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An excellent educational approach which naturally integrates a Christian view and scriptural principles, "Teaching Children" draws on noted English educator Charlotte Mason and the Child-Light approach to learning. Child-L puts children in touch with fine literature and teaches them through the use of "living books". Introduction by Susan Schaeffer Macaulay. This guide was developed with the intention of helping teachers and school site administrators in California review the elementary science curriculum and compare it to an idealized model that is presented in the document. Part I of the guide provides a summary of a number of characteristics considered to be important to a successful elementary science program. It was designed to aid teachers, principals, and parents in identifying features of their local science program where attention is needed. Part II presents a full-scale portrait of an elementary science program that focuses on the development of student understanding. This section provides teaching ideas that are concerned with both the knowledge base and scientific process skills. Common themes are present in the discussion of science instruction in the various subject areas. The disciplines and associated themes addressed are: (1) biological science (cells, genetics, evolution, plants, protists, animals, human beings, ecosystems); (2) earth science (astronomy, geology, natural resources, meteorology, oceanography and hydrology); and (3) physical science (matter, mechanics, energy sources and transformation, heat, light, electricity, magnetism, and sound). (TW) What causes the seasons to change? How many hours do elephants spend eating each day? What are the largest creatures that ever lived? Read this book to find out! Part of World Book's Learning Ladders series, this book introduces children to the basic needs of living things. Each spread includes introductory text, colorful illustrations with detailed captions, and photographs that show real-world examples of the f

topic. Puzzle pages, fun facts, and true/false quizzes appear at the end of each volume. A balanced curriculum in elementary schools has been a topic of controversy for many decades. The standards-based reform movement evolved out of this controversy. Standards-based reform was designed to measure students' academic achievement by mandating that states implement accountability through annual assessments. Then, in 2002, with the enactment of the No Child Left Behind Act (NCLB), accountability transferred from a state-wide issue to a federal issue. With NCLB, states are now mandated to annually assess elementary students nationwide in grades second through sixth in the content areas of reading, language arts, and mathematics. There have been several negative effects on the elementary curriculum as a result of these mandated assessments; which, among others, include an unbalanced curriculum and teachers being pressured into making decisions to allot more time for teaching the assessed content areas and less time for teaching the non-assessed content areas (history-social science, art, and physical education). Concentration on history-social science in particular, research has shown that history-social science is not only being taught less but is being eliminated in many elementary schools throughout the United States. The result of eliminating history-social science is an unbalanced curriculum, which is unfair to students and teachers alike. Curriculum integration is a reasonable solution. My curriculum guide addresses the need for a balanced curriculum by integrating history-social science and reading. Project: The curriculum guide is designed for the fourth grade teachers at Gold Oak Elementary (Placerville, CA) who use the district-adopted Scott Foresman History-Social Science program, Our California, in conjunction with the Open Court program, Open Court Reading: Level 4. It encourages fourth grade teachers to include history-social science standards in their curriculum while they teach the mandated reading, writing, and oral language standards. The curriculum guide provides fourth grade teachers with integrated history-social science and reading lesson ideas, content, and activities. The activities include reading, video, and poetry supplemental resource extensions. Fourth grade teachers can use these extensions as enrichment either introducing a topic or extending content knowledge of a unit or lesson. The supplemental resource extensions create connections between history-social science and reading that will engage students cognitively and help them to gain important history-social science content knowledge. Sources of Data: This project used the fourth grade edition of Scott Foresman's Our California and Open Court's Open Court Reading Level: 4 programs to create the integrated

connections in the curriculum guide. Searches of the ERIC database provided additional resources for research that contributed to the project. Conclusion Reached: The curriculum guide is designed to help fourth grade teachers develop a balanced curriculum to their students. It offers teachers a variety of instructional materials and supplemental resource extensions to assist them in meeting all their students' needs. Most important, the curriculum guide helps teachers save time when preparing their lessons. This will encourage teachers to include history-social science into their curriculum and, as a result, will help them prepare their students for history-social science classes in middle school. This document has been written to relate to the "Mathematics Framework for California Public Schools, Kindergarten through Grade Twelve" published in 1985. Part 1 of the document provides a brief summary of important characteristics of a strong elementary mathematics program. Part 2 of the document presents a portrait of a desired elementary mathematics program focused on the development of student understanding. Included in part 2 are discussions, lessons, and teaching suggestions related to certain basic, underlying mathematical ideas referred to in the "Mathematics Framework" as the "essential understandings." These are: (1) number; (2) measurement; (3) geometry; (4) patterns and functions; (5) statistics and probability; (6) logic; (7) algebra. (RH) Sets guidelines for curriculum content through sequencing, learning activities and content.

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