



- **The course syllabus is provided for your preview. Please be sure to register PRIOR to completing any coursework. Registering for a course after coursework has been started violates accreditation standards and puts the University at risk; therefore, SPU reserves the right to not award credit if students are found to be in violation of this policy.**

Overview:

ArmchairEd.com currently provides continuing education to educators, using Educational Leadership magazine and premiere published books on cutting-edge educational themes and topics. The program has been operating since Fall, 2000, and has provided continuing education to hundreds of educators.

Course Goals and Objectives:

As a result of these courses, the student will be able to:

1. Create a lesson plan to compare indigenous and consumer cultures.
2. Identify climate change themes and texts.
3. Critically evaluate science beliefs regarding racism
4. Identify how change efforts can impact climate change.

The following published book is currently being used as text for the ArmchairEd course:

Beach, R., Share, J., & Webb, A. (2017a). *Teaching climate change to adolescents: Reading, writing, and making a difference*. Routledge.

Le, K. (2021). *Teaching climate change for grades 6-12 empowering science teachers to take on the climate crisis through Ngss*. Routledge, Taylor & Francis Group.

Credit Options:

The course will be offered for three credits, based on the length and substance of the books. The three-credit course will include 30 multiple-choice questions and three required essays.

Teaching Climate Change to Adolescents

Nearly one-third of the secondary science standards relate to climate science, but teachers need design and implementation support to create empowering learning experiences centered around the climate crisis. *Teaching Climate Change to Adolescents* is THE essential resource for middle and high school teachers to help their students understand and address the urgent issues and challenges facing life on Earth today. Classroom activities have been written and used by teachers and show students posing questions, engaging in argumentative reading, writing, and critical analysis, interpreting portrayals of climate change in literature and media, and adopting advocacy stances to promote change. The course illustrates climate change fitting into existing courses.

Grading Rubric:

Pass/Fail: Coursework must be passed with 70% criterion.

Letter Grade: 90%: A grade
80% B grade
70% C grade

Multiple Choice Test: 30% of overall grade

Essays: 70% of overall grade



One essay required for *Teaching Climate Change to Adolescents*

Option 1: Review Chapter 2 and choose one of the Starting Points to get your students learning about climate change. In your essay, talk about the reason for your choice and the reactions from your students as you begin this study.

Option 2: Select two books to have your students read: one that focuses on consumerism and one that focuses on indigenous living. After the books have been read and discussed separately, plan one or two lessons where students can voice their opinions about the differences in the characters and situations that occur in the texts. The body of the essay will be these lesson plans. Summarize the essay with a description of your students' reactions to the texts.

Option 3: Begin your essay listing the titles of texts you use in your classroom. Considering the text themes listed on page 33 in the text. Do you see a commonality between the themes you are teaching? Talk about what you notice in the list of books you teach and if you think there is room for change.

Option 4: On pages 56-57 in the text, the author suggests using picture books as cli-fi. Select a picture book to explore some aspect of climate change with your students. Create a lesson plan for introducing the text, read it to your students with meaningful discussion and/or project to complete the lesson.

Option 5: Create your own demonstration of the learning you take from this text. Identify your topic and describe it in an introductory paragraph. You may choose from the list below or develop your own.

Plan a unit with assessment

Action Research

Extended learning, including research and developed activities

Compare/contrast your current education practice to that of the text

Create forms or systems for use in your classroom including assessment tools

Plan an 'event', meeting or other pertinent program and report/reflect on it

One essay required for *Teaching Climate Change for Grades 6-12*

Option 1: Before you begin reading the text, reread the introduction page 2-4 in the text. Use that information to begin your essay, describing your expectations as you begin the text. In the body of your essay, describe your reactions to some of the things you've read. As you summarize the essay, outline the main takeaways this text offers.

Option 2: Use Exhibit 1.7 *Reimagining Science Teaching as Antiracists*, page 36-37 in the text, to frame an essay where you think critically about your practices and beliefs. Summarize your essay with a conclusion that expresses your feelings about what you learned about yourself and your teaching.

Option 3: Read the information in the box at the top of p. 79. After you've followed those instructions and compared your class data with national averages, plan a lesson to discuss the results with your students. Introduce your essay with the data. The lesson plan for the discussion will be the body of your essay. Summarize your feelings that you and your students are taking away from the experience.

Option 4: Create your own demonstration of the learning you take from this text. Identify your topic and describe it in an introductory paragraph. You may choose from the list below or develop your own.

Plan a unit with assessment

Action Research

Extended learning, including research and developed activities

Compare/contrast your current education practice to that of the text

Create forms or systems for use in your classroom including assessment tools

Plan an 'event', meeting or other pertinent program and report/reflect on it



Essay scoring rubric:

Page requirements listed on course download

One essay required for **Teaching Climate Change for Grades 6-12**

One essay required for **Teaching Climate Change to Adolescents**

Single Spaced, 10 to 12 size font

Use of introduction and summary statement (even when a unit is developed)

Demonstration of grammar, spelling and writing skill

Demonstration of applied knowledge

One essay required for Teaching Climate Change for Grades 6-12 and Teaching Climate Change to Adolescents

Combined essay option: Use Exhibit 5.1 Dream Bigger, on page 137 in the text Teaching Climate Change for Grades 6-12. From the two texts you've read, you should have gleaned some specific and concrete ideas for teaching climate change. If you've done your best for your students, they may still be around in 2100. Use the questions on that page to give your ideas of what the next century will be like if teachers today inspire their students to address climate change.

One essay required for *Teaching Climate Change to Adolescents*

Option 1: Review Chapter 2 and choose one of the Starting Points to get your students learning about climate change. In your essay, talk about the reason for your choice and the reactions from your students as you begin this study.

Option 2: Select two books to have your students read: one that focuses on consumerism and one that focuses on indigenous living. After the books have been read and discussed separately, plan one or two lessons where students can voice their opinions about the differences in the characters and situations that occur in the texts. The body of the essay will be these lesson plans. Summarize the essay with a description of your students' reactions to the texts.

Option 3: Begin your essay listing the titles of texts you use in your classroom. Considering the text themes listed on page 33 in the text. Do you see a commonality between the themes you are teaching? Talk about what you notice in the list of books you teach and if you think there is room for change.

Option 4: On pages 56-57 in the text, the author suggests using picture books as cli-fi. Select a picture book to explore some aspect of climate change with your students. Create a lesson plan for introducing the text, read it to your students with meaningful discussion and/or project to complete the lesson.

Option 5: Create your own demonstration of the learning you take from this text. Identify your topic and describe it in an introductory paragraph. You may choose from the list below or develop your own.

Plan a unit with assessment

Action Research

Extended learning, including research and developed activities

Compare/contrast your current education practice to that of the text

Create forms or systems for use in your classroom including assessment tools

Plan an 'event', meeting or other pertinent program and report/reflect on it

One essay required for Teaching Climate Change for Grades 6-12

Option 1: Before you begin reading the text, reread the introduction page 2-4 in the text. Use that information to begin your essay, describing your expectations as you begin the text. In the body of your essay, describe your reactions to some of the things you've read. As you summarize the essay, outline the main takeaways this text offers.



Option 2: Use Exhibit 1.7 *Reimagining Science Teaching as Antiracists*, page 36-37 in the text, to frame an essay where you think critically about your practices and beliefs. Summarize your essay with a conclusion that expresses your feelings about what you learned about yourself and your teaching.

Option 3: Read the information in the box at the top of p. 79. After you've followed those instructions and compared your class data with national averages, plan a lesson to discuss the results with your students. Introduce your essay with the data. The lesson plan for the discussion will be the body of your essay. Summarize your feelings that you and your students are taking away from the experience.

Option 4: Create your own demonstration of the learning you take from this text. Identify your topic and describe it in an introductory paragraph. You may choose from the list below or develop your own.

Plan a unit with assessment

Action Research

Extended learning, including research and developed activities

Compare/contrast your current education practice to that of the text

Create forms or systems for use in your classroom including assessment tools

Plan an 'event', meeting or other pertinent program and report/reflect on it

Essay scoring rubric:

Page requirements listed on course download

One essay required for **Teaching Climate Change for Grades 6-12**

One essay required for **Teaching Climate Change to Adolescents**

Each essay 10% of overall grade

Single Spaced, 10 to 12 size font

Use of introduction and summary statement (even when a unit is developed)

Demonstration of grammar, spelling and writing skill

Demonstration of applied knowledge

One essay required for Teaching Climate Change for Grades 6-12 and Teaching Climate Change to Adolescents

Combined essay option: Use Exhibit 5.1 Dream Bigger, on page 137 in the text *Teaching Climate Change for Grades 6-12*. From the two texts you've read, you should have gleaned some specific and concrete ideas for teaching climate change. If you've done your best for your students, they may still be around in 2100. Use the questions on that page to give your ideas of what the next century will be like if teachers today inspire their students to address climate change.

Essay Scoring Rubric:

Single spaced, 10 to 12 size font

Use of introduction and a summary statement (even when a unit is developed)

Demonstration of grammar, spelling and writing skill

Demonstration of applied knowledge

- **You must download the coursework before starting this course.**
- **Submit all coursework at the same time.**
- **All essays must be fully completed and the rubric followed to receive a grade. Essays not completed to required length will not be processed and revisions will be required.**

