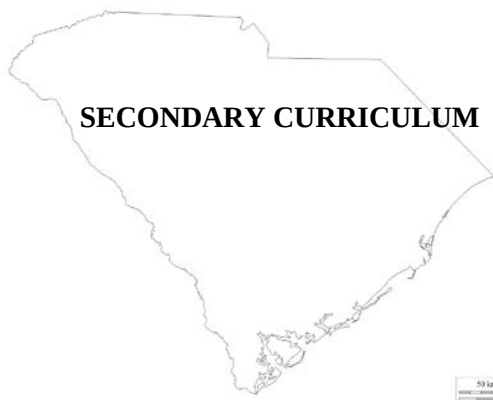


INTRODUCTION TO TEACHING 1
Academic Standards and Curriculum Resource
CIP Code: 130101
Course Code - 5703



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Introduction to Teaching Level 1 is designed to prepare students for employment and/or postsecondary opportunities in the education field. The program provides instruction in the teaching profession, communication skills, human growth and development, planning and instructional strategies, and school-societal relationships. Technology is integrated throughout the course work. Participation in student organizations Future Educators Association (FEA) and Family, Careers, and Community Leaders of America (FCCLA) greatly enhance the learning experience.

Credit: 1 (120 hours), 2 (240 hours), or 3 (360 hours)
(R43-234--Schools may award one unit of credit for an academic standards-based course that requires a minimum of 120 hours of instruction.)

National Certifications: Education Fundamentals
<http://www.aafcs.org/prepac/>

ETS ParaPro Assessment
http://www.ets.org/Media/Tests/ParaPro_Assessment/0755.pdf

Grade Level: 10 - 11

**Recommended Maximum
Class Size:** 24

**Recommended course(s)
Prior to ITT 1:** Child Development 1 and/or 2

Textbooks: Mysctextbooks.com

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Careers:

Less than a Baccalaureate Degree:

preschool or kindergarten teacher assistant, elementary teacher assistant, secondary teacher assistant, special education teacher assistant

Baccalaureate Degree:

preschool or kindergarten teacher, elementary teacher, secondary teacher, special education teacher, coach, child care director, certified or licensed teacher, national board certified teacher, certified trainer, child development associate (CDA)

More than a Baccalaureate Degree:

college/university lecturer, professor, child psychologist,

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Key Elements in this Document

ACADEMIC STANDARDS

Core Academic Standards

Unit A in this document consists of core academic standards that are reinforced in the Sample Learning Strategies. The standards and indicators are copied and pasted in this document to provide a user-friendly comprehensive method of referring to the standards and indicators in addition to allowing the user to make collaborative connections with teachers from other subject areas.

The standards are listed without the indicator, initially, to provide a snapshot of core academic course skills reinforced in curriculum. Further in the document, the academic standards are listed with the indicators based on content reinforced in the class. The listed indicators provide a venue for increased collaborative instruction.

Introduction to Teaching (ITT) Academic Standards

Introduction to Teaching courses are offered in a number of different ways throughout the state. Some courses are offered in comprehensive high schools and others in career centers. The courses are offered all year every day, 4X4 block or AB block. Some classes may last for 50 minutes and others are offered for up to 150 minutes. Therefore, we have reduced the number of ECE academic standards significantly. This provides an opportunity for teachers to do a thorough job of teaching the standards and students have more of an opportunity to meet the standards despite the differences in scheduling.

Reducing the number of standards is supported by several successful whole school reform initiatives. When broad concepts are simplified and reduced, course content is limited and provides an opportunity for every student to master related technical skills and content knowledge.

“Less is more, the secret of teaching for the 21st century: Curriculum planning in the 21st century is really about going deeper, not wider...”

Retrieved from World Humanities <http://www.worldhumanities.com/less-is-more.html>

UNIT CONTENT FOR EACH ECE ACADEMIC STANDARD

Comprehensive unit plans have been developed for each standard and consist of:

FCS Academic Standard is a unit goal that requires the application of higher order thinking skills to reach a high level of performance.

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FCS National Standard provides a national structure for identifying what students should know and be able to do.

Academic Alignment emphasizes the compatibility between academic and FCS course content. Maximizes the use of instructional time by showing students how to apply knowledge gained in other subject areas FCS content reflective of real life situations.

Key for Academic Alignment Abbreviations

ELA	English Language Arts	EA	Elementary Algebra
E	Economics	IA	Intermediate Algebra
USG	United States Government	G	Geometry
USHC	United States History and Constitution	DAP	Data Analysis and Probability
PS	Physical Science	PC	Precalculus
B	Biology	HE	Health and Safety Education
C	Chemistry	ISTE	Technology
P	Physics		

Essential Questions helps students to personalize learning and evokes a desire to dig deeper and learn more.

Indicators show the knowledge and skills necessary to successfully meet the standard.

Sample Learning Strategies are suggested and written in terms of what the students will do to place more emphasis on the student.

Formative Assessments focuses on the learning process in order to modify instruction to improve student attainment.

FCCLA Alignments provides information (based on the national standard) to integrate co-curricular student organization concepts in instructional strategies.

Resources are a listing of websites and books that enhance the subject matter for the teacher and the students.

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UNIT PLAN EXAMPLE

B. Career Paths and Employment

SC Standard B1: Analyze education, training requirements, and opportunities for early childhood career paths.

FACS Nat'l Standard:

4.1 Analyze career paths within early childhood, education, and related services.

Early Childhood Education Assessment/Credential: 1A. Explain the roles and functions of individuals engaged in early childhood, education, and services. 1B. Analyze opportunities for employment and entrepreneurial endeavors in early childhood, education, and services. 1C. Identify the personal qualities and abilities needed to be effective with children. 1D. Summarize education and training requirements and opportunities for career paths in early childhood, education, and services.

National Association for the Education of Young Children (NAEYC)-Core Standard 6 Becoming a Professional-6a Identifying and involving oneself with the early childhood field; 6b Knowing about and upholding ethical standards and other professional guidelines; 6d Integrating knowledgeable reflective, and critical perspectives on early education; 6e Engaging in informed advocacy for children and the profession.

ParaPro Assessment (0755): I. Understand, interpret, and analyze a wide range of text. III. Assess knowledge of mathematical concepts and ability to apply them to abstract and real-life situations. V. Assess the ability to identify errors in standard written English, word usage, punctuation and spelling and identify parts of a sentence, and parts of speech.

Academic Alignment: ELA A1, A2, A3, A4, A5, A6; EA7, A8, A9, A10; USG A11, A12, A13, A14; EA A21, IA A22, A23; G A24; DA A25, A26, A27, A28; PC A 29; HE A31, A32, A33, A34, A35, A36, A37; ISTE A38, A39, A40, A41, A42, A43

Essential Question(s):

What are personal goals for education, training and career opportunities in early childhood?

Indicators:

What Students Should Know:	What Students Should Be Able to Do:
1. Career paths	1. Assess interest areas to determine potential career pathways including career ladders.
2. Professional character traits	2. Analyze the characteristics of professionals working with young children
3. Roles and responsibilities	3. Differentiate the roles and responsibilities in various early childhood careers.
4. Education and training requirements	4. Examine education and training requirements and opportunities for career paths in early childhood education and services.
5. Professional development	5. Identify professional development opportunities.
6. Career information resources	6. Examine career information resources based on personal and professional needs.

- **Unit topic**
- **FCS academic standard**
- **FCS National Standard alignment**
- **AAFCS PrePAC Alignments**
- **NAEYC Standards Alignments**
- **ParaPro alignments**
- **Academic alignments** based on the indicators and learning strategies
- **Essential Question** sets focus for the unit and initiates creative and critical thinking.
- **Indicators** written in terms of what the student should know and do to acquire the knowledge and skills to successfully meet the standard.

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Sample Learning Strategies

- 1.1 Give an oral and/or visual technology-based presentation on selected careers.
- 1.2 Categorize character traits of early childhood personnel by different careers. Explain the importance of the listed character traits to positively influence growth and development.
- 2.1 Conduct self-assessments to determine personal characteristics. Compare personal character to career options related to early childhood. Present findings to peers.
- 2.2 Analyze scenarios depicting individuals with different character traits. Decide on individuals who would be best suited for early childhood education positions. Substantiate choices based on factual information.
- 3.1 Invite local early childhood professionals to present information to the class regarding their roles and responsibilities. Pose questions to gain information. Write a short summary of the presentation and include what was known, what additional information is wanted, and what was learned (KWL).
- 4.1 List education training requirements and opportunities for career paths related to early childhood and education.
- 5.1 Identify opportunities for continuing education and training in early childhood education and related fields and explain why education is important.
- 5.2 Research opportunities for continuing education and growth. Develop a professional development workshop for peers. Conduct peer evaluations.
- 6.1 Plan and implement a career fair for the class. Invite aspiring early childhood education students to the career fair. Conduct a career fair evaluation from the perspective of the presenters and attendees. Develop an analysis of the results showing what worked well, what needs improvements, what should be added for future fairs, and what should be eliminated. Discuss results with peers.
- 6.2 Develop a brochure/flyer for early childhood education resources. Cite resources appropriately and distribute to different audiences. Conduct informal surveys to determine the quality of the disseminated information.

➤ **Sample Learning Strategies** are written in terms of what the student will do to acquire the knowledge and skills to successfully meet the standard.

➤ **Formative assessments** are indicated in the Sample Learning Strategies

Formative Assessments:

Presentations, student self-evaluation, peer evaluations, class discussions, performances to demonstrate learning, projects with several interval products, student conferencing to discuss student learning, growth, and needs, parent conferencing, student record keeping, teacher-student conferences

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FACS Student Organization-Family, Community and Career Leaders of America
(FCCLA) <http://www.fcclainc.org/>

APPLICATION/ASSESSMENT THROUGH FCCLA

Career Connection: ACCESS SKILLS for Career Success; SIGN ON to the Career Connection;
PROGRAM Career Steps; INTEGRATE Work and Life
Dynamic Leadership: Problem Solving for Leaders; Teamwork for Leaders; Conflict Management for
Leaders
Families First: Balancing Family and Career; Parent Practice
Leaders at Work: on-the-job entrepreneurship projects; Early Childhood, Education and Services
leadership projects
Power of One: A Better You; Speak Out for FCCLA; Working on Working
STAR Events: Entrepreneurship; Job Interview

Resources:

www.bls.gov/oco (Bureau of Labor Statistics) Occupational Outlook Handbook
www.census.gov (U.S. Census Bureau) includes teaching tools
www.childstats.gov (ChildStats.gov) helpful statistics about children and families in the U.S.
www.consumer.gov/children.htm (Consumer Information for Children)
www.nccic.org (National Child Care Information Center) U.S. Department of Health and Human
Services: an electronic question-answering service about childcare issues, links to childcare
resource list and directories
www.naeyc.org (National Association for the Education of Young Children) a national network
that work with on behalf of children from birth through age 8.

➤ **FCCLA** is the co-curricular
Career and Technology
Education student organization
for FCS.

➤ **Resources** provide a venue
for students/teachers to access
information that supports
classroom instruction and
learning.

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ACADEMIC OUTLINE (INTEGRATED IN ITT ACADEMIC STANDARDS)

English Language Arts

A1. The student will read and comprehend a variety of literary text in print and non-print format. **(SC E1-4.1)**

A2. The student will read and comprehend a variety of informational texts in print and non-print. **(SC E1-4.2)**

A3. The student will use word analysis and vocabulary strategies to read fluently. **(SC E1-4.3)**

A4. The student will create written work that has a clear focus, sufficient detail, coherent organization, effective use of voice, and correct use of the conventions of written Standard American English. **(SC E1-4.4)**

A5. The student will write for a variety of purposes and audiences **(SC E1-4.5)**

A6. The student will access and use information from a variety of sources. **(SC E1-4.6)**

Economics

A7. The student will demonstrate an understanding of how scarcity and choice impact the economic activity of individuals, facilities, communities, and nations. **(SC ECON-1)**

A8. The student will demonstrate an understanding of how markets facilitate exchange and how market regulation costs both consumers and producers. **(SC ECON-2)**

A9. The student will demonstrate an understanding of personal financial decisions affect an individual's present and future economic status. **(SC ECON-5)**

World Geography

A10. World Geography The student will demonstrate an understanding of the physical and human characteristics of places, including the creation of regions and the ways that **culture** and experience influence the perception of place. **(WG-1)**

A11. World Geography

The student will demonstrate an understanding of the characteristics of **culture**, the patterns of **culture**, and cultural change. **(WG-4)**

United States History and Constitution

A12. The student will demonstrate an understanding of social, economic and political issues in contemporary America. **(USHC-8)**

United States Government

A13. The student will demonstrate an understanding of foundational political theory, concepts, and application. **(USG-1)**

A14. The student will demonstrate an understanding of foundational American political principles and the historical events and philosophical ideas that shaped the development and application of these principles. **(USG-2)**

A15. The student will demonstrate an understanding of the basic organization and function of United States government on national, state, and local levels and the role of federalism in addressing the distribution of power. **(USG -3)**

Elementary Algebra

A16. The student will understand and utilize the mathematical processes of problem solving, reasoning and proof, communication, connections, and representation. **(SCEA-1)**

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A17. The student will demonstrate through the mathematical processes an understanding of relationships and functions. **(SCEA-3)**

Geometry

A18. The student will understand and utilize the mathematical processes of problem solving, reasoning, and proof, communication, connections, and representation. **(SCG-1)**

A19. The student will demonstrate through the mathematical processes an understanding of the properties of basic geometric figures and the relationships between and among them. **(SCG.2)**

Precalculus

A20. The student will understand and utilize the mathematical processes of problem solving, reasoning and proof, communication, connections, and representation. **(SC PC-1)**

Data Analysis and Probability

A21. The student will understand and utilize the mathematical processes of problem solving, reasoning and proof, communication, connections, and representation. **(SCDA-1)**

A22. The student will demonstrate through the mathematical processes an understanding of the design of a statistical study. **(SCDA-2)**

A23. The student will demonstrate through the mathematical processes an understanding of the methodology for collecting, organizing, displaying, and interpreting data. **(SCDA-3)**

A24. The student will demonstrate through the mathematical processes an understanding of basic statistical methods of analyzing data. **(SCDA-3)**

Physical Science

A25. The student will demonstrate an understanding of how scientific inquiry and technological design, including mathematical analysis, can be used appropriately to pose questions, seek answers, and develop solutions. **(SC PS-1)**

A26. The student will demonstrate an understanding of various properties and classifications of matter. **(SC PS-3)**

A27. The student will demonstrate an understanding of chemical reactions and classifications, structures, and properties of chemical compounds. **(SC PS-4)**

A28. The student will demonstrate an understanding of the nature, conservation, and transformation of energy. **(SC PS-6)**

Biology

A29. The student will demonstrate an understanding of how scientific inquiry and technological design, including mathematical analysis, can be used appropriately to pose questions, seek answers, and develop solutions. **(SC B-1)**

A30. The student will demonstrate an understanding of the flow of energy within and between living systems. **(SC B-3)**

A31. The student will demonstrate an understanding of the molecular basis of heredity. **(SC B-4)**

Chemistry

A32. The student will demonstrate an understanding of how scientific inquiry and technological design, including mathematical analysis, can be used appropriately to pose questions, seek answers, and develop solutions. **(SC C-1)**

A33. The student will demonstrate an understanding of the types, the causes, and the effects of chemical reactions. **(SC C-4)**

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A34. The student will demonstrate an understanding of the structure and behavior of the different phases of matter. **(SC C-5)**

Physics

A35. The student will demonstrate an understanding of how scientific inquiry and technological design, including mathematical analysis, can be used appropriately to pose questions, seek answers, and develop solutions. **(SC P-1)**

Earth Science

A36. The student will demonstrate an understanding of how scientific inquiry and technological design, including mathematical analysis can be used appropriately to pose questions, seek answers, and develop solutions. **(SC ES-1)**

A37. The student will demonstrate an understanding of Earth’s freshwater and ocean systems. **(SC ES-5)**

Health Education

A38. The student will comprehend concepts related to health promotion to enhance health. **(SC HE-1)**

A39. The student will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. **(SC HE-2)**

A40. The student will demonstrate the ability to access valid information and products and services to enhance health. **(SC HE-3)**

A41. The student will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. **(SC HE-4)**

A42. The student will demonstrate the ability to use decision-making skills to enhance health. **(SC HE-5).**

A43. The student will demonstrate the ability to use goal-setting skills to enhance health. **(SC HE-6)**

A44. The student will demonstrate the ability to practice health-enhancing behaviors and to avoid or reduce health risks. **(SC HE-7)**

A45. The student will demonstrate the ability to advocate for personal, family, and consumer health. **(SC HE-8)**

Technology

A46. Students demonstrate creative thinking, construct knowledge, and develop innovative products and process using technology (Creativity and Innovation). **(ISTE-1)**

A47. 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 (Communication and Collaboration). **(ISTE-2)**

A48. Students apply digital tools to gather, evaluate, and use information (Research and Information Fluency). **(ISTE-3)**

A49. Student use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources (Critical Thinking, Problem Solving, and Decision Making). **(ISTE-4)**

A50. Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior (Digital Citizenship). **(ISTE-5)**

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A51. Students demonstrate a sound understanding of technology concepts, systems and operations (Technology Operations and Concepts) **(ISTE-6)**

ITT1 ACADEMIC STANDARDS

B. Educational Careers and Employability Skills

B1. Examine education and training requirements for careers in education.

C. Foundations of Education

C1. Examine the historical and contemporary significance of education.

D. Human Growth and Development

D1. Analyze the principles of human growth and development.

E. Learning Environment

E1. Evaluate environments to determine safety and healthy factors.

F. Planning and Instruction

F1. Analyze components of instructional planning and assessment.

G. Collaborative Relationships

G1. Demonstrate techniques to develop and maintain positive collaborative relationships.

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A. ACADEMIC STANDARDS AND INDICATORS (INTEGRATED IN ITT ACADEMIC STANDARDS)

English Language Arts

<http://ed.sc.gov/agency/programs-services/59/documents/StateBoardApprovedFinalMay14.pdf>

SC Standard A1. Reading: Understanding and Using Literary Texts The student will read and comprehend a variety of literary text in print and non-print format. **(SC E1-4.1)**

- Compare/contrast ideas within and across literary text to make inferences.
- Create responses to literary text through a variety of methods (for example written works, oral and auditory presentation, discussions, media productions, and the visual and performing arts).

Read independently for extended periods of time for pleasure.

Common Core Alignments – Anchor Standards:

http://ed.sc.gov/agency/programs-services/190/documents/CCSSI_ELAStandards.pdf

READING STANDARDS – PAGE 35

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

WRITING STANDARDS – PAGE 41

Text Types and Purposes*

1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

SPEAKING AND LISTENING – PAGE 48

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

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2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

LANGUAGE – PAGE 51

Knowledge of Language

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.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

6. Acquire and use accurately a range of 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.

SC Standard A2. Reading: Understanding And Using Informational Text The student will read and comprehend a variety of informational texts in print and non-print. **(SC E1-4.2)**

- Compare/contrast information within and across texts to draw conclusions and make inferences.
- Create responses to informational texts through a variety of methods (for example, drawings, written works, oral and auditory presentation, discussions, and media productions)
- Read independently for extended periods of time to gain information.
- Analyze information from graphic features (charts and graphs) in informational texts.

Common Core Alignments – Anchor Standards:

http://ed.sc.gov/agency/programs-services/190/documents/CCSSI_ELAStandards.pdf

READING STANDARDS – PAGE 35

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Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.*
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

WRITING STANDARDS

Text Types and Purposes*

1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

SPEAKING AND LISTENING – PAGE 48

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

LANGUAGE – PAGE 51

Knowledge of Language

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.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career

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readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

SC Standard A3 Reading: Building Vocabulary The student will use word analysis and vocabulary strategies to read fluently. **(SC E1-4.3)**

- Use context clues to determine the meaning of technical terms and other unfamiliar words.
- Interpret euphemisms (the substitute of a mild and pleasant expression for a harsh and blunt one) and connotations (the implicit, rather than the explicit meaning of a word) of words to understand the meaning of a given text.

Common Core Alignments – Anchor Standards:

http://ed.sc.gov/agency/programs-services/190/documents/CCSSI_ELAStandards.pdf

READING STANDARDS – PAGE 35

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

LANGUAGE – PAGE 51

Knowledge of Language

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.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

6. Acquire and use accurately a range of 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.

SC Standard A4. Writing: Developing Written Communications The student will create written work that has a clear focus, sufficient detail, coherent organization, effective use of voice, and correct use of the conventions of written Standard American English. **(SC E1-4.4)**

- Organize written works using prewriting techniques, discussions, graphic organizers, models, and outlines.
- Use complete sentences in a variety of types (including simple, compound, complex, and compound-complex).
- Use grammatical conventions of written Standard American English.

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- Edit written pieces for correct use of Standard American English including reinforcement of the mechanics previously taught.

Common Core Alignments – Anchor Standards:

http://ed.sc.gov/agency/programs-services/190/documents/CCSSI_ELASStandards.pdf

WRITING STANDARDS – PAGE 41

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

LANGUAGE – PAGE 51

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of 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.

SC Standard A5. Writing: Producing Written Communications in a Variety Of forms

The student will write for a variety of purposes and audiences. (SC E1-4.5)

- Create informational pieces that use language appropriate for the specific audience.
- Create technical pieces that use clear and precise language appropriate for the purpose and audience.
- Compose effective pieces of writing to respond to prompts in “on demand” situations.

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- Create descriptions for use in other modes of written works (for example, personal essays, travel writing, or restaurant reviews) that use sensory images and vivid word choice.

Common Core Alignments – Anchor Standards:

http://ed.sc.gov/agency/programs-services/190/documents/CCSSI_ELAStandards.pdf

WRITING STANDARDS – PAGE 41

Text Types and Purposes*

1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

LANGUAGE – PAGE 51

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of 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.

SC Standard A6. Researching: Applying The Skills Of Inquiry And Oral Communication

The student will access and use information from a variety of sources. **(SC E1-4.6)**

- Clarify and refine a research topic.

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- Use vocabulary including Standard American English that is appropriate for the particular audience or purpose.
- Use a variety of print and electronic reference materials.
- Select appropriate graphics, in print or electronic form, to support written works, oral presentations, and visual presentations.
- Use a standardized system of documentation (including a list of sources with full publication information and the use of in-text citations) to properly credit the work of others.
- Create written works, oral and auditory presentations, and visual presentations that are designed for a specific audience and purpose.
- Design and carry out research projects by selecting a topic, constructing inquiry questions, accessing resources, evaluating credibility, and organizing information.

Common Core Alignments – Anchor Standards:

http://ed.sc.gov/agency/programs-services/190/documents/CCSSI_ELAStandards.pdf

WRITING STANDARDS – PAGE 41

Text Types and Purposes*

1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

Production and Distribution of Writing

4. 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

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

SPEAKING AND LISTENING – PAGE 48

Comprehension and Collaboration

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1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

LANGUAGE – PAGE 51

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

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.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of 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

SOCIAL STUDIES ACADEMIC STANDARDS

<http://ed.sc.gov/agency/se/Teacher-Effectiveness/Standards-and-Curriculum/documents/FINALAPPROVEDSSStandardsAugust182011.pdf>

Economics

SC Standard A7. Economics (SC ECON-1)

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The student will demonstrate an understanding of how scarcity and choice impact the economic activity of families, businesses, communities, and nations.

Indicator(s):

- Explain that the practice of economic decision-making is an evaluation process that measures additional benefits versus additional costs.

SC Standard A8. Economics (SC ECON- 2)

The student will demonstrate an understanding of how markets facilitate exchange and how market regulation costs both consumers and producers.

Indicator(s):

- Illustrate how competition among sellers lowers costs and prices.
- Illustrate how an economically efficient market allocates goods and services to the buyers who are willing to pay for them.
- Explain how **business cycles**, market conditions, government policies, and inequalities affect the living standards of individuals and other economic entities.

SC Standard A9. Economics (SC ECON- 5)

The student will demonstrate an understanding of personal financial decisions affect an individual's present and future economic status.

Indicator(s)

- Explain how individuals make personal decisions and how current spending and acquisition of debt can impact future income.
- Explain that income for most people is determined by the market value of the productive resources they sell.
- Explain how wage rates for most workers depend upon the market value of what the workers produce for the market place.

World Geography

SC Standard A10. World Geography (WG-1)

The student will demonstrate an understanding of the physical and human characteristics of places, including the creation of regions and the ways that **culture** and experience influence the perception of place.

Indicator(s):

- Analyze physical characteristics of the environment that result in opportunities and obstacles for people (e.g., the role of climate in agriculture, site characteristics that limit development).
- Explain how individuals view places and regions on the basis of their particular stage of life, gender, social class, **ethnicity**, values, and access to technology (e.g., how retirees have changed the cultural landscape and available human services in Florida).

SC Standard A11. World Geography (WG-4)

The student will demonstrate an understanding of the characteristics of **culture**, the patterns of **culture**, and cultural change.

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- Identify the characteristics of **culture** and the impacts of cultural beliefs on gender roles and the perception of race and **ethnicity** as they vary from one region to another (e.g., legal rights for women in the Middle East and South Asia).
- Compare the roles that cultural factors such as religious, linguistic, and **ethnic** differences play in cooperation and conflict within and among societies.

United States History and Constitution

SC Standard A12. The student will demonstrate an understanding of social, economic and political issues in contemporary America. (USHC-8)

Indicator(s):

- Summarize key political and economic issues of the last twenty-five years, including continuing dependence on foreign oil; trade agreements and **globalization**; health and education reforms; increases in **economic disparity** and **recession**; tax policy; the national surplus, debt, and deficits; immigration; presidential resignation/impeachment; and the elections of 2000 and 2008.

United States Government

SC Standard A13. The student will demonstrate an understanding of foundational political theory, concepts, and application. (USG-1)

Indicator(s):

- Analyze political theories related to the existence, necessity, and purpose of government, including natural rights, balance of the public and private interests, and physical and economic security.
- Analyze components of government and the governing process, including politics, power, authority, sovereignty, legitimacy, public institutions, efficacy, and civic life.

SC Standard A14. The student will demonstrate an understanding of foundational American political principles and the historical events and philosophical ideas that shaped the development and application of these principles. (USG-2)

Indicator(s):

- Summarize core principles of United States government, including **limited government**, federalism, **checks and balances**, **separation of powers**, **rule of law**, **popular sovereignty**, **republicanism**, individual rights, freedom, equality, and self-government.

SC Standard A15. The student will demonstrate an understanding of the basic organization and function of United States government on national, state, and local levels and the role of federalism in addressing the distribution of power.

- Evaluate the Constitution as the written framework of the United States government, including expression of the core principles of **limited government**, federalism, **checks and balances**, **separation of powers**, **rule of law**, **popular sovereignty**, **republicanism**, individual rights, freedom, equality, and self-government.
- Analyze the organization and responsibilities of local and state governments in the United States federal system, including the role of state **constitutions**, the limitations on state

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governments, the typical organization of state governments, the relationship between state and local governments, and the major responsibilities of state governments.

MATHEMATICS ACADEMIC STANDARDS

<http://ed.sc.gov/agency/se/Teacher-Effectiveness/Standards-and-Curriculum/documents/2007MathematicsStandards.pdf>

Elementary Algebra

SC Standard A16. Elementary Algebra (SCEA-1)

The student will understand and utilize the mathematical processes of problem solving, reasoning and proof, communication, connections, and representation.

Indicator(s):

- Apply algebraic methods to solve problems in real – world context.

SC Standard A17. Elementary Algebra (SCEA-3)

The student will demonstrate through the mathematical processes an understanding of relationships and functions.

Indicator(s):

- Apply proportional reasoning to solve problems.
- **Common Core Alignments – MATHEMATICS | HIGH SCHOOL**
- http://ed.sc.gov/agency/programs-services/190/documents/CCSSI_MathStandards.pdf
- **MATHEMATICS | HIGH SCHOOL—ALGEBRA – PAGE 63**
- **Seeing Structure in Expressions**
- Interpret the structure of expressions
- Write expressions in equivalent forms to solve problems
- **Arithmetic with Polynomials and Rational Expressions**
- Perform arithmetic operations on polynomials
- Understand the relationship between zeros and factors of polynomials
- Use polynomial identities to solve problems
- Rewrite rational expressions
- **Creating Equations**
- Create equations that describe numbers or relationships
- **Reasoning with Equations and Inequalities**
- Understand solving equations as a process of reasoning and explain the reasoning
- Solve equations and inequalities in one variable
- Solve systems of equations
- Represent and solve equations and inequalities graphically

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Geometry

SC Standard A18. Geometry (SCG-1)

The student will understand and utilize the mathematical processes of problem solving, reasoning, and proof, communication, connections, and representation.

- Communicate knowledge of geometric relationships by using mathematical terminology appropriately.
- Demonstrate an understanding of how geometry applies in real-world contexts (including architecture, construction, farming, and astronomy).

- **Common Core Alignments – MATHEMATICS | HIGH SCHOOL**
- http://ed.sc.gov/agency/programs-services/190/documents/CCSSI_MathStandards.pdf
- **MATHEMATICS | HIGH SCHOOL—GEOMETRY – PAGE 75**
- **Congruence**
 - Experiment with transformations in the plane
 - Understand congruence in terms of rigid motions
 - Prove geometric theorems
 - Make geometric constructions
- **Similarity, Right Triangles, and Trigonometry**
 - Understand similarity in terms of similarity transformations
 - Prove theorems involving similarity
 - Define trigonometric ratios and solve problems involving right triangles
 - Apply trigonometry to general triangles
- **Circles**
 - Understand and apply theorems about circles
 - Find arc lengths and areas of sectors of circles
- **Expressing Geometric Properties with Equations**
 - Translate between the geometric description and the equation for a conic section
 - Use coordinates to prove simple geometric theorems algebraically
- **Geometric Measurement and Dimension**
 - Explain volume formulas and use them to solve problems
 - Visualize relationships between two dimensional and three-dimensional objects
- **Modeling with Geometry**
 - Apply geometric concepts in modeling situations

SC Standard A19. Geometry (SCG.2)

The student will demonstrate through the mathematical processes an understanding of the properties of basic geometric figures and the relationships between and among them.

- Use scale factors to solve problems involving scale drawings and models.

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- Use geometric probability to solve problems.

Common Core Alignments – MATHEMATICS | HIGH SCHOOL

http://ed.sc.gov/agency/programs-services/190/documents/CCSSI_MathStandards.pdf

MATHEMATICS | HIGH SCHOOL—GEOMETRY – PAGE 75

Congruence

- Make geometric constructions

Circles

- Understand and apply theorems about circles

Geometric Measurement and Dimension

- Explain volume formulas and use them to solve problems
- Visualize relationships between two dimensional and three-dimensional objects

Modeling with Geometry

- Apply geometric concepts in modeling situations

Precalculus

SC Standard A20. Precalculus (SC PC-1)

The student will understand and utilize the mathematical processes of problem solving, reasoning and proof, communication, connections, and representation.

Indicator(s):

- Apply algebraic methods to solve problems in real-world contexts.
- Judge the reasonableness of mathematic solutions.

Common Core Alignments – MATHEMATICS | HIGH SCHOOL

http://ed.sc.gov/agency/programs-services/190/documents/CCSSI_MathStandards.pdf

MATHEMATICS | HIGH SCHOOL—NUMBER and QUANTITY – PAGE 59

The Real Number System

- Extend the properties of exponents to rational exponents
- Use properties of rational and irrational numbers.

Quantities

- Reason quantitatively and use units to solve problems

The Complex Number System

- Perform arithmetic operations with complex numbers
- Represent complex numbers and their operations on the complex plane
- Use complex numbers in polynomial identities and equations

Vector and Matrix Quantities

- Represent and model with vector quantities.
- Perform operations on vectors.
- Perform operations on matrices and use matrices in applications.

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Data Analysis and Probability

SC Standard A21. Data Analysis and Probability (SCDA-1)

The student will understand and utilize the mathematical processes of problem solving, reasoning and proof, communication, connections, and representation.

- Execute procedures to conduct simple probability experiments and collect data by using manipulatives (including spinners, dice, cards, and coins).
- Design and conduct a statistical research project and produce a report that summarizes the finding.
- Apply the principles of probability and statistics to solve problems in real-world contexts.
- Communicate knowledge of data analysis and probability by using mathematical terminology appropriately.

SC Standards A22. Data Analysis and Probability (SCDA-2)

The student will demonstrate through the mathematical processes an understanding of the design of a statistical study.

- Classify a data-collection procedure as a survey, an observational study, or a controlled experiment.
- Generate a research question and design a statistical study to answer a given research question.

SC Standards A23. Data Analysis and Probability (SCDA-3)

The student will demonstrate through the mathematical processes an understanding of the methodology for collecting, organizing, displaying, and interpreting data.

- Use manipulatives, random number tables, and technology to collect data and conduct experiments and simulations.
- Select appropriate graphic display(s) from among pictographs, bar graphs, pie charts, dot plots, histograms, time-series plots, stem-and-leaf plots, box-and-whiskers plots, and scatterplots when given a data set or problem situation.

SC Standards A24. Data Analysis and Probability (SCDA-3)

The student will demonstrate through the mathematical processes an understanding of basic statistical methods of analyzing data.

- Use procedures and/or technology to find measures of central tendency (mean, median, and mode) for given data.

SCIENCE ACADEMIC STANDARDS

http://ed.sc.gov/agency/se/Teacher-Effectiveness/Standards-and-Curriculum/documents/sciencestandardsnov182005_001.pdf

Physical Science

SC Standard A25. Scientific Inquiry (SC PS-1)

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The student will demonstrate an understanding of how scientific inquiry and technological design, including mathematical analysis, can be used appropriately to pose questions, seek answers, and develop solutions.

Indicator(s):

- Organize and interpret the data by using mathematics, graphs, models, and/or technology.
- Use appropriate safety procedures when conducting investigations.

SC Standard A26. Chemistry: Structure and Properties of Matter (SC PS-3)

The student will demonstrate an understanding of various properties and classifications of matter.

Indicator(s):

- Explain the effects of temperature on the rate at which a solid dissolves in a liquid.

SC Standard A27. Chemistry: Structures and Properties of Matter (SC PS-4)

The student will demonstrate an understanding of chemical reactions and classifications, structures, and properties of chemical compounds.

Indicator(s):

- Explain the effects of temperature, concentration, and surface area and the presence of a catalyst on reaction rates.

SC Standard A28. Physics: The interactions of Matter and Energy (SC PS-6)

The student will demonstrate an understanding of the nature, conservation, and transformation of energy.

Indicator(s):

- Explain how the law of conservation of energy applies to the transformation of various forms of energy (including mechanical energy, electrical energy, chemical energy, light energy, sound energy, and thermal energy).

Biology

SC Standard A29. Scientific Inquiry (SC B-1)

The student will demonstrate an understanding of how scientific inquiry and technological design, including mathematical analysis, can be used appropriately to pose questions, seek answers, and develop solutions.

- Use appropriate laboratory apparatuses, technology, and techniques safely and accurately when conducting a scientific investigation.

SC Standard A30. Biology (SC B-3)

The student will demonstrate an understanding of the flow of energy within and between living systems.

Indicator(s):

- Summarize basic aerobic and anaerobic processes.
- Summarize the functions of proteins, carbohydrates, and fats in the human body.

SC Standard A31. Biology (SC B-4)

The student will demonstrate an understanding of the molecular basis of heredity.

- Summarize the relationship among DNA, genes, and chromosomes.

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- Explain how DNA functions as the code of life and the blueprint for proteins.

Chemistry

SC Standard A32. Scientific Inquiry (SC C-1)

The student will demonstrate an understanding of how scientific inquiry and technological design, including mathematical analysis, can be used appropriately to pose questions, seek answers, and develop solutions.

Indicator(s):

- Use appropriate laboratory techniques safely and accurately when conducting a scientific investigation.
- Use scientific instruments to record measurement data in appropriate metric units that reflect the precision and accuracy of each particular instrument.
- Evaluate a technological design or product on the basis of designated criteria.
- Use appropriate safety procedures when conducting investigations.

SC Standard A33. Scientific Inquiry (SC C-4)

The student will demonstrate an understanding of the types, the causes, and the effects of chemical reactions.

- Explain the role of activation energy and the effects of temperature, particle size, stirring, concentration, and catalysts in reaction rates.

SC Standard A34. Scientific Inquiry (SC C-5)

The student will demonstrate an understanding of the structure and behavior of the different phases of matter.

- Illustrate and interpret heating and cooling curves (including how boiling and melting points can be identified and how boiling points vary with changes in pressure).

Physics

SC Standard A35. Scientific Inquiry (SC P-1)

The student will demonstrate an understanding of how scientific inquiry and technological design, including mathematical analysis, can be used appropriately to pose questions, seek answers, and develop solutions.

Indicator(s):

- Use appropriate laboratory apparatuses, technology, and techniques safely and accurately when conducting a scientific investigation.
- Use appropriate safety procedures when conducting investigations.

Earth Science

SC Standard A36. Scientific Inquiry (SC ES-1)

The student will demonstrate an understanding of how scientific inquiry and technological design, including mathematical analysis, can be used appropriately to pose questions, seek answers, and develop solutions.

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- Use appropriate laboratory apparatuses, technology, and techniques safely and accurately when conducting a scientific investigation.
- Evaluate a technological design or product on the basis of designated criteria (including cost, time, and materials).
- Communicate and defend a scientific argument or conclusion.
- Use appropriate safety procedures when conducting investigations.

SC Standard A37. Scientific Inquiry (SC ES-5)

The student will demonstrate an understanding of Earth's freshwater and ocean systems.

- Analyze environments to determine possible sources of water pollution (including industrial waste, agriculture, domestic waste, and transportation devices).

ACADEMIC STANDARDS FOR HEALTH AND SAFETY EDUCATION

<http://ed.sc.gov/agency/se/Teacher-Effectiveness/Standards-and-Curriculum/documents/2009HealthEducationStandards.pdf>

Health Education

SC Standard A38. (SC HE-1)

The student will comprehend concepts related to health promotion to enhance health.

Indicator(s):

- Discuss the characteristics of healthy relationships.
- Analyze the signs of depression and self-destructive behaviors (including potential risks of suicide).
- Identify causes of stress and other common mental health issues.
- List common **first aid** procedures for a given scenario.
- Identify the characteristics of an abusive relationship.
- Describe laws and regulations related to safety and personal injury (including bullying, **dating violence**, participating in gang activity, driving a motorized vehicle.)
- Discuss ways to reduce the risk of intentional and unintentional injuries in the home, school, community, workplace, and roadways.
- Describe physical, social, and emotional changes that occur during adolescence.
- Differentiate between risk-taking and health-promoting behaviors.
- Evaluate the relationship between his or her nutritional intake and overall physical, social, and mental health.
- Explain how the federal dietary guidelines are useful in planning healthy diets.
- Evaluate the benefits of daily moderate to vigorous physical activity.
- Describe the importance of healthy eating and physical activity in maintaining good health, including oral health.

SC Standard A39. (SC HE-2)

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The student will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

Indicator(s):

- Analyze ways that the family, peers, culture, and the media influence the mental, emotional, and social health of individuals.
- Analyze the effects of family, peers, the media, and other factors on attitudes and behaviors regarding relationships and **sexuality**.
- Analyze the influence of family, peers, culture, the media, technology, and other factors on health behaviors.
- Analyze ways that emotions and feelings influence the food choices, eating behavior, and physical activity of individuals.
- Examine ways that the media, advertising, and marketing practices affect the nutrition and physical activity level of individuals.
- Analyze ways that unhealthy eating behaviors and an inactive lifestyle contribute to chronic disease.

SC Standard A40. (SC HE-3)

The student will demonstrate the ability to access valid information and products and services to enhance health.

Indicator(s):

- Access information and local services about safety and the prevention of violence.
- Locate and analyze local opportunities for physical activity.
- Analyze local sources of **valid** information on nutrition and physical activity (for example, school policy, legislation, economics).

SC Standard A41. (SC HE-4)

The student will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Indicator(s):

- Demonstrate ways to communicate care, consideration, and respect for himself/herself and others.
- Demonstrate refusal, negotiation, and collaboration skills to enhance his or her health and to avoid potentially harmful situations (for example, ATOD use, **sexual harassment**, gang activity).
- Demonstrate effective verbal and nonverbal communication skills in peer and dating relationships.
- Demonstrate refusal and **negotiation skills** to promote **abstinence** and to reduce health-risk behaviors.
- Evaluate ways to communicate with parents, family members, peers, and other trustworthy adults (for example, health care providers, law enforcement officers) about sexual health and responsibilities.

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- Demonstrate ways to ask for assistance to enhance his or her own health (for example, ask for a diet plan) and ways to offer assistance to enhance the health of others (for example, exercise with a friend).

SC Standard A42. (SC HE-5)

The student will demonstrate the ability to use decision-making skills to enhance health.

Indicator(s):

- Determine when it is necessary to seek help and/or to leave an unhealthy relationship or situation.
- Examine barriers to healthy decision making.
- Justify when individual or collaborative decision-making is appropriate.*
- Utilize knowledge of body structure and function to make sound decisions related to personal health (for example, disease prevention, injury prevention, oral health).
- Distinguish healthy from unhealthy foods on a variety of restaurant menus.

SC Standard A43. (SC HE-6)

The student will demonstrate the ability to use goal-setting skills to enhance health.

Indicator(s):

- Develop and implement a personal stress management plan.
- Develop a plan to avoid unsafe situations and gang involvement.
- Set a personal goal to maintain the health of his or her reproductive system.
- Create a long-term personal health plan that is adaptable to changing health needs based on genetics, family history, and personal health behaviors.
- Set a goal to maintain a healthy diet (for example, limiting sugar, fat, and salt consumption).
- Set a goal to attain the federally recommended levels of physical activity and physical fitness for Americans.

SC Standard A44. (SC HE-7)

The student will demonstrate the ability to practice health-enhancing behaviors and to avoid or reduce health risks.

Indicator(s):

- Design and implement a plan to increase his or her **resiliency**.
- Develop strategies for maintaining a positive self-concept.
- Perform appropriate **first aid** and other emergency procedures for a given scenario.
- Develop injury prevention and treatment strategies for personal and family health.
- Demonstrate strategies for solving interpersonal conflicts without harming him- or herself or others.
- Discuss protective measures and warning signs of violence in dating and relationship situations.
- Demonstrate a variety of healthy practices and behaviors that will maintain or improve the health of himself/herself and others.

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- Develop and implement a wellness plan that meets the federal dietary guidelines and the federal physical activity guidelines for Americans.

SC Standard A45. (SC HE-8)

The student will demonstrate the ability to advocate for personal, family, and consumer health.

Indicator(s):

- Advocate for disaster preparedness in the home, school, and community.
- Advocate for the promotion and protection of a healthy environment.
- Examine ways to encourage others to make healthy eating choices and to increase their level of physical activity.

NATIONAL EDUCATIONAL TECHNOLOGY STANDARDS FOR STUDENTS (NETS.S):

<http://www.iste.org/docs/pdfs/nets-s-standards.pdf?sfvrsn=2>

Standard A46. Creativity and Innovation (ISTE-1)

Students demonstrate creative thinking, construct knowledge, and develop innovative products and process using technology.

Indicators:

- Apply existing knowledge to generate new ideas, products, or processes.
- Create original works as a means of personal or group expression.
- Use models and simulations to explore complex systems and issues.

Standard A47. Communication and Collaboration (ISTE-2)

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.

Indicators:

- Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.
- Communicate information and ideas effectively to multiple audiences using a variety of media and formats.
- Develop cultural understanding and global awareness by engaging with learners of other cultures.
- Contribute to project teams to produce original works or solve problems.

Standard A48. Research and Information Fluency (ISTE-3)

Students apply digital tools to gather, evaluate, and use information.

Indicators:

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

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Standard A49. Critical Thinking, Problem Solving, and Decision Making (ISTE-4)

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

Indicators:

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

Standard A50. Digital Citizenship (ISTE-5)

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

Indicators:

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

Standard A51. Technology Operations and Concepts (ISTE-6)

Students demonstrate a sound understanding of technology concepts, systems and operations.

Indicators:

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

NETS for Students:

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UNIT PLANS FOR ECE ACADEMIC STANDARDS
B. EDUCATIONAL CAREERS AND EMPLOYABILITY SKILLS

SC Standard: B1. Examine education and training requirements in educational careers.

FACS Nat'l Standard: 1.2 Demonstrate transferable and employability skills in school, community and workplace settings.

Education Fundamentals: 1 A. Examine roles, functions, and education and training requirements of individuals engaged in education careers. 1B Explain personal characteristics, abilities, knowledge, and skills needed to work in education careers. 1C. Understand ethical and legal standards and principles that impact education careers. 1D. Recognize the symptoms of child abuse and neglect and the appropriate reporting protocol.

ParaPro Assessment (0755): I. Understand, interpret, and analyze a wide range of text. II. Apply reading skills and knowledge to classroom instruction. III. Assess knowledge of mathematical concepts and ability to apply them to abstract and real-life situations. IV. Apply mathematics skills and knowledge to classroom instruction. V. Assess the ability to identify errors in standard written English, word usage, punctuation and spelling and identify parts of a sentence, and parts of speech. VI. Apply writing skills and knowledge in classroom instruction.

Academic Alignment: ELA A1, A2, A3, A4, A5, A6; WG A10; EA A16; G A18; DA A21, A22, A23, A24; PS A25, A26, A28; B A29, A31; C A32, A34; P A35; ES A36; HE A38, A39, A40, A41, A42, A43, A44, A45; ISTE A46, A47, A48, A49, A50, A51

Essential Question(s):

What are the education and training requirements needed for personal educational careers selections?

Indicators:

What Students Should Know:	What Students Should Be Able to Do:
1. Career options 2. Career plan 3. Role models and professionalism	1. Examine career options 2. Construct a personal career plan 3. Identify professional qualities of a role model.

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Sample Learning Strategies:

- 1.1 Research educational careers. Multimedia presentation.
- 1.2 Create a poster for specific education careers to be posted in the classroom.
- 1.3 Create an interview checklist. Interview educational professional (in the school system. Report information.
- 1.4 Participate in career fairs. Complete a questionnaire. Write a reflection.
- 1.5 Contact the career or college placement office of a local college or university to discover the types of services they offer to graduates for career placement. Do the placement centers actively work with recruiters and potential job applicants, or do they simply post a list of current job opportunities? Present findings to class.
- 2.1 Explain how interests, abilities, values, professional priorities, and family obligations affect career choices. Write a journal entry reflecting on how these factors will affect career decisions.
- 2.2 Invite a guidance counselor to class to discuss how to choose a career. Write a reflection.
- 2.3 Take an aptitude test and self-assessment given by a school counselor. Review the results with guidance counselor.
- 2.4 Develop career goals and objectives as part of a plan for a future career. Develop and implement strategies to reach career objectives. Update goals as need with parents, teacher, and peers. Explain the reasons for changes or no changes.
- 2.5 Participate in internships and job shadowing. Reflect in a journal.
- 2.6 Make a grab bag containing sample items that might be included in a portfolio. Draw one item from the bag. Identify the item, describe where it might be placed in a portfolio, and explain what prospective employers might discern from it.
- 2.7 Invite an experienced educator to speak to the class about how to prepare a portfolio. Ask the speaker to share examples from his or her portfolio. Have student rank the portfolio and create a graph.
- 2.8 Develop portfolio and share with parents, peers, and teachers on a regular schedule. Provide checklists/rubrics to conduct evaluations and make revisions based on feedback.
- 3.1 Create a collage depicting professional priorities. Present collages to class.
- 3.2 Create a posters depicting proper dress for a career. Display the posters.
- 3.3 Plan a class/school fashion show. Wear and model appropriate work apparel. Conduct peer evaluations using a student made checklist.
- 3.4 Develop a checklist of positive traits for an educational professional. Observe a professional. Create a graph.
- 3.5 Prepare for future job seeking by developing a resume and a cover letter, completing job applications, and writing thank-you notes. Write a reflection of the experience.
- 3.6 Invite a professional to conduct mock interviews with few volunteers. The volunteers should supply resumes and cover letters to the interviewers in advance. The class should view and discuss the mock interviews.

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Formative Assessments:

Projects with several interval products, questionnaires, performances to demonstrate learning, student conferencing to discuss student learning, growth, and needs, parent conferencing to communicate student learning, growth, and need, bell-ringers, ticket-out-the-door

FACS Student Organization-Family, Community and Career Leaders of America (FCCLA) <http://www.fcclainc.org/>

APPLICATION/ASSESSMENT THROUGH FCCLA

Career Connection: leadership and planning in career-related projects; PLUG IN to Careers; SIGN ON to the Career Connection; INTEGRATE Work and Life; LINK UP to Jobs; ACCESS SKILLS for Career Success

Community Service: leadership and planning in service projects

Dynamic Leadership: Character for Leaders; Problem Solving for Leaders; Relationships for Leaders; Conflict Management for Leaders; Team Building for Leaders; Peer Education for Leaders

Families First: leadership and planning in family-related projects; Balancing Family and Career; You-Me-Us

FCCLA FACTS: leadership and planning in traffic safety projects

Financial Fitness: leadership and planning in money management projects; Consumer Clout; Making Money

Fundraising: demonstration of work ethics and professionalism

Leaders at Work: planning and self-direction of on-the-job leadership projects

Power of One: Take the Lead; Working on Working

STAR Events: Applied Technology; Career Investigation, Chapter Service Project, Early Childhood, Focus on Children, Hospitality, Job Interview, National Programs in Action, Parliamentary Procedures, Promote and Publicize FCCLA!, Recycle and Redesign, Teach and Train

STOP the Violence: projects to promote youth violence prevention in work and community environments

Student Body: leadership and planning in nutrition, fitness and self-esteem projects

Resources:

<http://www.careeronestop.org/>

Your pathway to career success.

Tools to help job seekers, students, businesses, and career professionals

Sponsored by the U.S. Department of Labor

www.bestjobsusa.com (Best Jobs USA)

www.at-risk.com (Bureau for At-Risk Youth) guidance materials

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www.campuscareercenter.com/ (Campus Career Center)
www.careercc.com (Career Consulting Corner) career assessments, jobs interviewing tips, career products
<http://degreedirectory.org> (Career Education Directory) directory of degrees and career education programs
www.areerjet.com (Career Jet) employment search engine
www.careerplanning.about.com/ (Career Planning) career planning and career products for sale
www.educationindex.com/careers/ (Education Index) career resource links
http://education-portal.com/article_directory/index.html (Education Portal) directory of education and career related articles

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C. FOUNDATIONS OF EDUCATION

SC Standard C1. Examine the historical and contemporary significance of education.

FACS Nat'l Standard: 4.2 Analyze developmentally appropriate practices to plan for early childhood, education, and services.

Education Fundamentals: 1e. Examine the historical and contemporary significance of education in society. 2a. Apply learning theories and principles to learners.

ParaPro Assessment (0755): I. Understand, interpret, and analyze a wide range of text. II. Apply reading skills and knowledge to classroom instruction. III. Assess knowledge of mathematical concepts and ability to apply them to abstract and real-life situations. IV. Apply mathematics skills and knowledge to classroom instruction. V. Assess the ability to identify errors in standard written English, word usage, punctuation and spelling and identify parts of a sentence, and parts of speech. VI. Apply writing skills and knowledge in classroom instruction.

Academic Alignment: ELA A1, A2, A3, A4, A5, A6; ECON A7, A9; WG A10, A11; USHC A12; USG A13, A14, A15; EA A16, A17; G A18, A19; PC A20; DAP A21, A22, A23, A24; PS A25; B A29; C A32; P A35; ES A36; HE A41, A42; ISTE A46, A47, A48, A49, A50, A51

Essential Question(s):

Why is it important to examine the historical and contemporary significance of education?

Indicators:

What Students Should Know:

1. Timeline of education
2. Philosophies and theories of education
3. Social problems
4. Partnerships in education
5. Roles of local, state, and federal government

What Students Should Be Able to Do:

1. Outline the historical development of education in the U.S.
2. Identify major philosophies and theories of education.
3. Identify social problems that affect learning.
4. Explain the importance partnerships in education.
5. Identify the roles of local, state, and federal government.

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Sample Learning Strategies:

- 1.1 Research and create a visual that outlines a timeline of dates, events, legislation, and individuals who were instrumental in the development of the education system in the United States as a class project. Select a period for a team project and present information to the class.
- 1.2 Research and present a dramatic biographical sketch of a pioneer in the field of education by dressing up as characters from various periods. Present the information and allow peers to identify the character or time period.
- 1.3 Develop a list of questions to interview individuals from different generations. Identify similarities and differences in the responses. Categorize responses according to the different time periods.
- 1.4 Create a visual depicting how historical events influence the modern classroom.
Conduct peer evaluations using student/teacher made rubrics. Display visuals strategically.
- 2.1 Describe the theories and core philosophies of education and their influences on school practices. Create a chart of the theorists and theories; display in the classroom.
- 2.2 Create a PowerPoint presentation or Podcast to illustrate how personal philosophies and beliefs regarding teaching and learning, the student, and the nature of knowledge will affect teaching styles and methods. Conduct a self-evaluation to determine personal preferences for teaching styles and methods. Write a short reflection.
- 3.1 Collect newspaper articles or watch different programs about social problems. Create a top ten list. Create a blog and discuss potential strategies to eliminate or decrease the impact of social problems.
- 3.2 Research information to identify school or local statistics on various social issues. Create case studies, write an analysis of the study, and follow the steps in problem solving to offer solutions.
- 4.1 Identify different partnerships in education. Brainstorm benefits of partnerships. Develop a list of potential partners. Outline expectations for partners and send invitations for involvement in the school. Follow-up by responding in kind with a hand written thank you or volunteer hours.
- 5.1 Conduct a survey to determine different needs of the school. Compile the results of the survey. Write a letter to a school administrator to inform them of the needs and include possible ways of addressing the needs.
- 5.2 Attend or watch a local school board meeting; take notes regarding one issue of interest. Write a summary about the meeting and present to the class.
- 5.3 Investigate current discussions regarding classroom or school policies, senior privilege policies, rules regarding the structure or use of school facilities, or other areas where students have a voice. Select a hot topic. Develop a memorable message establishing a hook (introduction that captures attention), face (identities of those affected), shareholders, research/statistics, and clear request for action.

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FACS Student Organization-Family, Careers, and Community Leaders of America (FCCLA):

Career Connection: ACCESS SKILLS for Career Success; SIGN ON to the Career Connection;
PROGRAM Career Steps; INTEGRATE Work and Life

Dynamic Leadership: Problem Solving for Leaders; Teamwork for Leaders; Conflict Management for Leaders

Families First: Balancing Family and Career; Parent Practice

Leaders at Work: on-the-job entrepreneurship projects; Early Childhood, Education and Services leadership projects

Power of One: A Better You; Speak Out for FCCLA; Working on Working

STAR Events: Entrepreneurship; Job Interview

Resources:

Helpful hints for surviving in the teaching profession:

Teacher Magazine. <http://www.teachermagazine.org/>

Instructor Magazine. <http://teacher.scholastic.com/products/instructor.htm>

Harvard Education Letter <http://www.edletter.org/>

Weekly Reader <http://www.weeklyreader.com/>

Professional tips and Administrator and teacher relationships:

Johnson, S. M., and Kardos, S. M. (2002/March). Redesigning professional development: Keeping new teachers in mind. *Educational Leadership*, pp. 12-16. Retrieved from <http://www.ascd.org/readingroom/edlead/0203/johnson.html>

Survival Guide for New Teachers (<http://www.ed.gov/pubs/survivalguide/>)

Teachers.net Lesson Plan Bank (<http://teachers.net/lessons/>)

The Project on the Next Generation of Teachers (<http://www.gse.harvard.edu/~ngt/>)

Tips and Strategies from First-Year Teachers (<http://www.ed.gov/pubs/FirstYear/ch3.html>)

Project on the Next Generation of Teachers New York: (<http://www.gse.harvard.edu/~ngt/>)

Professional Portfolios:

National Board for Professional Teaching Standards, *Early Childhood Generalist Portfolio, for Teachers of Students Ages 3–8*. Arlington, VA: National Board for Professional Teaching Standards, 2002, pp. 5–8

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D. HUMAN GROWTH AND DEVELOPMENT

SC Standard: D1. Analyze human growth and development concepts.

FACS Nat'l Standard: 12.0 Analyze factors that influence human growth & development.

Education Fundamentals: 2A. Apply learning theories and principles to learners. 2B. Examine how effective teaching practices accommodate learning styles, learning differences, and special needs. 2C. Explain how language, culture, and educational background affect learning and schools. 2D. Examine physical, emotional, social, and intellectual development of children and adolescents. 2E. Determine management strategies that promote positive student behavior while engaging students in learning. 2F. Explain how schedules, activities, routines, and transitions promote learning.

ParaPro Assessment: (0755): I. Understand, interpret, and analyze a wide range of text. II. Apply reading skills and knowledge to classroom instruction. III. Assess knowledge of mathematical concepts and ability to apply them to abstract and real-life situations. IV. Apply mathematics skills and knowledge to classroom instruction. V. Assess the ability to identify errors in standard written English, word usage, punctuation and spelling and identify parts of a sentence, and parts of speech. VI. Apply writing skills and knowledge in classroom instruction.

Academic Alignment: : ELA A1, A2, A3, A4, A5, A6; WG A10; EA A16; G18; PC A20; DA&P A21, A22, A23, A24; PS A25, A26, A28; B A29, A31; C A32, A34; P A35; ES A36; HE A38, A39, A40, A41, A42, A43, A44, A45; TE A46, A47, A48, A49, A50, A51

Essential Question(s):

Why is the study of human growth and development important to education?

Indicators:

What Students Should Know:

1. Domains of development
2. Genetics and environmental factors
3. Child development theories
4. Brain growth and development
5. Learning styles

What Students Should Be Able to Do:

1. Describe stages of life during the different domains of development.
2. Discuss how genetics and environmental factors influence human growth and development.
3. Analyze the child development theories.
4. Explain brain growth and development.
5. Explain the different learning styles.

Sample Learning Strategies:

- 1.1 Design a visual illustrating the areas of development using SEXI (State the domains, Elaborate, give an eXample, and Illustrate). Outline the developmental key factors.

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- 1.2 Create a board game in pairs or groups encompassing principles of development. Exchange board games with classmates. Play games. List ways the board games can effectively improve understanding of developmental domains.
- 1.3 Choose eight kindergarten-readiness skills. Imagine the role of a kindergarten teacher and explain to parents why each of these skills is important. Record findings.
- 1.4 Conduct research about children watching television and playing video games. Analyze the possible positive or negative impact of frequent game use on each of the following domains: physical fitness, motor skill development, cognitive development, and social skills. Chart findings.
- 1.5 Work in groups to develop a list of the specific social skills a child needs to develop to get along well with peers. Identify ways a teacher could help promote two of these skills.
- 1.6 Create a personal timeline showcasing major events in each domain at various ages and stages of development. Discuss how to teach moral behavior to preschoolers. Role-play appropriate teaching methods to teach morals.
- 1.7 Identify typical and atypical behaviors for each developmental stage. Create a chart explaining the stages of development.
- 1.8 Create a visual showing the developmental milestones during the first three years of life. Research typical ages and stages for adolescents. Develop an observation checklist for adolescents. Select a young adult to observe (e.g., park, restaurant, neighbor, relative). Identify the developmental stage(s) of each teen using checklist.
- 1.9 Watch a television show that depicts a family unit with children. Determine if children are exhibiting expected behaviors for their age group. Write a reflection.
- 1.10 Develop a demonstration, for example, to teach a five-year-old how to tie shoes. Identify steps involved and figure out what to say and do to demonstrate each step. Pair up and take turns being the 'teacher' and 'child'. Present best practices to classroom.
- 1.11 Identify at least eight social skills teens need to develop or improve to function effectively in the adult world. Develop an activity for at least one of the eight social skills that would help teens learn the skill. Write a plan for the activity, identifying the skill, what students will learn, and specific information on how to present the activity.
- 1.12 Create a list of developmentally appropriate activities from each domain.

- 2.1 Research environmental and hereditary factors and how each affects growth and development. Identify individuals as illustrations. Create scenarios .
- 2.2 Research implications of birth order in different families. Report and discuss findings.
- 2.3 Develop a group questionnaire to find out which influences really have the most impact on teens. Issue questionnaire to be completed by class. Review results. Write a reflective paper about predictions.
- 3.1 Describe the different child development theories. Interview parents and teachers about a particular theory to determine its effectiveness.
- 3.2 Research a theory/theorist and present findings using a creative visual.

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- 3.3 Write a recipe (ingredients and instructions) based upon Erik Erikson's theory of social development for infants. Conduct peer evaluations. Create a standing collage representing the recipe.
- 3.4 Construct a flowchart for each developmental theory. Write a reflection on the applications of theories/theorists.
- 4.1 Write a research paper of brain growth and development. Include examples and illustrations in the paper. Properly cite the resources. Evaluate the paper using a student/teacher developed rubric.
- 4.2 Develop a list of things teachers should remember about tweens/teens being different types of learners based on brain research, that would help them teach more effectively. List statements that would be constructive/helpful to a teacher.
- 5.1 Analyze current research on types of learners. Create a multimedia resource showing the different learning styles and methods of addressing each. Present findings.
- 5.2 Develop an observation checklist. Observe and document behaviors by visiting childcare/school facilities. Chart developmentally appropriate and diverse behaviors. Reflect on how the teachers address all behaviors.

Formative Assessments: Rubrics, checklists, hands-on activities, peer conferencing, record keeping and self-evaluation, student reflections and learning logs, observations, problem-solving strategies, open-response questions, presentations, projects with several interval products.

FACS Student Organization-Family, Community and Career Leaders of America (FCCLA) <http://www.fcclainc.org/>

APPLICATION/ASSESSMENT THROUGH FCCLA

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Career Connection: SIGN ON to the Career Connection; INTEGRATE Work and Life

Community Service: projects with children, families, elderly people

Dynamic Leadership: Character for Leaders

Families First: Parent Practice

FCCLA FACTS: age appropriate traffic safety campaigns

Financial Fitness: projects with children, families, elderly people

Power of One: A Better You; Family Ties

STAR Events: Chapter Service Project; Focus on Children; Illustrated Talk; Interpersonal Communications

STOP the Violence: exploration of physical, emotional, social and intellectual aspects of youth violence

Student Body: projects that explore nutrition, fitness and self-esteem at various life stages

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Resources:

Kato, Sharleen L. "Teaching [Hardcover]." *Amazon.com: Teaching (9781605252919): Sharleen L. Kato EdD.: Books*. N.p., n.d. Web. 27 July 2012. <<http://www.amazon.com/Teaching-Sharleen-L-Kato-Ed-D/dp/1605252913>>.

www.nichd.nih.gov (National Institute of Child Health and Human Development) news, articles and other resources for child health and human development

<http://chiron.valdosta.edu/whuitt/col/regsys/maslow.html>

(Conditions of Learning) description with charts of A. Maslow's theories

www.trinity.edu/~mkearl/family.html (Marriage and Family Processes) many articles related to family and human development; Trinity University- Sociology Professor Kearl

www.childstats.gov (Federal Interagency Forum on Child and Family Statistics) statistics on children and families

www.nichd.nih.gov (National Institute of Child Health and Human Development) news, articles and other resources for child health and human development

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E. LEARNING ENVIRONMENT

SC Standard: E1. Evaluate environments to determine safety and healthy factors.

FACS Nat'l Standard: 4.4 Demonstrate a safe and healthy learning environment for children.

Education Fundamentals: 4B. Analyze how materials, furnishings, and other resources create safe and effective instructional environments

ParaPro Assessment (0755): I. Understand, interpret, and analyze a wide range of text. II. Apply reading skills and knowledge to classroom instruction. III. Assess knowledge of mathematical concepts and ability to apply them to abstract and real-life situations. IV. Apply mathematics skills and knowledge to classroom instruction. V. Assess the ability to identify errors in standard written English, word usage, punctuation and spelling and identify parts of a sentence, and parts of speech. VI. Apply writing skills and knowledge in classroom instruction.

Academic Alignment: EL A1, A2, A3, A4, A5, A6; WG A10, A11; USHC A12; USG A13, A14, A15; EA A16, A17; HE A38, A39, A40, A41, A42, A43, A44, A45; ISTE A46, A47, A48, A49, A50, A51

Essential Question(s):

How do safety and health relate to learning?

Indicators:

What Students Should Know:	What Students Should Be Able to Do:
1. Safe and healthy procedures 2. Environments for optimal learning	1. Describe procedures for maintaining a safe and healthy learning environment. 2. Identify ways to promote an environment conducive to optimal learning.

Sample Learning Strategies:

- 1.1 Brainstorm components that would promote health, safety, and sanitation in a learning environment. Consider variables that would be affected by budget, student diversity, number of students, and other components. Chart and compare data. Discuss findings with peers and place in portfolio.
- 1.2 Identify local, state, and national regulations for health and safety in learning facilities with groups. Evaluate current learning environment based on findings. Conduct a talk show covering the discoveries.

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- 1.3 Create an informal lesson plan for students of various ages and subjects illustrating a component promoting health, safety, and/or sanitation. Present information for peer review and place in portfolio.
- 1.4 Research and discuss how malnutrition (over- and under-nutrition) minimizes learning. Determine ways to promote optimal learning through proper nutrition. Identify partnerships that enhance nutrition for students in the school, before school, and after school (e.g., backpack lunch programs, No Kid Hungry). Incorporate findings in a service-learning project, document, and place in portfolio.
- 1.5 Identify the symptoms and signs of abuse and neglect. Discuss how abuse and neglect can affect learning. Explain procedures for reporting. Produce a media blitz or media campaign to inform the public and place in portfolio.
- 1.6 Analyze scenarios that compromise health and safety in the classroom. Examine existing crisis management plans (e.g., administrative, local, state, etc.). Develop a disaster plan; verify accuracy with the administration. Make pamphlets or social media announcements for distribution; place in portfolio.
- 1.7 Role-play correct procedures to address security and emergency situations (fires, earthquakes, tornadoes, hurricanes, flooding, robbery, shooting, etc.) to protect children. Record a video and make an emergency procedure presentation; present and place in portfolio.
- 2.1 Identify classroom management procedures that provide a positive environment conducive to learning. Discuss considerations that need to be addressed for diversity of cultures, abilities, disabilities, etc. Create a rubric that reflects these components for a specific age and subject. Share these with peers to be used in future teaching situations.
- 2.2 Determine current standards for public areas and barrier-free regulations. Design optimal spaces for classrooms/labs that comply with governmental regulations for a given age group and course-subject. Share reasoning for design with class.
- 2.3 Collect and chart data identifying time taken for classroom procedures. Determine the “top 12” ways to maximize academic learning time to ensure continuous student engagement in learning. Arrange these in the format of a giant clock to be displayed.
- 2.4 Research and construct a student/teacher contract or student/teacher/guardian contract that delineates expectations and responsibilities for those involved. Analyze components and feasibility with students, teachers, and parents and make necessary changes. Engage in an agreement for a short-term goal. Write an evaluation of the contract and experience.
- 2.5 Invite a panel of teachers to discuss initiatives employed to provide a safe and disciplined environment conducive to learning. Construct a mission statement that addresses safety and discipline in the classroom; evaluate the statements and combine and condense as necessary to meet needs of various ages. Display or post these mission statements.
- 2.6 Compare learning environments supplied by the various professors at Hogwarts in J.K. Rowling’s *Harry Potter* books. Write a letter to Professor Dumbledore as a cousin of a present student considering attendance at the school. Provide examples of good and poor safety provisions in that institution. Share in a book-review group of peers.

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Formative Assessments: Rubrics, checklists, hands-on activities, peer conferencing, record keeping, self-evaluations, student reflections, problem-solving strategies, community and parent programs, service-learning projects, research

FACS Student Organization-Family, Community and Career Leaders of America (FCCLA) <http://www.fcclainc.org/>

APPLICATION/ASSESSMENT THROUGH FCCLA

Career Connection: INTEGRATE Work and Life

Dynamic Leadership: Relationships for Leaders; Conflict Management for Leaders

Families First: You-Me-Us; Meet the Challenge; Balancing Family and Career

STAR Events: Applied Technology, Chapter Service Project, Interpersonal Communications, Teach and Train

STOP the Violence: domestic violence education and prevention projects

Resources:

Safe and healthy classrooms:

Eddie Jacqui Robinson, Diana Hiatt-Michael (Editor). *Promising Practices to Connect Schools With the Community*. "Improving K-16 Education through School-Community-University Partnerships, Barbara Lieb, pg. 119 includes an excerpt from former Ed. Secretary Rod Paige, "All the reforms in the world won't mean a thing if we don't have safe classrooms for students to learn and teachers to teach." (pg. 122).

Safe Schools/ Healthy Students (<http://www.sshs.samhsa.gov>)

National Alliance for Safe Schools (<http://www.safeschools.org>)

Center for the Prevention of School Violence (<http://www.ncdjdp.org/cpsv>)

National Center for Missing & Exploited Children (<http://www.missingkids.com>)

Operation Respect: Don't Laugh at Me (<http://www.dontlaugh.org>)

The Ophelia Project (<http://www.opheliaproject.org/>)

Meeting Discipline Challenges:

Emmer, E. T. and Evertson, C.M. (2012). *Classroom Management for Elementary Teachers*, 9th ed. Addison Wesley Publishers.

Evertson, C.M., Emmer, E. T., and Worsham, M. E. (2002). *Classroom Management for Secondary Teachers*, 6th ed. Boston: Allyn and Bacon.

Charles, C.M. (2011). *Building Classroom Discipline*, 10th ed. Prentice Hall.

Classroom Management/Effective Teaching

Harry and Rosemary Wong. Free articles can be read at <http://teachers.net/gazette/wong.html>

Publications can be obtained at <http://www.effectiveteaching.com/>

INTRODUCTION TO TEACHING 1
Academic Standards and Curriculum Resource
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F. PLANNING AND INSTRUCTION

SC Standard: F1. Analyze components of instructional planning.

FACS Nat'l Standard: 4.3 Demonstrate integration of curriculum and instruction to meet children's developmental needs and interests.

Education Fundamentals: 3A. Describe curriculum and instruction models; 3B. Establish instructional goals that are developmentally appropriate. 3C. Develop organizational and managerial skills that enhance professionalism; 3D. Utilize relevant standards in instructional planning and assessment. 3E. Apply principles and elements of effective instruction and assessment. 5A. Examine how a variety of teaching strategies impact student learning. 5D Understand how learner feedback guides instruction.

ParaPro: I. Understand, interpret, and analyze a wide range of text. II. Apply reading skills and knowledge to classroom instruction. III. Assess knowledge of mathematical concepts and ability to apply them to abstract and real-life situations. IV. Apply mathematics skills and knowledge to classroom instruction. V. Assess the ability to identify errors in standard written English, word usage, punctuation and spelling and identify parts of a sentence, and parts of speech. VI. Apply writing skills and knowledge in classroom instruction.

Academic Alignment: English Language Arts A1, A2, A3, A4, A5, A6; United States History A13, A14; Elementary Algebra A16; Precalculus A20; Data Analysis and Probability A21, Physical Science A25; Biology A29; Chemistry A32, Physics A35, Earth Science A36; Technology A46, A47, A48, A49, A50, A51

Essential Question(s):

Why is planning and assessment important for instruction?

Indicators:

What Students Should Know:	What Students Should Be Able to Do:
1. Educational standards 2. Elements of a lesson plan 3. Objectives 4. Assessments methods	1. Analyze information included in educational standards. 2. Identify the key parts of a lesson plan. 3. Describe learning objectives. 4. Identify a variety of assessment methods for improvement of instruction and learning.

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Sample Learning Strategies:

- 1.1 Research the current educational standards for a subject or grade level. Discuss why having a standardized curriculum is important. Write a reflection on the purpose of standards.
- 1.2 Investigate topics that are considered to be controversial and may or may not be included in curriculum. Present findings.
- 1.3 Compare the current standards of a selected subject and grade level to what students experienced in their education (K-2 grades work best). Poll the differences and similarities. Write a reflection on the following: Has education changed for better or worse? Explain your position.
- 1.4 Invite an education specialist to discuss the pros and cons of standards-based education. Write a reflective paragraph.
- 2.1 Identify and describe the key parts of a lesson plan. Examine several different lesson plans. Evaluate lesson plans using a rubric.
- 2.2 Write a behavioral objective for each level of Bloom's Revised Taxonomy, including condition, observable behavior, and criteria. Conduct peer evaluations.
- 2.3 Select a standard and objective and as a class design a lesson plan. Write your own definition for each component of the lesson plan.
- 2.4 Create a lesson plan on a selected topic. Conduct peer reviews and write revisions. Teach the lesson to your peers demonstrating the use of a technology application. Conduct a self-evaluation using a lesson plan rubric.
- 2.5 Establish a lesson plan checklist. Conduct Internet research; collect and evaluate lesson plans.
- 4.1 List the types of assessments personally experienced. Discuss the pros and cons of each. Interview teachers to determine what type of assessment gives the most accurate information in terms of measuring student achievement.
- 4.2 Discuss how various types of assessments can measure student learning. Compare and contrast formative and summative assessments on a Venn diagram.
- 4.3 Create examples of formative and summative assessments. Conduct peer evaluations and display student created assessments.
- 4.4 Create a list of alternative assessments. Discuss why alternative assessments can be a more accurate way of assessing student learning.
- 4.5 Locate samples of rubrics, checklists, and scorecards that can be used to assess alternative assessments. Share with class and discuss the pros and cons of each sample.

Formative Assessments: discussion, journals, self-evaluations, projects, peer evaluations, observations, record keeping, Venn diagrams, use of technology, rubrics

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APPLICATION/ASSESSMENT THROUGH FCCLA

Dynamic Leadership: Peer Education for Leaders

FCCLA FACTS: traffic safety projects with children

Financial Fitness: money management projects with children

Leaders at Work: Early Childhood, Education and Services leadership projects

STAR Events: Focus on Children

Student Body: fitness, nutrition and self-esteem projects with children

Resources, tools, materials, bulletin board ideas

Teaching/ Sharleen L. Kato by Goodheart-Willcox Company

www.ascd.org - organization that develops programs, products, and services essential to the way educators learn, teach, and lead.

www.Rubistar.4teachers.org - rubric maker

www.lessonplans.com – archive of lesson plans

Kathy Shrock's Guide for Educators (<http://school.discovery.com/schrockguide/>)

Copy-free photographs for classroom use

The Learning Page: Historical Photographs from the American Memory Collection, Library of Congress <http://rs6.loc.gov/almen/ndlpedu/index.html>

Health, computer, etc. lesson plans

Lesson Plans Page <http://www.lessonplanspage.com>

Meeting cultural challenges:

Beykont, Z.F. (Ed.), (2002). The power of culture: Teaching across language difference.

Cambridge, MA: Harvard Education publication group.

Gonzalez, J. M., and Darling-Hammond, L. (2000). Programs that prepare teachers to work effectively with students learning English (ERIC Digest: EDO-FL-00-09). Retrieved from

<http://www.cal.org/ericcll/digest/0009programs.html>

Northwest Regional Educational Laboratory. (2001). Meeting the needs of immigrant students.

Retrieved from <http://www.nwrel.org/cnorse/booklets/immigration/5.html>

Walqui, A. (2000). Strategies for success: Engaging immigrant students in secondary schools (ERIC Digest: ED442300). Retrieved from

http://www.ed.gov/databases/ERIC_Digests/ed442300.html

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G. COLLABORATIVE RELATIONSHIPS

SC Standard: G1. Demonstrate techniques to develop and maintain positive collaborative relations.

FACS Nat'l Standard: 4.5 Demonstrate techniques for positive collaborative relationships with children.

Education Fundamentals: Education Fundamentals: 1A. Examine roles, functions, and education and training requirements of individuals engaged in education careers. 1B. Explain personal characteristics, abilities, knowledge, and skills needed to working education careers. 2C. Explain how language, culture, and educational background affect learning and schools. 5A. Examine how a variety of teaching strategies impact student learning. 5F. Demonstrate discussion and questioning techniques that promote critical thinking and problem solving.

ParaPro Assessment: (0755): I. Understand, interpret, and analyze a wide range of text. II. Apply reading skills and knowledge to classroom instruction. III. Assess knowledge of mathematical concepts and ability to apply them to abstract and real-life situations. IV. Apply mathematics skills and knowledge to classroom instruction. V. Assess the ability to identify errors in standard written English, word usage, punctuation and spelling and identify parts of a sentence, and parts of speech. VI. Apply writing skills and knowledge in classroom instruction.

Academic Alignment: ELA A1, A2, A3, A4, A5, A6; WG A10; EA A16; G18; PC A20; DA&P A21, A22, A23, A24; PS A25, A26, A28; B A29, A31; C A32, A34; P A35; ES A36; HE A38, A39, A40, A41, A42, A43, A44, A45; TE A46, A47, A48, A49, A50, A51

Essential Question(s):

Why is it important to work collaboratively with others?

Indicators:

What Students Should Know:	What Students Should Be Able to Do:
1. Communication skills 2. Positive relationships 3. Cooperative learning/team building strategies 4. Diversity	1. Demonstrate effective communication skills. 2. Identify factors that influence positive relationships. 3. Describe effective cooperative learning/team building strategies. 4. Explain the need for understanding diversity.

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Sample Learning Strategies:

- 1.1 Identify methods of communication. Write a skit using assigned method of communication. Present skit to class. Compile a list of pros and cons of each method.
- 1.2 Watch television and record examples of how communication skills are used. Chart the methods to identify the commonly used techniques.
- 1.3 Create a Venn diagram comparing and contrasting verbal and nonverbal cues. Illustrate diagrams and share findings.
- 1.4 Create teacher-based cards for charades. Select cards for groups to perform nonverbal communication. Model charade using nonverbal communication skills. List and evaluate the most effective cues.
- 1.5 Identify strategies that are effective when communicating with parents. Select partner and practice mock parent- teacher conferences. Switch roles. Write a reflection on the experience.
- 2.1 Construct a scenario demonstrating positive relationships (among peers/employers/family members, etc.). Present group scenarios using multimedia to class. Design student created-rubric and identify characteristics that make a relationship productive.
- 2.2 Invite a counselor to present knowledge about creating or establishing healthy relationships. Discuss presenter's information. Create a brochure to provide guidelines for building positive relationships.
- 2.3 Observe fellow students and their interaction with friends. Write a reflective paragraph identifying examples of positive and negative interactions. Share and discuss findings with peers.
- 2.4 Design a newsletter format and create a newsletter to keep parents current on classroom activities. Conduct peer/teacher evaluations of the newsletter using a rubric. Edit and post newsletters on teachers' Web sites.
- 2.5 Develop a mini lesson. Record and perform lesson in front of class. Identify and list positive and negative practices. Evaluate video to modify future lessons.
- 2.6 List the subjects offered in the school. Develop a student survey with a Likert scale to identify the perception of the importance of each subject. Summarize the results in a graph. Discuss the results and write a reflection of personal feelings about the survey results. Justify your responses.
- 2.7 Write a short essay about the importance of core academics and elective courses and how they are dependent on each other for a holistic learning experience. Provide specific examples. Present essays to different audiences.
- 2.8 Develop questions and interview teachers who greatly influenced your interest in an education career. Compare responses in a class discussion. Write a reflection paper about the experience. Include in the reflection a personal goal for your future teaching career.
- 3.1 Create a visual modeling/demonstrating team building. Compile classroom list of strategies to promote collaboration. Invite speaker from industry to explain how corporations form collaborative relationships through team building. Compile a list of strategies identified by industry. Contrast industry list to classroom list.

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- 3.2 Research team building activities or games. Construct a list of team building activities or games. Implement one team building activity with the class. Reflect on experience in journal.
- 3.3 Write a real life scenario from personal experience that had a negative result. Identify how the personal scenario could have had a positive outcome and share with classmates using the Think, Pair, Share strategy.
- 3.4 Design an invitation inviting industry members. Plan an event to establish school industry collaborations and connections between school and industry. Design, write, and mail “thank you” notes to industry members.
- 4.1 Develop an Avatar (voki.com) to reflect your personality. Write a script modeling or planning a mini lesson on topic of choice. Perform the lesson using the Avatar as the teacher in the classroom. Observe classmate reaction. Evaluate the experience using student-/teacher-created rubric.
- 4.2 View a video on cultural and gender sensitivity, such as “Freedom Writers,” and then play “Step Across the Line Game” demonstrating cultural and gender sensitivity. (Quick Tip for “Step Across the Line Game”: Students line up shoulder to shoulder facing the teacher; issues or questions are asked and students answer by stepping forward for ‘yes’ if applied and stepping backwards for ‘no’ if applied.) Graph class responses based on final results. Write a reflective paper include personal feelings about the experience.

Formative Assessments: Rubrics, checklists, hands-on activities, peer conferencing, record keeping and self-evaluation, student reflections and learning logs, observations, problem-solving strategies, open-response questions, presentations, projects with several interval products.

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APPLICATION/ASSESSMENT THROUGH FCCLA

APPLICATION/ASSESSMENT THROUGH FCCLA

Career Connection: ACCESS SKILLS for Career Success

Community Service: projects that involve and benefit families

Dynamic Leadership: Problem Solving for Leaders; Relationships for Leaders; Conflict Management for Leaders; Team Building for Leaders; Peer Education for Leaders

Families First: Families Today; Meet the Challenge; Parent Practice

FCCLA FACTS: traffic safety projects with children and families

Financial Fitness: money management projects with children

Leaders at Work: Early Childhood, Education and Services leadership projects

Power of One: A Better You; Speak Out for FCCLA; Working on Working

STAR Events: Chapter Showcase; Focus on Children; Interpersonal Communications; Job Interview

Student Body: fitness, nutrition and self-esteem projects with children

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Resources: “Freedom Writer” Movie

Tips for creative teaching and understanding the needs of adolescents:

Teacher Talk (<http://education.indiana.edu/cas/tt/tthmpg.html>)

<http://family-marriage-counseling.com> (The Family and Marriage Counseling Directory)

family and marriage counseling resources, articles written by professional therapists, live phone counseling, recommended books, and more

www.learningseed.com/catalog/inter.html (Learning Seed) description of videos related to interpersonal skills

“Freedom Writer” Movie

www.writingstrands.com/communication.htm (Writing Strands) sample and instructions for purchasing manual for communicating and interpersonal relationships

www.ncfr.org (National Council on Family Relations) information, tips, certification and other resources

www.ed.gov/index.jsp (U.S. Department of Education) includes resources for educators

www.nichd.nih.gov (National Institute of Child Health and Human Development) news, articles and other resources for child health and human development

www.cyfc.umn.edu (University of Minnesota) information and resources

www.cyfernet.mes.umn.edu (Children, Youth and Families Education and Research

Network) national network of Land Grant university faculty and county Extension educators