ELEMENTARY EDUCATION:
EARLY CHILDHOOD/ENGLISH
AS A SECOND LANGUAGE

REQUIREMENTS

The Early Childhood/English as a Second Language option prepares teachers to work at the preschool and primary levels (approximately birth through age 8). Students are also certified in English as a Second Language at the Early Childhood level. Admitted students begin the four-semester professional sequence in the fall after admission.

The option coursework listed here is one component of the Elementary Education, BSE degree (http://guide.wisc.edu/undergraduate/education/curriculum-instruction/elementary-education-bse/#requirementstext) requirements.

Environmental Education Requirement
Select one Environmental Studies (http://guide.wisc.edu/courses/envir_st) course or from the following list. If appropriate, this course may also be applied toward the liberal studies requirements.

Environmental Education courses

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ATM OCN/ SOIL SCI 132</td>
<td>Earth’s Water: Natural Science and Human Use</td>
<td>3</td>
</tr>
<tr>
<td>BOTANY 100</td>
<td>Survey of Botany</td>
<td>3</td>
</tr>
<tr>
<td>BOTANY/BIOLOGY/ ZOOLOGY 152</td>
<td>Introductory Biology</td>
<td>5</td>
</tr>
<tr>
<td>BOTANY 240</td>
<td>Plants and Humans</td>
<td>3</td>
</tr>
<tr>
<td>BOTANY/ENVIR ST/ ZOOLOGY 260</td>
<td>Introductory Ecology</td>
<td>3</td>
</tr>
<tr>
<td>ECON/A A E/ ENVIR ST 343</td>
<td>Environmental Economics</td>
<td>3-4</td>
</tr>
<tr>
<td>GEOG/ENVIR ST 120</td>
<td>Introduction to the Earth System</td>
<td>3</td>
</tr>
<tr>
<td>GEOG/ENVIR ST 127</td>
<td>Physical Systems of the Environment</td>
<td>5</td>
</tr>
<tr>
<td>GEOG/ENVIR ST 139</td>
<td>Global Environmental Issues</td>
<td>3</td>
</tr>
<tr>
<td>GEOG/ENVIR ST 309</td>
<td>People, Land and Food: Comparative Study of Agriculture Systems</td>
<td>3</td>
</tr>
<tr>
<td>GEOG/ENVIR ST 339</td>
<td>Environmental Conservation</td>
<td>4</td>
</tr>
<tr>
<td>LAND ARC/ ENVIR ST 361</td>
<td>Wetlands Ecology</td>
<td>3</td>
</tr>
<tr>
<td>MED HIST/ ENVIR ST/ HIST SCI 513</td>
<td>Environment and Health in Global Perspective</td>
<td>3</td>
</tr>
<tr>
<td>PHYSICS 115</td>
<td>Energy</td>
<td>3</td>
</tr>
<tr>
<td>POP HLTH/ ENVIR ST 502</td>
<td>Air Pollution and Human Health</td>
<td>3</td>
</tr>
<tr>
<td>SOC/C&amp;E SOC 140</td>
<td>Introduction to Community and Environmental Sociology</td>
<td>3</td>
</tr>
<tr>
<td>SOC/C&amp;E SOC/ F&amp;W ECOL 248</td>
<td>Environment, Natural Resources, and Society</td>
<td>3</td>
</tr>
</tbody>
</table>

Students with college-level calculus coursework or advanced placement credit should see the exemption rules (http://www.math.wisc.edu/~lempp/Exemptionsfor130-32.htm) for this course. More detailed information (http://www.math.wisc.edu/~lempp/educ.html) about this course is available on the math department website.

Professional Sequence
Admitted students complete a four-semester sequence of professional courses beginning in the fall semester after program admission. Each semester of the sequence must be followed sequentially and taken in consecutive semesters.

Mathematics for Elementary Teachers

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 130</td>
<td>Mathematics for Teaching: Numbers and Operations</td>
<td>3</td>
</tr>
</tbody>
</table>

Students with college-level calculus coursework or advanced placement credit should see the exemption rules (http://www.math.wisc.edu/~lempp/Exemptionsfor130-32.htm) for this course. More detailed information (http://www.math.wisc.edu/~lempp/educ.html) about this course is available on the math department website.
Related Courses
These related courses focus on children and families and are recommended (not required) for students interested in early childhood education.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CNSR SCI 475</td>
<td>Family Economics</td>
<td>3</td>
</tr>
<tr>
<td>HDFS 362</td>
<td>Development of the Young Child</td>
<td>3</td>
</tr>
<tr>
<td>HDFS 464</td>
<td>Play-Development and Role Across the Lifespan</td>
<td>3</td>
</tr>
<tr>
<td>HDFS 469</td>
<td>Family and Community Influences on the Young Child</td>
<td>3</td>
</tr>
<tr>
<td>HDFS 471</td>
<td>Parent - Child Relations</td>
<td>3</td>
</tr>
<tr>
<td>HDFS 474</td>
<td>Racial Ethnic Families in the U.S.</td>
<td>3</td>
</tr>
<tr>
<td>HDFS 478</td>
<td>Development of Black Children and Their Families: Research and Policy</td>
<td>3</td>
</tr>
<tr>
<td>PHILOS 104</td>
<td>Special Topics in Philosophy for Freshmen</td>
<td>3</td>
</tr>
<tr>
<td>PSYCH 311</td>
<td>Issues in Psychology</td>
<td>1-4</td>
</tr>
<tr>
<td>SOC 120</td>
<td>Marriage and Family</td>
<td>3-4</td>
</tr>
<tr>
<td>PSYCH 460</td>
<td>Child Development (formerly numbered 560)</td>
<td>3-4</td>
</tr>
<tr>
<td>SOC WORK 206</td>
<td>Introduction to Social Policy</td>
<td>4</td>
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Liberal Studies course work 7-9

<table>
<thead>
<tr>
<th>Credits</th>
<th>Spring</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>CURRIC 325</td>
<td>3</td>
<td>CURRIC 314</td>
</tr>
<tr>
<td>CURRIC 328</td>
<td>3</td>
<td>CURRIC 326</td>
</tr>
<tr>
<td>CURRIC 550</td>
<td>3</td>
<td>CURRIC 370</td>
</tr>
<tr>
<td>CURRIC 660</td>
<td>3</td>
<td>CURRIC/RP &amp; SE 506</td>
</tr>
<tr>
<td>CURRIC 663</td>
<td>3</td>
<td>CURRIC 367</td>
</tr>
<tr>
<td>CURRIC 363</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>18</td>
<td>15</td>
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</table>

Senior

<table>
<thead>
<tr>
<th>Credits</th>
<th>Spring</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>CURRIC 315 (also meets Communication B)</td>
<td>3</td>
<td>CURRIC 463</td>
</tr>
<tr>
<td>CURRIC 327</td>
<td>3</td>
<td>CURRIC 468</td>
</tr>
<tr>
<td>CURRIC 371</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>CURRIC 372</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>CURRIC 373</td>
<td>3</td>
<td></td>
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<tr>
<td></td>
<td>15</td>
<td>12</td>
</tr>
</tbody>
</table>

Total Credits 120

FOUR-YEAR PLAN

Elementary Education: Sample Four-Year Plan

Early Childhood/English as a Second Language Option

This four-year sample graduation plan is designed to guide your course selection throughout your academic career; it does not establish a contractual agreement. Use it along with your DARS report and the Course Guide to create a four-year plan reflecting your placement scores, incoming credits, and individual interests. Consult with an academic advisor to develop a personalized plan of study and refer to the Guide for a complete list of requirements. You will likely revise your plan several times during your academic career here, based on your activities and changing academic interests.

Freshman

<table>
<thead>
<tr>
<th>Credits</th>
<th>Spring</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication A (fall or spring semester)</td>
<td>3</td>
<td>Communication A (fall or spring semester)</td>
</tr>
<tr>
<td>Liberal Studies course work</td>
<td>12-15</td>
<td>Ethnic Studies</td>
</tr>
<tr>
<td>Liberal Studies course work</td>
<td>9-12</td>
<td></td>
</tr>
<tr>
<td></td>
<td>15</td>
<td>15</td>
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</table>

Sophomore

<table>
<thead>
<tr>
<th>Credits</th>
<th>Spring</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 130 (also meets Quantitative Reasoning A)</td>
<td>3</td>
<td>Quantitative Reasoning B</td>
</tr>
<tr>
<td>Environmental Education</td>
<td>3-5</td>
<td>Additional Liberal Studies or General Elective course work</td>
</tr>
</tbody>
</table>