Revised Fall, 2009/May 2010

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

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Email: dgstodden@eiu.edu
Office Hours: Monday/Wednesday 12:30-3:00 p.m. or by appointment.
Phone: Office: 581-7900
Class Meetings: Wednesday 4:30-7:00 p.m. Buzzard Hall 2430

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:

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.


Dispositions: Teacher candidates in the department of EC/ELE/MLM 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 Core Technology Standards (ICTS): www.isbe.state.il/profprep/standards.htm

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.

<table>
<thead>
<tr>
<th>Course Requirements</th>
<th>Demonstrated Competencies</th>
<th>Aligned Standards</th>
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</thead>
<tbody>
<tr>
<td>Participation</td>
<td>• Performance includes presence, participation and preparation for group and whole class discussions.</td>
<td>IPTS: 1, 10, 11 ICTS: 2 ICLS: 1, 2, NAEYC: 4c, 5 Dispositions: PEP, EC, SDE</td>
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<tr>
<td>Development, Demonstration/ Presentation: Activity File</td>
<td>• Performance includes the presentation of Activity Files with the integration of technology</td>
<td>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</td>
</tr>
<tr>
<td>Development, Demonstration/ Presentation: Science Kit</td>
<td>• Performance includes the presentation of a Science Kit with the integration of technology</td>
<td>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</td>
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<tr>
<td>Tests and Examinations</td>
<td>• 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.</td>
<td>IPTS: 1, 8 ICTS: 1, 7 ICLS: 2 NAEYC: 1, 3, 4b, 4c, 4d Dispositions: EC</td>
</tr>
</tbody>
</table>
| Development, Demonstration/ Presentation: Thematic Unit | • 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.  
  • 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.  
  • 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.  
  • 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. | 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 |
Develop competence in planning, teaching and assessing themed learning activities that meet state goals and standards.

<table>
<thead>
<tr>
<th>Core Assignments</th>
<th>Brief Description</th>
<th>Points/Due Date</th>
<th>Approximate Weight</th>
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</thead>
<tbody>
<tr>
<td>Participation</td>
<td>Performance includes presence, participation, and preparation for group and whole class discussions</td>
<td>Ongoing 40</td>
<td>5%</td>
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<tr>
<td>Tests and Examinations</td>
<td>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.</td>
<td>Quizzes 45</td>
<td>47%</td>
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<td>Midterm 150</td>
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<td>3/2/11</td>
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<td>Final 150</td>
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<td>5/4/11</td>
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<tr>
<td>Activity File</td>
<td>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.</td>
<td>Due in 3 Submissions See attached grade sheet 40</td>
<td>5%</td>
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<tr>
<td>Science Kit</td>
<td>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.</td>
<td>Due March 2 40</td>
<td>5%</td>
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<tr>
<td>Thematic Unit</td>
<td>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.</td>
<td>Ongoing throughout semester 280</td>
<td>38%</td>
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DETAILED INSTRUCTIONS AND EXPECTATIONS FOR EACH ASSIGNMENT WILL BE PROVIDED BY THE INDIVIDUAL INSTRUCTOR

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 27, 2011.
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

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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.

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General Guidelines:
1. Select a topic that is of high interest to children, and select the primary grade level (1st, 2nd or 3rd 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

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ELE 4770: LiveText Requirements for Thematic Unit due March 23, 2011.

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) 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, or go to 9th Street Hall, Room 1302.
# Letter to Families (15) Due March 23, 2011

- Salutation has no errors in capitalization and punctuation (2)
- Theme is explained (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)

# Resources (15) Due January 26, 2011

- Topic is well researched for optimum student learning. List of resources are APA format (2)
- 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 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)
- Separate page from unit labeled and centered at the top of the page (2)
- All text should be double-spaced (2)
- No errors in spelling (1)
- Punctuation is correct throughout (2)

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

<table>
<thead>
<tr>
<th>Point</th>
<th>Initiating</th>
<th>Math</th>
<th>Math</th>
<th>Science</th>
<th>Science</th>
<th>Science Kit</th>
<th>SS</th>
<th>SS</th>
<th>SS</th>
<th>Creative</th>
<th>Culminating</th>
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<tbody>
<tr>
<td>1</td>
<td>Name of Lesson/Content-area stated</td>
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<td>1</td>
<td>Illinois State Standards and Goals</td>
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<td>Objective clearly stated for student learning</td>
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<td>Materials list is accurate and comprehensive</td>
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<td>Procedure/Instructional sequence</td>
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<td>Adaptation stated in instructional sequence</td>
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<td>Technology</td>
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<td>Total for Lesson</td>
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</table>

Bonus +1 for an attached visual/sample included with lesson

# Assessment Activity (15) Due March 30, 2011

- 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)
Children’s Book List (10 books) Correlates with thematic unit (15) Due January 19, 2011

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

Self Assessment (4 points each, total 20 pts.) Due April 6, 2011

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

Organization (15) Due April 13, 2011

- 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 April 20, 2011

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

Research Paper (50) In APA Format All Sources MUST be cited and submitted to TURN IT IN Due January 26, 2011

- 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 (5) No grammatical, spelling or punctuation errors.

Total Points Thematic Unit

---/280

Science Kit (40 points possible)

- 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)

Revised Fall, 2009/May 2010
Activity: Shape Up!

This game of recognizing simple geometric shapes may be played individually or in small groups. Draw the following shapes on the chalkboard: circle, triangle, large rectangle, small rectangle, and square. Write a numeral inside each shape. Tell children to draw a specific object using shapes you indicate by number. For example, ask them to draw a truck using four number 1's, one number 2, and one number 3. If played in small groups, set a time limit. The group that draws the object first using all the correct shapes is the winning team.

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**

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Revised Fall, 2009/May 2010
ELE 4770 References


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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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