As teachers, you will have responsibilities for “making a difference” for children that can affect the rest of their lives. At the same time, teachers are often under-valued and considered to be baby sitters rather than actual teachers.

The purpose of this assignment is for you to explore your own assumptions about teaching, learning, and schooling, as well as emerging ideas about teaching and learning science.

Each critical analysis card is focused on a particular set of readings in each module. Your writing must provide evidence that you have read and thought about the material.

These assignments should not repeat or summarize what was read.

Ideally, your writing should explore a synthesis of the readings, the activities and discussions in class, and your work with children (in either your current practicum or other experiences). You also may include experiences you have had as a student, comparisons and conflicts with ideas from other classes, or your prior conceptions about teaching and learning science.

Always focus on something particularly meaningful to you as the core for each of your critical analysis cards.

**CARDS:**
Readings preceded by “❖” are most important and definitely need to be addressed.

<table>
<thead>
<tr>
<th>Card #</th>
<th>Module</th>
<th>Readings &amp;/or Focus</th>
<th>Description</th>
</tr>
</thead>
</table>
| 1      | Introduction | ❖ CCCYS – Chapt. 1  
   • Assumption & Orientation  
   • Banned Words |  
   • Explore your first reactions to the material in Chapter 1 and the other readings as well as in class.  
   • If you have difficulty finding a focus, select one or more “sidebar” questions to explore. |
| 2      | Inquiry | ❖ CCCYS – Chapt. 6, Apps. H & I |  
   • Explore your reactions to Chapter 6 and the Appendices, as well as your experiences thus far in class.  
   • If you have difficulty finding a focus, select one or more “sidebar” questions to explore. |
| 3      | Complex Learning | ❖ CCCYS – App. D  
   • Systems & Pattern Thinking  
   • Complex Learning  
   • Levels of Cognition |  
   • Explore your reactions to Appendix D and the other readings, as well as our class activities and discussions. |
| 4      | Learning & Discourse | ❖ CCCYS – Chpts. 4 & 5 |  
   • Explore your reactions to Chapters 4 and 5, as well as our class activities and work with children.  
   • If you have difficulty finding a focus, select one or more “sidebar” questions to explore. |
| 5 | DUE 2/23/10 | Assessment | CCCYS – Chapt. 7 | • Explore your reactions to Chapter 7 and our class activities.  
• If you have difficulty finding a focus, select one or more “sidebar” questions to explore. |
| 6 | DUE 3/2/10 | Planning | CCCYS – Chapt. 8, App. E | • Explore your reactions to Chapter 8 and Appendix E.  
• If you have difficulty finding a focus, select one or more “sidebar” questions to explore. |
| 7 | DUE 3/23/10 | Community | CCCYS – Chapt. 9 | • Explore your reactions to Chapter 9 and our class activities and discussions.  
• If you have difficulty finding a focus, select one or more “sidebar” questions to explore. |
| 8 | DUE 4/13/10 | Field Studies | CCCYS – App. F | • Explore your reactions to Appendix F and our field study. |
| 9 | DUE 4/20/10 | Practicum | Any or all readings | • Explore issues and concerns from your work with children with special emphasis on our readings and class activities and discussions. |
| 10 | DUE 4/27/10 | Profession | CCCYS – Chapt. 10 & 11 | • Explore your reactions to Chapter 10 and 11 in relation to your experiences in class and your future aspirations and goals.  
• If you have difficulty finding a focus, select one or more “sidebar” questions to explore. |