Specific Teaching Practices: Health, Visual and Performing Arts, and Social Studies

Course of Study for EHA4/5, ELC4/5

Description
Your competence will be assessed as you complete the EHA4 or EHA5 performance assessment and then take the ELC5 or ELC5 objective assessment for this course of study. This course of study may take up to 7 weeks to complete.

Introduction
Welcome to Specific Teaching Practices: Health, VPA, and Social Studies. The Specific Teaching Practices-Elementary Education Message Board facilitator is available to share ideas about teaching social studies, health, and visual and performing arts. Take the time to participate in message board activities, share teaching ideas with other students, and become the best Elementary teacher you can become.

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Overview
You have learned, through Effective Teaching Practice, how to plan lessons, select materials, present information, group students, and many other fundamental skills that are essential for effective teaching and learning. Now you have the opportunity to learn and practice specific strategies for teaching elementary children social studies, health, and visual and performing arts. The purpose of this course of study is to help you develop a repertoire of specific teaching skills and to provide you with opportunities to develop instructional materials that you will be able to use or adapt

**Outcomes and Evaluation**

After completing this course of study, you should be able to demonstrate competency in the following areas. This course of study covers the following 3 competencies:

**Competency 602.4.19: Teaching Methods: Social Sciences**

The graduate provides effective, research-based social science instruction.

**Competency 602.4.20: Teaching Methods: Health and Fitness**

The graduate integrates health and fitness into the elementary curriculum.

**Competency 602.4.21: Teaching Methods: Visual and Performing Arts**

The graduate integrates visual arts and music into the elementary curriculum.

**Teaching Dispositions Statement**

Please review the [Statement of Teaching Dispositions](#).

You will complete the following assessments as you work through the course of study.

**Pre-Assessment**

You will complete a pre-assessment before taking the objective assessment.

**Objective Assessment**

You will complete the following objective assessment:

- ELC4 of ELC5
For specific information about this assessment, select this course under the “Course Details” section of your Degree Plan.

Performance Assessment

You will complete the following tasks in TaskStream as part of the EHA4 or EHA5 performance assessment:

- EHA4/5: Task 602-4-19-05
- EHA4/5: Task 602.4.19.-06
- EHA4/5: Task 602-4-20-06
- EHA4/5: Task 602-4-212-01
- EHA4/5: Task 602-4-21.11

Please note that the instructions may change slightly from time to time. For the most up-to-date instructions, evaluation rubrics, and other related material, please log in to TaskStream.

Preparing for Success

The information in this section is provided to help you become ready to complete this course of study. As you proceed, you will need to be organized in your studies in order to gain competency in the indicated areas and prepare yourself to pass the final assessments.

Your Learning Resources

Enroll in or order the learning resources for this course as early as possible so as to give them time to arrive and give you enough time to become familiar with them.

Automatically Enrolled Learning Resources

You will be automatically enrolled at the activity level for the following learning resources. Simply click on the links provided in the activities to access the learning materials.

The following e-texts are available to you free of charge, but you may purchase hard copies at your own expense through a retailer of your choice. If you choose to do so, please use the ISBN listed to ensure that you receive the correct edition.
**CourseSmart E-Texts**

The following textbooks are available to you as e-texts within this course of study. You will be directly linked to the specific readings required within the activities that follow.


**Purchase Learning Resources**

Listed below are the learning resource materials you will need to obtain.

**Textbooks**

Purchase the following textbook:


*Note: The WGU Bookstore has this book available for immediate purchase and delivery. To purchase this from the WGU bookstore, use the "Buy Now" link on the LR tab. You may shop at other online bookstores, but be sure to order early and use the ISBN listed to ensure that you receive the correct edition.*

**Enroll in Learning Resources**

You will need to enroll in or subscribe to additional learning resources as a part of this course of study.

You may already have enrolled in these resources for other courses. Please check the "Learning Resources" tab and verify that you have access to the following learning resources. If you do not currently have access, please enroll or renew your enrollment at this time.
Note: For instructions on how to enroll in or subscribe to learning resources through the "Learning Resources" tab, please see the "Acquiring Your Learning Resources" page.

CourseCompass-MyLabSchool

Check your subscription for CourseCompass-MyLabSchool. If your subscription has expired, renew it. "CourseCompass-MyLabSchool Renewal" should appear as a learning resource.

Other Learning Resources

You will use the following learning resources for this course of study.

WGU Library E-Reserves

This course of study utilizes resources located in the WGU Library E-Reserves, with articles available for you to download. For instructions on how to access WGU Library E-Reserves, see the "Accessing WGU Library E-Reserves" page.

The following e-reserve materials will be used in this course of study:


Note: Access chapters from the Physical Education for Elementary School Children text through "WGU Library E-Reserves" > "Teacher Education" > "Effective Teaching Practices" > "Specific Teaching Practices (Elementary)."

Additional Preparation

There are many different learning tools available to you within your course of study in addition to the learning resources already discussed. Take the time to familiarize yourself with them and determine how best to fit them into your learning process.

Message Boards, Study Notes, FAQs

Message boards, study notes, and FAQs are available in every course of study.

Use the "Additional Learning Tools" document to review these tools.
Course Mentor Assistance
Course mentors are available to help you. Their job is to aid understanding in areas where you need to improve, and to guide you to the learning resources that will help you. Request their help as needed when preparing for assessments.

If you fail assessment attempts, go through the provided feedback first, then ask specific questions. Mentors cannot guarantee you pass as they do not evaluate assessments; however, they can provide the assistance and advice necessary to help you succeed.

Social Studies Instruction
Social studies instruction includes four important goals: to acquire knowledge from social sciences, history, and humanities, to develop skills to think and process information, to develop values and beliefs that promote citizenship, and to participate in social environments.

Helping students understand the world in which they live forms the basis for social studies instruction. The array of psychological and socio cultural topics covered in social studies affords teachers with many opportunities to use interesting, interactive, and creative instructional strategies.

Competency 602.4.19: Teaching Methods: Social Sciences
The graduate provides effective, research-based social science instruction.

Decision Making Instructional Strategies and Geography
Social studies teachers need to implement instructional strategies that help children represent aspects of the world and use information to make important decisions. As a teacher, how will you engage students in learning activities that expose children to critical thinking as they come to better understand the social nature of humankind?

Study and Learning Skills
Read the following from your textbook Essentials of Elementary Social Studies to gain a general sense of the types of instructional strategies teachers can use to help children make decisions about information:

- chapter 7 ("Study, Map, Time, and Economic Skills: The Urge is the Edge")

Map Lessons: The Route to Improved Geography Skills.
Access and read the following social science lesson-planning web page from Education World:

- "Map Lessons: The Route to Improved Geography Skills"
Choose a grade level. Then select one of the five lesson plans you just read about that you think would be appropriate to use at that grade level. Which lesson plan did you choose? Why?

**Geography Instructional Strategies**
Access and read the following article:

- "Teaching Geography in the Elementary School"

List some of the deficiencies in the teaching and learning of geography in elementary schools addressed in the ERIC Digest article you just read. How can you, as a teacher, help improve geography instruction?

**Interpreting Graphs, Charts, and Diagrams**
Read the following from your textbook *Essentials for Elementary Social Studies*:

- chapter 6 ("Reading, Writing, and Technology: Tools for Social Studies Learning")
- chapter 7 ("Study, Map, Time, and Economic Skills: The Urge Is the Edge")

Then, think of a lesson you might teach that includes graphic information. How will you teach students to interpret information that is represented graphically?

**Performance Task 602-4-19-05**
Complete required social studies task 1 (602-4-19-05) in TaskStream. Be sure to check your submission against the scoring rubric before submitting your task for evaluation.

**Social Studies Instruction Continued**
This section of the course of study focuses on additional instructional strategies for teaching social studies. Social studies teachers need to develop an array of instructional strategies that allow students to actively participate in the learning process. They need to be able to select specific instructional strategies to meet instructional and learning goals. In addition, instructors need to teach specific content such as current events and lessons with historical and cultural contexts as well as how to identify and use primary and secondary sources. Social studies exist in the context of the world and needs to be integrated with other content areas.

**Competency 602.4.19: Teaching Methods: Social Sciences**
The graduate provides effective, research-based social science instruction.
Instructional Strategies for Teaching Social Studies
In this topic you will learn about different kinds of instructional and learning strategies teachers can use to provide instruction in social studies. You will also learn specific strategies for teaching current events and lessons with historical, political, and cultural contexts; and you will explore ideas for integrating social studies in other content areas. How can experiential and service learning be connected to elementary social studies? How as a teacher will you match learning objectives for social studies with appropriate and engaging instructional and learning strategies?

Teaching Strategies and Social Sciences
Read the following in Essentials of Elementary Social Studies:

- chapter 8 ("Teaching Thinking and Problem Solving")
- chapter 10 ("Using Simulation Games and Other Types of Drama in the Social Studies")

These chapters relate to various instructional strategies such as simulations, games, re-enactments, problem solving theater, technology, etc. Complete the following exercise:

- Choose a grade level and a social studies concept taught at that grade level.
- Which of the various instructional strategies (e.g., simulations, games, etc.) could be effective in helping to teach that concept?

Comparing and Contrasting Instructional Strategies
Read the following from Effective Teaching Method:

- chapter 7 ("Teaching Strategies for Direct Instruction")
- chapter 8 ("Teaching Strategies for Indirect Instruction")

Apply what you have learned about instructional strategies in the previous readings.

Develop a matrix to summarize how different instructional strategies are used in social studies. Include an example of an appropriate lesson topic for each instructional strategy. Share the ideas from the matrix you created on the message board discussion thread “Instructional Strategies in Social Studies.”

Teaching Current Events
Access and read the following web page from Education World:

- "Twenty-Five Great ideas for Teaching Currents Events"
Discuss the following topic with a family member or friend.

- Give an example of a current event you would like students to learn. What instructional strategy would you use? Why?

*Historical and Cultural Contexts*

Read the following in your textbook *Essentials for Elementary Social Studies*:

- chapter 3 ("The Social Studies Program")
- chapter 5 ("Purposeful and Authentic Assessment and Evaluation in the Social Studies")
- chapter 6 ("Reading, Writing, and Technology: Tools for Social Studies Learning")

Then access the link below and read about political cartoons:

- "Using Political Cartoons in the Classroom"

Think of a learning activity where you could include a political cartoon as part of the lesson. What purpose would the lesson serve?

*Integrated Lessons*

Read the following in your textbook *Essentials for Elementary Social Studies*:

- chapter 2 ("Making Plans to Teach")
- chapter 6 ("Reading, Writing, and Technology: Tools for Social Studies Learning")
- chapter 10 ("Using Simulation Games and Other Types of Drama in the Social Studies")

Then access the following link and read some examples of social studies lessons and activities:

- "Lesson Plans Library: Grades K-5"

Select one of the social studies lesson plans from the lesson plan library you just visited. Think of ways that you could integrate objectives from another subject (e.g., math, language arts, etc.) into the lesson or unit. Hint: Be sure to consult the “Extensions” section at the end of each lesson plan for suggestions.

*Assessments for Social Studies*

Review the following in your textbook *Essentials for Elementary Social Studies*:

- chapter 5 ("Purposeful and Authentic Assessment and Evaluation in the Social Studies")
Then access the following web page and read about social studies rubrics:

- "Social Studies Rubrics"

Develop an assessment for evaluating student mastery of social science concepts. Talk about the kind of assessment you developed, the reasons why you chose this assessment model, and any resources you used in developing the model on the message board thread “Assessment of Student Mastery.”

**Performance Task 602.4.19-06**
Complete required social science task 2 (602.4.19-06) in TaskStream. Be sure to check your submission against the scoring rubric before submitting your task for evaluation.

**Health and Fitness**
Living a productive life depends, in part, on developing and practicing healthy habits. Elementary teachers have an obligation to practice healthy lifestyles and to design curriculum that includes health and fitness lessons that promote children’s well-being. Health and fitness are content areas that influence students’ abilities to learn and to develop healthy life styles. You will learn how to develop health and fitness curriculum, to model healthy lifestyles, and to design health-related instruction and learning activities.

Physical education (PE) is a critical element of elementary curriculum. Through physical education, children learn important motor skills and develop habits and attitudes toward physical activity that will benefit them throughout life. It is important to understand the benefits of free play and organized games, to understand how to design effective PE lessons, and how to adapt physical education activities for students with special needs.

**Competency 602.4.20: Teaching Methods: Health and Fitness**
The graduate integrates health and fitness into the elementary curriculum.

After completing this section’s activities you will be able to

- identify critical elements of elementary health education curriculum,
- consider health issues that plague elementary-aged children,
- understand how physical development progresses throughout childhood, and
- design motivating lessons that promote health and develop physical skills.
Elements of Health, Fitness, and PE Programs

After completing this topic, you will be able to discuss the components of an elementary health education program. You will be able to consider your own behaviors and how those behavior model healthy or unhealthy habits for children, consider risks to children who are not physically active, and design effective physical education activities. Several important questions to ponder as you approach this subject are: How can you help children learn to develop behaviors and attitudes that promote a healthy lifestyle? What kind of health education unit might you develop that would be beneficial for elementary children? How can you motivate children to be physically active?

Teaching models for Health, Fitness, and Physical Education Programs

Read the following from your Teachings Today’s Health textbook:

- chapter 2 ("The Role of the Teacher in Coordinated School Health Programs")
- chapter 3 ("Planning for Health Instruction")
- chapter 12 ("Strategies for Teaching Sexuality Education")

These chapters will help you understand your role as a health educator, will provide elements of effective health education programs, and will give you an opportunity to explore different instructional strategies that might be used in the context of a specific health topic. As you read the chapters, make an outline that includes the most important elements of a health education program.

Planning a Physical Education Curriculum

Read the following chapter from the Physical Education for Elementary School Children text from the WGU Library E-Reserves:

- chapter 9 ("Planning a Physical Education Curriculum")

This chapter will help you establish physical education program goals, select activity areas, and develop instructional units and lesson plans for physical education.

Develop a list of factors teachers need to consider when planning health and physical education curriculum. Post your list and compare it with the thoughts of your peers on the message board discussion thread “Health and Fitness Curriculum Factors.”

Do the following exercise and then share with a family member or friend:

- Explain the teaching model you might use to meet a specific physical education learning objective. Why did you select the specific instructional model you chose?
Modeling Healthy Behaviors
Review the following from your textbook *Teaching Today’s Health*:

- chapter 2 ("The Role of the Teacher in Coordinated School Health Programs")

How can teachers model healthy behavior for students?

Teachers have many opportunities to influence the development of healthy behaviors. Think about ways in which teachers you know have modeled healthy behaviors. Think about how you can model healthy behaviors yourself. Make a list of ways you think you could model healthy behavior for your future students.

Designing Physical Education Lessons
Physical education includes the design of lessons that promote the development of motor skills and the development of healthy lifestyles. One of the decisions teachers need to make is whether to structure organized games that promote physical development or to allow students free time to structure activities. Additionally, teachers need to determine how to adapt instruction to meet the needs of students with special needs. How will you determine which lessons are appropriate for the children you will teach? How will you adapt lessons for children with special needs?

PE Methods
Read or review the following from *Teaching Today’s Health*:

- chapter 2 ("The Role of the Teacher in Coordinated School Health Programs")
- chapter 10 ("Strategies for Teaching Body Systems and Personal Health")
- chapter 12 ("Strategies for Teaching Sexuality Education")

Read the following from *Physical Education for Elementary School Children* from the WGU Library E-Reserves:

- chapter 4 ("Using Teaching Strategies and Techniques")
- chapter 6 ("Locomotor, Nonlocomotor, and Manipulative Skills")
- chapter 9 ("Planning a Physical Education Curriculum")

Select a learning objective for physical education that relates to teaching a motor skill. Think about the methods you would use to effectively teach students the skill and share them with your peers. Post your thoughts about these methods on the message board discussion thread: “Teaching Learning Objectives.”

Motivators
Review the following from *Physical Education for Elementary School Children* from the WGU Library E-Reserves:
Motivating students and maintaining discipline are important considerations when teaching physical education activities. Complete the following activities related to motivation and discipline:

- Review the four types of motivational techniques that can be used to help students set goals and stay on task described in chapter 4 of *Physical Education for Elementary School Children*. Give an example of each.
- Review the four models of behavior management described by Kirchner in chapter 4 of *Physical Education for Elementary School Children*. Create a table listing the strengths and weaknesses of each model.

**Describe Rules of Organized PE Games**

Read about kickball, soccer, and basketball rules.

- Kickball Rules
- Soccer Rules
- Basketball Rules

Imagine that you are teaching students a sport. Write a script to reveal what you would say and have students do to learn the rules of that sport.

**Free Play versus Organized Games**

Read or review the following from *Teaching Today’s Health*:

- chapter 2 ("The Role of the Teacher in Coordinated School Health Programs")
- chapter 4 ("Strategies for Implementing Health Instruction")

Review the following from *Physical Education for Elementary School Children* from the WGU Library E-Reserves:

- chapter 4 ("Using Teaching Strategies and Techniques")

Pay attention to the differences in free versus organized play.

Develop a matrix to compare and contrast free play and organized games. Compare across categories such as monitoring, benefits to students, challenges to teachers, planning strategies, outcomes, etc.
Post what you have learned to the message board discussion thread “Free Play and Organized Games.”

**Adapting Physical Education Instruction**
Access and read the following web page to learn important principles for adapting activities:

- "Principles for Adapting Activities in Recreational Programs and Settings"

Think of one of your favorite physical education activities. Now consider how you could adapt a physical education lesson for a student who has a specific type of disability.

**Performance Task 602-4-20-06**
Complete the required health/PE task 1 (602-4-20-06) in TaskStream. Be sure to check your submission against the scoring rubric before submitting your task for evaluation.

**Visual and Performing Arts Instruction**
Visual and performing arts include dance, visual art, theatre, and music. Elementary children benefit from having competent and comprehensive instruction in the arts. Research has shown that individuals who learn visual arts and practice performing arts experience many benefits. The elementary education curriculum provides numerous opportunities for teachers to integrate the arts into other content areas such as social studies, language arts, mathematics, and science.

The arts are an integral component of elementary school curriculum. Elementary teachers need to know effective methods for teaching children music, art, dance, and theatre.

**Competency 602.4.21: Teaching Methods: Visual and Performing Arts**
The graduate integrates visual arts and music into the elementary curriculum.

**Methods for Teaching the Arts**
After completing this section of the course of study you will be able to design effective lessons for teaching visual art, dance, theatre, and music. You will discover methods for engaging students actively in art lessons, and you will understand different areas of emphasis in the arts. What kind of arts activities did you enjoy as a child? How did the learning experiences you remember about the arts influence your appreciation of visual art, music, theatre, and dance?

**Integrating Teaching Strategies into the Arts**
Read the following in Integrating the Arts Across the Elementary School Curriculum:
As you read, take note of the variety of methods that exist for teaching the arts.

Think about teaching methods you learned during Instructional Planning and Strategies. Write an objective for an art lesson. Determine an appropriate instructional strategy to help students meet the objective. Explain why the strategy you selected would be appropriate. Share with your peers on the message board discussion thread “Art Objectives/Instructional Strategies.”

Leading Students in Activities
Review the following from *Integrating the Arts Across the Elementary Curriculum*.

- chapter 3 ("Art")
- chapter 7 ("Making Connections")

Lead a role play, singing activity, choral reading or dramatization with a small group of children. Reflect on that activity. What made the activity successful? What would you do differently if you were to redo the activity? What instructional goals did the activity meet?

Areas of Emphasis in Visual and Performing Arts
Read or review all chapters in *Integrating the Arts Across the Elementary Curriculum*. As you read, focus on the elements and principles of visual and performing arts. Develop a matrix to compare and contrast the principles and elements.

Access and read the following:

- "Elements and Principles of Design"

Applying principles and elements
Design a simple learning activity that would promote the development of one or more of the elements or principles of art.
Performance Task 602-4-212-01
Complete required visual and performing arts task 1 (602-4-212-01) in TaskStream. Be sure to check your submission against the scoring rubric before submitting your task for evaluation.

Visual and Performing Arts Instruction II
This section continues your study of visual and performing arts instruction.

Competency 602.4.21: Teaching Methods: Visual and Performing Arts
The graduate integrates visual arts and music into the elementary curriculum.

Art Appreciation and Creativity
Creativity is the heart of expression and problem-solving. Art appreciation encompasses the ability to view expressions of art and form informed opinions about them. The arts are an integral component of elementary school curriculum. Elementary teachers need to be able to model creativity, to structure lessons that promote creativity, and help children develop a set of criteria for viewing and appreciating art, music, theatre, and dance. What makes a person creative? Can creativity be learned? How does creativity influence not only artistic expression but everyday problem solving?

Aspects of Art Education
Read the following from Integrating the Arts Across the Elementary School Curriculum:

- the introduction
- chapter 1 ("Arts in Education")

As you read, think about the different aspects of art education.

Exploring Aspects of Art
Access the following to explore with visual art principles and elements:

- The Artist’s Toolkit

Creativity
Review the following from Integrating the Arts Across the Elementary School Curriculum:

- chapter 2 ("Exploring Creativity in the Classroom")
As you read the chapter, think about your conception of creativity. What are the elements of creativity? Can creativity be learned?

Develop a list of methods teachers can use to elicit creativity in students. Share your list with members of your message board in the thread “Creativity.”

**Art Appreciation**

Review the following in *Integrating the Arts Across the Elementary School Curriculum*:

- chapter 1 ("Arts in Education")

As you review this chapter, think about strategies you might use to help children learn to appreciate visual and performing arts. How will you help children view art and understand works of art?

Share your thoughts about music and art appreciation in the message board. How can you help children appreciate music and art? Discuss your thoughts on the message board discussion thread “Music & Art Appreciation.”

Describe the four areas of emphasis in art education and share on the message board:

- dance, music, theater and visual arts

Your descriptions should include what should be taught in each of the four areas and recommendations on how each should be taught based on current research studies and theoretical constructs related to art education.

**Visual and Performing Arts Evaluation, Standards, and Safety**

In addition to providing effective arts instruction, elementary teachers also need to be able to objectively and effectively evaluate student art work. They need to meet national visual and performing arts standards and construct learning environments that are include the safe use of art materials and tools.

*Competency 602.4.21: Teaching Methods: Visual and Performing Arts*

The graduate integrates visual arts and music into the elementary curriculum.

**Standards and Evaluating Student Art**

Art is often described as being subjective and open to interpretation. How then do teachers design assessments to effectively evaluate student art work? How do teachers evaluate student productions to determine that children have met the competencies described in National Arts Standards.
Visual and Performing Arts Standards
Review the following visual and performing arts standards from the Kennedy Center website:

- "K-4 Standards in Dance, Music, Theater and Visual Arts"

Respond to this challenge about age appropriateness of different kinds of art lessons and activities.

- Think back to what you learned about developmental levels in HDL. Find several examples of art, music, and drama lesson plans. Evaluate the appropriateness of the lessons for specific grade levels.

Evaluation of Art Work
Review the following in your textbook Integrating the Arts Across the Elementary School Curriculum:

- chapter 1 ("Arts in Education")
- chapter 3 ("Art")
- chapter 5 ("Drama")

Think about the question below.

- What can teachers expect in terms of artistic production at different grade levels?

Access and review the following web page from ZimmerWorks.com:

- "ZimmerWorks: Rubric for Grading Art".

Think about an objective for an art lesson you might teach that includes student production. What kind of evaluation would you use to effectively assess the production? What kinds of criteria need to include in the evaluation?

Write a summary that can be posted to the message board in which you outline your personal beliefs about creativity. Include your thoughts regarding the following questions:

- What is creativity?
- Are some people more creative than other people?
- Are differences in creativity innate and unchangeable, or can people (specifically children) be taught to be creative?
- Does creativity require complete freedom from external influences, or can creativity flourish where there is evaluation or criticism?
Should children be encouraged to express their creativity in school?

Safety Rules
Review the following in *Integrating the Arts Across the Elementary School Curriculum*:

- chapter 3 ("Art")

Safety is an important consideration when planning an art lesson. Develop a list of the top 10 things you will do to keep students safe during art class.

Participate in this Message Board activity:
Think of a way that you could incorporate art, music, or dance into a social studies lesson. Discuss your thoughts with members of the message board on the thread “Integrating into the Curriculum.”

Performance Task602-4-21.112
Complete required Visual/Performing Arts task 1 (602-4-21.11) in TaskStream. Be sure to check your submission against the scoring rubric before submitting your task for evaluation.

Conclusion
Congratulations on completing the Specific Teaching Practices: Health, Visual and Performing Arts, and Social Studies Course of Study. Your diligent attention to the reading assignments and activities will enable you to have the teaching tools you need in order to proceed with your pre-clinical experiences and performance tasks and to perform effectively as you do demonstration teaching.

Remember as you work through Specific Teaching Practices you are gaining competence in three elementary methods areas: language arts, mathematics and science, and health, visual and performing arts, and social studies. The ELC4/5 objective assessment is a comprehensive test you will take that covers all of Specific Teaching Practices, and you will take this exam after you have completed all of the work in this domain.

Assessment Information
The activities in this course of study have prepared you to complete the ELC4/5 objective assessment and the ETA4/5 performance assessment. If you have not already completed the assessment, you will do so now.

Accessing Pre-Assessments
Complete the pre-assessment for the ELC4/5 objective assessment:
For directions on how to receive access to pre-assessments, see the “Accessing Pre-Assessments” page.

**Accessing Objective Assessments**
Complete the following objective assessment:

- ELC4 or ELC 5

For directions on how to receive access to objective assessments, see the “Accessing Objective Assessments” page.

**Accessing Performance Assessments**
You should have completed the following tasks as you worked through this course of study. If you have not completed the tasks in TaskStream, do so now.

- EHA4/5: Task 602-4-19-05
- EHA4/5: Task 602.4.19.-06
- EHA4/5: Task 602-4-20-06
- EHA4/5: Task 602-4-212-01
- EHA4/5: Task 602-4-21.11

For directions on how to receive access to performance assessments, see the “Accessing Performance Assessments” page.

**Feedback**
To provide feedback for this course of study, please use the Teachers College COS Feedback form.