This course of study presents the required sequence of learning steps and activities to help you develop competence in the subject area of Specific Teaching Practices: Health, Visual and Performing Arts, and Social Studies. Your competence will be determined as you complete a performance assessment (EHT4/5, completed throughout this course of study) and an objective assessment (ELO4/5, to be taken after completing the Specific Teaching Practices domain of study). Depending on your educational background and work experience, this course of study can take up to seven weeks to complete. This tool is also designed to help you become an independent learner by providing multiple learning methods. These steps may be completed more quickly than shown below as determined in consultation with your mentor.

Introduction

Welcome
Welcome to the Specific Teaching Practices: Health, VPA, and Social Studies Course of Study. You have dedicated time and effort to developing competence in the subjects you will teach to elementary children. You have learned, through Effective Teaching Practices, how to plan lessons, select materials, present information, and group students, as well as 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 health, social studies, and visual and performing arts.

Overview
This course of study is divided into three parts: health, visual and performing arts, and social studies.

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 when you participate in demonstration teaching or are assigned your own elementary classroom.

The Specific Teaching Practices-Elementary Education Learning Community facilitator is available to share ideas about teaching social studies, health, and visual and performing arts. Take the time to participate in community activities, share teaching ideas with other students, and become the best elementary teacher you can be.

Competencies
The academic competencies associated with this course of study will be gained through conscientiously completing the assigned readings and learning activities.

Competency: Teaching Methods - Social Sciences
The graduate provides effective, research-based social science instruction.
Competency: Teaching Methods - Health and Fitness
The graduate integrates health and fitness content into the elementary curriculum.

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

WGU Statement of Teaching Dispositions
Please review the WGU Statement of Teaching Dispositions.

Preparing for Success

In order to be successful, it is important to prepare for your studies by making sure you have all the necessary learning resources.

Acquire Learning Resources
Arrange to obtain the learning resources listed below so there will be no delays in your studies. These items are essential for you, as this document will guide you in the use of these materials.

When you become an elementary teacher, you will expect your students to use the resources you provide because you know they are the best resources for meeting learning objectives and standards.

As a WGU student, it is imperative that you use the learning resources listed in this course of study. Although you may be able to find answers to some learning questions, you have through Internet searches or self-selected resources, those sources are not aligned with the WGU competencies and objectives.

Order Your Textbooks

These learning resources provide ideas for lesson plans, instructional strategies, and real-life problem solutions. You will need to order these early in order to avoid any delays in getting them when required throughout this course.

The textbooks that you will need to order for this course are listed below. Make sure you purchase the required textbooks, as they will not only be critical to your learning, but also will become valuable teaching resources.

Note: The WGU Bookstore has these books available for immediate purchase and delivery. You may shop at other online bookstores, but be sure to order early and use the correct ISBN to get the correct edition.

### Other Learning Resources

You will need to enroll in or subscribe to several learning resources as a part of this course of study. Please verify that you have access to these learning resources, and renew your enrollment or subscription if you do not currently have access.

You will have access to selected chapters in the following learning resource through the WGU Library E-Reserves:


Note: It is not required that you purchase this book; chapters 4, 6, and 9 of this textbook are found in the "WGU Library E-Reserves" > "Teacher Education Effective Teaching Practices" > "Subject Specific Teaching Methods (Elementary)."

Use the following general instructions for the learning resources below:

1. In your AAP, navigate to the course code for this course of study (under the "Course Codes" column).
2. Click on the "Learning Resources" tab.
3. Click on the name of the appropriate learning resource.
4. Click on the "Show Sections" link, under the "Status" column.
5. Click the "Enroll Now" link.

### CourseCompass-MyLabSchool

Check your subscription for CourseCompass MyLabSchool. If your subscription has expired, renew it using the instructions at the beginning of this activity.

- "CourseCompass MyLabSchool Renewal" should appear as a learning resource.

### Additional Preparation

There are many different learning tools available to you within your course of study in addition to the learning resources discussed above. Some or all of them may be very useful to you as your progress through this course of study. Take the time to familiarize yourself with them and determine how best to fit them into your learning process.

The following activities and information will help you as you work through this course of study.
Accessing the Performance Assessment

Follow these directions to access your performance assessment.

After writing up your tasks, check that you have covered all the requirements in the rubric before submitting it. If you need help, contact the course mentor.

Learning Community, Message Boards, Study Notes, and FAQs

A learning community, message boards, study notes, and FAQs are available in every course of study.

Use the "Additional Learning Tools" document to review these tools.

Health and Fitness

Did you realize that students often mimic their teacher's habits relative to speech, handwriting, and even health and fitness? That is why it is important to always remember to properly model good habits for your students. 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 lifestyles. You will learn how to develop health and fitness curriculum, to model healthy lifestyles, and to design health-related instruction and learning activities.

After completing these 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.

Competencies covered by this subject

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

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 behaviors model healthy or unhealthy habits for children, consider risks to children who are not physically active, and design effective physical education (PE) activities.
The following are several important questions to ponder as you approach this subject:

- How can you help students 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-aged children?
- How can you motivate children to be physically active?

**Teaching Models for Health, Fitness, and Physical Education Programs**

Read the following chapters from the *Teaching Today's Health* text:

- 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. Use this outline to choose a model that is most applicable to you at this point and research it.

**Planning a Physical Education Curriculum**

Read the following chapter from the *Physical Education for Elementary School Children* text:

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

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

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

Post your response to this prompt on the Specific Teaching Practices: Elementary Education Learning Community:

- 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 "Health"
Do the following exercise and then share it 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 teaching model you chose?

**Modeling Healthy Behaviors**

Review the following chapter from the *Teaching Today's Health* text:

- 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.

**Physical Education Instruction**

These activities will focus on physical education methods, motivators, organized games versus free play, and adapting PE instruction for students with disabilities.

Physical education 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 and to understand how to design effective PE lessons and how to adapt physical education activities for students with special needs.

**Competencies covered by this subject**

602.4.20 - Teaching Methods: Health and Fitness

The graduate integrates health and fitness into the elementary curriculum.

**Designing Physical Education Lessons**

Physical education includes the design of lessons that 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.

Reflect on the following questions as you complete the activities for this topic:

- How will you determine which lessons are appropriate for the children you will teach?
- How will you adapt lessons for children with special needs?

**Physical Education Methods**

Read or review the following chapters from the *Teaching Today's Health* text:

- 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 or review the following chapters from the *Physical Education for Elementary School Children* text:

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

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

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 this skill. Share these methods with your peers.

- Post your thoughts about these methods in the "Teaching Learning Objectives" discussion thread in the Specific Teaching Practices: Elementary Education Learning Community.

**Motivators**

Review the following chapter from the *Physical Education for Elementary School Children* text:

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

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

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. Give an example of each.
- Review the four models of behavior management described in chapter 4. Create a table listing the strengths and weaknesses of each model.

**Rules of Organized PE Games**

Read about kickball, soccer, and basketball rules at the following websites:

- "Kick Ball Regulation Rules"
- "The Official Soccer Site for Officials, Referees, Players, and Fans: Laws of the Game"
- "13 Rules of Basketball - Written by James Naismith"

Respond to the prompt below about teaching students the rules of a specific sport.

- 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 chapters from the *Teaching Today's Health* text:

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

Review the following chapter from the *Teaching Physical Education for Elementary School Children* text:

- 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 (e.g., monitoring, benefits to students, challenges to teachers, planning strategies, outcomes).

Post what you have learned to the "Free Play and Organized Games" discussion thread in the Specific Teaching Practices: Elementary Education Learning Community.

**Adapting Physical Education Instruction**

Access and read the following web page to learn important principles for adapting
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.

**TaskStream Performance Assessment**

Follow the directions in TaskStream to complete the following tasks as part of the performance assessment for this course:

- **602.4.20-08**

### 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 in 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.

**Competencies covered by this subject**

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 should 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 will understand different areas of emphasis in the arts.

As you complete the following section, reflect on the following questions:

- 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?

**Methods for Teaching the Arts**

Read the following chapters in *Integrating the Arts Across the Elementary*...
School Curriculum text.

- chapter 1 ("Arts in Education")
- chapter 3 ("Art")
- chapter 7 ("Making Connections")

As you read, take note of the variety of methods that exist for teaching the arts.

Share your thoughts about teaching methods for the arts in a pertinent discussion thread in the Specific Teaching Practices: Elementary Education Learning Community.

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 this with your peers on the "Art Objectives/Instructional Strategies" discussion thread in the Specific Teaching Practices: Elementary Education Learning Community.

Leading Students in Activities

Review the following chapters from the *Integrating the Arts Across the Elementary Curriculum* text:

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

Lead a role-playing activity, 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 all chapters in the *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.

Read about the elements and principles of art by accessing these web links:

- "Elements and Principles of Design"
- "Design and Colour"
- "Arts in Education"
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.

**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 to help students develop a set of criteria for viewing and appreciating art, music, theatre, and dance.

As you complete the following section, reflect on the following questions:

- 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**

Review the following portions of the *Integrating the Arts Across the Elementary School Curriculum* text.

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

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

Then access the following learning resource to explore with visual art principles and elements:

- "The Artist's Toolkit"

What have you learned? Jot down at least three important points in a journal or notebook that you would want to incorporate into a lesson for your students.

**Creativity**

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

- chapter 2 ("Exploring Creativity")

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 others in your program by posting it to the "Creativity" discussion thread in the Specific Teaching Practices: Elementary Education Learning Community.

**Art Appreciation**

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

- 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 community discussion board. How can you help children appreciate music and art?

- Discuss your thoughts in the "Music & Art Appreciation" discussion thread in the Specific Teaching Practices: Elementary Education Learning Community.

**TaskStream Performance Assessment**

Follow the directions in [TaskStream](#) to complete the following tasks as part of the performance assessment for this course:

- 602.4.21-03
- 602.4.21-05

**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 artwork. They need to meet national visual and performing arts standards and construct learning environments that include the safe use of art materials and tools.

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.

Competencies covered by this subject
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. Consider, then, the following questions:

- How do teachers design assessments to effectively evaluate student artwork?
- How should teachers evaluate student productions to determine that students have met the competencies described in National Arts Standards (found in the first activity in this topic)?

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"

Evaluation of Art Work

Review the following chapters in the Integrating the Arts Across the Elementary School Curriculum text:

- 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?

ZimmerWorks

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 be included in the evaluation?

Safety Rules

Review the following chapter in the Integrating the Arts Across the Elementary School Curriculum text:

- chapter 3 ("Art")
Safety is an important consideration when planning an art lesson.

- Develop a list of the top ten things you will do to keep students safe during art class.

Think of a way that you could incorporate art, music, or dance into a social studies lesson.

- Discuss your thoughts with others in your program by posting to the "Integrating into the Curriculum" discussion thread in the Specific Teaching Practices: Elementary Education Learning Community.

**TaskStream Performance Assessment**

Follow the directions in TaskStream to complete the following tasks as part of the performance assessment for this course:

- 602.4.21-11

**Social Studies Instruction**

Social studies, otherwise known as social science, is an extremely important subject for helping students to gain a better understanding of their world, their community, and themselves.

Social studies instruction includes four important goals:

- to acquire knowledge from social sciences, history, and humanities;
- to develop skills to think about 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.

Competencies covered by this subject

602.4.19 - Teaching Methods: Social Studies

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

**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 you complete the following section, reflect on the following question:

- 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 chapter from the textbook *Essentials of Elementary Social Studies* text:

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

As you read, try to gain a general sense of the types of instructional strategies teachers can use to help children make decisions about information.

**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](#)"

After reading the lesson plans from the above activity, choose a grade level. Then select one of the five lesson plans you just read 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 "Teaching Geography in the Elementary School" article.

- How can you as a teacher help improve geography instruction?

**Interpreting Graphs, Charts, and Diagrams**

Read the following chapters in the *Essentials for Elementary Social Studies* text:

- 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?
**Instructional Strategies for Teaching Social Studies**

In this section of the course of study, 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.

As you complete the following section, reflect on the following questions:

- 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 chapters 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 should relate to various instructional strategies such as simulations, games, reenactments, problem solving theater, and technology.

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 chapters from the *Effective Teaching Methods: Research-Based Practice* text:

- 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 "Instructional Strategies in Social Studies" discussion thread in the Specific Teaching Practices:
Elementary Education Learning Community.

**Teaching Current Events**

Access and read the following web page from Education World:

- "Twenty-Five Great ideas for Teaching Currents Events"

Now, discuss the following topic with a family member or friend.

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

**Historical and Cultural Contexts**

Read the following chapters in the *Essentials for Elementary Social Studies* text:

- 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 read about political cartoons on the following web page:

- "Use Editorial Cartoons to Teach About Elections Past and Present".

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 or review the following chapters in the *Essentials for Elementary Social Studies* text:

- 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 and read some examples of social studies lessons and activities on the following Discovery Education web page:

- "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 (i.e., math, language arts) into the lesson or unit.
• Be sure to consult the "Extensions" section at the end of each lesson plan for suggestions.

Assessments for Social Studies

Review the following chapter in the Essentials for Elementary Social Studies text:

• 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 in the "Assessment of Student Mastery" discussion thread in the Specific Teaching Practices: Elementary Education Learning Community.

TaskStream Performance Assessment

Follow the directions in TaskStream to complete the following tasks as part of the performance assessment for this course:

• 602.4.19-06, etc.
• 602.4.19-08, 603.1.4-04

Final Review

Congratulations on completing all of the activities for Specific Teaching Practices: Health, Visual and Performing Arts, and Social Studies Course of Study! Your diligent attention to the reading assignments and activities should have provided you with the teaching tools you need in order to proceed with preclinical experiences, complete performance tasks, and perform effectively as you do your demonstration teaching.

During this course of study, you have addressed a variety of teaching topics that relate to instructional methods. You have

• learned the kinds of elements that need to be included in health education programs,
• designed instruction for physical education,
• considered critical elements of visual and performing arts instruction, and
• designed instruction that will enable you to meet the goals of social studies instruction in elementary schools.
You should view the completion of the course of study as a beginning rather than an end to your study and learning about science and math instruction. An important element of science and math instruction is developing an attitude of inquisitive learning and problem solving.

As an elementary teacher, you should comprehend how these topics are interrelated so that you can share the connections with your students. During your studies for this course of study, you read and viewed a great deal of pertinent resources to apply your new knowledge. Share this experience with your students. What strategies helped you learn the material? Write these down and share with your students when teaching.

Overview
As you work through all of the courses of study in the Specific Teaching Practices domain, you should gain competency in the following three elementary methods areas:

- language arts;
- mathematics and science; and
- health, visual and performing arts (VPA), and social studies.

Now that you have completed this course of study, you will need to demonstrate your competence in the three elementary method subject areas by completing a combination of a performance assessment (EHT4/5, done throughout this course of study) and an objective assessment (which covers EFT4/5, EHT4/5, and ELT4/5 courses of study).

The Pre-Assessment
You should set aside approximately two hours to take the pre-assessment. Do not use any notes, textbooks, or other learning resources. Remember that the purpose of the pre-assessment is

- to determine if you are ready to take the objective assessment and
- to indentify the specific areas you need to spend additional time studying.

When taking the pre-assessment, be sure that you do not

- take longer than the recommended amount of time,
- utilize resources that will not be permitted during the actual examination, or
- take the pre-assessment more than two or three times.

Remember that, if you do any of this, the purpose of taking a pre-assessment will be defeated. Moreover, do not attempt to take the pre-assessment until you honestly feel that you are ready to proceed-taking the pre-assessment more than a few times can significantly dilute the value that can be gained from it.
Note: You may have already taken PAP4 (the pre-assessment for the ELO4/5 objective assessment) when you completed the Reading, Writing, and Spelling (ELT4/5) Course of Study or the Math and Science (EFT4/5) Course of Study. If you have not already taken this pre-assessment, you should attempt it now.

Take the Pre-Assessment

You should now attempt the PAP4 pre-assessment for the ELO4/5 objective assessment.

Follow these directions for accessing your pre-assessment.

Review Your Pre-Assessment

Review your pre-assessment score by asking your mentor to review with you the pre-assessment details related to mathematics and science methods.

The two of you can analyze the results by looking at the topic sections and percentage scores. Your mentor can guide you in what specific areas to concentrate on or help you to determine when you will be ready to attempt the objective assessment.

Once you have confidence with your new knowledge, take the pre-assessment again.

The Objective Assessment

The ELO4/5 objective assessment is a comprehensive exam which covers all of Specific Teaching Practices. It is encompasses these three courses of study:

- ELT4/5 ("Reading, Writing, and Spelling"),
- EFT4/5 ("Math and Science"), and
- EHT4/5 ("Health, Visual and Performing Arts, and Social Studies").

You should wait to take the objective assessment (ELO4/5) until after you have completed the performance assessments for all three of the courses of study in this domain (listed above). You should be sure to take effective notes and complete the learning activities throughout each of the three courses of study so that you will have a body of information that you can use to study to prepare for the ELO4/5 objective exam.

Schedule the Objective Assessment

Schedule the ELO4/5 objective assessment after you have passed or completed

- the PAP4 pre-assessment,
- the Reading Writing, and Spelling (ELT4/5) Course of Study, and
- the Math and Science (EFT4/5) Course of Study.

Coordinate the timing of the assessment with your mentor.
Follow these directions for accessing your objective assessment

Review for the Objective Assessment

Review for the objective assessment by completing any of the following:

- Take or review the PAP4 pre-assessment for the ELO4/5 exam, available through your AAP.
- The results will provide a percentage for each of the topics in this course of study.
- Then, review your notes for the topics you did not score well on. Your textbook will have additional online resources to help you check your understanding.
- Another way to check your understanding is to start with blank paper and write down your understanding of the topic. It may also help to imagine that you are teaching this topic to a student.
- You can also post your understanding in the Specific Teaching Practices: Elementary Education Learning Community for review.

Once you have confidence with your new knowledge, take the pre-assessment again.

Take the Objective Assessment

Take the ELO4/5 objective assessment at the time and location you have scheduled.

Follow these directions for accessing your objective assessment

The Performance Assessment

Several performance tasks make up the EHT4/5 performance assessment. These tasks can be completed in any order, but they have been spaced throughout the course of study to help you pace yourself. The directions for each task are located in TaskStream.

Completing the Performance Assessment

By this time, you should have completed all of the tasks that make up the EHT4/5 performance assessment. If you have not, please do so now. If you need help, contact your course mentor.

Note: Follow these directions for accessing your performance assessments.

Feedback

To provide feedback on this or any other course of study, please use the Course of Study Feedback form.

ADA Requirements

Please review the University ADA policy.