

## Syllabus

### **Overview**

This resource is a two-week curriculum for second and third graders about animals, conservation, and how to get involved more in science. With each lesson, a teacher's guide, worksheets, and optional videos are provided on the website. This curriculum acts as a free, accessible, public resource for teachers and parents, specifically in the Los Angeles area. However, anyone from any part of the world can use this curriculum.

### **Goals**

The goal of this curriculum is to teach young kids about animals in order to aid them with developing curiosity and to promote scientific growth. Many children do not have any early exposure to science, and this resource is to allow every child, no matter their race, ethnicity, socioeconomic status, etc. an opportunity to have this initial exposure to STEM at a young age so they are not at a disadvantage in comparison to their fellow peers. Kids are innately curious about the world around them and especially animals, so with this curriculum, we hope to target these interests and encourage young minds to get involved with STEM in the future.

### **Description**

This course includes animal and conservation-related content curriculum as well as different activities to supplement learning. Studies have shown that the most effective teaching strategies are using many different ways to display materials such as graphics and videos and giving students hands-on experiences. This curriculum incorporates different types of learning methods such as movement, drawing, videos, etc into lessons and activities so that each kid can effectively understand the material and develop curiosity about the subjects. This course acts as a gateway for kids to develop a broader interest in science as most children are familiar with and have an innate curiosity and fascination with animals.

### **Course Structure**

The course will be broken into 5 topics: Animals 101, LA Species, Endangered Animals, Conservation, and STEM Empowerment. The curriculum includes LA local species in order for

children to learn about the animals they see every day. Two days are dedicated to each topic where kids will have 30 minutes to an hour lesson with activities to support what they learned. Please reference the Lesson Plan for more information under the “Overview Tab.”

**Materials needed:**

- Information Guide - These guides will give you all the information needed to teach the lesson and more in case any students have questions.
- Teachers Guide - These will guide you through the lesson and tell you the objectives and materials needed for each activity. Please read these through before starting the lesson.
- Internet Access - Some activities require you to watch a video first or use an online website.
- Worksheets - Worksheets help students remember the material, however most of them are optional unless instructed otherwise. These can be given as an assignment or to the kids to keep after the lesson.
- Open Space - Many of the activities done to supplement the lesson need space for kids to move around and act like animals or have room to craft.

**Grading**

- This course does not require any students to be graded and provides no exams or quizzes. However, teachers are free to add quizzes or exams if they so choose.
- Grading the worksheets on correctness is optional as most of the worksheets don't provide questions with “right” answers.
- For grading, the recommended strategy is to grade on participation and completion rather than correctness.
- The goal is to develop a curiosity and understanding, not for them to memorize the material.

Email any questions to [eschissler@oxy.edu](mailto:eschissler@oxy.edu) or under the feedback section under the tab “Resources.”

**This course fulfills the following educational requirements:**

<https://www.nap.edu/read/4962/chapter/8#129>

Life Science Content Standard C:” The Characteristics of Organisms” and “Organisms and Their Environments” according to "6 Science Content Standards." National Research Council. 1996. National Science Education Standards. Washington, DC: The National Academies Press. doi: 10.17226/4962.

<https://www.cde.ca.gov/pd/ca/sc/ngssstandards.asp>

Next Generation Science Standards: 2-LS4-1, 2-PS1-3, LS4.D, ETS1.B, 2-ESS2-1, K-2-ETS1-1, 2-LS2-1, 3-LS4-1, 3-LS4-2, 3-LS4-3, 3-LS4-4, 3ESS2-2,3-5-ETS1-2 LS3.B, LS2.C, LS4,A

<http://prodev.elpa21.org/module2/module2/resources/K-12PracticesMatrix.pdf>

Science Practices: SP1, SP2, SP4, SP8

<http://www.corestandards.org/ELA-Literacy/>

Common Core Standards: CCSS.ELA-LITERACY.SL.2.1C, CCSS.ELA-LITERACY.SL.2.3  
CCSS.ELA-LITERACY.SL. 2.1, CCSS.ELA-LITERACY.SL. 3.1,  
CCSS.ELA-LITERACY.SL.3.1C, CCSS.ELA-LITERACY.SL. 3.1.D