Course Title: Greening Your Core
Course Number: AAA 608
Credit: 1 credit
CRN: 42627
Meeting times: June 24, 2015 (one day conference); through July 31, 2015 for Next Generation: STEM, Standards, and Sustainability Conference

Instructor Contact Information
Jake Pollack, Laurie Aguirre, Amy Randall

Description
New Common Core standards encourage student observation and analysis of the world through basic subjects (English, Science, Math, and Social Studies), while Next Generation Science Standards require students to understand models and make appropriate predictions upon what they observe. The same is true for the concepts of eco-literacy; understanding nature requires observation and reflection of natural systems.

This course will demonstrate, through real world examples, how teachers are successfully integrating eco-literacy to meet Common Core and Next Generations requirements. Given the deep interest in nature and environmental protection by 3rd through 5th grade students, this provides a wonderful opportunity for teachers to create lesson plans that blend standards and ecological principals students enjoy. The workshop, through hands-on activities, will open the door to resources that will help teachers adopt these skills for ongoing assimilation of eco-literacy in their classrooms.

Course Objectives
1. Teachers will attend the June 24th conference and go to the three ecoliteracy sessions.
2. Teachers read all assigned readings
3. Teachers will create a unit plan on eco-literacy or sustainability using the readings and the information gained from attending the conference.

Due Dates: All assigned work must be completed by July 31, 2015.

Readings
Students will read and reflect on the following:

Selections from Center for Ecoliteracy website: http://www.ecoliteracy.org/
Oregon Environmental Literacy Plan: http://www.ode.state.or.us/gradelevel/hs/oregon-environmental-literacy-plan.pdf

Course Expectations and Assignments
Participation in Next Generation: STEM, Standards, and Sustainability Conference, and:
- Lesson Plan Development: 60%
- Book Review and Reading Response: 40%

To receive UO credit for this class, participating teachers must attend: (a) Next Generation: STEM, Standards, and Sustainability Conference on June 24, 2015; (b) develop a lesson plan that will be implemented in your own class; and (c) complete a reading response to post online. This can build upon the lessons learned in the workshop and may be completed with a partner or small group of three.
Incompletes

Incompletes can be given to participating teachers who fail to complete the assignments by July 31, 2015. To receive an incomplete, the teacher must request it in writing from the instructor, along with a written plan and timeline for completing the unfinished assignments. It is up to the instructor to accept or reject the proposed arrangement for eliminating the incomplete.

Student Engagement Inventory

<table>
<thead>
<tr>
<th>Educational activity</th>
<th>Hours of student engagement</th>
<th>Explanatory comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course attendance</td>
<td>8</td>
<td>Face-to-face interaction and activity at the Next Generation Workshop</td>
</tr>
<tr>
<td>Readings and Written</td>
<td>6</td>
<td>Selected assigned readings and written reflections on an blog site for the course</td>
</tr>
<tr>
<td>Lesson Plan Development</td>
<td>24</td>
<td>Teachers will integrate and/or apply techniques and lessons learned from the workshop and develop a lesson plan to adapt to their own class.</td>
</tr>
<tr>
<td>Consultation with peers</td>
<td>Variable (1 – 2 hours)</td>
<td>Teachers will do a progress check with teaching assistants</td>
</tr>
<tr>
<td>Total hours:</td>
<td>40</td>
<td></td>
</tr>
</tbody>
</table>

Attendance Policy

Attendance at workshop and follow up activities are expected and required.

Absence Policy

Students must contact the instructor in case of illness or emergencies that preclude attending a class session or taking a quiz/exam. Messages can be left on the instructor’s voice mail or e-mail at any time of the day or night, prior to class. On a case-by-case basis, the instructor will determine whether the illness or emergency qualifies as an excused absence. If the absence is excused, the instructor will work with the student to create an alternate learning experience to make up for session that was missed. If no prior arrangement was made before class time, the absence will be unexcused and the student will not be able to make up the time.

Academic Misconduct Policy

All students are subject to the regulations stipulated in the UO Student Conduct Code.

http://udos.uoregon.edu/StudentConductandCommunityStandards/StudentConductCode.aspx

This code represents a compilation of important regulations, policies, and procedures pertaining to student life. It is intended to inform students of their rights and responsibilities during their association with this institution, and to provide general guidance for enforcing those regulations and policies essential to the educational and research missions of the University.

Diversity

It is the policy of the University of Oregon to support and value diversity. To do so requires that we:

• respect the dignity and essential worth of all individuals
• promote a culture of respect throughout the university community
• respect the privacy, property, and freedom of others
• reject bigotry, discrimination, violence, or intimidation of any kind
• practice personal and academic integrity and expect it from others
• promote the diversity of opinions, ideas and backgrounds which is the lifeblood of the university

Disabilities

The University of Oregon is working to create inclusive learning environments. If you have a documented disability and anticipate needing accommodations in this course, please contact the Accessible Education Center (formerly Disability Services) in 164 Oregon Hall at 541-346-1155 or uoaec@uoregon.edu; provide documentation, during the first week of class.