

Learning Activities/Performance Tasks:

1. Candidates are aware that students may have an individualized education program (IEP) and therefore diverse assessment needs may apply.
2. Candidates' proposed approach to assessment is fully aligned with the instructional outcomes in both content and process.
3. Candidates design the unit and lesson plans such that assessment results can be utilized to plan future instruction for individual students.

Wilmington University actively supports the rights of students with disabilities to have equal access to education. Wilmington University makes every reasonable effort to accommodate the needs of students with disabilities. Students must contact and self-identify with the Office of Disability Services at the New Castle Campus-Pratt Student Center and furnish [proper documentation](#) of their disability in order to receive available services and/or

Week	Topics	Readings	Assignments
	Meaningfully		Virtual Classroom Observation due Science lesson due
6	Assessing and Evaluating Science Learning	Chapter 5	Discussion due Thematic Unit assessment due
7	Science for All Students	Course articles	Discussion due Virtual Classroom Observation due Integrated Thematic Unit due

	value: 1.00	value: 2.00	value: 3.00	value: 4.00	value: 5.00	Score/Level
<p>ACEI 2.2 Science - Candidates use fundamental concepts of physical, life, and earth/space sciences to design and implement age- appropriate inquiry lessons to teach science.</p> <p>DPAS II Planning and Preparation</p>	<p>Candidate does not cite, and use fundamental concepts of physical, life, and earth/space sciences. Candidate does not design and implement age-appropriate inquiry lessons to teach science, to build student understanding for personal and social applications, and to convey the nature of science.</p>	<p>Candidate cites, and gives examples of the use of fundamental concepts of physical, life, and earth/space sciences. Candidate can design age-appropriate inquiry lessons to teach science.</p>	<p>Candidate designs a Unit of Study, and uses fundamental concepts of physical, life, and earth/space sciences. Candidate constructs and implements age-appropriate inquiry lessons to teach science, to build student understanding for personal and social applications, and to convey the nature of science.</p>	<p>Candidate creates Units of Study using fundamental concepts of physical, life, and earth/space sciences. Candidate appropriately designs and facilitates age-appropriate inquiry lessons to teach physical, life, and earth/space science, to build student understanding for personal and social applications, and to convey the nature of science.</p>	<p>Candidate synthesizes ideas and information demonstrating a deep knowledge, understanding, and use of fundamental concepts of physical, life, and earth/space sciences within his/her designed Unit of Study. Created learning activities are age-appropriate inquiry lessons to teach science, to build student understanding for personal and social applications, and to convey the nature of science.</p>	
<p>Standards DE- Wilmington University DPAS II for Teachers Components and Gates Component 1: Planning and Preparation Gate: Coursework USA- ACEI- Association for Childhood Education International Elementary Education Standards Domain: CURRICULUM Standard: 2.2 Science Candidates know, understand, and use fundamental concepts of physical, life, and earth/space sciences. Candidates can design and implement age-appropriate inquiry lessons to teach science, to build student understanding for personal and social applications, and to convey the nature of science;</p>						
<p>ACEI 2.5 Science (The Arts) -</p> <p>Candidates know, understand, and use as appropriate to their own understanding and skills the</p>	<p>Candidate cannot synthesize information and does not integrate the arts, the content, functions, and achievements of the performing arts (dance, music, theater) and the visual arts as primary media for communication, inquiry, and engagement among elementary</p>	<p>Candidate designs age-appropriate inquiry lessons to teach science; however, the integration of the arts is lacking a purposeful connection to the learning goals.</p>	<p>Candidate designs a Unit of Study incorporating one form of the arts within the Unit of Study.</p>	<p>Candidate creates a Unit of Study that houses examples of the arts in relation to the teaching of Science, (dance, music, theater).</p>	<p>Candidate synthesizes information and integrates the arts, the content, functions, and achievements of the performing arts (dance, music, theater) and the visual arts as primary media for communication, inquiry, and engagement among elementary students, as appropriate</p>	

	value: 1.00	value: 2.00	value: 3.00	value: 4.00	value: 5.00	Score/Level
content,						

