

Instructor Information

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Office Hours: Tuesday and Thursday by appointment

Places, Dates and Times:

September 8 th ,	1:00-4:00	rm: 230 CPS
October 6 th ,	1:00-4:00	rm: 230 CPS
November 3 rd ,	1:00-4:00	rm: 230 CPS
December 1 st ,	1:00-4:00	rm: 230 CPS

Text: (RENTAL)

5th Edition – Teaching Science for All Children, Martin, Sexton, Franklin, - Pearson
14th Edition – Social Studies in Elementary Education, Walter C Parker - Pearson

Course Information

Purpose: This course examines instructional strategies for teaching social studies and science in PreK-3. Emphasis will be on strategies that support science and social studies as a context for literacy.

Course Goals:

1. Investigate science and social studies concepts that are appropriate for Early Childhood Students.
2. Become familiar with Wisconsin Model Academic Standards (WMAS) for science and social studies.
3. Begin to develop a philosophy of teaching Early Childhood science and social studies.
4. Become knowledgeable about science and social studies resources to enhance classroom teaching.
5. Value the importance of utilizing learning activities, resources, and assessments that are effective for all students.
6. Explore and practice strategies to use in the science and social studies classroom.

Important links to support course goals.

- Wisconsin Model Academic Standards Science <http://dpi.wi.gov/science/standards>
- Wisconsin Model Academic Standards Social Studies <http://dpi.wi.gov/social-studies/standards>
- Teaching Standards: http://www.ccsso.org/Documents/2011/InTASC_Model_Core_Teaching_Standards_2011.pdf (InTASC)
- UWSP Dispositions: <http://www.uwsp.edu/education/Documents/CurrentUndergrad/DispositionUnderstanding.pdf>
- Wisconsin's framework for Response to Intervention (RtI) is found at these attached links. <http://rti.dpi.wi.gov/> and <http://www.wisconsinrticenter.org/>
- edTPA reference: <http://www.uwsp.edu/education/Pages/edtpa.aspx>

This course will focus on the following InTASC and WTS teacher standards.

InTASC#8 and WTS#4 Instructional strategies
InTASC#5 Application of Content
WTS#6 Inquiry and Collaboration
InTASC #7 Planning for Instruction
WTS#7 Methodology
InTASC #6 and WTS#8 Assessment

Please refer to pages 59 and 60 of the following link for definitions of the InTASC and WTS teacher standards.<http://www.uwsp.edu/education/Documents/fieldExp/STHandbook.pdf>

Dispositions

Being fully present each class meeting. Your enthusiasm, dedication, and attitude toward young children and teaching and learning are extremely important. Your interactions and conduct in this class. With children and your peers should be positive, warm and professional.

Course and University Policies

University Policies

- The expectations delineated in the **UWSP Community Bill of Rights and Responsibilities** are intended to help maintain a positive living and learning environment (<http://www.uwsp.edu/stuaffairs/Pages/rightsandresponsibilites.aspx>). This document also includes policies regarding academic misconduct. For additional information refer to this link: <http://www.uwsp.edu/stuaffairs/Documents/RightsRespons/SRR-2010/rightsChap14.pdf>
- **Copyright and File Sharing:** Posting instructor-created course material onto course-sharing websites directly violates the instructor's copyright on is. /her academic materials. These materials are provided for your convenience as an aid to learning. Permission to post instructor-created material on any site is unequivocally denied.
- **Students with disabilities:** If you need special accommodations to meet any of the course requirements you should register with the Disability Services Office (6th floor of the Learning Resource Center) and contact me at the beginning of the course. The **American with Disabilities Act (ADA)** is a federal law requiring educational institutions to provide reasonable accommodations for students with disabilities. For more information refer to <http://www4.uwsp.edu/special/disability/>

Attendance: Participants in this course may have multiple roles and commitments to juggle. Apart from being a student, you may be an employee, a parent, a community leader or a caregiver to a family member. To complete this course you will need to plan your time to fit scheduled class sessions. Each participant is responsible for informing the instructor about any absence ahead of time via email or voice mail message. Participants are required to obtain handouts and/or other materials distributed.

Participation: Full preparation and active participation in monthly course activities. Completing all individual assignments on time; engaging in respectful and collaborative conversations in class that help to explore and deepen understanding of course topics; and using electronic devices only for class-related activities (rather than personal usage).

Required Assignments

Reflective Journal Entries: (Form on D2L)

Throughout the semester you will be required to submit journal entries based on assigned readings. 3 specific citations from each chapter should be included. Your job is not just to share your thoughts but to support your ideas with personal experiences or how these ideas can be applied to your future classroom. All entries are submitted to the drop box.

Lesson plans: Download the forms from D2L and save as..... (you may work in groups)

4 Day lesson plan for 2nd or 3rd grade social studies (Lesson plan form on D2L) (This includes final project)

4 Day lesson plan for 2nd or 3rd grade Science (Lesson plan form on D2L) (This includes final project)

Lesson plan requirements for both Social Studies and Science.

- Introductory plan MUST set students up for the final project.
- Lesson plans MUST include a project as a form of summative assessment. **Framework is on D2L**
- Lesson plans MUST have a parent component. **Framework is on D2L**
- At least 3 books need to be chosen and reading levels noted.

Portfolio Synthesis:

What have you learned and how will it impact your instruction? (2-3 pages)

All Citations MUST be Footnoted and Links MUST be Provided for All Online Materials

ALL ASSIGNMENTS DUE TO DROP BOX BY December 20TH

Point-based Grading Scale:

Assignments	Points	Letter Grade
Assignment #1: Journal Entries	120	200-186 A 185-178 A-
Assignment #2: General Information	20	177-170 B+ 169-155 B
Assignment #3: Science Lesson Plan	20	154-147 B- 146-139 C+
Assignment#4: Social Studies Plan	20	138-124 C 123-116 C-
Assignment#5: Synthesis	20	115-108 D+ 107- 93 D
Total	200	92-85 D-

Course Schedule

	Assignments	Notes
Sept. 8	Class – Syllabus, Integration	
Sept. 9		
Sept. 16	SS Chapt. 11 pp 394-428 Integration	
Sept. 23	Science Chapt. 9 pp 248-268 Integration	
Sept. 30	SS Chapt. 1 pp 16-26 Key Trends	
Oct. 6	Class – General Information (integration) presentation	
Oct. 7	Science Chapt. 1 pp 10-30 The Nature of Science	
Oct. 14	SS Chapt. 8 pp 270-293 Planning	
Oct. 21	Science Chapt. 4 pp 101-123 Inquiry Based Planning	
Oct. 28	SS Chapt. 9 pp 314-359 Teaching Strategies	
Nov. 3	Class – Parent participation presentation Science or Social Studies	
Nov. 4	Science Chapt. 6 pp 161-190 Questions to Foster Inquiry	
Nov. 11	SS Chapt. 7 pp 243-267 Assessment	
Nov. 18	Science Chapt. 7 pp 193-225 Assessment	
Nov. 25	Happy Thanksgiving	
Dec. 1	Class Final project presentation – choose either SS or Science	
Dec. 2	SS Chapt. 3 pp 70-114 Citizenship Education	
Dec. 9	Science Chapt. 10 pp 315-343 Materials and Resources	
Dec. 20	<u>All Assignments Due</u>	

