



Series: Discovering Your Educational Community Resources

**In Our Own Backyard:
Destinations That Enrich the Curriculum - Pennsylvania**

EDUO 9804 1 Semester Credit/Unit

Instructor – Tina Romano

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Syllabus

Course Description

Teachers will explore community destinations of interest to students, such as zoos, aquariums, missions, botanical gardens and other cultural, scientific and educational institutions. They will then determine how their experience can be utilized to enhance their class or school wide curriculum.

Course Objectives

Teachers will:

1. Research the educational programs in their area and visit four local community educational venues in the cultural, flora, and fauna categories.
2. Obtain information from the visits to determine if:
 - a. The sites are worthy of a student field trip.
 - b. Classroom lessons can be developed from the visit.
3. Evaluate the experience as to its relevance to an educator.
4. Will be able to provide field trip information to staff and parents and plan meaningful fieldtrips that will enrich the curriculum of the grade they teach.

Course Requirements:

Participants will:

1. Tour, at their convenience, two educational venues.
2. Be prepared to take notes at certain exhibits and during tour guide led programs.
3. Complete the Passport Page and provide evidence, such as photographs, brochures, or a ticket stub as proof of the personal visit.
4. Complete the required reflections on each venue visited. Coursework must be typed, double-spaced with 12 pt. font. Each reflection should be at least one page in length. All four questions listed in the coursework are to be addressed for each site visited.
5. Complete the summary and evaluation sheet. This document must also be typed, double-spaced, with a 12 pt. font.
6. Create a document that will include the Passport Page (including documentation), two reflections, and the summary and evaluation that will be emailed to the course instructor.

Grading:

The Pass Port Page (including documentation), two thoughtfully written National Park reflections, and the Summary and Evaluation will be graded on the following rubric.

Grading Rubric: Written Response Rubric

Exemplary: Met and Exceeds Expectations A+ to A-	Acceptable: Meets Expectations B+ to 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
Reflective piece covers 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.
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Instructions for coursework submission:

Written Assignments

Your coursework should be created in a document that can be emailed directly to the instructor. Coursework should be typed, double-spaced with size 12 font. Reflection write-ups should be one or more pages in length and address every question in the coursework. Pictures and documents may be scanned and posted along with your Word or PDF file of written assignments. Label everything carefully with the assignment number and make sure that your name and email address are easy to locate.

Visit four sites and submit responses for EACH location.

IMPORTANT - Camera images can be very large files. Save the images in lower definition resolution in order to keep document file sizes down for emailing.

For assistance email jherz@dominicancaonline.com

EMAIL your completed documents to the instructor's email listed on the syllabus you are working from.

PART ONE – *The Venue*

You can choose a venue that pertains to your grade level and/or subject matter that you teach,; however no site can be used that was used in another “Discovering Our Community Educational Resources” class.

Click on the websites below – then click on your state and look for venues in your area
<http://www.officialusa.com/stateguides/zoos/>

http://touristinformationdirectory.com/united_states/Aquariums/public_aquarium.htm

<http://www.gardenvisit.com/gardens/in/usa>

* A **cultural center** is an organization, building or complex that promotes [culture](#) and [arts](#). Cultural centers can be neighborhood [community arts](#) organizations, private facilities, government-sponsored, or [activist](#)-run.

1. Name and address of the venue visited

2. Briefly describe the venue
3. Why did you choose this venue to visit

PART TWO – *Evidence of your visit due two weeks after your visit*

PICTURES OF YOURSELF WITH OR WITHOUT YOUR FAMILY/FRIENDS ARE PERMITTED

4. in front of the entrance of the venue with its name visible or any other recognizable landmark
5. examining displays and exhibits
6. with an employee or volunteer from the venue

DOCUMENTS

7. your entrance ticket to the venue and/or pamphlets, brochures or any other information obtained from the destination
8. Identify your research resource(s) used before the visit. –websites/ books/ newsprint/ other sources

PART THREE – *Knowledge numbers 9 and 10- at most one page, 12 pt. font, double spaced-due two weeks after your visit* What did you learn from:

9. Your research?
10. Your visit?
11. The person pictured with you in #6?

PART FOUR – *Process again numbers 1-3 at most one page, 12 pt. font, double spaced-due two weeks after your visit*

1. Is the venue suitable for a classroom field trip - Why/ or why not?
2. List all of the information that you uncovered at the venue and in your research that you could use in a class lesson.
3. How will you use it?

PART FIVE – *Evaluation*

Summarize and evaluate your experience visiting and researching this venue as to its value for an educator.

1. List at least three facts that you learned at the destination.

2. Would the information gained from this activity be applicable to the curriculum for your grade level? What state or common core standard would be addressed?

Not Required

Do you have suggestions that would improve the experience?

Would you recommend this class to other teachers? Why/why not

PASSPORT PAGE

Please have each educational site receptionist sign/stamp and date this page, or attach an admission receipt and/or photograph(s) of the site for documentation of your visit.