



## 2022 Educator Preparation

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The Research and Curriculum Unit (RCU), located in Starkville, as part of Mississippi State University (MSU), was established to foster educational enhancements and innovations. In keeping with the land-grant mission of MSU, the RCU is dedicated to improving the quality of life for Mississippians. The RCU enhances intellectual and professional development of Mississippi students and educators while applying knowledge and educational research to the lives of the people of the state. The RCU works within the contexts of curriculum development and revision, research, assessment, professional development, and industrial training.

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# Standards

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Standards and alignment crosswalks are referenced in the appendices. Depending on the curriculum, these crosswalks should identify alignment to the standards mentioned below, as well as possible related academic topics as required in the Subject Area Testing Program in Algebra I, Biology I, English II, and U.S. History from 1877, which could be integrated into the content of the units. Mississippi's CTE educator preparation curriculum is aligned to the following standards:

## **National Board for Professional Teaching Standards (NBPTS)**

The National Board Standards define the specific knowledge and expertise that teachers in 16 different subject areas and developmental levels use to frame their practice. Copyright and Permissions © 2009 National Board for Professional Teaching Standards.

[nbpts.org/standards-five-core-propositions](http://nbpts.org/standards-five-core-propositions)

## **Interstate Teacher Assessment and Support Consortium (InTASC), Council of Chief State School Officers**

Through InTASC, the Council of Chief State School Officers provides the Model Core Teaching Standards that outlines principles and foundations of teaching practice shared by all teachers across subject areas and grade levels.

[casso.org](http://casso.org)

## **International Society for Technology in Education Standards (ISTE)**

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[iste.org](http://iste.org)

## **College- and Career-Readiness Standards**

College- and career-readiness standards emphasize critical thinking, teamwork, and problem-solving skills. Students will learn the skills and abilities demanded by the workforce of today and the future. Mississippi adopted Mississippi College- and Career-Readiness Standards (MCCRS) to provide a consistent, clear understanding of what students are expected to learn and so teachers and parents know what they need to do to help them.

[mdek12.org/oea/college-and-career-readiness-standards](http://mdek12.org/oea/college-and-career-readiness-standards)

## **Framework for 21st Century Learning**

In defining 21st-century learning, the Partnership for 21st Century Skills has embraced key themes and skill areas that represent the essential knowledge for the 21st century: global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy; environmental literacy; learning and innovation skills; information, media, and technology skills; and life and career skills. *21 Framework Definitions* (2019).

[battelleforkids.org/networks/p21/frameworks-resources](http://battelleforkids.org/networks/p21/frameworks-resources)

# Preface

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Secondary CTE programs in Mississippi face many challenges resulting from sweeping educational reforms at the national and state levels. Schools and teachers are increasingly being held accountable for providing applied learning activities to every student in the classroom. This accountability is measured through increased requirements for mastery and attainment of competency as documented through both formative and summative assessments. This document provides information, tools, and solutions that will aid students, teachers, and schools in creating and implementing applied, interactive, and innovative lessons. Through best practices, alignment with national standards and certifications, community partnerships, and a hands-on, student-centered concept, educators will be able to truly engage students in meaningful and collaborative learning opportunities.

The courses in this document reflect the statutory requirements as found in Section 37-3-49, *Mississippi Code of 1972*, as amended (Section 37-3-46). In addition, this curriculum reflects guidelines imposed by federal and state mandates (Laws, 1988, Ch. 487, §14; Laws, 1991, Ch. 423, §1; Laws, 1992, Ch. 519, §4 eff. from and after July 1, 1992; Strengthening Career and Technical Education for the 21st Century Act, 2019 [Perkins V]; and Every Student Succeeds Act, 2015).

# Mississippi Teacher Professional Resources

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The following are resources for Mississippi teachers:

Curriculum, Assessment, Professional Learning

Program resources can be found at the RCU's website, [rcu.msstate.edu](http://rcu.msstate.edu).

Learning Management System: An Online Resource

Learning management system information can be found at the RCU's website under Professional Learning.

Should you need additional instructions, call the RCU at 662.325.2510.

# Executive Summary

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## **Pathway Description**

Educator preparation is a program for students in the education and training career cluster. It is a high school program with courses designed to attract students to the field of education, provide information and field experiences relevant to pursuing a degree in education, and prepare students for the rigors of a career in education in hopes they will remain long-term educators. The educator preparation program includes classroom and hands-on experiences that will prepare students for employment or postsecondary education. Students will develop a professional portfolio featuring work samples, experiences, and career plans related to the field.

## **College, Career, and Certifications**

Industry standards integrated throughout the educator preparation curriculum are based on the teaching standards established by the NBPTS and InTASC. Both standards are nationally recognized and embraced by all stakeholders in the education field. NBPTS also offers a prestigious certification for teachers.

The curriculum combines effective classroom instruction with hands-on training to prepare students completing the program and graduating from high school to enter the workforce and/or continue education at a postsecondary institution. Students who choose to enter the workforce following graduation from high school could gain employment as childcare providers or teacher assistants. Students who choose to attend a postsecondary institution may enter a teacher preparation program. After completing the postsecondary program and the necessary endorsements, students may enter the workforce as a certified teacher. However, students may also choose to further their education at an institution of higher learning.

## **Grade Level and Class Size Recommendations**

It is recommended that students enter this program as a 10th grader. Exceptions to this are a district-level decision based on class size, enrollment numbers, student maturity, and CTE delivery method. This is a classroom-based course; therefore, a maximum of 25 students is recommended.

## **Student Prerequisites**

For students to experience success in the program, the following student prerequisites are suggested:

1. C or higher in English (the previous year)
2. C or higher in high school-level mathematics (last course taken or the instructor can specify the level of math instruction needed)
3. Instructor approval and TABE reading score (eighth grade or higher)
4. No more than two discipline referrals (the previous year)
5. 90% attendance rate (the previous year)

**or**

1. TABE reading score (eighth grade or higher)
2. Instructor approval

**or**

1. Instructor approval

**Assessment**

The latest assessment blueprint for the curriculum can be found at [rcu.msstate.edu/curriculum/curriculumdownload](http://rcu.msstate.edu/curriculum/curriculumdownload).

**Applied Academic Credit**

The latest academic credit information can be found at [mdek12.org/ese/approved-course-for-the-secondary-schools](http://mdek12.org/ese/approved-course-for-the-secondary-schools).

**Teacher Licensure**

The latest teacher licensure information can be found at [mdek12.org/oel/apply-for-an-educator-license](http://mdek12.org/oel/apply-for-an-educator-license).

**Professional Learning**

If you have specific questions about the content of any of training sessions provided, please contact the RCU at 662.325.2510.

# Course Outlines

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## Option 1—Four 1-Carnegie Unit Courses

This curriculum consists of four 1-credit courses, which should be completed in the following sequence:

1. **Foundations of an Educator—Course Code: 996302**
2. **Practices of an Educator—Course Code: 996303**
3. **Applications of an Educator—Course Code: 996304**
4. **Progressive Practices of an Educator—Course Code: 996305**

### **Course Description: Foundations of an Educator**

This course provides students with the opportunity to gain foundational skills needed to enhance as learners, future educators, and communicators. Students receive history, theory, and professionalism needed to understand the educational system. Students should have the opportunity to observe skills learned in class in various educational settings.

### **Course Description: Practices of an Educator**

This course provides students with the opportunity to gain knowledge and practice needed to enhance themselves as future educators. Students receive practice in the communication skills, planning, teaching, and assessment strategies needed for the educational system. Students should have the opportunity to observe and/or practice skills learned in the course in various educational settings using the school-to-career skills obtained in the course.

### **Course Description: Applications of an Educator**

This course provides students with the opportunity to gain knowledge and understand advanced information that must be instilled in educators. Students receive information pertaining to advanced communication skills, diverse learners, and various subject areas needed to work in the educational system. Students should have the opportunity to observe and/or practice skills learned in course in various educational settings using school-to-career skills obtained in the course.

### **Course Description: Progressive Practices of an Educator**

This course provides students with the opportunity to gain knowledge and understand progressive practices that must be instilled in educators. Students receive information pertaining to advanced planning instruction, teaching strategies, assessment, and professional learning needed to work in the educational system. Students should have the opportunity to observe and/or practice skills learned in the course in various educational settings.

**Foundations of an Educator—Course Code: 996302**

<b>Unit</b>	<b>Unit Name</b>	<b>Hours</b>
1	Program Orientation	30
2	History and Trends in American Education	50
3	Human Growth and Development	50
	Cumulative Clinical Hours*	10
<b>Total</b>		<b>140</b>

**Practices of an Educator—Course Code: 996303**

<b>Unit</b>	<b>Unit Name</b>	<b>Hours</b>
4	Diverse Learners	70
5	Learning Environments	55
	Cumulative Clinical Hours*	15
<b>Total</b>		<b>140</b>

**Applications of an Educator—Course Code: 996304**

<b>Unit</b>	<b>Unit Name</b>	<b>Hours</b>
6	Career and Professional Development	55
7	Instructional Planning	60
	Cumulative Clinical Hours*	25
<b>Total</b>		<b>140</b>

**Progressive Practices of an Educator—Course Code: 996305**

<b>Unit</b>	<b>Unit Name</b>	<b>Hours</b>
8	Instructional Technology	55
9	Assessment Strategies	60
	Cumulative Clinical Hours*	25
<b>Total</b>		<b>140</b>

\* Hours may be distributed throughout the duration of the course.

## Option 2—Two 2-Carnegie Unit Courses

This curriculum consists of two 2-credit courses, which should be completed in the following sequence:

1. **Educator Preparation I—Course Code: 996300**
2. **Educator Preparation II—Course Code: 996301**

### Course Description: Educator Preparation I

This course is an entry-level course. Students gain foundational competencies related to students as learners, planning and assessing teaching, teaching strategies, and communication skills. Students receive hands-on field experiences.

### Course Description: Educator Preparation II

This course provides students with the opportunity to gain advanced skills needed to enhance them as learners, teachers, and communicators. Students receive advanced hands-on field experiences.

### Educator Preparation I—Course Code: 996300

Unit	Unit Name	Hours
1	Program Orientation	30
2	History and Trends in American Education	50
3	Human Growth and Development	50
4	Diverse Learners	70
5	Learning Environments	55
	Cumulative Clinical Hours*	25
<b>Total</b>		<b>280</b>

### Educator Preparation II—Course Code: 996301

Unit	Unit Name	Hours
5	Career and Professional Development	55
7	Instructional Planning	60
8	Instructional Technology	55
9	Assessment Strategies	60
	Cumulative Clinical Hours*	50
<b>Total</b>		<b>280</b>

\* Hours may be distributed throughout the duration of the course.

# Research Synopsis

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## Introduction

There is an urgent need not only to attract more people into the teaching profession but also to build a teaching workforce that is more diverse, highly qualified, and culturally sensitive, and able to meet the needs of a rapidly changing school-age population. The projected number of elementary, secondary, and community college teachers that will be needed in Mississippi significantly outweighs the number of students enrolled in teacher preparation programs throughout the state.

The educator preparation program consists of four Carnegie-unit courses delivered in a two-year or four-year option that will do the following:

- Recruit high-quality high school students for the teaching profession
- Give qualified high school students an opportunity to begin a successful career path to teaching
- Offer the opportunity to recruit and train quality students who may return to the district as tomorrow's high-quality teachers as a "grow your own" solution to the current and looming shortage in the teaching profession.
- Provide a framework for building solid partners with area institutions of higher education and offer exciting challenges and opportunities for students

## Needs of the Future Workforce

Data for this synopsis were compiled from the Mississippi Department of Employment Security (2021). Employment opportunities for each of the occupations are listed below:

Table 1.1: Current and Projected Occupation Report (estimates)

Description	Jobs, 2018	Projected Jobs, 2028	Change (Number)	Change (Percent)	Average Annual Earnings, 2021
Education Teachers, Postsecondary	530	570	40	7.5%	\$65,630
Preschool Teachers, Except Special Education	2,890	3,320	430	14.9%	\$28,100
Kindergarten Teachers, Except Special Education	1,180	1,240	60	5.1%	\$40,560
Elementary School Teachers, Except Special Education	13,860	14,440	580	4.2%	\$41,760
Middle School Teachers, Except Special and CTE	5,700	5,950	250	4.4%	\$48,210
CTE Teachers, Middle School	100	100	0	0%	\$50,860
Secondary School Teachers, Except Special and CTE	9,230	9,630	400	4.3%	\$46,100
CTE Teachers, Secondary School	1,030	1,060	30	2.9%	\$50,860

Special Education Teachers, Kindergarten, and Elementary School	2,380	2,460	80	3.4%	\$48,210
Special Education Teachers, Middle School	880	910	30	3.4%	\$49,360
Special Education Teachers, Secondary School	1,270	1,320	50	3.9%	\$50,490
Education Administrators, Elementary and Secondary School	2,910	3,060	150	5.2%	\$77,530
Self-Enrichment Education Teachers	2,140	2,360	220	10.3%	\$36,300
Librarians	1,300	1,370	70	5.4%	\$44,240
Instructional Coordinators	1,370	1,470	100	7.3%	\$56,440
Teacher Assistants	11,120	11,700	580	5.2%	\$23,630

*Source:* Mississippi Department of Employment Security (2021), [www.mdes.ms.gov](http://www.mdes.ms.gov).

### **Perkins V Requirements and Academic Infusion**

The educator preparation curriculum meets Perkins V requirements of introducing students to and preparing them for high-skill, high-wage occupations in educator fields. It also offers students a program of study, including secondary, postsecondary, and institutions of higher learning courses, that will further prepare them for educator careers. Additionally, this curriculum is integrated with academic college- and career-readiness standards. Lastly, it focuses on ongoing and meaningful professional development for teachers as well as relationships with industry.

### **Transition to Postsecondary Education**

The latest articulation information for secondary to postsecondary can be found at the Mississippi Community College Board (MCCB) website, [mccb.edu](http://mccb.edu).

## **Best Practices**

### *Innovative Instructional Technologies*

Classrooms should be equipped with tools that will teach today's digital learners through applicable and modern practices. The educator's goal should be to include teaching strategies that incorporate current technology. To make use of the latest online communication tools—wikis, blogs, podcasts, and social media platforms, for example—the classroom teacher is encouraged to use a learning management system that introduces students to education in an online environment and places more of the responsibility of learning on the student.

### *Differentiated Instruction*

Students learn in a variety of ways, and numerous factors—students' backgrounds, emotional health, and circumstances, for example—create unique learners. By providing various teaching and assessment strategies, students with various learning preferences can have more opportunities to succeed.

### *CTE Student Organizations*

Teachers should investigate opportunities to sponsor a student organization. There are several in Mississippi that will foster the types of learning expected from the curriculum. Educators Rising, Family, Career, and Community Leaders of America (FCCLA), and SkillsUSA are examples of student organizations. Student organizations provide participants and members with growth opportunities and competitive opportunities.

### *Cooperative Learning*

Cooperative learning can help students understand topics when independent learning is not sufficient. Therefore, the educator preparation curriculum provides several opportunities for group work. To function in today's workforce, students need to be able to work collaboratively with others and solve problems without the distraction of conflicts. The educator preparation curriculum provides opportunities for students to work together and help each other complete complex tasks. There are many field experiences within the educator preparation curriculum that will allow and encourage collaboration with professionals currently in the field of education.

### *Work-Based Learning*

Work-based learning is an extension of understanding competencies taught in the classroom. The educator preparation program requires students to obtain at least 85 hours of clinical-type experiences, which should include, but is not limited to, field trips, observations, job shadowing, and preferably some sort of volunteer, internship, or apprenticeship experience. The hours and experiences should be integrated within the units of each course. These real-world connections and applications provide a link to all types of students regarding knowledge, skills, and professional dispositions. Thus, supervised collaboration and immersion into the world of education around the students are keys to students' success, knowledge, and skills development.

# Professional Organizations

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American Alliance for Health, Physical Education,  
Recreation, and Dance  
[aahperd.org](http://aahperd.org)

American Association of Physics Teachers  
[aapt.org](http://aapt.org)

American Council on the Teaching of Foreign  
Languages  
[actfl.org](http://actfl.org)

American Federation of Teachers  
[aft.org](http://aft.org)

Association of Career and Technical Education  
[acteonline.org](http://acteonline.org)

Association for Childhood Education International  
[acei.org](http://acei.org)

Association for Education Communications and  
Technology  
[aect.org](http://aect.org)

Association for Supervision and Curriculum  
Development  
[ascd.org](http://ascd.org)

Council for Exceptional Children  
[cec.sped.org](http://cec.sped.org)

Council for Learning Disabilities  
[cldinternational.org](http://cldinternational.org)

Educators Rising  
[educatorsrising.org](http://educatorsrising.org)

International Society for Technology  
in Education  
[iste.org](http://iste.org)

Learning Disabilities Association of America  
[ldaamerica.org](http://ldaamerica.org)

Music Teachers National Association  
[mtna.org](http://mtna.org)

National Alliance of Black School Educators  
[nabse.org](http://nabse.org)

National Art Educators Association  
[naea-reston.org](http://naea-reston.org)

National Association for Bilingual Education  
[nabe.org](http://nabe.org)

National Association for Gifted Children  
[nagc.org](http://nagc.org)

National Association for the Education of Young  
Children  
[naeyc.org](http://naeyc.org)

National Association of Biology Teachers  
[nabt.org](http://nabt.org)

National Association of Elementary School  
Principals  
[naesp.org](http://naesp.org)

National Association of Secondary School Principals  
[nassp.org](http://nassp.org)

National Business Education Association  
[nbea.org](http://nbea.org)

National Council for the Social Studies  
[socialstudies.org](http://socialstudies.org)

National Council of Teachers of English  
[ncte.org](http://ncte.org)

National Council of Teachers of Mathematics  
[nctm.org](http://nctm.org)

National Education Association  
[nea.org](http://nea.org)

National Rural Education Association  
[nrea.net](http://nrea.net)

National Science Teachers Association  
[nsta.org](http://nsta.org)

# Using This Document

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## **Competencies and Suggested Objectives**

A competency represents a general concept or performance that students are expected to master as a requirement for satisfactorily completing a unit. Students are expected to receive instruction on all competencies. The suggested objectives represent the enabling and supporting knowledge and performances that will indicate mastery of the competency at the course level. Teachers are welcome to teach the competencies in other ways than the listed objectives if it allows for mastery of the competencies. Teachers are also allowed to teach the units and competencies in the order that they prefer, as long as they teach necessary material allotted for that specific course or credit they are teaching at the time.

## **Teacher Resources**

Teacher resources for this curriculum may be found in multiple places. Many program areas have teacher resource documents that accompany the curriculum and can be downloaded from the same site as the curriculum. The teacher resource document contains references, lesson ideas, websites, teaching and assessment strategies, scenarios, skills to master, and other resources divided by unit. This document could be updated periodically by RCU staff. Please check the entire document, including the entries for each unit, regularly for new information. If you have something you would like to add or have a question about the document, call or email the RCU's instructional design specialist for your program. The teacher resource document can be downloaded at [rcu.msstate.edu/curriculum/curriculumdownload.aspx](http://rcu.msstate.edu/curriculum/curriculumdownload.aspx). All teachers should request to be added to the Canvas Resource Guide for their course. This is where all resources will be housed in the future if they are not already. To be added to the guide, [send a Help Desk ticket to the RCU](#) by emailing [helpdesk@rcu.msstate.edu](mailto:helpdesk@rcu.msstate.edu).

## **Perkins V Quality Indicators and Enrichment Material**

Some of the units may include an enrichment section at the end. If the educator preparation program is currently using the Mississippi Career Planning and Assessment System (MS-CPAS) as a measure of accountability, the enrichment section of material will not be tested. If this is the case, it is suggested to use the enrichment material when needed or desired by the teacher and if time allows in the class. This material will greatly enhance the learning experiences for students. If, however, the educator preparation program is using a national certification, work-based learning, or other measure of accountability that aligns with Perkins V as a quality indicator, this material could very well be tested on that quality indicator. It is the responsibility of the teacher to ensure all competencies for the selected quality indicator are covered throughout the year.

# Unit 1: Program Orientation

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<b>Competencies and Suggested Objectives</b>
<p>1. Adhere to the policies and procedures of the educator preparation program. <sup>DOK1</sup></p> <p>a. Review the curriculum, school, and program policies that help to promote safety and student success.</p> <ul style="list-style-type: none"><li>• Academics</li><li>• Attendance</li><li>• Discipline</li><li>• Dress code</li><li>• Safety (e.g., equipment safety, technology use, etc.)</li><li>• Student organizations (e.g., Educator’s Rising, FCCLA, SkillsUSA, etc.)</li><li>• Transportation</li></ul>
<p>2. Develop employability and job-seeking skills to prepare for a career in education. <sup>DOK1</sup></p> <p>a. Identify personal characteristics, professional qualities, and skills associated with the roles of an effective teacher.</p> <p>b. Research employment opportunities, salaries, and job benefits associated with various levels of teaching including elementary, secondary, and postsecondary.</p> <p>c. Describe the education and training requirements necessary to obtain a teaching position through various pathways and program options.</p> <ul style="list-style-type: none"><li>• Content areas</li><li>• Alternative route</li><li>• Traditional route</li><li>• Educator preparation programs (EPP)</li><li>• Teacher academies</li></ul>
<p>3. Describe the organizational structure, professional standards, and social issues that affect education and schools. <sup>DOK1</sup></p> <p>a. Identify the roles, responsibilities, and funding sources within the federal, state, and local levels of education.</p> <ul style="list-style-type: none"><li>• U.S. Department of Education</li><li>• Mississippi Department of Education</li><li>• School districts</li><li>• School buildings</li></ul> <p>b. Discuss the relationship between schools and communities and the impact of social problems, such as poverty and violence.</p> <p>c. Examine the role of professional organizations in the teaching profession.</p> <ul style="list-style-type: none"><li>• National Board for Professional Teaching Standards (NBPTS)</li><li>• National Education Association (NEA)</li><li>• Educational Testing Service (ETS)</li></ul>

4. Create a professional portfolio that demonstrates abilities, experiences, and skills. <sup>DOK3</sup>
- a. Include the following items in the portfolio:
- Teaching philosophy
  - Cover letter
  - Résumé
  - Work samples
  - References
  - Follow-up letter

**Note:** Safety is to be taught as an ongoing part of the program. Students are required to complete a written safety test with 100% accuracy before entering the shop for lab simulations and projects. This test should be documented in each student's file.

**Note:** This unit will be ongoing throughout the year. Time allotted for this unit will be distributed over the entire year.

## Unit 2: History and Trends in American Education

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### Competencies and Suggested Objectives

1. Explain how historical people and events shaped the American education system.<sup>DOK2</sup>
  - a. Describe how significant events and trends impacted American education during the colonial period (1600-1776).
    - European migration
    - Apprenticeships
    - Dame schools
    - Religious influences
  - b. Describe how conditions and people influenced American education during the early national period (1776-1840).
    - Rural living
    - Benjamin Franklin
    - Thomas Jefferson
  - c. Explain how significant people and events impacted the American education system during the common school period (1840-1880).
    - Horace Mann
    - Oregon Trail
    - African Americans
    - Friedrich Froebel
    - Morrill Act
  - d. Explain the significance of people and events that shaped the American education system during the progressive period (1880-1921).
    - Industrial Revolution
    - Reform movement
    - John Dewey
    - Maria Montessori
    - Career and technical education
  - e. Describe the impact of the 1920s Great Depression Era (1921-1949) on the American education system.

2. Explain how people and events helped to develop the modern American education system. <sup>DOK2</sup>
- a. Describe the significance of events on the American education system during the period from 1940 to 1970.
    - Brown v. Board of Education
    - Civil Rights Act of 1964
    - Elementary and Secondary Education Act
    - Project Head Start
  - b. Explain the impact of events and trends on the American education system from 1970 to 1990.
    - Desegregation and busing
    - Bilingual education
    - Equal Opportunity in Education Act (Title IX)
    - Education for All Handicapped Children Act
  - c. Describe how events and trends influenced American education from 1990 to 2010.
    - Technology
    - Accountability
    - No Child Left Behind Act
    - Every Student Succeeds Act (ESSA)
    - Strengthening Career and Technical Education for the 21st Century Act (i.e., Perkins V)

## Unit 3: Human Growth and Development

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### Competencies and Suggested Objectives

1. Explain the significance of human growth and development on the learning and teaching processes. <sup>DOK2</sup>
  - a. Describe the general changes in abilities and behaviors associated with the four main types of human development (i.e., physical, cognitive, social, and emotional).
  - b. Explain the contributions of major developmental theories to human development.
    - Heredity versus environment
    - Pavlov’s classical conditioning
    - Thorndike’s law of effect
    - Skinner’s operant conditioning
    - Bandura’s social cognitive theory
    - Piaget’s stages of cognitive development
    - Vygotsky’s sociocultural theory
    - Kolb’s experiential learning theory
    - Erikson’s psychosocial theory
    - Kohlberg’s theory of moral development
2. Identify the stages of human growth and development and describe the progression of learning abilities with each phase. <sup>DOK1</sup>
  - a. Describe the major characteristics of growth and development for preschool-age children.
    - Physical, cognitive, and socio-emotional development
    - Piaget’s and Vygotsky’s developmental theories
    - Developmentally appropriate activities and guidance
  - b. Describe the major characteristics of growth and development for children ages 5-7.
    - Physical, cognitive, and socio-emotional development
    - Kindergarten-ready skills
    - Piaget’s and Erikson’s developmental theories
  - c. Describe the major characteristics of growth and development for children ages 8-12.
    - Physical, cognitive, and socio-emotional development
    - Piaget’s and Kohlberg’s developmental theories
  - d. Describe the major characteristics of growth and development for teenage students.
    - Physical, cognitive, and socio-emotional development
    - Piaget’s developmental theory

## Unit 4: Diverse Learners

<b>Competencies and Suggested Objectives</b>
<p>1. Demonstrate the importance of supporting diverse learners in the classroom. <sup>DOK2</sup></p> <ol style="list-style-type: none"><li>Identify characteristics of visual, auditory, and kinesthetic learning styles.</li><li>Define multiple intelligences and identify the characteristics associated with each type.<ul style="list-style-type: none"><li>Logical</li><li>Spatial</li><li>Kinesthetic</li><li>Linguistic</li><li>Musical</li><li>Naturalistic</li></ul></li><li>Apply differentiated instructional practices for the various learning styles.</li></ol>
<p>2. Demonstrate strategies to address the needs of exceptional learners in the classroom. <sup>DOK2</sup></p> <ol style="list-style-type: none"><li>Explain the process to identify gifted and talented learners based on students' characteristics and unique abilities.</li><li>Relate lesson adaptations and special programs to meet the needs of gifted and talented learners.</li><li>Describe the characteristics of the general types of disabilities and disorders (i.e., developmental, intellectual, and learning).</li><li>various types of disabilities in the special population<ul style="list-style-type: none"><li>Intellectual</li><li>Learning</li><li>Emotional or behavioral</li><li>Attention-deficit/hyperactivity disorder (ADHD)</li><li>Autism spectrum</li><li>Communication</li><li>Hearing loss or deafness</li><li>Low vision or blindness</li></ul></li><li>Explain the processes and support systems designed to address the educational needs of learners with disabilities.<ul style="list-style-type: none"><li>Individualized Education Program (IEP)</li><li>Section 504 services</li><li>Educational placement (i.e., mainstreaming, inclusion, special education)</li><li>Tier process</li><li>Performance levels of academic achievement and functional performance (PLAAF)</li></ul></li></ol>
<p>3. Identify methods to support English language learners (ELL) or students with limited English proficiency (LEP). <sup>DOK1</sup></p>

## Unit 5: Learning Environments

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<b>Competencies and Suggested Objectives</b>
<p>1. Develop strategies to create safe, engaging, and respectful classroom environments. <sup>DOK2</sup></p> <p>a. Define classroom management and describe how certain factors help to create an engaging and stimulating learning environment.</p> <ul style="list-style-type: none"><li>• Sense of community</li><li>• Respect</li><li>• Student involvement</li><li>• Positive relationships</li><li>• Visual displays and materials</li></ul>
<p>2. Demonstrate effective classroom management styles that promote teaching and learning processes. <sup>DOK2</sup></p> <p>a. Discuss the purpose of classroom management styles and the different types of management styles of teachers.</p> <ul style="list-style-type: none"><li>• Authoritarian</li><li>• Authoritative</li><li>• Indulgent</li><li>• Permissive</li></ul> <p>b. Apply classroom management strategies that promote student engagement during the learning process.</p> <ul style="list-style-type: none"><li>• Lesson relevance</li><li>• Varied instructional strategies</li><li>• Individual and group activities</li><li>• Transitions</li></ul> <p>c. Demonstrate the proper use of strategies to avoid, minimize, and address behavior problems in the classroom.</p> <ul style="list-style-type: none"><li>• Behavior management plan</li><li>• Classroom rules and procedures</li><li>• Personal responsibility</li><li>• Routines</li><li>• Seat assignments</li><li>• Keep records</li><li>• Parental involvement</li></ul>
<p>3. Create a physical classroom environment that is safe and effective for instruction. <sup>DOK3</sup></p> <p>a. Design physical spaces that allow for the ease of mobility, teaching, and supervision within a classroom.</p> <p>b. Establish classroom safety procedures to follow in the event of emergencies, such as evacuation, lockdown, and shelter-in-place.</p>

## Unit 6: Career and Professional Development

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<b>Competencies and Suggested Objectives</b>
<p>1. Adhere to the philosophy and policies of the educator preparation program. <sup>DOK1</sup></p> <p>a. Review the curriculum, school, and program policies that help to promote safety and success.</p> <ul style="list-style-type: none"><li>• Academics</li><li>• Attendance</li><li>• Career portfolio</li><li>• Discipline</li><li>• Dress code</li><li>• Safety</li><li>• Student organizations</li><li>• Transportation</li></ul>
<p>2. Develop professional skills, materials, and resources to pursue a position in the teaching profession. <sup>DOK3</sup></p> <p>a. Prepare professional documents to practice the interview process.</p> <ul style="list-style-type: none"><li>• Cover letter</li><li>• Résumé</li><li>• References</li><li>• Follow-up or thank-you letter</li></ul> <p>b. Update skills, work samples, and teaching philosophy in student portfolio.</p> <p>c. Participate in a mock job interview to demonstrate employability skills for a teaching position.</p>
<p>3. Demonstrate the benefits of professional memberships, community involvement, and ongoing professional development. <sup>DOK2</sup></p> <p>a. Mississippi Association for Career and Technical Education (MS ACTE) conference</p> <p>b. Educator's Rising competitions</p> <p>c. Subject area organizations</p> <p>d. Service-learning projects</p>

**Note:** Safety is to be taught as an ongoing part of the program. Students are required to complete a written safety test with 100% accuracy before entering the shop for lab simulations and projects. This test should be documented in each student's file.

**Note:** This unit will be ongoing throughout the year. Time allotted for this unit will be distributed over the entire year.

# Unit 7: Instructional Planning

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## Competencies and Suggested Objectives

1. Develop instructional materials that meet educational standards and students' learning goals. <sup>DOK3</sup>
  - a. Examine components of state academic and CTE curriculum frameworks.
    - Standards
    - Competencies
    - Objectives
  - b. Design a lesson plan.
    - Prepare an opening (i.e., hook, introduction, and anticipatory set).
    - List materials, equipment, supplies, preparations, and instructional resources.
    - Illustrate the appropriate sequence of instruction (e.g., guided, direct, or independent practice).
    - Identify assessment strategies.
    - Prepare a closing to the lesson.
    - Provide enrichment/remediation.
  - c. Modify lesson plans to accommodate learning styles and differences, including special needs and gifted learners.
2. Demonstrate instructional strategies that meet educational standards and students' learning goals. <sup>DOK3</sup>
  - a. Identify the differences between teacher-centered and learner-centered instructional methods.
    - Lectures
    - Discussions
    - Guided notes
    - Cooperative learning
    - Flipped classroom
    - Student presentations
  - b. Explain how and when to use various instructional techniques that reinforce the learning process.
    - Scaffolding
    - Examples
    - Modeling
    - Pacing
    - Closure
    - Questions (e.g., levels of difficulty, open-ended, etc.)
  - c. Compare the components of Bloom's Revised Taxonomy and Webb's Depth of Knowledge (DOK) models.
  - d. Deliver a lesson utilizing a lesson plan designed with strategies to meet standards and objectives.

# Unit 8: Instructional Technology

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## Competencies and Suggested Objectives

1. Implement technology to enhance the teaching and learning processes.<sup>DOK2</sup>
  - a. Explain how technology has been used to overcome obstacles in education and make learning more accessible (e.g., distance education, online learning, virtual schools, etc.).
  - b. Identify the purpose and difference between various learning management systems (LMS).
    - Canvas
    - Moodle
    - Schoology
    - Google Classroom
  - c. Demonstrate the tools and functions of a LMS for instructional purposes.
    - Assignments
    - Discussion boards
    - Gradebooks
    - Journals
    - Videos
    - Quizzes
2. Plan a classroom and online lesson that incorporates interactive technology tools to engage students.<sup>DOK3</sup>
  - a. Utilize interactive technology in a classroom and online lesson.
    - Edpuzzle
    - Edmodo
    - FlipGrid
    - Headspace
    - Kahoot

**Note:** This unit will be ongoing throughout the year. Time allotted for this unit will be distributed over the entire year.

## Unit 9: Assessment Strategies

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### Competencies and Suggested Objectives

1. Explain the role of assessments in the instructional and learning processes. <sup>DOK2</sup>
  - a. Describe the purpose of assessment.
  - b. Distinguish between formative and summative assessment strategies.
  - c. Construct and appropriately apply various types of assessment strategies.
    - Checklists
    - Observations
    - Rubrics
    - Standardized tests
    - Teacher-developed tests
    - Exit tickets
  - d. Develop assessment strategies that align to instructional objectives, Bloom’s Revised Taxonomy, or Webb’s DOK.
2. Apply strategies to improve teaching and learning activities based on assessment results. <sup>DOK2</sup>
  - a. Identify the purpose of feedback.
  - b. Describe methods that provide information to students about their learning and growth (e.g., grades, informal, personalized feedback, etc.).
  - c. Recognize indicators that determine when and how to reteach learning objectives.

# Student Competency Profile

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**Student's Name:** \_\_\_\_\_

This record is intended to serve as a method of noting student achievement of the competencies in each unit. It can be duplicated for each student, and it can serve as a cumulative record of competencies achieved in the course.

In the blank before each competency, place the date on which the student mastered the competency.

<b>Unit 1: Program Orientation</b>		
	1.	Adhere to the policies and procedures of the educator preparation program.
	2.	Develop employability and job-seeking skills to prepare for a career in education.
	3.	Describe the organizational structure, professional standards, and social issues that affect education and schools.
	4.	Create a professional portfolio that demonstrates abilities, experiences, and skills.
<b>Unit 2: History and Trends in American Education</b>		
	1.	Explain how historical events and people shaped the American education system
	2.	Explain how people and events helped to develop the modern American education system.
<b>Unit 3: Human Growth and Development</b>		
	1.	Explain the significance of human growth and development on the learning and teaching processes.
	2.	Identify the stages of human growth and development and describe the progression of learning abilities with each phase.
<b>Unit 4: Diverse Learners</b>		
	1.	Demonstrate the importance of supporting diverse learners in the classroom.
	2.	Demonstrate strategies to address the needs of exceptional learners in the classroom.
	3.	Identify methods to support English language learners (ELL) or students with limited English proficiency (LEP).
<b>Unit 5: Learning Environments</b>		
	1.	Develop strategies to create safe, engaging, and respectful classroom environments.
	2.	Demonstrate effective classroom management styles that promote teaching and learning processes.
	3.	Create a physical classroom environment that is safe and effective for instruction.

<b>Unit 6: Career and Professional Development</b>		
	1.	Adhere to the philosophy and policies of the educator preparation program.
	2.	Develop professional skills, materials, resources to pursue a position in the teaching profession.
	3.	Demonstrate the benefits of professional memberships, community involvement, and ongoing professional development.
<b>Unit 7: Instructional Planning</b>		
	1.	Develop instructional materials that meet educational standards and students' learning goals.
	2.	Demonstrate instructional strategies that meet educational standards and students' learning goals.
<b>Unit 8: Instructional Technology</b>		
	1.	Implement technology to enhance the teaching and learning processes.
	2.	Plan a classroom and online lesson that incorporates interactive technology tools to engage students.
<b>Unit 9: Assessment Strategies</b>		
	1.	Explain the role of assessments in the instructional and learning processes.
	2.	Apply strategies to improve teaching and learning activities based on assessment results.

## Appendix A: Industry Standards

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	Units	1	2	3	4	5	6	7	8	9
Standard										
NBS1		X		X	X	X		X		
NBS2		X		X	X	X		X	X	X
NBS3		X	X	X	X	X	X	X	X	X
NBS4		X	X	X	X	X	X	X	X	X
NBS5							X			

### National Board Professional Teaching Standards

#### NBS 1: Teachers are Committed to Students and Learning

- 1.1 NBCTs are dedicated to making knowledge accessible to all students. They believe all students can learn.
- 1.2 They treat students equitably. They recognize the individual differences that distinguish their students from one another and they take account for these differences in their practice.
- 1.3 NBCTs understand how students develop and learn.
- 1.4 They respect the cultural and family differences students bring to their classroom.
- 1.5 They are concerned with their students' self-concept, their motivation and the effects of learning on peer relationships.
- 1.6 NBCTs are also concerned with the development of character and civic responsibility.

#### NBS 2: Teachers Know the Subjects They Teach and How to Teach Those Subjects to Students.

- 2.1 NBCTs have mastery over the subject(s) they teach. They have a deep understanding of the history, structure and real-world applications of the subject.
- 2.2 They have skill and experience in teaching it, and they are very familiar with the skills gaps and preconceptions students may bring to the subject.
- 2.3 They are able to use diverse instructional strategies to teach for understanding.

#### NBS 3: Teachers are Responsible for Managing and Monitoring Student Learning.

- 3.1 NBCTs deliver effective instruction. They move fluently through a range of instructional techniques, keeping students motivated, engaged and focused.
- 3.2 They know how to engage students to ensure a disciplined learning environment, and how to organize instruction to meet instructional goals.
- 3.4 NBCTs know how to assess the progress of individual students as well as the class as a whole.
- 3.5 They use multiple methods for measuring student growth and understanding, and they can clearly explain student performance to parents.

#### NBS 4: Teachers Think Systematically about Their Practice and Learn from Experience.

- 4.1 NBCTs model what it means to be an educated person – they read, they question, they create, and they are willing to try new things.
- 4.2 They are familiar with learning theories and instructional strategies and stay abreast of current issues in American education.

4.3 They critically examine their practice on a regular basis to deepen knowledge, expand their repertoire of skills, and incorporate new findings into their practice.

**NBS 5: Teachers are Members of Learning Communities.**

5.1 NBCTs collaborate with others to improve student learning.

5.2 They are leaders and actively know how to seek and build partnerships with community groups and businesses.

5.3 They work with other professionals on instructional policy, curriculum development and staff development.

5.4 They can evaluate school progress and the allocation of resources in order to meet state and local education objectives.

5.5 They know how to work collaboratively with parents to engage them productively in the work of the school.

## Appendix B: INTASC Core Standards

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	Units	1	2	3	4	5	6	7	8	9
Standards										
INTASC 1		X			X		X			
INTASC 2				X	X	X		X	X	X
INTASC 3				X	X	X		X	X	X
INTASC 4				X	X	X		X	X	X
INTASC 5						X				
INTASC 6						X	X			
INTASC 7								X	X	
INTASC 8										X
INTASC 9		X					X	X		X
INTASC 10		X					X			

### Interstate New Teacher Assessment and Support Consortium Core Standards

**INTASC 1 Content Pedagogy:** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

**INTASC 2 Student Development:** The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.

**INTASC 3 Diverse Learners:** The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

**INTASC 4 Multiple Instructional Strategies:** The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

**INTASC 5 Motivation & Management:** The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

**INTASC 6 Communication & Technology:** The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

**INTASC 7 Planning:** The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

**INTASC 8 Assessment:** The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.

**INTASC 9 Reflective Practice: Professional Growth:** The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

**INTASC 10 School & Community Involvement:** The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

## Appendix C: 21st Century Skills<sup>1</sup>

	Units	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9
21 <sup>st</sup> Century Standards										
CS1				X	X	X	X			
CS2		X								
CS3		X	X							
CS4			X		X					
CS5										
CS6			X	X	X	X		X	X	X
CS7		X	X	X	X	X	X	X	X	X
CS8		X	X	X	X	X	X	X	X	X
CS9		X	X	X	X	X	X	X	X	X
CS10		X	X	X	X	X	X	X	X	X
CS11		X	X	X	X	X	X	X	X	X
CS12		X	X	X	X	X	X	X	X	X
CS13		X	X	X	X	X	X	X	X	X
CS14		X	X	X	X	X	X	X	X	X
CS15		X	X	X	X	X	X	X	X	X
CS16		X	X	X	X	X	X	X	X	X

### CSS1-21st Century Themes

#### CS1 Global Awareness

1. Using 21st century skills to understand and address global issues
2. Learning from and working collaboratively with individuals representing diverse cultures, religions, and lifestyles in a spirit of mutual respect and open dialogue in personal, work, and community contexts
3. Understanding other nations and cultures, including the use of non-English languages

#### CS2 Financial, Economic, Business, and Entrepreneurial Literacy

1. Knowing how to make appropriate personal economic choices
2. Understanding the role of the economy in society
3. Using entrepreneurial skills to enhance workplace productivity and career options

#### CS3 Civic Literacy

1. Participating effectively in civic life through knowing how to stay informed and understanding governmental processes
2. Exercising the rights and obligations of citizenship at local, state, national, and global levels
3. Understanding the local and global implications of civic decisions

#### CS4 Health Literacy

1. Obtaining, interpreting, and understanding basic health information and services and using such information and services in ways that enhance health
2. Understanding preventive physical and mental health measures, including proper diet, nutrition, exercise, risk avoidance, and stress reduction
3. Using available information to make appropriate health-related decisions

<sup>1</sup> *21st century skills*. (n.d.). Washington, DC: Partnership for 21st Century Skills.

4. Establishing and monitoring personal and family health goals
5. Understanding national and international public health and safety issues

**CS5 Environmental Literacy**

1. Demonstrate knowledge and understanding of the environment and the circumstances and conditions affecting it, particularly as relates to air, climate, land, food, energy, water, and ecosystems.
2. Demonstrate knowledge and understanding of society's impact on the natural world (e.g., population growth, population development, resource consumption rate, etc.).
3. Investigate and analyze environmental issues, and make accurate conclusions about effective solutions.
4. Take individual and collective action toward addressing environmental challenges (e.g., participating in global actions, designing solutions that inspire action on environmental issues).

CSS2-Learning and Innovation Skills

**CS6 Creativity and Innovation**

1. Think Creatively
2. Work Creatively with Others
3. Implement Innovations

**CS7 Critical Thinking and Problem Solving**

1. Reason Effectively
2. Use Systems Thinking
3. Make Judgments and Decisions
4. Solve Problems

**CS8 Communication and Collaboration**

1. Communicate Clearly
2. Collaborate with Others

CSS3-Information, Media and Technology Skills

**CS9 Information Literacy**

1. Access and Evaluate Information
2. Use and Manage Information

**CS10 Media Literacy**

1. Analyze Media
2. Create Media Products

**CS11 ICT Literacy**

1. Apply Technology Effectively

CSS4-Life and Career Skills

**CS12 Flexibility and Adaptability**

1. Adapt to change
2. Be Flexible

**CS13 Initiative and Self-Direction**

1. Manage Goals and Time
2. Work Independently

3. Be Self-directed Learners

**CS14 Social and Cross-Cultural Skills**

1. Interact Effectively with others
2. Work Effectively in Diverse Teams

**CS15 Productivity and Accountability**

1. Manage Projects
2. Produce Results

**CS16 Leadership and Responsibility**

1. Guide and Lead Others
2. Be Responsible to Others

## Appendix D: College and Career Ready Standards

	Units	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9
<b>Standards</b>										
W.11.2.		X					X	X		
W.11.4.		X		X	X	X	X	X	X	X
W.11.5.				X	X	X		X	X	X
W.11.6.				X	X	X		X	X	X
W.11.7.		X		X	X	X	X	X	X	X
W.11.8.		X		X	X	X	X	X	X	X
W.11.9.									X	
SL.11.1.		X		X	X	X	X	X	X	X
SL.11.4.		X		X	X	X	X	X	X	X
SL.11.5.		X		X	X	X	X	X	X	X
SL.11.6.		X		X	X	X	X	X	X	X
L.11.1.		X		X	X	X	X	X	X	X
L.11.2.		X		X	X	X	X	X	X	X
L.11.3.		X		X	X	X	X	X	X	X
L.11.4.		X		X	X	X	X	X	X	X
L.11.6.				X	X	X		X	X	X
RH.11.1.		X			X					
RH.11.2.		X			X					
RH.11.3.					X					
RH.11.7.				X	X	X		X	X	X
RST.11.1.				X						
RST.11.2.				X						
RST.11.10.				X						
WHST.11.4.				X	X	X		X	X	X
WHST.11.7.				X	X	X		X	X	X
WHST.11.10.				X	X	X		X	X	X

### College and Career Readiness Anchor Standards for *Writing*

#### Text Types and Purposes

W.11.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

- a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

- b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
- c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
- e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

### Production and Distribution of Writing

W.11.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.11.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12 on page 54.)

W.11.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

### Research to Build and Present Knowledge

W.11.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.11.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

W.11.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

a. Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).

b. Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”).

## **College and Career Readiness Anchor Standards for *Speaking and Listening***

### Comprehension and Collaboration

SL.11.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

### Presentation of Knowledge and Ideas

SL.11.4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or

opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

SL.11.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

SL.11.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 on page 54 for specific expectations.)

## **College and Career Readiness Anchor Standards for *Language***

### Conventions of Standard English

L.11.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

b. Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster’s Dictionary of English Usage, Garner’s Modern American Usage) as needed.

L.11.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

a. Observe hyphenation conventions.

b. Spell correctly.

### Knowledge of Language

L.11.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

a. Vary syntax for effect, consulting references (e.g., Tufte’s Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

### Vocabulary Acquisition and Use

L.11.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.

- a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
- b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).
- c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
- d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.11.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## **Reading Standards for Literacy in History/Social Studies (11-12)**

### Key Ideas and Details

RH.11.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

RH.11.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas

RH.11.3. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain

### Integration of Knowledge and Ideas

RH.11.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

## **Reading Standards for Literacy in Science and Technical Subjects (11-12)**

### Key Ideas and Details

RST.11.1. Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.

RST.11.2. Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.

### Range of Reading and Level of Text Complexity

RST.11.10. By the end of grade 12, read and comprehend science/technical texts in the grades 11–CCR text complexity band independently and proficiently.

## **Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects (11-12)**

### Production and Distribution of Writing

WHST.11.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

### Research to Build and Present Knowledge

WHST.11.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

### Range of Writing

WHST.11.10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

## Appendix E: International Society for Technology in Education Standards (ISTE)

	Course	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9
Standards										
T1		X	X	X	X	X	X	X	X	X
T2		X		X	X	X	X	X	X	X
T3		X	X	X	X	X	X	X	X	X
T4		X		X	X	X	X	X	X	X
T5		X		X	X	X	X	X	X	X
T6		X					X			

- T1** Creativity and Innovation
- T2** Communication and Collaboration
- T3** Research and Information Fluency
- T4** Critical Thinking, Problem Solving, and Decision Making
- T5** Digital Citizenship
- T6** Technology Operations and Concepts

- T1** Creativity and Innovation  
Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students do the following:
- a. Apply existing knowledge to generate new ideas, products, or processes.
  - b. Create original works as a means of personal or group expression.
  - c. Use models and simulations to explore complex systems and issues.
  - d. Identify trends and forecast possibilities.
- T2** Communication and Collaboration  
Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Students do the following:
- a. Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.
  - b. Communicate information and ideas effectively to multiple audiences using a variety of media and formats.
  - c. Develop cultural understanding and global awareness by engaging with learners of other cultures.
  - d. Contribute to project teams to produce original works or solve problems.
- T3** Research and Information Fluency  
Students apply digital tools to gather, evaluate, and use information. Students do the following:
- a. Plan strategies to guide inquiry.

- b. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
- c. Evaluate and select information sources and digital tools based on the appropriateness to specific tasks.
- d. Process data and report results.

**T4** Critical Thinking, Problem Solving, and Decision Making

Students use critical-thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

Students do the following:

- a. Identify and define authentic problems and significant questions for investigation.
- b. Plan and manage activities to develop a solution or complete a project.
- c. Collect and analyze data to identify solutions and/or make informed decisions.
- d. Use multiple processes and diverse perspectives to explore alternative solutions.

**T5** Digital Citizenship

Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Students do the following:

- a. Advocate and practice safe, legal, and responsible use of information and technology.
- b. Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.
- c. Demonstrate personal responsibility for lifelong learning.
- d. Exhibit leadership for digital citizenship.

**T6** Technology Operations and Concepts

Students demonstrate a sound understanding of technology concepts, systems, and operations. Students do the following:

- a. Understand and use technology systems.
- b. Select and use applications effectively and productively.
- c. Troubleshoot systems and applications.
- d. Transfer current knowledge to learning of new technologies.