

General Information Regarding Assignments

Some of your course assignments **must** be done in conjunction with a partner or group of your classmates. Failure to work with a partner or group when required will result in a 10-point penalty. Please also note that you must be available during the published final exam period. The final is a project/presentation that may not be made up. If you are unavailable during that time, you must drop this section of Curr 316 and register for another. No exceptions will be made!

Assignments are due at the beginning of class on the date indicated on the assignments document and in the course calendar. Assignments received within 24 hours of the original due date/time will be penalized 30% of the total value of the assignment. No assignments will be accepted after that 24-hour period, resulting in a total loss of credit for the assignment.

Oftentimes, things go wrong with computers, disks, and printers. These issues may be avoided if you complete and/or print an assignment ahead of time. Computer problems will not be considered as a legitimate excuse for late assignments, so please plan ahead.

All assignments must be word-processed and in a "reasonably sized" font (12-point Times or equivalent). ***Use a 1-inch margin on all sides (left, right, top, and bottom)***. All assignments carry the requirement of using proper grammar, correct spelling, professional language and presentation, and other conventions of good writing. Points will be deducted from any assignment in which these conventions are not observed. Staple all papers in the upper left-hand corner – **do not use report covers** (ever!). All page limits refer to single sided copying (i.e., a one-page limit assignment refers to one side of one page), however ***you should use double sided printing whenever possible***.

For many of your assignments, you will be required to use state and national learning standards. You may link to the *NYS Learning Standards for Science*, *Common Core State Standards for Math*, the *Next Generation Science Standards*, and *NCTM Standards* from the course webpage. Be sure to use complete statements of specific standards – ***do not just cite a letter or number!***

Any activity that you develop or use for this class must be hands-on as well as minds-on – students need to be doing and thinking about what they are doing simultaneously! Additionally, ***grade level documentation must be provided for every activity that you use*** (e.g., how do you know *for sure* that your activity is appropriate for third graders?) You can determine appropriateness by consulting the New York state curriculum guides (**only New York state!**) and teachers' editions of math & science texts in the curriculum library. All references must be appropriately cited.

You may not use any activity for multiple purposes (e.g. for both a field visit and math fair). **All the activities you use for this class must be different from each other, ultimately providing you with a better knowledge base for teaching.** Also, you may not use any activities that focus on *time* or *money*, or that include a time factor (e.g. "whoever gets the answer first"). Any handout you provide for any activity (in-class or field visit lesson) must be original – not a photocopied handout from another source.

In the event that more (or fewer) people will be working on a group project, assignment requirements will be adjusted accordingly. **You will need to arrange to meet with me to discuss the changes that will need to be made.**

The key assignment for this course is the integrated lesson plan. This assignment must be completed at an acceptable level in order for you to pass the course, and it must appear in your TaskStream portfolio by the day it is due in class (to avoid a 30% penalty). I will not discuss course grades via email, however you are welcome to discuss them with me during office hours.

Field Visits

(Learning Outcomes #1, 3, 5, 9, 10, 11, 12; UCF A1, A2, B1, B2, C1)

There are 5 field visits in this block, each lasting ~2.5 hours. Each visit includes a 30-minute presentation by a member of the school personnel (building principal, curriculum specialist, teacher, etc.). You will spend 1 hour working on 316 material with one student and 1 hour working on 213 material with another student (though it might be the same student for both sessions). For the 316 portion of the visit, you should prepare to have the materials you need for one to three students. There are no block class meetings on the days there are field visits.

Field Visit	Tasks to be Completed
#1	<ul style="list-style-type: none"> • <i>Science is...</i>[∞] activity/content (human impact on the earth) • Non-fiction trade book to accompany lesson • Science vocabulary lesson • Teacher made math game*
#2	<ul style="list-style-type: none"> • Re-teach <i>Science is...</i> , with improvements • Non-fiction trade book to accompany lesson • Science vocabulary lesson • Teacher made math game*
#3	<ul style="list-style-type: none"> • Trade book with science activity† (human impact on the earth) • Science vocabulary lesson • Teacher made math game*
#4	<ul style="list-style-type: none"> • Trade book with math activity† • Math vocabulary lesson • Teacher made math game*
#5	<ul style="list-style-type: none"> • Re-teach trade book with math activity, with improvements • Re-teach math vocabulary lesson • Teacher made math game*

Descriptions of each Field Visit assignment can be found beginning on the next page. Carefully note due dates within each assignment – these are not in chronological order!!

∞ *Science is...* assignment – **due Tuesday 9 September**

- Hands-on, mind-on, developmentally appropriate level
- Focus on content learning (teach content related to the activities you choose)
- Select **EITHER**
 - *Who's Eating Whom?* (p.205, you must provide PICTURES and WORDS to use in your food chains, and you must make at least 3 different food chains, one of which involves humans), accompanied by the book *Who Eats What: Food Chains and Food Webs* by Patricia Lauber (ISBN 978-0-06-445130-7)
 - or *Inviting Birds to Visit* (p. 422, you must make a bird feeder using recycled materials – not the pinecone), accompanied by the book *How to Help the Earth by the Lorax* by Tish Rabe (ISBN 978-0-375-86977-8)
 - your teaching must focus on *human impact on the earth as it relates to these activities*.
- Only select activities for which you understand the content well enough to teach it

- Provide only the name of the activity (not a description of it)
- Describe the content related to the activities you are using (with a focus on student learning)
- Page limit is one page, single sided, double spaced
- Include appropriately cited grade level documentation (may appear on the back of the page)
- On a separate page, include a list of 4 lesson-related vocabulary words (with accompanying images and definitions) that you will teach during your lesson – highlight the vocabulary words where they appear in the description of your content

- See online exemplar before you begin this assignment
- You may earn up to 6 points for this assignment

* *Teacher made math games* assignment – **due Tuesday 9 September**

- Needs to be flexible for use with students from kindergarten through third grade
- May not be a deck of playing cards
- May not be a “matching,” “war,” or “concentration” type game
- May not use any type of timing (i.e. whoever finishes first wins) factor
- Must be suitable for 2 – 4 players (of which you will be one)
- Students need a way to check for correctness of your responses
- Provide paper and pencil, a calculator, or other manipulatives for students to use as you play
- Game must have a winner at the end
- See the Joseph article as a reference for this assignment (you are not required to use it)
- A “sloppy copy” is due in class on **Tuesday 9 September** at which time you will play & troubleshoot your games