

EDU 238 Children's Literature

How is overall communication?

Everyday Communication: Organization & Support of Ideas	College-level Communication: Style and Grammar	
<p>Are relevant examples, descriptions/definitions, and/or explanations used? Are there (details, facts, reasons, examples and descriptions) ways to help the reader understand?</p> <p>Are personal experiences used to support or lend better understanding of viewpoint.</p> <p>Are the ideas expressed linked together (unified) throughout?</p>	<p>Are metaphors, symbolism, sensory detail, and/or idioms used to show the subtleties of language and power of imagery?</p> <p>Is there a redundant use of particular words/ideas?</p> <p>Are there precise word choices?</p>	<p>capitalization</p> <p>standard grammar and usage (e.g., subject-verb agreement, pronoun agreement and consistency of verb tense)</p> <p>spelling</p> <p>punctuation (e.g., comma, ellipsis, apostrophe, semicolon, colon)</p>

Learning Outcome I: Articulate what it means to be a teacher

	Feelings	Thinking				
	Globally	Knowledge	Comprehension	Application	Analysis and/ or Synthesis	Evaluation
<i>Does the student show through his/her work...</i>	<p>show a passion/curiosity/enthusiasm/strong feelings for the topic?</p> <p>develop and show how opinions, judgments or decisions have been formed and why</p> <p>build rapport with the readers, to keep them reading and interested?</p>	<p>Recall/ recite information from resources and/or personal experiences related to topic?</p>	<p>Retelling in own words, interpreting; translating from one medium to another; describing or organizing in one's way and selecting facts and ideas in a deliberate way</p>	<p>pose or identify problem(s) to solve and/or</p> <p>a position, point of view.</p>	<p>analyze idea(s) through showing patterns, organization of parts, recognition of hidden meaning, and/or identification of elements that make up the problem(s)</p> <p>use known/old ideas to create new ones; (connect prior knowledge), identify alternative solutions, generalize from given facts; relate knowledge from several areas; predict (what could be done in the future), and/ or draw conclusions</p>	<p>evaluate by comparing and discriminating between ideas and/or more than one point of view;</p> <p>assess value of theories, show choices based on reasoned argument;</p> <p>verify value of evidence;</p> <p>recognize own subjectivity</p>
a philosophy of education?						
Knowledge of schools and education systems?						
beginning skills and knowledge that are used in a learning environment?						
skills to participate in rich, professional, critical talk?						

EDU 238: Children's Literature

Learning Outcome II: Become an educator of Navajo students

	Feelings	Thinking				
	Globally	Knowledge	Comprehension	Application	Analysis and/ or Synthesis	Evaluation
<i>Does the student show through his/her work...</i>	<p>show a passion/curiosity/enthusiasm/strong feelings for the topic?</p> <p>develop and show how opinions, judgments or decisions have been formed and why</p> <p>build rapport with the readers, to keep them reading and interested?</p>	Recall/ recite information from resources and/or personal experiences related to topic?	Retelling in own words, interpreting; translating from one medium to another; describing or organizing in one's way and selecting facts and ideas in a deliberate way	pose or identify problem(s) to solve and/or a position, point of view.	<p>analyze idea(s) through showing patterns, organization of parts, recognition of hidden meaning, and/or identification of elements that make up the problem(s)</p> <p>use known/old ideas to create new ones; (connect prior knowledge), identify alternative solutions, generalize from given facts; relate knowledge from several areas; predict (what could be done in the future), and/ or draw conclusions</p>	<p>evaluate by comparing and discriminating between ideas and/or more than one point of view;</p> <p>assess value of theories, show choices based on reasoned argument; verify value of evidence; recognize own subjectivity</p>
knowledge of Navajo Nation schools and communities?						
knowledge of Navajo students and their families?						
commitment to be an advocate for quality education?						

EDU 111: Foundations in Education

How is overall communication?

Everyday Communication: Organization & Support of Ideas	College-level Communication: Style and Grammar	
<p>Are relevant examples, descriptions/definitions, and/or explanations used? Are there (details, facts, reasons, examples and descriptions) ways to help the reader understand?</p> <p>Are personal experiences used to support or lend better understanding of viewpoint.</p> <p>Are the ideas expressed linked together (unified) throughout?</p>	<p>Are metaphors, symbolism, sensory detail, and/or idioms used to show the subtleties of language and power of imagery?</p> <p>Is there a redundant use of particular words/ideas?</p> <p>Are there precise word choices?</p>	<p>capitalization</p> <p>standard grammar and usage (e.g., subject-verb agreement, pronoun agreement and consistency of verb tense)</p> <p>spelling</p> <p>punctuation (e.g., comma, ellipsis, apostrophe, semicolon, colon)</p>

Learning Outcome I: Articulate what it means to be a teacher

	Feelings	Thinking				
	Globally	Knowledge	Comprehension	Application	Analysis and/ or Synthesis	Evaluation
<i>Does the student show through his/her work...</i>	<p>show a passion/curiosity/enthusiasm/strong feelings for the topic?</p> <p>develop and show how opinions, judgments or decisions have been formed and why</p> <p>build rapport with the readers, to keep them reading and interested?</p>	Recall/ recite information from resources and/or personal experiences related to topic?	Retelling in own words, interpreting; translating from one medium to another; describing or organizing in one's way and selecting facts and ideas in a deliberate way	<p>pose or identify problem(s) to solve and/or</p> <p>a position, point of view.</p>	<p>analyze idea(s) through showing patterns, organization of parts, recognition of hidden meaning, and/or identification of elements that make up the problem(s)</p> <p>use known/old ideas to create new ones; (connect prior knowledge), identify alternative solutions, generalize from given facts; relate knowledge from several areas; predict (what could be done in the future), and/ or draw conclusions</p>	<p>evaluate by comparing and discriminating between ideas and/or more than one point of view;</p> <p>assess value of theories, show choices based on reasoned argument;</p> <p>verify value of evidence; recognize own subjectivity</p>
a philosophy of education?						
Knowledge of schools and education systems?						
beginning skills and knowledge that are used in a learning environment?						
skills to participate in rich, professional, critical talk?						

EDU 111: Foundations in Education

Learning Outcome II: Become an educator of Navajo students

	Feelings	Thinking				
	Globally	Knowledge	Comprehension	Application	Analysis and/ or Synthesis	Evaluation
<i>Does the student show through his/her work...</i>	<p>show a passion/curiosity/enthusiasm/strong feelings for the topic?</p> <p>develop and show how opinions, judgments or decisions have been formed and why</p> <p>build rapport with the readers, to keep them reading and interested?</p>	Recall/ recite information from resources and/or personal experiences related to topic?	Retelling in own words, interpreting; translating from one medium to another; describing or organizing in one's way and selecting facts and ideas in a deliberate way	pose or identify problem(s) to solve and/or a position, point of view.	<p>analyze idea(s) through showing patterns, organization of parts, recognition of hidden meaning, and/or identification of elements that make up the problem(s)</p> <p>use known/old ideas to create new ones; (connect prior knowledge), identify alternative solutions, generalize from given facts; relate knowledge from several areas; predict (what could be done in the future), and/ or draw conclusions</p>	<p>evaluate by comparing and discriminating between ideas and/or more than one point of view;</p> <p>assess value of theories, show choices based on reasoned argument; verify value of evidence; recognize own subjectivity</p>
knowledge of Navajo Nation schools and communities?						
knowledge of Navajo students and their families?						
commitment to be an advocate for quality education?						

EDU 290 Methods/Materials in Nav Ed

How is overall communication?

Everyday Communication: Organization & Support of Ideas	College-level Communication: Style and Grammar	
<p>Are relevant examples, descriptions/definitions, and/or explanations used? Are there (details, facts, reasons, examples and descriptions) ways to help the reader understand?</p> <p>Are personal experiences used to support or lend better understanding of viewpoint.</p> <p>Are the ideas expressed linked together (unified) throughout?</p>	<p>Are metaphors, symbolism, sensory detail, and/or idioms used to show the subtleties of language and power of imagery?</p> <p>Is there a redundant use of particular words/ideas?</p> <p>Are there precise word choices?</p>	<p>capitalization</p> <p>standard grammar and usage (e.g., subject-verb agreement, pronoun agreement and consistency of verb tense)</p> <p>spelling</p> <p>punctuation (e.g., comma, ellipsis, apostrophe, semicolon, colon)</p>

Learning Outcome I: Articulate what it means to be a teacher

	Feelings	Thinking				
	Globally	Knowledge	Comprehension	Application	Analysis and/ or Synthesis	Evaluation
<i>Does the student show through his/her work...</i>	<p>show a passion/curiosity/enthusiasm/strong feelings for the topic?</p> <p>develop and show how opinions, judgments or decisions have been formed and why</p> <p>build rapport with the readers, to keep them reading and interested?</p>	Recall/ recite information from resources and/or personal experiences related to topic?	Retelling in own words, interpreting; translating from one medium to another; describing or organizing in one's way and selecting facts and ideas in a deliberate way	pose or identify problem(s) to solve and/or a position, point of view.	<p>analyze idea(s) through showing patterns, organization of parts, recognition of hidden meaning, and/or identification of elements that make up the problem(s)</p> <p>use known/old ideas to create new ones; (connect prior knowledge), identify alternative solutions, generalize from given facts; relate knowledge from several areas; predict (what could be done in the future), and/ or draw conclusions</p>	<p>evaluate by comparing and discriminating between ideas and/or more than one point of view;</p> <p>assess value of theories, show choices based on reasoned argument; verify value of evidence; recognize own subjectivity</p>
a philosophy of education?						
Knowledge of schools and education systems?						
beginning skills and knowledge that are used in a learning environment?						
skills to participate in rich, professional, critical talk?						

EDU 290 Methods/Materials Nav Educ

Learning Outcome II: Become an educator of Navajo students

	Feelings	Thinking				
	Globally	Knowledge	Comprehension	Application	Analysis and/ or Synthesis	Evaluation
Does the student show through his/her work...	<p>show a passion/curiosity/enthusiasm/strong feelings for the topic?</p> <p>develop and show how opinions, judgments or decisions have been formed and why</p> <p>build rapport with the readers, to keep them reading and interested?</p>	Recall/ recite information from resources and/or personal experiences related to topic?	Retelling in own words, interpreting; translating from one medium to another; describing or organizing in one's way and selecting facts and ideas in a deliberate way	pose or identify problem(s) to solve and/or a position, point of view.	<p>analyze idea(s) through showing patterns, organization of parts, recognition of hidden meaning, and/or identification of elements that make up the problem(s)</p> <p>use known/old ideas to create new ones; (connect prior knowledge), identify alternative solutions, generalize from given facts; relate knowledge from several areas; predict (what could be done in the future), and/ or draw conclusions</p>	<p>evaluate by comparing and discriminating between ideas and/or more than one point of view;</p> <p>assess value of theories, show choices based on reasoned argument; verify value of evidence; recognize own subjectivity</p>
knowledge of Navajo Nation schools and communities?						
knowledge of Navajo students and their families?						
commitment to be an advocate for quality education?						

EDU 292 Biling/Bicultural Ed

How is overall communication?

Everyday Communication: Organization & Support of Ideas	College-level Communication: Style and Grammar	
<p>Are relevant examples, descriptions/definitions, and/or explanations used? Are there (details, facts, reasons, examples and descriptions) ways to help the reader understand?</p> <p>Are personal experiences used to support or lend better understanding of viewpoint.</p> <p>Are the ideas expressed linked together (unified) throughout?</p>	<p>Are metaphors, symbolism, sensory detail, and/or idioms used to show the subtleties of language and power of imagery?</p> <p>Is there a redundant use of particular words/ideas?</p> <p>Are there precise word choices?</p>	<p>capitalization</p> <p>standard grammar and usage (e.g., subject-verb agreement, pronoun agreement and consistency of verb tense)</p> <p>spelling</p> <p>punctuation (e.g., comma, ellipsis, apostrophe, semicolon, colon)</p>

Learning Outcome I: Articulate what it means to be a teacher

	Feelings	Thinking				
	Globally	Knowledge	Comprehension	Application	Analysis and/ or Synthesis	Evaluation
<i>Does the student show through his/her work...</i>	<p>show a passion/curiosity/enthusiasm /strong feelings for the topic?</p> <p>develop and show how opinions, judgments or decisions have been formed and why</p> <p>build rapport with the readers, to keep them reading and interested?</p>	Recall/ recite information from resources and/or personal experiences related to topic?	Retelling in own words, interpreting; translating from one medium to another; describing or organizing in one's way and selecting facts and ideas in a deliberate way	<p>pose or identify problem(s) to solve and/or</p> <p>a position, point of view.</p>	<p>analyze idea(s) through showing patterns, organization of parts, recognition of hidden meaning, and/or identification of elements that make up the problem(s)</p> <p>use known/old ideas to create new ones; (connect prior knowledge), identify alternative solutions, generalize from given facts; relate knowledge from several areas; predict (what could be done in the future), and/ or draw conclusions</p>	<p>evaluate by comparing and discriminating between ideas and/or more than one point of view;</p> <p>assess value of theories, show choices based on reasoned argument;</p> <p>verify value of evidence;</p> <p>recognize own subjectivity</p>
a philosophy of education?						
Knowledge of schools and education systems?						
beginning skills and knowledge that are used in a learning environment?						
skills to participate in rich, professional, critical talk?						

EDU 292 Biling/Bicultural Ed

Learning Outcome II: Become an educator of Navajo students

	Feelings	Thinking				
	Globally	Knowledge	Comprehension	Application	Analysis and/ or Synthesis	Evaluation
<i>Does the student show through his/her work...</i>	<p>show a passion/curiosity/enthusiasm /strong feelings for the topic?</p> <p>develop and show how opinions, judgments or decisions have been formed and why</p> <p>build rapport with the readers, to keep them reading and interested?</p>	Recall/ recite information from resources and/or personal experiences related to topic?	Retelling in own words, interpreting; translating from one medium to another; describing or organizing in one's way and selecting facts and ideas in a deliberate way	pose or identify problem(s) to solve and/or a position, point of view.	<p>analyze idea(s) through showing patterns, organization of parts, recognition of hidden meaning, and/or identification of elements that make up the problem(s)</p> <p>use known/old ideas to create new ones; (connect prior knowledge), identify alternative solutions, generalize from given facts; relate knowledge from several areas; predict (what could be done in the future), and/ or draw conclusions</p>	<p>evaluate by comparing and discriminating between ideas and/or more than one point of view;</p> <p>assess value of theories, show choices based on reasoned argument; verify value of evidence; recognize own subjectivity</p>
knowledge of Navajo Nation schools and communities?						
knowledge of Navajo students and their families?						
commitment to be an advocate for quality education?						

EDU 240 Intro to Spec Ed

How is overall communication?

Everyday Communication: Organization & Support of Ideas	College-level Communication: Style and Grammar	
<p>Are relevant examples, descriptions/definitions, and/or explanations used? Are there (details, facts, reasons, examples and descriptions) ways to help the reader understand?</p> <p>Are personal experiences used to support or lend better understanding of viewpoint.</p> <p>Are the ideas expressed linked together (unified) throughout?</p>	<p>Are metaphors, symbolism, sensory detail, and/or idioms used to show the subtleties of language and power of imagery?</p> <p>Is there a redundant use of particular words/ideas?</p> <p>Are there precise word choices?</p>	<p>capitalization</p> <p>standard grammar and usage (e.g., subject-verb agreement, pronoun agreement and consistency of verb tense)</p> <p>spelling</p> <p>punctuation (e.g., comma, ellipsis, apostrophe, semicolon, colon)</p>

Learning Outcome I: Articulate what it means to be a teacher

	Feelings	Thinking				
	Globally	Knowledge	Comprehension	Application	Analysis and/ or Synthesis	Evaluation
<i>Does the student show through his/her work...</i>	<p>show a passion/curiosity/enthusiasm/strong feelings for the topic?</p> <p>develop and show how opinions, judgments or decisions have been formed and why</p> <p>build rapport with the readers, to keep them reading and interested?</p>	<p>Recall/ recite information from resources and/or personal experiences related to topic?</p>	<p>Retelling in own words, interpreting; translating from one medium to another; describing or organizing in one's way and selecting facts and ideas in a deliberate way</p>	<p>pose or identify problem(s) to solve and/or</p> <p>a position, point of view.</p>	<p>analyze idea(s) through showing patterns, organization of parts, recognition of hidden meaning, and/or identification of elements that make up the problem(s)</p> <p>use known/old ideas to create new ones; (connect prior knowledge), identify alternative solutions, generalize from given facts; relate knowledge from several areas; predict (what could be done in the future), and/ or draw conclusions</p>	<p>evaluate by comparing and discriminating between ideas and/or more than one point of view;</p> <p>assess value of theories, show choices based on reasoned argument;</p> <p>verify value of evidence;</p> <p>recognize own subjectivity</p>
a philosophy of education?						
Knowledge of schools and education systems?						
beginning skills and knowledge that are used in a learning environment?						
skills to participate in rich, professional, critical talk?						

EDU 240 Intro to Spec Ed

Learning Outcome II: Become an educator of Navajo students

	Feelings	Thinking				
	Globally	Knowledge	Comprehension	Application	Analysis and/ or Synthesis	Evaluation
<i>Does the student show through his/her work...</i>	<p>show a passion/curiosity/enthusiasm/strong feelings for the topic?</p> <p>develop and show how opinions, judgments or decisions have been formed and why</p> <p>build rapport with the readers, to keep them reading and interested?</p>	Recall/ recite information from resources and/or personal experiences related to topic?	Retelling in own words, interpreting; translating from one medium to another; describing or organizing in one's way and selecting facts and ideas in a deliberate way	pose or identify problem(s) to solve and/or a position, point of view.	<p>analyze idea(s) through showing patterns, organization of parts, recognition of hidden meaning, and/or identification of elements that make up the problem(s)</p> <p>use known/old ideas to create new ones; (connect prior knowledge), identify alternative solutions, generalize from given facts; relate knowledge from several areas; predict (what could be done in the future), and/ or draw conclusions</p>	<p>evaluate by comparing and discriminating between ideas and/or more than one point of view; assess value of theories, show choices based on reasoned argument; verify value of evidence; recognize own subjectivity</p>
knowledge of Navajo Nation schools and communities?						
knowledge of Navajo students and their families?						
commitment to be an advocate for quality education?						