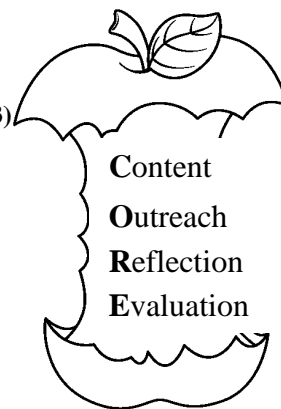


Eastern Illinois University
Early Childhood, Elementary, and Middle Level Education Department
ELE 4770: Teaching Science and Social Science in the Primary Grades (K-3)



Instructor: Dana Stodden
Office: 2213 Buzzard Hall
Email: dgstodden@eiu.edu
Office Hours: Tuesday & Thursday 9:00 am
Wednesday 1:30- 3:30 pm or by appointment
Phone: 217-581-5728 (Voice Messages Only)
Class Meetings: Wednesday Evenings 4:30-7:00 pm Buzzard Hall 2430
Semester: Spring 2017

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

Course Description: This course introduces teacher candidates to content area instruction in the primary grades. Coursework includes research-based teaching methods coupled with effective instructional theory and developmental considerations in designing curriculum for teaching young children. Teacher candidates will develop lesson plans and an integrated thematic unit of study with a focus on science and social studies instruction. (3-0-3)

Prerequisites & Concurrent Enrollment: Prerequisites for this course are ELE 3250 and ELE 3281 or permission of department chair. University Teacher Education and department requirements for enrollment must be met.

Co-requisites for this course are ELE 4100, ELE 4880, and ELE 4280.

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

Course Textbooks:

Charlesworth, R., & Lind, K. (2013). Math and science for young children. Albany, N.Y.: Delmar Publishers.

Wallace, M. (2006). Social studies: All day, every day in the early childhood classroom. Belmont, CA.: Cengage Learning.

Supplemental Material: LiveText Account

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 (pp 10-13).

Joyce, B., Weil, M., & Calhoun, E. (2015). *Models of teaching*. (9 th ed.). Boston: Pearson.

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

Live Text Assessment and/or Practicum Requirements: For those classes with Live Text and/or Practicum- If the portfolio, practicum, and/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:

Standards

Course requirements are aligned with the following standards:

- Illinois Professional Teaching Standards (IPTS): http://www.isbe.net/PEAC/pdf/IL_prof_teaching_stds.pdf

- Eastern Illinois University Professional Dispositions
<http://www.eiu.edu/clinical/forms/DispositionsforEIUCandidates.pdf>
- Illinois Social Emotional Learning Standards (SEL) http://www.isbe.net/ils/social_emotional/standards.htm
- Association for Childhood Education International (ACEI): <http://www.isbe.net/rules/archive/pdfs/20ark.pdf>
- National Association for the Education of Young Children (NAEYC):
<http://www.nocate.org/Standards/ProgramStandardsandReportForms/tabid/676/Default.aspx>

Outcomes specific to ELE 4770:

Teacher candidates enrolled in this course will:

- Discover and apply a contextual base for helping children construct fundamental concepts in science and social studies.
- Synthesize fundamental scientific concepts and processes that promote young children's development of scientific knowledge and skills, including use of scientific thinking, reasoning, and inquiry.
- Analyze fundamental concepts, skills, and modes of inquiry in social studies.
- Apply Common Core Standards in the design of lesson plans.
- Investigate alternative methods of achieving learning outcomes including constructivist methods and higher-order critical thinking skills to differentiate instruction.
- Use current technologies to design and implement research-based best practices in individual, small group, and whole class learning activities.
- Apply appropriate content knowledge in a variety of educational situations.

Course Requirements	Demonstrated Competencies	Aligned Standards
Participation	<ul style="list-style-type: none"> • Performance includes presence, participation and preparation for group and whole class discussions. 	<p>IPTS: 1A, 1B, 1C,1E,1F, 1G, 2A,2C,2D, 2E,2F, 3A,3B,3C, 3D, 3E, 3F, 4A, 4B, 4C,4D, 4E,4F,4G,4H, 5A, 5B, 5C, 5D,5E, 5F, 5G, 7A, 7B, 7C,7D, 7E,7F,7G,7H, 7I, 8F,8G,9A,9B,9C,9E,9G,9H</p> <p>NAEYC: 1a, 1b, 1c, 2a, 2B, 2C, 3a, 3b, 3c, 3d, 4b, 4c, 5a, 5b, 5c, 6a, 6b, 6c, 6d,6e,</p> <p>ACEI : 1.0, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 3.1, 3.2, 3.3, 3.4, 3.5, 4.0, 5.1</p> <p>SELS: 1A. 5a., 1A.5b.,1B.5a.,1B.5b., 1C.5a., 1C.5b.,2A.5a.,2A.5b.,2B.5a.,2B.5b.,2C.5a.,2C.5a., 2C.5b.,2D.5a.,2D.5b.,3A.5a.,3A.5b., 3B.5b., 3C.5a., 3C.5b</p> <p>Dispositions: IWS, EC, PEP. SDE</p>
Development, Demonstration/ Presentation: Activity File	<ul style="list-style-type: none"> • Students will research and collect developmentally appropriate activities for science and social studies in the primary classroom. 	<p>IPTS: 2A,2B,2I, 5A, ,9A,9S,9T,</p> <p>NAEYC: 1a, 1b, 1c, 4b, 4c, 5a, 5b, 6b, 6d</p> <p>ACEI : 1.0, 3.1, 3.3,</p> <p>SELS: 1A. 5a., 1A.5b.,1B.5a.,1B.5b., 1C.5a., 1C.5b.,2A.5a.,2A.5b.,2B.5a.,2B.5b.,2C.5a.,2C.5a., 2C.5b.,2D.5a.,2D.5b.,3A.5a.,3A.5b., 3B.5b., 3C.5a., 3C.5b</p> <p>Dispositions: IWS, EC, PEP. SDE</p>
Development, Demonstration/ Presentation: Science Kit	<ul style="list-style-type: none"> • Students will develop and construct a science kit to promote young children's development of scientific knowledge and skills including the use of scientific thinking, reasoning, and inquiry. 	<p>IPTS: 1A, 1B, 1C, 1E, 1G, 1I, 1J, 2A, 2B, 2C, 2D, 2G, 2I, 2K, 2N, 2P, 3A, 3K, 3L, 3Q, 5A, 5B, 5C, 5D, 5E, 5L, 5S, 7A, 7B, 7K</p> <p>NAEYC:1a, 1b, 1c, 3a, 3b, 4a, 4b, 4c, 4d, 5a, 5b, 5c, 6a, 6b, 6c, 6d,</p> <p>ACEI: 1.0, 2.2, 3.1, 3.2, 3.3, 3.4, 3.5, 4.0</p> <p>SELS: 1A.5a., 1B.5a., 1B.5b., 1C.5a., 1C.5b., 2C.5b., 3A.5b., 3B.5b., 3C.5a.</p> <p>Dispositions: PTSL, SDE, EC, IWS</p>

Tests and Examinations	<ul style="list-style-type: none"> The student will demonstrate knowledge of the course content by appropriately responding to test items that require the application of course information. 	<p>IPTS: 1A, 1B, 1C,1E,1F, 1G, 2A,2C,2D, 2E,2F, 3A,3B,3C, 3D, 3E, 3F, 4A, 4B, 4C,4D, 4E,4F,4G,4H, 5A, 5B, 5C, 5D,5E, 5F, 5G, 7A, 7B, 7C,7D, 7E,7F,7G,7H, 7I, 8F,8G,9A,9B,9C,9E,9G,9H</p> <p>NAEYC: 1a, 1b, 1c, 2a, 2B, 2C, 3a, 3b, 3c, 3d, 4a, 4b, 4c, 4d, 5a, 5b, 5c, 6A, 6B, 6c, 6d,6e</p> <p>ACEI : 1.0, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 3.1, 3.2, 3.3, 3.4, 3.5, 4.0, 5.1</p> <p>SELS: 1A. 5a., 1B.5a.,1B.5b., 1C.5a., 1C.5b.,3A.5b., 3B.5b., 3C.5a.</p> <p>Dispositions: EC</p>
Development, Demonstration/ Presentation: Thematic Unit	<ul style="list-style-type: none"> Students will create a thematic unit integrating all content areas with a focus on science and social studies instruction. Using Common Core Standards, developmentally appropriate lesson plans will be designed according to the format established by the EC/ELE/MLE Department and adapted for the following strategies: Direct Instruction, Concept Teaching, Cooperative Learning, Problem-Based Instruction, Classroom Discussion, and Inquiry. Demonstrate an understanding of fundamental scientific concepts and process 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 the 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. 	<p>IPTS: 1A, 1B, 1C,1E, 1G,1I, 1J, 2A 2B, 2C,2D, 2G,2I, 2K, 2N, 2P, 3A,3H, 3K, 3L, 3Q, 5A, 5B, 5C,5D, 5E, 5F, 5I, 5L, 5M, 5O, 5R, 5S, 7A,7B, 7K, 9A,</p> <p>NAEYC: 1a, 1b, 1c, 2a, 3a, 3b, 3c, 3d, 4a, 4b, 4c, 4d, 5a, 5b, 5c, 6c, 6d</p> <p>ACEI : 1.0, 2.1, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 4.0, 5.1</p> <p>SELS: 1A. 5a., 1B.5a.,1B.5b., 1C.5a., 1C.5b.,3A.5b., 3B.5b., 3C.5a.</p> <p>Dispositions: PTSL, SDE, EC, IWS</p>

Core Assignments	Brief Description	Points/Due Date	Approximate Weight
Participation	Performance includes presence, participation and preparation for group and whole class discussions	Ongoing throughout semester	5%
Tests and Examinations	Tests and examination consist of multiple measure, including multiple choice, short answers, and essay questions. Questions will be derived from lecture, assigned readings, article handouts and class discussions.	Midterm March 8, 2017 Final May 3, 2017	40%

Activity File	Compile 20 activities for 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.	TBA	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 address 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 class.	March 8, 2017	5%
Thematic Unit	Construct a literature based thematic unit with the integration of all learning areas with focus on science, and social studies for two weeks teaching. Students must research the topic and develop 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, a research paper, list of resources in addition to a children's book list including a synopsis of each book. 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 see attached sheet for specific dates	45%
Graduate students: Students receiving graduate credit must meet graduate level requirements for this class. An expanded assignment/additional assignment is required in order to receive graduate credit in this course. One option would be to expand the thematic unit to 10-12 pages with a minimum of 10 sources. The nature of this assignment may vary and will be determined after consultation between the individual student and the instructor.			To be determined
DETAILED INSTRUCTIONS AND EXPECTATIONS FOR EACH ASSIGNMENT WILL BE PROVIDED BY THE INDIVIDUAL INSTRUCTOR			

Instructors Policies:

Grading Scales: A = 93%-100%, B = 84%-92%, C = 75%-83%, D = 66%-74%, F=Below 62%

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

Assignments: Students are responsible for all material covered in class and all assignments on the syllabus or assignments made in class. Assignments are to be completed by class time on the date for which they appear on the syllabus. **No late assignments will be accepted and all assignments will be submitted to D2L.**

COURSE OUTLINE

Science for Young Children

This section discusses science content standards, teaching strategies using concept development, process of inquiry and process of skills in science, planning for science fundamental concepts in science and science activities for young children. Topics covers in this sections are; physical science, life science, earth and space science, environmental awareness, health and nutrition.

Social Studies for Young Children.

This sections discusses the ten strands in the social studies area; culture, time, continuity, and changes; people, places, and environment; individual development and identity individuals, groups, institutions; power, authority, and governance; production, distribution, and consumption; science, technology, and society; global connections; civic ideals and practices; time, continuity, and change.

Course Outline:

Introduction, Overview of Syllabus and Assignments (Week 1)

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 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 2)

- ✓ 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 3)

- ✓ 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 (Week 4)

- ✓ Democracy
- ✓ Teaching for Effective Citizenship
- ✓ Civics Today
- ✓ Character Education in Social Studies

Geography and the Environment (Week 5)

- ✓ Geography Instruction for the Young Child
- ✓ Using Maps in the Early Childhood Classroom
- ✓ Understanding the Earth
- ✓ Geography and Literature

History (Week 6)

- ✓ 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, Anthropology, and Archaeology (Week 7)

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

Assessment (Week 8)

- ✓ 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 Science (Week 9)

- ✓ 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

Using Skills, Concepts, and Attitudes for Scientific Investigations in the Primary Grades (Week 10)

- ✓ Overview of Primary Science
- ✓ Characteristics of an excellent Early Childhood Science Curriculum
- ✓ Process and Inquiry skills
- ✓ Teaching Methods

Physical Science (Week 11)

- ✓ Color
- ✓ Light and shadows
- ✓ Magnets
- ✓ Weight and balance
- ✓ Properties of matter

Earth and Space Science (Week 12)

- ✓ Environmental Concepts and Conservation
- ✓ Air
- ✓ Rocks and soil
- ✓ Water
- ✓ Temperature, weather and seasons
- ✓ Astronomy
- ✓

Life Science (Week 13)

- ✓ Five Senses
- ✓ Animals
- ✓ Plants

Health and Nutrition (Week 14)

- ✓ Physical Health
- ✓ Fundamental Physical Movements
- ✓ General Health and Safety Issues
- ✓ Nutrition

Creating a Diverse Curriculum and Classroom (Week 15)

- ✓ Teacher attitudes and practice
- ✓ Selecting Books materials and resources
- ✓ Modifying curriculum approaches to promote and facilitate achievement among children from diverse backgrounds

ELE 4770: Integrated Thematic Unit

(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 the Primary Grades Classroom. (1,2,3)

Portions of this Thematic Unit will be submitted to LiveText (see attached sheet).

General Guidelines:

1. Select a children's trade book to begin to build a thematic unit Literature based
2. Select grade level (1st, 2nd or 3rd Grade)
3. Write a letter to families explaining the theme and outlining activities. Please make the letter creative and informative.
4. For this thematic unit you will create 11 integrated lesson plans using at least 10 other children's books based on the same theme, these plans are to be as follows: Each unit is contain the following:
 - Initiating lesson
 - 3 Science Lessons- including science kit lesson
 - 3 Social Studies Lessons- geography, history, cultural diversity, and other social science of your choice.
 - 1 lesson in Reading, Language Arts, Math and a Creative area of your choice

- 1 Culminating Lesson

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- Science and Social Studies.

5. Compile a list of children's books that correlate with your thematic unit. Use both fiction and non-fiction books. Please include:
Title, author, publisher, ISBN# and a synopsis of the book.
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. Topic should be well researched for optimum student learning. Write a research paper including a list of resources used to prepare your thematic unit, use APA format.
8. Please place entire thematic unit neatly in a binder well organized with tabs and a cover sheet. **Turn in two copies- only one in binder will be returned.**

Thematic Unit: Self Assessment

Each question is worth 5 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

Students' names will be drawn randomly out of a hat on day of presentation.

Activity File Instructions

Science and Social Studies

1. Compile activities for science (10) and social studies (10) for a total of 20 activities.
2. At the top of each page, please write the grade level that you intend to use the activity for and the citation of the resource in APA format.
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 file according to each subject area, numbering each activity 1-10. Hole punch and place in a three prong folder.
5. Include a cover sheet-
Name, Class, Date, Assignment, Instructor
6. All activities are to be developmentally appropriate for grade specified and relate to the standards.

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 is due with this assignment,* a brief summary of your science kit, directions for recreating the experiment, source and any templates used.
4. During the class presentation you will briefly explain the process and show how your kit works. Presentation should be about 8-10 minutes in length.

ELE 4770: LiveText Requirements for Thematic Unit

Please include the following in one submission:

Letter to Families
Favorite (best) Lesson from Unit

NOTE: If your 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.

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."

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) 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 9th Street Hall, Room 1302.

Students with Disabilities

If you are a student with a documented disability in need of accommodations to fully participate in this class, please contact the Office of Student Disability Services (OSDS). All accommodations must be approved through OSDS. Please stop by Ninth Street Hall, Room 2006, or call 217- 581-6583 to make an appointment.

ELE 4770 References

***Denotes Unit Conceptual Framework 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.
- Dewy, J. (1938). *Experience in education*. New York: Collier Books.
- 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.
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- Lind, K.K. (2005). *Exploring science in early childhood education*. Upper Saddle River, NJ: Pearson/ Merrill/ Prentice Hall.
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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.
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- 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, (3rd 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.

ELE 4770: Integrated Thematic Unit Grade Sheet

Children's Book List (10 books) Correlates with thematic unit **Due January 18, 2017 (Wk 2)**

20 pts. _____

- ☐ Title (4)
- ☐ Author is stated (4)
- ☐ Publisher /ISBN (4)
- ☐ Synopsis of text included (4)
- ☐ Picture of cover (4)

Research Paper In APA Format All Sources MUST be cited Due January 25, 2017 (Wk 3)

50 pts. _____

- ☐ Organization (20) Information is very organized with well-constructed paragraphs.
- ☐ Quality (20) Information clearly relates to the main topic. It includes several supporting details and/or examples.
- ☐ Mechanics (10) No grammatical, spelling or punctuation errors.

References Due January 25, 2017 (Wk 3)

20 pts. _____

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. (3)
- ☐ Authors' names are inverted (last name first); give the last name and first and last initials for all authors (3)
- ☐ Entries should be alphabetized by the last name (3)
- ☐ 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. (3)
- ☐ Resource page labeled and centered at the top of the page (1)
- ☐ All text should be double-spaced (1)
- ☐ No errors in spelling (3)
- ☐ Punctuation is correct throughout (3)

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

Point		Initiatin g	Culmin ating	Readin g	Lang. Arts	Math	Creativ e	Social Studies	Social Studies	Social Studies	Science	Science Kit	Science
1	Name of Lesson/ Content-area stated												
1	Common Core State Standards and NGSS												
2	Objective clearly stated for student learning												
1	Materials list accurate and comprehensive												
1	Procedure/ Instructional sequence												
1	Adaptation stated in Instructional sequence												
1	Extension												
1	Evaluation												
1	Technology												
	Due Date	2/1 /10 Wk 4	2/1 /10 Wk 4	2/8 /10 Wk 5	2/8 /10 Wk 5	2/15 /10 Wk 6	2/15 /10 Wk 6	2/22 /10 Wk 7	2/22 /10 Wk 7	3/1 /10 Wk 8	3/1 /10 Wk 8	3/8 /10 Wk 9	3/8 /10 Wk 9
10	Total for Lesson												

Science Kit (40 points possible) Due March 8, 2017 (Wk9)

40 pts. _____

- ☐ 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)

Approved for Fall 2016

- ☐ Handout was presented to class (5)
- ☐ Science Board (trifold for fair) (5)

Unit Assessment Activity Due March 22, 2017 (Wk11)

25 pts. _____

- ☐ Evaluation activities require students to demonstrate understanding or knowledge of the concepts or skills taught (5)
- ☐ Evaluation is meaningful and specific to thematic unit (5)
- ☐ Evaluation is directly correlated to the unit objectives and ILS (5)
- ☐ Evaluation is clearly stated of how performance will be measured (5)
- ☐ Evaluation is developmentally appropriate (5)

Letter to Families Due March 29, 2017 (Wk12)

20 pts. _____

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

Self Assessment (4 points each, total 20 pts.) Due April 5, 2017 (wk13)

	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

Live Text Submission (Failure to submit will result in earning a "D" for the course regardless of points earned. Due April 12, 2017 (Wk 14)

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

Notebook Due April 26, 2017 (Wk 16)

20 pts. _____

- ☐ Professional Presentation (no errors)
- ☐ Organized

Presentation Due April 26, 2017 (Wk16)

25 pts. _____

- ☐ Preparedness includes prez/power point presentation (5)
- ☐ Enthusiasm (5)
- ☐ Courteous listener to other presenters (5)
- ☐ Clearly spoken (5)
- ☐ Posture and eye contact (5)

Total Points Thematic Units _____/280