

Homework 1.4 Review Developmental Benchmarks

Learning Outcome	Pedagogical Intent	Student Position
Demonstrate knowledge and use of the Utah English Language Proficiency Standards in selection of programs, practices and strategies related to planning, implementing, and managing ESL and content instruction, including classroom, organization, teaching strategies for development and integrating language skills, and choosing and adapting classroom resources	Learning about developmental benchmarks of elementary and secondary aged students will enable teacher candidates to design centers that are responsive to children's levels of development.	Students have learned about child and adolescent development as part of teacher preparation. They will review developmental benchmarks to guide them in designing the activity centers.
Assessment: 50 pts.		

Directions:

1. Remember when you are building your MSDLA it is for youth of a particular age. As they grow they will develop new cognitive, social, and linguistic skills and as you build your MSDLAs you should be aware of their developmental levels.
2. To Learn about developmental benchmarks for preschool and elementary children or for secondary students based on the MSDLA age group we are working with we have identified websites that will give you information about the developmental benchmarks.
3. Take notes about what you read that is relevant to the centers you are creating and the age group of the students you are building your MSDLA for. Add your notes to your WIP document.
4. Link to this website for preschool through first grade: <https://edtechbooks.org/-CMaX>
5. Use this site for information about 6-8 year olds: <https://edtechbooks.org/-SVvv>
6. Use this site for 9-11 year olds: <https://edtechbooks.org/-nDFR>
7. These two links provide information about 12 to 17 year olds: <https://edtechbooks.org/-RdL>
<https://www.cdc.gov/ncbddd/childdevelopment/positiveparenting/adolescence2.html>
8. **On Learning Suite:** Submit 1-2 sentences about what you learned from these resources.



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