

**EDUC 213.2 Creative Expression (the Arts)**  
**Moravian College**  
**Fall 2014**  
**Mondays, 6:30-9:30pm**  
**8/25/2014 - 10/20/2014**  
**Room 7 Art Building**

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**Instructor:** Kristin Baxter, Ed.D., Assistant Professor of Art  
**Office location:** Art Building, South Campus, Office 2 (Level "L")  
**Office hours:** Mon & Wed 9am-11am call or email first to confirm  
**Office phone:** Art Dept: 610.861.1680  
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**Course description**

In this course the emphasis will be on the process and not the product. Students will learn how to guide young children in creatively expressing themselves in the arts: visual, dance, movement, and drama. Students will also learn how to extend the arts into homes and families. National standards will also be addressed. (Note: In combination with Education 214.2, this course fulfills the Learning in Common M6 requirement.) Prerequisites: QPA of 2.70, Education 100.2, or 160.

**Required Texts** will be shared in a folder with you on Google DRIVE, given out in class, or you can click the links below.

Sample art education lesson plan, written by former students, is posted on DRIVE.

DeLong, R., McCracken, J.B., & Willett, E. (2007). How do shadows move in space? In *Crayola Dream-Makers: Building fun and creativity into standards-based learning: Science K-6*. (pp. 22-25) Easton, PA: Crayola.

Eubanks, P. (2002). Students Who Don't Speak English: Art Specialists Adapt Curriculum for ESOL Students. *Art Education*, 55(2), 40-45.

Furniss, G. (May/June 2007). Practical considerations for teaching artists with autism. *School Arts*, 6.

Garcia, E.E. & Jensen, B. (March, 2007). Helping Young Hispanic Learners. *Educational Leadership*, 34-39.

[Grade by grade learning guide: PBS Parents website](#), for overview of how kids learn

Hutton, T. L. (2008). *Three Tiers of Vocabulary and Education*. No.182 Retrieved from [http://www.superduperinc.com/handouts/pdf/182\\_VocabularyTiers.pdf](http://www.superduperinc.com/handouts/pdf/182_VocabularyTiers.pdf)

McCollister, S. (2002). Developing criteria rubrics in the art classroom. *Art Education*, 55(4), 46-52.

*PA ELL Proficiency Standards*, Glossary,p.101-102

[Child Development Tracker: PBS Parents website](#) for insights into the stages of growth

Roland, C. (2006). *Young in art: A developmental look at child art*. Retrieved from [www.artjunction.org/young\\_in\\_art.pdf](http://www.artjunction.org/young_in_art.pdf)

Vize, A. (2005). Making art activities work for students with special needs. *Art and Activities*, 138(4), 17,41.

Walker, S. (2004). Big Ideas: Understanding the artmaking process: Reflective practice. *Art Education* 57(3), 6-12.

Watkins, J. (n.d.). *Artistic Development in Children*. Retrieved from [www.ed.gov.nl.ca/edu/k12/curriculum/guides/art/.../part\\_p2-19.pdf](http://www.ed.gov.nl.ca/edu/k12/curriculum/guides/art/.../part_p2-19.pdf)

[Wesetervelt, E. To Make Science Real, Kids Want More Fun](#), NPR News, December 17, 2013.

### Course Goals

Students will

1. create an interdisciplinary art lesson for one grade level (pre-K-4) that:
  - supports and challenges children’s cognitive, academic, social, and artistic development
  - exceeds National and State Academic Standards for art education
  - identifies strategies for teaching children with diverse needs such as ELL’s and children with disabilities

**Art Department Outcome 3. Interdisciplinary Learning**

2. understand the development of creativity and the sources of ideas for art-making and expand their creative thinking skills.

**Art Department Outcome 4. Arts Appreciation**

**Art Department Initiative 1.** The practice of realizing the conceptual through the pictorial.

3. hone critical thinking and observation skills and understand the value of art education and apply those skills to teaching children in early child education settings.

**Art Department Outcome 1. Visual Literacy**

**Art Department Initiative 3.** The critical analysis of art and its intention.

### Course Requirements

Due Dates: Check the syllabus and fill in these dates	Course Goals	Course Requirements See separate assignment sheet for project guidelines and grading rubrics	Percentage of Final Grade	Approximate number of hours to plan on spending per week on this requirement, outside of class time	PDE Grades PreK-4 Program Specific Guidelines Candidate Competencies
	2	Four Studio projects	10% per project x 4 projects = 40%	during class time	II.C. II.F.14.
	1,3	Draft of written lesson plan, completing assigned readings	15%	4-5 hours per week on drafts and preparing final lesson	I.A.4. I.C.6. D.1.2 V.P.
	1,3	Final, revised written lesson plan	20%		I.A..4. I.C.6. I.D.1.2 V.P.
	1,3	Teaching your art lesson to our class	25%	2 hours per week	I.C.6. I.D.1.2.

### **Expected Number Of Hours To Spend On Coursework, Outside Of Class Time**

Students are expected to spend 8-10 hours, outside of class time, on assignments, readings, trips, and/or fieldwork. The student work in this course is in full compliance with the federal definition of a four-credit hour or two-credit hour course.

- For a 4-credit/1-unit courses, students must spend a minimum of 174 hours on coursework including class time
- For a half-unit/2 credit course, students must spend a minimum of 87 hours on coursework including class time

### **Attendance & Grading**

For classes that meet once a week, after the first unexcused absence, final grade will be dropped by one full letter. After the third unexcused absence, student will receive a failing final grade.

An excused absence is one confirmed by a note from the Dean's Office, Academic Support Services, the Learning Center, or verified with a doctor's note (within 24 hours of illness). Death in family should be confirmed with Academic Support Services. Documentation is required for sports. Students are permitted to miss class, with advanced notice, for games or matches, but not for practice. Students should provide the instructor with a schedule, if you know you will be missing a class due to a game or match. Practice is not an excused absence. Students must make arrangements to cover any missed class material and turn in assignments on the appropriate date.

Job interviews or doctor's/dentist's appointments are not to be scheduled during class.

### **Missing Portions of Class: The following count as unexcused absences**

- More than 15 minutes late for class
- Failure to bring supplies to class
- Failure to return from break
- Leaving class half an hour or more early
- Being tardy more than 3 times. Tardiness: being 5 to 15 minutes late for class

If you are late or absent, it is your responsibility (not the professor's) to find out what you missed and to catch up in a timely manner.

**If a project is due on a day that you have an EXCUSED absence,** that project is due on the day you return to class; if it is not turned in at that time, it receives a grade of "0."

**If a project is due on a day that you have an UNEXCUSED absence** and that project is not submitted to the professor on that due date, the project receives a grade of "0." You can upload assignments to your student folder in DRIVE for our class or you could have another student deliver it to me. Absences do not give you extensions for deadlines. If you have an UNEXCUSED absent on the day a project is due, you are still required to submit that assignment - either through email, Google Drive, or having another student deliver a hard copy to me by the due date.. Late assignments receive a grade of "0."

### **Do not wait until the last minute to complete your work**

Technological problems are NOT AN EXCUSE for turning in work late or not turning it in at all. PLAN AHEAD. If you know you have to upload something or use technology for an assignment, DO NOT WAIT UNTIL THE LAST MINUTE to test it out and make sure all the technology works.

All deadlines are listed on the syllabus and reviewed during our first meetings. Do not wait until the last minute to complete your assignments.

## Grading

- In fairness to all students, it is not possible to receive an extension for deadlines, even if you ask in advance. Due dates are firm.
- There is no “extra credit” offered in this class.
- All grades count. I do not “drop” lowest grade.
- It is within the instructor’s purview to apply qualitative judgment in determining grades for an assignment or for a course.

## Assignment Sheets

Each assignment has a detailed, corresponding “Assignment Sheet” that describes the requirements and grading rubric for each project. It is the student’s responsibility to read and follow the assignment sheets and understand the grading rubrics. Each assignment is worth up to 20 points. You are graded on four areas for each assignment, each worth up to five points.

See each specific assignment sheets for detailed rubric.

20 points (100%)

19 (95%)

18 (90%)

17 B (85%)

15-16 (80%)

12-14 C (75%)

9-11 D (65%)

4-8 (59%)

3 and below (0%)

## Grades on Blackboard

All grades are posted on Blackboard. The professor will return assignments and grades to you throughout the semester, but it is the student’s responsibility to check grades regularly so you know how you are doing in class.

The “Final Grade” column on Blackboard does NOT factor any drop in grades because of attendance. See above for how your absences will lower your final grade. The “Final Grade” on Blackboard is determined by the grades for your projects only.

## Standard numeric grading scale for Final Grades

A	94-100
A -	90-93
B+	87-89
B	84-86
B -	80-83
C +	77-79
C	74-76
C -	70-73
D +	67-69
D	64-66
D -	60-63
F	below 60

## COURSE OUTLINE AND SCHEDULE

Date	Readings Due/ Discussion in class	In-class projects
August 25		Review syllabus, readings Google DRIVE Blackboard Assignment Sheets
Sept 1	<ul style="list-style-type: none"> <li>-Bring in your favorite children’s picture book</li> <li>-Browse <a href="#">“Pinterest for Teachers”</a>, <a href="#">Crayola Integrated Art Lessons</a>, or other websites for ideas for lessons</li> <li>-Assignment Sheet for Art Lesson</li> <li>-Sample lesson plan written by former students</li> <li>-Walker, <i>Big Ideas: Understanding the artmaking process: Reflective practice</i></li> <li>-<a href="#">Child Development Tracker: PBS Parents</a></li> <li>-<a href="#">Grade by grade learning guide: PBS Parents website</a>,</li> </ul>	Collaborative Adjective Paintings
Sept 8	<ul style="list-style-type: none"> <li>-<b>Due: (ungraded)</b> Bring a paper copy of your lesson plan or bring your laptops and “Share” your lesson with the other students in the class and the professor.</li> <li>-Hutton, <i>Three Tiers of Vocabulary and Education</i></li> <li>-Roland, <i>Young in art: A developmental look at child art</i></li> <li>-Watkins, <i>Artistic Development in Children</i></li> </ul>	Pantin puppets & Shadow puppets
Sept 15	<ul style="list-style-type: none"> <li>-<b>Due:</b> Branches for mobiles. Bring extras to trade/share.</li> <li>-<b>Due:</b> “Share” your updated, draft lesson on Google Docs with the professor by 4pm today. <b>This will be graded.</b></li> <li>-DeLong, McCracken &amp; Willett, <i>How shadows move in space?</i></li> <li>-Garcia, <i>Helping Young Hispanic Learners</i></li> <li>-Eubanks, <i>Students Who Don’t Speak English</i></li> <li>-PA ELL Proficiency Standards, Glossary of Terms, p.101-102</li> <li>-<a href="#">Wesetervelt, To Make Science Real, Kids Want More Fun</a></li> </ul>	Solar system mobile & oil pastel shadow motion drawings In class: Listen to <a href="#">NPR story: “In search for habitable planets, why stop at earth-like?”</a>
Sept 22	<ul style="list-style-type: none"> <li>-Furniss, <i>Practical considerations for teaching artists with autism</i></li> <li>-Vize, <i>Making art activities work for students with special needs</i></li> <li>-McCollister, <i>Developing criteria rubrics in the art classroom</i></li> </ul>	Review your graded drafts of your lesson plans
Sept 29	<a href="#">11 Classroom Creativity Killers</a>	Creative writing & art: Short story paintings Prepare for your group art lesson - present next week
Oct 6	Students will teach their art lesson. Sign up in advance.	
Oct 13	NO CLASS Fall Break	
Oct 20	Students will teach their art lesson. Sign up in advance. <b>Due - GRADED:</b> Final, revised lesson plan “Shared” with the professor by 4pm today.	

### **Syllabus is subject to change**

If you are late or absent, it is **your responsibility** to find out what you missed (not the professor's to tell you what you missed) and to catch up in a timely manner. **Do not email the professor** to find out what you missed in class instead contact a fellow student in the class.

### **Learning Services Office**

Students who wish to request accommodations in this class for a disability must contact Ms. Elaine Mara, assistant director of academic support services for academic and disability support, at the lower level of Monocacy Hall, or by calling [610-861-1401](tel:610-861-1401). Accommodations cannot be provided until authorization is received from the Academic Support Center.

### **Academic Honesty**

Institutional expectations and the consequences of failure to meet those expectations are outlined in this link: [Moravian College Student Handbook 2011-2012](#).

### **Plagiarism**

If an instructor suspects plagiarism or any other form of academic dishonesty, the student will be asked to show the notes and drafts contributing to the final version of a paper. The instructor also has the right to review any books or periodicals that were used. The grade for the paper will be suspended until these materials have been reviewed. An instructor who suspects a student of violating the policy on academic honesty with regard to an assignment, requirement, examination, test, or quiz will consult with the Department Chair and Academic Dean using a blind copy of the work in question, to verify the violation. If the charge is verified, the instructor will, in almost all cases, **assign either a grade of zero to the academic work in question or a failing grade in the course** in which the violation occurred. The student must be informed in writing of the alleged violation and penalty; a copy of this memo must be sent to the Associate Dean of Academic Affairs. A student may appeal either a charge of academic dishonesty or a penalty as follows: First, to the course instructor. Next, in the case of a First Year Seminar, to the Chair, First Year Seminar. Next, to the Academic Standards Committee, chaired by the Associate Dean for Academic Affairs.

**Attention Education Majors:** All violations of academic honesty reported to the Dean are shared with the Teacher Education Committee at the time the candidate's application for student teaching is being considered. In the past, such violations have prevented the Committee from approving some candidates for student teaching.

## Art Education Resources: Selected Bibliography

### Pennsylvania Department of Education (PDE) Online Resources

- Standards Aligned System
- Academic Standards for the Arts and Humanities
- Language Proficiency Standards for English Language Learners PreK-12
- Code of Professional Practice and Conduct for Educators
- Chapter 354 General Standards and Specific Program Goals

### Standards

#### National Common Core Standards

<http://www.corestandards.org/>

#### The National Coalition for Core Arts Standards (NCCAS)

<http://www.arteducators.org/research/nccas>

#### PA Common Core Standards

<http://www.pdesas.org/Standard/CommonCore>

### Teaching ELL's: Articles, Books, other Readings

Eubanks, P. (2002). Students Who Don't Speak English: Art Specialists Adapt Curriculum for ESOL Students. *Art Education*, 55(2), 40-45.

Garcia, E.E. & Jensen, B. (March, 2007). Helping Young Hispanic Learners. *Educational Leadership*, 34-39.

Goldenberg, Claude. "Teaching English Language Learners What the Research Does—and Does Not—Say," *American Educator*, Summer, 2008. <http://www.aft.org/pdfs/americaneducator/summer2008/goldenberg.pdf>

Henry, C. (2007). Teaching in Another Culture: Preparing Art Educators for Teaching English Language Learners. *Art Education* 60(6), 33-39.

Hoover, J.J. & Patton, J. R. (March 2005). Differentiating Curriculum and Instruction for English-Language Learners with Special Needs. *Interventional in School and Clinic* 40(4), 231-235.

Lombardi, J. (May/June 2008). Beyond Learning Styles: Brain-Based Research and English Language Learners. *Clearing House: A Journal of Educational Strategies, Issues and Ideas*, v81 n5 p219-222.

Miller, P.C. & Endo, H. (2004). Understanding and meeting the needs of ESL students. *Phi Delta Kappan*, 85(10), 786-791.

New York State Education Department Office of Bilingual Education and Foreign Languages Studies (2010). *Art as a tool for Teachers of English Language Learners*. Albany, NY: The University of the State of New York.

Pennsylvania Department of Education. ELPS Training: Powerpoint presentation that explains the importance of meeting the needs of ELL's

Rubinstein-Avila, E. (February, 2006). Connecting with Latino Learners. *Educational Leadership*, 38-43.

Whelan-Ariza, E. (2010). *Not for ESOL Teachers: What every classroom teacher needs to know about the linguistically, culturally, and ethnically diverse student*. New York: Allyn & Bacon.

Young, T.A. & Hadaway, N.L. (2006). *Supporting the literacy development of English learners*. Newark, DE: International Reading Association.

### **Teaching ELL's: Radio Program**

**NPR Radio Program: Educating Latinos: An NPR Special Report: A Five-Part Series on a Crisis in Education**

[http://www.npr.org/programs/atc/features/2002/nov/educating\\_latinos/series.html](http://www.npr.org/programs/atc/features/2002/nov/educating_latinos/series.html)

### **Teaching English Language Learners: Websites**

**English Language Learners in Pennsylvania Schools: Legal Issues and Advocacy Opportunities**

<http://www.elc-pa.org/pubs/downloads/english/ell-Current%20issues%20Nov%202006.pdf>

**Teachers of English to Speakers of Other Languages, TESOL**

<http://www.tesol.org/>

**National Association for Bilingual Education, NABE**

<http://www.nabe.org/>

**WIDA World-Class Instructional Design and Assessment**

<http://www.wida.us/>

**Many Things**

<http://www.manythings.org/>

**Colorín Colorado!**

<http://www.colorincolorado.org/>

**Center for Research on Education, Diversity, and Excellence Hawai'i Project (CREDE)**

<http://manoa.hawaii.edu/coe/crede/>

**National Clearinghouse for English Language Acquisition and Language Instruction Programs (NCELA)**

[www.ncela.gwu.edu](http://www.ncela.gwu.edu)

**Activities for students who are ELLs**

<http://a4esl.org/>

**All English Language Learners articles**

<http://www.readingrockets.org/article/c61/>

**Kennedy Center: Arts Edge: Using the Arts to Support English Language Learners**

<http://artsedge.kennedy-center.org/educators/how-to/supporting-individual-needs/supporting-ell-with-the-arts.aspx>

**Everyday ELL: Teaching Tips and Materials Supporting English Language Learners**

<http://www.everydayell.com/>

**TESOL International Association: English Language Proficiency Standards PreK-12**

<http://www.tesol.org/advance-the-field/standards/prek-12-english-language-proficiency-standards>

## Teaching Students with Diverse Needs:

### Students with Visual Impairments

#### Art Beyond Sight: Museum Education Initiative

<http://www.artbeyondsight.org/>

#### Teaching Braille to Young Children

<http://www.pathstoliteracy.org/teaching-braille-young-children>

### Students with learning and developmental disabilities

Gerber, B.L. & Guay, D.M. (Eds.). (2006) *Reaching and teaching students with special needs through art*. Reston, VA: National Art Education Association.

Henley, D. R. (1992). *Exceptional Children: Exceptional Art: Teaching Art to Special Needs*. Davis Publications.

Larkin, M. (2002). Using scaffolded instruction to optimize learning. *ERIC Digest. Disabilities and Gifted Education*, Arlington, VA.

Lokerson, J.E. & Joynes, A.C. (2006). Students with learning disabilities. In B.L. Gerber & D.M. Guay (Eds.). *Reaching and teaching students with special needs through art*. Reston, VA: National Art Education Association. (pp. 83-106)

Lynch, S.A. & Warner, L. (2008). Creating lesson plans for all learners. *Kappa Delta Pi Record*, 45(1) 10-15.

UDL, National Universal Design for Learning Task Force. The facts for educators. Retrieved from: [udl4maryland.webs.com/UDLEducatorsFactSheet.pdf](http://udl4maryland.webs.com/UDLEducatorsFactSheet.pdf)

Vize, A. (2005). Making art activities work for students with special needs. *Art and Activities*, 138(4), 17, 41.

### The Kennedy Center: VSA: The International Organization on Arts and Disability

<http://www.kennedy-center.org/education/vsa/>

### The Arc

Largest national community-based organization advocating for and serving people with intellectual and developmental disabilities and their families

<http://www.thearc.org/>

### "I'm an artist" movie

*I'm an Artist* tells the story of the often hidden children of our times-students with learning disabilities. In this heartwarming documentary young adults with Down syndrome, autism, and behavior issues collaborate with a dedicated teacher to create artwork for their first professional gallery exhibition. As the students draw, color, and paint we witness how these children, who often struggle in life every day, gain confidence and self-acceptance through artistic expression. <http://www.imanartistmovie.com/>

## Teaching Art to Children on the Autism Spectrum

Furniss, G. (2009). Art lessons for a young artist with Asperger Syndrome. *Art Education* (62)3, 18-23.

Furniss, G. (2008). Celebrating the artmaking of children with autism. *Art Education*(61)5, 8-12.

Furniss, G. (May/June 2007). Practical considerations for teaching artists with autism. *School Arts*. p.6.

Furniss, G. (May/June 2006). Teaching art to children with autism. *School Arts*.

Kluth, P. & Schwarz, P. (2008). *Just give him the whale: Twenty ways to use fascinations, areas of expertise, and strengths to support students with autism*. Baltimore: Paul H. Brookes.

## Art for the Elementary Classroom: Interdisciplinary Art Education

DeLong, R., McCracken, J.B., & Willett, E. (2007). *Crayola Dream-Makers: Building fun and creativity into standards-based learning: **After School Programs*** K-6. Easton, PA: Crayola.

DeLong, R., McCracken, J.B., & Willett, E. (2007). *Crayola Dream-Makers: Building fun and creativity into standards-based learning: **Early Childhood: Cherishing Young Children's Creativity: Infants through 5 years***. Easton, PA: Crayola.

DeLong, R., McCracken, J.B., & Willett, E. (2007). *Crayola Dream-Makers: Building fun and creativity into standards-based learning: **Language Arts*** K-6. Easton, PA: Crayola.

DeLong, R., McCracken, J.B., & Willett, E. (2007). *Crayola Dream-Makers: Building fun and creativity into standards-based learning: **Mathematics*** K-6. Easton, PA: Crayola.

DeLong, R., McCracken, J.B., & Willett, E. (2007). *Crayola Dream-Makers: Building fun and creativity into standards-based learning: **Science*** K-6. Easton, PA: Crayola.

DeLong, R., McCracken, J.B., & Willett, E. (2007). *Crayola Dream-Makers: Building fun and creativity into standards-based learning: **Social Studies*** K-6. Easton, PA: Crayola.

Lynch, P. (2007). Making meaning many ways: An exploratory look at integrating the arts with classroom curriculum. *Art Education*, 60 (4), 33-38.

Philadelphia Museum of Art. *Looking to Write, Writing to Look*. Retrieved 8/14/13  
[http://www.philamuseum.org/booklets/12\\_70\\_160\\_1.html](http://www.philamuseum.org/booklets/12_70_160_1.html)

**EDUC 213.2**  
**PDE Grades PreK-4 Program Specific Guidelines**  
**Candidate Competencies**

**Pennsylvania Department of Education (PDE) Chapter 354 General Standards and Specific Program Goals**  
<http://www.portal.state.pa.us/portal/server.pt?open=514&objID=506706&mode=2>

**I. Development, Cognition, and Learning**

Candidates will be able to:

**A. Curriculum** - Develop, implement, assess and modify curriculum and lessons as evidence by their ability to:

4. Apply concepts of human development to education and learning regarding attention, memory, conceptual knowledge and its formation, reasoning, decision-making, problem-solving, executive functioning, principles and mechanisms of development, intelligence, action, and motor control

**B. Social** – Apply principles in social competence, social withdrawal, and social role by their ability to:

2. Identify the multiple interacting influences on children’s development and learning

**C. Pre-K-4 education foundation, theory, and policy**

6. Implement lessons based on students’ stages of cognitive development, use of senses for exploration and understanding of the world, and development of age appropriate problem solving and critical thinking skills

**D. Child development theory** – Effectively apply the principles and theories of child development, including:

1. Developmentally appropriate practices
2. Constructivism

**E. Early childhood theory** - Implement lessons based on early childhood education foundations, theory and policy, including:

3. Social, economic and cultural diversity, and implications for learning

**F. PA Early Learning Standards** – Demonstrate proficiency with PA early childhood learning standards, which is the framework that guides young children’s learning and how these approaches influence curriculum in positive ways.

2. Develop and implement meaningful, challenging curriculum that support’s young children’s ability and motivation to solve problems and think well.

**G. Classroom Environment** – Demonstrate understanding of the way in which classroom environments influence children’s learning including:

6. The connection between classroom materials, learning standards, and instruction.

**H. Behavior** - Demonstrate knowledge of how to observe children and record behavior in a variety of settings in order to understand the meaning and degree of variation and exceptionality among individuals.

**I. Diversity** – Plan, implement and adapt, for all children, developmentally, culturally and linguistically appropriate instructional practices and strategies including:

8. Implementation of accommodations and modifications for diverse learners, including the use of assistive technology, materials adaptations, prompting strategies, environmental arrangements, and visual supports

## **II. Subject Matter Pedagogy Content**

Candidates will be able to:

### **A. Language Development:**

1. Develop, implement, assess and modify curriculum and lessons as evidences by their ability to:

c. Develop spoken language skills in the following areas:

iii. Use an increasingly complex and varied spoken vocabulary

iv. Ask and answer relevant questions.

### **B. Early Literacy Foundations:**

4. Reading-Writing Connections:

c. Provide strategies for delivering content:

xii. Write using well-developed content appropriate for the topic

### **C. Early Math Foundations:**

3. Geometry – develop, implement, asses and modify curriculum and lessons as evidenced by their ability to teach students how to:

a. recognize, name, build, draw, compare and sort two-dimensional shapes.

### **D. Science:**

7. Science and Inquiry:

b. Provide experiences that enable children to:

i. Raise questions about objects and events around them

ii. Explore materials, objects, and events by acting upon them and noticing what happens.

### **E. Social Studies:**

2. Principles – demonstrate implementation of the five overarching principles for social students instruction:

a.b.c.d.e. Social studies teaching and learning are powerful when they are meaningful; integrated; values-based; challenging by expecting students to strive to accomplish the instructional goals, both as individuals and as group members; and active.

### **F. Arts and Humanities:**

2. Create and perform in all art forms (*specifically the visual arts for EDUC 213.2*)

14. Know how to communicate an informed individual opinion about the meaning of works in the arts

**G. Motor development and health** – Articulate priorities for high quality, meaningful physical activity and physical education experiences that help children:

3. Try new movement activities and skills

### **III. Assessment**

Candidates will be able to:

C. Effectively use systematic observations, documentation and other effective assessment strategies

### **IV. Family and Community Collaboration Partnerships**

Candidates must apply their understanding of children and families diversity to:

C. Candidates must know and understand strategies to partner with families including:

5. Providing families with meaningful opportunities to be involved throughout their child's education

### **V. Professionalism**

Candidates must understand the value of and strategies for creating a community of learners. They will be able to:

P. Construct lesson and activity plans and set instructional goals and objectives guided by content, pedagogy and developmental considerations, consistent with Pennsylvania's learning standards;

Q. Use appropriate interactions between teacher and students and among students;

R. Apply developmentally appropriate motivational strategies;

S. Use a range of assessments of classroom environments;

T. Link classroom materials to standards.