5 **Base Group #1- Introduction  Base Group #2- Inquiry Base Group #3- Literacy** **Base Group #4- Citizenship** |
| 2Framework | **JAN** **29** | * **Review of Assignments, Agenda and Assessments**

**ACTIVITY TWO: The** **Amazing Egg Drop** * Small group engagement
* Processing the components of the Amazing Egg Drop activity
* Discussing the content standards met  in an engaged-learning lesson;
* **Instructor Presentation:** *Dimensions  of Teaching and Learning***(see placemat in Course Docs)**
* Quizlet and Game group assignments
* Preparing for the Informal cooperative  group activity: ***Kahoots on Soc Science Standards***

Complete Session Log | ** Read** **K-6** [**Content Standards for Social Studies**](https://www.cde.ca.gov/be/st/ss/documents/histsocscistnd.pdf)** Read** [**21st Century Skills (the 4Cs of the Common Core Standards)**](https://ed.sc.gov/scdoe/assets/File/agency/ccr/Career-and-Technology-Education/documents/21stCenturySkillsforStudentsTeachers.pdf)** Read** [**Achieving Climate Stability and Environmental Sustainability**](http://www.csun.edu/~sb4310/AchievingClimateStability-Report-FINAL%2011-22%20%281%29.pdf)** Open and Download** the [Coop Learning Template](http://www.csun.edu/~sb4310/480SP%2019/Coop%20Learn%20Template.docx)**** SEE the [***Course Documents***](http://www.csun.edu/~sb4310/EED480Coursepage.htm)page for your group’s  *Fun Facts* Social Studies Games and Quizlets.  Work with your group on Assigned quiz or game** Reflective Journal One:** How can you embrace the important role of the elementary educator in challenging today’s students to become the next generation of environmentally aware, “audacious scientists, engineers and citizen advocates/activists?” |
| 3Posters | **FEB****5** | **MEETING IN TCC*** **Inquiry and Primary Sources**

**With Dr. Greg Knotts****MEETING IN ED 3117** **ACTIVITY THREE: CA Social Studies  Frameworks Poster Session** * **Instructor Presentations:** Designing a cooperative learning social studies lesson and assignment using the planning template and assessment rubric
* **Instructor Presentation: Evaluating** “Coop-Group Activities” for Cooperative Learning Elements

Complete Session Log | **** **GROUPS** assigned to prepare a [***Kahoot***](https://create.kahoot.it/login) to lead a class #4 discussion on the K-5 Soc Science Standards with *planet*-*environmental-justice perspectives* **from the National SS Themes Read**: A Changing Vision of Education <http://www.csun.edu/~sb4310/601%20files/Global%20Awareness.pdf>** Preparation for Global Awareness Activity:** Select a Graphic Organizer from the Instructor’s  webpage to capture key ideas from the readings. Prepare to share with Base Groups that will share  and select to present Class Session # 5 February 12** Find and Improve** a Group-Learning Lesson Plan addressing Social Studies at your grade-level that you will revise while using [**Coop Learn Template**](file:///C%3A%5CUsers%5CSusan%20Belgrad%5CDesktop%5Cmy%20webs%5CPBL%20Handouts%20and%20Assessments_files%5CCooperative%20Learning%20Template.docx)*(bring this to class session to be shared)* **Work** on addressing social studies standards in cooperative learning lesson plans with your grade level peers. |
| **WED** |  | **Class Session Topic** | **Assignments for****Next Session** |
| 4QuizletsKahoot | **FEB****12** | **ACTIVITY** **FOUR:** Groups lead Quizlets **ACTIVITY FIVE:**  **Kahoot** JIGSAW Presentations:  *CA K-5 Social Science Studies Content Standards* (earth stewardship, climate/  environmental justice perspectives)**ACTIVITY SIX:** *Global Awareness and 21st Century Citizenship--Social Studies Standards in Action for a Sustainable Planet** **Group Sharing** of revised cooperative learning lessons.
* **Distribution of the  *NGSS Placemat***

Complete Session Log | ** Review** **NGSS *PLACEMAT*  Read** **K-6** [**Next Generation Science Standards**](https://ngss.nsta.org/AccessStandardsByTopic.aspx)  *Be prepared to discuss how to use the NGSS  Placemat next session.*** Review –** the script and structure of the Amazing  Egg Drop noting the format of cooperative  learning, formative and summative assessment. ** Review** the Social Studies Planning Template and  Rubric in Course [***Documents***](http://www.csun.edu/~sb4310/EED480Coursepage.htm) and [***Assessments***](http://www.csun.edu/~sb4310/480%20COURSE%20ASSESSMENTS.htm)** Read Packet: Creating Rubrics and Checklists in** *Authentic Assessments FOR Student Learning*** Reflective Journal 2:** How does assessment FOR learning result in more student engagement and goal setting for successful achievement in global citizenship for a sustainable planet? |
| 5CoopLearnPlan | **FEB 19** | **Cooperative Learning Plan*** **Instructor Presentation The STEM LEARNING for Student Access to the 21st Century Work force**

 **ACTIVITY SEVEN:** Workshop Science Standards- *WATER ON A PENNY** **Instructor Presentation The 5-E Framework for planning Engaged-learning science lessons**

Complete Session Log |  ** Navigate to and Read about** [**SCRATCH**](https://scratch.mit.edu/)[SCRATCH for Educators](https://scratch.mit.edu/educators) **Work** on **Social** **Studies Lesson Plan**** Review** the National Geographic or Sierra Magazine you received for articles about the effects of global warming and/or sustainability solutions—Submit to instructor in preparation for class presentation **Feb 26**** Reflective Journal 3:** *Describe your experience as a learner with NGSS --* **Be sure to address** one of each:  Disciplinary Core Ideas (DCI),  Cross-Cutting Concepts (CCC), and  Scientific Practices (SP) |
| 6NatGeo | **FEB****26** | **Guest Lecturer:** *Educators Addressing Global Climate Change:* Understanding the science of global warming.  **Dr. Loraine Lundquist** **ACTIVITY EIGHT:** Individual sharing of  the articles selected from the **NAT GEO & SIERRA** publications* **Instructor Presentation:** *LADWP Project Ideas for Sustainable Homes and Schools*
* **Instructor Presentation:** Creating STEAM-integrated science lessons.
* Complete Session Log
 | **Work** on **Social** **Studies Lesson Plan** ** Read Assigned Koch Chapters  (consult with Instructor)**  **Complete and Submit** all Student Self-Assessment rubrics to date for midterm grade achievement. |
| 7 | **MAR****4** | * **ACTIVITY NINE: FIELD TRIP TO CSUN INSTITUTE FOR SUSTAINABILITY**

Lecture and Tour of the  Institute the campus food  service, gardens and zero  waste initiatives sites.Complete Session Log | ** Read and Review** the Integrated Steam Social Studies template and rubric provided. This will enable candidates to successfully prepare and lead integrated-discipline PBL for students at their placements** Read:** [***Teaching Kids Water Conservation***](https://www.schooliseasy.com/2015/05/teaching-kids-water-conservation/)** Reflective Journal 4:**  Three things I can do to become eco-friendlier as a model for my students. |
| **WED** |  | **Class Session Topic** | **Assignments for****Next Session** |
| 8 | **MAR****11** | * PI- Day - Campus USU  Class Meets in the **Grand Salon**
 | **Work** with grade-level peers to design science lesson and then write your grade-level individual plan**See the Science Plan Rubric in** [**Course Assessments**](http://www.csun.edu/~sb4310/480%20COURSE%20ASSESSMENTS.htm) ** Read and Review** [***Understanding by Design***](https://backend.edutopia.org/sites/default/files/resources/stw-normal-park-normal-understanding-by-design.pdf) |
| 9 | **MAR****18** | SPRING VACATION | **No new assignments during the break** |
| 10SocStudies Plan | **MAR****25** | **SOCIAL** **STUDIES LESSON PLAN DUE** **Submit with Student Self-Assessment rubrics.*** **Instructor Presentation:** [**The Branches of Science**](https://www.youtube.com/watch?v=9bvFAgEn4Qo)[**BCES 5-E Framework**](https://images.search.yahoo.com/search/images?p=5-e+model+in+science&fr=mcafee&imgurl=https%3A%2F%2Fs-media-cache-ak0.pinimg.com%2F736x%2F84%2F89%2Fdb%2F8489db4e8a24610a9c2f82061f99dc93.jpg#id=0&iurl=https%3A%2F%2Fs-media-cache-ak0.pinimg.com%2F736x%2F84%2) [**Integrated STEAM-Social Studies**](http://www.csun.edu/~sb4310/projectbased_learning_workshop_series.htm)
* **Discussion on Nature of Science**[***The Nature of Science***](https://www.nextgenscience.org/sites/default/files/Appendix%20H%20-%20The%20Nature%20of%20Science%20in%20the%20Next%20Generation%20Science%20Standards%204.15.13.pdf)

**Guest Lecturer:** **Dr. Maria d’Orsogna-** Environmental Advocacy and Scientific Literacy--Complete Session Log | ** Read: Koch Chapter 13**** Review** **the Video**: [**The Branches of Science**](https://www.youtube.com/watch?v=9bvFAgEn4Qo)** Review** these Lesson Planning Tools* [**BCES 5-E Framework**](https://images.search.yahoo.com/search/images?p=5-e+model+in+science&fr=mcafee&imgurl=https%3A%2F%2Fs-media-cache-ak0.pinimg.com%2F736x%2F84%2F89%2Fdb%2F8489db4e8a24610a9c2f82061f99dc93.jpg#id=0&iurl=https%3A%2F%2Fs-media-cache-ak0.pinimg.com%2F736x%2F84%2)for science
* [**Integrated STEAM-Social Studies**](http://www.csun.edu/~sb4310/projectbased_learning_workshop_series.htm)
* [**Elementary Ed Official Lesson Plan**](https://www.csun.edu/sites/default/files/Department-of-Elementary-Education-Lesson-Plan-Format.pdf)

** Consult the Koch chapters** relevant to the science lesson you are designing. Indicate the chapter number(s) in your lesson design submission **Work on Science Lesson Plan*—consider topics related to energy and water conservation: Reducing the use of plastics including straws.* DUE April 1**  |
| 11 | **APR****1** | **SCIENCE LESSON PLAN DUE** * **Instructor Presentation and Class Sharing on National Geographic/ Sierra Publications**

ACTIVITY TEN: Hands-on Science Materials - Designing engaged learning science lessons using the [BCES 5-E](https://images.search.yahoo.com/search/images?p=5-e+model+in+science&fr=mcafee&imgurl=https%3A%2F%2Fs-media-cache-ak0.pinimg.com%2F736x%2F84%2F89%2Fdb%2F8489db4e8a24610a9c2f82061f99dc93.jpg#id=0&iurl=https%3A%2F%2Fs-media-cache-ak0.pinimg.com%2F736x%2F84%2) Framework Implementing UBD* [***The CELERY Experiment***](file:///C%3A%5CUsers%5CSusan%20Belgrad%5CDesktop%5C480SP%2019%5CCelery%20Experiment.docx)***-****Revisited* ***(example of engagement using the 5-E Framework)***

*(This activity prepares candidates to design, lead and assess student performance in a project (problem) based unit of study.** **Processing** **PBL**
* Grade level group worktime to brainstorm PBL topics

Complete Session Log |  **Create a plan (outline) for a PBL as you consider how your science lesson was a launch activity for integrated social studies and science Problem Based Learning.**** Reflective Journal 5:** How does using cooperative learning structures along with the 5E framework assist you in promoting student inquiry engagement and discovery in aspects of environmental justice through STEAM curricula?**Transfer your science** lesson to the Elementary Education Student Teaching Lesson Plan format by **April 8**  |
| 12 | **APR****8** | Department SCIENCE LESSON FORMAT DUEACTIVITY 11: ENGINEERING STANDARDS in NGSS-See Placemat**Robotics Lab Rally in the Valley Robotics with LEGO EV3 Mindstorms** **Guest Lecturers:**Mr. Oscar Rios and Mr. Sergio MillanComplete Session Log | ** Review** and share the video showcasing student *coopertitions* in the **CSUN RIV.** Consider signing up to volunteer on May 2, 2020 as a robotics or STEAM Expo judge. Review the essential elements of Engaged Lesson Design that promote student voice, engagement and achievement |
| **WED** |  | **Class Session Topic** | **Assignments for****Next Session** |
| 13PBL outline | **APR****15** | **PBL PLAN (OUTLINE) DUE****Elementary Education Lesson Format from Science Lesson is Due*** **Designing PBLs** to address the Climate Crisis through School or Residence -Based Green Strategies
* PBL Groups begin planning
 | SOCIAL STUDIES PLAN DUE NEXT WEEK** Review** instructor comments and edit or revise plan. Consider integrated-unit planning; adapting lessons to meet the learning needs of all (ELLS, GATE, Special needs). Engaging students as problem solvers and innovators with technology tools DUE April 15 |
| 14 | **APR****22** | * **WORK Session Instructor Led Review of Rubrics and Checklist for PB Lesson Design Work**
 |  **Send** Instructor draft PBLs for feedback**Review** instructor comments and edit or revise plan and resubmit |
| 15  | **APR****29** | **STEAM-INTEGRATED UNIT PLAN DUE*** PBL Integrated STEAM Plan PresentationsEach team has 20 minutes to lead in simulation of the planned PBL
* Instructor Presentation on the Course Portfolio
 | Submit Portfolio of Significant Achievement by Apr 22Submit all revisions and final work on Assignments by May 6 |
| 16  | **May 6** | * **PORTFOLIO IS DUE**

**Portfolio Showcase**—Showing Evidence of Achievement and Final Assessment— | Congratulations on Completing Your Multiple Subject Credential!Have a Great Summer! |