

Independent Study Course Syllabus

Course Number: EDU 902

Course Title: Curriculum Games for the Primary Grades

☐ Online ☒ Correspondence

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Units: 3

Grade Level: K-3

Course Description

In order to maximize the teaching/learning experience, an effort should be made to make learning a pleasantly stimulating and exciting experience. One way to achieve this is to use games because they provide attractive frameworks for learning. Due to the fact that games are a novelty they arouse interest, and in turn, what otherwise may be tedious drills become fun. Well-planned curriculum games not only help to develop a zest for learning; they enhance the efficiency for remembering what was learned. In addition, the atmosphere created by games can be especially helpful for those students who do not respond well to other types of structured learning activities. Implementation of instructional games in the classroom is not only motivational but will result in higher achievement.

The games and activities included with this course are excellent for cooperative learning groups, learning centers, and whole class participation in grades 1-3. Skill areas include spelling, word usage, vocabulary development, proofreading, basic math, problem solving, critical thinking, and more.

Course Dates

Self-paced; students may enroll at any time and take up to one year to complete assignments.

You have up to one year from the date of registration, and no less than three weeks (one week per credit), to complete the course.

Course Materials

In addition to the course manual, *Curriculum Games for the Primary Grades*, and the other learning activities found on the **Flash Drive**, the course materials consist of:

- Chip Pack, which includes colored transparent vinyl chips and pawns to be used as markers for many of the activities and a clear vinyl spinner that can be used on the Overhead Projector or with a Document Camera
- General Information and Instructions
 - Instructions for submitting online Grade Form
 - Procedure for Completing Coursework
 - General Information

NOTE: The course manual is in a PDF format. Users will need the [free Acrobat reader](http://get.adobe.com/reader/) to open and view the files (<http://get.adobe.com/reader/>)

Online Resources

Relevant online resources that support course content and encourage further investigation.

Technology Requirements:

- In order to successfully complete the course requirements, course participants will need Internet access, be able to send and receive email, know how to manage simple files in a word processing program, and have a basic understanding of the Internet.

Course Requirements

The course is divided into seven units of study. In each unit, participants will explore the use of games in the classroom through:

- Standards Based Instruction
- Learning Activities
- Activity Development
- Collaboration
- Article Review
- Reflective Essay
- Create a Game

Every assignment has a rubric. Most participants are successful on their assignments because they align their work to the rubric, and assignments can be corrected and resubmitted.

National and Common Core Standards

In an effort to enhance the learning experiences, as well as demonstrate knowledge, skills, abilities, and commitment, teachers will infuse the five core propositions set forth by The National Board for Professional Teaching Standards in their teaching practices. This will be accomplished as teachers successfully implement appropriate activities in their classroom and

reflect upon the experience. In addition, teachers will be networking with their colleagues as part of a learning community.

National Board for Professional Teaching Standards(<http://www.nbpts.org/>)

1. Teachers are committed to students and their learning.
2. Teachers know the subjects they teach and how to teach those subjects to students.
3. Teachers are responsible for managing and monitoring student learning.
4. Teachers think systematically about their practice and learn from experience.
5. Teachers are members of learning communities.

National Standards

As students' progress through this course they will be responsible for identifying and aligning course content to state or national reading/language arts and math standards. In addition, they will reflect upon how the standards affect and guide teaching practices.

NCTE/IRA Standards for the English Language Arts (<http://www.ncte.org/standards>)

These standards are designed to complement other national, state, and local standards and contribute to the ongoing discussion about English language arts classroom activities and curricula. The standards are based on the guiding visions.

Many of the activities in the course, Curriculum Games for the Primary Grades, focus on the standards at the core of a solid mathematics instructional program for primary students as published in the by the **National Council of Teachers of Mathematics** in the Principles and Standards for School Mathematics (<http://standards.nctm.org/>).

Common Core Standards

The Common Core State Standards Initiative is a state-led effort coordinated by the National Governors Association Center for Best Practices (NGA Center) and the Council of Chief State School Officers (CCSSO). The goal of this initiative is to develop a common core of state standards in English-language arts and math in grades K-12. The point of this effort is simple: improving teaching and learning to ensure that high school graduates in every part of the nation have the knowledge and skills they need for college or a career. The Common Core Standards are both research and evidence-based as well as internationally benchmarked. These standards define the knowledge and skills students should have within their K-12 education careers so that they will graduate high school fully prepared for college and careers.

Though the program is optional, states that adopt it are more likely to receive Race to the Top federal dollars.

Common Core State Standards Initiative

(<http://www.corestandards.org/the-standards>)

The standards are:

- Aligned with college and work expectations.
- Clear, understandable and consistent.
- Include rigorous content and application of knowledge through high-order skills.
- Build upon the strengths and lessons of current state standards.
- Informed by other top performing countries so that all students are prepared to succeed in our global economy and society.
- Evidence and researched based.

As you create lessons for your students you will be exploring National, State, District, or the Common Core Standards and identify how the lessons and activities you implement and develop align with those standards.

Student Learning Outcomes

Course participants will:

1. Examine state or national standards in the area of reading/language arts and math, and align those standards with course content. (NBPTS 2,3,4)
2. Present alternate approaches to drills necessary for mastery of selected skills while involving students in activities that promote active participation. (NBPTS 2,3,4)
3. Engage students in high-interest, flexible, learning activities that demonstrate mastery or progression towards meeting the standards and describe each experience through reflective writing. (NBPTS 2,3,4)
4. Create an environment in which teachers and students work as active learners and students are encouraged to communicate knowledge through the use of appropriate activities which are described through reflective writing. (NBPTS 1, 2,3,5)
5. Develop activities that meet the specific needs of a diverse student population. (NBPTS 1,2,3)
6. Review and analyze current trends in education. (NBPTS 1,4,)
7. Promote staff interaction through observation and sharing and describe the reaction of colleagues through reflective writing. (NBPTS 1,2,4,5)
8. Assess and reflect upon teaching practices and the classroom environment in relation to the course content by responding to focus questions. (NBPTS 4,5)

Schedule of Topics and Assignments

Schedule of Topics	Assignments
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Course Number and Title: EDU 902 Curriculum Games for the Primary Grades

Instructor: Mary Bennett, MA

Date of Revision 5/3/16

To register for courses go to <http://ce.fresno.edu/cpd>

Schedule of Topics		Assignments
Unit 1	Standards-Based Instruction (SLO 1,7)	<ul style="list-style-type: none"> • Locate and explore relevant standards. • Reflect upon how standards guide teaching practices.
Unit 2	Learning Activities (SLO 1,2,3,5,7)	<ul style="list-style-type: none"> • Identify activities in the course content appropriate for the level of the students in your classroom. • Align each of the activities to national, state, or district standards. • Implement the activities and complete a reflection for each one assessing the results
Unit 3	Activity Development (SLO 1,2,3,4,7,8)	<ul style="list-style-type: none"> • Design and develop one activity that infuses reading or math with another subject area.
Unit 4	Teacher Collaboration (SLO 9)	<ul style="list-style-type: none"> • Promote staff interaction and collaboration through the sharing of ideas and relevant teaching practices.
Unit 5	Article Review (SLO 6,9)	<ul style="list-style-type: none"> • Review and analyze current trends in reading education specifically related to your teaching situation.
Unit 6	Reflective Essay (SLO 8)	<ul style="list-style-type: none"> • Reflect upon the course content and analyze the implications for teaching.
Unit 7	Create a Game (SLO 1,2,3,4,7,8)	<ul style="list-style-type: none"> • Create-A-Game - Math or Language: Using any of the formats listed in the assignments, or any that you have created, design a game for use in your classroom.

Evidence of Learning

- Course instructor observed evidence of understanding of course objectives as demonstrated through students' presentation of their knowledge of course concepts guided by focus questions.
- Course instructor observed evidence of understanding of course objectives as demonstrated through students' reflective writing assignments.

- Course instructor observed evidence of understanding of course objectives as demonstrated through students' correlation of the activities to state, national, or district standards.
- Student demonstrated their understanding of appropriate strategies of using games in the classroom through the design of lessons for classroom implementation.
- Student demonstrated their understanding of integrating other subject areas into the teaching of reading through the suggestions described in each lesson.

Grading Policies and Rubrics

100 total points possible

100 – 90 = A

89 – 70 = B or Credit Grade

Below 70 points = no credit

- The discernment between an A or a B is at the discretion of the instructor based on the quality of work submitted.
- Coursework falling short of a quality equaling a B or a Credit Grade will be returned with further instructions.
- All assignments must be completed in order to receive a grade. In addition, all assignments are expected to reflect the quality that teacher-training institutions require of professional educators. If completed assignments do not meet this standard, students will be notified with further instructions from the instructor.

Major Assignments

1. Standards Correlation	20 points
2. Learning Activities	30 points
3. Activity Development	10 points
4. Teacher Collaboration	10 points
5. Article Review	10 points
6. Final Reflection	10 points
7. Create a Game	10 points

Rubric for Evaluating Assignments

Students will be graded using a rubric for evaluating each objective.

The point value for each assignment is at the discretion of the instructor based on the quality of the work submitted.

Assignments	Sub-Standard	Standard	Superior
Standards Correlation 20 points Superior=20-17 Standard=16-14 Sub-standard=13-11	State or national standards were minimally explored and connected to the activities in the course content, presentation lacks organization and comprehension, writing contains noticeable mistakes in grammar and spelling.	State or national standards for the appropriate grade level were explored, connections were presented and sufficiently connected to course content, presentation is adequate, writing is acceptable with very few mistakes in grammar and spelling.	State or national standards for the appropriate grade level were thoroughly explored, connections were presented and connected to course content, presentation is comprehensive, very well organized, writing is clear, succinct, and reflects graduate level expectations.
Learning Activities 30 points Superior=30-27 Standard=26-24 Sub-standard=23-21	All required activities were implemented, standards were correlated to less than half of the activities, objectives were missing or vague, reflections contained a minimal description of the grouping, procedures, and few or no observations, suggestions, modification, or student reactions were explained, writing contains noticeable mistakes in grammar and spelling.	All required activities were implemented, standards were correlated to most of the activities, the objectives were adequately stated but not always specific, reflections were generally clear but did not always comprehensively describe the groupings, and procedures, very few suggestions, modifications, observations, or student reactions were included, writing is acceptable with very few mistakes in grammar and spelling.	All or more of the required activities were implemented, standards were correlated to all activities, objectives were specific and stated in terms of observable learner outcomes, reflections were comprehensive and included observations of what went well or problems encountered, there was a clear and concise description of the groupings, the procedure, and suggestions, modifications, and student reactions were explained when appropriate, writing is clear, succinct, and reflects graduate level expectations.

Assignments	Sub-Standard	Standard	Superior
Activity Development 10 points Superior=10-9 Standard=8 Sub-standard=7	Vague description of the activity is defined, activity is somewhat linked to a skill, and objective, subject infusion is unclear, target audience, learning materials and a description of the processes, procedures and an analysis of the activity unclear, writing contains noticeable mistakes in grammar and spelling.	Clear, and detailed description of the activity is defined, activity is linked to a skill, objective and infuses another subject area, target audience, learning materials and a description of the processes, procedures and an analysis of the activity is presented, writing is acceptable with very few mistakes in grammar and spelling.	Comprehensive, clear, and detailed description of the activity is defined, activity is clearly linked to a specific skill, objective and infuses another subject area, target audience, learning materials and a description of the processes, procedures and an analysis of the activity is thoroughly presented, writing is clear, succinct and reflects graduate level expectations.
Teacher Collaboration 10 points Superior=10-9 Standard=8 Sub-standard=7	Two activities were shared, summary is vague and lacks a detailed description of the experience, few or no comments or suggestions from the teachers were included, it is not clear as to whether or not the teachers found the activities valuable, writing contains noticeable mistakes in grammar and spelling.	Two activities were shared, there is an adequate description of the experience, comments from the teachers as well as suggestions for adaptations or modifications in the activities were minimally presented, it is vague as to whether or not the teachers found the activities valuable, writing is acceptable with very few mistakes in grammar and spelling.	Two or more activities were shared, summary is comprehensive, concise and a detailed description of the experience is clearly presented, comments from the teachers were included as well as suggestions for adaptations or modifications in the activities, it is clear as to whether or not the teachers found the activities valuable, writing is clear, succinct and reflects graduate level expectations.

Assignments	Sub-Standard	Standard	Superior
Article Review 10 points Superior=10-9 Standard=8 Sub-standard=7	The topic of the article is marginally appropriate to the content of the course and the teaching situation, critique is vague and disjointed, few or no examples are provided for classroom application, writing contains noticeable mistakes in grammar and spelling.	The topic of the article adequately applies to the content of the course and the teaching situation, critique is generally well organized, few examples are provided for classroom application, writing is acceptable with very few mistakes in grammar and spelling.	The topic of the article is highly appropriate to the content of the course and the teaching situation, critique is comprehensive and very well organized, specific examples are provided for classroom application, writing is clear and succinct and reflects graduate level expectations.
Reflective Essay 10 points Superior=10-9 Standard=8 Sub-standard=7	Reflection is vague in relation to the strategies presented in the course, lacks a description of the classroom environment, with little or no indication of student participation or plans for future implementation, and writing contains noticeable mistakes in grammar and spelling.	Reflection is specific to strategies presented in the course, there is adequate description of the classroom environment, student reaction, as well as plans for future implementation, and writing is acceptable with very few mistakes in grammar and spelling.	Reflection displays critical thinking that is clear, concise, and specific to the strategies presented in the course, a comprehensive description of the classroom environment, the reaction of the students, and plans for future implementation are included, and writing is clear and succinct and reflects graduate level expectations.
Create A Game 10 points Superior=10-9 Standard=8 Sub-standard=7	Vague description of the game is defined, game is somewhat linked to a skill and objective, target audience, learning materials and a description of the processes, procedures and an analysis of the game unclear, writing contains noticeable mistakes in grammar and spelling.	Clear, and detailed description of the game is defined, game is linked to a skill and objective, target audience, learning materials and a description of the processes, procedures and an analysis of the game is presented, writing is acceptable with very few mistakes in grammar and spelling.	Comprehensive, clear, and detailed description of the game is defined, game is clearly linked to a specific skill and objective, target audience, learning materials and a description of the processes, procedures and an analysis of the game is thoroughly presented, writing is clear and succinct and reflects graduate level expectations.

Writing Requirements

Superior: Writing is clear, succinct, and reflects graduate level expectations.

Standard: Writing is acceptable with very few mistakes in grammar and spelling.

Sub-standard: Writing contains noticeable mistakes in grammar and spelling.

Grading Options

Course assignments are graded with the use of a Scoring Rubric. Course participants have the option of requesting a letter grade or a credit/no credit.

Instructor/Student Contact

Built into the course requirements are several contacts between the course instructor and the students via phone, fax, or email. Questions are addressed and assistance is offered through these contacts, however, students are encouraged to contact the instructor at anytime throughout the course to discuss the materials, assignments, or any questions that they may have.

How to send Email:

The subject line of all Email must contain the following information:

course number your last name, first initial.

example: EDU 902 Bennett, M.

Email sent without this subject line will not be opened.

If you have to leave a message, please leave your name, the course number, and any questions you may have along with a phone number so that we may return your call.

The required contacts are as follows:

- Carefully examine the course materials and the assignments. Contact the course instructor via phone or email after you have gone through the course material and when you are ready to begin the assignments. Indicate the grade level that you teach, how you are going to implement the activities, and ask any questions that you may have regarding the course. In addition, you are encouraged to contact the instructor at any time to discuss the assignments or ask for clarification.
- Upon completion of the first two activities selected from the course content, send the reflections to the course instructor via email or fax. The instructor will contact you for assessment and feedback. Do not fax or email anything other than the first two activities, the remaining coursework will be sent via regular mail upon completion of all the assignments.
- Upon receipt of your completed assignments the instructor will contact you via phone or email to confirm course completion and discuss the coursework.

References/ Resources

Delicious

(<http://delicious.com/maryebennett>)

This link is to my social bookmarking site. This site is constantly growing with relevant and valuable resources for teachers. You will find links to articles about using Games in the Classroom on this site.

Magazines

Instructor Magazine

(<http://teacher.scholastic.com/products/instructor/index.htm>)

Activities, insights, and resources for teachers K-8.

Mailbox Magazine

(<http://www.theeducationcenter.com/cgi-bin/tec/guest.jsp>)

A bimonthly magazine for teachers that includes activities, teaching ideas, and art projects. Different editions of the magazine are available for preschool, kindergarten, primary (grades 1-3) and intermediate (grades 4-6).

Teaching Pre K-8

(<http://www.teachink-8.com/>)

The professional magazine for that presents proven teaching techniques, ideas and activities in all curriculum areas.

Teacher Magazine

(<http://www.teachermagazine.org/tm/index.html?clean=true>)

Teacher Magazine is the teacher's guide to the education profession. It probes the critical issues in education today, portrays dedicated, creative teachers and present models of schools and programs that work.

Standards Based Instruction

No Child Left Behind

(<http://www.ed.gov/nclb/landing.jhtml>)

McRel Standards Database- A compilation of content standards for K-12 curriculum

(<http://www.mcrel.org/>)

Articles and Research

Librarian's Index to the Internet

(www.lii.org)

Internet Public Library

(www.ipl.org)

National Council of Teachers of Mathematics

(<http://www.nctm.org/>)

Web Quests

Web Quests are integrated, investigative lessons that students complete online using the World Wide Web. Web Quests were designed to integrate the power of the Internet with student learning. When using a Web Quest students are presented with a specific task that requires them

to work cooperatively in order to arrive at the answer. Students are involved in authentic tasks that develop critical thinking, cooperative learning, and technology integration. In addition, students are given real resources to work with. Because of this, Web Quests empower students to gain “real world” knowledge and expertise therefore increasing motivation.

Kathy Schrocks Guide for Educators – Web Quests

(<http://school.discovery.com/schrockguide/webq>)

List of Web Quests

(<http://sesd.sk.ca/teacherresource/webquest/ma>)

Best Web Quests

(<http://www.bestwebquests.com/>)

The Web Quest Page

(<http://webquest.sdsu.edu/index.html>)

General Resources for Educators

Classroom Ideas, Resources, and Lesson Plans

Global Schoolhouse

(<http://www.globalschoolnet.org/index.html>)

A comprehensive resource for global project-based learning, problem-based learning, and online collaborative learning.

Classroom Connect

(<http://corporate.classroom.com/>)

Educator's Reference Desk

(<http://www.eduref.org/>)

Kathy Schrock's Guide for Educators

(<http://school.discovery.com/schrockguide/>)

Categorized list of sites useful for enhancing curriculum

Prongo.com

(<http://www.prongo.com/>)

Education Planet

(<http://www.educationplanet.com/>)

Education World

(http://www.educationworld.com/a_tech/archives/technology.shtml)

Education Web Portal

(<http://www.bhsu.edu/education/edfaculty/lturner/index.html>)

Funbrain.com

(<http://www.funbrain.com/>)

Resources and games for grades 1-6

Marco Polo

(<http://www.marcopolo-education.org/home.aspx>)

Internet content for the classroom

MERLOT

(<http://www.merlot.org/merlot/index.htm>)

Multimedia Educational Resource for Online Teaching and Learning

Collections are annotated and peer reviewed – worth the time exploring!

Scholastic.com

(<http://teacher.scholastic.com/index.asp>)

Free tools and resources

Winnie the Pooh and Friends

(<http://www.worldkids.net/pooh/>)

Coloring.com

(<http://www.coloring.com/>)

Imagination Station – Learn to Draw in 3-D

(<http://www.draw3d.com/>)

Kids Place – Internet Sites and Searching

(<http://www.npl.org/Pages/KidsPlace/internet.html>)

Great Websites for Kids

(<http://www.ala.org/gwstemplate.cfm?section=greatwebsites&template=/cfapps/gws/default.cfm>)

Mamma Lisa's World – Children's Songs and Nursery Rhymes

(<http://www.mamalisa.com/world/>)

Adventures of Cyber Bee

(<http://www.cyberbee.com/intclass.html>)

I4C – Helping Teachers use the Internet

(<http://www.internet4classrooms.com/index.htm>)

Education World

(<http://www.education-world.com/>)

Math

I Teach Math

(<http://www.neirtec.org/activities/iteach.htm>)

Technology tools and resources for the math educator

A Math Dictionary for Kids

(<http://www.teachers.ash.org.au/jeather/indexmdfk.html>)

A + Math

(<http://www.aplusmath.com/>)

Site devoted to helping students develop math skills interactively

AAA Math

(<http://aaamath.com/>)

Comprehensive site of interactive math activities by grade level

Balanced Assessment

(<http://balancedassessment.concord.org/tasksalpha.html>)

Over 300 mathematics assessment tasks for grades K-12

CISE – Curriculum

(<http://www.ciese.org/currichome.html>)

Inquiry based projects and collaborative activities in science and math

Cool Math for Teachers

(<http://www.coolmath4teachers.com/>)

Interactive site featuring math games and lessons for all grade levels

Create a Graph

(<http://nces.ed.gov/nceskids/graphing/>)

Online tool for creating graphs and charts

Who Wants Pizza?

(<http://www.math.rice.edu/~lanius/fractions/index.html>)

A fun way to learn about fractions

Enriching Mathematics

(<http://nrich.maths.org/public/index.php>)

Math problems, games, and articles

Math Goodies

(<http://mathgoodies.com/>)

Interactive math lessons and puzzles

Math Songs and Poems

(http://www.mscc.edu/webs/vyoung/songs/Main_Pages/Tables.htm)

Math songs and Poems all aligned to the NCTM standards

Math.com

(<http://www.math.com/>)

The world of math online!

Math Words

(<http://www.mathwords.com/>)

Interactive math dictionary

Money Talks

(<http://www.moneytalks.ucr.edu/>)

Money Wise Teens

(<http://www.moneywiseteen.org/portal/welcome>)

Created for high school teens to teach them about economics

Moneyopolis

(<http://www.moneyopolis.com/new/home.asp>)

Helps students set financial goals for the future

National Library of Virtual Manipulatives

(<http://nlvm.usu.edu/en/nav/index.html>)

Awesome site! Interactive, web-based virtual manipulatives.

Practical Money Skills for Life

(<http://practicalmoneyskills.com/english/index.php>)

Planet Orange

(<http://www.orangekids.com/>)

Designed for students in grades 4-8 to learn about money and investing.

Wise Pockets World

(<http://www.umsl.edu/~wpockets/>)

Geared for elementary school children to teach them about money.

Young Investor

(<http://www.younginvestor.com/kids/playit/>)

Introduces the young investor to the stock market

Reading/Language Arts

Big Ideas in Beginning Reading

(<http://reading.uoregon.edu/index.php>)

Book Adventure

(<http://www.bookadventure.com/te/index.asp>)

EnglishLearner.com

(<http://www.englishlearner.com/>)

All types of interactive tests and exercises

Everything ESL

(<http://www.everythingsl.net/>)

Guide to Grammar and Writing

(<http://grammar.ccc.commnet.edu/grammar/>)

ESL Party land

(<http://www.eslpartyland.com/>)

Pizzaz!

(<http://darkwing.uoregon.edu/~leslieob/pizzaz.html>)

Creative writing and storytelling

The Grouchy Ladybug Web quest

(<http://www.yorkville.k12.il.us/webquests/webqfrey/webqsfrey.html>)

Grammar Girl's – Tips for Better Writing

(<http://grammar.qdnw.com/>)

Podcasts from Grammar Girl focusing on tips for writing – really cool!

Read, Write, Think!

(<http://www.readwritethink.org/lessons/index.asp>)

Lessons for K-12

The Academy of American Poets

(<http://www.poets.org/page.php/prmID/6>)

Lessons and ideas for teaching poetry

Web English Teacher

(<http://www.webenglishteacher.com/index.html>)

Tons of great ideas for teachers of English

Science

Education World Science Center

(http://www.education-world.com/science/elem/k_8.shtml)

Bill Nye the Science Guy

(<http://www.billnye.com/>)

The Exploratorium

(<http://www.exploratorium.org/>)

The Froggy Page

(<http://www.frogsonice.com/froggy/>)

All About Butterflies

(<http://www.enchantedlearning.com/subjects/butterfly/>)

Amazing Space

(<http://amazing-space.stsci.edu/>)

Online space explorations

Creature World

(<http://www.pbs.org/kratts/world/content.html>)

Explore creatures by clicking on a map of the world!

The eSkeleton Project

(<http://www.eskeletons.org/>)

Site devoted to skeletal anatomy

The Rock Cycle

(http://www.eos.ubc.ca/courses/eosc221/rock_cycle/rockcycle.html)

Explore how rocks are formed

Try Science

(<http://www.tryscience.org/>)

Portal for Interactive Science Activities

Sammy Salmon

(<http://www.canfisco.com/kids/homepage.asp>)

Learn all about the life of the salmon

Science at Home

(<http://scienceathome.cienciaviva.pt/>)

Busy Teacher's Website –Human Body

(<http://www.ceismc.gatech.edu/busyt/sci.shtml>)

Social Studies

Adeline Hornbek and the Homestead Act: A Colorado Success Story

(<http://www.cr.nps.gov/nr/twhp/wwwlps/lessons/67hornbek/67hornbek.htm>)

Activities and Reading and the Geography of the United States

(<http://www.aag.org/ARGUS/ARGUS.html>)

Constitution Resources

(http://www.free.ed.gov/subjects.cfm?subject_id=19)

Activities and lesson for learning about the US Constitution

The National Archives for Educators and Students

(<http://www.archives.gov/education/>)

1492: An Ongoing Voyage

(<http://www.loc.gov/exhibits/1492/intro.html>)

This site examines the rich mix of societies coexisting in the New World before the Europeans arrived

African Voices

(<http://www.mnh.si.edu/africanvoices/>)

Aaron Copeland Collection

(<http://memory.loc.gov/ammem/collections/copland/>)

Features music manuscripts, diaries, photos, and biographical materials of this 20th century composer who created distinctive "American" music.

Research

Washington Post

(<http://www.washingtonpost.com/>)

International Society for Technology in Education

(<http://www.iste.org/>)

PEW

(<http://www.pewinternet.org/PPF/c/10/topics.asp>)

Internet and American Life Research and Projects

Technology in Education

(<http://www.ncrel.org/sdrs/areas/te0cont.htm>)

Critical issues dealing with technology in education

How to Do Research on the Internet

(<http://www.lib.monash.edu.au/vl/www/wwwcon.htm>)

Free Banners, Buttons, Animations for Webpages

3-D Text Maker

(<http://www.3dtextmaker.com/>)

Animation Factory

(<http://mediabuilder.com/>)

Sites for Creating Lessons and Activities

Hot Potatoes

(<http://hotpot.uvic.ca/>)

Six applications, enabling you to create interactive games.

Learning Objects

(<http://www2.gsu.edu/~wwwets/instructionalsupport/learningobjects/finding.html>)

PowerPoint Gameshow Quizzes

(<http://www.glc.k12.ga.us/trc/cluster.asp?mode=browse&intPathID=5128>)

Quia

(<http://www.quia.com/>)

Create activities, quizzes, games, webpages, surveys, and more!

Quiz Center

(<http://school.discovery.com/quizcenter/quizcenter.html>)

All you have to do is join!

Whiz Quiz

(<http://whizquiz.isis.vt.edu/>)

Interactive quizzing on the web.

DiscoverySchool.com Teaching Tools

(<http://school.discovery.com/teachingtools/teachingtools.html>)

Games for Math and Social Skills

(<http://mathforum.org/alejandre/cooperate.html>)

The Icing on the Cake – Online Tools for Classroom Use

(<http://kathyschrock.net/cooking/>)

Flashcard Suite

(<http://flashcardsuite.com/>)

Study Stack – Test Preparation

(<http://www.studystack.com/java-studysta/frames.jsp>)

Flashcard Exchange

(<http://www.flashcardexchange.com/>)

Huge library of printable flashcards

PowerPoint Jeopardy Games

(http://www.hardin.k12.ky.us/res_techn/countyjeopardygames.htm)

Ready Made Game boards – FREE!

(<http://208.183.128.3/tutorials/gameboard.htm>)

Fun Free Stuff – Ultimate Resource for Teachers

(<http://mspowell.com/funfreestuff.htm>)

Kelly's Kindergarten

(<http://www.kellyskindergarten.com/>)

Bare Books

(<http://www.barebooks.com/gameboards.htm>)

Teacher Tools

(<http://www.internet4classrooms.com/teachertools.htm>)

Final Course Grade and Transcripts

When all work for the course has been completed, students will need to logon to the Center for Professional Development website (<http://ce.fresno.edu/cpd>) to “Submit Grade Form”. Once the instructor fills out the grade form online, students may log back in to request their Grade Report as well as order transcripts online. Please allow at least two weeks for the final grade to be posted. For more information see the Independent Studies Policies and Procedures that were sent to you when you received your course materials, or in your online course. They are available, also at <http://ce.fresno.edu/cpd> - under General Information > CPD Policies.

Plagiarism and Academic Honesty

All people participating in the educational process at Fresno Pacific University are expected to pursue honesty and integrity in all aspects of their academic work. Academic dishonesty, including plagiarism, will be handled according to the procedures set forth in the Fresno Pacific University Catalogue. URL <http://www.fresno.edu>.

CONTINUING EDUCATION PROGRAM STUDENT LEARNING OUTCOMES:

CE 1. Demonstrate proficient written communication by articulating a clear focus, synthesizing arguments, and utilizing standard formats in order to inform and persuade others, and present information applicable to targeted use.
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CE 2. Demonstrate comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts.

CE 3. Reflect on their personal and professional growth and provide evidence of how such reflection is utilized to manage personal and professional improvement.
CE 4. Apply critical thinking competencies by generating probing questions, recognizing underlying assumptions, interpreting and evaluating relevant information, and applying their understandings to the professional setting.
CE 5. Reflect on values that inspire high standards of professional and ethical behavior as they pursue excellence in applying new learning to their chosen field.
CE 6. Identify information needed in order to fully understand a topic or task, organize that information, identify the best sources of information for a given enquiry, locate and critically evaluate sources, and accurately and effectively share that information.

FRESNO PACIFIC UNIVERSITY STUDENT LEARNING OUTCOMES

Student Learning Outcomes Oral Communication: Students will <i>exhibit</i> clear, engaging, and confident oral communication – in both individual and group settings – and will critically <i>evaluate</i> content and delivery components.
Written Communication: Students will <i>demonstrate</i> proficient written communication by <i>articulating</i> a clear focus, <i>synthesizing</i> arguments, and utilizing standard formats in order to <i>inform</i> and <i>persuade</i> others.
Content Knowledge: Students will <i>demonstrate</i> comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts.
Reflection: Students will <i>reflect</i> on their personal and professional growth and <i>provide evidence</i> of how such reflection is utilized to manage personal and vocational improvement.
Critical Thinking: Students will <i>apply</i> critical thinking competencies by <i>generating</i> probing questions, <i>recognizing</i> underlying assumptions, <i>interpreting</i> and <i>evaluating</i> relevant information, and <i>applying</i> their understandings to new situations.
Moral Reasoning: Students will <i>identify</i> and <i>apply</i> moral reasoning and ethical decision-making skills, and <i>articulate</i> the norms and principles underlying a Christian world-view.
Service: Students will <i>demonstrate</i> service and reconciliation as a way of leadership.
Cultural and Global Perspective: Students will <i>identify</i> personal, cultural, and global perspectives and will employ these perspectives to <i>evaluate</i> complex systems.
Quantitative Reasoning: Students will accurately <i>compute</i> calculations and symbolic operations and <i>explain</i> their use in a field of study.
Information Literacy: Students will <i>identify</i> information needed in order to fully understand a topic or task, <i>explain</i> how that information is organized, <i>identify</i> the best sources of information for a given enquiry, <i>locate</i> and critically <i>evaluate</i> sources, and accurately and effectively <i>share</i> that information.

