

Eastern Illinois University
Revised Course Proposal
ELE 4770, Teaching Science and Social Science in the Primary Grades (K-3)

Please check one: ☐ New course ☒ Revised course

PART I: CATALOG DESCRIPTION

1. **Course prefix and number, such as ART 1000:** ELE 4770
2. **Title (may not exceed 30 characters, including spaces):** Science/Social Science: K-3
3. **Long title, if any (may not exceed 100 characters, including spaces):** Teaching Science and Social Science in the Primary Grades (K-3)
4. **Class hours per week, lab hours per week, and credit [e.g., (3-0-3)]:** 3-0-3
5. **Term(s) to be offered:** ☒ Fall ☒ Spring ☐ Summer ☐ On demand
6. **Initial term of offering:** ☒ Fall ☐ Spring ☐ Summer **Year:** 2013
7. **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.

8. Registration restrictions:

a. Equivalent Courses

- **Identify any equivalent courses** (e.g., cross-listed course, non-honors version of an honors course).
- Indicate whether coding should be added to Banner to restrict students from registering for the equivalent course(s) of this course. ☐ Yes ☒ No

b. Prerequisite(s) :

- **Identify the prerequisite(s)**, including required test scores, courses, grades in courses, and technical skills. Indicate whether any prerequisite course(s) MAY be taken concurrently with the proposed/revised course.

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.

- Indicate whether coding should be added to Banner to prevent students from registering for this course if they haven't successfully completed the prerequisite course(s). ☐ Yes ☒ No

If yes, identify the minimum grade requirement and any equivalent courses for each prerequisite course:

c. Who can waive the prerequisite(s)?

☐ No one ☒ Chair ☐ Instructor ☐ Advisor ☐ Other (Please specify)

d. Co-requisites (course(s) which MUST be taken concurrently with this one):

ELE 4100, ELE 4880, ELE 4280

e. Repeat status: ☒ Course may not be repeated.

☐ Course may be repeated once with credit.

Please also specify the limit (if any) on hours which may be applied to a major or minor.

f. Degree, college, major(s), level, or class to which registration in the course is restricted, if any:

Early Childhood Majors, Special Education Dual Majors, and Post Baccalaureate students who have met all prerequisites

g. Degree, college, major(s), level, or class to be excluded from the course, if any:

N/A

9. Special course attributes [cultural diversity, general education (indicate component), honors, remedial, writing centered or writing intensive]

N/A

10. Grading methods (check all that apply): ☒ Standard letter ☐ CR/NC ☐ Audit ☐ ABC/NC
("Standard letter"—i.e., ABCDF—is assumed to be the default grading method unless the course description indicates otherwise.)

Please check any special grading provision that applies to this course:

☐ The grade for this course will not count in a student's grade point average.

☐ The credit for this course will not count in hours towards graduation.

If the student already has credit for or is registered in an equivalent or mutually exclusive course, check any that apply:

☐ The grade for this course will be removed from the student's grade point average if he/she already has credit for or is registered in _____ (insert course prefix and number).

☐ Credit hours for this course will be removed from a student's hours towards graduation if he/she already has credit for or is registered in _____ (insert course prefix and number).

11. Instructional delivery method: (Check all that apply.)

☒ lecture ☐ lab ☐ lecture/lab combined ☐ independent study/research
☐ internship ☐ performance ☐ practicum or clinical ☐ study abroad
☐ Internet ☐ hybrid ☐ other (Please specify)

PART II: ASSURANCE OF STUDENT LEARNING

1. List the student learning objectives of this course:

Teacher candidates enrolled in this course will:

1. Discover and apply a contextual base for helping children construct fundamental concepts in science and social studies.
2. 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.
3. Analyze fundamental concepts, skills, and modes of inquiry in social studies.
4. Apply Common Core Standards in the design of lesson plans.
5. Investigate alternative methods of achieving learning outcomes including constructivist methods and higher-order critical thinking skills to differentiate instruction.
6. Use current technologies to design and implement research-based best practices in individual, small group, and whole class learning activities.
7. Apply appropriate content knowledge in a variety of educational situations.

If this is a general education course, indicate which objectives are designed to help students achieve one or more of the following goals of general education and university-wide assessment:

- **EIU graduates will write and speak effectively.**
- **EIU graduates will think critically.**
- **EIU graduates will function as responsible citizens.**

a. If this is a graduate-level course, indicate which objectives are designed to help students achieve established goals for learning at the graduate level:

- **Depth of content knowledge 1, 2, 4, 6, 7**
- **Effective critical thinking and problem solving 2, 3, 5**
- **Effective oral and written communication 1, 2, 3, 5, 6**
- **Advanced scholarship through research or creative activity 2, 3, 6, 7**

2. Identify the assignments/activities the instructor will use to determine how well students attained the learning objectives:

Activity File: Students will research and collect developmentally appropriate activities for science and social studies in the primary classroom.

Science Kit: 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.

Thematic Unit: 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.

Test/Examinations: The student will demonstrate knowledge of the course content by appropriately responding to test items that require the application of course information.

Objective	Activity File	Science Kit	Thematic Unit	Test/Examinations
	10%	10%	40%	40%
1	X		X	X
2		X	X	X
3			X	X
4		X	X	
5	X		X	
6	X	X	X	
7		X	X	X

3. Explain how the instructor will determine students' grades for the course:

Students will participate productively in class and complete all assignments satisfactorily and on time. All assignments will be evaluated for correctness of factual understanding, quality of synthesis, and level of detail.

92-100% = A

82- 91% = B

72- 81% = C

62- 71% = D

61% and below = F

4. For technology-delivered and other nontraditional-delivered courses/sections, address the following:

- Describe how the format/technology will be used to support and assess students' achievement of the specified learning objectives:**
- Describe how the integrity of student work will be assured:**
- Describe provisions for and requirements of instructor-student and student-student interaction, including the kinds of technologies that will be used to support the interaction (e.g., e-mail, web-based discussions, computer conferences, etc.):**

N/A

5. For courses numbered 4750-4999, specify additional or more stringent requirements for students enrolling for graduate credit. These include:

- course objectives;**
- projects that require application and analysis of the course content; and**
- separate methods of evaluation for undergraduate and graduate students.**

Students receiving graduate credit must meet graduate level requirements for this class. In order to receive graduate credit in this course, the graduate student will include an in-depth research paper as part of the thematic unit.

6. If applicable, indicate whether this course is writing-active, writing-intensive, or writing-centered, and describe how the course satisfies the criteria for the type of writing course identified. (See Appendix *.)

N/A

PART III: OUTLINE OF THE COURSE

Provide a week-by-week outline of the course's content. Specify units of time (e.g., for a 3-0-3 course, 45 fifty-minute class periods over 15 weeks) for each major topic in the outline. Provide clear and sufficient details about content and procedures so that possible questions of overlap with other courses can be addressed. For technology-delivered or other nontraditional-delivered courses/sections, explain how the course content "units" are sufficiently equivalent to the traditional on-campus semester hour units of time described above.

Course Outline:

Social Sciences in the Early Childhood Classroom (Week 1)

- ✓ The How and What of Early Childhood Social Sciences Instruction
- ✓ Theoretical Background for Effective Social Sciences Instruction

Creating and Planning for a Social Sciences Learning Environment (Week 2)

- ✓ Thematic Learning
- ✓ Teaching Methods and Strategies

Children's Literature in Social Sciences Instruction (Week 3)

- ✓ Children's Literature in Social Sciences Instruction
- ✓ Using Children's Literature to Address Issues of Diversity

Civics and Government (Week 4)

Geography and the Environment (Week 5)

- ✓ Geography Instruction for the Young Child
- ✓ Using Maps in the Early Childhood Classroom

History (Week 6)

- ✓ Key Concepts of History in the Early Childhood Classroom
- ✓ Support for Historical Themes in Early Childhood Classroom

Economics, Anthropology, and Archaeology (Week 7)

- ✓ Anthropology in Early Childhood Education

Assessment (Week 8)

- ✓ Standardized Tests
- ✓ Authentic Assessment in Early Childhood Classroom

Concept Development in Science (Week 9)

- ✓ How Concepts Develop

- ✓ Promoting Young Children's Concept Development through Problem Solving

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

- ✓ Overview of Primary Science
- ✓ Teaching Methods

Physical Science (Week 11)

Earth and Space Science (Week 12)

Life Science (Week 13)

Health and Nutrition (Week 14)

Creating a Diverse Curriculum and Classroom (Week 15)

- ✓ Selecting books, materials and resources
- ✓ Modifying curriculum approaches to promote and facilitate achievement among children from diverse backgrounds

PART IV: PURPOSE AND NEED

1. Explain the department's rationale for developing and proposing the course.

Major revision is the removal of math content, while adding the program requirement for an additional math course. Revising this course is driven by the need to prepare teacher candidates for newly designed standards-based requirements. New expectations have a greater emphasis on diverse learners and learning contexts, the ability to display critical thinking and writing skills, and providing evidence of understanding the contextual needs of all learners.

- a. If this is a general education course, you also must indicate the segment of the general education program into which it will be placed, and describe how the course meets the requirements of that segment.**

N/A

- b. If the course or some sections of the course may be technology delivered, explain why.**

N/A

2. Justify the level of the course and any course prerequisites, co-requisites, or registration restrictions.

This course is required of all Early Childhood Education Majors, Special Education Dual Majors, and Post Baccalaureate students. The pre-requisites for the course are ELE 3250 and ELE 3281, and this course is intended to continue students' progress of understanding teaching and learning. The 4000-level course designation is appropriate.

3. If the course is similar to an existing course or courses, justify its development and offering.
 - a. If the contents substantially duplicate those of an existing course, the new proposal should be discussed with the appropriate chairpersons, deans, or curriculum committees and their responses noted in the proposal.
 - b. Cite course(s) to be deleted if the new course is approved. If no deletions are planned, note the exceptional need to be met or the curricular gap to be filled.
4. Impact on Program(s):
 - a. For undergraduate programs, specify whether this course will be required for a major or minor or used as an approved elective.

Early Childhood Majors, Special Education Dual Majors, and Post Baccalaureate students who have met all prerequisites

- b. For graduate programs, specify whether this course will be a core requirement for all candidates in a degree or certificate program or an approved elective.

ELE 4770 is an elective in the Early Childhood Emphasis within the MSED in Elementary Education Program.

If the proposed course changes a major, minor, or certificate program in or outside of the department, you must submit a separate proposal requesting that change along with the course proposal. Provide a copy of the existing program in the current catalog with the requested changes noted.

PART V: IMPLEMENTATION

1. Faculty member(s) to whom the course may be assigned:

This course may be assigned to any qualified graduate faculty member within the Department of Early Childhood, Elementary, and Middle Level Education.

If this is a graduate course and the department does not currently offer a graduate program, it must document that it employs faculty qualified to teach graduate courses.

2. Additional costs to students:

N/A

Include those for supplemental packets, hardware/software, or any other additional instructional, technical, or technological requirements. (Course fees must be approved by the President's Council.)

3. Text and supplementary materials to be used (Include publication dates):

Seefeldt, C., & Galper, A. (2006). *Active experiences for active children: Social studies* (2nd ed.). Pearson.

Seefeldt, C., & Galper, A. (2012). *Active experiences for active children: Science* (3rd ed.). Pearson.

PART VI: COMMUNITY COLLEGE TRANSFER

If the proposed course is a 1000- or 2000-level course, state either, "A community college course may be judged equivalent to this course" OR "A community college course will not be judged equivalent to this course." A community college course will not be judged equivalent to a 3000- or 4000-level course but may be accepted as a substitute; however, upper-division credit will not be awarded.

PART VII: APPROVALS

Date approved by the department or school: **October 19, 2012**

Date approved by the college curriculum committee: **November 12, 2012**

Date approved by the Honors Council (*if this is an honors course*):

Date approved by CAA: **December 6, 2012** CGS:

*In **writing-active courses**, frequent, brief writing activities and assignments are required. Such activities -- some of which are to be graded -- might include five-minute in-class writing assignments, journal keeping, lab reports, essay examinations, short papers, longer papers, or a variety of other writing-to-learn activities of the instructor's invention. Writing assignments and activities in writing-active courses are designed primarily to assist students in mastering course content, secondarily to strengthen students' writing skills. In **writing-intensive courses**, several writing assignments and writing activities are required. These assignments and activities, which are to be spread over the course of the semester, serve the dual purpose of strengthening writing skills and deepening understanding of course content. At least one writing assignment is to be revised by the student after it has been read and commented on by the instructor. In writing-intensive courses, students' writing should constitute no less than 35% of the final course grade. In **writing-centered courses** (English 1001G, English 1002G, and their honors equivalents), students learn the principles and the process of writing in all of its stages, from inception to completion. The quality of students' writing is the principal determinant of the course grade. The minimum writing requirement is 20 pages (5,000 words).

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