COURSE TITLE: Fine Arts & Literature for Children & Adolescents

COURSE NUMBER: MEE 7636

COURSE CREDIT: 3 Credits

MINIMUM TIME REQUIREMENTS (in clock hours):

<table>
<thead>
<tr>
<th>Teacher Led Instruction</th>
<th>SEA</th>
<th>Fieldwork/Clinical</th>
<th>Lab</th>
<th>External Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>35</td>
<td>5</td>
<td>0</td>
<td>0</td>
<td>70</td>
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</table>

The College of Education conceptual framework includes an emphasis on adjusting and adapting teaching methodologies in a contextually appropriate and sensitive manner and subsequent reflection upon teaching and learning. All courses reflect the conceptual framework.

COLLEGE OF EDUCATION PROGRAM ATTRIBUTES

This course is critical to your training and preparation as a professional educator. To that end, Wilmington University staff will attend to the eight essential attributes as described in the College of Education Conceptual Framework. As a result, you, as candidates, are expected to:

1. Master knowledge-based course content.
2. View yourself as a teacher and learner, deconstructing inappropriate past experiences as learners in coursework and during field experiences, while developing appropriate knowledge of the content and discourse of this discipline;
3. Remain attentive to contextual and cultural sensitivity;
4. Embrace inquiry, analysis and reflection, including critical reflection and taking action on one’s daily work;
5. Engage in authentic participation, collegiality, and collaboration;
6. Participate in an ongoing, developmental sequence of learning activities that support continuous improvement, experimentation and professional growth;
7. Become involved in learning experiences that are standards driven, and;
8. Utilize technology effectively.

Association for Childhood Education International Program Standards

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**DEVELOPMENT, LEARNING AND MOTIVATION**

1. **DEVELOPMENT, LEARNING AND MOTIVATION**—Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students’ development, acquisition of knowledge, and motivation.

**CURRICULUM STANDARDS**

2.1 **Reading, Writing, and Oral Language**—Candidates demonstrate a high level of competence in use of English language arts and they know, understand, and use concepts from reading, language and child development, to teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas.

2.2 **Science**—Candidates know, understand, and use fundamental concepts in the subject matter of science—including physical, life, and earth and space sciences—as well as concepts in science and technology, science in personal and social perspectives, the history and nature of science, the unifying concepts of science, and the inquiry processes scientists use in discovery of new knowledge to build a base for scientific and technological literacy.

2.3 **Mathematics**—Candidates know, understand, and use the major concepts, procedures, and reasoning processes of mathematics that define number systems and number sense, geometry, measurement, statistics and probability, and algebra in order to foster student understanding and use of patterns, quantities, and spatial relationships that can represent phenomena, solve problems, and manage data.

2.4 **Social studies**—Candidates know, understand, and use the major concepts and modes of inquiry from the social studies—the integrated study of history, geography, the social sciences, and other related areas—to promote elementary students’ abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world.

2.5 **The arts**—Candidates know, understand, and use—as appropriate to their own understanding and skills—the content, functions, and achievements of dance, music, theater, and the several visual arts as primary media for communication, inquiry, and insight among elementary students.

2.6 **Health education**—Candidates know, understand, and use the major concepts in the subject matter of health education to create opportunities for student development and practice of skills that contribute to good health.

2.7 **Physical education**—Candidates know, understand, and use—as appropriate to their own understanding and skills—human movement and physical activity as central elements to foster active, healthy life styles and enhanced quality of life for elementary students.

**INSTRUCTION STANDARDS**

3.1 **Integrating and applying knowledge for instruction**—Candidates plan and implement instruction based on knowledge of students, learning theory, subject matter, curricular goals, and community.

3.2 **Adaptation to diverse students**—Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students.

3.3 **Development of critical thinking and problem solving**—Candidates understand and use a variety of teaching strategies that encourage elementary students’ development of critical thinking, problem solving, and performance skills.
3.4 Active engagement in learning—Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self motivation, and positive social interaction and to create supportive learning environments.

3.5 Communication to foster collaboration—Candidates use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the elementary classroom.

4. ASSESSMENT FOR INSTRUCTION—Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.

5.1 Professional growth, reflection and evaluation—Candidates are aware of and reflect on their practice in light of research on teaching, professional ethics, and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, families, and other professionals in the learning community and actively seek out opportunities to grow professionally.

5.2 Collaboration with families, colleagues, and community agencies—Candidates know the importance of establishing and maintaining a positive collaborative relationship with families, school colleagues, and agencies in the larger community to support students’ learning and well-being.

I. COURSE DESCRIPTION

Students examine literature for its own sake and its relationship to art, music, drama, and dance. Knowledge of literature and fine arts and how to incorporate them effectively in an integrated curriculum are the major focus. Students are required to prepare a lesson plan that demonstrates the use of fine arts as a cognitive or affective remedial technique. Students are also required to read and study a minimum of 40 books appropriate for children and adolescents. Another focus of this course is the variety of texts available and strategies for selecting and evaluating all materials for instruction.

II. PROGRAM COMPETENCIES

As a candidate in this course, you will be expected to demonstrate mastery of the following program competencies: (Note: Program Competencies, Learning Outcomes, and Activities/Assignments included in this syllabus comprise the minimum to be covered in this course. However, additional Program Competencies, Learning Outcomes, and Activities/Assignments may be added at the discretion of the faculty member.)

Competency #1: Create learning experiences that make content meaningful to students, while reflecting an understanding of the core concepts and structure of education.

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# ACEI Standard #2.1 – 2.7 Curriculum: The Arts

**Learning Outcomes:** Candidates will:
1.1 Know, understand, and use a variety of children’s books with an emphasis on different cultural perspectives through the use of fine arts.
1.2 Understand the history and relevance of traditional children’s literature.
1.3 Know and understand the various literary genres and identify representative works of each genre.
1.4 Explore and demonstrate a basic knowledge of at least 40 books representing various literary genres.
1.5 Complete a fifty (50) item multiple choice format content test for literature and the fine arts.

**Activities/Assignments:** Candidates will:
1.1 Evaluate a literary genre, read a representative book, and present literary genre incorporating one of the fine arts.
1.2 Examine the History of Mother Goose, and determine why these rhymes are still important today.
1.3 Bring to class two or more books representing the genre being presented for that class session.
1.4 Complete a fifty (50) item multiple choice format content test for literature and the fine arts.

**Competency #2:** Provide learning opportunities that support the intellectual, social, emotional and physical development of students based upon an understanding of childhood development and learning.

# ACEI Standard #1 – Development, Learning, and Motivation

**Learning Outcomes:** Candidates will:
2.1 Identify the value that literature holds for children and adolescents.
2.2 Know and understand literature for children as it relates to the emotional, social, and intellectual dimensions of human growth and development.
2.3 Know, understand, and use aspects of literature instruction that can be adapted to different students’ needs and that incorporate different learning styles.

**Activities/Assignments:** Candidates will:
2.1 Read and discuss various chapters of the textbook.
2.2 Read a book about a bibliotherapy topic, bring the book to class, and in a group with several other students, discuss the use of the book.
2.3 Illustrate how one uses bibliotherapy, that is, using books to address problems (for example non-functioning family structure).

**Competency #3:** Adapt instruction for diverse learners based upon an understanding of how students differ.

**ACEI Standard #3.2 – Adaptation to Diverse Students**

**Learning Outcomes:** Candidates will:
3.1 Identify and understand literature and its illustrations that are culturally and socially relevant to students.
3.2 Identify, understand, and describe bias and stereotyping, both in written form and in illustrations in literature.
3.3 Know and understand the essential elements of a comprehensive, multicultural approach.

**Activities/Assignments:** Candidates will:
3.1 Define multicultural literature.
3.2 Read a variety of multicultural books and discuss the content and illustrations with respect to stereotyping.
3.3 Develop an idea web that incorporates different modalities of learning as well as music and drama activities for a topic or book.
3.4 Choose two books in children’s literature to examine for sexism and racism.
3.5 Identify ways to use myths, fables, folktales, and epics from a variety of cultures with the present curriculum.

**Competency #4:** Demonstrate proficiency in oral and written communication.

**ACEI Standard #3.5 – Communication to Foster Collaboration**

**Learning Outcomes:** Candidates will:
4.1 Know, understand, and use APA format to organize writing assignments, compose research papers and/or projects which reflect an understanding of the conceptual contents of this course.
4.2 Complete all written assignments and participate in oral presentations at graduate level proficiency.
4.3 Know, understand, and use expected proficiency and clarity in written communication for the teaching profession.
Activities/Assignments: Candidates will:
4.1 Participate in a storytelling/fine art interpretation activity.
4.2 Complete the Multicultural Literature Comparison/Evaluation.

Competency #5: Create a learning environment that fosters active engagement, self-motivation and social interaction by understanding individual and group behavior.

ACEI Standard #3.4 – Active Engagement in Learning

Learning Outcomes: Candidates will:
5.1 Create and develop ideas for teaching a unit based on a particular theme.
5.2 Work cooperatively with other class members to complete course assignments.
5.3 Know, understand, and use various instructional strategies and related techniques appropriate for diverse learners.

Activities/Assignments: Candidates will:
5.1 Brainstorm ideas for a web activity for a topic or book in children’s literature.
5.2 As a team, write a storybook based on your understanding of the concept of interrelationships.
5.3 Design creative ways for children to respond to literature (i.e., Feelings Book, story stick, mask, Book Jacket About Me, Chinese Paper Fold, Fractured Fairy Tale and any other related project).

Competency #6: Design instruction based upon knowledge of the disciplines, students, the community and Common Core State Standards to demonstrate knowledge of instructional planning.

ACEI Standard #3.1 – Integrating and Applying Knowledge for Instruction

Learning Outcomes: Candidates will:
6.1 Understand and demonstrate knowledge of Delaware State Content Standards for Language Arts/Reading.
6.2 Analyze and explain Common Core State Standards for literature, fine arts and other related curriculum areas.

Activities/Assignments: Candidates will:
6.1 Review the Common Core State Standards or grade level expectations/performance indicators pertinent to the chosen grade levels for Language Arts/Reading and other related disciplines to complete unit/lesson plans.
6.2 Design activities that specifically address content standards relating to literature and incorporating fine arts into other content areas.

**Competency #7:** Apply a variety of instructional approaches that promote student thinking, understanding and application of knowledge.

**ACEI Standard #3.3 – Development of Critical Thinking and Problem Solving**

**Learning Outcomes:** Candidates will:

- 7.1 Know, understand, and use various ways for students to respond to literature.
- 7.2 Integrate literature and the related arts – music, drama, dance – into the school and/or district curriculum.
- 7.3 Know, understand, and use reader’s theater or storytelling techniques.
- 7.4 Know, understand, and use the basic elements of literature and strategies for teaching them to children adolescents.

**Activities/Assignments:** Candidates will:

- 7.1 Design creative ways for children to respond to literature or bring a story to life.
- 7.2 Engage in a variety of activities using small group, whole group, lecture, jigsaw, oral presentations, written presentations, art, music, dance, and drama activities, use of technology, book comparisons.
- 7.3 Create props to bring a story to life.
- 7.4 Demonstrate storytelling/fine arts interpretation skills and techniques.

**Competency #8:** Use multiple assessment strategies for the continuous development of students.

**ACEI Standard #4 - Assessment**

**Learning Outcomes:** Candidates will:

- 8.1 Know, understand, and use various assessment tools for the assessment of active learning.
- 8.2 Know, understand, and use a variety of instructional strategies and related techniques appropriate for diverse learners.

**Activities/Assignments:** Candidates will:

- 8.1 Evaluate and use traditional and non-traditional assessments such as Venn diagram, book comparison product, alternative book reports.

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Competency #9: Pursue opportunities to improve teaching and thereby enhance professional growth.

ACEI Standard # 5.2 – Professional Growth, Reflection and Evaluation

Learning Outcomes: Candidates will:
9.1 Identify and review the standards pertinent to the appropriate grade level for language arts and fine arts.

Activities/Assignments: Candidates will:
9.1 Compare the standards for language arts and fine arts across grade levels.

Competency #10: Collaborate with colleagues, parents/guardians and other members of the community to support student learning and well-being, and demonstrate knowledge of the role of the school in the community.

ACEI Standard # 5.2 – Collaboration with families, colleagues, and community agencies

Learning Outcomes: Candidates will:
10.1 Research and review ideas to increase parent and community involvement in children’s literature.
10.2 Know, understand, use and share with the instructor and other students, a variety of ideas and strategies to incorporate literature in daily lessons and activities.

Activities/Assignments: Candidates will:
10.1 Develop a list of quality resource websites for a chosen Language Arts/Reading or Fine Arts unit of study.
10.2 Discuss strategies to include parents and community in the classroom.

III. ATTENDANCE POLICY

Wilmington University Policy:
Regular and prompt class attendance is an essential part of the educational experience. Wilmington University expects students to exercise good judgment regarding attendance. Students accept full responsibility for ensuring that work does not suffer from absences. All students are expected to attend every scheduled meeting of each class on time.

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Exceptions may be made for Wilmington University-sponsored or work-related activities, illness, or valid emergencies.

**College of Education Policy:**

“The educational process is a delicate one about which we know little, but it surely thrives on participation, enthusiasm, and responsibility.” Barker, R. (1964). *Big School, Small School.* (p. 202).

**College of Education Policy:**

In the College of Education, faculty must approve all requests for absences that are exceptions to the University policy. Vacations are not considered to be legitimate reasons for missing classes. Faculty must be contacted prior to class in all cases except valid emergencies. Failure to obtain approval for exceptions may result in lowering the final passing grade or assigning a FA (failure due to absence).

Students who have registered for a course and never attended the class at all will receive a grade of NA (never attended). Early departures and late arrivals will be cumulative toward class absences. It is the student’s responsibility to obtain and complete assignments on the due dates. It is the student’s responsibility to obtain and complete assignments on the due dates. Candidates who register and enter the course on the drop/add date have four days to complete the first week’s assignment.

### IV. STRUCTURED EXTERNAL ASSIGNMENT

Part 1: Using the graphic organizer format placed on Blackboard or a graphic organizer that you create, develop **two (2) curriculum organizers – one fiction and one informational/non-fiction.** The text can consist of picture books and/or chapter books. Each organizer must have **five learning activities for each content area included on the organizer.** One of the content areas must include an arts study and/or arts experience in dance, music, theater (drama), and/or visual arts (Refer to sample curriculum organizer).

Part 2: Using **one (1)** of the completed organizers and the Wilmington University lesson plan format, develop **three (3) lesson plans.** One lesson must be in the area of visual/performing arts, the second lesson must be in the area of English/Language Arts, and the third lesson plan in another content area (math, social studies, science). Each lesson plan must include strategies for differentiating instruction, assessment for monitoring student learning, and rubrics for scoring.

Part 3: Share lesson plans in a small group setting.
STRUCTURED EXTERNAL ASSIGNMENT

COURSE: MEE 7636 Fine Arts and Literature for Children and Adolescents

PROGRAM COMPETENCY 1: Create learning experiences that make content meaningful to students and reflect an understanding of the core concepts and structure of education.

PROGRAM COMPETENCY 6: Design instruction based on knowledge of the disciplines, students, community, and Delaware’s content standards to demonstrate knowledge of instructional planning

CONCEPTUAL FRAMEWORK PROGRAM ATTRIBUTE 1: Programs are knowledge-based; 7: Programs are standards-driven; 6: Programs are ongoing and developmentally based on best practice

DELAWARE PROFESSIONAL TEACHING STANDARD 6: The teacher understands instructional planning and designs instruction based on knowledge of the disciplines, student, the community, and curriculum goals

NCATE STANDARD 1: Knowledge, skills, and dispositions

ACEI STANDARD 2.5: The Arts

STRUCTURED EXTERNAL ASSIGNMENT: Utilizing the Wilmington University Lesson Plan Format and the Common Core State Standards, teacher candidates will demonstrate knowledge, understanding, and use of various genres of text as well as know, understand and use the content, functions, and achievements of the arts (music, dance, theater, visual arts) as primary media for engagement among elementary students through the development of lesson plans. Teacher candidates will develop curriculum organizers (fiction and non-fiction) which will include five learning activities in specific content areas – math, language arts, science, social studies, and visual/performing arts. Using the completed curriculum organizers, the teacher candidates will develop three lesson plans – visual/performing arts, language arts, and one other content area. The lesson plans must include strategies for differentiating instruction, assessment for monitoring student learning and rubrics for scoring.

<table>
<thead>
<tr>
<th>Scoring Elements</th>
<th>UNSATISFACTORY</th>
<th>EMERGING</th>
<th>BASIC</th>
<th>PROFICIENT</th>
<th>DISTINGUISHED</th>
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<table>
<thead>
<tr>
<th>Objective</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.0 Curriculum Graphic Organizer to display activities that address content standards and integrate literature (various genres of text) and the related arts into the curriculum</td>
<td>Candidate demonstrated an unsatisfactory level of ability to complete curriculum graphic organizers; unsatisfactory level of knowledge and understanding of genres of text and the functions of arts disciplines; unacceptable level of knowledge and understanding of major concepts and skills taught at various grade levels.</td>
<td>Candidate demonstrated a minimal level of ability to complete curriculum graphic organizers; minimal level of knowledge and understanding of genres of text and the functions of the arts disciplines; minimal level of knowledge and understanding of major concepts and skills taught at various grade levels.</td>
<td>Candidate demonstrated an acceptable level of ability to complete curriculum graphic organizers; an acceptable knowledge and understanding of genres of text and the functions of the arts disciplines; an acceptable level of knowledge and understanding of major concepts and skills taught at various grade levels.</td>
<td>Candidate demonstrated a strong level of ability to complete curriculum graphic organizers; a strong level of knowledge and understanding of genres of text and the functions of the arts disciplines; a strong level of knowledge and understanding of major concepts and skills taught at various grade levels.</td>
<td>Candidate demonstrated an outstanding level of ability to complete curriculum graphic organizers and the functions of the arts disciplines; an outstanding level of knowledge and understanding of genres of text; an outstanding level of knowledge and understanding of major concepts and skills taught at various grade levels.</td>
</tr>
<tr>
<td>2.0 Knowledge and understanding of learning activities for various content areas and the arts disciplines; knowledge and understanding of</td>
<td>Candidate provided less than three of the five learning activities for each content area and the arts disciplines and demonstrated an unacceptable level of</td>
<td>Candidate provided three of the five learning activities for each content area and demonstrated a minimal level of</td>
<td>Candidate provided four clearly stated learning activities for each content area and the arts disciplines and demonstrated an</td>
<td>Candidate provided five or more excellently stated and challenging learning activities for each content area and the arts</td>
<td></td>
</tr>
<tr>
<td>appropriate learning activities for students</td>
<td>knowledge and understanding of appropriate learning activities connected to various content areas, genres of text and arts disciplines</td>
<td>knowledge and understanding of appropriate learning activities connected to various content areas, genres of text and the arts disciplines; some evidence of learning activities that are appropriate to students, but seem superficial</td>
<td>emerging level of knowledge and understanding of appropriate learning activities connected to various content areas, genres of text and the arts disciplines; learning activities are relevant and appropriate to students.</td>
<td>demonstrated a proficient level of knowledge and understanding of appropriate learning activities connected to various content areas, genres of text and the arts disciplines; learning activities are relevant and appropriate to students and closely aligned to DE standards.</td>
<td>discipline and demonstrated an outstanding level of knowledge and understanding of appropriate learning activities connected to various content areas, genres of text and the arts disciplines; learning activities are relevant and appropriate and aligned to the DE standards.</td>
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<tr>
<td>3.0 WU lesson plan format</td>
<td>Candidate failed to demonstrate a level of knowledge and understanding of WU lesson plan format, did not include the basic structures useful for the lesson – context for learning, lesson objectives, Delaware Standards, lesson rationale, instructional strategies, materials</td>
<td>Candidate demonstrated a below average level of knowledge and understanding of the WU lesson plan format, included some of the basic structures useful for the lesson – context for learning, lesson</td>
<td>Candidate demonstrated an emerging level of knowledge and understanding of the WU lesson plan format, included the most of the basic structures useful for the lesson – context for learning, lesson</td>
<td>Candidate demonstrated an above average level of knowledge and understanding of the WU lesson plan format, all basic structures useful for the lesson were clearly and concisely included</td>
<td>Candidate demonstrated a superior level of knowledge and understanding of the WU lesson plan format, all basic structures useful to the lesson were included at a superior level - context for learning, lesson</td>
</tr>
<tr>
<td>4.0 Visual /Performing Arts Lesson Plan</td>
<td>Candidate demonstrated an unsatisfactory level of ability to integrate literature and related arts – music, drama, dance, and visual arts into curriculum; demonstrated an unsatisfactory level of ability to relate basic types of arts</td>
<td>Candidate demonstrated a minimal level of ability to integrate literature and related arts – music, drama, dance, and visual arts into curriculum; demonstrated a minimal level of ability to relate basic types of arts</td>
<td>Candidate demonstrated a satisfactory level of ability to integrate literature and related arts – music, drama, dance, and visual arts into curriculum; demonstrated a satisfactory level of ability to relate basic types of arts</td>
<td>Candidate demonstrated an outstanding level of ability to integrate literature and related arts – music, drama, dance, and visual arts into curriculum; demonstrated an outstanding level of ability to relate basic types of arts</td>
<td>Candidate demonstrated a minimal level of ability to integrate literature and related arts – music, drama, dance, and visual arts into curriculum; demonstrated a minimal level of ability to relate basic types of arts</td>
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<table>
<thead>
<tr>
<th>Knowledge and skills within and across the arts disciplines; demonstrated an unsatisfactory level of ability to use the arts as primary media for communication</th>
<th>Ability to relate basic types of arts knowledge and skills within and across the arts disciplines; demonstrated a minimal level of ability to use the arts as primary media for communication</th>
<th>Ability to relate basic types of arts knowledge and skills within and across the arts disciplines; demonstrated a satisfactory level of ability to use the arts as primary media for communication</th>
<th>Basic types of arts knowledge and skills within and across the arts disciplines; demonstrated an outstanding level of ability to use the arts as primary media for communication</th>
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<tbody>
<tr>
<td><strong>Candidate</strong></td>
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<td><strong>Candidate</strong></td>
<td><strong>Candidate</strong></td>
</tr>
<tr>
<td><strong>Failed to demonstrate a level of knowledge and understanding of ways to engage students in appropriate learning activities; demonstrated an unsatisfactory level of knowledge and understanding of ways to engage students in making meaning of text through a variety of techniques; failed to engage students in learning experiences that consistently</strong></td>
<td><strong>Demonstrated minimal knowledge and understanding of ways to engage students in appropriate learning activities; minimal ways to engage students in making meaning of text through a variety of techniques; minimal ways to engage students in</strong></td>
<td><strong>Demonstrated ways acceptable knowledge and understanding of ways to engage students in appropriate learning activities; acceptable knowledge of ways to engage students in making meaning of text through a variety of techniques;</strong></td>
<td><strong>Demonstrated a proficient level of knowledge and understanding of ways to engage students in appropriate learning activities; demonstrating level of knowledge and understanding of ways to engage students in making meaning of text through a variety of techniques; outstanding level of</strong></td>
</tr>
<tr>
<td><strong>5.0 Language Arts Lesson Plan</strong></td>
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<table>
<thead>
<tr>
<th>Idea Objectives:</th>
<th>E=7</th>
<th>I=6, 8</th>
</tr>
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<tbody>
<tr>
<td>Emphasize various uses and purposes for language in communication</td>
<td>Learning experiences that consistently emphasize various uses and purposes for language in communication</td>
<td>Acceptable ways to engage students in learning experiences that consistently emphasize various uses and purposes for language in communication</td>
</tr>
</tbody>
</table>

| 6.0 Math, Science, or Social Studies Lesson Plan | Candidate failed to demonstrate a level of knowledge and understanding of the kinds of meaningful activities that would encourage students to think and produce work of quality relative to the skills being taught; failed to engage students in activities that encouraged higher level thinking skills | Candidate demonstrated satisfactory level of knowledge and understanding of the kinds of meaningful activities that would encourage students to think and produce quality work relative to the skills being taught; demonstrated a satisfactory level | Candidate demonstrated a proficient level of knowledge and understanding of the kinds of meaningful activities that encourages students to think and produce quality work relative to the skills being taught; demonstrated a proficient level of knowledge and understanding of | Candidate demonstrated an outstanding level of knowledge and understanding of the kinds of meaningful activities that encourages students to think and produce quality work relative to the skills being taught; demonstrated an outstanding level of knowledge and understanding of |

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<tr>
<td>I=6, 8</td>
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<tr>
<th>7.0 Knowledge, understanding and use of various assessment tools for assessment of active learning.</th>
<th>higher level thinking skills</th>
<th>of knowledge and understanding of ways to engage students in activities that encouraged higher level thinking skills</th>
<th>knowledge and understanding of ways to engage students in activities that encouraged higher level thinking skills</th>
<th>ways to engage students in activities that encouraged higher level thinking skills</th>
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<td>Candidate demonstrated an unacceptable level of knowledge, understanding and use of various assessment tools for assessment of active learning.</td>
<td>Candidate demonstrated a minimal level of knowledge, understanding and use of various assessment tools for assessment of active learning.</td>
<td>Candidate demonstrated a satisfactory level of knowledge, understanding and use of various assessment tools for the assessment of active learning.</td>
<td>Candidate demonstrated a proficient level of knowledge, understanding and use of various assessment tools for the assessment of active learning.</td>
<td>Candidate demonstrated an outstanding level of knowledge, understanding and use of various assessment tools for the assessment of active learning.</td>
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DELWARRE STANDARDS FOR TEACHERS

<table>
<thead>
<tr>
<th>Objective</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1 – Content Knowledge</td>
<td>The teacher understands the central concepts and structures of the discipline and creates learning experiences that make the content meaningful to the students.</td>
</tr>
<tr>
<td>#2 – Human Development and Learning</td>
<td>The teacher understands how children develop and learn, and provides learning opportunities that support the intellectual, social and personal development of the student.</td>
</tr>
<tr>
<td>#3 – Diverse Learners</td>
<td>The teacher understands how students differ and adapts instruction for diverse learners.</td>
</tr>
<tr>
<td>#4 – Communication</td>
<td>The teacher understands and uses effective verbal and non-verbal communication.</td>
</tr>
<tr>
<td>#5 – Learning Environment</td>
<td>The teacher understands individual and group behavior and creates a learning environment that fosters active engagement, self-motivation, and positive social interaction.</td>
</tr>
<tr>
<td>#6 – Planning for Instruction</td>
<td>The teacher understands instructional planning and designs instruction based upon knowledge of the disciplines, students, the community, and curriculum goals.</td>
</tr>
<tr>
<td>#7 – Instructional Strategies</td>
<td>The teacher understands a variety of instructional approaches and uses them to promote student thinking, understanding and application of knowledge.</td>
</tr>
<tr>
<td>#8 – Assessment</td>
<td>The teacher understands multiple assessment strategies and uses them to support the continuous development of the learner.</td>
</tr>
<tr>
<td>#9 – Reflection and Professional Growth</td>
<td>The teacher understands the importance of reflection on practice and actively seeks opportunities to grow professionally.</td>
</tr>
<tr>
<td>#10 – Professional Relationships</td>
<td>The teacher understands the role of the community in education and develops and maintains relationships with colleagues, parents/guardians, and the community to support student learning and well-being.</td>
</tr>
<tr>
<td>#11 – Technology</td>
<td>The teacher understands the role of technology in education and uses technology as an instructional and administrative tool.</td>
</tr>
<tr>
<td>#12 – Professional Conduct</td>
<td>The teacher understands and maintains standards of professional conduct guided by legal and ethical principles.</td>
</tr>
</tbody>
</table>

**NOTE:** The professor reserves the right to award zero points for any product which is not completed or for any activity in which the student chooses not to participate.