



Our National Treasures – Washington D.C.

The Culture of Our Heritage - Science

EDUO 9652 One Semester Credit/Unit

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This is a partial syllabus. For a full syllabus, contact the course instructor.

Course Overview

The sites visited in each of the courses in the series, Our National Treasures, present inquisitive participants with many facets of our cultural heritage. The course experience itself is an exploratory process that is as much to be valued as the sites themselves. As a curious lifelong learner one must perform research in order to discover answers that lead to more questions and more research. Thus in this course, the participant prepares for the site visit by conducting investigations to gain a better appreciation of the knowledge and inspiration that the national treasure will offer. At the locale itself, questions are posed that further one's desire to engage in additional study. Therefore touring the site and becoming engrossed in the process becomes the true national treasure. Washington D.C. houses many of the world's finest science museums. This class gives teachers the opportunity to fully experience some of them. In addition it will engage participants in a process that will help create curious lifelong learners.

Course Objectives

In this course, participants will have opportunity to:

- Conduct preliminary and post-visit research on the three science related sites.
- Generate and ask questions to gain a better understanding of the exhibits and subject matter.
- Write an inspirational synopsis of your Washington D.C. science experience and related to the teaching art.

Course Relation to CCS or other Professional Standards

- Deepens and extends subject-matter knowledge within educators’ own discipline and across other disciplines.
- Increases educators’ use of universal and linguistically and culturally responsive materials.
- Supports educators in building flexible learning pathways and processes for students; inclusive classrooms; and alternative programs.
- Increases educators’ capacity to strengthen students’ participation, engagement, connection, and sense of belonging.
- Helps educators understand that building on students’ abilities, perspectives, and potential contributes to increased student learning.
- Supports educators to build trusting relationships with students, their families, communities, and one another; provide messages of high expectations; and create opportunities for meaningful participation.

Grading Rubric

Exemplary: Met and Exceeds Expectations A	Acceptable: Meets Expectations B	Unacceptable: Needs Improvement. Must be resubmitted.
Reflective, thoughtful ideas relevant to the assignment are clearly stated.	Presents some relevant ideas and connections to the assignment.	Few relevant ideas connected to the assignment, some ideas unclear.
Very well organized	Is generally well organized	Shows little organization
Assignments cover numerous facts and specific details of the learning experience	Some facts and specific details of the learning experience are included.	Few or no facts or specific details of the learning experience are included.
Free of Spelling or grammatical errors	Writing contains a few spelling or grammatical errors.	Numerous spelling or grammatical errors. Writing is difficult to read.



Assignments

Section 1 – Visit

- Visit the National Air & Space Museum (Smithsonian) – 600 Independence Ave.
- Any **two** of the following seven sites. Look over the resources for all seven sites in order to decide which two to visit.
 1. Marian Koshland Science Museum – 525 E Street
<https://www.koshland-science-museum.org/>
 2. US Botanic Garden – 100 Maryland Ave.
<https://www.usbg.gov/exhibits>
 3. National Museum of Natural History (science section) – Constitution Ave. & 10th St.
<http://www.mnh.si.edu/rc/>
 4. National Geographic Museum – 1145 17th St.
<https://washington.org/find-dc-listings/national-geographic-museum>
 5. National Museum of Crime (Forensic) -575 7th St.
<https://lawenforcementmuseum.org/about/>
 6. National Academy of Science (Climate Change) – 500 5th St.
<http://nas-sites.org/americasclimatechoices/>
 7. Smithsonian innovation Space -900 Jefferson Dr.
<http://invention.si.edu/>

Preliminary Research of the National Air & Space Museum

Study the following resource in preparation for your visit:

<http://airandspace.si.edu/visit/mall/floorplans.cfm>

- 1A. Create and describe in detail a **pre-visit plan** for the National Air & Space Museum.
- 1B. How did the pre-visit plan differ from what you actually encountered at the museum?
- 1C. Even though the actual visit may have been different from your pre-visit plan, indicate the importance of preliminary planning when experiencing educational venues such as museums.



1D. Include a photo of yourself outside the National Air & Space Museum and one inside with an employee that you questioned about the exhibits or the museum in general.

Post research and explorations

1E. Because a teacher is a curious lifelong learner, there will be areas of the museum or its contents that you will want to research further. List what you were curious about and what piqued that interest, the type of research you conducted and what you learned.

- What you researched and why
- The type of research
- What did you learn from that curiosity that led to your further inquiry

The teaching act

1F. Explain how the experience of completing assignments 1A-E involves a learning process that can be modified into a classroom teaching practice.

Your Choice visitations (complete for both venues)

1G – 1J (Choice #1)

1K – 1N (Choice #2)

Follow the assignment instructions for the National Air & Space Museum listed above in **1A-1D** using your choice museums as the locales.



Section 2 – Communicating your experience

The executive director of STEM Education Coalition has sent you the following request:

“As you know our organization is promoting (through science, technology, engineering and math) experiences that make good minds better. Could you write a synopsis of your Washington D.C. science experience that we could publish to encourage teachers to motivate their students to be curious lifelong learners?”

Of course you accepted the challenge and your **Section 2 Assignment** submission is that motivating synopsis that you wrote.

Section 3 – Into your Classroom

Write about how the information, inspiration and ideas gleaned from the National Treasures you visited could enhance your classroom teaching?

Instructions for coursework submission:

Post all coursework at one time in the Completed Coursework DropBox found at the bottom of the course page. Pictures and documents may be scanned and posted along with your Word or PDF file of written assignments. Label each item carefully with the assignment number and make sure that your name and email address is easy to locate.

You are allowed 9 months to complete the course.

- You are allowed 9 months to complete the course. Course questions? Contact your instructor by email.
 - For questions involving your registration please contact us at support@dominicanCAonline.com or call (800) 626-5080. To change your address, link to your Dominican Student Account at https://www.dominicancaonlinestore.com/store/index.php?main_page=login
 - For Dominican Self-Guided course information, link to <http://dominicancaonline.com/Dominican-CA-Online-FAQ>