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| Course: |  Tomorrow’s Teachers-Unit 1 Experiencing Learning (Awareness and Reflection; Styles and Needs) |
| Score 4 | In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught. |
| Score 3 | The student will: * Create a “Me from All Angles” Mobile
* Create a coat of arms/shield on values
* Five minute oral presentation about him/herself
* Four paragraph paper that represents him/herself
* Autobiographical essay that includes success as a learner, as an individual, as a community member, and two other successes that are meaningful to the student.
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| Score 2 | * The student will recognize or recall specific vocabulary, such as: self-esteem, values, and self-concept.
* Evaluate themselves as diverse individuals, learners, and community members
* Be an active participant in all discussions in the classroom
* Analyze strengths areas for improvement as learners
* State the importance of self-esteem in learning and it’s contributing factors.
* Write in journal important points about self-esteem

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| Score 1 | With help, partial success at score 2.0 content and score 3.0 content |
| Score 0 | Even with help, no success |

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| Course: | Tomorrow’s Teachers-Experiencing Learning (Awareness and Reflection; Styles and Needs) |
| Score 4 | In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught. |
| Score 3 | The student will:* State the various learning styles
* Identify the physical stages of learners.
* Identify the cognitive stage of development.
* Identify the challenges and rewards of working with special needs students.
* Identify the need for greater understanding and sensitivity for disabled students.
* Identify the psychosocial stages of development.
* Complete reflections on FAT City and the Acorn People
* Observation and written reflections in a preschool and special needs classroom.
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| Score 2 | The student will recognize or recall specific vocabulary, such as:* *diversity, culture, gender bias, learning style, intelligence, gifted and talented, learning disability, mainstream, inclusion, autism, attention-deficit/hyperactivity disorder (ADHD), emotional/behavioral disorder, traumatic brain injury, gifted, orthopedic, impairment, visually impaired, cognitive development, psychosocial development.*
* Discuss special needs and adapted teaching strategies.
* Be an active participant in classroom discussions and activities
* Write in journal important points about special needs and adaptive teaching strategies.
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| Score 1 | With help, partial success at score 2.0 content and score 3.0 content |
| Score 0 | Even with help, no success |