

University of Alaska Anchorage
College of Education
3211 Providence Drive
Anchorage, AK 99508-8269

ED 580

"Alaska's Animals Curriculum:
Interdisciplinary Methods for Teaching about Alaska's Wildlife"
1 Credit, Graded A-F
Summer 2018

Course Sponsor: Alaska Department of Fish and Game

Instructors: Brenda Duty, ADF&G

Contact Information

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Course Meeting

Location: Kenai River Center, 514 Funny River Rd, Soldotna, AK 99669

Start and End Date: May 11, 2018- August 3, 2018 (4 total meeting dates)

Final Project/Paper Due: August 3, 2018

Class Day(s) & Time(s): Friday, May 11 5:00-8:30 PM
Saturday, May 12, 9AM. – 5PM
Wednesday, July 18 5-7PM Owl Network Presentation
Friday, August 3 5-7PM Owl Network Presentation

Course Description: This course provides teachers with a dynamic set of teaching materials from three related curricula: Project WILD, The Alaska Wildlife Curriculum, Growing Up WILD and Alaska's Bears-A Teacher's Guide. The workshop introduces interdisciplinary methods to teach principals of conservation, understanding inter-relationships (ecosystems/habitats, food webs/chains) with the environment, and issues related to the wise use of natural resources for Pre-K and early elementary students in a range of grade levels. The focus of the class is on Alaska's animals and the use of the Alaska Zoo for student field trips. The course also shows teachers how to set up and use trail cameras loaned by ADF&G to engage students in inquiry-based learning about wildlife, with an emphasis on natural science, storytelling and language and material arts. This workshop supports the ASD Alaska Animals unit for elementary teachers and fourth grade interdependence.

NGSS addressed: K-LS1-1; K-ESS2-2; LS1.C; 1-LS3-1; 2-LS4-1; 2-ETS1-2; 2-LS2-2;
Common Core: K.CC.1; K.CC.4;
Intended Audience: K-12 Educators

Course Prerequisite
/Co-requisites: None

Informed by the College of Education Vision, Mission, and Conceptual Framework:

We believe that the preparation and support of professional educators is the shared responsibility of the University of Alaska Anchorage and our partners, and that our programs must evolve dynamically in response to unique community needs, research, and continuous program assessment. This PACE course is designed to meet a professional development need in response to our partner school districts and professional organizations. The course fits within the mission of the UAA College of Education as we encourage lifelong learning to meet the challenges of a rapidly changing world.

Link to Standards for Alaska Teachers:

This professional development effort is rooted in the fundamentals of the standards for Alaska Teachers. It is offered to encourage and support practicing educators in attaining, maintaining, or surpassing the standards that, as stated in Standards for Alaska's Teachers, "define the skills and abilities our teachers and administrators need to possess to effectively prepare today's students for successful lives and productive careers." (Mike Hanley, <http://www.eed.state.ak.us/standards/pdf/teacher.pdf>)

Course Design:

- a. Requires 15 contact hours and approximately 30 hours of work outside of class.
- b. Does not apply to any UAA certificate or degree program.
- c. No UAA lab and/or materials fees beyond standard charges.
- d. This course is based upon the collegial sharing, collaboration, and support of the participants and facilitator as a community of learners. Course activities will include common readings and group discussions, collective learning processes, peer coaching/mentoring, and reflective practices.

Instructional Goals and Defined Outcomes:

RESEARCH BASED THEORY/PRINCIPLES/PRACTICES/TRENDS (CONTENT)

1.0 Instructional Goal:

Introduce the Project WILD, Growing Up WILD, Alaska Wildlife Curriculum and Alaska's Bears-A Teachers Guide, teaching materials and demonstrate interdisciplinary methods to teach about Alaska's wildlife and the use of trail cameras for inquiry, place-based learning.

Defined Outcome:

- 1.1 Participants will examine key elements of the Project WILD and AWC curriculums.
- 1.2 Participants will describe the relevancy of the various curriculums presented and interdisciplinary teaching methods to their experiences, classroom practices, and students' needs.
- 1.3 Participants will learn how to set up and use trail cameras for classroom projects.

THEORY INTO PRACTICE (APPLICATION)

2.0 Instructional Goal:

Provide a collaborative structure for participants to adapt the Project WILD, G UW and AWC curriculums for use into their classroom practices.

Defined Outcome:

- 2.1 Participants will examine the strengths and potential problems of implementing the Project WILD, G UW and AWC materials in their classrooms
- 2.2 Participants will describe how they will use the curriculums to promote an understanding of human interrelationships with the environment and the wise use of natural resources.

REFLECTION ON THEORY INTO PRACTICE (REFLECTION)

3.0 Instructional Goal:

Engage participants in reflective examinations of the three curriculums and the interdisciplinary approach for teaching principles of the ecosystem.

Defined Outcome:

Participants will analyze and reflect upon the Project WILD and AWC curriculums, their application to their classrooms, the outcomes of the implementation, and the implication for future instructional direction, as well as professional learning needs.

RELATIONSHIP TO STANDARDS

4.0 Instructional Goal:

Familiarize participants with the district, state, and national standards addressed by the strategies and concepts presented.

Defined Outcome:

Participants will identify the standards met by implementing the Project WILD and AWC curriculums in their classrooms.

Writing Style Requirements:

Participants' writing will reflect the clarity, conciseness, and creativity expected of post-baccalaureate certificated educators.

Attendance and Make-up Policy:

Participants are expected to actively and collegially participate in all classes as a contributing member of a learning community. Attendance at every session is, therefore, very important and make-up for missed classes will be approved by the instructor on an exception basis only.

Course Assignments, Assessment of Learning, and Grading System:

Course grading will be A-F based upon the following. Models and rubrics will be provided for each assignment.

- a. Participation and Collegial Support 25%
Participants will be expected to actively and collegially participate in discussions, activities, and other process experiences during the seminars and group sessions

- b. Reflective Paper 25%
Participants will complete a thoughtful, reflection of course experience(s), discussions, applications, and readings.
- c. Mini Lesson and Discussion Facilitation 25%
Participants will demonstrate a mini lesson and lead a group discussion of the strategies presented.
- d. Application and Assessment 25%
Participants will apply the strategies in their classroom and will submit an assessment of the process and outcomes.

Quality of Work

Assignments, projects, papers, presentations, etc. will be graded for quality as follows:

"A" work goes beyond the assignment in originality, scholarship or critical thinking; excellent in all aspects.

"B" work is complete, comprehensive, and well prepared; clearly indicates that considerable time and intellectual effort was expended in preparing the assignment.

"C" work is average; completed as requested, on time, and in appropriate format.

"D" work is below average; incomplete or chronically late; in inappropriate format; does not meet course standards, shows limited effort and understanding.

"F" indicates that the student has not met the guidelines for "A-D" work.

Course Calendar/Schedule:

Friday, May 11 5:00-8:30 PM

Saturday, May 12, 9AM. – 5PM

Wednesday, July 18 5-7PM Owl Network Presentation

Friday, August 3 5-7PM Owl Network Presentation

SOLDOTNA:

Fri, May 11

5:00 PM – 8:30 PM

Introduction and training goals, Alaska Animals basics
Overview of "Using the Environment as an Integrating Context"
Natural History background content on species of interest using Venn diagrams and pattern analogy. Integrating multiple disciplines into lessons.

Sat., May 12, 2018

9:00 AM – 5:00 PM

Overview of "Using the Environment as an Integrating Context"
Modeling and class participation
Familiarization with WILD and AWC activity guides including NEW Alaska's Bears-A Teacher's Guide and associated kit, Eco-system and Habitat lessons for elementary levels and content background toward teacher knowledge enrichment, Alaska Zoo and ADF&G Resources (kits/trail cameras). Small group work by grade level in adapting lessons to meet performance standards.

Wed., July 18, 2018

5:00-7:00 PM

Owl Network Presentations on Skull and Fur Kits

Fri., Aug. 3, 2018
5:00-7:00 PM

Owl Network Presentation of Projects and Critter Cam check out

Integrating and adapting WILD, GUW, AKB's and AWC to meet 2018 standards and individual teaching goals towards student achievement.

Related Professional Organizations:

National Science Teachers Association, Alaska Natural Resource and Outdoor Education Association, American Fish and Wildlife Association.

Course Texts, Readings, Handouts, and Library Reserve:

Required Text/Materials:

Alaska Department of Fish & Game. (1999, with later revisions). *Alaska Wildlife Curriculum*. Anchorage. Alaska Department of Fish and Game

Alaska Department of Fish & Game. *Alaska's Bears-A Teacher's Guide*. Anchorage, Alaska Department of Fish and Game

American Fish and Wildlife Association. (1997). *Project WILD activity guide*. Washington D.C.: American Fish and Wildlife Association.

American Fish and Wildlife Association. (2009). *Growing Up WILD activity guide*. Washington D.C.

American Fish and Wildlife Association. (2013). *Aquatic WILD K-12 Curriculum and Activity Guide*. Washington D.C.

Content References:

Environmental Education and Training Partnership. (1997). *Project learning tree activity guide*. Stevens Point, WI: Author.

North American Association for Environmental Education. (1996). *Environmental education materials: Guidelines for excellence*. Rock Spring, GA: Author.

North American Association for Environmental Educaiton. (1996). *Environmental education materials: Guidelines for excellence workbook*. Rock Spring, GA: Author.

Wilke, R., & Padlino, J. (1997). *Environmental education teacher resource handbook: A practical guide for K-12 environmental education*. Thousand Oaks, CA: Corwin Press.

Other materials from:

Alaska Department of Fish and Game, Division of Wildlife Conservation
(<http://www.state.ak.us/adfg/wildlife/wildmain.htm>)

Alaska Department of Natural Resources, Division of Forestry
(<http://www.dnr.state.ak.us/forestry>)

Alaska Natural Resource and Outdoor Education Association (<http://www.anroe.org>)

Standards References:

Alaska Comprehensive Center. (2012). *Guide to Implementing the Alaska Cultural Standards for Educators*. Juneau, AK: Alaska Department of Education and Early Development.

Alaska Native Knowledge Network. (1998). *Alaska standards for culturally responsive schools*. Fairbanks, AK: University of Alaska Press.

Learning Forward. (2011). *Standards for professional Learning*. Retrieved from <http://learningforward.org/standards-for-professional-learning#.VyvT9U32aJc>.

State of Alaska Department of Education and Early Development. (1997). *Standards for Alaska teachers*. Juneau, AK: Author.

State of Alaska Department of Education and Early Development. (2006). *Content standards for Alaska students*. Juneau, AK: Author.

State of Alaska Department of Education and Early Development. (1999). *Performance standards for Alaska students*. Juneau, AK: Author.

State of Alaska Department of Education and Early Development. (2012). *New Alaska English/language arts and mathematics standards*. Juneau, AK: Author.

Course Policies:

Incomplete Grades

An "I" (Incomplete) is a temporary grade. It is used to indicate that a student has made satisfactory progress in the majority of the work in a course, but for unavoidable absences or other conditions beyond the control of the student, has not been able to complete the course. The Incomplete Grade Contract, a signed contract form between the student and the course instructor that stipulates the assignment(s) required to finish the course, is required and must be completed and filed with PACE before an "I" grade is assigned. Course work must be completed by a date specified in the contract, not to exceed one year. Upon completion of the required course work, the course instructor must submit a change of grade form accompanied by a copy of the incomplete grade contract to the PACE Office. If course work is not completed within one year or if the terms specified on the Incomplete Grade Contract are not met, the student may be assigned a failing grade (F or NP, depending on the grading basis of the course). If course work is not completed within one year and the instructor does not submit a change of grade at that time, the "I" will become a permanent grade and it will be necessary for the student to re-register to obtain credit for the course.

ADA Policy

The provision of equal opportunities for students who experience disabilities is a campus-wide responsibility and commitment. Disabilities Support Services (DSS) is the designated UAA department responsible for coordinating academic support services for students who experience disabilities. To access support services, students must contact DSS (786-4530 or 786-4536 TTY) and provide current disability documentation that supports the requested services. Disability support services are mandated by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990. Additional information may be accessed at the DSS Office in Business Education Building (BEB105) or on-line at www.uaa.alaska.edu/dss.

Academic Dishonesty Policy

Academic integrity is a basic principle that requires all students to take credit only for the ideas and efforts that are their own. Cheating plagiarism, and other forms of academic dishonesty are defined as the submission of materials in assignments, exams, or other academic work that is based on sources prohibited by the faculty member. Academic dishonesty is defined further in the "student Code of Conduct." In addition to any adverse academic action that may result from the academically dishonest behavior, the University specifically reserves the right to address and sanction the conduct involved through student judicial review procedures and the Academic Dispute Resolution Procedure specified in the University catalog.

Professional and Ethical Behavior

University of Alaska Anchorage College of Education students are expected to abide by the State of Alaska Code of Ethics of the Education Profession and professional teaching standards as they concern students, the public, and the profession. The standards, adopted by the Professional Teaching Practices Commission, govern all members of the teaching profession. A violation of the code of ethics and professional teaching standards are grounds for revocation or suspension of teaching certification.

Technology Integration

University of Alaska Anchorage College of Education students are expected to (a) demonstrate sound understanding of technology operations and concepts; (b) plan and design effective learning environments and experiences supported by technology; (c) implement curriculum plans that include technology applications in methods and strategies to maximize student learning; (d) facilitate a variety of effective assessment and evaluation strategies; (e) use technology to enhance productivity and professional practice; and (f) understand the social, ethical, and human issues surrounding use of technology in PreK-12 schools and apply those principles in practice.

Non-Discrimination Policy

The University of Alaska is an affirmative action/equal opportunity employer and educational institution. The University of Alaska does not discriminate on the basis of race, religion, color, national origin, citizenship, age, sex, physical or mental disability, status as a protected veteran, marital status, changes in marital status, pregnancy, childbirth or related medical conditions, parenthood, sexual orientation, gender identity, political affiliation or belief, genetic information, or other legally protected status. The University's commitment to nondiscrimination, including against sex discrimination, applies to students, employees, and applicants for admission and employment. Contact information, applicable laws, and complaint procedures are included on UA's statement of nondiscrimination available at www.alaska.edu/nondiscrimination.