

**COURSE TITLE:** NO CHILD LEFT INSIDE: Lesson Ideas For Your Community

**WA CLOCK HRS:** 30

**NO. OF CREDITS:** 3 QUARTER CREDITS  
[semester equivalent = 2.00 credits]

**OREGON PDUs:** 30

**PENNSYLVANIA ACT 48:** 30

**INSTRUCTOR:** Peter Chausse  
walkportland@msn.com

### **COURSE DESCRIPTION:**

In this flexible and practical course, you'll see that a wealth of learning in math, science, art, social studies and language arts can take place right outside those classroom walls. You'll discover dozens of ways to use your school building, school grounds, school neighborhood and local community to enhance learning for your students, and you'll develop strategies on how to keep your students learning even when they're not in school.

You will begin by discovering more about your school environment and local community through a series of information acquisition activities, and then you will have the opportunity to develop fun and meaningful learning activities for your students. Ideas might be to study the local school environment, to organize local walking tours, or to take part in community service projects. Visits to local neighborhoods, business districts, parks and museums will also increase your students' awareness of their surroundings.

This class is applicable for all teachers of students K-12, and the strategies and ideas included can be implemented in any community.

**NOTE:** This course replaces ED411T - Beyond the Classroom. If you received credit for ED411T you cannot also receive credit for this course.

The Co-Instructor for this course is Jake Gordon, M.S. Ed.

**LEARNING OUTCOMES:** Upon completion of this course, participants will have:

1. Become familiar with how to integrate social justice into math lessons and social justice math into other curricular areas.
2. Expanded and increased their personal knowledge of the historical, cultural and social implications of mathematics.
3. Discovered and developed a comprehensive list of available literature, videos, web sites, and other resources available for use in writing an integrated unit of study.
4. Increased their competency in an integrated approach by using examples from the book to construct a complete integrated unit of study relevant to their learning environment.
5. Completed extended reading on social justice/math issues.

### **COURSE REQUIREMENTS:**

Completion of all specified assignments is required for issuance of hours or credit. The Heritage Institute does not award partial credit.

### **HOURS EARNED:**

Completing the basic assignments (Section A. Information Acquisition) for this course automatically earns participant's their choice of CEUs (Continuing Education Units), Washington State Clock Hours, Oregon PDUs, or Pennsylvania ACT 48 Hours. The Heritage Institute offers CEUs and is an approved provider of Washington State Clock Hours, Oregon PDUs, and Pennsylvania ACT 48 Hours.

### **UNIVERSITY QUARTER CREDIT INFORMATION**

#### **REQUIREMENTS FOR UNIVERSITY QUARTER CREDIT**

Continuing Education Quarter credits are awarded by Antioch University Seattle (AUS). AUS requires 75% or better for credit at the 400 level and 85% or better to issue credit at the 500 level. These criteria refer both to the amount and quality of work submitted.

1. Completion of Information Acquisition assignments 30%
2. Completion of Learning Application assignments 40%
3. Completion of Integration Paper assignment 30%

**CREDIT/NO CREDIT (No Letter Grades or Numeric Equivalents on Transcripts)**

Antioch University Seattle (AUS) Continuing Education Quarter credit is offered on a Credit/No Credit basis; neither letter grades nor numeric equivalents are on a transcript. 400 level credit is equal to a "C" or better, 500 level credit is equal to a "B" or better. This information is on the back of the transcript.

AUS Continuing Education quarter credits may or may not be accepted into degree programs. Prior to registering determine with your district personnel, department head, or state education office the acceptability of these credits for your purpose.

## **ADDITIONAL COURSE INFORMATION**

### **REQUIRED TEXT**

Open The Door, Let's Explore More! is the required course text. Also select a similar text from the bibliography provided, or a book of your choice, with prior approval from instructor.

- ***Open The Door, Let's Explore More!***  
by Rhoda Redleaf

NOTE: The book, Open The Door, Let's Explore More! is difficult to find. Please contact me for instructions regarding the reading materials that you must obtain on your own.

### **MATERIALS FEE**

The materials packet can now be acquired from the instructor via email at no cost. After registration, please contact Peter Chausse at walkportland@msn.com to obtain the materials. Course text is, Open the Door, Let's Explore More! Also select a book of your choice, or similar texts from the bibliography provided. The cost of the books will depend on where you purchase them. Please contact me for instructions regarding the reading materials you must obtain on your own.

## **ASSIGNMENTS REQUIRED FOR HOURS OR UNIVERSITY QUARTER CREDIT**

### **A. INFORMATION ACQUISITION**

#### **Assignment #1: Review workbook**

- Review the workbook sent to you by the instructor.
- Complete exploration of your school facility and learning environment.
- Complete the worksheet for Assignment #1, 'My School'.

**Send to instructor: walkportland@msn.com. Subject line to read 'No Child Left Inside #1'.**

#### **Assignment #2: Explore school grounds**

- Complete exploration of your school grounds.
- Complete worksheet for Assignment #2, 'The School Grounds'

**Send to instructor: walkportland@msn.com. Subject line to read 'No Child Left Inside #2'.**

#### **Assignment #3: Neighborhood walking tour**

- Design a neighborhood walking tour or slide show.
- Complete Assignment #3, in the workbook, 'The Local Environment'

**Send to instructor: walkportland@msn.com. Subject line to read 'No Child Left Inside #3'.**

#### **Assignment #4: Exploration of local community**

- Complete an exploration of your local community.
- Complete the worksheet for Assignment #4, 'The Local Community'

**Send to instructor: walkportland@msn.com. Subject line to read 'No Child Left Inside #4'.**

**Assignment #5: Conversations with the community**

- Talk to a non-educator about the class you are taking.
- Interview them regarding their perspective and thoughts on the topics you are studying.
- Summarize the interview in a 1-page report.

**Send to instructor: walkportland@msn.com. Subject line to read 'No Child Left Inside #5'.**

**Assignment #6: Read a text**

- Read the book, *Open the Door, Let's Explore More!* or a similar text.
- Complete the Assignment sheet, summarizing the reading.

**NOTE:** *Open the Door, Let's Explore More!* is difficult to find. Please contact me for instructions regarding the reading.

**Send to instructor: walkportland@msn.com. Subject line to read 'No Child Left Inside #6'.**

**Assignment #7: Read an additional book**

- Choose an additional book from the bibliography, (or a book of your own choosing, with the instructor's approval) which focuses on ways to take learning outside the classroom.
- Complete the workbook assignment.

**Send to instructor: walkportland@msn.com. Subject line to read 'No Child Left Inside #7'.**

**Assignment #8:**

- Conduct an internet search for websites containing information on Community Based Learning.
- Create an annotated bibliography of a minimum of 5 sites.
- Include how these websites can be used with students to stimulate learning.
- The annotation should include Title, Author, URL, length of article, and date of publication.

**Send to instructor: walkportland@msn.com. Subject line to read 'No Child Left Inside #8'.**

**ADDITIONAL ASSIGNMENTS REQUIRED FOR UNIVERSITY QUARTER CREDIT**

**B. LEARNING APPLICATION**

In this section you will apply your learning to your professional situation. This course assumes that most participants are classroom teachers who have access to students. If you are not teaching in a classroom, please contact the instructor for course modifications. If you are a classroom teacher and start or need to complete this course during the summer, please try to apply your ideas when possible with youth from your neighborhood, at a local public library or parks department facility, (they will often be glad to sponsor community-based learning), or with students in another teacher's summer classroom in session.

**Assignment #9: Create a lesson**

Assignment #9A:

- Create a lesson or adapt an existing one to reflect what you've learned, using the school grounds or community to convey academic content.
- Implement your lesson with students in your classroom.
- Write a 250-500 word commentary on what worked well and what could be improved.
- Include any student feedback on your lesson.
- Share what you've learned with other teachers taking our courses by also contributing your Lesson to The Heritage Institute Lesson Library [here](#).
- **Send to instructor: walkportland@msn.com. Subject line to read 'No Child Left Inside #9A'.**

**OR**

Assignment #9B:

Use this option if you do not have a classroom available.

- Create a lesson or adapt an existing one to reflect what you've learned in this course. (Do not implement it.)
- Share what you've learned with other teachers taking our courses by contributing your Lesson to The Heritage Institute Lesson Library [here](#).
- Write a 500+ word article concerning any noteworthy success you've had as a teacher with one or more students.
- Please refer to the guidelines on our blog [What Works: Teaching at its Best](#) prior to writing your article.
- When you submit your article to your instructor, please also email a copy to [Renee Leon](#) THI blog curator and media specialist.
- Indicate whether or not you are OK with having your article considered for publishing on our website.
- **Send to instructor: walkportland@msn.com. Subject line to read 'No Child Left Inside #9B'.**

**Assignment #10: (500 Level ONLY)**

**Option A)**

Create an original research, or hands-on project for your students that focuses on some aspect of community based learning. Ideas could focus on walking field trips, community service projects, involvement with local parks or businesses, or other pertinent ideas. Discuss with the instructor beforehand what you would like to do. Then, explain the goals, implementation and results of the project.

**Send to instructor: walkportland@msn.com. Subject line to read 'No Child Left Inside #10-A'.**

**OR**

**Option B)**

Another assignment of your own design with prior approval of the instructor.

**Send to instructor: walkportland@msn.com. Subject line to read 'No Child Left Inside #10-B'.**

**C. INTEGRATION PAPER**

Assignment #11: (Required for 400 and 500 Level)

**SELF REFLECTION & INTEGRATION PAPER**

**(Please do not write this paper until you've completed all of your other assignments.)**

1. What did you learn vs. what you expected to learn from this course?
2. What aspects of the course were most helpful and why?
3. What further knowledge and skills in this general area do you feel you need?
4. How, when, and where will you use what you have learned?
5. How and with what other school or community members might you share what you learned?

**Send to your instructor at their email address. Subject line to read "(put course name here) Integration Paper"**

**INSTRUCTOR COMMENTS ON YOUR WORK:**

Instructors will comment on each assignment. If you do not hear from the instructor within a few days of posting your assignment, please get in touch with them immediately.

## **QUALIFICATIONS FOR TEACHING THIS COURSE:**

**Peter Chausse, B.S.** is a former elementary school teacher, who has specialized in teaching his students about trees, plants, urban parks and natural areas.

Before beginning his teaching career, Peter earned a degree in Forestry from the University of Maine. His training included coursework in Dendrology (tree identification), Forest Management and wood product usage.

In the early 1980's, Peter worked for the U.S. Forest Service in the state of Washington, where he focused on tree identification and scientific observations. Since 1994, Peter has taught a course through The Heritage Institute titled, 'Studying Portland's Trees' During the course, participants learn how to recognize several dozen tree species as they explore Portland's parks and historic neighborhoods on foot. Ideas for the integration of tree study with math, art, science, literature, writing and social studies activities are presented and discussed.

Peter has had a lifelong love of trees, and is eager to help you acquire more tree knowledge. He is also dedicated to helping you bring this information to your students in fun and meaningful ways.

## **Co-Instructor:**

Jake Gordon, M.S. Ed., graduated from Western Oregon University. He became a teacher due to his desire to share the world with his students and give them the skills needed to explore and understand the world around them.

In 2017 Jake took an academic sabbatical to pursue his graduate studies. He moved to Germany and completed a year of graduate studies at the world-renowned American Studies Leipzig Institute at the University Leipzig. With an expanded worldview and knowledge base, Jake returned to Oregon, where he earned an M.S. in Social Studies Education from Western Oregon University in June 2019.

He currently teaches social studies and geography at Adam Stephens Middle School in Salem, Oregon. In addition to teaching, Jake is an elected member of the Center for Geography Education in Oregon.

## **BIBLIOGRAPHY**

### **NO CHILD LEFT INSIDE: Lesson Ideas For Your Community**

#### **MAIN TEXTS:**

Carroll, Kathleen. 2007 *A Guide to Great Field Trips* Zephyr Press Chicago, IL

Redleaf, Rhoda. *Open The Door, Let's Explore More!* 1996. Redleaf Press. St. Paul. MN.

Schwarzman, Mat. & Keith Knight 2006 *A Beginner's Guide to Community Based Arts Education*. New Village Press, Oakland, CA

Sobel, David. 2004. *Place Based Education* The Orion Society, Great Barrington, MA

#### **NOTE ABOUT THESE RESOURCES:**

These are generally activity books that can be found in stores that focus on teacher learning aides and supplies. You may find other books that are more applicable to your teaching situation. If so, you are welcome to use them with my prior approval. And I'd appreciate knowing about them!

Thanks, Peter.

#### **MORE RESOURCES**

Albert, Toni. *Science by the Season*. 1992. Carosn-Dellosa Publishing. Greensboro, N.C.

Artel, Mike. *Weather Ways: Questions, Facts & Riddles About Weather*. 1995. Good Year Books. Glenville, IL.

Evan-Moor Educational Publishers. *My Community*. 1996. Monterey, CA.

Evan-Moor Educational Publishers. *My Neighborhood*. 1996. Monterey, CA.

Evan-Moor Educational Publishers. *Transportation*. 1996. Monterey, CA.

Home, Barbara with Frances James and Ann Kerr. *A Sense of Place*. Belair Publishing, 1995. Twickenham, England.

Klawitter, Pamela. *Learning About Communities*. 1994. Milliken Publishing, St. Louis, MO.

Redleaf, Rhoda. *Open The Door, Let's Explore More!* 1996. Redleaf Press. St. Paul. MN.

Rushdoony, Haig A. *The Language of Maps*. 1983. Fearon Publishing. Parsippany, NJ.

Schwartz, Linda. *The Travel Bug: Creative Activities for Kids on the Go*. 1993. The Learning Works, Santa Barbara, CA.

Shedd, Warner. *Kids Wildlife Book*. 1994. Williamson Publishing, Charlotte, VT.