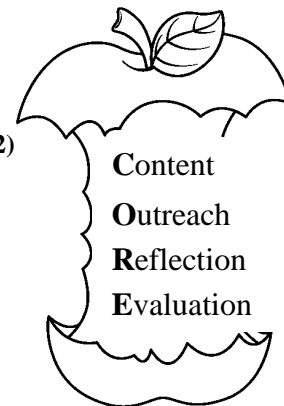


**Early Childhood, Elementary, and Middle Level Education Department**  
**ELE 4770: Teaching Science and Social Science in the Primary Grades (K-2)**



**Instructor:** Denise Reid  
**Office:** Buzzard 2211  
**E-mail:** dereid@eiu.edu  
**Office Hours:** M & W 9:30 – 11:00 a.m. & TH 2:30 – 3:30 p.m.  
And by appointment  
**Phone:** 217-581-5728 (leave a message)  
**Class Meetings:** TH 4:30 – 7:00 p.m.  
**Semester:** Spring 2018



**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:**

Ashbrook, P. (2016). *Science learning in the early years: Prek-2*. Arlington, VA: NSTA (National Science Teachers Association)

Seefeldt, C., Castle, S., & Falconer, R. C. (2014). *Social studies for the preschool/primary child, 9<sup>th</sup> ed.* Boston: Pearson.

Wallace, M. (2006). *Social studies: All day, every day in the early childhood classroom*. Belmont, CA.: Cengage 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 (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, sensitivity to diversity, the ability to provide varied teaching practices evidenced in a supportive and encouraging environment. Failure to adequately meet dispositional requirements will lead to remedial requirements set forth by the instructor.  
<http://www.eiu.edu/clinical/dispositions.php>

**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.

**Course Requirements & demonstrated competencies with the following 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](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](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.ncaete.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"> <li>• Performance includes presence, participation and preparation for group and whole class discussions.</li> </ul>	<p><b>IPTS:</b> 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><b>NAEYC:</b> 1a, 1b, 1c, 2a, 2B, 2C, 3a, 3b, 3c, 3d, 4b, 4c, 5a, 5b, 5c, 6a, 6b, 6c, 6d,6e,</p> <p><b>ACEI :</b> 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><b>SELS:</b> 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><b>Dispositions:</b> <b>IWS, EC, PEP. SDE</b></p>
Development, Demonstration/ Presentation: Activity File	<ul style="list-style-type: none"> <li>• Students will research and collect developmentally appropriate activities for science and social studies in the primary classroom.</li> </ul>	<p><b>IPTS:</b> 2A,2B,2I, 5A, 9A,9S,9T,</p> <p><b>NAEYC:</b> 1a, 1b, 1c, 4b, 4c, 5a, 5b, 6b, 6d</p> <p><b>ACEI :</b> 1.0, 3.1, 3.3,</p> <p><b>SELS:</b> 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><b>Dispositions:</b> <b>IWS, EC, PEP. SDE</b></p>
Development, Demonstration/ Presentation: Science Kit	<ul style="list-style-type: none"> <li>• 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.</li> </ul>	<p><b>IPTS:</b> 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><b>NAEYC:</b>1a, 1b, 1c, 3a, 3b, 4a, 4b, 4c, 4d, 5a, 5b, 5c, 6a, 6b, 6c, 6d,</p> <p><b>ACEI:</b> 1.0, 2.2, 3.1, 3.2, 3.3, 3.4, 3.5, 4.0</p> <p><b>SELS:</b> 1A.5a., 1B.5a., 1B.5b., 1C.5a., 1C.5b., 2C.5b., 3A.5b., 3B.5b., 3C.5a.</p> <p><b>Dispositions:</b> <b>PTSL, SDE, EC, IWS</b></p>
Tests and Examinations	<ul style="list-style-type: none"> <li>• The student will demonstrate knowledge of the course content by appropriately responding to test items that require the application of course information.</li> </ul>	<p><b>IPTS:</b> 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><b>NAEYC:</b> 1a, 1b, 1c, 2a, 2B, 2C, 3a, 3b, 3c, 3d, 4a, 4b, 4c, 4d, 5a, 5b, 5c, 6A, 6B, 6c, 6d,6e</p> <p><b>ACEI :</b> 1.0, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 3.1,</p>

		3.2, 3.3, 3.4, 3.5, 4.0, 5.1 <b>SELS:</b> 1A. 5a., 1B.5a.,1B.5b., 1C.5a., 1C.5b.,3A.5b., 3B.5b., 3C.5a. <b>Dispositions:</b> <b>EC</b>
Development, Demonstration/ Presentation: Thematic Unit	<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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.</li> <li>Develop competence in planning, teaching and assessing themed learning activities that meet state goals and standards.</li> </ul>	<b>IPTS:</b> 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, <b>NAEYC:</b> 1a, 1b, 1c, 2a, 3a, 3b, 3c, 3d, 4a, 4b, 4c, 4d, 5a, 5b, 5c, 6c, 6d <b>ACEI :</b> 1.0, 2.1, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 4.0, 5.1 <b>SELS:</b> 1A. 5a., 1B.5a.,1B.5b., 1C.5a., 1C.5b.,3A.5b., 3B.5b., 3C.5a. <b>Dispositions: PTSL, SDE, EC, IWS</b>

Core Assignments	Brief Description	Points/Due Date
Participation	Class attendance and participation are expected in the course. The student will be present during class meetings, contribute to discussions, actively engage in projects/activities, and support his/her peers in the learning process.	30 points Ongoing- throughout semester
Tests and Examinations	Tests and examination consist of multiple measures, including multiple choice, short answers, and essay questions. Questions will be derived from lecture, assigned readings, article handouts and class discussions.	100 points (50 points each) Midterm & Final TBA
Activity File	Compile 20 activities for science, and social studies for teachers to use in the K-2 classroom (10 activities for each subject area). Activities must be developmentally appropriate practice for young children and must be selected from various sources.	40 points TBA
Science Kit	Construct a science kit for K-2 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	40 points Due Date on Scoring Rubric

	the kit. The science kit will be presented to class.	
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 K, 1, or 2. 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.	280 points  On-going To be submitted through D2L. Due Due Dates on Scoring Rubric
Readings & Written Responses	Complete readings and accompanying assignments.	100 points (Points for each assignment will vary.)
<b>Graduate students:</b> 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.		

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

**Instructors Policies:**

**A. Participation:** Class attendance and participation are expected in the course. Participation includes the following: being in class on time (3-5 minutes early), looking and actively listening to those who are speaking, working cooperatively with group members, being prepared for class, and being actively involved in activities and discussions. This also means that your cell phones are turned off or silenced and put away. If an emergency arises please notify the instructor if you are unable to attend class by leaving a message via e-mail. Five points will be deducted for each unexcused class absence.

**B. Preparation for class discussions, assignments, and activities:** Students are expected to demonstrate their understanding of assigned readings and homework tasks through class discussions, written examinations, collaborative class projects, and in-class presentations. **Standard college preparation for courses requires a minimum of 2 hours of work outside of class for each credit hour. Please keep this in mind when planning your course schedule and outside commitments.**

**C. Course Assignments and Expectations:** Students are responsible for all material covered in class and all assignments on the syllabus or assignments made in class. All assignments must be turned in by the due date, unless approved by instructor. NO course work will be accepted during finals week. All assignments must be completed in an *exemplary* fashion in order to receive an A. **Assignments, points, and due dates are subject to change. *The instructor will provide detailed instructions and expectations for each assignment.***

**D. Examinations:** Two tests consisting primarily of objective items with a few short essay questions will be administered to assess student understanding of course content. These tests include one which is scheduled during the semester and a final exam given at the scheduled time for finals. The final will **not** be comprehensive. The tests treat text assignments, class activities, lectures and audio-visual materials used. (Each exam is worth 50 - 100 points.)

## 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 change; people, places, and environment; individual development and identity; individuals, groups, and institutions; power, authority, and governance; production, distribution, and consumption; science, technology, and society; global connections; and civic ideals and practices.

### Introduction, Overview of Syllabus and Assignments (Weeks 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
  - Supporting the development of text awareness and emergent reading behaviors
  - Acknowledging and using quantitative, qualitative and individual factors that affect text complexity, including how to estimate developmentally appropriate levels of text
  - Using texts that engage children with organizational structures, literary devices, rhetorical features, text features and graphics
  - Using texts that engage children with the characteristics of various genre and forms of literary and informational text
  - Using a variety of textual and authentic resources that promote differentiated instruction that meets the needs of all learners
  - Understanding the role, perspective and purpose of text in all content areas
  - Supporting the transference of text competencies from the child's home language to English.

#### 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**

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 topic of high interest to children and select a primary grade level (1<sup>st</sup>, 2<sup>nd</sup> or 3<sup>rd</sup> Grade)
2. Select 10 children's books relating to the topic. Use both fiction and non-fiction books.
3. Compile a list of children's books that correlate with your thematic unit.  
Please include Title, author, publisher, ISBN# and a synopsis of the book and include a picture of the cover
4. Write a 6-8 page research paper including a list of resources used to prepare your thematic unit, use APA format. Please use 1 inch margins and size 12 Times New Roman font, and double space. Hint: Use your children's books so your language and vocabulary are DAP.
5. Compile an APA list of resources and references used for your thematic unit.
6. Create 12 integrated lesson plans using at least 10 other children's books based on the same theme. Each unit will contain the following:
  - Initiating lesson
  - Reading Lesson
  - Language Arts Lesson
  - Math Lesson
  - Creative Arts
  - 3 Science Lessons- including science kit lesson
  - 3 Social Studies Lessons- geography, history, cultural diversity, and other social science of your choice.
  - 1 Culminating Lesson
7. 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 CCSS and NGSS.
8. Write a letter to families explaining the theme and outlining activities. Please make the letter creative and informative.
9. Please place entire thematic unit neatly in a binder well organized with tabs and a cover sheet.

#### **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**

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. Submit through D2L
5. 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

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**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](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.

**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.

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Carin, A. A., Bass, J. E., & Contant, T.L. (2005). *Methods for teaching science as inquiry*. Upper Saddle River, NJ: Pearson/ Merrill/ Prentice Hall.

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- \*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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- 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.
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- 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.



**ELE 4770: Integrated Thematic Unit Grade Sheet****Children's Book List (10 books )** Correlates with thematic unit **Due January 18, 2018 (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, 2018 (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, 2018 (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		Initiating	Culminating	Reading	Lang. Arts	Math	Creative	Social Studies	Social Studies	Social Studies	Science Kit	Science	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	<b>Adaptation</b> stated in Instructional sequence												
1	<b>Extension</b>												
1	Evaluation												
1	<b>Technology</b>												
10	Due Date  Total for Lesson	2/2 Wk 4	2/2 Wk 4	2/8 Wk 5	2/8 Wk 5	2/15 Wk 6	2/15 Wk 6	2/22 Wk 7	2/22 Wk 7	3/1 Wk 8	3/1 Wk 8	3/8 Wk 9	3/8 Wk 9

**Science Kit (40 points possible) Due March 1, 2018 (Wk8)****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)
- ☐ Handout was presented to class (5)
- ☐ Science Board (trifold for fair) (5)

**Unit Assessment Activity Due March 22, 2018 (Wk10)****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, 2018 (Wk11)****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, 2018 (wk12)**

	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 19, 2018 (Wk 14)**

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

**Presentation Due April 26, 2018 (Wk15)****25 pts.** \_\_\_\_\_

- ☐ Preparedness includes prezzi/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**Total Points Science Kit** \_\_\_\_\_/40