

EDU 155/255: ASSIGNMENT #4  
MUSEUM OR CULTURAL CENTER VISIT FOR UNIT OF STUDY

This assignment provides feedback on :

**TPE 1.3** Connect subject matter to real-life contexts and provide active learning experiences to engage student interest, support student motivation, and allow students to extend their learning.

**TPE 4.4 (f)** Plan, design, implement and monitor instruction, making effective use of instructional time to maximize learning opportunities and provide access to the curriculum for all students by removing barriers and providing access through instructional strategies that include: TPE use of community resources and services as applicable. (f)

## 10 POINTS

### Goal

Demonstrate understanding of History/Social Science Content Standards of the California Department of Education for your selected grade level by increasing your familiarity with community resources and student learning experiences to help make instruction relevant.

### Topical Understanding

Resources like: museums, historical landmarks (with access to educational tours), and cultural centers offer authentic learning experiences for students by connecting the present to the past and can be used to help students development historical empathy.

### Topical Questions

Find the area that supports educators and their K-12 students. What does this website offer?  
What teacher resources are available on-line?  
What resources are available that students might use?  
What information is available about student fieldtrips to the museum or center?  
Does this museum or center off virtual tours? If so, how do you access them?  
What are the hours of operation at this museum or center?

### Task

As an educator and lifelong learner, go out into the community and see what community resources are available. Discuss the offerings at the museum or center and then reflect on how the resource could be beneficial in your teaching, or in the community as it applies to your final unit design. (\*For on-line learning during the pandemic, it is sufficient to gather your information solely from your chosen venue's website and/or by calling and speaking to a representative.)

## STEP ONE

Consider the questions listed above. Identify an aspect of your chosen standard for your final unit design that could become an opportunity for you to "Apply knowledge of students, including their prior experiences, interests, and social emotional learning needs,". (TPE 1: Engaging and

Supporting All Students in Learning). Think: how will this museum or cultural center help my students be more successful with the content?

## **STEP TWO**

Find the educator's section of the website (if there is one). What materials and personnel are available for educators? What are the hours that students may visit? Visit the exhibits; see them through the lens of your unit. What is there to support student learning as it relates to your unit? Considering the developmental level of your students or future students that would be involved in this unit of study, what type of interacting with the exhibit would they experience? \*For on-line learning during the pandemic, it is sufficient to gather your information solely from your chosen venue's website and think of how the students may experience the above mentioned in a virtual format.

## **STEP THREE**

Gather available pamphlet or information sheet. Minimally there would be the general information item. If there are any documents that are available about the specific exhibits or parts or the collection that are related to your unit gather those (I mean freebies-no need to buy anything). \*For Spring 2021, listing the museum or cultural centers web address on your assignment is sufficient.

## **STEP FOUR**

Prepare and deliver a 1.5 – 2 pages (double spaced) written paper that incorporates the following:

- A written reflection on the following:
  1. Description of the museum or cultural center (What's there, how will these things/experiences enhance your students' understanding of your final unit?)
    - a. Reference items you collected and attach them (if applicable)
  2. Reflection about your experience of the museum or cultural center
    - a. As experienced by you as a curriculum designer
    - b. As experienced by you as a life-long learner
    - c. OR: What did you learn that you didn't know before? How does this (what you learned) impact your work with children?

## **STEP FIVE**

1. **Paper Submission:** Submit all written document as a single Word file via the Canvas Drop Box on or before date due. (Scan and merge documents as needed.) Be sure the written reflection is written in full prose and tells the complete story of your experience and considers the topics listed above.

**Caution:** Eliminate student names on work samples included on posters. Please remember NOT to use photos of students unless you receive written permission from parents.

## RUBRIC FOR MUSEUM/CULTURAL CENTER VISIT (10 pts)

The following TPEs will be assessed for this assignment: 1.3

**Purpose:** As an educator and lifelong learner, go out into the community and see what community resources are available. Discuss the offerings at the museum or center or sessions you choose, and then reflect on how the resource could be beneficial in your teaching or in the community.

**Product:**

Your product of 1.5- 2 pages (double spaced) must meet the following standards:

- Written description of the museum or center OR a description of the 2 sessions you attended—Use prompts above to guide your description (if applicable)
  - Reference items you collected and attach them (if applicable)
2. Written reflection about your experience of the museum or sessions
- As experienced as a curriculum designer
  - As experienced as a life-long-learner
  - OR: What did you learn that you didn't know before? How does this (what you learned) impact your work with children?

Traits/ Scale	Written <b>Description</b> of Museum or Cultural Center	Written <b>Reflection</b> of Museum or Cultural Center
TPEs Addressed	<p><b>TPE 1.3:</b>  <b>Engaging and Supporting all Students in Learning:</b>            Connect subject matter to real life contexts and provide active learning experiences to engage student interest, support student</p>	<p><b>TPE 1.3:</b>  <b>Engaging and Supporting all Students in Learning:</b>            Connect subject matter to real life contexts and provide active learning experiences to engage student interest, support student motivation, and allow students to extend their learning.</p>

	motivation, and allow students to extend their learning.	<b>TPE 4.4 (f)</b> Plan, design, implement and monitor instruction, making effective use of instructional time to maximize learning opportunities and provide access to the curriculum for all students by removing barriers and providing access through instructional strategies that include: TPE use of community resources and services as applicable. (f)
<b>Weights</b>	50%	50%
<b>3</b>	The museum/cultural center/sessions is clearly described, resources discussed, offerings for educators mentioned  (2.5 pts)	Usefulness of this particular museum/cultural center/sessions is strongly evaluated based on how it helps in unit planning, and how it would be beneficial for students/teachers/the community generally (connects learning to real-life contexts and provides active learning experiences)  (2.5 pts)
<b>2</b>	The museum/cultural center/sessions is briefly described, resources discussed, offerings for educators mentioned  (2 pts)	Usefulness of this museum/cultural center/session is discussed briefly. Some evaluation based on relevance of unit topic is present. Some discussion present about benefits to students or teachers or community  (2 pts)
<b>1</b>	Description is partial, vague or only somewhat appropriate, or does not meet the requirements of the assignment  (1 pt)	Reflective elements are partial, vague, or do not meet the requirements of the assignment.  (1 pt)