**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** |
| 2  Framework | **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(1).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?” |
| 3  Posters | **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:\Users\Susan%20Belgrad\Desktop\my%20webs\PBL%20Handouts%20and%20Assessments_files\Cooperative%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. |
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| 4  Quizlets  Kahoot | **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? |
| 5  Coop  Learn  Plan | **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) |
| 6  Nat  Geo | **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. |
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| 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** |
| 10  Soc  Studies 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:\Users\Susan%20Belgrad\Desktop\480SP%2019\Celery%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 Millan  Complete 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 |
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| 13  PBL 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 Presentations Each 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! |