Revised Program 2020

Name of Institution: Peru State College Date Submitted: <u>May 1, 2020</u>

Endorsement: **ENGLISH LANGUAGE ARTS** Total Hours Required by Rule 24: **48**

Rule 24 Matrix Table of Alignment of Standards and Assessments



Program Hours Required by Institution: 48

Grade Levels: **7-12** Endorsement Type: **FIELD**

Place an X in the box corresponding to the course that meets the following requirements:	List ti the ir							-							-			-						-			-	ım h	nou	rs re	quir	ed b	y
<u>D</u> Certification Endorsement Requirements: This endorsement shall require a minimum of 48 semester hours of content and pedagogical content coursework in literature, writing, language, communication, and reading/literacy skills and strategies.	EXAMPLE: CHEM 101 or 102 3 CR	Educ 403 Diagnostic & Remedial Reading (3)	Eng 203 Lit. for Children thru Adolescence (3)	Eng 222 World Literature to 1500 (3)	Eng 225 Short Story (3)	Eng 301 Traditional Grammar (3)	Eng 305 Practicum in Composition (3)	Eng 322 British Literature I (3)	OR	Eng 323 British Literature II (3)	Eng 326 American Literature I (3)	OR	Eng 327 American Literature II (3)	Eng 357 Interpretive Reading (3)	Eng 418 Shakespeare (3)	Eng 302 Literary Theory (3)	Eng 450 English Seminar (3)	Jour 235 Newspaper Editing (2)	Jour 234 Beginning Journalism (3)	Jour 401 Journalism Practicum (1)	THEA 355 Princ. of Plav Production (3)	English Elective (3)	Educ 309 Secondary Bracticum (2)	Educ 310 Secondary Methods (3)		Educ 434 Content Literacy Across Curriculum 137							
A. Demonstrate an understanding of and be able t teach the concepts, skills, and processes of read and writing as defined in the Nebraska Student Standards.																																	
S1. Candidates must demonstrate knowledge of Eng Language Arts (ELA) subject matter content that specifically includes literature and multimedia to as well as knowledge of the nature of adolescen readers.	t exts																																
E1. Candidates are knowledgeable about texts – p and non-print texts, media texts, classic texts contemporary texts, including young adult – represent a range of world literatures, histor traditions, genres, and the experiences of different genders, ethnicities, and social class they are able to use literary theories to inter and critique a range of texts.	s, and that ical ses;	x	x	x	x			x		x			x			x									x								

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<u>E2.</u> Candidates are knowledgeable about how adolescents read texts and make meaning th interaction with media environments.	rough		x																						x						
S2. Candidates demonstrate knowledge of English Language Arts subject matter content that specifically includes language and writing as wel knowledge of adolescents as language users.	l as																														
E1. Candidates can compose a range of formal and informal texts taking into consideration the interrelationships among form, content, audi context, and purpose; candidates can use contemporary technologies and/or digital me to compose multimodal discourse.	ence,				x	x	x							x		x	x				x				x						
E2. Candidates know the conventions of English language as they relate to various rhetorical situations (grammar, usage, and mechanics); understand the concept of dialect and are far with relevant grammar systems (e.g., descrip and prescriptive); they understand principles language acquisition; they recognize the influ of English language history on ELA content; a they understand the impact of language on society.	miliar tive of ience					x		x		x	x		x	x	x	x									x						
E3. Candidates are knowledgeable about how adolescents compose texts and make meanin through interaction with media environment			x				x																		x						

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 S3. Candidates plan instruction and design assessment for reading and the study of literature to promo- learning for all students. 																																
E1. Candidates use their knowledge of theory, resea and practice in English Language Arts to plan standards-based, coherent and relevant learnir experiences utilizing a range of different texts- across genres, periods, forms, authors, cultures various forms of media—and instructional strat that are motivating and accessible to all studer including English language learners, students w special needs, students from diverse language learning backgrounds, those designated as high achieving, and those at risk of failure.	ng - s and tegies its, vith and			x		x		x		x	x		x	x	x	x							x	x								
E2. Candidates design a range of authentic assessr (e.g., formal and informal, formative and summative) of reading and literature that demonstrate an understanding of how learne develop and that address interpretive, critica evaluative abilities in reading, writing, speaki listening, viewing, and presenting.	ers I, and	x	x				x								x	x					x				x							
E3. Candidates plan standards-based, coherent an relevant learning experiences in reading that reflect knowledge of current theory and researabout the teaching and learning of reading ar	arch	x															x						x	x	x							

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that utilize individual and collaborative approaches and a variety of reading strategie	?S.																															
E4. Candidates design or knowledgeably select appropriate reading assessments that inform instruction by providing data about student interests, reading proficiencies, and reading processes.	I	x				x	х																2	x	x	x						
E5. Candidates plan instruction that incorporates knowledge of language—structure, history, a conventions—to facilitate students comprehension and interpretation of print ar non-print texts.		x				x				x			x	x	x								2	x	x	x						
E6. Candidates plan instruction which, when appropriate, reflects curriculum integration a incorporates interdisciplinary teaching metho and materials.		x																					2	x	x	x						
S4. Candidates plan instruction and design assessment for composing texts (i.e., oral, written, and visual promote learning for all students.																																

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E1. Candidates use their knowledge of theory, research, and practice in English Language Ar plan standards-based, coherent, and relevant composing experiences that utilize individual collaborative approaches and contemporary technologies and reflect an understanding of writing processes and strategies in different genres for a variety of purposes and audience	t and						x											x	x						x							
E2. Candidates design a range of assessments for students that promote their development as writers, are appropriate to the writing task, a are consistent with current theory and resea Candidates are able to respond to student we in process and to finished texts in ways that engage students' ideas and encourage their growth as writers over time.	rch.						x																		x							
E3. Candidates design instruction related to the strategic use of language conventions (gramm usage, and mechanics) in the context of study writing for different audiences, purposes, and modalities.	ents'	x				x												x	x						x							
<u>E4.</u> Candidates design instruction that incorporate students' home and community languages to enable skillful control over their rhetorical ch and language practices for a variety of audier and purposes.	oices					x												x	x	x					x							

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S5. Candidates plan, implement, assess, and reflect o research-based instruction that increases motiva and active student engagement, builds sustained learning of English Language Arts, and responds diverse students' context-based needs.	ation d																																
E1. Candidates plan and implement instruction bases on English Language Arts curricular requirement and standards, school and community contex and knowledge about students' linguistic and cultural backgrounds.	ents ts,		х	x	x			x		x			x		x										x								
E2. Candidates use data about their students' individual differences, identities, and funds of knowledge for literacy learning to create_inclu learning environments that contextualize curriculum and instruction and help all studer participate actively in their own learning in Er Language Arts.	usive nts			x		x								x			x	x	x						x								
E3. Candidates differentiate instruction based on students' self-assessments and formal and informal assessments of learning in English Language Arts; candidates communicate with students about their performance in ways tha actively involve them in their own writing.		x		x													x								x								
E4. Candidates select, create, and use a variety of instructional strategies and teaching resource including contemporary technologies and dig		x			x			x							x			x	x						x								

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media, consistent with what is currently know about student learning in English Language A																																	
S6. Candidates demonstrate knowledge of how theo and research about social justice, diversity, equi student identities, and schools as institutions ca enhance students' opportunities to learn in Eng Language Arts.	ty, n																																
E1. Candidates plan and implement English Langu Arts and literacy instruction that promotes so justice and critical engagement with complex issues related to maintaining a diverse, inclus equitable society.	ocial			x	x											x	x								x								
E2. Candidates use knowledge of theories and res to plan instruction responsive to students' lo national and international histories, individua identities (e.g., race, ethnicity, gender expres age, appearance, ability, spiritual belief, sexu orientation, socioeconomic status, and comm environment), and languages/dialects as they affect students' opportunities to learn in Eng Language Arts.	cal, al sion, al nunity /	x		x	x			x		x	x		x			x	x								x								
S7. Candidates are prepared to interact knowledgeal with students, families, and colleagues based or social needs and institutional roles, engage in leadership and/or collaborative roles in English																																	

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Language Arts professional learning communities and actively develop as professional educators.	;,																														
E1. Candidates model literate and ethical practices English Language Arts teaching, and engage in/reflect on a variety of experiences related to English Language Arts.		x					x																								
E2. Candidates engage in and reflect on a variety of experiences related to English Language Arts t demonstrate understanding of and readiness f leadership, collaboration, ongoing professiona development, and community engagement.	hat for	x					x										x	x	x						x						
S8. Candidates demonstrate basic knowledge in communication, journalism, and theatre.																															
E1. Candidates understand and apply the principles interpersonal and public communication for a variety of purposes and settings.	of	x												x																	
E2. Candidates model an understanding of the production, range, and influence of responsibl journalism and mass communication in contemporary culture, including legal and ethi practices.																		x	x	x											
E3. Candidates articulate the basic principles of creative interpretation including voice control projection, movement, and acting techniques.														x																	