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			<ul style="list-style-type: none"><li>• Virtual Classroom Observation due</li><li>• Science lesson due</li></ul>
			<ul style="list-style-type: none"><li>• Discussion due</li><li>• Thematic Unit assessment due</li></ul>
			<ul style="list-style-type: none"><li>• Discussion due</li><li>• Virtual Classroom Observation due</li><li>• Integrated Thematic Unit due</li></ul>

	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><b>Standards</b>  <b>DE- Wilmington University DPAS II for Teachers Components and Gates</b>  <b>Component 1: Planning and Preparation</b>  <b>Gate: Coursework</b>  <b>USA- ACEI- Association for Childhood Education International Elementary Education Standards</b>  <b>Domain: CURRICULUM</b>  <b>Standard: 2.2 Science</b> 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>	

content,

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