SCHOOL OF EDUCATION

Motto: "Educate to Liberate"

Mission: Preparing change agents for classrooms, schools, and communities who educate to liberate

EDUC 110-HBD2: Health, Safety and Fitness for Teachers

COURSE SYLLABUS

Instructor:	Professor: Raphael Patrick	Term:	Spring: 2025
Office:	B-1011	Class Meeting Days:	Saturday
Phone:	917 838 0775	Class Meeting Hours:	11:20 AM – 12:35 PM
E-Mail:	rpatrick2@mec.cuny.edu	Class Location:	Bedford: 1025
Website:	None	Lab Location:	Brightspace
Online Tutorial:	Saturday: 1:30PM – 3:00 PM I am available other times by email first, text, Face Time etc.		
Prerequisite	ENGL 112	Credits	1

Course Objectives:

This course will provide prospective teachers with the necessary knowledge and skills to establish and maintain personal health and fitness, to create and maintain safe and healthy home and classroom environments and use their knowledge of personal and community health issues to effectively manage their resources and to advocate for healthy children, families and communities. This course will consist of a series of seven two-hour workshops on the following issues of health and safety:

Course Description:

This is a one (1) credit course and will be completed in 12 weeks (approximately 4 months). (January 25, 2025 to May 22,2025. This is a Hybrid Synchronous course model. As a result, fifty percent of the course is done in person and fifty percent online. You are required to familiarize yourself with the Brightspace Learning Management System by logging on to: https://help.brightspace.com/Learn/Student. Here you will discover short tutorials that will assist you to manage and navigate the functions of Brightspace. Each week you will be introduced to a module which runs for seven days. Within each module you will engage in completing projects, assignments and group discussions. Projects are subdivided and are on-going, spreading over several weeks. All assignments are completed on Brightspace Learning Management Systems and on Brightspace Mobile App. Assignment rubrics will be used to grade your course work.

Reading and Resources:

Required Text:

Anspaugh, D and Ezell, G. (2004). Teaching Today's Health (10th ed). New York: Pearson.

ISBN-13: 978-321-79391-1

Can be purchased on MEC online bookstore or other online bookstores.

Electronic Equipment Required

MEC Laptop Loan Program (If needed)

Contact: amclean@mec.cuny.edu

Phone: 719 270 6046

Blackboard Tutorial for Students:

https://help.blackboard.com/Learn/Student

Smartphone: Download Blackboard Application

List of Assignments and Grading Percentage

Basis for Final Grade

Grades are based on four criteria:

1. Online and class Discussion
2. Developing a Lesson Plan
3. Creating a Resource Brochure
4. Creating of a Health Binder

Extra Credit: To be assigned

Assessment	Percent of Final Grade
Project 1: Health Binder	50%
Project 2: Lesson Plan	20 %
Project 3: Resource Brochure	20%
Student Engagement	10%
Total:	100%

Course Policies: Grades

Late Work Policy:

There are no make-ups for in-class writing, quizzes, or participation-based activities. Projects turned in late will be assessed a penalty: a half-letter grade if it is one day late, or a full-letter grade for 2-7 days late. Projects will not be accepted if overdue by more than seven days.

Extra Credit Policy: One extra credit assignment is possible in unique circumstances such as sickness or the passing of a family member. Proof is required.

Grades of "Incomplete": INC grades are only given due to sickness of the student or family member. Proof is required.

Revision Policy: At the discretion of the professor, individual revisions may be required.

Project Commentary Policy: You are expected to read the feedback from the rubric and set up a meeting to clarify misunderstandings. The meeting does not suggest that the

project can be done over.

Group Work Policy:

The course is designed to facilitate group interactions. All projects are given a group grade and an individual grade based on the project component that everyone has the responsibility of completing. Anyone who does not complete his individual component will be taken out of the group and have the responsibility of completing each of the required project component alone. On the first day of class, groups will be formed. The professor must copy all e-mails written to group members using your MEC or Gmail accounts.

How the Course Works:

Using your syllabus and course schedule as guides, you will be able to manage the course on Brightspace Learning Management Systems. The course menu which is the course navigation tools is located on the left side of the home page. This tool will allow you to access the course content, which is presented in marked folders in the Modules. The content is organized using topics and modules. Folders are created to help you organize many of the course materials in Brightspace.

In order to successfully complete the course, you must participate in all required activities, including attending scheduled face to face sessions, discussions, and group and individual assignments. Discussion postings and responses must be completed by the end of the assigned timeline.

Assignments and other learning activities will be posted on Brightspace. You are required to use your electronic devices including your laptops and other communication tools to access the course content. To ensure you have access to the course, you should have an activate cuny.edu email, your library account, CUNYfirst account, Office 365, CUNY Virtual Desktop and CUNY Dropbox.

As a student in this course, you are expected to complete assignments in a timely manner using complete sentences, proper grammar and correct spelling. Make use of spell check when necessary. You are also expected to demonstrate academic integrity. Cheating, forgery and plagiarism are dishonest acts which will undermine your personal and intellectual growth. If you are caught in these acts, you will be sanctioned by the college.

Your course instructor will address your questions and concerns within 24 to 48 hours except during holidays or weekends. He will also return graded assignments two weeks from the due date.

Mental Health Recourses:

Many students find balancing their academic, personal and professional lives quite challenging, and in some instances, overwhelming. If you or a peer experience this, Counseling and Psychological Services and Interfaith Services are here to help. Email CAP@mec.cuny.edu, and you will be contacted by a Counselor. You can also contact the Campus Chaplain, Father Ralph Rivera, at RRiveraSJ@mec.cuny.edu. In addition, peer support groups are available via the college's Center for Women's Development and Male Development and Empowerment Center.

Students can contact staff in the centers at: Levelyn@mec.cuny.edu, or Anbrereton@mec.cuny.edu, respectively

Health Standards and Objectives

Learning Standards for Health, Physical Education and Home Economics for Elementary Students

Standard #1

Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.

Health Education Objectives

-Students will use their knowledge of human growth and development and recognize the relationship between behaviors and healthy development.

-Students will know ways to promote health and prevent disease.

Physical Education Objectives

-Students will perform basic motor skills attaining competency in a variety of physical activities

-Students will design personal fitness programs to improve cardio-respiratory endurance, flexibility, muscular strength endurance, and body composition for adults and elementary school children.

Home Economics Objectives

-Students will know the elements of good nutrition to plan appropriate diets for adults and elementary school children.

-Students will know and use appropriate tools and technologies for safe and healthy food preparation.

Class Discussion Topics 1

- The Teacher's Role in Health Education
- Maintaining Mental Health and Stress Reduction
- Infectious and Noninfectious Conditions
- Personal Health

Standard #2

Students will acquire the knowledge and ability necessary to create and maintain a healthy environment.

Health Education Objectives

-Students will demonstrate socially responsible behaviors and know how to offer appropriate strategies to minimize threats to the environment.

-Students will demonstrate care and respect for themselves and others.

Physical Education Objectives

-Students will demonstrate responsible personal and social behavior while engaged in physical activity.

-Students will know that physical activity provides the opportunity for enjoyment, challenge, self-expression and communication.

Home Economics Objectives

-Students will know the basic principles of home and community safety.

-Students will demonstrate the skills necessary to maintain their homes and workplaces in a safe and comfortable condition.

Class Discussion Topics 2

- Nutrition
- Substance Use and Abuse
- Accident and Violence Prevention
- Environmental Health

Standard #3

Students will understand and be able to manage their personal and community resources.

Health Education Objectives

-Students will understand the influence of culture, media, and technology in making decisions about personal and community health issues.

-Students will know about and use valid health information, products and services.

Physical Education Objectives

-Students will be aware of opportunities available to them within their community to engage in physical activity.

-Students will be able to evaluate facilities, programs and career opportunities in physical fitness.

Home Economics Objectives

-Students will understand and be able to manage personal resources of talent, time, energy and money.

-Students will know and access community resources.

Class Discussion Topics 3

- Consumer Health
- Sexual Health
- Child Abuse

Final Topic 4 (Optional based on Professor Recommendation)

Completing Resource Brochure

Group Projects

INTRODUCTORY ASSIGNMENT

First assignment is to read the chapter on Personal Health. Each member is to forward via e-mail a summary of the pages he/she was assigned. Each group is required to choose a topic in the chapter. Give a five-minute presentation using a song that summarizes concepts and movements that illustrate concepts. The presentation must have an introduction and a conclusion. The introduction should capture the audience's attention. The conclusion should summarize the most important concepts.

INTRODUCTORY HOLISTIC RUBRIC

Domains	Unsatisfactory	Emerging	Competent	Exemplary
Students perform basic motor skills attaining competency in a variety of physical activities	No movements were included	Few movements were included and were not executed with any precision	Varied movements were included but some were not executed with any precision	Varied movements were included, and all were executed with precision.
Students provide a	The song was not related to the	The song was related to the topic	The song was related to the	The song was related to the

song that summarizes concepts	topic or main idea. and it was not a catchy tune	or main idea, but it did not convey all aspects of the main idea and it was not a catchy tune	topic or main idea and it conveyed all aspects of the main idea, but the tune chosen was not 'catchy'	topic or main idea and it conveyed all aspects of the main idea and the tune chosen was 'catchy
Students provide movements that illustrate concepts	The movements were not related to the topic or main idea, and it was not compatible to the song's rhythm	The movements were related to the topic or main idea, but the movements did not convey all aspects of the main idea and it was not compatible to the song's rhythm	The movements were related to the topic or main idea and conveyed all aspects of the main idea, but the movements were not compatible to the song's rhythm	The movements were related to the topic or main idea, conveyed all aspects of the main idea and the movements were not compatible to the song's rhythm
Students' presentation logically flows	No logical flow	The presentation had a logical flow only at the beginning. The middle and conclusion were unclear	The presentation had a logical flow only at the beginning and middle. The conclusion was unclear	The presentation had a logical flow at the beginning, middle and conclusion.

PART I: **Standard #1** ASSIGNMENT

The project is to create a health binder that is beneficial for parents and teachers.

Your specific task is to formulate a comprehensive binder on health. Many steps are involved in the project. Once you set up your group, assign topics to each group member and submit the list of assigned topics to the professor.

1. Choose three common health issues that occur in your families.
2. Use the Internet to find out information on diagnosing, treating and preventing the health issues identified.
3. Submit web evaluation forms for the best sites you found for the three health issues identified.
4. Be sure to answer questions using complete sentences and examples.

5. Hand in all 'hard copies' of internet information.
6. Use the Internet to find out information identifying exercises that are beneficial to the identified health issues.
7. Submit web evaluation forms for the best sites you found. Be sure to answer questions using complete sentences and examples.
8. Hand in all hard copies.
9. Use the Internet to find out information identifying cardio-vascular, flexibility and muscular strength exercises beneficial to typically developing elementary school children. Hand in all hard copies.
10. Write a comprehensive essay stating how you could incorporate exercises and physical activity into a daily school routine when you become teachers that builds cardiovascular endurance, flexibility and muscular strength. Include a thorough explanation of why you chose exercises and particular times for its incorporation. Integrate exercises from Step 9 into the comprehensive essay.
11. Use the Internet to identify modifications in physical education programs for two elementary school children with different special needs.
12. Submit 'hard copies' for each identified special need.
13. Write a summary of your findings identifying modifications in physical education programs for two elementary school children with different special needs that build cardio-respiratory endurance, muscular strength and flexibility.

Discussion Topic for Standard #1

14. Be prepared to contribute to a discussion of favorite snack foods in class and how it is or is not beneficial to maintaining good health. Bring in a cleaned wrapper of one food/drink you should not have. Discuss the nutritional information that appears on the wrapper by clearly presenting a text-based analysis detailing the item's nutritious content. Be prepared to discuss your plan for a healthy nutritious eating schedule for a day. Suggest ways that your family will support your defined exercise and nutrition program.

HELPFUL INFORMATION FOR STANDARD #1: **CRITERIA FOR EVALUATING INFORMATION ON THE INTERNET AND THE WEB EVALUATION FORM**

This information is designed to introduce you to what you should think about when you choose an internet site. It is presented as questions that you should ask yourself.

This represents the abridged information taken from

http: milton.mse.ihu.edu:8001/research/educationnet.html

Authorship is one of the most important criteria for evaluating Internet information. Ask yourself the following:

- Is the author well-known and regarded in your own field of study?
- If you are not familiar with the author,

1. Is the author mentioned in a positive fashion by another author you trust as an authority?
2. Did you find a link to the author's Web document from another document you trust?
3. Does the Web document you are reading provide biographical information, including the author's position, institutional affiliation and address?
4. If none of the above exists, there is an address and telephone number as well as an e-mail address for the author (an e-mail address alone does not provide adequate information)

The publishing body also helps to evaluate any kind of document you may be reading. It indicates that the author's manuscript has undergone some type of screening in order to verify that the information meets a certain standard established by the publishing body.

Ask yourself the following questions:

- Is the name of any organization given on the document you are reading?
- Are there headers, footers or a distinctive symbol that shows the document to be part of an official academic or scholarly website?
- Can you contact the website master from this document?
- If not, can you link to a page where such information is listed?
- Is this organization recognized in the field that you are studying?
- Is the organization suitable to address the topic at hand?
- Can you ascertain the relationship between the author and the publisher server?
- Was the document you are viewing prepared as a result of the author's professional duties?
- Or is the relationship of a casual or for fee nature telling you nothing of the author's credentials?

The point of view bias reminds us that information is rarely neutral. Every writer wants to prove his point and will use data and information to help him do this. When evaluating information on the Internet it is important to examine who is providing the information and what might be their point of view or bias. Ask yourself the following:

- Notice the URL. Does this document reside on the Web server of an organization that has a clear stake in the issue at hand?

a. A corporation website will present the corporation in the most positive light.

b. A political website will not provide unbiased material on the opposing candidate.

- Does the document reside on a Web server of an organization with a political or philosophical agenda?
- What context does the author situate his work?

c. Does the document include a bibliography?

c. Does the author display knowledge of related sources?

c. Does the author display knowledge of theories, schools of thought, or techniques usually considered appropriate?

c. If the author is using a new theory of technique as the basis of research, does he discuss the value and/or limitation of this new approach?

c. If the author's treatment of the subject is controversial, does he acknowledge this?

Accuracy or verifiability of details is important to the evaluation process, especially when the author is unfamiliar.

- If the document is a research document, was there an explanation of how the data was gathered and the research method used?
- Was the methodology that was used appropriate to the topic and does the discussion of the methodology allow for easy duplication?
- Does the document provide links and/or a bibliography detailing the sources used?
- Does the document name individuals and /or sources that provide non-published data used in the preparation of the study?
- Can the background information that was used be verified for accuracy?

Currency refers to the timeliness of information. The date of publication is the first indicator of currency. Also, the regularity in which the data is updated is important. Ask yourself:

- Does the document include the date on which the information was gathered?
- Does the document refer to clearly dated information?
- Does the document include information on the regularity of updates?

- Does the document include a publication date or a 'last updated' date?
- Does the document include copyright?

Additional important information concerns the type of search engine used.

- Be sure to find out the search engine you are using decides the order in which it returns information requested. Some Internet search engines sell top space to advertisers who pay them to do so.
- Be sure to know how the search engine looks for information and how their information is updated.

WEB SITE EVALUATION FORM

This is the form that is submitted as part of Project #1. No handwritten submission is permitted.

Web Site Title_____ URL: _____

Purpose of using the site_____

Authorship:

Is the author creator of the Web site clearly identified?

Are his institutional affiliations clearly identified?

Can you contact the authors directly by an easy to locate e-mail link?

Design and Navigation:

Does the site download quickly? (a page should be completely viewable is less than 60 seconds)

Does the site provide a site map or index to its contents?

Do the navigational buttons or links give you a clear sense of where they will take you?

Can you get back 'home' to the site's opening page in one click form anywhere within the site?

Is the overall design appealing or distracting?

Is the site accessible to low end technology users or does it require high speed hardware with the latest versions of browsers and plug ins?

Content/Information:

Is the information provided reliable and is it possible to verify the author's organization and credentials?

Is it written at a level and in a style accessible to you?

Will the content help you to achieve the objectives?

Are there opportunities on the site for interaction with others?

Is the site free of biases and/or stereotypes?

Currency:

Can you easily locate the date the site was last updated?

Has it been updated recently?

Is the content of the site time-sensitive (i.e., related to the news or current thought)?

Internet Citation:

The following is an example:

Polonsky (1998) Psychology with style: A hypertext writing guide (Version 3).

Retrieved from Web 9/1/98. http: //www.uwsp.edu/acad/psych/apa4b.htm

ANALYTIC RUBRIC FOR PART I: Standard #1

This rubric is used to evaluate the assignment. **It is an abridged form of the rubric.** The rubric is organized around various Program Standards and the Health Standard 1. The Education Department Unit Standards that are used are incorporated to develop specific skills. The Health Standard that is used is incorporated to reflect content knowledge. The Department Unit Standard appears first, and the associated performance criteria follow.

Department Unit Standard: Professionalism 5.2

Transmits ideas and concepts clearly in written form.

Performance Criteria

- The extent to which all assignments were submitted _____

Department Unit Standard Analytical Ability:

Candidates effectively and comprehensively deconstruct texts to uncover hidden meanings, to make connections, to draw inferences and to develop multiple perspectives towards various ideas and issues.

Performance Criteria: Web Evaluation Forms

- The extent to which complete sentences were used: ____
- The extent to which examples were used: ___

- The extent to which all questions were answered correctly: ___

Site Choice

- The extent to which the sites that were chosen were appropriate responses to assigned tasks: ____

Summary

- The extent to which the summary included the essential parts of the physical adaptive education sites___

Department Unit Standard Knowledge:

Candidates possess a comprehensive understanding of the nature and needs of children with regards to the following health related standards:

Performance Criteria

- Candidates integrated information into Step 10 as defined in the syllabus that encourage the establishment and maintenance of physical fitness by building muscular strength_____
- Candidates integrated information into Step 10 as defined in the syllabus that encourages basic motor skills in a variety of physical activities to increase flexibility_____
- Candidates integrated information into Step 10 as defined in the syllabus that improves cardio-respiratory endurance____
- Candidates integrated information into Step 13 as defined in the syllabus that encourages flexibility, muscular strength and cardio-respiratory endurance for two different special needs children. ____

Key

Exemplary=3 (A) Exceeded expectation, meaning candidate went beyond adequately fulfilling the standard; when applied to syntax structure there are 1-4 errors.

Competent=2(B) Met expectation, meaning adequately demonstrated mastery of the standard; when applied to syntax structure there are 5-7 errors.

Emerging=1(C) Beginning to meet expectations, meaning partial mastery of most of the elements of the standard; when applied to syntax structure there are 8-9 errors.

Unsatisfactory=0 (D) Do not meet expectation, meaning your performance indicates you do not understand most elements of the standard; when applied to syntax structure there are 10 or more errors.

ANALYTIC Rubric for Standard #1 Discussion

Effective Communication: Candidates speak in appropriate registers depending on audiences and purposes and demonstrate comprehensive fluency.

Speech

- Extent to which appropriate syntactic structure was used _____
- Extent to which appropriate code switching is done _____
- Extent to which discussion is clear and well organized _____

Key

Exemplary=3 (A) Exceeded expectation, meaning candidate went beyond adequately fulfilling the standard; when applied to syntax structure there are 1-4 errors.

Competent=2(B) Met expectation, meaning adequately demonstrated mastery of the standard; when applied to syntax structure there are 5-7 errors.

Emerging=1(C) Beginning to meet expectations, meaning partial mastery of most of the elements of the standard; when applied to syntax structure there are 8-9 errors.

Unsatisfactory=0 (D) Do not meet expectation, meaning your performance indicates you do not understand most elements of the standard; when applied to syntax structure there are 10 or more errors.

PART II: Standard #2 ASSIGNMENT: The Lesson Plan

1. Submit the following assignment: Each student should take one strategy from each of the three areas listed to develop into a lesson plan using the format provided below. Use the readings as a base for developing your lesson plan. The three areas are: 1) substance abuse, 2) accident & violence prevention, or 3) environmental health. Be sure to include in the lesson plan the grade level. Be sure the three lesson plans that you submit extend the strategies you have chosen from the readings.
2. Include one child friendly interactive internet link and hard copy related to substance abuse, accident & violence prevention, or environmental health for the grade level you chose.
3. Summary should include song summarizing most important concepts and a description of movements that illustrate the concepts in a meaningful way.

INFORMATION FOR STANDARD #1: Sample Lesson Format

Learning Objective: *Begin your lesson plan objective with the following words:* Students will be able to …. *Then, add a testable verb. A testable verb is a verb that can be observed. For example, comprehension cannot be observed, but identifying the main idea can be observed.*

Some commonly used observable verbs are identify, define, paraphrase, explain, recite, discover, critique, apply, label, classify etc.

Motivation: *Introduce the lesson with an activity that grabs the students' attention and assesses prior knowledge.*

Materials: *State all the materials that you will use.*

Procedures: *List all the tasks you intend to do and the questions you intend to ask*

Mechanics: *Write the time each item will take to complete. Include the time it will take to clean up. State whether student help is necessary and describe it.*

Summary: *State the key points that you will summarize*

Assessment: *Briefly describe what you will do to determine if students met the objective*

ANALYTIC RUBRIC FOR PART II: Standard #2

This rubric is used to evaluate the assignment**. It is an abridged form of the rubric.** The rubric is organized around various Program Standards and the Health Standard II. The Education Department Unit Standards that are used are incorporated to develop specific pedagogical knowledge. The Health Standard that is used is incorporated to reflect content knowledge. The Department Unit Standard appears first, and the associated performance criteria follow.

Department Unit Standard: Professionalism 5.2

Transmits ideas and concepts clearly in written form.

Performance Criterion

The students were required to submit all required information ___

Department Unit Standard: Creativity

Standard 4.1: Conceptualizes and implements multiple strategies of teaching and learning _____

Performance Criteria

Lesson Plan

Clear Statement of the Behavioral Objective _____

Clear List of Materials _____

Clear Explanation of Motivation _____

Clear Statement of Procedures _____

Clear Statement of Assessment at least one example _____

Clear Explanation of Mechanics _____

Internet Link

Hard Copy Submitted _____

Interactive Site for children ____

Key

Exemplary=3 (A) Exceeded expectation, meaning candidate went beyond adequately fulfilling the standard

Competent=2(B) Met expectation, meaning adequately demonstrated mastery of the standard

Emerging=1(C) Beginning to meet expectations, meaning partial mastery of most of the elements of the standard

Unsatisfactory=0 (D/F) Does not meet expectation, meaning candidate performance indicates little understanding of the standard

PART III: Standard #3 ASSIGNMENT: The Recourse Brochure

Each student should submit a **resource brochure that would help a family that has an elementary school child with a special need and a child with no apparent special need** to learn about facilities or programs for the family's physical fitness, educational support, mental health, sexual abuse, domestic violence, anger management, nutrition, money management, and time management. Include any other resources that this fictional family would need. Please use graphics and present a well-organized brochure with relevant captions and headings. **Be sure to clearly identify the resources that include special needs children**.

2. Use the Internet to find out about two careers related to physical fitness.
3. Hand in the 'hard copies' of the Internet search on physical fitness related careers.

ANALYTICAL RUBRIC FOR PART III: Standard #3

This rubric is used to evaluate the assignment**. It is an abridged form of the rubric.** The rubric is organized around various Department Unit Standards and the Health Standard 3. The Education Department Unit Standards that are used are incorporated to develop pedagogical knowledge. The Health Standard that is used is incorporated to reflect content knowledge. The Program Standard appears first, and the associated performance criteria follow.

Departmental Unit Standard

Professionalism: Standard 5.2 Transmits ideas and concepts clearly in written form.

Performance Criteria

a. The brochure must help a parent that has a child with an exceptional need____

b. The brochure must help a parent that has a child with no apparent exception need.

c. The brochure must have graphics____

d. The brochure must be well organized with relevant captions and headings____

e. It must look like a folded brochure_____

f. It must be clearly stated whether the items for children are inclusive of children with

g. exceptionalities. ____

h. It must be clearly explained what the resource offers, and the explanation must be written in accordance with standard syntactic structure____

Departmental Unit Standard

1. **Knowledge**: Standard 1.4 Makes connections between disciplinary content and New York State Health Standards for learning regarding student's management of personal and community resources related to including

Performance Criteria

a. adult physical fitness ____

b. child physical fitness ____

c. educational support ____

d. mental health ____

e. sexual abuse ____

f. domestic violence ____

g. anger management ____

h. nutrition ___

i. money management ___

j. time management ___

k. other items included (i.e., health care facility, consumer rights and protection, and health and safety related web sites) ____

Department Unit Standard

1. **Knowledge**: Standard 1.3 Uses technology proficiently and understands its potential as a tool for learning

Performance Criterion

The brochure presentation is clear including headings and captions ____

Department Unit Standard

2. **Creativity**: Standard 4.2 Develop learning materials that utilize imaginative capacities.

Performance Criterion

Brochure includes well placed and creative graphics ____

Key

Exemplary=3 (A) Exceeded expectation, meaning candidate went beyond adequately fulfilling the standard; when applied to syntax structure there are 1-4 errors.

Competent=2(B) Met expectation, meaning adequately demonstrated mastery of the standard; when applied to syntax structure there are 5-7 errors.

Emerging=1(C) Beginning to meet expectations, meaning partial mastery of most of the elements of the standard; when applied to syntax structure there are 8-9 errors.

Unsatisfactory=0 (D/F) Does not meet expectation, meaning candidate performance indicates little understanding of the standard; when applied to syntax structure there are 10 or more errors.