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

EDUC 531
TEACHING THE NATURAL AND SOCIAL SCIENCES

COURSE DESCRIPTION
Using a thematic approach, the integration of sciences with other areas of the curriculum is 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 instructional activity 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. PREREQUISITE
For information regarding prerequisites for this course, please refer to the Academic Course Catalog.

II. REQUIRED RESOURCE PURCHASE
Click on the following link to view the required resource(s) 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 his/her 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. Course Requirements Checklist

   After reading the Course Syllabus and **Student Expectations**, the student will complete the related checklist found in Module/Week 1.

C. Discussion Board Forum (2)

   The candidate will complete 2 Discussion Board Forums throughout the course. The candidate is required to create a thread in response to the provided prompt for each forum. Each thread must be at least 450 words and demonstrate course-related knowledge. The candidate must incorporate at least 2 sources in current APA format to support his/her answer. In addition to the thread, the candidate is required to reply to another candidate’s threads. Each reply must be at least 200 words.

D. Reflective Paper
The candidate will write a 2-page reflection paper in current APA format about character education in schools today. A PowerPoint presentation and 2 articles will help guide the responses to the reflective questions.

E. Science Activities
The candidate will develop a clear and precise exploratory set of 3 activities that center on Science and contain historical, language arts, and Bible/Character Education connections. A form is provided for the candidate to use in completing this assignment.

F. Unit Map
The candidate will develop a unit map PowerPoint for the integration of the 3 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 the candidate’s reference.

G. Virtual Field Trip
The candidate 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 3 subject areas as well as Bible/Character Education.

H. Assessment Plan
The candidate will develop assessment activities centered around each subject area (Science, History, Language Arts, and Bible/Character Education). An outline is provided for the candidate to use in forming his/her assessment activities.

I. Unit Plan
The candidate will compile information from projects he/she has completed throughout the course in order to complete the lesson plans and overall unit. The candidate must fill out every aspect of the provided unit plan template in LiveText.

VI. ADDITIONAL LICENSURE INFORMATION
A. The candidate will complete the LiveText “Virginia State and Local Civic Education Module” IF he/she plans to seek Virginia licensure for Elementary or Social Studies. He/she will need to include a copy of his/her certificate in his/her portfolio and Gate 4 application.

VII. COURSE GRADING AND POLICIES
A. Points

<table>
<thead>
<tr>
<th>Course Requirement</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Requirements Checklist</td>
<td>10</td>
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<tr>
<td>Discussion Board Forums (2 at 100 pts ea)</td>
<td>200</td>
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<tr>
<td>Reflective Paper</td>
<td>100</td>
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</tbody>
</table>
Science Activities 100
Unit Map 100
Virtual Field Trip 100
Assessment Plan 100
Unit Plan 300

**Total** 1010

B. Scale

D- = 730–749  F = 0–729

C. LiveText Submission Policy

Assignments that are to be submitted to LiveText must be submitted there in order to receive credit for them. This includes assignments that are also submitted in Blackboard, including those submitted to SafeAssign.

D. Late Assignment Policy

If the student is unable to complete an assignment on time, then he or she must contact the instructor immediately by email.

Assignments that are submitted after the due date without prior approval from the instructor will receive the following deductions:

1. Late assignments submitted within one week of the due date will receive a 10% deduction.
2. Assignments submitted more than one week late will receive a 20% deduction.
3. Assignments submitted two weeks late or after the final date of the class will not be accepted.
4. Late Discussion Board threads or replies will not be accepted.

Special circumstances (e.g. death in the family, personal health issues) will be reviewed by the instructor on a case-by-case basis.

E. Disability Assistance

Candidates with a documented disability may contact Liberty University Office of Disability Academic Support (ODAS) at LUOODAS@liberty.edu to make arrangements for academic accommodations. Further information can be found at www.liberty.edu/disabilitysupport.
# COURSE SCHEDULE

**EDUC 531**


<table>
<thead>
<tr>
<th>MODULE/WEEK</th>
<th>READING &amp; STUDY</th>
<th>ASSIGNMENTS</th>
<th>POINTS</th>
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<tr>
<td>1</td>
<td>DeRosa &amp; Abruscato: chs. 8, 10 1 presentation LiveText</td>
<td>Course Requirements Checklist MAT/MED Specialization Advising Guide Quiz MAT/MED Professional Advising Guide Quiz DB Forum 1 Complete the LiveText “Virginia State and Local Civic Education Module” IF you will seek VA licensure for Elementary or Social Studies by the end of Module/Week 7</td>
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<td>Unit Map</td>
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<td>Science Activities</td>
<td>100</td>
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<td>DeRosa &amp; Abruscato: chs. 16–17 2 websites</td>
<td>DB Forum 2</td>
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<td>6</td>
<td>DeRosa &amp; Abruscato: ch. 5</td>
<td>Virtual Field Trip</td>
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<td>7</td>
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<td>8</td>
<td>DeRosa &amp; Abruscato: ch. 9 1 presentation</td>
<td>Unit Plan</td>
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<td><strong>TOTAL</strong></td>
<td></td>
<td><strong>1010</strong></td>
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DB = Discussion Board

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