

Program - Grade 4 to Grade 8 with Special Education (BSEd) - Mapping: Curriculum Mapping

Legend: (1) Introduced, (2) Reinforced, (3) Mastered, (4) Assessed

Learning Outcomes	ELU 212	ELU 221	ELU 331	ELU 342	ELU 344	ELU 346	ELU 347	ELU 349	ELU 353	EDU 326	LLT 321	SPU 201	SPU 314	SPU 316	SPU 392	SPU 393	EDU 100
<p>SLO 1 + 2 Learner Development/Learning Differences -</p> <p>1) The teacher candidate will be able to understand how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.</p> <p>2) The teacher candidate will be able to use understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.</p>	2, 4	1	2	2, 3	2, 3	2	2	2	2, 3	1	2	1	1	2	2, 4	3, 4	

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SLO 3 Learning Environments - The teacher candidate will be able to work with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.	2	1	2	2	2	2	2	2	2	1	2	1	1	1	2, 4	3, 4	
SLO 4 Content Knowledge - The teacher candidate will be able to understand the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.		1	2	3	2		2	2, 4	3	1	2	1		3	2, 4	3, 4	
SLO 5 Application of Content - The teacher candidate will be able to understand how to connect concepts and use differing perspectives to engage learners in critical thinking,		1	2	2	2	2	2	2, 4	3, 4	1	2			3, 4	2, 4	3, 4	

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creativity, and collaborative problem solving related to authentic local and global issues.		1	2	2	2	2	2	2, 4	3, 4	1	2			3, 4	2, 4	3, 4	
SLO 6 Assessment - The teacher candidate will be able to understand and use multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher candidate's and learner's decision making.		1	2	2	2	1, 2, 4	2	2	1, 3		2	1		2	2, 4	3, 4	
SLO 7 Planning for Instruction - The teacher candidate will be able to plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.	1, 2	1	2	3	2	1, 2, 4	3, 4		2		2		2	3, 4	2, 4	3, 4	
SLO 8 Instructional Strategies - The teacher candidate	1, 2	1	2	3	2	2, 4	3		3		1	1	2, 4	3, 4	2, 4	3, 4	

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will be able to understand and use a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.	1, 2	1	2	3	2	2, 4	3		3		1	1	2, 4	3, 4	2, 4	3, 4	
SLO 9 Professional Learning and Ethical Practice - The teacher candidate will be able to engage in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.	2, 4	1	2	3	2	2, 4	2			1	2	1			2, 4	3, 4	
SLO 10 Leadership and Collaboration - The teacher candidate will be	2	1	2	2	2	4	2			1	2	1	2	2	2, 4	3, 4	

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able to seek appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.	2	1	2	2	2	4	2			1	2	1	2	2	2, 4	3, 4	