Course Number: ECE 902  
Course Title: Guidance in Social and Emotional Development for Young Learners

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**Independent Study Online Course Syllabus**

<table>
<thead>
<tr>
<th>X Online</th>
<th>Distance Learning</th>
</tr>
</thead>
</table>

**Instructor:** Dianne Young & Carol Gossett  
**Phone number:** 559-734-7781  
**Email:** mdy@fpu.edu  
**Units:** 3  
**Grade Level:** PK-TK-K

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**Course Description**

Explore the current research on the importance of social and emotional development in young children. Design classroom application activities to support the social and emotional development of the young learner. Implement techniques to help your students develop positive social skills.

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**Required texts and course materials**

Students will have access to required texts under Guiding Documents. Purchase of required texts is optional.

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**Course Dates:**

Self-paced; students may enroll at any time and take up to one year to complete assignments.

You have up to one year from the date of registration, and no less than three weeks (one week per credit), to complete the course.

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**Student Learning Objectives (SLOs)**

In the following table list:

<table>
<thead>
<tr>
<th>Standards Addressed *</th>
<th>CE program SLOs</th>
</tr>
</thead>
</table>
| **CA Preschool Learning Foundations:**  
*Social Emotional* | CE 4, |

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Instructor: Dianne Young, MA  
**Date of Revision:** 6/15/16  
To register for courses go to [http://ce.fresno.edu/cpd](http://ce.fresno.edu/cpd) and log in
Student Learning Objectives (SLOs)

<table>
<thead>
<tr>
<th>Student Learning Outcomes in this course</th>
<th>Standards Addressed</th>
<th>CE program SLOs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student will be able to:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Students will identify, reflect on,</td>
<td>CA Preschool Learning Foundations:</td>
<td></td>
</tr>
<tr>
<td>apply Preschool Standards, Center for</td>
<td>* Social Emotional Development</td>
<td>CE 4, CE 5</td>
</tr>
<tr>
<td>Social and Emotional Foundations for</td>
<td></td>
<td></td>
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<tr>
<td>Early Learners, or State Standards in</td>
<td></td>
<td></td>
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<tr>
<td>the area of Social and Emotional</td>
<td></td>
<td></td>
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<tr>
<td>Development.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Students will demonstrate the</td>
<td>CA Preschool Learning Foundations:</td>
<td></td>
</tr>
<tr>
<td>importance of children’s cooperative</td>
<td>* Social Emotional Development</td>
<td></td>
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<tr>
<td>work and play in developing a</td>
<td></td>
<td></td>
</tr>
<tr>
<td>sense of self as a valued and</td>
<td>- Self 1.0-4.0</td>
<td></td>
</tr>
<tr>
<td>responsible member of the group when</td>
<td>- Friendships 3.0</td>
<td></td>
</tr>
<tr>
<td>forming and maintaining satisfying</td>
<td>- Social Interaction 1.0-4.0</td>
<td></td>
</tr>
<tr>
<td>relationships with others.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Students will apply critical</td>
<td>National Professional Teaching Standards</td>
<td></td>
</tr>
<tr>
<td>thinking skills and create opportunities</td>
<td>Standards 1-5</td>
<td></td>
</tr>
<tr>
<td>for their classroom students to apply</td>
<td></td>
<td></td>
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<tr>
<td>critical thinking skills.</td>
<td></td>
<td></td>
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<tr>
<td>4. Students will reflect on their</td>
<td>National Professional Teaching Standards</td>
<td></td>
</tr>
<tr>
<td>teaching.</td>
<td>Standards 1-5</td>
<td>CE 1, CE 2, CE 3</td>
</tr>
</tbody>
</table>

Standards Addressed in This Course:
- http://corestandards.org - Common Core State Standards
- http://www.nbpts.org/five-core-propositions - National Teaching Standards, Five Core Propositions

Topics, Assignments and Activities

<table>
<thead>
<tr>
<th>Topic 1 – Defining Social Emotional Development</th>
<th>Assignment 1.1 Introduction to Social Emotional Development</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Assignment 1.2 Reading Assignment and</td>
</tr>
</tbody>
</table>
| Topic 2 – Setting the Environment for Social Emotional Development | Reflection  
Assignment 1.3 FORUM: Personal Reflection  
Assignment 1.4 FORUM: Class Introductions |
|---|---|
| Topic 3 – Understanding your Students and Practical Strategies | Assignment 2.1 Reading and Reflection  
Assignment 2.2 Environments and Materials  
Assignment 2.3 Comparing Writing Centers  
Assignment 2.4 Evaluating Your Classroom Design  
Assignment 2.5 FORUM: Classroom Design |
| Topic 4 – Development of Self | Assignment 3.1 Temperament  
Assignment 3.2 Article Critique  
Assignment 3.3 Video: Practical Strategies  
Assignment 3.4 Journal Reflection |
| Topic 5 – Using Children’s Literature to Develop Social Emotional Skills | Assignment 4.1 Self Awareness  
Assignment 4.2 Self Regulation  
Assignment 4.3 Children Construct Knowledge of Self  
Assignment 4.4 Developing Self-Esteem  
Assignment 4.5 Journal Reflection |
| Topic 6 – Culminating Project | Assignment 5.1 Evaluating Children’s Literature  
Assignment 5.2 Lesson Plan using Literature  
Assignment 5.3 FORUM: Lesson Plan  
Assignment 5.4 Journal Reflection |
| Additional Texts and/or other Online Resources |  
http://csefel.vanderbilt.edu/  
http://challengingbehavior.fmhi.usf.edu/ |
| Technology Requirements: |  
In order to successfully complete the course requirements, course participants will need Internet access, be able to send and receive email, know how to manage simple files in a word processing program, and have a basic understanding of the Internet. |
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Please remember that the instructor is not able to offer technical support. In the event that you need technical support, please contact your Internet Service Provider.

Moodle:
This course will be delivered totally online. Moodle is a learning management system that provides students access to online resources, documents, graded assignments, quizzes, discussion forums, etc. with an easy to learn and use interface. To learn more about Moodle go to: (http://docs.moodle.org/en/Student_tutorials). There are some student tutorials on the Center for Online Learning website at Fresno Pacific University – http://col.fresno.edu/student.

Moodle Site Login and passwords – (or other online course access information)
Students will need to have internet access to log onto http://ce-connect.fresno.edu. The username and password numbers for Moodle access will be sent to you by the university using the email address you submitted at the time of registration. The instructor will then contact you with a welcome letter and login instructions. If you need help with the username and password recovery please contact the Center for Professional Development at (800)372-5505, or (559)453-2000 during regular office hours - Mon-Fri 8:00 am to:00 5pm.

Getting Help with Moodle:
If you need help with Moodle, please contact the Center for Online Learning (COL), + by telephone 1-559-453-3460. Help by phone is available Mon-Thurs 8:00 am to 8:00pm and on Fridays from 8:00 am to 5:00 pm, or by filling out a “Request Services” form at http://col.fresno.edu/contact/request-services. Please identify that you are with the Continuing Education/Independent Studies department.

Plagiarism and Academic Honesty
All people participating in the educational process at Fresno Pacific University are expected to pursue honesty and integrity in all aspects of their academic work. Academic dishonesty, including plagiarism, will be handled according to the procedures set forth in the Fresno Pacific University Catalogue. URL http://www.fresno.edu

Grading Policies and Rubrics for Assignments
- Assignments include article critiques, viewing videos and power points, personal reflections, creation of lesson plans, evaluating classroom design and exploring literature for developing social emotional skills.
- Students must earn a minimum of 80% to received credit
- A – 90-100%, B= 80-89%, (anything below 80% will not receive credit.)
- Grading policies:
- The discernment between an A or a B is at the discretion of the instructor based on the quality of work submitted (see assignment rubrics).

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To register for courses go to http://ce.fresno.edu/cpd and log in
• Coursework falling short of a quality equaling a B or a Credit Grade will be returned with further instructions.
• All assignments must be completed in order to receive a grade. In addition, all assignments are expected to reflect the quality that teacher-training institutions require of professional educators. If completed assignments do not meet this standard, students will be notified with further instructions from the instructor.
• 4 point Assessing Rubric for each assignment

Writing Requirements are included in the course rubrics.

Instructor/Student Contact:
Contact will be provided with Journal Reflections included in each Module in Moodle. Those students enrolled in online cohort will meet weekly via Adobe Connect for contact with instructor and other students.

Continuing Education Program Student Learning Outcomes:

| CE 1. | Demonstrate proficient written communication by articulating a clear focus, synthesizing arguments, and utilizing standard formats in order to inform and persuade others, and present information applicable to targeted use. |
| CE 2. | Demonstrate comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts. |
| CE 3. | Reflect on their personal and professional growth and provide evidence of how such reflection is utilized to manage personal and professional improvement. |
| CE 4. | Apply critical thinking competencies by generating probing questions, recognizing underlying assumptions, interpreting and evaluating relevant information, and applying their understandings to the professional setting. |
| CE 5. | Reflect on values that inspire high standards of professional and ethical behavior as they pursue excellence in applying new learning to their chosen field. |
| CE 6. | Identify information needed in order to fully understand a topic or task, organize that information, identify the best sources of information for a given enquiry, locate and critically evaluate sources, and accurately and effectively share that information. |

Schedule of Assignments:

| Topic 1 – Defining Social Emotional Development | Assignment 1.1 Introduction to Social Emotional Development View the video: Social Emotional Competence http://csefel.vanderbilt.edu/resources/social_emotional_competence.html |

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After viewing the video on social emotional competence, submit a one-page reflection on the information presented.

Content 15
Writing 5

**Assignment 1.2 Reading Assignment and Reflection**


In minimum one full page, summarize the information in the Foundations and Frameworks or your district standards making connections to your classroom and students and to Common Core Standards.

Content 15
Writing 5

**Assignment 1.3 FORUM: Personal Reflection on Social Emotional Skills**

In a minimum one-page, what are your personal feelings on the importance of social and emotional development in young children? Post your reflection to forum. Respond to a minimum two other posts.

Posting: Content 10
Writing 5

Response: Content 20 possible (10 points each)
Writing 10 possible (5 points each)

TOTAL POSSIBLE 45 points

**Assignment 1.4 Forum: Getting To Know Me**

Submit your assignment to Forum to introduce yourself to all the students in the class including the professor. Please tell us some interesting things about yourself, your career path, describe your family, and tell about something you wish you had time to do for fun! Attach a photo of yourself.

Read other postings to learn about fellow students.

Posting 15

**Instructor/Student Contact**

Contact weekly via Adobe Connect, email, assignment feedback, etc.

<table>
<thead>
<tr>
<th>Topic 2 – Setting the Environment for Social Emotional Development</th>
<th>Assignment 2.1 Reading Assignment and Reflection</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read pages 1-5 in CA Preschool Learning Foundations Volume 1 and pages 38-42 in CA Preschool Curriculum Framework Volume 1. In minimum one full page, summarize the information highlighting the important points.</td>
<td>Content 15</td>
</tr>
</tbody>
</table>

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Writing 5

**Assignment 2.2 Environments and Materials**
In CA Preschool Curriculum Framework, there are 14 characteristics listed on pages 43-44 that support social-emotional learning. Choose a minimum of 8 characteristics and reflect on how these characteristics are supported in your classroom. If this area is missing, include a discussion of how you plan to correct this. If these are present in your classroom, what changes or additions can you make to improve each area?
Minimum two full-page response required.
Content 30
Writing 10

**Assignment 2.3 Comparing Writing Centers**
View the power point “Promoting Children’s Success: Creating Supporting Environments”.
Discuss the strengths, concerns of each writing center shown on Slide 17.
What makes the center support positive behavior or encourage negative behavior?
Minimum one page submission.
Content 15
Writing 5

**Assignment 2.4 Evaluating Your Classroom Design**
Submit a floor plan of your classroom. Using information gained from the power point, choose one of the following to showcase your classroom:
1. In a minimum one page discussion, address the following points.
2. Create a voice over power point.
3. Create a photo-story of your classroom that showcases your classroom and any changes you make to correct problem areas, i.e. before and after.

−Discuss areas of the room that work well (high engagement, low challenges)
−Discuss areas of the room that are problematic
−Include plans for correcting any problem areas.
Floor Plan 10 points
Discussion/Plans 15
Writing 5

**Assignment 2.5 FORUM: Classroom Design**
Post your floor plan to FORUM. Respond to a minimum 2 other students with suggestions for improvement. Begin a conversation by replying to the students who respond to you. Response should be a minimum 2-3 fully developed paragraphs.
| Posting 5  | Response 10 each (Possible 20 points) |
| Reply 5 points (Possible 10 points) |
| Writing 5 each Response (Possible 10 points) |
| **TOTAL POSSIBLE 45** |

**Instructor/Student Contact**
Contact weekly via Adobe Connect, email, assignment feedback, etc.

| Topic 3 – Understanding Your Students and Practical Strategies for the Classroom |
| Assignment 3.1 Temperament |
| Using the “Positive Discipline for Preschoolers: Temperament Rating Scale”, rate yourself and a child with challenging behavior. Post a minimum one page response that includes how differences and similarities between you and the child may interfere with dynamics of a relationship. |
| [http://www2.ohlone.edu/people/mmcdowell/ecs306/temperamentsratingscale.pdf](http://www2.ohlone.edu/people/mmcdowell/ecs306/temperamentsratingscale.pdf) |
| Content 15 |
| Writing 5 |

**Assignment 3.2 Article Critique**
Choose two of the articles posted with this assignment. Compare and contrast the similarities and differences in the articles. How can this information be implemented in your classroom?
**Goodness of Fit**
**Understanding Temperament**
**Parenting Styles and Temperament**
**Parent and Temperament**
Content 15
Writing 5

**Assignment 3.3 Video Practical Strategies**
A. View the video on Practical Strategies
[http://csefel.vanderbilt.edu/resources/practical_%20strategies.html](http://csefel.vanderbilt.edu/resources/practical_%20strategies.html)
B. Read the article “You Got It”- Teaching Social Emotional Skills
After reading the article and viewing the video, choose four of the strategies discussed. In a minimum two-page reflection, discuss how you might implement these strategies into your classroom. Be specific with your examples.
Content 30
Writing 10

**Assignment 3.4 Journal Reflection**
In one full page, discuss how the information presented has reinforced or
changed your thoughts about teachers role in supporting social emotional development of children.
Content 15
Writing 5

**Instructor/Student Contact**
Contact weekly via Adobe Connect, email, assignment feedback, etc.

<table>
<thead>
<tr>
<th>Topic 4 – Development of Self</th>
<th>Assignment 4.1 Self Awareness</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Read pages 46-47 in Preschool Curriculum Framework Volume 1 and page 6 in Preschool Learning Foundations Volume 1. How can you incorporate this information into lesson plans that will teach/enhance self awareness in children.</td>
</tr>
<tr>
<td></td>
<td>Content 15 Writing 5</td>
</tr>
</tbody>
</table>

**Assignment 4.2 Self Regulation (Self Control)**
Read pages 48 – 51 in CA Preschool Curriculum Framework Volume 1. Choose 4 of the strategies that support self regulation skills and incorporate them into your classroom. Reflect on the results of using these new strategies with children. Minimum one page.
Content 15 Writing 5

**Assignment 4.3 Children Construct Knowledge of Self**
Observe a child between the ages of four and seven years-old for a 15 – 30 minute session. Record behavior and/or statements or actions that show the child is developing a specific part of the self using the handout provided.
Content 15 Writing 5

**Assignment 4.4 Developing Self Esteem**
Research the topic of how children develop self-esteem. Include a minimum two-page discussion of what parents and teachers can do to help build positive self-esteem in young children. A minimum of three peer reviewed resources written after 2006. Remember to cite sources in the body of your paper and on the reference page in APA format.
Content 30 Writing 10

**Assignment 4.5 Journal Reflection**
Submit a personal reflection on the importance of young children developing a positive image of self, including self awareness, self regulation, social and emotional understanding, empathy and caring, and
initiative in learning as indicated in Preschool Learning Foundations Volume 1.
Content 15
Writing 5

**Instructor/Student Contact**
Contact weekly via Adobe Connect, email, assignment feedback, etc.

<table>
<thead>
<tr>
<th>Topic 5 – Using Children’s Literature to Develop Social Emotional Skills</th>
<th>Assignment 5.1 Evaluating Children’s Books that Support Social Emotional Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>Choose 5 children’s books that develop social emotional development in children. The books chosen should be good literature for children. These choices should not include Franklin, Dora, Clifford, Bernstein Bears, Sesame Street or other books of this type. Include titles in APA format for each book along with a brief summary (annotation) in your own words of each book. <strong>This will NOT be a copy and paste of the summary/annotation found online.</strong> Evaluate each book according to the criteria. The critique narrative for each chosen book should be a minimum one-half page.</td>
<td></td>
</tr>
<tr>
<td>Content 30</td>
<td></td>
</tr>
<tr>
<td>Writing 10</td>
<td></td>
</tr>
<tr>
<td>Samples can be found at: <a href="http://csefel.vanderbilt.edu/resources/strategies.html#booknook">http://csefel.vanderbilt.edu/resources/strategies.html#booknook</a></td>
<td></td>
</tr>
</tbody>
</table>

**Assignment 5.2 Lesson Plan using Literature**
Choose one of the titles from Assignment 5.1. Create a lesson plan for the title to address a social or emotional skill. Present the lesson to children. Complete the lesson plan template provided. Be sure to include your reflection on the lesson

Content 15
Writing 5

**Assignment 5.3 FORUM: Lesson Plan**
Post your lesson plan to FORUM. Respond to a minimum of one other person with comments and suggestions to extend the lesson.

Posting 5 points
Response: Content 10 points
Writing 5 points

**Assignment 5.4 Journal Reflection**
Discuss your thoughts on how literature can be used as a teaching tool to improve social emotional skills in children. One page minimum.

Content 15
Writing 5
### Topic 6 - Culminating Project

#### Assignment 6.1 Scripted Stories

“Scripted Stories for Social Situations help children understand social interactions, situations, expectations, social cues, the script of unfamiliar activities, and/or social rules.” These stories will provide clues to certain situations in the classroom. These stories help children develop critical thinking skills to determine how they should behave in a given problem situation.

Please choose one of the Scripted Stories from the website listed or create one of your own that will reflect a situation in your classroom. Present this story to the children as the problem arises.

Submit a copy of the story and your reflection on the presentation. How did the students react to the story? What conversations did the story generate? Did you observe children discussing the story later or using the story to solve a problem?

<table>
<thead>
<tr>
<th>Content</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>15</td>
<td>5</td>
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</tbody>
</table>

Please refer to the website for more information:

http://csefel.vanderbilt.edu/resourcesestrategies.html#scriptedstories

#### Assignment 6.2 Culminating Project: Power Point

Using the information gained through the assignments for this course, create a power point that will teach others about the importance of social emotional skills in young children. Power point must include a minimum of 15 slides. Remember to include sources in APA format.

Present your power point to a group of minimum 4 people. Have each person complete an evaluation form for your presentation and upload to this assignment.

<table>
<thead>
<tr>
<th>Content</th>
<th>Writing</th>
<th>Evaluations</th>
</tr>
</thead>
<tbody>
<tr>
<td>45</td>
<td>15</td>
<td>10 points each (40 points)</td>
</tr>
</tbody>
</table>

#### Assignment 6.3 Forum: Culminating Project

Post your power point to FORUM. View and respond to at least two other presentations in 2-3 fully developed paragraphs. Begin a conversation and respond to the people who responded to your presentation.

<table>
<thead>
<tr>
<th>Posting</th>
<th>Response</th>
<th>Reply to Response</th>
<th>Writing in Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 points</td>
<td>10 each (Total 20 points)</td>
<td>5 points each (Total 10 points)</td>
<td>5 points each (Total 10 points)</td>
</tr>
</tbody>
</table>

#### Assignment 6.4 Journal Reflection

Reflect on the new learning presented in this course. What has been the most important new learning? What have you implemented in your
classroom? What changes did you observe in students as you implemented new strategies?
Content 15
Writing 5

**Course Evaluation**
Access and complete the Course Evaluation on Moodle.

**Instructor/Student Contact**
Contact weekly via Adobe Connect, email, assignment feedback, etc.

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**Evaluations by Students**
Course evaluation is completed during Topic 6 in Journal Reflection. Choice Survey will be completed weekly to determine number of hours spent on homework.

**Grading Policies/Rubrics**
- Students must earn a minimum of 80% to receive credit
- A – 90-100%, B= 80-89%, (anything below 80% will not receive credit.)
- Grading policies:
  The discernment between an A or a B is at the discretion of the instructor based on the quality of work submitted (see assignment rubrics).
  Coursework falling short of a quality equaling a B or a Credit Grade will be returned with further instructions.

  All assignments must be completed in order to receive a grade. In addition, all assignments are expected to reflect the quality that teacher-training institutions require of professional educators. If completed assignments do not meet this standard, students will be notified with further instructions from the instructor.

- Guideline for submitting written assignments (Word processed, APA style, 1” margins, double spaced, Time New Roman size 12 font, student name and title of assignment on work submitted, etc.)
- 4 point Assessing Rubric for each assignment (Rubrics are not necessary to provide at the time of proposal, but will need to be included for final course approval.)

**Final Course Grade and Transcripts**
When all work for the course has been completed, students will need to logon to the Center for Professional Development website (http://ce.fresno.edu/cpd) to “Submit Grade Form”. Once the instructor fills out the grade form online, students may log back in to request their Grade Report as well as order transcripts online. Please allow at least two weeks for the final grade to be posted. For more information see the Independent Studies Policies and Procedures that were

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sent to you when you received your course materials, or in your online course. They are available, also at http://ce.fresno.edu/cpd - under General Information > CPD Policies.

FRESNO PACIFIC UNIVERSITY STUDENT LEARNING OUTCOMES

| Student Learning Outcomes Oral Communication: Students will exhibit clear, engaging, and confident oral communication – in both individual and group settings – and will critically evaluate content and delivery components. |
| Written Communication: Students will demonstrate proficient written communication by articulating a clear focus, synthesizing arguments, and utilizing standard formats in order to inform and persuade others. |
| Content Knowledge: Students will demonstrate comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts. |
| Reflection: Students will reflect on their personal and professional growth and provide evidence of how such reflection is utilized to manage personal and vocational improvement. |
| Critical Thinking: Students will apply critical thinking competencies by generating probing questions, recognizing underlying assumptions, interpreting and evaluating relevant information, and applying their understandings to new situations. |
| Moral Reasoning: Students will identify and apply moral reasoning and ethical decision-making skills, and articulate the norms and principles underlying a Christian world-view. |
| Service: Students will demonstrate service and reconciliation as a way of leadership. |
| Cultural and Global Perspective: Students will identify personal, cultural, and global perspectives and will employ these perspectives to evaluate complex systems. |
| Quantitative Reasoning: Students will accurately compute calculations and symbolic operations and explain their use in a field of study. |
| Information Literacy: Students will identify information needed in order to fully understand a topic or task, explain how that information is organized, identify the best sources of information for a given enquiry, locate and critically evaluate sources, and accurately and effectively share that information. |