

**Early Childhood, Elementary, and Middle Level Education Department**  
**ELE 4770: Methods and Curriculum in the Primary Grades**

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**Office Hours:** Monday-Thursday 1:00 pm-2:00 p.m. or by appointment.  
**Phone: Office:** 581-7900  
**Class Meetings:** Monday/ Wednesday 10:00- 11:40 Buzzard Hall 2160

**Unit Theme:** Educators as creators of effective educational environments, integrating diverse students, subjects, strategies, societies, and technologies

**Course Description:** Study of curriculum and techniques for teaching mathematics, science, and social studies in the primary grades, as well as planning lessons and units of instruction.

**Prerequisites & Concurrent Enrollment:** ELE 3250. University Teacher Education requirements apply and department requirements for enrollment must be met, including an expectation of second semester Junior standing.

**Course Purpose:** Building on knowledge of human growth and development, as well as an awareness of learning and the means of facilitating and stimulating learning, this course addresses three major areas of the primary curriculum: mathematics, science, and social studies. This course will focus on students' involvement in planning lessons and activities appropriate for mathematics, science, and social studies in the primary grades.

**Course Textbooks:**

Charlesworth, R. & Lind, K.K. (2007). *Math & science for young children*. NY: Thompson-Delmar Learning.

Wallace, M. (2006). *Social studies: All day, every day in early childhood classroom*. NY: Thompson- Delmar Learning.

**Supplemental Material:** Live Text

**Teaching Model:**

The Information-Processing Models

- Information-processing models emphasize ways of enhancing the human being's innate drive to make sense of the world by acquiring and organizing data, sensing problems and generating solutions to them, and developing concepts and language for conveying them.

Joyce, B., Weil, M., & Calhoun, E. (2009). *Models of teaching*. (8th ed.). Boston: Pearson.

**Dispositions:** Teacher candidates in the department of EC/ELE/MLE will exhibit professional ethical practices, effective communication, sensitivity to diversity, the ability to provide varied teaching practices evidenced in a supportive and encouraging atmosphere for learning.

**Live Text Assessment Requirement:** For those classes with Live Text or Practicum- If the portfolio or Live Text requirements are rated, by the instructor, to have been completed in less than a satisfactory manner then no more than a "D" may be earned in the class regardless of the number of points earned.

**Standards**

**Course Requirements & demonstrated competencies with the following standards:**

- Illinois Professional Teaching Standards (IPTS): <http://www.isbe.net/profprep/standards.htm>
- Illinois Core Technology Standards (ICTS): [www.isbe.state.il/profprep/standards.htm](http://www.isbe.state.il/profprep/standards.htm)
- Illinois Core Language Arts Standards (ICLAS): [http://www.isbe.NET/profprep/CASDvr/pdfs/24110\\_corelangarts\\_sts.pdf](http://www.isbe.NET/profprep/CASDvr/pdfs/24110_corelangarts_sts.pdf)
- National Association of Education for Young Children Standards (NAEYC): <http://www.naeyc.org/accrreditation/nextera.asp>

**Outcomes specific to ELE 4770:**

Students will:

- Provide: a contextual base for helping children construct fundamental concepts in math and science through experiences that are designed to meet each child's developmental needs.
- Demonstrate mathematical skills, concepts, and procedures and how to promote young children's mathematical understanding and their ability to apply mathematical skills in varied context.
- Demonstrate an understanding of fundamental scientific concepts and processes and how to promote young children's development of scientific knowledge and skills, including their use of scientific thinking, reasoning, and inquiry.
- Demonstrate an understanding of fundamental concepts, skills, and modes of inquiry in social studies and how to promote young children's development of knowledge and skills in this area.
- Develop competence in planning, teaching and assessing themed learning activities that meet state goals and standards.

- Demonstrate alternative methods of achieving similar learning outcomes including constructivist methods and higher order and critical thinking skills.
- Provide for the uniqueness of individuals, recognizing the characteristics of culturally pluralistic and “at risk” populations, and foster appreciation for those differences.
- Use appropriate technology to support teaching and learning.

Course Requirements	Demonstrated Competencies	Aligned Standards
Participation	<ul style="list-style-type: none"> <li>• Performance includes presence, participation and preparation for group and whole class discussions.</li> </ul>	IPTS: 1,10,11 ICTS: 2 ICLS: 1, 2, NAEYC: 4c, 5  Dispositions: PEP, EC, SDE
Development, Demonstration/ Presentation: Activity File	<ul style="list-style-type: none"> <li>• Performance includes the presentation of Activity Files with the integration of technology</li> </ul>	IPTS:1,2,3,4,5,6,7 ICTS: 1,2,3,6,7 ICLS: 2, NAEYC: 1,3,4b,4c, 5  Dispositions: PTSL, SDE
Development, Demonstration/ Presentation: Science Kit	<ul style="list-style-type: none"> <li>• Performance includes the presentation of a Science Kit with the integration of technology</li> </ul>	IPTS:1,2,3,4,5,6,7 ICTS: 1,2,3,6,7 ICLS: 2, NAEYC: 1,3,4b,4c, 5  Dispositions: PTSL, SDE, EC, IWS
Tests and Examinations	<ul style="list-style-type: none"> <li>• Tests and examinations are one of the forms of assessments of students’ content knowledge about curriculum and teaching mathematics, science, and social studies in the primary grades.</li> </ul>	IPTS:1, 8 ICTS:1, 7 ICLS: 2 NAEYC: 1,3, 4b, 4c, 4d  Dispositions: EC
Development, Demonstration/ Presentation: Thematic Unit	<ul style="list-style-type: none"> <li>• Performance includes students’ involvement in planning integrated thematic unit lessons and activities appropriate for young children in all learning areas focusing on math, science and social studies.</li> <li>• Performance must demonstrate a contextual base for helping children construct fundamental concepts in all learning areas through experiences that are designed to meet each child’s developmental needs.</li> <li>• Unit must demonstrate an understanding of integration of the fundamental mathematical skills, concepts, and procedures and how to promote young children’s understanding of mathematical concepts and their ability to apply mathematical skills in varied context.</li> <li>• Demonstrate an understanding of fundamental scientific concepts and processes and how to promote young children’s development of scientific knowledge and skills, including their use of scientific thinking, reasoning, and inquiry.</li> <li>• Demonstrate an understanding of fundamental concepts, skills, and modes of inquiry in social studies and how to promote young children’s development of knowledge and skills in this area.</li> <li>• Develop competence in planning, teaching and assessing</li> </ul>	IPTS: 1, 2, 3, 4, 8 ICTS: 1, 2, 3, 4, 6,8 ICLS: 1,2, 3 NAEYC: 1, 3, 4b, 4c, 4d  Dispositions: PTSL, SDE, IWS, PEP, EC

	themed learning activities that meet state goals and standards.	
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Core Assignments	Brief Description	Points/Due Date	Approximate Weight
Participation	Performance includes presence, participation, and preparation for group and whole class discussions	Ongoing 40	5%
Tests and Examinations	Tests and examinations consist of multiple measures: multiple choice, short answers, and essay questions. Questions will be derived from lecture, assigned readings, article handouts, and class discussions.	Quizzes 115 Midterm 115 Final 115	47%
Activity File	Compile 30 activities for math, science, and social studies for teachers to use in the K-3 classroom (10 activities for each subject area). Activities must be developmentally appropriate practice for young children and must be selected from various sources.	Due in 3 Submissions See attached grade sheet 40	5%
Science Kit	Construct a science kit for K-3 students. Kit must include the following items: title of the kit, science concepts and objectives, goals and standards, student's grade level, materials and resources, assessments, integration with other subject areas, and how the kit addresses the developmentally appropriate practice guidelines. Students are also required to develop a lesson plan to be used with the kit. The science kit will be presented to the class.	Due October 15  40 Science Fair will be October 17 with full presentation board	5%
Thematic Unit	Construct a literature based thematic unit with the integration of all learning areas with focus on math, science, and social studies for two weeks of teaching. Students must research the topic and develop at least twelve lesson plans. The activities must be planned around a theme for primary children grades 1,2, or 3. Unit must include a letter to parents, APA reference page, as well as a list and synopsis of children's books. Unit must have an assessment activity as well as a self assessment completed in writing. All unit contents must be placed in a binder and be organized neatly. The unit will be presented in class.	Ongoing throughout semester See attached grade sheet  280	38%
		<b>745</b>	<b>100</b>
<b>DETAILED INSTRUCTIONS AND EXPECTATIONS FOR EACH ASSIGNMENT WILL BE PROVIDED BY THE INDIVIDUAL INSTRUCTOR</b>			

**Grading Scales:** A = 92%-100%, B = 82%-91%, C = 72%-81%, D = 62%-71%, F=Below 62%

All information in this syllabus should be considered subject to change based upon professional discretion.

Dates may be changed to meet class needs.

**Attendance:** Regular attendance and class participation are expected and count as part of your grade. Participation points will be deducted for each tardy or absence.

**Assignments:** Students are responsible for all material covered in class, all assignments on the syllabus, and assignments made in class. Due dates will be set for all work; assignments are to be submitted on the date they are due at the beginning of class. Three points shall be deducted for each calendar day that the material is late including live text submissions. A **10%** deduction will be assessed on all tests not taken on the assigned day. No work will be accepted after Wednesday, April 25, 2012.

## **Professional Behavior:**

If an illness prevents you from attending class, please notify me, in writing through email, before the beginning of class about your absence. Upon your return to class you will be expected to provide proper documentation. Also, ask a classmate to turn in any assignments which may be due, take notes for you, and pick up any handouts.

Students enrolled in ELE 4000 level courses are in the final stage of their professional preparation; hence, mastery of the English language including grammar, mechanics, spelling, etc. is expected. One point will be deducted for each infraction in all written work submitted for a grade.

## **COURSE OUTLINE**

This course focuses on teaching methods in the primary grades for three main subject areas: mathematics, science and social studies.

### **Math for Young Children**

This section implements the Illinois Learning Standards for Mathematics. Topics covered in this section are concept development, fundamental concepts and skills in mathematics, applying fundamental concepts, attitudes, skills, symbols and higher level activities and mathematical operations. Five content standards in math will be discussed: numbers and number operations, geometry, algebra, measurement, data analysis, and probability.

### **Science for Young Children**

This section implements the Illinois Learning Standards for Science. Class discussions will focus on understanding and applying concept development as well as inquiry and processing skills. Topics covered in this section are: physical science, life science, earth and space science, environmental awareness, and health and nutrition.

### **Social Studies for Young Children.**

This section implements the Illinois Learning Standards for Social Studies and will focus on the ten strands in social studies: culture; time continuity, and change; people, places, and environments; individual development and identity; individuals, groups, and institutions; power, authority, and governance; production, distribution, and consumption; science, technology, and society; global connections; civic ideals and practices (NCSS, 1994).

### Introduction, Overview of Syllabus and Assignments (Weeks 1,2)

Concept Development in Math, Science, & Social Studies in Young Children

- Social Studies in the Early Childhood Classroom
  - ✓ What is Social Studies
  - ✓ Public Education in Democracy
  - ✓ Influences on Early Childhood Social Studies Instruction
  - ✓ The Code of Ethical Conduct
  - ✓ The How and What of Early Childhood Social Studies Instruction
  - ✓ Characteristics of an Excellent Social Studies Curriculum
  - ✓ Theoretical Background for Effective Social Studies Instruction

### Creating and Planning for a Social Studies Learning Environment (Week 3)

- ✓ Thematic Learning
- ✓ Cooperative Learning
- ✓ Technology in the Early Childhood Classroom
- ✓ Direct Teaching Model: the Model for Effective Teaching and Supervision
- ✓ Teaching Methods and Strategies
- ✓ Theoretical Bases for Planning in Early Childhood Classrooms

### Children's Literature in Social Studies Instruction- Thematic Topic Due (Week 4)

- ✓ Overview of Children's Literature in Social Studies Instruction
- ✓ Why Use Children's Literature in Social Studies Instruction?
- ✓ Using Children's Literature to Address Issues of Diversity and Acceptance and to Support Multicultural Understanding
- ✓ Connecting to Diverse Populations
- ✓ Finding the Right Books

### Civics and Government, Geography and the Environment (Weeks 5,6)

- ✓ Democracy
- ✓ Teaching for Effective Citizenship
- ✓ Civics Today
- ✓ Character Education in Social Studies
- ✓ Geography Instruction for the Young Child
- ✓ Using Maps in the Early Childhood Classroom
- ✓ Understanding the Earth
- ✓ Geography and Literature

### History, Economics, Anthropology, and Archaeology (Weeks 7, 8)

- ✓ Biography
- ✓ Key Concepts of History in the Early Childhood Classroom
- ✓ Support for Historical Themes in Early Childhood Classroom
- ✓ Using Historical Fiction with Young Children

- ✓ Using Biography with Young Children
- ✓ Economics
- ✓ Using Children's Literature in Economics Education
- ✓ Anthropology in Early Childhood Education
- ✓ Archaeology

Assessment (Week 9)

- ✓ Options in Assessment
- ✓ How Can I Grade These Kinds of Assessments?
- ✓ Standardized Tests
- ✓ A Call for Appropriate Assessment
- ✓ Authentic Assessment in Early Childhood Classroom
- ✓ Functions of Assessment

Concept Development in Mathematics and Science (Week 10)

- ✓ How Concepts Develop
- ✓ How Concepts are Acquired
- ✓ Promoting Young Children's Concept Development through Problem Solving
- ✓ Assessing the Child's Developmental Level
- ✓ The Basics of Science
- ✓ How Young Children Use Concepts
- ✓ Planning for Science

Fundamental Concepts and Skills in Math and Science (Weeks 11, 12)

- ✓ One-to-One Correspondence
- ✓ Number Sense and Counting
- ✓ Logic and Classifying
- ✓ Comparing
- ✓ Early Geometry: Shape
- ✓ Early Geometry: Spatial Sense
- ✓ Parts of Wholes
- ✓ Language and Concept Formation
- ✓ Fundamental Concepts in Science

Applying Fundamental Concepts, Attitudes, and Skills in Math and Science (Week 13)

- ✓ Ordering, Seriation, and Patterning
- ✓ Measurement: Volume, Weight, Length, Temperature, and Time
- ✓ Interpreting Data Using Graphs
- ✓ Application of Fundamental Concepts in Preprimary Science
- ✓ Symbols
- ✓ Groups and Symbols
- ✓ Higher Level Activities and Concepts

Mathematic Concepts and Operations for the Primary Grades (Week 14)

- ✓ Operations with Whole Numbers
- ✓ Patterns
- ✓ Fractions
- ✓ Numbers above 10 and Place Value
- ✓ Geometry, Data Collection, and Algebraic Thinking
- ✓ Measurement with Standard Units

Using Skills, Concepts, and Attitudes for Scientific Investigations in the Primary Grades (Week 15)

- ✓ Overview of Primary Science
- ✓ Life Science
- ✓ Physical Science
- ✓ Earth and Space Science
- ✓ Environmental Awareness
- ✓ Health and Nutrition

**ELE 4770: Integrated Thematic Unit**

Math, Science and Social Studies

(Two copies of the unit are to be turned in- one will be returned)

Task: Develop an integrated thematic unit for two weeks of teaching in a Primary Grade Classroom. (1,2,3)

Portions of this Thematic Unit will be submitted to LiveText.

**General Guidelines:**

1. Select a topic that is of high interest to children, and select the primary grade level (1<sup>st</sup>, 2<sup>nd</sup> or 3<sup>rd</sup> Grade) to begin to build a thematic unit.
2. Write a 4-5 page APA research paper about your chosen topic. The topic should be well researched for optimum student learning. (Please use 1 inch margins, size 12 Times New Roman font, and double space.)
3. Make a list of resources/references used to prepare your research paper, use APA format.
4. Select and compile a list of 10 children's books that correlate with your thematic unit. Use both fiction and non-fiction books. Please include:  
Title  
Author  
Publisher

ISBN#

Synopsis of the book

Picture of the cover of book

5. For this thematic unit you will create 12 integrated lesson plans using the 10 children's books you've selected. Each unit is to contain the following:
- 1 Initiating lesson- introductory- (attention getter)
  - 3 Math Lessons
  - 3 Science Lessons- including science kit lesson
  - 3 Social Studies Lessons- geography, history, cultural diversity, or other social science of your choice.
  - 1 lesson in the creative area of your choice
  - 1 Culminating Lesson- closure

Note: You may integrate the subjects as they fit into your thematic unit, but one of the following must always be a component of each lesson- Math, Science and Social Studies.

6. Please develop an assessment activity. How will you know if the children learned as a result of this unit? Make the assessment activity meaningful and specific to your unit. It should directly correlate to your unit goals and Illinois Learning Standards.
7. Include a letter to families introducing and explaining the theme and outlining all activities. Please make the letter creative and informative.
8. Please organize the thematic unit by placing in a 1 inch binder with 10 tabs and a cover sheet.
9. Thematic Unit: Self Assessment

Each question is worth 4 points. Please answer all questions thoroughly with specific examples from your thematic unit!

1. Why is your unit suitable for the age level being taught?
2. How does your unit differentiate instruction for diverse learners, both culturally and academically?
3. How does your unit engage students in positive collaboration?
4. How does your unit use technology to aid in student learning?
5. How does your assessment activity effectively evaluate student learning during the thematic unit?

### Thematic Unit Presentations

There will be two days for presentation of the Thematic Unit. Students' names will be drawn randomly on the day of presentation.

### Science Kit

1. Select a science experiment; use the same topic for the science kit as your thematic unit.
2. Develop a science experiment where young students can explore and use inquiry skills. This can be done whole group or small group, either with a teacher, aide, or helper as a guide for learning.
3. *A lesson plan and a handout is due with this assignment.* Also due are a brief summary of your science kit, directions for recreating the experiment, source, and any templates used. **Please make one handout for each classmate.**
4. During the class presentation you will briefly explain the process and show how your kit works. Presentation should be about 5 minutes in length.

This assignment is worth a total of 40 points

### Activity File Instructions (See attached Sample)

Math, Science and Social Studies

1. Compile activities for math (10), science (10) and social studies (10) for a total of 30 activities.
2. At the top of each page, please write the grade level that you intend to use the activity for and the citation.
3. Sources of the activities can be from the internet, teacher's resource books, education magazines, self created, etc.  
(Note: Please do not get all activities from the same source, use a large variety.)
4. Organize your collection according to each subject area, numbering each activity 1-10. Hole punch and place in a three prong folder
5. Include a cover sheet on the inside of the folder with name, class, date, assignment, instructor and write your name on the outside cover.
6. Write activity name, source, and grade level on rubric (found on syllabus) and place in front pocket.
7. All activities are to be developmentally appropriate for grade specified and relate to the standards.

This assignment is worth a total of 40 points

### ELE 4770: LiveText Requirements for Thematic Unit due November 28 2012.

Please include the following in one submission:

Letter to the Families

Favorite Lesson from Unit

### Academic Integrity

The Department of EC/ELE/MLE is committed to the learning process and academic integrity as defined within the Student Conduct Code Standard I. "Eastern students observe the highest principles of academic integrity and support a campus environment conducive to scholarship." Students are expected to develop original and authentic work for assignments submitted in this course. "Conduct in subversion of academic standards, such as cheating on examinations, plagiarism, collusion, misrepresentation or falsification of data" or "submitting work previously presented in another course unless specifically permitted by the instructor" are considered violations of this standard.

To encourage original and authentic written work, written assignments created in this course (lesson plans, research paper, assessment, and family letter) must be submitted for review to Turnitin.com and will become a searchable document with the Turnitin protected and restricted use database. Details on how to send your documents into Turnitin will be discussed in class.

### **Student Success Center**

Students who are having difficulty achieving their academic goals are encouraged to first contact their instructor. If needing additional help, please contact the Student Success Center ([www.eiu.edu/~success](http://www.eiu.edu/~success)) for assistance with time management, test taking, note taking, avoiding procrastination, setting goals, and other skills to support academic achievement. The Student Success Center provides individualized consultations. To make an appointment, call [217-581-6696](tel:217-581-6696), or go to 9<sup>th</sup> Street Hall, Room 1302.

### **ELE 4770 References**

- Bloom, B. S. (Ed). (1956). *Taxonomy of educational objectives: The classification of educational goals. Handbook I, Cognitive domain*. NY: Longmans, Green.
- Burns, M. (1996). *Problem-solving lesson*. Sausalito, CA: Math Solutions Publications.
- Burns, M. (2000). *About teaching mathematics*. CA: Math Solutions Publications.
- Burris, A.C. (2005). *Understanding the math you teach: Content and methods for prekindergarten through grade 4*. Upper Saddle River, NJ: Pearson/Merrill/Prentice Hall.
- Carin, A. A. , Bass, J. E., & Contant, T.L. (2005). *Methods for teaching science as inquiry*. Upper Saddle River, NJ: Pearson/ Merrill/ Prentice Hall.
- Chaille, C, & Britain, L. (2003). *The young child as scientist*. NY: Allyn and Bacon.
- Gestwicki, C. (2007). *Developmentally appropriate practice: Curriculum and development in early childhood*. NY: Thompson Delmar.
- Chapin, S. H. & Johnson, A. (2006). *Math matters*. CA: Math Solution Publications.
- Grant, S.G, & Vansledright, B. (2006). *Elementary social studies*. NY: Houghton Mifflin Company.
- Johnson, D.W., Johnson, R.T. & Johnson, H. (1994). *The nuts and bolts of cooperative learning*. Edna, MN: Interaction Book Co.
- Kennedy, L. M., Tipps, S., & Johnson, A. (2008). *Guiding children's learning of mathematics*. NY: Thompson Delmar Learning.
- Koch, J. (2005). *Science stories*. NY: Houghton Mifflin Company.
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- Martin, D. J. (2000). *Elementary science methods: A constructivist approach*. Belmont, CA: Wadsworth.
- Matricardi, J. & McLarty, J. (2005). *Math activities A to Z*. NY: Thompson Delmar Learning.
- Melendez, W. R., Beck, V., & Fletcher, M. (2000). *Teaching social studies in early education*. Upper Saddle River, NJ: Pearson/ Merrill/ Prentice Hall.

Peters, J.M., & Stout, D.L. (2006). *Concepts and inquiries for teaching elementary school science*. Upper Saddle River, NJ: Pearson/ Merrill/ Prentice Hall.

Petersen, E.A. (2003). *Early childhood curriculum*. NY: Allyn and Bacon.

Piaget, J. & Inhelder, B. (1969). *The psychology of the child*. NY: Basic Books.

Piaget, J. (1962). *Play, dreams, and imitation in childhood period*. NY: WW Norton.

Ruscoe, A. (2005). *Addition: Applying addition strategies*. NY: World Teachers Press.

Ruscoe, A. (2005). *Subtraction: Applying addition strategies*. NY: World Teachers Press.

Seefeldt, C. (2001). *Social studies for the preschool/ primary child*. Upper Saddle River, NJ: Pearson/ Merrill/Prentice Hall.

Sharp, J.M., & Hoiberg, K.B. (2005). *Learning and teaching K-8 mathematics*. NY: Allyn and Bacon.

Sherwood, E, Williams, R, & Rockwell R. (1990). *More mudpies to magnets: Science for young children*. Beltsville, MD: Gryphon House.

Smith, S.S. (2006). *Early childhood mathematics, (3<sup>rd</sup> ed.)* Boston: Allyn and Bacon.

Tucker, B. F., Singleton, A.H., & Weaver, T.L. (2002). *Teaching mathematics to all children*. NY: Merrill/ Prentice Hall.

Walle, J.A.V., & Lovin, L. (2006). *Teaching student-centered mathematics grades K-3*. Boston: Allyn & Bacon.

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 Students with Disabilities: If you have a documented disability and wish to discuss academic accommodations,  
 please contact the Office of Disability Services at 581-6583.  
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Name: \_\_\_\_\_

**ELE 4770: Integrated Thematic Unit Rubric**

**Children’s Book List (10 books )** Correlates with thematic unit **(15) Due August 29, 15 14 13 12 11 10 9 8 7 6 5 4 3 2 1**

- Title (3)
- Author is stated (3)
- Publisher /ISBN (3)
- Synopsis of text included (3)
- Picture of cover (3)

**Research Paper (50) In APA Format All Sources MUST be cited and submitted to TURN IT IN Due September 5,**

- Organization (22) Information is very organized with well-constructed paragraphs.
- Quality (23) Information clearly relates to the main topic. It includes several supporting details and/or examples.
- Mechanics (5) No grammatical, spelling or punctuation errors.

**Resources (15) Due September 5,**

**15 14 13 12 11 10 9 8 7 6 5 4 3 2 1**

**Topic is well researched for optimum student learning. List of resources are APA format**

- All lines after the first line of each entry in your reference list should be indented one-half inch from the left margin. (2)
- Authors' names are inverted (last name first); give the last name and first and last initials for all authors (2)
- Entries should be alphabetized by the last name (2)
- Capitalize the first letter of the first word of a title/ subtitle, the first word after a colon or a dash in the title, and proper nouns. (2)
- Resource page labeled and centered at the top of the page (1)
- All text should be double-spaced (2)
- No errors in spelling (2)
- Punctuation is correct throughout (2)

**Lesson Plans (10points each, total of 120 pts. Due Weekly**

Point		Initiating	Culminating	SS	SS	SS	Math	Math	Math	Science	Science	Science Kit	Creative
1	Name of Lesson/ Content-area stated												
1	New Illinois State Standards and Goals												
2	Objective clearly stated for student learning												
1	Materials list is accurate and comprehensive												
1	Procedure/ Instructional sequence												
1	<b>Adaptation</b> stated in instructional sequence												
1	<b>Extension</b>												
1	Evaluation												
1	<b>Technology</b>												
10	Due Date Total for Lesson	9/10 /10	9/10 /10	9/17 /10	9/17 /10	9/24 /10	9/24 /10	10/1 /10	10/1 /10	10/8 /10	10/8 /10	10/15 /10	10/15 /10

**Letter to Families (15) Due November 28** 15 14 13 12 11 10 9 8 7 6 5 4 3 2 1

- Salutation has no errors in capitalization and punctuation (2)
- Theme is explained and significance to learning is demonstrated (2)
- All activities in subject area are clearly outlined (2)
- Sentences are well constructed (no fragments) (no run-ons) (3)
- Closing has no errors in capitalization and punctuation (2)
- No errors in spelling (2)
- Format- Complies with all the requirements for a friendly letter (2)

**Unit Assessment Activity (15) Due November 28** 15 14 13 12 11 10 9 8 7 6 5 4 3 2 1

- Evaluation activities require students to demonstrate understanding or knowledge of the concepts or skills taught (3)
- Evaluation is meaningful and specific to thematic unit (3)
- Evaluation is directly correlated to the unit objectives and ILS (3)
- Evaluation is clearly stated of how performance will be measured (3)
- Evaluation is developmentally appropriate (3)

**Live Text Submission (Failure to submit will result in earning a “D” for the course regardless of points earned. Due November 28**

\*\*\*Favorite Lesson plan and Letter to Parents to introduce the Thematic Unit

**Self Assessment (4 points each, total 20 pts.) Due December 3**

	Question	Thoroughly addresses question	Uses specific examples from unit	Stated in clear ideas and thoughts	Grammatically correct with no spelling errors	Total
1	Why is your thematic unit suitable for the age level being taught?					/4
2	How does your unit differentiate instruction for diverse learners, both culturally and academically?					/4
3	How does your unit engage students in positive collaboration?					/4
4	How does your unit use technology to aid in student learning?					/4
5	How does your assessment activity effectively evaluate student learning during the thematic unit?					/4

**Science Kit (40 points possible) Due October 15** \_\_\_\_\_/40

- Science Kit is directly related to Thematic Unit and provides all materials to perform experiment. (10)
- Lesson is age appropriate (5)
- Lesson encourages students to explore and use inquiry skills (5)
- Procedures were outlined in a step-by-step fashion that could be followed by anyone without additional explanations (5)
- Kit provided a detailed conclusion clearly based on the data and related to previous research findings and the hypothesis statement(s). (5)
- Handout was presented to class (5)
- Science Board (trifold for fair) (5)

**Organization (15) Due December 3,** 15 14 13 12 11 10 9 8 7 6 5 4 3 2 1

- Binder attached bound (3)
- Includes cover sheet (3)
- Includes table of contents including page numbers of unit (3)
- Neatly labeled tabs (3)
- Professional appearance (3) No Errors

**Presentation (15) Due December 3,** 15 14 13 12 11 10 9 8 7 6 5 4 3 2 1

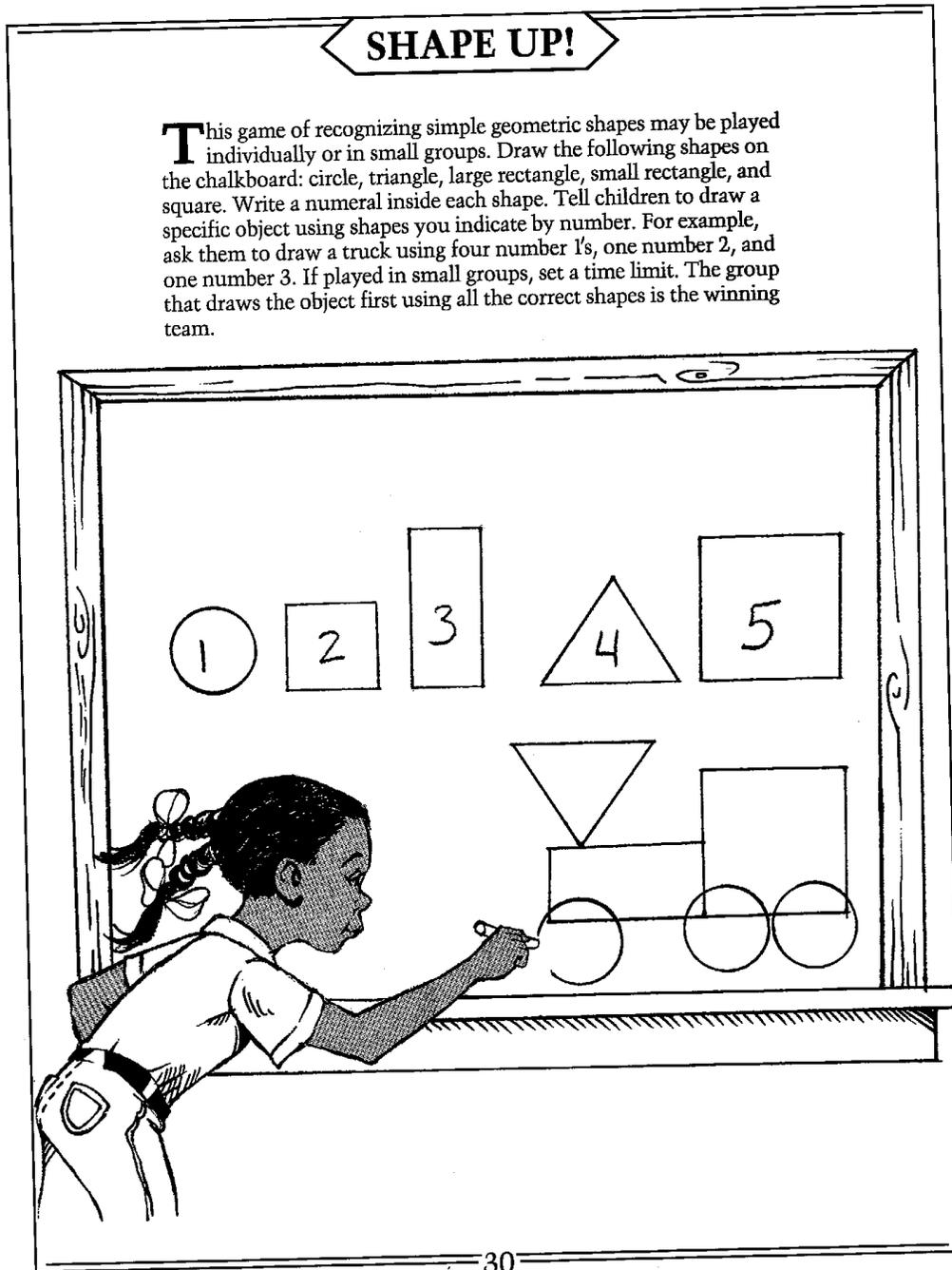
- Preparedness includes power point presentation (3)
- Enthusiasm (3)
- Courteous listener to other presenters (3)
- Clearly spoken (3)
- Posture and eye contact (3)

Total Points Thematic Unit \_\_\_\_\_/280

Math

Activity 1  
Grade K-1

## Activity : Shape Up!

Herman, E.S. (1992). *Five minute teacher tested learning games*. USA: Troll.

This activity could be used to introduce shapes or to reinforce/review or apply concepts about shapes. It could be taught as a whole group, small group or learning center. Samples and instructions could be provided for students to work independently and to self check their own work.

Activity File Rubric

Name: \_\_\_\_\_

**Please Keep This Rubric Attached to Your File**

Activity #	Source	Activity Title	Grade Level	Total Points
<b>Social Studies</b>			<b>Due September 24, 2012</b>	
1				/1
2				/1
3				/1
4				/1
5				/1
6				/1
7				/1
8				/1
9				/1
10				/1
<b>Total for Social Studies</b>				<b>/10</b>
<b>Math</b>			<b>Due October 1, 2012</b>	
1				/1
2				/1
3				/1
4				/1
5				/1
6				/1
7				/1
8				/1
9				/1
10				/1
<b>Total for Math</b>				<b>/10</b>
<b>Science</b>			<b>Due October 15, 2012</b>	
1				/1
2				/1
3				/1
4				/1
5				/1
6				/1
7				/1
8				/1
9				/1
10				/1
<b>Total for Science</b>				<b>/10</b>
<b>Professional Presentation</b>			<b>Due September 24, 2012</b>	
<b>- Attached in folder, divided with tabs, all on one page</b>				<b>/10</b>
<b>Total</b>				<b>/40</b>