

104-UCCh.

(sign)

FORMAT 2

Submit originals (including syllabus) and one copy and electronic copy to the Faculty Senate Office
 See <http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures/> for a complete description of the rules governing curriculum & course changes.

CHANGE COURSE (MAJOR) and DROP COURSE PROPOSAL
Attach a syllabus, except if dropping a course.

SUBMITTED BY:

Department	Elementary Education	College/School	School of Education
Prepared by	Jann Laiti/Carol Barnhardt	Phone	6447/6457
Email Contact	jmlaiti@alaska.edu	Faculty Contact	Carol Barnhardt cabarnhardt@alaska.edu

1. COURSE IDENTIFICATION: As the course now exists.

Dept	ED	Course #	412	No. of Credits	3
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COURSE TITLE Integrated Social Studies and Language Arts: Methods and Curriculum Development

2. ACTION DESIRED: Changes to be made to the existing course.

Change Course If Change, indicate below what change. Drop Course

NUMBER		TITLE		DESCRIPTION	
PREREQUISITES				FREQUENCY OF OFFERING	
CREDITS (including credit distribution)			x	COURSE CLASSIFICATION	
CROSS-LISTED		Dept.		(Requires approval of both departments and deans involved. Add lines at end of form for such signatures.)	
STACKED (400/600) Include syllabi.		Dept.		Course #	
OTHER (please specify)					

3. COURSE FORMAT

NOTE: Course hours may not be compressed into fewer than three days per credit. Any course compressed into fewer than six weeks must be approved by the college or school's curriculum council and the appropriate Faculty Senate curriculum committee. Furthermore, any core course compressed to less than six weeks must be approved by the core review committee.

COURSE FORMAT: (check all that apply) 1 2 3 4 5 6 weeks to full semester

OTHER FORMAT (specify all that apply)

Mode of delivery (specify lecture, field trips, labs, etc)

4. COURSE CLASSIFICATIONS: (undergraduate courses only. Use approved criteria found on Page 10 & 17 of the manual. If justification is needed, attach on separate sheet.)

H = Humanities S = Social Sciences

Will this course be used to fulfill a requirement for the baccalaureate core? **YES** **NO**

IF YES, check which core requirements it could be used to fulfill:

O = Oral Intensive, W = Writing Intensive, Format Natural Science, Format

Format 6 also submitted

7 submitted

8 submitted

5. COURSE REPEATABILITY:

Is this course repeatable for credit?

YES

NO

Justification: Indicate why the course can be repeated (for example, the course follows a different theme each time).

How many times may the course be repeated for credit?

TIMES

If the course can be repeated with variable credit, what is the maximum number of credit hours that may be earned for this course?

CREDIT
S

6. CURRENT CATALOG DESCRIPTION AS IT APPEARS IN THE CATALOG: including dept., number, title and credits

ED F412 W Integrated Social Studies and Language Arts: Methods and Curriculum Development

3 Credits

Offered Fall

Study and application in the classroom of best practices from research-based strategies for the teaching and learning of social studies concepts, content, and methods integrated with language arts for students in elementary classrooms with diverse populations. Requires development and classroom implementation of integrated social studies and language arts unit. Concurrent internship required. Prerequisites: ENGL F111X; ENGL F211X or ENGL F213X or permission of instructor; admission to Internship Year. (3+0)

7. COMPLETE CATALOG DESCRIPTION AS IT WILL APPEAR WITH THESE CHANGES: (Underline new wording ~~strike through old wording~~ and use complete catalog format including dept., number, title, credits and cross-listed and stacked.) PLEASE SUBMIT NEW COURSE SYLLABUS. For stacked courses the syllabus must clearly indicate differences in required work and evaluation for students at different levels.

ED F412 W Integrated Social Studies and Language Arts: Methods and Curriculum Development

3 Credits

Offered Fall

Study and application in the classroom of best practices from research-based strategies for the teaching and learning of social studies concepts, content, and methods integrated with language arts for students in elementary classrooms with diverse populations. Requires development and classroom implementation of integrated social studies and language arts unit. Concurrent internship required. Prerequisites: ENGL F111X; ENGL F211X or ENGL F213X or permission of instructor; admission to Internship Year. (~~3+0~~ 2.0+0+1.0)

3
(2 + 0 + 3)

8. IS THIS COURSE CURRENTLY CROSS-LISTED?

YES/NO

If Yes, DEPT

NUMBER

(Requires written notification of each department and dean involved. Attach a copy of written notification.)

9. GRADING SYSTEM: Specify only one

LETTER

PASS/FAIL:

10. ESTIMATED IMPACT

WHAT IMPACT, IF ANY, WILL THIS HAVE ON BUDGET, FACILITIES/SPACE, FACULTY, ETC.

None

11. LIBRARY COLLECTIONS

Have you contacted the library collection development officer (*kljensen@alaska.edu*, 474-6695) with regard to the adequacy of library/media collections, equipment, and services available for the proposed course? If so, give date of contact and resolution. If not, explain why not.

No Yes

12. IMPACTS ON PROGRAMS/DEPTS:

What programs/departments will be affected by this proposed action?

Include information on the Programs/Departments contacted (e.g., email, memo)

None

13. POSITIVE AND NEGATIVE IMPACTS

Please specify positive and negative impacts on other courses, programs and departments resulting from the proposed action.

JUSTIFICATION FOR ACTION REQUESTED

The purpose of the department and campus-wide curriculum committees is to scrutinize course change and new course applications to make sure that the quality of UAF education is not lowered as a result of the proposed change. Please address this in your response. This section needs to be self-explanatory. If you ask for a change in # of credits, explain why; are you increasing the amount of material covered in the class? If you drop a prerequisite, is it because the material is covered elsewhere? If course is changing to stacked (400/600), explain higher level of effort and performance required on part of students earning graduate credit. Use as much space as needed to fully justify the proposed change and explain what has been done to ensure that the quality of the course is not compromised as a result.

Teacher education programs are under a great deal of scrutiny to assure policy makers and the general public that future elementary teachers have sufficient content knowledge and skills in the areas in which they have teaching responsibilities and that they have clearly defined coursework to assure that they also have opportunities to acquire the methods needed to successfully teach and develop meaningful curriculum in multiple content areas.


UAF elementary teacher education interns (i.e., students in their senior year of the BA in Elementary Education degree and elementary post-baccalaureate students completing their year-long internship) currently DO have these opportunities and requirements but this has not been accurately reflected in the current distribution of credits during their internship year. As an artifact of the process of development of the original BAE degree, the number of hours that interns spend in their elementary classroom placements and in their university methods and curriculum development courses has never been accurately reflected in the course credit allocations.


It is important that we correct these inaccuracies now for the following reason:

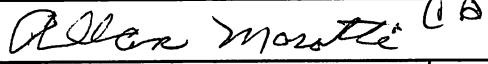
External agencies (political entities and accreditation groups) now want more specific evidence that elementary

teacher education students have dedicated coursework and internship requirements to prepare them to teach Reading, Writing, Math, Science, PE/Health and the Arts. This evidence needs to be reflected more directly and more accurately on our program requirements than it has been. Some of the work currently completed by students as part of ED 468 (a 6 credit course currently co-taught by 4 instructors) is being distributed to other courses so that the content of the courses is more clearly evident to reviewers.

APPROVALS: (Additional signature blocks may be added as necessary.)

	Date	2/17/12
Signature, Chair, Program/Department of: Elementary	<u>Carol Barnhardt</u>	

	Date	2/17/12
Signature, Chair, College/School Curriculum Council for: School of Education		

	Date	2/17/12
Signature, Dean, College/School of: School of Education	<u>Allan Morotti</u>	

	Date	
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Signature of Provost (if applicable)

Offerings above the level of approved programs must be approved in advance by the Provost.

ALL SIGNATURES MUST BE OBTAINED PRIOR TO SUBMISSION TO THE GOVERNANCE OFFICE.

	Date	
Signature, Chair, UAF Faculty Senate Curriculum Review Committee		

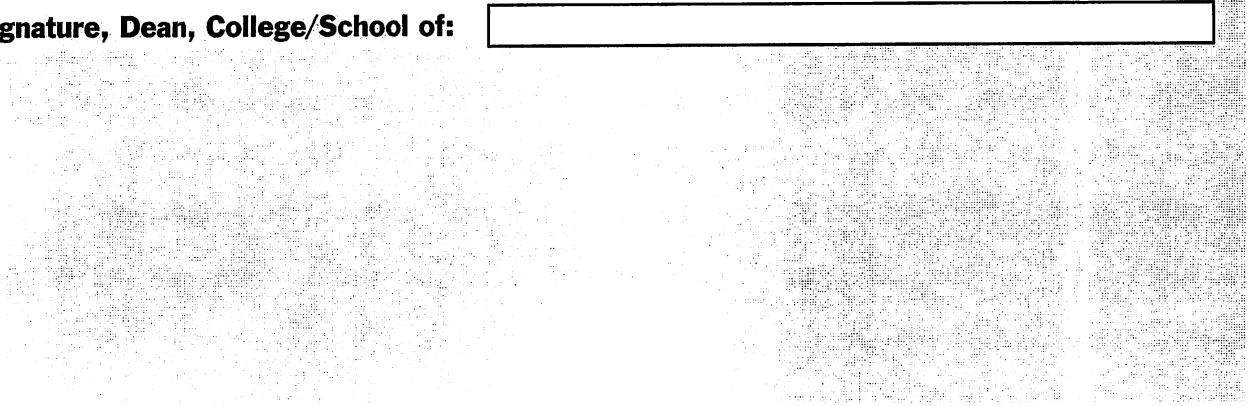
ADDITIONAL SIGNATURES: (As needed for cross-listing and/or stacking)

	Date	
Signature, Chair, Program/Department of:		

	Date	
Signature, Chair, College/School Curriculum Council for:		

	Date	
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Signature, Dean, College/School of:



**ED 412: Integrated Social Studies and Language Arts Methods and Curriculum
Distance Delivery Section – Spring Syllabus
3 credits (2.0+0+1.0)**

Instructor: Amy Kenaston, UAF School of Education, Fairbanks Campus
E-mail: abkenaston@alaska.edu, work phone (907) 474-6898
Office Hours: Tuesdays and Thursday 9-9:45 and by appointment

This is a course that has both lecture (i.e., university course time) and internship (i.e., elementary classroom time) requirements. Specific times for university course meeting times and elementary classroom internship times are included on the year-long internship calendar that is distributed each August by the UAF Department of Elementary Teacher Education.

Course information:

- This course will be delivered with simultaneous audio conference and eLive sessions. You must be on both!
- Sessions will be held Tuesdays from 12:15-2:15pm
- To connect to audio conferences:
 - Dial the Toll Free number **1-800-570-3591**
 - Enter the number assigned to this course:
2262659
 - You will be connected to the class. If I have not yet dialed in you will hear hold music
- Please access the eLive session for the day through our course Blackboard site
- BLACKBOARD is an essential component of this course. ED 412 course information will be housed on the ED 412 Blackboard Site.

Course description (from UAF 2011 Catalog):

Study and application in the classroom of best practices from research-based strategies for the teaching and learning of social studies concepts, content and methods integrated with language arts for students in elementary classrooms with diverse populations. Requires development and classroom implementation of integrated social studies and language arts unit. Field experience required.

Overarching course goals:

- ❖ Students will understand that a curriculum that is directly tied to or evolved from the physical and cultural context of the students will enhance student learning and achievement in any subject area
- ❖ Students will understand that effective curriculum design evolves backwards from clear, well considered goals and reflects clear alignment in its goals, assessments and activities

Required texts:

- 📖 Understanding by Design Professional Development Workbook by Jay McTighe and Grant Wiggins (2004) Association for Supervision and Curriculum Development
- 📖 Place- and Community-Based Education in Schools (Sociocultural, Political, and Historical Studies in Education) by Gregory A. Smith and David Sobel (2010) Routledge
- 📖 Seeing the Whole Through Social Studies (second edition) by Tarry Lindquist (2002) Heinemann
- 📖 Differentiation in Practice Grades K-5: A Resource Guide for Differentiating Curriculum by Carol Ann Tomlinson and Caroline Cunningham Edison (ASCD) 2003**

** If you don't want another book on differentiation, please read the first two files/links, and choose one of the other three files/links in the folder on Blackboard titled "Differentiation Readings and Links" in the External links area.

Major assignments and activities:

- Develop, implement and reflect on a week-long instructional unit in a social studies subject, using the Understanding by Design framework. The unit should include approximately five hours of instructional time.

- Complete a course-long activity/assignment designed to help you gather information about the students, school and community where you are working and determine sound instructional strategies for incorporating this "sense of place" into the curriculum in a meaningful and beneficial manner
- Complete readings and reflections on required course texts, using the discussion board feature on Blackboard
- Reflect on student work samples collaboratively following implementation of week-long unit
- Participate actively in all audio conference and eLive discussions, activities and collaborative efforts

Grading:

You will receive an A, B, C, D or F in this course. A grade of C or better is required to complete the internship year. Assessment will be completed using the “ED 412 Course Assessment Rubric” (see attached document). Grades will be assigned based on the following criteria:

Final Course Grade	Criteria
43 total areas of assessment	
A	50% or more of all course criteria (listed on ED 412 Course Assessment Rubric) are assessed at the “Target” level. No criteria are assessed at the “Unacceptable” level. <u>Additionally</u> , 50% of more of all numbered (ESSAP) competencies are assessed at the “Target” level.
B	50% or more of all course criteria are assessed at the “Acceptable” level. None are assessed at the “Unacceptable” level.
C	Between 1 and 5 course criteria are assessed at the “Unacceptable” level. A plan of improvement must be written to address any numbered (ESSAP) competency assessed at the “Unacceptable” level. The plan must be successfully addressed to complete the internship year.
D	Between 6 and 10 course competencies are assessed at the “Unacceptable” level. Intern will not complete the internship year.
F	11 or more course competencies are assessed at the “Unacceptable” level. Intern complete the internship year.

A Word on Following Directions:

As a distance delivery course there are limited opportunities for “live” (synchronous) interaction. For this reason, a great deal of time and effort has been put in to writing detailed directions and information related to course assignments, activities and requirements. **To ensure your success in this course, it is imperative that you carefully read all course documents, particularly those pertaining to assignments and requirements.** Failure to read and follow provided directions for assignments, activities and course requirements leads to the need to re-submit assignments multiple times. The need to resubmit documents due to the fact that stated directions and requirements have not been followed costs both students and instructors unnecessary time and extends the time required for instructional feedback. **If you are asked to re-submit assignments or course documents because they are missing required components, or because they do not include required information, or because they deviate in a significant way from what has been requested it will adversely impact your grade in ED 412.** If you have questions regarding the requirements for an assignment or activity, or the format for turning anything in, PLEASE ASK FOR CLARIFICATION BEFORE THE ASSIGNMENT IS SUBMITTED.

A good strategy when approaching an assignment would be to read the directions and rubric, complete the assignment, and then read the directions and rubric again prior to submitting the assignment. Thank you in advance for your diligence in reading directions to make this course a success for everyone involved!

Missed sessions:

Attendance at every session is **crucial!** Interns will **not** be excused from audio conferences for school-related functions or personal obligations. Audio conferences can be recorded: if extenuating circumstances necessitate that you miss an entire audio conference, you will be required to phone in and listen to the ENTIRE missed class, and complete an additional assignment or activity to compensate for the missed interaction time. You will not receive a passing grade in ED 412 if you miss more than one live audio conference.

Communication via e-mail:

E-mail communication is an essential component of this course. You ***must*** be able to send and receive messages using your UAF e-mail account, and you must be able to attach documents and retrieve attached documents. For the purposes of compatibility, PLEASE complete all your assignments using MS Word. This will allow me to use the “mark-up” function to give you feedback.

Information on Blackboard discussion strands:

Required course readings will be discussed during audio conferences and through structured discussion strands on Blackboard. There are three reading assignments which correspond to three designated discussion strands on Blackboard. For each strand/ reading assignments, there is a corresponding prompt. Students will have **three** responsibilities for each of the three strands: 1) Respond to the initial prompt 2) Read, reflect on, and respond to the responses of two of your classmates to the initial prompt and 3) Read your classmates' reflections on *your* initial response, and write a short follow-up reply synthesizing their responses. Expectations for each of the three components are as follows:

- ❖ Your response to the initial prompt is the most important component of each strand, as it serves as the jumping-off point for the rest of the discussion. Please make sure you read each prompt **carefully** and respond to **all** portions of the prompt. Your responses should reflect familiarity with and understanding of the associated readings.
- ❖ After everyone has responded to the initial prompt, you will have a week to go back and read what your classmates have written. Choose two of your classmates' responses to the initial prompt to comment on. Please distribute your comments so that everyone receives at least two responses. You are welcome to respond to more than two of your classmates if you wish to. When responding to your classmates' thoughts, please be respectful of their point of view. You may disagree, but do so in a productive, positive manner! Responses to classmates should be specific, rather than general. They should build on, connect to, or in some way enhance what has been stated. Try to refrain from making generalized comments in response such as "nicely stated" or "I agree" unless you qualify those comments with more specific feedback.
- ❖ After your classmates have responded to your initial response, you will have a week to go back and see what they have said. After their responses have been posted, please close the discussion thread by replying to their comments on your initial posting. This will let everyone know that their comments have been read and considered. An example of what might be said in this final posting would be "Thanks for your comments, Fred. Your student does sound similar to the one I described in my class. I appreciate your ideas for best meeting her needs."

A description of assigned readings, prompts for each strand, and due dates for each of the three responsibilities for each strand can be found on the accompanying sheet "ED 412 Reading Assignments and Prompts for Discussion Strands."

Course Schedule and Overview of Due Dates

Date	What is due and how to submit it	Agenda for audio conference	Before the next audio-conference you need to . . .
1/17 Tuesday	Please become comfortable using Google Maps, and create a map with your school located and labeled BEFORE our first ED 412 class meets on January 17th.	<ul style="list-style-type: none"> • Overview of goals, assignments, activities and resources for course • Introduce Place-based assignment • ED 412 letter to Mentor Teacher • Choosing a social studies unit topic with your teacher and completing unit worksheet #1 • Introduction to the UbD Professional Development Workbook • Unit building activities: Determining an appropriate performance standard or GLE to target 	<ul style="list-style-type: none"> • Complete Session 2 components in Place-based assignment • Complete readings and Blackboard responses for Strand 1 • Complete Unit Worksheet #1 (due Sunday by 8pm)

Submit Unit Worksheet #1 (via assignments function) by Sunday 1/22 at 8pm

1/24 Tuesday	<ul style="list-style-type: none"> • Blackboard discussion board response 1 • Session 2 components in Place-based assignment completed (on map and in written document) 	<ul style="list-style-type: none"> • Share Place-based assignment information on session 2 components • Unit building activities: Developing an understanding goal, essential questions and figuring out the "big idea" • Unit building activities: Determining an appropriate performance standard or GLE to target and pre-assessing a targeted GLE 	<ul style="list-style-type: none"> • Complete Session 3 components in Place-based assignment • Complete Blackboard responses to peers for Strand 1 • Complete Unit Worksheets #2 (due Sunday 1/29) and #2.5 (due Sunday 2/12) • Finalize unit teaching dates
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Submit Unit Worksheet #2 (via assignments function) by Sunday 1/29 at 8pm

1/31 Tuesday	<ul style="list-style-type: none"> • Blackboard discussion board 1 responses to peers • Session 3 components in Place-based assignment completed (on map and in written document) 	<ul style="list-style-type: none"> • Share Place-based assignment information on session 3 components • Unit building activities: Planning backwards and figuring out your Performance of Understanding • Using the Six Facets of Understanding to determine your performance assessment 	<ul style="list-style-type: none"> • Complete Session 4 components in Place-based assignment • Complete readings and Blackboard responses for Strand 2 • Complete Unit Worksheet #3 (due Sunday by 8pm) • Finalize unit teaching schedule with mentor teacher
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Submit Unit Worksheet #3 (via assignments function) by Sunday 2/5 at 8pm

2/7 Tuesday	<ul style="list-style-type: none"> • Blackboard discussion board response 2 • Unit teaching schedule due (at least the start date) • Session 4 components in Place-based assignment completed (on map and in written document) 	<ul style="list-style-type: none"> • Share Place-based assignment information on session 4 components • Unit-building activities: Developing an analytic rubric for your Performance of Understanding 	<ul style="list-style-type: none"> • Complete Session 5 components in Place-based assignment • Complete Blackboard responses to peers for Strand 2 • Complete Unit Worksheet #6 (due Sunday by 8pm) (and don't forget about #2.5, also due on Sunday)
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Submit Unit Worksheet #6 and 2.5 (via assignments function) by Sunday 2/12 at 8pm

2/14 Tuesday	<ul style="list-style-type: none"> • Blackboard discussion board 2 responses to peers • Session 5 components in Place-based assignment completed (on map and in written document) 	<ul style="list-style-type: none"> • Share Place-based assignment information on session 5 components • Unit-building activities: Using community resources and connecting the content of your unit with the community and background of your students • Developing daily lesson plans and activities that align with understanding goals and performances of understanding • Determining appropriate allocations of time for activities 	<ul style="list-style-type: none"> • Begin sequencing activities and developing daily lesson plans for unit and complete unit worksheet #4 (due Sunday by 8pm) • Complete Session 6 components in Place-based assignment • Complete readings and Blackboard responses for Strand 3
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Submit Unit Worksheet #4 (via assignments function) by Sunday 2/19 at 8pm

2/21 Tuesday	<ul style="list-style-type: none"> • Session 6 components in Place-based assignment completed (on map and in written document) • Blackboard discussion board response 3 	<ul style="list-style-type: none"> • Share Place-based assignment information on session 6 components • Unit building activities: Differentiating to meet the needs of different learning styles, levels of readiness and student interests • Integrating differentiation strategies into your lesson plans! • Guidelines for unit reflection and collection of student work samples • HOW TO FACILITATE A FIELD TRIP and organize a GUEST SPEAKER 	<ul style="list-style-type: none"> • Complete unit worksheet #5 and all suggested revisions to worksheets** • Complete daily lesson plans** • Collect work samples from unit activities (Due 3/27 or 4/3) • Complete Blackboard responses to peers for Strand 3
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****Unit due dates will be determined individually (by course instructor) based on the start dates for unit teaching. Unit due dates will be distributed to interns after unit teaching dates have been finalized on or before 2/7. Units must be submitted and approved by course instructor and mentor teacher prior to the start of unit instruction.**

On your specified unit due date: TURN IN COMPLETE UNIT including Cover Sheet, Week-long overview, Worksheets #1 through #6 with all requested adjustments made and lessons plans for each day or each activity. Submit whole package (in one file) through the assignments function. (Additional unit documents, such as student handouts, can be sent as e-mail attachments to abkenaston@alaska.edu).

Interns must begin teaching their unit between February 27 and March 19. Unit instruction should be completed by March 23.

Date	What is due and how to submit it	Agenda for audio conference	Before the next audio-conference you need to . . .
3/27 Tuesday	<ul style="list-style-type: none"> • Please fax or scan in THREE student work samples from a major assignment in your social studies unit • Blackboard discussion board 3 responses to peers 	<ul style="list-style-type: none"> • Looking at Student Work and Success Analysis protocols 	<ul style="list-style-type: none"> • Complete Session 7 components in Place-based assignment • Complete summary unit reflection • Make sure your whole Place-based assignment is complete
4/3 Tuesday	<ul style="list-style-type: none"> • Summary unit reflection* • Completed Place-based assignment* including Session 7 components (on map and in written document) 	<ul style="list-style-type: none"> • Share Place-based assignment information on session 7 components • Looking at Student Work and Success Analysis protocols • Final wrap up! 	<p align="center">Congratulations – you’re close to the end!!</p> <p>* I can entertain some flexibility with these two due dates. You may request an extension up to the 10th of April for either or both assignments, but please let me know in advance if you wish to do so.</p>

ED 412 Reading Assignments and Prompts for Discussion Strands

Strand	Assigned Readings for Strand	Prompt for Response	Initial Response to Prompt Due:	Reactions to Two Peers' Responses Due:	Reply to Peers' Reactions to Your Response Due:
1	<u>Place- and Community-Based Education in Schools</u> by Gregory Smith and David Sobel: Read Preface (p. viii-xiii) and Chapters 2-7 (p. 21-101)	<i>While you are reading, think about the ways in which some of the multiple and varied examples of place- and community-based learning described in the book are visible in your school and district's practices. Describe TWO connections you see between the examples in the book and the practices in your school and/or district. Then describe ONE example or practice from the book that you'd LIKE to see in your school or community.</i>	1/24	1/31	2/7
2	<u>Seeing the Whole Through Social Studies</u> by Tarry Lindquist: Read Chapter 1 (p.19-44), Chapter 4 (p. 103-128), Chapter 5 (p. 129-150), Chapter 6 (p. 150-170), Chapter 7 and Chapter 8 (171-214)	<i>Seeing the Whole Through Social Studies presents multiple instructional strategies for teaching social studies content. Think of two you might be able to use in your unit and describe them, along with the way you might use the strategy. Note: you are not required to use both strategies in your final plans, but you are certainly encouraged to!</i>	2/7	2/14	2/21
3	<u>Differentiation in Practice:</u> pages 67-94 AND one other chapter of your choice (2, 4, 5 or 6) or On the ED 412 Blackboard site, in the External Links area there is a folder titled "Differentiation Readings and Links." Read the first TWO files/links and choose ONE of the remaining three to read.	<i>After reading a minimum of two sample differentiated units in the <u>Differentiation in Practice</u> book (or associated documents), identify <u>two specific</u> strategies for differentiation discussed in the units that you are likely to use in your social studies unit and/or future teaching. Make sure to reference specific strategies from the book or links.</i>	2/21	3/27	4/3

Targeted UAF elementary program competencies (ESSAP components):

ESSAP COMPETENCY (see Internship Handbook for description of the ESSAP)	Context of assessment
2-4/3-2/5-1 Recognize the differences in cultural and linguistic backgrounds of students and demonstrate the ability to build upon the diversity within the classroom in their teaching responsibilities (e.g., lesson and unit development, assignments, assessments, classroom structure and management)	Place-based assignment and week long unit
3-4/6-1 Demonstrate an ability to establish a positive classroom environment that accepts, affirms and constructively builds upon the diversity of the students	Place-based assignment
3-3 Develop and teach a variety of units or lessons that incorporate and use materials relevant to Alaska history, geography, economics, governance, languages, traditional life cycles, and current issues	Place-based assignment
7-5 Incorporate community-based resources into some lessons or activities	Place-based assignment and week long unit
2-2 Differentiate instruction in the context of a variety of teaching activities to adequately meet the needs of students from multiple developmental levels	Week-long unit
2-3 Differentiate instruction in the context of a variety of teaching activities to adequately meet the needs of students with different learning styles	Week-long unit
3-1 Develop and teach a variety of units or lessons that meaningfully incorporate characteristics of the student's and local community culture into instructional strategies that support student learning	Week-long unit and place-based assignment
3-3 Develop and teach a variety of units or lessons that incorporate and use materials relevant to Alaska history, geography, economics, governance, languages, traditional life cycles, and current issues	Week-long unit and place-based assignment
4-1 Develop and teach a series of lessons (e.g. unit) in each major content area as defined by ACEI that demonstrates knowledge of the content (i.e. reflects accurate information in the subject area), knowledge of central concepts (i.e. focuses on an important area of the subject that is recognized as valuable to teach), knowledge of tools of inquiry (i.e. reflects "best practice" approaches to teaching that subject area)	Week-long unit
4-3 Use a variety of instructional strategies, and when appropriate, uses technology to support instruction in the content areas (uses technology to promote inquiry and collaboration)	Week-long unit
4-4 Help students make connections within and across disciplines	Week-long unit
4-5 Connect content in a teaching activity to students' prior knowledge and to practical "real-life" situations encountered outside the school (especially in the students' community)	Week-long unit and place-based assignment
5-3 Develop and use instructional plans (e.g., lessons, units, projects) that are directly aligned with the district's and state's standards and curriculum	Week-long unit and place-based assignment
5-4 Select instructional resources that directly support students in their ability to develop proficiency in the state's performance standards	Week-long unit
5-5 Select, adapt, develop and use a variety of types of formal and informal assessment tools and strategies that reinforce student learning and that help students develop an ability to reflect on their own progress	Week-long unit
5-6 Select, adapt, develop and use performance assessments and understand why it is important to do this	Week-long unit
6-4 Make plans ahead of time (for short term and long term lessons, projects, units, activities, etc.)	Week-long unit
6-5 Write lesson and unit plans that have clear expectations for students.	Week-long unit
8-3 Recognize that self reflection is one of the key components the lifelong process of becoming a better teacher and demonstrate a capacity to engage in thoughtful self reflection	Week-long unit
9-1 Demonstrate knowledge and application of technology for professional responsibilities (e.g. lesson planning, recording of grades, communication with students and colleagues, delivering instruction)	Course performance and place-based assignment

Information on support services:

UAF DISABILITY SERVICES FOR DISTANCE STUDENTS: UAF has a Disability Services office that operates in conjunction with the College of Rural Alaska's (CRA) campuses and UAF's Center for Distance Education (CDE). Disability Services, a part of UAF's Center for Health and Counseling, provides academic accommodations to enrolled students who are identified as being eligible for these services. If you believe you are eligible, please visit <http://www.uaf.edu/chc/disability.html> on the web or contact a student affairs staff person at your nearest local campus. You can also contact Disability Services on the Fairbanks Campus at (907) 474-7043, fydso@uaf.edu.

WRITING ASSISTANCE FOR UAF DISTANCE STUDENTS:

What is the UAF Writing Center? UAF's Writing Center offers distance students the opportunity to improve their writing through distance tutoring. Student tutors at the Writing Center, located on the Fairbanks campus, can help with brainstorming and generating topics, organizing ideas, developing research strategies, using a variety of citation styles, and editing for clarity and correctness.

What Services Can I Expect? We will collaborate with you on a one-to-one basis with any aspect of your writing: planning, drafting, and revising. We can also help you discover ways of improving grammar, mechanics, and punctuation.

How do I Use This Service? 1) First call us at (907)474-5314 to arrange a time to talk with a writing tutor. Then fax your paper to us (toll free) at 1-800-478-5246. We will then arrange a telephone tutorial session with a tutor at a designated time. We offer fax tutorials Monday through Thursday evenings and Sunday afternoons. **For More Information:** <http://www.uaf.edu/english/writingcenter/>

Course and instructor-specific statement on plagiarism and academic integrity:

The following information is adapted from the University of Alberta's policies and procedures on academic integrity (www.ualberta.ca/~unisechr/chtsheet.html) and applies to this course only.

Plagiarism: No Student shall submit the words, ideas, images or data of another person as the Student's own in any academic writing, essay, thesis, project, assignment, presentation or poster in a course or program of study. If you are unclear what constitutes plagiarism, I highly recommend the book *Doing Honest Work in College* by Charles Lipson. It is available at Amazon.com for under \$10. You can also visit the following websites for further information:

<http://www.chem.uky.edu/courses/common/plagiarism.html#Examples>

<http://sja.ucdavis.edu/avoid.htm#guidelines>

Please be advised: The statement "I didn't know I was breaking the rules" will not excuse you from any violations of academic integrity. Make sure you are informed.

Cheating: No Student shall in the course of an examination or other similar activity, obtain or attempt to obtain information from another Student or other unauthorized source, give or attempt to give information to another Student, or use, attempt to use or possess for the purposes of use any unauthorized material.

No Student shall represent or attempt to represent him or herself as another or have or attempt to have himself or herself represented by another in the taking of an examination, preparation of a paper or other similar activity.

No Student shall represent another's substantial editorial or compositional assistance on an assignment as the Student's own work.

No Student shall submit in any course or program of study, without the written approval of the course Instructor, all or a substantial portion of any academic writing, essay, thesis, research report, project, assignment, presentation or poster for which credit has previously been obtained by the Student or which has been or is being submitted by the Student in another course or program of study in the University or elsewhere.

No Student shall submit in any course or program of study any academic writing, essay, thesis, report, project, assignment, presentation or poster containing a statement of fact known by the Student to be false or a reference to a source the Student knows to contain fabricated claims (unless acknowledged by the Student), or a fabricated reference to a source.

Procedures in Cases Regarding Inappropriate Academic Behavior: When the instructor believes that a student may have committed an inappropriate academic behavior offense, the instructor will e-mail the student and/or ask to meet with the student. The instructor shall specify the offense and the proposed consequences of the offense (see below). If a meeting is requested, the instructor and/or the student may choose to have a second faculty member present at the meeting. In the event that the student refuses to reply or fails to meet with the instructor within a reasonable period of time specified by the instructor, or consensus regarding the offense is not reached, the proposed

consequences will be implemented by the instructor, and the student can choose to appeal their final course grade through the UAF grade appeals process following the completion of the course.

Consequences: The following consequences are commonly used for plagiarism, cheating and participating in an offence:

- A mark of 0 on an assignment
- Reduction of a grade in a course
- A grade of F for a course.

Connection with UAF School of Education Conceptual Framework

The overarching goal of the UAF School of Education is “to prepare professional educators who are culturally responsive, effective practitioners.” This course directly reflects that goal by: helping interns create, use and reflect on curriculum in this course with students in their internship classroom, thereby helping them become more effective practitioners.

Targeted ACEI (Association for Childhood Education International) Standards:

- 1.0 Development, Learning, and Motivation--Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation.
- 2.1 Reading, Writing, and Oral Language—Candidates demonstrate a high level of competence in use of English language arts and they know, understand, and use concepts from reading, language and child development, to teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas; 2.4 Social studies—Candidates know, understand, and use the major concepts and modes of inquiry from the social studies—the integrated study of history, geography, the social sciences, and other related areas—to promote elementary students' abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world;
- 3.1 Integrating and applying knowledge for instruction—Candidates plan and implement instruction based on knowledge of students, learning theory, connections across the curriculum, curricular goals, and community;
- 3.2 Adaptation to diverse students—Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students;
- 3.3 Development of critical thinking and problem solving—Candidates understand and use a variety of teaching strategies that encourage elementary students' development of critical thinking and problem solving;
- 4.0 Assessment for instruction—Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.
- 5.1 Professional growth, reflection, and evaluation—Candidates are aware of and reflect on their practice in light of research on teaching, professional ethics, and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, families and other professionals in the learning community and actively seek out opportunities to grow professionally.
- 5.2 Collaboration with families, colleagues, and community agencies—Candidates know the importance of establishing and maintaining a positive collaborative relationship with families, school colleagues, and agencies in the larger community to promote the intellectual, social, emotional, physical growth and well-being of children.