

# Get Real! Science Camp Project Mini Unit Design & Implementation GUIDELINES

## Goals

The purpose of this assignment is to:

1. Give you a supported opportunity to design a small, innovative unit (including an overarching unit plan and daily lesson plans) grounded in inquiry-based philosophy and addressing inquiry-based goals and objectives.
2. Give you the opportunity to articulate the thinking behind this innovative design. Though the camp goals and daily objectives can be constructed as a group, the narrative submitted with these lists allows you, as an individual, to articulate your understanding of what inquiry is, what is important with respect to inquiry pedagogy, and why you made the decisions you did. As can be seen from the rubric, what is important in this assignments it that you are developing your own language for what reform-based science teaching and learning looks like and entails.
3. Give you a supported opportunity to implement your designs and learn from these experiences through thoughtful reflection.

## Components & Format

- A packet, professionally organized and presented, consisting of the following pieces
  - A **title page** including a title for your innovative unit project, your name, the course number, and the date
  - **Unit overview:** A narrative that includes course goals and objectives as well as a description of what inquiry is, why it is important, and how you expect your unit plan will successfully address the goals you outlined for your students.
  - **Daily lesson plans** for each day of camp that minimally include the following sections: 1) camp goals; 2) lesson objectives; 3) assessment strategies; 4) a chart of experiences including time, description of activity, who will be in charge, resources needed, and back-up plan; 5) narrative describing how your lesson capitalizes on the unique funds of knowledge of diverse students and specifically includes and supports traditionally underserved students; and 6) a reflection about the pluses (strengths) and arrows (things you would like to change) of the day's experiences in light of your stated goals and objectives (could be copied and pasted from your blogging work).
  - **Unit assessment** (1-2 paragraphs): Were you able to support students in meeting the unit goals and objectives? What serves as evidence for your claims?
  - **Personal professional reflection** (no more than 3 pages): As you look back over this experience, what elements were most significant in helping you grow as a professional and why? What were the most significant dilemmas you wrestled with as an inquiry-based science teacher? How were they resolved (if at all)? What were your personal professional pluses and arrows from the experience overall?
  - **Self assessment using attached rubric**

## Submission

- Submit project in class at the class following the presentation day of camp.