For six Fridays each semester, children from rural classrooms and homeschoolers from Beaverhead County come to the University of Montana Western campus for inquiry-based, experiential learning. Children are organized into peer groups and are taught by UMW teacher candidates in various subject areas. As UMW teacher candidates plan instruction, they collaborate with classmates and respond to targeted feedback from rural teachers and from their professors. Rural Fridays has been offered continuously since 1988 and provides invaluable experiences for young people and future teachers alike.

710 S. Atlantic St., Dillon, Mont. 59725

THE UNIVERSITY of MONTANA WESTERN
RURAL FRIDAYS
AT MONTANA WESTERN

Dear Parent,

Rural Fridays at the University of Montana Western are back in full swing for the Fall 2021 & Spring 2022 Semesters. We look forward to welcoming your children back to campus!

DAILY SCHEDULE

CHECK IN
UMW LIBRARY - 8:00 - 8:15 AM

MORNING SESSION
8:15 - 10:45 AM

LUNCH
11:00 AM - 12:00 PM

AFTERNOON SESSION
12:15 - 3:00 PM

DISMISSAL & PICK-UP
3:00 - 3:15 PM

Please send your children with a snack from home for the morning recess.

Recess times vary and are set by the Teacher Candidates.

CONTACT

Dr. Katrina Kennett, Rural Fridays Coordinator
PH: 406-683-7043
EMAIL: katrina.kennett@umwestern.edu

HOMESCHOOL CHILDREN WELCOME!
Contact Amanda Schrepfer, Rural Fridays Homeschool Liaison, for a policy handbook and registration form at jaschrepfer@gmail.com.

Rural Fridays will be following COVID policies and procedures as set by the University of Montana Western in concert with Beaverhead County Public Health. Please refer to the University’s website for up to date information, as changes may occur over the semester.

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THE UNIVERSITY of MONTANA WESTERN
LANGUAGE, LITERACY, & TEXTS
Literacy growth begins before children enter school as they experience and experiment with literacy activities—reading, writing, and associating spoken words with their graphic representations. The course will focus on the understanding of a comprehensive literacy curriculum that makes productive use of the literacy abilities that children of all ages bring to school as well as the multiple ways in which literacy is represented in our lives, texts, culture, and perceptions of the world. Required for Elementary Education Major and Literacy Minor.

HEALTH EDUCATION
Introduction to the fundamental health concepts and attitudes relating to concerns and needs of individuals and society. Structure, function, and dysfunction of the cardiovascular, respiratory, digestive, nervous, endocrine, immune, and integumentary systems will be covered in the context of specific topics including cancer, heart disease, infectious, chronic, and congenital diseases, consumer health, environmental health, safety, and choices relating to the use and abuse of alcohol, tobacco, and other drugs. Students are expected to demonstrate comprehension of course content through testing, individual and group assignments, presentations, and class participation.

SCIENCE & MATHEMATICS
Candidates develop K-8 science and mathematics instruction and assessments that are aligned with state and national standards and the principles of universal design for learning. Candidates gain familiarity with instructional methods and materials appropriate for teaching content and problem-solving skills, primarily through inquiry and experiential learning. Candidates develop skills in integrated instruction, incorporating mathematics, physical science, earth and space science, and life science. Infused topics include technology, lab safety, cooperative learning, assessment, environmental education, and Indian Education for All. Students will demonstrate skills working with children in field experiences or micro-teaching related to science and mathematics instruction.
INTEGRATED ARTS
Teacher Education candidates develop knowledge of and experience with effective methods, techniques, and materials for teaching visual arts, drama, and music to children as part of an integrated curriculum in the elementary grades. Candidates engage in creative and critical experiences with the arts. They design integrated arts instruction while learning how to document and assess student progress. Candidates work directly with children in microteaching or field experience.

LANGUAGE ARTS & SOCIAL STUDIES
Candidates will demonstrate knowledge of the major concepts of social studies and language arts instruction in a K-8 classroom. Candidates will demonstrate skills in using developmentally appropriate practices to ensure that all students can learn in a positive environment. Candidates will incorporate social studies and language arts within lesson plans, while creating instructional frameworks for the integrated study of other subjects. Through micro-teaching or field experience, candidates demonstrate skills in teaching children how to read and write, with a focus on developing in children the joy of learning. Candidates demonstrate skills in using a variety of methods and strategies for literacy development, including the development of literacy for second language learners. Candidates learn to plan a balanced literacy program that includes integrated, thematic instruction. Multicultural topics, including issues and concepts relevant to Native American history and culture, citizenship, and guided decision-making are included. Candidates are assessed through development of lesson plans and a unit plan, designed to ensure that students with diverse learning needs are successful. Other assessments include quizzes, candidate-developed assessments, peer teaching, observations of teaching K-8 children, and portfolio items. Candidates’ professional skills and dispositions are also assessed using an observation form.