

**Note:**

**Course content may be changed, term to term, without notice. The information below is provided as a guide for course selection and is not binding in any form, and should not be used to purchase course materials.**

## ***COURSE SYLLABUS***

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### **EDUC 531**

#### **TEACHING THE NATURAL AND SOCIAL SCIENCES**

#### **COURSE DESCRIPTION**

Using a thematic approach, the integration of sciences with other areas of the curriculum will be the focus of this course. Candidates will participate in hands-on demonstration in the areas of biological and physical science, chemistry, geography, political science, and history. Candidates will generate and implement a thematic teaching unit, which includes appropriate instructional activities in each of eight subject areas.

#### **RATIONALE**

In accordance with the recommended skills and standards of learning, every teacher must be committed to provide experiences, within the scope of natural and social sciences, that will enable candidates to understand man's relationship with other men and their ideas in order to value a free society. These same standards also require teachers to encourage problem solving and critical thinking in a scientific way. This course will provide a variety of innovative teaching approaches through formal demonstration which meet the standards established by state offices and learned societies.

#### **I. PREREQUISITES**

EDUC 500 or equivalent

#### **II. REQUIRED RESOURCE PURCHASES**

Click the following link to view the required resources for the term in which you are registered: <http://bookstore.mbsdirect.net/liberty.htm>

#### **III. ADDITIONAL MATERIALS FOR LEARNING**

- A. Computer with basic audio/video output equipment
- B. Internet access (broadband recommended)
- C. Microsoft Word  
(Microsoft Office is available at a special discount to Liberty University students.)
- D. PowerPoint (2003 or newer version)
- E. Three textbooks of your choice (Note: Textbooks must be for the same grade level and cover Science, Social Studies, and Language Arts. You can either use books from the school at which you are currently teaching, or, if you are not teaching, visit your community school or library and ask them to allow you to check the books out for an eight week period.)

- F. *The Holy Bible*, translation of your choice (A computer Bible is better for subject referencing and word associations.)

#### IV. MEASURABLE LEARNING OUTCOMES

Upon successful completion of this course, the candidate will be able to:

- A. Incorporate content from Social Science, Natural Science, Language Arts, and Biblical/Character Education fields, appropriate for students of kindergarten through grade eight, into self-contained teaching units.
- B. Develop learning units and materials appropriate for the maturity level, community expectations, and family values of their students.
- C. Analyze the concept that “all students can learn” and apply it to multiple methods of teaching (visual, auditory, and kinesthetic).
- D. Incorporate appropriate visual, auditory, and kinesthetic stimuli in the development of instructional integrated design.
- E. Develop integrated lessons which focus on Biblical/Character Education resources for the classroom.
- F. Develop a virtual field trip experience that will allow students to experience, first hand, the integration of Social Science, Natural Science, Language Arts, and Biblical/Character Education in a naturally connected environment.
- G. Analyze and conceptualize the function and duty of the teacher in the area of Authentic Assessment.
- H. Explain in detail how technology is changing the concept for the instructional environment to include the world beyond the classroom.
- I. Develop a complete, 5-week teaching unit with the emphasis on thematic and integrated topics in Social Science, Natural Science, Language Arts, and Biblical/Character Education.

#### V. COURSE REQUIREMENTS AND ASSIGNMENTS

- A. Textbook reading, articles and lecture presentations
- B. Discussion Boards (2)

Candidates will complete a Discussion Board forum in Modules/Weeks 1 and 5. Forums require both an initial thread (450 words) in response to the Instructor’s prompt and replies (200 words) to other candidate’s threads. Threads must be fully completed by 11:59 p.m. (ET) on Thursday and replies must be completed by 11:59 p.m. (ET) on Sunday of the module/week in which it is assigned.

- C. Reflective Paper

Candidates will write a 2-page reflection paper about character education in schools today. A PowerPoint presentation and two articles will help guide the responses to the reflective questions. The paper must be submitted no later than 11:59 p.m. (ET) on Sunday of Module/Week 2.

D. Science Activities

Candidates will develop a clear and precise exploratory set of three activities that center on Science and contain historical, language arts, and Bible/Character Education connections. A form is provided for candidates to use in completing this assignment. The assignment is due no later than 11:59 p.m. (ET) on Sunday of Module/Week 4.

E. Unit Map

Candidates will develop a unit map PowerPoint for the integration of the three subject areas and Bible/Character Education. A central Science topic will be chosen for the connecting theme. An example of the assignment is provided for candidate reference. The lesson map is due no later than 11:59 p.m. (ET) on Sunday of Module/Week 3.

F. Virtual Field Trip

Candidates will design a virtual, online field trip to a museum, planetarium, green house, theme park, barrier reef, mountain top glacier, jungle, desert, or National Park. The trip is to be presented as a PowerPoint presentation and must also include a chart diagramming the ways in which the trip incorporates the three subject areas as well as Bible/Character Education. The assignment must be submitted no later than 11:59 p.m. (ET) on Sunday of Module/Week 6.

G. Assessment Plan

Candidates will develop assessment activities centered around each subject area (Science, History, Language Arts, and Bible/Character Education). An outline is provided for candidates to use in forming their assessment activities. The assessments are due no later than 11:59 p.m. (ET) on Sunday of Module/Week 7.

H. Unit Plan

Candidates will compile information from projects they have completed throughout the course in order to complete the lesson plans and overall unit. Candidates must fill out every aspect of the provided unit plan template in LiveText and submit it no later than 11:59 p.m. (ET) on Friday of Module/Week 8, through LiveText.

**VI. COURSE GRADING AND POLICIES**

A. Points

Discussion Boards	(2 at 100 pts ea)	200
Reflective Paper		100
Science Activities		100
Unit Map		100
Virtual Field Trip		100
Assessment Plan		100
Unit Plan		300
	<b>Total</b>	<b>1000</b>

**B. Scale**

A = 960–1000    A- = 940–959    B+ = 920–939    B = 890–919    B- = 870–889  
C+ = 850–869    C = 820–849    C- = 800–819    D+ = 780–799    D = 750–779  
D- = 730–749    F = 729 and below

**C. Late Assignment Policy:**

The nature of this course requires that the candidate interact with the material, professor and other students on a weekly basis. Because of this, it is difficult to achieve the fullest experience in this learning environment when assignments are late. If unable to complete an assignment on time, the candidate must contact the instructor immediately by email to make arrangements for the completion of that assignment. Assignments that are submitted after the due date without appropriate excuse and pre-approval will receive the following deductions:

1. Assignments submitted after the due date will receive a 10% deduction.
2. Assignments submitted more than one week late will receive a 20% deduction.
3. Assignments submitted after two weeks late or after the final due date of the class will not be accepted without documentation or extenuating circumstances.

**D. Disability Assistance**

Candidates with a documented disability may contact Liberty University Office of Disability Academic Support (ODAS) at [LUOODAS@liberty.edu](mailto:LUOODAS@liberty.edu) to make arrangements for academic accommodations.

## ***COURSE SCHEDULE***

### **EDUC 531**

Textbooks: Sherman & Sherman, *Science and Science Teaching* (2004).

<b>WEEK/ MODULE</b>	<b>READING &amp; STUDY</b>	<b>ASSIGNMENTS</b>	<b>POINTS</b>
<b>1</b>	Sherman: ch. 1, 2 & 12 1 presentation	Course Requirments Checklist Discussion Board Forum 1	0 100
<b>2</b>	2 articles 1 presentation	Reflective Paper	100
<b>3</b>	Sherman: ch. 3 1 presentation	Unit Map	100
<b>4</b>	Sherman: ch. 4 & 5 1 presentation	Science Activities	100
<b>5</b>	Sherman: ch. 10 1 presentation	Discussion Board Forum 2	100
<b>6</b>	Sherman: ch. 9 1 presentation	Virtual Field Trip	100
<b>7</b>	Sherman: ch. 6 1 presentation	Assessment Plan	100
<b>8</b>	Sherman: ch. 7 & 8 1 presentation	Unit Plan	300
<b>TOTAL</b>			<b>1000</b>

DB = Discussion Board

**NOTE:** Each course week begins on Monday morning at 12:00 a.m. (ET) and ends on Sunday night at 11:59 p.m. (ET). The final week ends at 11:59 p.m. (ET) on Friday.