CURRICULUM COMPETENCY

**HAS 316 • Literacy**

**Individual & Group Activity**

 (1cej, 4dh, 7c, 8f) \*

**Objectives**

Practice completing vocabulary and comprehension exercises among teachers.

Practice planning vocabulary and comprehension exercises among teachers.

Promote learning vocabulary and comprehension among students.

**Rationale**

Teachers of all subjects share responsibility to help students grow in areas of literacy, and recent Minnesota Standards require that knowledge of, and experience with, literacy be demonstrated. In addition to meeting state standards, experience with literacy topics helps all teachers integrate subjects more. Integrating curriculum ideas can helps teachers gain better ownership of the overall mission of the school because they are less isolated in their “own little corners.”

**Procedures**

This competency is accomplished in three parts. Part I involves completing an actual generic literacy exercise utilized by a physical education student teacher with local middle school students. The exercise requires answering 15 questions that address vocabulary and comprehension related to teens working with pets.

Part II involves reflecting about a literacy exercise prepared by the instructor about a topic specific to the physical education discipline. Students read a short article on strength training, and then the instructor explains the rationale and principles in selecting 11 vocabulary and comprehension questions.

Part III requires writing an original literacy exercise for use with students that is modeled after the examples. In pairs students read a short article about vitamins and minerals and prepare 11 vocabulary and comprehension questions. The instructor develops a composite of the group ideas so each student acquires three examples of literacy exercises to use with students—one generic and two within the physical education discipline.

**Grading** \*\*

Grades for each person will be determined by the following criteria (20 pts. possible)

 Completion of Part I 5 pts.

 Vocabulary questions

 Comprehension questions

 Reflection about Part II 5 pts.

 Use of synonyms for vocabulary words/phrases so

 questions are not too obvious.

 Use of plausible alternatives for comprehension questions

 that may still be distinguished from correct answer.

 Writing Part III with partner 10 pts.

 Use of synonyms for vocabulary words/phrases so

 questions are not too obvious.

 Use of plausible alternatives for comprehension questions

 that may still be distinguished from correct answer.

 Clarity of questions

\* Indicates Board of Teaching MNSEP standards that assignment fulfills.

\*\* Those who score less than 16 will need to repeat the assignment until 16

 is achieved (maximum score of 17 for repeat assignments).