



Midwestern State University  
Gordon T. & Ellen West College of Education

## EARLY CHILDHOOD CURRICULUM ECED 4133

### Instructor/Contact Information

Leann Curry, M.Ed. – e-mail: leann.curry@msutexas.edu  
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Office: BH301C  
Office Hours: by appointment

### Required Text:

Beaver, N. (2018). *Early education curriculum: a child's connection to the world*, 7<sup>th</sup> edition. New York: Wadsworth.

\* Syllabus, calendar, handouts will be posted on D2L.

### Course/Catalog Description:

Implementing the Texas early childhood curriculum with an emphasis on developmentally appropriate practice. The course will include the following: planning the learning environment, developing learning activities, organizing the school day, and interpreting children's growth to parents.

**Instructor Response Policy:** During the week, response time is within 24-48 hours. Emails received over the weekend will receive a response no later than Tuesday, 8am. Emails received on holidays will receive a response no later than 8am on the second business day after the holiday.

### Learner Outcomes:

During the scope of this course, students will have the opportunity to:

- identify and create a developmentally appropriate learning environment that meets the needs of all young children.
- identify and develop a curriculum for the total growth and development of young children including: language arts, creative art, music and movement, science and technology, mathematics, social studies, anti-bias curriculum and field trips, nutrition and health.
- plan and set up learning centers for young children.
- develop guidance principles for children and teachers to act and interact in positive, productive, and acceptable ways.

- identify the value and benefits of play for young children.
- identify and create experiences for promoting young children's positive self-concept and social relationships, multicultural experiences, etc.

## Conceptual Framework Overview

**The outcomes for graduates of professional programs are based upon knowledge, skills, and dispositions in the following elements:**

- **Learner Development** - understand how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and design and implements developmentally appropriate and challenging learning experiences.
- **Learning Differences** - understand individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
- **Learning Environment** - work with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
- **Content Knowledge** - understand the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.
- **Application of Content** - understand how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
- **Assessment** - understand and use multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
- **Planning for Instruction** - plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
- **Instructional Strategies** - understand and use a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

- **Professional Learning and Ethical Practice** - engage in ongoing professional learning and use evidence to continually evaluate his or her practice, particularly the effects of his or her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
- **Leadership and Collaboration** - seek appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Focus of the Course:

1. Child Development
2. Good Environments for Young Children, Teachers, and Families
3. Guidance Techniques and School/Home Interaction
4. The Value of Play
5. Ethics, Standards, and Curriculum Development
6. Observation and Assessment
7. Language Arts/Early Literacy & Reading/Comprehension Strategies
8. Creative, Artistic, and Sensory Expression
9. Music and Movement Education
10. Science and Technology
11. Mathematics
12. Social Studies, Anti-Bias Curriculum, and Field Trips
13. Nutrition and Health
14. Transition Activities

### **Dispositions**

The early childhood faculty expects students to demonstrate the performances essential for meeting the early childhood instructional needs of all students. Early childhood education professionals are committed to using research-based instruction.

Early childhood education professionals assess learner needs to plan appropriate instruction.

Early childhood education professionals are aware that best assessments are conducted over time and compare the child's past and present abilities.

Early childhood education professionals display positive dispositions related to early childhood.

Early childhood education professionals value students' interests, reading abilities, and backgrounds as foundations for the early childhood program.

Early childhood education professional's model related early childhood experiences enthusiastically as valued lifelong activities.

Early childhood education professionals help families find enjoyable ways to support learning begun at school.

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**Assessment:**

Read Aloud Video: – 6%:

Lesson Plan Activity- 22%

Organizing Classroom Activity- 7%

Family Engagement Plan-8%

Data Analysis- 8%

Participation and Reflective Journal- 15%

Exams-34%

**Calendar:**

See Course Content Page in D2L.

**Assignments/Grading Procedures:**

**Read Aloud Video (6%):**

Each student will create an interactive read-aloud video appropriate for early elementary. Please choose a grade-level range of preschool through first grade. Readings should be enthusiastic/interactive and use appropriate volume, tone, and character voices. Video read aloud should encourage activation of background knowledge, predicting, questioning, and picture/text evidence to support inferencing. Video examples of effective read-aloud are available in the related content module on D2L. Upload the link to the DropBox for a grade (e.g. YouTube, Google Drive, or another format). Ensure you are familiar with the

book and use appropriate eye contact with the camera. See the rubric for grading information (D2L).

**Lesson Plan Activity (22%):**

Each student will prepare 3 whole group lesson plans and 3 corresponding small group lesson plans. Each student will be required to plan a direct math lesson for Preschool, an inquiry-based science lesson for first grade, and a direct or inquiry-based English language arts lesson for second grade. Lesson plans should include supplemental materials including hand-outs, visual aids/reference materials, technology supports, etc. Lesson plans will follow the WCOE lesson plan template (see D2L). See rubric for grading information (D2L).

**Organizing Classroom Assignment (7%):** Each student will prepare a developmentally appropriate preschool classroom/environment. The organizing classroom assignment should include a digital layout of the classroom and a detailed narrative explaining the following: daily schedule, social contract/rules, classroom management plan, classroom procedures/transitions, and learning centers (e.g. library/listening, construction, puppets/storytelling, dramatic play, writing, ABC, sand/water play, science/math, and creativity). See rubric for grading information (D2L).

**Family Engagement Plan (8%):** Each student will develop a family engagement plan for a preschool campus/classroom. The plan should support family engagement, establish a network of family community resources, increase family participation in decision-making, equip families with tools to enhance and extend their child's learning, develop teacher/staff skills to support families in meeting learning expectations for their child, and evaluate family engagement efforts and use of evaluation for continuous improvement. See rubric for grading information.

**Data Analysis (8%):** Using an IRISCENTER module, each student will analyze an EC-3 data set and identify different types of classroom assessments, understand how progress monitoring informs instructional decision-making, administer, score, and graph general outcome measurements, evaluate student data to inform instructional decision-making, and use visual repetitions of data to facilitate transparency and communication with parents, teachers, and parents. Specific instructions and grading information (rubric) are on D2L.

**Examinations (34%):**

There will be three scheduled exams for this course. Exams will be taken through D2L.

**Total Points for Final Grade:**

Grade	Points
A	90-100
B	80-89

Grade	Points
C	70-79
D	60-69
F	Less than 60

### **Participation and Late Work Policy:**

Please complete all assignments on time. Assignments and Exams will be deducted by 25% for each late day. Complete readings prior to class schedule to ensure participation in course related content and activities.

Participation Policy - (Read Welcome Letter on Course Home Page —D2L)

- Although the course requires a thorough understanding of the readings and assignments, online discussions will provide the basis for learning and assessment.
- Because of the absence of in class collaboration and face-to-face communications, participation in the discussion boards is crucial to the successful completion of this course.
- Instructor Drop. An instructor may drop a student any time during the semester for excessive absences or failure to participate in online classes, for consistently failing to meet class assignments, for an indifferent attitude, or for disruptive conduct. The instructor must give the student a verbal or written warning prior to dropping the student from the class. An instructor's drop of a student takes precedence over the student-initiated course drop of a later date. The instructor will assign a grade of either WF or F through the first 8 weeks of a long semester, the first 6 weeks of a 10 week summer term, or the 11th class day of a 4 or 5 week summer term consisting of 20 days. After these periods the grade will be an F. The date the instructor drop form is received in the Office of the Registrar is the official drop date.
- Please complete all assignments on time. Assignments will be deducted by 25% for each late day. Complete readings prior to class schedule to ensure participation in course related content and activities.

### **MSU-TEXAS Policies and Procedures:**

#### **[Student Handbook:](#)**

Academic Misconduct Policy and Procedures

Academic Dishonesty: Cheating, collusion, and plagiarism (the act of using source material of other persons, either published or unpublished, without following the accepted techniques of crediting, or the submission for credit of work not the individual's to whom credit is given). Additional guidelines on procedures in these matters may be found in the [Office of Student Conduct](#)

#### **Online Computer Requirements**

Taking an online class requires you to have access to a computer (with Internet

access) to complete and upload your assignments. It is your responsibility to have (or have access to) a working computer in this class. ***Assignments and tests are due by the due date, and personal computer technical difficulties will not be considered reason for the instructor to allow students extra time to submit assignments, tests, or discussion postings.*** Computers are available on campus in various areas of the buildings as well as the Academic Success Center. **Computer issues are not an excuse for missing a deadline.** There are many places to access your class! Our online classes can be accessed from any computer in the world which is connected to the internet. Contact your instructor immediately upon having computer trouble. If you have technical difficulties in the course, there is also a student helpdesk available to you. The college cannot work directly on student computers due to both liability and resource limitations however they are able to help you get connected to our online services. For help, log into [D2L](#).

### **Change of Schedule**

A student dropping a course (but not withdrawing from the University) within the first 12 class days of a regular semester or the first four class days of a summer semester is eligible for a 100% refund of applicable tuition and fees. Dates are published in the Schedule of Classes each semester.

### **Refund and Repayment Policy**

A student who withdraws or is administratively withdrawn from Midwestern State University (MSU) may be eligible to receive a refund for all or a portion of the tuition, fees and room/board charges that were paid to MSU for the semester. HOWEVER, if the student received financial aid (federal/state/institutional grants, loans and/or scholarships), all or a portion of the refund may be returned to the financial aid programs. As described below, two formulas (federal and state) exist in determining the amount of the refund. (Examples of each refund calculation will be made available upon request).

### **Services for Students with Disabilities**

In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Midwestern State University endeavors to make reasonable accommodations to ensure equal opportunity for qualified persons with disabilities to participate in all educational, social, and recreational programs and activities. After notification of acceptance, students requiring accommodations should make application for such assistance through Disability Support Services, located in the Clark Student Center, Room 168, (940) 397-4140. Current documentation of a disability will be required in order to provide appropriate services, and each request will be individually reviewed. For more details, please go to [Disability Support Services](#).

### **Campus Carry Rules/Policies**

Refer to: [Campus Carry Rules and Policies](#)

### **Smoking/Tobacco Policy**

College policy strictly prohibits the use of tobacco products in any building owned or operated by MSU. Adult students may smoke only in the outside designated-smoking areas at each location.

### **Alcohol and Drug Policy**

To comply with the Drug Free Schools and Communities Act of 1989 and subsequent amendments, students and employees of Midwestern State are informed that strictly enforced policies are in place which prohibits the unlawful possession, use or distribution of any illicit drugs, including alcohol, on university property or as part of any university-sponsored activity. Students and employees are also subject to all applicable legal sanctions under local, state and federal law for any offenses involving illicit drugs on University property or at University-sponsored activities.

### **Grade Appeal Process**

Students who wish to appeal a grade should consult the Midwestern State University [MSU Catalog](#)

Notice

Changes in the course syllabus, procedure, assignments, and schedule may be made at the discretion of the instructor.

### **References:**

Beaver, N. (2018). *Early education curriculum: a child's connection to the world*, 7<sup>th</sup> edition. New York: Wadsworth.

Bredekamp, S. & Copple, C. Developmentally Appropriate Practice in Early Childhood Programs, Revised Edition. [NAEYC: latest edition](#).

National Association for the Education of Young Children, NAEYC (2019). Professional Standards and Competencies for Early Childhood Educators. Washington, DC. Available: [NAEYC](#)

Texas Education Agency. (2021).EC-6 Core Subjects Test Framework. Retrieved January 1, 2021, from [EC-6 Core Subjects 391](#)

Texas Education Agency. (2021).EC-6 Core Subjects Standards. Retrieved January 1, 2021, from [EC-6 Core Subjects](#)

Texas Education Agency. (2018). Pedagogy and Professional Responsibilities Standards EC-6. Retrieved August 19, 2020, from [PPR EC-6](#)

Texas Education Agency. (2018). Educator's Code of Ethics. Retrieved May 19, 2020, from [TEA Texas Educator Code of Ethics](#)

### **Standards/Objectives:**

**National Association for the Education of Young Children (NAEYC)  
Professional Competencies for EC Educators:**



Standard 1 – Child Development and Learning in Context. Early childhood educators (a) are grounded in an understanding of the developmental period of early childhood from birth through age 8 across developmental domains. They (b) understand each child as an individual with unique developmental variations. Early childhood educators (c) understand that children learn and develop within relationships and within multiple contexts, including families, cultures, languages, communities, and society. They (d) use this multidimensional knowledge to make evidence-based decisions about how to carry out their responsibilities.

As a result, candidates will:

- compare and contrast theories and philosophies of early childhood development and learning
- explain and identify developmentally appropriate practices, including child development and learning, individual strengths, interests, and needs
- explain the process of planning and implementing a developmentally appropriate environment for young children

Standard 1 will be met through class activities, chapter assignments, and exams.

Standard 2 –Family-Teacher Partnerships and Community Connections. Early childhood educators understand that successful early childhood education depends upon educators' partnerships with the families of the young children they serve. They (a) know about, understand, and value the diversity in family characteristics. Early childhood educators (b) use this understanding to create respectful, responsive, reciprocal relationships with families and to engage with them as partners in their young children's development and learning. They (c) use community resources to support young children's learning and development and to support children's families, and they build connections between early learning settings, schools, and community organizations and agencies.

As a result, candidates will:

- describe/develop teaching strategies and involve families in the education process
- define/develop examples of developmentally appropriate ways to support emergent literacy at home
- communicate awareness to the family members of the importance of a child's language and literacy development

Standard 2 will be met through class activities and exams.

Standard 3 – Child Observation, Documentation, and Assessment. Candidates know about and understand the goals, benefits, and uses of assessment. They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence children's development and learning.

As a result, candidates will:

- observe and document children's unique qualities, strengths, and needs in Head Start and early childhood (public school) classrooms

- plan effective instruction that meets the needs of all students, including those at different developmental stages and those from different cultural backgrounds
- describe effective assessment tools to support children’s development and literacy learning

Standard 3 will be met through field experience, reflection journal, chapter assignments, lesson presentation, exams, and class activities.

Standard 5 – Knowledge, Application, and Integration of Academic Content in EC Curriculum. Early childhood educators have knowledge of the content of the academic disciplines (e.g., language and literacy, the arts, mathematics, social studies, science, technology and engineering, physical education) and of the pedagogical methods for teaching each discipline. They (a) understand the central concepts, the methods and tools of inquiry, and the structures in each academic discipline. Educators (b) understand pedagogy, including how young children learn and process information in each discipline, the learning trajectories for each discipline, and how teachers use this knowledge to inform their practice. They (c) apply this knowledge using early learning standards and other resources to make decisions about spontaneous and planned learning experiences and about curriculum development, implementation, and evaluation to ensure that learning will be stimulating, challenging, and meaningful to each child.

As a result, candidates will:

- plan content/subject area activities for a thematic unit using a wide variety of instructional strategies, approaches, and methods for learners at different stages of development and from differing cultural backgrounds
- explain/demonstrate major components of developmentally appropriate practices relating to all subjects and content areas appropriate for early childhood classrooms
- describe/plan instructional strategies as appropriate for accomplishing the given purposes

Standard 5 will be met through class activities, chapter assignments, lesson presentation, and exams.

### **Pedagogy and Professional Responsibilities**

The following objectives will be met through class activities, chapter assignments, exams, and lesson presentations.

Domain 1 – Designing Instruction and Assessment to Promote Student Learning  
Competency 001: The teacher understands human developmental processes and applies this knowledge to plan instruction and ongoing assessment that

motivate students and are responsive to their developmental characteristics and needs. The beginning teacher:

- recognizes the wide range of individual developmental differences that characterizes students and the implications of this developmental variation for instructional planning.
- recognizes factors affecting the physical growth and health of students and knows that students' physical growth and health impact their development in other domains.
- recognizes factors affecting the social and emotional development of students and knows that students' social and emotional development impacts their development in other domains.
- knows the stages of play development and the important role of play in young children's learning and development
- recognizes the importance of helping students apply decision-making, organization, and goal-setting skills.
- Uses knowledge of the developmental characteristics and needs of students to plan meaningful, integrated, and active learning and play experiences that promote the development of the whole child.
- Understands how development in any one domain (cognitive, social, physical, emotional) impacts development in other domains.

Competency 002: The teacher understands student diversity and knows how to plan learning experiences and design assessments that are responsive to differences among students and that promote all students' learning. The beginning teacher:

- demonstrates knowledge of students with diverse personal and social characteristics and the significance of student diversity for teaching, learning, and assessment.
- accepts and respects students with diverse backgrounds and needs.
- knows how to use diversity in the classroom to enrich all students' learning experiences.
- knows how to plan and adapt lessons to address students' varied backgrounds, skills, interests, and learning needs, including the needs of English language learners and students with disabilities.

Competency 003: The teacher understands procedures for designing effective and coherent instruction and assessment based on appropriate learning goals and objectives.

The beginning teacher:

- understands the significance of the Texas Essential Knowledge and Skills (TEKS) in determining instructional goals and objectives.
- demonstrates knowledge of various types of materials and resources that may be used to enhance student learning and engagement, and evaluates the appropriateness of specific materials and resources for use in particular situations, to address specific purposes, and to meet varied student needs.

- plans lessons and structures units so that activities progress in a logical sequence and support stated instructional goals.
- plans learning experiences that provide students with opportunities to explore content from integrated and varied perspectives.

Competency 004: The teacher understands learning processes and factors that impact student learning and demonstrates this knowledge by planning effective, engaging instruction and appropriate assessments. The beginning teacher:

- understands the role of learning theory in the instructional process and uses instructional strategies to facilitate student learning
- understands that young children think concretely and rely primarily on motor and sensory input and direct experience for development of skills and knowledge, and uses this understanding to plan effective, developmentally appropriate learning experiences and assessments.
- recognizes how various characteristics of students (attention span, need for physical activity, movement) impact teaching and learning.
- stimulates reflection, critical thinking, and inquiry among students by providing opportunities to manipulate materials, provides repetition for increased conceptual understanding, and supports the concept of play as a valid vehicle for learning.
- analyzes ways in which teacher behaviors impact student learning, and plans instruction and assessment that minimize the effects of negative factors and enhance all students' learning.
- understands the importance of self-directed learning and plans instruction and assessment that promote students' motivation and their sense of ownership of and responsibility for their own learning.
- incorporates students' different approaches to learning (auditory, visual, tactile, kinesthetic) into instructional practices.

## Domain II – Creating a Positive, Productive Classroom Environment

Competency 005: The teacher knows how to establish a classroom climate that fosters learning, equity, and excellence and uses this knowledge to create a physical and emotional environment that is safe and productive. The beginning teacher:

- uses knowledge of the unique characteristics and needs of students to establish a positive, productive classroom environment by encouraging cooperation and sharing, teaching children to use language to express their feelings.
- establishes a classroom climate that emphasizes collaboration and supportive interactions, respect for diversity and individual differences and active engagement in learning by all students.
- presents instruction in ways that communicate the teacher's enthusiasm for learning
- uses a variety of means to convey high expectations for all students
- knows characteristics of physical spaces that are safe and productive for learning, recognizes the benefits and limitations of various arrangements

- of furniture in the classroom, and applies strategies for organizing the physical environment to ensure physical accessibility and facilitate learning in various instructional contexts.
- creates a safe, nurturing, and inclusive classroom environment that addresses students' emotional needs and respects students' rights and dignity.

Competency 006: The teacher understands strategies for creating an organized and productive learning environment and for managing student behavior. The beginning teacher:

- knows how to establish and implement routines and procedures to promote an organized and productive learning environment.
- demonstrates an understanding of how young children function in groups and designs group activities that reflect a realistic understanding of the extent of young children's ability to collaborate with others.
- recognizes the importance of creating a schedule for young children that balances restful and active movement activities and that provides large blocks of time for play, projects, and learning centers.
- schedules activities and manages time in ways that maximize student learning, including using effective procedures to manage transitions and to manage materials and supplies.

Domain III – Implementing Effective, Responsive Instruction and Assessment  
Competency 007: The teacher understands and applies principles and strategies for communicating effectively in varied teaching and learning contexts. The beginning teacher:

- uses language that is appropriate to students' ages, interests, and backgrounds.
- communicates directions, explanations, and procedures effectively and uses strategies for adjusting communication to enhance student understanding.

Competency 008: The teacher provides instruction that actively engages students in the learning process. The beginning teacher:

- applies various strategies to promote student engagement and learning
- presents content to students in ways that are relevant and meaningful and that link with students' prior knowledge and experience.
- engages in continuous monitoring of instructional effectiveness

Domain IV – Fulfilling Professional Roles and Responsibilities

Competence 011: The teacher understands the importance of family involvement in children's education and knows how to interact and communicate effectively with families. The beginning teacher:

- engages families, parents, guardians, and other legal caregivers in various aspects of the educational program.

- interacts appropriately with all families, including those that have diverse characteristics, backgrounds, and needs.
- communicates effectively with families on a regular basis and responds to their concerns.

### **EC-6 Core Subjects**

The following objectives will be met through class activities, chapter assignments, exams, and lesson presentations.

#### **Domain I – English Language Arts and Reading**

Competency 001 (Oral Language): The teacher understands the importance of oral language, knows the developmental processes of oral language, and provides children with varied opportunities to develop listening and speaking skills. The beginning teacher:

- designs a variety of one-on-one and group activities like dramatic play, language play, stories, songs and rhymes to build on children’s current oral language skills.
- selects and uses instructional materials and strategies that promote children’s oral language development, reflect cultural diversity; and respond to the strengths, needs, and interests of individual children, including English Language Learners.
- provides instruction and opportunities for children to develop skills for adapting spoken language for various audiences, purposes, and occasions.

#### **Domain II – Mathematics**

Competency 001 (Mathematics Instruction): The teacher understands how children learn mathematical skills and uses this knowledge to plan, organize, and implement instruction and assess learning. The beginning teacher:

- plans appropriate activities for all children based on research and principles of learning mathematics.
- provides developmentally appropriate instruction that establishes transitions between concrete, symbolic and abstract representations of mathematical knowledge and that builds on students’ strengths and addresses their needs.
- knows how mathematical learning (developing, comprehending, and applying mathematical understanding) may be assisted through the appropriate use of manipulatives.
- motivates children and actively engages them in the learning process by using a variety of interesting, challenging, and worthwhile mathematical tasks and by providing instruction in individual, small-group, and large-group settings.
- helps children make connections between mathematics, the real world, and other disciplines.

#### **Domain III – Social Studies**

Competency 001 (Social Science Instruction): The teacher understands and applies social science knowledge and skills to plan, organize, and implement instruction and assessment. The beginning teacher:

- understands the implications of stages of child growth and development for designing and implementing effective learning experiences in the social sciences.
- selects effective, developmentally appropriate instructional practices, activities, and materials to promote children's knowledge and skills in the social sciences.
- provides instruction that relates skills, concepts, and ideas in different social science disciplines.
- helps children make connections between knowledge and methods in the social sciences and in other content areas.

#### Domain IV – Science

Competency 005 (Students as Learners and Science Instruction): The teacher has theoretical and practical knowledge about teaching science and about how students learn science. The beginning teacher:

- selects and adapts science curricula, content, instructional materials, collaborations, vocabulary and activities to address the interests, knowledge, abilities, experiences, and needs of all students, including English Language Learners.
- Understands developmentally appropriate design and implementation of hands-on learning experiences in science and selects effective, appropriate instructional practices, activities, technologies and materials to promote students' scientific knowledge, skills and inquiry processes.
- Understands how to sequence learning activities in a way that enables students to build on their prior knowledge and that challenges them to expand their understanding of science.

#### Domain V – Fine Arts, Health, and Physical Education

Competency 001 (Visual Arts): The teacher understands concepts, processes, and skills involved in the creation, appreciation, and evaluation of art and uses this knowledge to plan and implement effective art instruction. The beginning teacher:

- knows and understands how perception is developed through observation, prior knowledge, imaginative and cognitive processes, and multisensory experiences.
- selects appropriate techniques used to create art in various media, including drawing, painting, and construction, and promotes children's ability to use those techniques to create original artworks.
- understands how children develop cognitively and artistically and knows how to implement effective art instruction and assessment that is individually, culturally, and age appropriate.

Competency 025 (Music): The teacher understands the concepts, processes and skills involved in the creation, appreciation and evaluation of music and uses that knowledge to plan and implement effective and engaging music instruction.

The beginning teacher:

- Knows how to involve students in activities that promote enjoyment and understanding of music by providing students with a wide range of opportunities to make and respond to music so that they develop music literacy (e.g., concert attendance, authentic performance opportunities).
- integrates instruction in music with instruction in other subject areas.

Competency 027 (Physical Education): The teacher uses knowledge of the concepts, principles, skills, and practices of physical education to plan and implement effective and engaging physical education activities for young children. The beginning teacher:

- Applies knowledge of movement principles and concepts to develop students' motor skills including understanding key elements of mature movement patterns (e.g., throwing, jumping, catching) and various manipulative skills (e.g., volley, dribble, punt, strike).
- selects and uses developmentally appropriate learning experiences that enhance children's locomotor, nonlocomotor, body-control, manipulative, and rhythmic skills.
- modifies instruction based on individual differences in growth and development.
- selects and uses instructional strategies to promote children's knowledge and application of rules, procedures, etiquette, and fair play in developmentally appropriate games and activities.
- designs, manages, and adapts physical education activities to promote positive interactions and active engagement by all children.