"It was wonderful to get into the field with experts.This week reminded me to allow time for students to wonder and ponder about the concept being considered."

Summer Institute July 13-17, 2009

At Yale's new West Campus facility in West Haven, CT

The Institute offers teachers inquiry- and problem-based teaching techniques. They will be guided through the 5-lesson module and teacher guide, becoming familiar with the BioAction Kit that will be loaned to their classrooms during the school year. Teachers will receive an introduction to local biodiversity along the Oyster River at Yale's new West Campus facility.

"Learning from primary sources and sharing ideas with other teachers has been invaluable."

Event-Based Science (EBS)

The Peabody Fellows Program uses this unique problem-based model to challenge students with real-life scenarios.

- Teachers will receive the Museum's new EBS curriculum unit, plus a BioAction kit (BAK-pak) that contains specimens scientific instruments, supplies and equipment needed for student-driven investigations.
- Students will design and conduct experiments based on current problems in biodiversity, ecology and human health. Activities are modeled on the CT Department of Education's Curriculum-embedded Performance Tasks.

As part of their culminating presentation, this site plan was designed by students for an outdoor recreation center in an area where both Lyme and West Nile virus are prevalent.

For further information contact:
Mary Anderson
School/Community Liaison
mary.anderson@yale.edu
(203) 432-5715
Fax (203) 432-9816

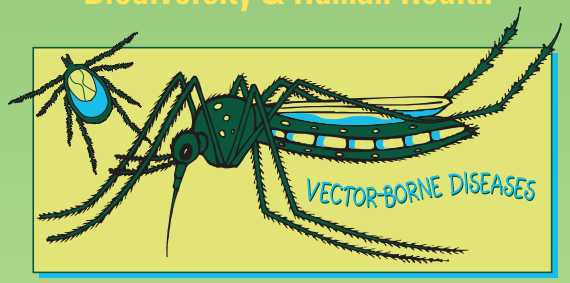
Brochure, registration form, and detailed information at:
www.peabody.yale.edu/education/fellows/pages/about.html

Yale Peabody Museum of Natural History
P. O. Box 208118, 170 Whitney Avenue
New Haven, CT 06520-8118

This publication was made possible by
Science Education Partnership Award R25 RR020818
National Institutes of Health

PEABODY FELLOWS PROGRAM

Biodiversity & Human Health



Summer Institute for Teachers
BIODIVERSITY AND HUMAN HEALTH

Arthropod Vectors: Lyme disease & West Nile virus

Summer Institute for Teachers
July 13-17, 2009

"The Institute and curriculum module address so much of what and how I need to teach science."

YALE PEABODY MUSEUM OF NATURAL HISTORY

Science Education Partnership Award
National Institutes of Health
SEPA R25 RR020818

SEPA SCIENCE EDUCATION PARTNERSHIP AWARD
Supported by the National Center for Research Resources, a part of the National Institutes of Health

Peabody Fellows Program

This exciting professional development program offers grades 5-10 teachers the chance to pilot innovative curricula and hands-on, inquiry-based learning methods that link biodiversity with Connecticut's science standards. Our program makes the connection between the natural environment and students' own lives and emphasizes methodologies that:

- Improve critical science thinking (including inquiry- and problem-based learning, and science literacy and numeracy)
- Conform to the Connecticut Science Framework Standards and Performance Expectations
- Prepare students to perform their best on the new Science CMT and CAPT
- Address the state-developed Curriculum-embedded Performance Tasks

Teachers Receive

- FREE one-week summer institute and 5-lesson curriculum unit
- Loan of kit for student investigation of vector-borne disease
- $400 stipend after teaching and assessing the complete module in your classroom
- 4.0 CEUs from Yale University
- Instruction in the 5-lesson module, teacher guide, and BioAction Kit components
- Field work along the Oyster River at Yale's new West Campus facility
- Ongoing support from the Museum's educators
- Free class visit to the Peabody Museum
- Free Peabody Museum family membership

"I can't wait to teach my students and other teachers what I have learned!"

Peabody Fellows and Connecticut Science Frameworks

Our summer institute and curriculum unit address the following CT Science Framework Content Standards and expected performances for middle and high school students:

- All core scientific inquiry, literacy and numeracy content standards and expected performances BINQs 1-10 CINQs 1-10 DINQs 1-10
- Describe, explain and predict natural phenomena
- Achieve scientific literacy through reading, writing and speaking about science
- Scientific inquiry processes
- Ability to research using scientific sources
- Use mathematical operations to describe scientific data and ideas and to create scientific presentations for critical review by peers

"Being able to share ideas, sort through them and come up with a solid result is really gratifying!"

Conceptual Themes, Guiding Questions and Content Standards

V. Matter and Energy in Ecosystems – How do matter and energy flow through ecosystems?
- Ecosystems (6.2: C5, C6)

VI. Structure and Function – How are organisms structured to ensure efficiency and survival?
- Cell Structure and Function (10.1: D30)

VII. Heredity and Evolution – What processes are responsible for life's unity and diversity?
- Reproduction and Heredity (8.2)
- Genetics (10.5: D40, D42)

X.I Science and Technology in Society – How do science and technology affect the quality of our lives?
- Water Quality (6.4: C10, C11)
- Food Technology (7.4: C21)
- Human Environmental Impacts (9.8: D24; 9.9: D25)
- Living with Microorganisms (10.2: D31, D32)
- Biotechnology (10.3: D34)
- Human Population Growth (10.6: D43, D44, D45)

For more detailed information on how our program and curriculum module address CT Science Standards, please visit our web site at www.peabody.yale.edu/education/fellows/pages/about.html