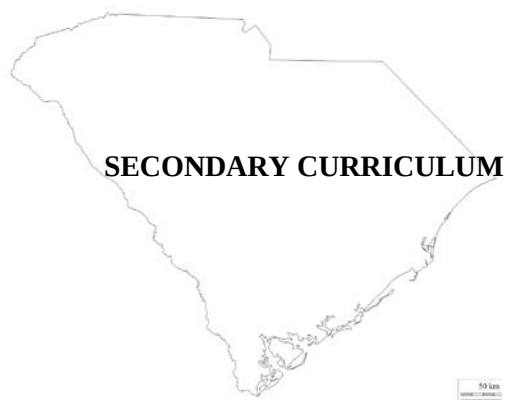


**INTRODUCTION TO TEACHING 2**  
**Academic Standards and Curriculum Resource**  
**CIP Code: 130101**  
**Course Code: 5704**



**EDUCATION AND TRAINING CLUSTER**

**INTRODUCTION TO TEACHING 2**  
**Academic Standards and Curriculum Resource**  
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**Introduction to Teaching 2**

Introduction to Teaching Level 2 is an advanced level course that builds on skills developed in Introduction to Teaching Level 1. Students develop a higher level of proficiency through authentic learning experiences. Students plan engaging lessons, enhance communication and presentation skills, explore school-societal relationships, and exhibit professionalism. Technology is integrated throughout the course work. Participation in student organizations (FEA) Future Educators Association and (FCCLA) Family, Careers, Community, Leaders of America 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.)**

|                                        |                                                                                                                                                                                                                                                                        |
|----------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>National Certifications:</b>        | Education Fundamentals<br><a href="http://www.aafcs.org/prepac/">http://www.aafcs.org/prepac/</a><br><br>ETS ParaPro Assessment<br><a href="http://www.ets.org/Media/Tests/ParaPro_Assessment/0755.pdf">http://www.ets.org/Media/Tests/ParaPro_Assessment/0755.pdf</a> |
| <b>Grade Level:</b>                    | 11 or 12                                                                                                                                                                                                                                                               |
| <b>Recommended Maximum Class Size:</b> | 24                                                                                                                                                                                                                                                                     |
| <b>Prerequisite:</b>                   | Introduction to Teaching 1                                                                                                                                                                                                                                             |
| <b>Textbooks:</b>                      | 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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**Field Review**

|                                                                                                                                     |  |
|-------------------------------------------------------------------------------------------------------------------------------------|--|
| Leigh Anne Freeman<br>FCS Introduction to Teaching Teacher<br>The Applied Technology Center<br>Rock Hill, SC<br>LFreeman@rhmail.org |  |
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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 21<sup>st</sup> century: Curriculum planning in the 21<sup>st</sup> century is really about going deeper, not wider...”*

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

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## **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.

**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.

# INTRODUCTION TO TEACHING 2

## Academic Standards and Curriculum Resource

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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; EA 7, 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.

**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

➤ **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

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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](http://www.bls.gov/oco) (Bureau of Labor Statistics) Occupational Outlook Handbook  
[www.census.gov](http://www.census.gov) (U.S. Census Bureau) includes teaching tools  
[www.childstats.gov](http://www.childstats.gov) (ChildStats.gov) helpful statistics about children and families in the U.S.  
[www.consumer.gov/children.htm](http://www.consumer.gov/children.htm) (Consumer Information for Children)  
[www.nccic.org](http://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](http://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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**ACADEMICS 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)**

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**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)**

**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)**

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**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)**

**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).**

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**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)**

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

## **ITT2 Academic Standards**

### **B. EDUCATIONAL CAREERS AND EMPLOYABILITY SKILLS**

**B1.** Analyze professional practices, ethics, and standards related to education careers.

### **C. LEARNING ENVIRONMENT**

**C1.** Design learning environments that encourage and support student learning.

### **D. PLANNING AND INSTRUCTION**

**D1.** Develop best practice teaching strategies for diverse learners.

### **E. PROFESSIONAL PRACTICES**

**E1.** Engage in extended learning opportunities for professional experiences.

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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](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.

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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.
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.

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

**READING STANDARDS – PAGE 35**

**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.
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**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 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](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.

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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.
- 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\\_ELAStandards.pdf](http://ed.sc.gov/agency/programs-services/190/documents/CCSSI_ELAStandards.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.

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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.
- 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:**

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**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.

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

**LANGUAGE – PAGE 51**

**Conventions of Standard English**

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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.
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**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.
- 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](http://ed.sc.gov/agency/programs-services/190/documents/CCSSI_ELAStandards.pdf)

**WRITING STANDARDS – PAGE 41**

**Text Types and Purposes\***

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**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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**Economics**

**SC Standard A7. Economics (SC ECON-1)**

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.

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### **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.

- 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.

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

### 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.
- Common Core Alignments – MATHEMATICS | HIGH SCHOOL**
- [http://ed.sc.gov/agency/programs-services/190/documents/CCSSI\\_MathStandards.pdf](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**

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- 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

**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](http://ed.sc.gov/agency/programs-services/190/documents/CCSSI_MathStandards.pdf)
- **MATHEMATICS | HIGH SCHOOL –FUNCTIONS – PAGE 67**
- **Interpreting Functions**
- Understand the concept of a function and use function notation
- Interpret functions that arise in applications in terms of the context
- Analyze functions using different representations
- **Building Functions**
- Build a function that models a relationship between two quantities
- Build new functions from existing functions
- **Linear, Quadratic, and Exponential Models**
- Construct and compare linear, quadratic, and exponential models and solve problems
- Interpret expressions for functions in terms of the situation they model
- **Trigonometric Functions**
- Extend the domain of trigonometric functions using the unit circle
- Model periodic phenomena with trigonometric functions
- Prove and apply trigonometric identities

**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](http://ed.sc.gov/agency/programs-services/190/documents/CCSSI_MathStandards.pdf)

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- **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.
  - Use geometric probability to solve problems.
- 
- **Common Core Alignments – MATHEMATICS | HIGH SCHOOL**
  - [http://ed.sc.gov/agency/programs-services/190/documents/CCSSI\\_MathStandards.pdf](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

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- **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](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.

### **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 a knowledge of data analysis and probability by using mathematical terminology appropriately.

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- **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 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.
- **Common Core Alignments – MATHEMATICS | HIGH SCHOOL**
- [http://ed.sc.gov/agency/programs-services/190/documents/CCSSI\\_MathStandards.pdf](http://ed.sc.gov/agency/programs-services/190/documents/CCSSI_MathStandards.pdf)
- **MATHEMATICS | HIGH SCHOOL —STATISTICS AND PROBABILITY★-PAGE 80**
- **Interpreting Categorical and Quantitative Data**
- Summarize, represent, and interpret data on a single count or measurement variable

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- Summarize, represent, and interpret data on two categorical and quantitative variables
- Interpret linear models
- **Making Inferences and Justifying Conclusions**
- Understand and evaluate random processes underlying statistical experiments
- Make inferences and justify conclusions from sample surveys, experiments and observational studies

**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.
- **Common Core Alignments – MATHEMATICS | HIGH SCHOOL**
- [http://ed.sc.gov/agency/programs-services/190/documents/CCSSI\\_MathStandards.pdf](http://ed.sc.gov/agency/programs-services/190/documents/CCSSI_MathStandards.pdf)
- **MATHEMATICS | HIGH SCHOOL —STATISTICS AND PROBABILITY★-PAGE 80**
- **Conditional Probability and the Rules of Probability**
- Understand independence and conditional probability and use them to interpret data
- Use the rules of probability to compute probabilities of compound events in a uniform probability model
- **Using Probability to Make Decisions**
- Calculate expected values and use them to solve problems
- Use probability to evaluate outcomes of decisions

**SC Standards A24. Data Analysis and Probability (SCDA-4)**

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.

**Physical Science**

**SC Standard A25. Scientific Inquiry (SC PS-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):**

- Organize and interpret the data by using mathematics, graphs, models, and/or technology.

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

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- **Common Core Alignments – MATHEMATICS | HIGH SCHOOL**
- [http://ed.sc.gov/agency/programs-services/190/documents/CCSSI\\_MathStandards.pdf](http://ed.sc.gov/agency/programs-services/190/documents/CCSSI_MathStandards.pdf)
- **MATHEMATICS | HIGH SCHOOL —STATISTICS AND PROBABILITY★-PAGE 80**
- **Using Probability to Make Decisions**
- • Calculate expected values and use them to solve problems
- • Use probability to evaluate outcomes of decisions

### **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.

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### 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.

- 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).

### 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 own 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.

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**SC Standard A39. (SC HE-2)**

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 him- or 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 him- or 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.

**Technology - ISTE.NETS-S**

**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.

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

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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 Analyze professional practices, ethics, and standards related to education careers.**

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

**Education Fundamentals: 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; G18; 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):**

1. What are transferable and employability skills in school, community and workplace settings?

**Indicators:**

| <b>What Students Should Know:</b>                                                                                                                                                                           | <b>What Students Should Be Able to Do:</b>                                                                                                                                                                                                                              |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ol style="list-style-type: none"><li>1. Professional practices</li><li>2. Ethics and legal responsibilities</li><li>3. Professional standards</li><li>4. Licensing, certification, credentialing</li></ol> | <ol style="list-style-type: none"><li>1. Demonstrate professional practices.</li><li>2. Describe ethical and legal responsibilities.</li><li>3. Identify professional standards.</li><li>4. Examine licensing, certification, and credentialing requirements.</li></ol> |

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**Sample Learning Strategies:**

- 1.1 Role-play appropriate business and personal etiquette in the workplace. Invite professionals to provide feedback.
  - 1.2 Create a poster illustrating basic principles of professionalism. Conduct peer evaluations based on a student-made rubric. Display posters in classroom and other areas of the school.
  - 1.3 Visit and shadow an educational professional. List professional practices observed and report findings.
  - 1.4 Participate in a service learning project. Practice basic principles of professionalism during the project. Report the project successes to the school board.
- 
- 2.1 Develop a list of illegal questions that might be asked in an interview. Role-play responding respectfully but appropriately when asked illegal questions during an interview. One scenario might be a potential employer asking the interviewee about family planning.
  - 2.2 Evaluate scenarios to determine ethical and unethical behaviors. Information to be recorded in a checklist. Suggest ways to correct unethical behaviors.
  - 2.3 Investigate the legal responsibilities of employees and employers in the workplace. Write a report on findings.
  - 2.4 Research the requirements for reporting child abuse by the Department of Social Services (DSS). List the requirements for reporting child abuse by the DSS. List the requirements and reflect on how failure to follow procedures can impact a career.
  - 2.5 Locate current event articles that cover child abuse and neglect cases (e.g., current or past event sexual abuse cases). Discuss how you would handle the situations as a professional. Include legal responsibilities of teachers in the responses.
- 3.1 Research professional standards. Develop a standards checklist and demonstrate as many of the standards as possible in simulated/actual settings. Reflect on each experience and conduct a self-evaluation and strategies for improvement. Compile information in a personal growth career portfolio.
  - 3.2 Investigate professional educational organizations. Chart a comparison of the benefits of the organizations.
- 4.1 Research steps to certification. Add information to portfolio. Select and research the certification requirements for the content/subject and levels (early childhood, elementary, middle, and secondary) of interest. Present multimedia presentation.
  - 4.2 Locate and review the local school district's teacher evaluation instrument. Identify components of teacher evaluations.
  - 4.3 Compare continuing education requirements related to licensing, certification, and credentialing at the local, state, and national levels. Determine the procedures and paperwork involved in maintaining and updating licensure, certification, and credentials for chosen career.
  - 4.4 Research current issues resulting in the loss of professional licenses. Compile a list of unprofessional practices that will result in the loss of a license. Categorize offenses by state and find commonalities.

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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

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**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](http://www.bestjobsusa.com) (Best Jobs USA)

[www.at-risk.com](http://www.at-risk.com) (Bureau for At-Risk Youth) guidance materials

[www.campuscareercenter.com/](http://www.campuscareercenter.com/) (Campus Career Center)

[www.careercc.com](http://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.careerjet.com](http://www.careerjet.com) (Career Jet) employment search engine

[www.careerplanning.about.com/](http://www.careerplanning.about.com/) (Career Planning) career planning and career products for sale

[www.educationindex.com/careers/](http://www.educationindex.com/careers/) (Education Index) career resource links

[http://education-portal.com/article\\_directory/index.html](http://education-portal.com/article_directory/index.html) (Education Portal) directory of education and career related articles

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**C. LEARNING ENVIRONMENT**

**SC Standard: C1. Design learning environments that encourage and support student learning.**

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

**Education Fundamentals:** 4A. Determine classroom management procedures that support 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:** 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 can stakeholders contribute to a positive learning environment?

**Indicators:**

| <b>What Students Should Know:</b>                                                                                                     | <b>What Students Should Be Able to Do:</b>                                                                                                                                                                                                           |
|---------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ol style="list-style-type: none"><li>1. Local, state, and national regulations</li><li>2. Supportive learning environments</li></ol> | <ol style="list-style-type: none"><li>1. Summarize requirements for safety and health as stated in local, state, and national regulations.</li><li>2. Analyze characteristics of environments that encourage and support student learning.</li></ol> |

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**Sample Learning Strategies:**

- 1.1 Develop a checklist of health and safety regulations. Evaluate health and safety practices of various facilities. Incorporate these into professional portfolio.
- 1.2 Determine school policies or procedures. Interview school administrators and health care personnel for an informational. Create a brochure with visuals summarizing school, health, and safety policies. Distribute and include in portfolio.
- 1.3 Invite guest speakers (DSS, lawyers, law enforcement, etc.) to discuss laws concerning child abductions, abuse, and neglect. Plan a Student, Parent, and/or Community reception or health fair to provide information. Participate in other service-learning projects that support victims of abuse and neglect.
- 1.4 Research partnerships and organizations to determine resources to help abused and neglected children. Develop a guide-sheet or pamphlet to be distributed to the community.
- 2.1 Identify characteristics that create a supportive learning environment for all students, and encourage social interaction, active engagement in learning, and self-motivation. Share these on giant sticky notes; discuss as a class and add, subtract, and/or condense to a list of descriptive words. Incorporate these words into a mission statement or contract for future use; place in portfolio.
- 2.2 Discuss space planning principles. Consider age, barrier-free, and code needs and regulations. Draw a floor plan for a specific age and subject incorporating safety and sanitation standards while optimizing use of space. List organizational bins, shelves, and furnishings that are aesthetically, ergonomically, and cost effective. Write a letter of requisition to the administrator justifying the need for the equipment/supplies.
- 2.3 Write an introduction for a favorite teacher to be given at a Teacher-Award banquet. Identify specific qualities that this teacher possesses that helped to build rapport, to assist in scholarship, and to encourage life-long learning. Share introductions with class and write the various qualities on star-shaped word cards. Place the stars on a bulletin-board with photos and names of favorite teachers on the border. Send the introductions with a letter of appreciation and explanation to the honored teachers.
- 2.4 Formulate ideas for teachers to mentor and encourage students while increasing student learning. Write ideas on cards that state, "I wish . . ." and place cards in a container labeled, "Wishing Well." Pull out ideas and critique for age-, subject-, and time-appropriateness, safety/discipline concerns, and ability to meet academic goals.

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- 2.5 Read Charlotte Brontë's novel, *Jane Eyre*. Compare the learning environments in which the governess experienced growing up at Lowood to those she provided to her young charge at Thornfield. Conduct a "book-club-type" discussion session with peers.
- 2.6 Analyze methods of classroom management employed by teachers to maintain discipline (verbal and nonverbal), to foster desirable student behavior, to lessen time spent on non-instructional activities, to promote focus for students to stay on task, and to promote student participation (especially including multicultural and diverse learners). Create a wordle ([www.wordle.net](http://www.wordle.net)) with descriptive words to be printed and placed on a bulletin board or post online. Include the wordle in portfolio.
- 2.7 Determine nutritional and exercise needs of children of different ages, heights, and weights as defined by USDA Guide recommendations ([www.choosemyplate.gov](http://www.choosemyplate.gov)). Chart portion amounts needed for given menus covering one week. Compare the portion sizes using the online technology provided. Discuss reality of obtaining food required if children live in a food desert (location where food is inaccessible) or are in financial distress. Identify food and nutrition partnerships that can help (No Kid Hungry, Harvest Hope, Feeding America, etc.). Find programs that encourage students toward fitness and health (BodyWorks, Let's Move, PALA Challenge, etc.). Incorporate findings in a service-learning project, document, and place in portfolio.
- 2.8 Discuss bullying and determine ways to promote a safe environment for learning. Create rhetorical questions that would inspire protective and accepting behaviors. Identify life skills that promote good citizenship and thoughtful actions. Write a reflection.
- 2.9 Document types, signs, and symptoms of child abuse and neglect. Outline proper procedures to report suspected abuse or neglect to the designated authorities. Create a personal database of phone numbers of agencies and contacts.

**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

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

STOP the Violence: domestic violence education and prevention projects

**Resources:**

[www.wordle.net](http://www.wordle.net) Wordle creation for characteristics, vocabulary words, etc.

[www.values.com](http://www.values.com) THE FOUNDATION FOR A BETTER LIFE ® A website that shares values for a better life.

**Nutrition and Wellness:**

[www.choosemyplate.gov](http://www.choosemyplate.gov) (USDA Food Guidelines) Contains nutrition, portion, and fitness personalized data and activity

<http://www.servsafe.com/home> (ServSafe) Information for certification for purchasing, storing, and preparing safe food

<http://www.womenshealth.gov/bodyworks/about-bodyworks> (BodyWorks) Program and training that helps parents and teachers to promote nutrition and fitness in teenagers.

<http://www.womenshealth.gov/bodyworks/parents-families/nutrition-physical-activity-resources.cfm> (USDHHS Office on Women's Health) Links for handouts, information, and coalition resources for nutrition, wellness, and fitness

<http://www.bestbonesforever.gov/parents/activities/links.cfm> (Best Bones Forever) Links, [www.redcross.org](http://www.redcross.org) (American Red Cross) Preparedness information and locations for CPR, first aid, and babysitting training and certification

Links to nutrition-help organizations: [www.nokidhungry.org](http://www.nokidhungry.org), [www.harvesthope.org](http://www.harvesthope.org), [www.feedingamerica.org](http://www.feedingamerica.org)

**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/>)

[www.cpsc.gov](http://www.cpsc.gov) (Consumer Product Safety Commission) Information and updates that will protect the public from fraud, risks, etc.

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<http://www.safekids.org/educators/activities.html> (**Safe Kids USA: Educator Resources**)

Resources for promoting safety (activity books, sheets, games, information, etc.)

<http://www.recalls.gov> (**Recalls.gov**) Resource for all federal recalls from the FDA, USDA, EPA, Consumer Products, etc.

[www.keepkidshealthy.com](http://www.keepkidshealthy.com) (**Keep Kids Healthy**) Pediatrician's guide to illness, symptoms, and providing a healthy environment for children.

<http://www.keepkidshealthy.com/welcome/safety.html> (**Keep Kids Healthy: Child Safety**)

Handouts, information, checklists, and quizzes over an panoply of child safety issues

<http://www.childstats.gov/americaschildren/health.asp> (**Forum on Child and Family Statistics: Health**) Statistics and tables on children's health issues

<http://www.childstats.gov/americaschildren/phenviro.asp> (**Forum on Child and Family Statistics: Environmental Safety**) Statistics and tables on physical environment and safety

<http://www.safekids.org/educators/lesson-plans.html> (**Safe Kids USA: Lesson Plans**) Excellent PowerPoint delineating child safe information for the various stages of child development ; also contains lesson plans for other child safety issues (fire, pedestrian safety, etc.)

<http://www.cdc.gov/injury/index.html> (**Centers for Disease Control: Injury and Violence Prevention and Control**) Data and statistics, prevention, response, etc. information

<http://www.cdc.gov/ViolencePrevention/childmaltreatment> (**Centers for Disease Control: Child Maltreatment Prevention**) Fact sheets, statistics, and information concerning child maltreatment

<http://www.nichd.nih.gov/health/education> (**National Institute of Child Health and Human Development/National Institutes of Health, US Department of Health and Human Services**) Health education, Back to Sleep campaign, Neonatal Reviews, etc.

**Meeting Discipline Challenges:**

Emmer, E. T. and Evertson, C.M. (2012). *Classroom Management for Elementary Teachers*, 9<sup>th</sup> ed.

Addison Wesley Publishers.

Evertson, C.M., Emmer, E. T., and Worsham, M. E. (2002). *Classroom Management for Secondary*

*Teachers*, 6<sup>th</sup> ed. Boston: Allyn and Bacon.

Charles, C.M. (2011). *Building Classroom Discipline*, 10<sup>th</sup> 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/>

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Teaching and Learning International Survey (TALIS) report on the conditions of teaching and learning. <http://www.oecd.org/dataoecd/46/17/43044074.pdf>

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**D. PLANNING AND INSTRUCTION**

**SC Standard: D1. Develop best practice teaching strategies for diverse learners.**

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

**Education Fundamentals:** 2B. Examine how effective teaching practices accommodate learning styles, learning difference, and special needs. 2E. Determine management strategies that promote positive student behavior while engaging students in learning. 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. 4A. Determine classroom management procedures that support learning. 5A. Examine how a variety of learning strategies impact student learning. 5E. Integrate technology as a tool for instruction, evaluation, and management. 5F. Demonstrate discussion and questioning techniques that promote critical thinking and problem-solving.

**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:** ELA A1, A2, A3, A4, A5, A6; USHC A13, A14, A15, A16, A17; USG A10; ISTE A37, A38, A39, A40, A41, A42

**Essential Question(s):**

1. How can the needs of diverse learners be addressed in the classroom?

**Indicators:**

| <b>What Students Should Know:</b>                                                                                                                                    | <b>What Students Should Be Able to Do:</b>                                                                                                                                                                                                                                                                         |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ol style="list-style-type: none"><li>1. Diverse learners</li><li>2. Planning instruction</li><li>3. Instructional methods</li><li>4. Classroom management</li></ol> | <ol style="list-style-type: none"><li>1. Analyze personal learning styles and intelligences.</li><li>2. Plan and implement an integrated curriculum for diverse learners.</li><li>3. Demonstrate a variety of teaching methods for diverse learners.</li><li>4. Analyze classroom management strategies.</li></ol> |

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**Sample Learning Strategies:**

- 1.1 Research learning styles. Conduct an online personal learning style inventory. Create a pie chart of class findings. Select a topic and design activities for instructing visual, auditory, and kinesthetic-tactile learners.
- 1.2 Interview teachers to determine if the teachers consciously design their lesson for a variety of learning styles. Report findings to class. Discuss courses in which students had difficulty due to the teacher's approach as it relates to learning styles. Write a reflective response on the benefits of utilizing as many learning styles as possible in a lesson.
- 1.3 Research multiple intelligences. Conduct a multiple intelligences inventory. Identify personal intelligences. List famous people that represent each of the eight intelligences. Describe a career path that a person with a particular intelligence might pursue. Create an activity in small groups that would draw on a variety of intelligences. Demonstrate the activity.
- 1.4 Evaluate various resources to identify exceptional learners. Prepare a definition for "exceptional learner." Create an individual "wordle" to display in the classroom.
- 1.5 Select one type of exceptionality and create a list of identifiable characteristics. Present to the class.
- 1.6 Invite an English as a Second Language (ESL) specialist to the class to explain some of the methods used to help students who are not native English speakers. Create scenarios in groups and exchange with other groups. Develop effective methods of dealing with the challenges in the scenario.
- 2.1 Research differentiated instruction. Write a public service announcement explaining why it is important for teachers to implement differentiated instruction each time they teach.
- 2.2 Observe a teacher teaching a lesson. Identify as many parts of the teacher's lesson plan as possible. Use a lesson plan format to determine what pre-planning was necessary to conduct the lesson.
- 2.3 Examine two curriculum documents for the same subject area and level. Choose a topic common to both curricula and compare what is to be taught. How do the two curricula match up in terms of format, level of detail, and types of information included? Summarize in a reflective paragraph which version would be more helpful to the teacher and explain.
- 2.4 Visit a media center/public library to find resource books and online sources for teaching ideas or lesson plans. List and evaluate resources using a rubric.
- 2.5 Discuss the steps required in course planning. Develop a lesson plan using a rubric from the FCCLA Teach and Train STAR Event Manual, page 241. Demonstrate how to develop the information into a course plan, determining what needs to be taught for a particular standard. Brainstorm other influences and variables; make modifications as needed. Teach the lesson.

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- 3.1 Observe a teacher teaching a learning activity. Analyze a lesson, identifying the teaching strategies and use of questioning, examples, and closure. List questioning and examples from the lesson taught. Compare observations with other class members. Discuss the various instructional methods used.
- 3.2 Identify the characteristics and uses of specific types of instructional strategies for a specific topic. Develop an activity for each instructional strategy. Present in class.
- 3.3 Research higher order thinking skills. Explain why the development of critical thinking is important for learners. Develop questions appropriate for instruction based on Bloom's Revised Taxonomy. Present to class using multimedia.
- 3.4 Select a topic and create a unit plan including five-seven lesson plans. Demonstrate one lesson to class. Place unit plan in portfolio.
- 4.1 Develop a set of class rules and consequences for different age groups and state each rule in a positive format. Create cartoon drawings of students following and not following the rules. Display in classroom.
- 4.2 Conduct in-depth research on classroom management strategies. Compare research with the district and school policies. Demonstrate nonverbal cues that may eliminate negative classroom behavior. Create a plan to minimize disruptive behavior during instruction.
- 4.3 Role-play classroom management techniques used when a student displays inappropriate behaviors. Identify the most effective management techniques and share with class. Write a reflection on the impact of classroom management and student learning.

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

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

**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

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**Resources, tools, materials, bulletin board ideas**

Teaching/ Sharleen L. Kato by Goodheart-Willcox Company

[www.ascd.org](http://www.ascd.org) - organization that develops programs, products, and services essential to the way educators learn, teach, and lead.

[www.Rubistar.4teachers.org](http://www.Rubistar.4teachers.org) - rubric maker

[www.lessonplans.com](http://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](http://www.ed.gov/databases/ERIC_Digests/ed442300.html)

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**E. PROFESSIONAL EXPERIENCES**

**SC Standard: E1. Engage in extended learning opportunities for professional experiences.**

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

**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 work in education careers. 2A. Apply learning theories and principles to learners. 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. 4A. Determine classroom management procedures that support learning. 4B. Analyze how materials, furnishings, and other resources create safe and effective instructional environments. 5A. Examine how a variety of teaching strategies impact student learning. 5B. Examine purposes of and apply techniques for assessing student learning. 5C. Summarize how assessment is integrated into teaching and learning. 5D. Understand how learner feedback guides instruction. 5E. Integrate technology as a tool for instruction, evaluation, and management. 5F. Demonstrate discussion and questioning techniques that promote critical thinking and problem solving.

**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:** ELA A1, A2, A3, A4, A5, A6; ECON A9; WG A11; USHC A12; USG A13, A14, A15; EA A16, A17; G A18, A19; PC A20; DA A21, A22, A23, A24; PS A25; ES A36, A37; HE A38, A40, A41, A42, A43, A44, A45; ISTE A46, A47, A48, A49, A50, A51

**Essential Question(s):**

Why are extended learning opportunities important?

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**Indicators:**

| <b>What Students Should Know:</b>                                                                                                                                                                                                            | <b>What Students Should Be Able to Do:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ol style="list-style-type: none"><li>1. Cooperative education</li><li>2. Entrepreneurship</li><li>3. Internship</li><li>4. Job Shadowing</li><li>5. Mentoring</li><li>6. Youth apprenticeships</li><li>7. School-based enterprise</li></ol> | <ol style="list-style-type: none"><li>1. Identify components of cooperative education.</li><li>2. Research entrepreneurship opportunities.</li><li>3. Identify potential internships in South Carolina.</li><li>4. Plan job shadowing experiences for February/March.</li><li>5. Contact businesses for mentoring opportunities.</li><li>6. Identify requirements and qualifications for youth apprenticeships.</li><li>7. Establish a school-based enterprise for education.</li></ol> |

**Sample Learning Strategies:**

- 1-7 Research the different types of extended learning experiences. Summarize information to include age and other requirements, guidelines, length of time for the experience, hours, etc. Create a scenario about each type of experience as a class project and provide specific examples of the experience. Brainstorm possible issues that could be associated with the experience. Divide into small groups and follow the steps in problem solving to resolve the issue. Share resolutions with a professional for feedback. Reflect on the experience.
- 1-7 Think about the future prospects of becoming a teacher. Identify the extended learning opportunities that would be offered as a part of the classes taught. Create a persuasive presentation to get future students interested in becoming involved in the experience. Conduct peer evaluations. Write a reflection.
- 1-7 Develop Public Service Announcements, as individuals or teams, about extending learning opportunities available at the school. Conduct peer/teacher evaluations. Edit the announcements and present information to school administrators/school-to-work coordinators/guidance counselors for possible inclusion in new student orientation information.
- 1-7 Research and identify the role of government in the structuring of extended learning experiences. Categorize the experiences based on government and non-government influences. Explain how government influences non-governmental experiences.
- 1.1 Research cooperative education national associations. Identify mission, values, and vision. Identify the region for South Carolina and contact the regional vice president to get more information about the advantages and disadvantages of cooperative education.
- 1.2 Develop a presentation to educate peers and other audiences about cooperative education. Include all of the pros and cons. Discuss whether cooperative education is available in the school, personal feelings about cooperative education, and whether this is something to be involved in. Provide reasons for choices.

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- 2.1 Conduct a survey to determine the number of entrepreneurs in the school and community. Include the type of business and the number of years. Compile the results in a graph to show the top entrepreneurial business in the community.
- 2.2 Develop a list of questions and interview a young entrepreneur. Summarize the responses and relate the experience to personal preferences. Include in the summary two reasons why the business would be of interest and two reasons why the business would not be of interest. Support the information with research facts about the business.
- 2.3 Identify nonprofit organizations for entrepreneurship. Research the organizations and list the types of services offered.
- 3.1 Research internship opportunities available at the secondary and postsecondary level. Outline steps to becoming an intern. Insert information in career portfolio for future reference.
- 4.1 Compare on-site job shadowing with virtual job shadowing. Identify advantages and disadvantages of each. Contact a business of interest and schedule a job shadowing experience. Write a reflection of information gained. Report findings to peers.
- 5.1 Conduct a short school/community survey to determine the number of individuals who have participated in a mentoring experience. Develop questions and interview persons with the experience. Present information.
- 6 .1 Research youth apprenticeships. Identify apprenticeships available and outline the specific technical skills targeted. Collect artifacts that show the paperwork required to participate in apprenticeships and the opportunities during and after high school. Determine whether the apprenticeships include financial compensation and the amount of compensation, if any. Create a mock ad about the apprenticeship and present information to peers. Insert information in a career portfolio.
- 7 .1 Develop a plan as a class for a school based enterprise. Include all details in the plan for a successful enterprise. Write a proposal for possible implementation of the plan. Present the proposal to the class for peer/teacher feedback. Amend the proposal and present information to school officials.

**Formative Assessments:**

Projects with several interval products, peer evaluations, reflections on work, surveys, performances to demonstrate learning, career portfolio, teacher-student conferences, student self evaluations

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STAR Events: Focus on Children

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

**Resources:**

<http://ed.sc.gov/agency/ac/Career-and-Technology-Education/Program-Support/Work-BasedLearning.cfm> Work-based Learning: An Implementation Guide show a distinction between a Career and Technology Education (CATE) work-based learning experience and a CATE work-based learning course.

<http://www.beaufortccc.edu/stdserve/career/cooped.htm> Cooperative Education Defines cooperative education and answers pertinent question regarding cooperative education.

[http://psychology.wikia.com/wiki/Cooperative\\_education](http://psychology.wikia.com/wiki/Cooperative_education) Provides the definition, history, models, new approaches, and tips for integration of experiential methods,

<http://coopweb.sci.csupomona.edu/> Cal Poly Pomona provides an outline of the Cooperative Education experience that can be used a reference when developing a cooperative education experience plan.

<http://www.businessdictionary.com/definition/entrepreneurship.html> The Business Dictionary provides a definition of entrepreneurs and other related terms.

<http://www.articlesbase.com/entrepreneurship-articles/> Articlesbase is a free Online Articles Directory that provides

<http://www.internshipprograms.com/> Internship programs provide career advice for undergraduate students seeking internships, internship opportunities with top companies, and how to get hired from an internship.

<http://www.groovejob.com/browse/internships/in/SC/South-Carolina/Spartanburg/> Groovejob provides a listing of summer jobs, internships or volunteer opportunities in Spartanburg, SC

<http://www.jobsearchusa.org/jobs/south-carolina/entry-level-internships/all/> JobSearchUSA.org connects jobseekers and employers in South Carolina

<http://jobsearch.about.com/od/internshipsummerjobs/a/findinternship.htm> About.com provides strategies to find and get internships.

[www.microburstlearning.org](http://www.microburstlearning.org) MicroCareerBursts™ Highly Interactive Online Job Shadows

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<http://humanresources.about.com/od/training/g/job-shadowing.htm> About.com “Job Shadowing Is Effective On-the-Job Training by Susan M. Heathfield. She defines job shadowing, describes persons who benefit from job shadowing, and related links to better understand the opportunity.

<http://www.virtualjobshadow.com/> Virtualjobshadow is an interactive career exploration tool. Available via campus site license, classroom curriculum add on or individual teacher license.

<http://www.mentoring.org/> National Mentoring Partnership goal is to provide a public voice, develop and deliver resources, and promote quality for mentoring through standards, cutting edge research and state of the art tools.

<http://www.solutionsforamerica.org/healthyfam/mentoring-programs.html> Healthy Families and Children offer a mentoring program to model and help children develop socially and emotionally.

<https://21stcenturyapprenticeship.workforce3one.org/command/view.aspx?look=2000911470806304963&mode=info&pparams=> Registered Apprenticeship Community of Practice is an online resource for stakeholders to share information and learn from peers regarding innovative strategies and partnerships to train U. S. Workers.

<http://scvrd.net/employers/swat.php> The South Carolina Vocational Rehabilitation Department’s Skilled Workforce Apprenticeship Training (SWAT) program provides on-the-job training and soft skills clients need to become skilled workers with good career opportunities.

<http://gwtdtoday.com/main.asp?SectionID=26&SubSectionID=93&ArticleID=20440> GWDToday.com featured an article about students from the Frank G. Russell Career Center who participated in a Youth Apprenticeship Program. “Students Recognized for Participating in the Youth Apprenticeship Program” June 19, 2012.

<http://www.deca.org/sbe/> DECA offers opportunities for students to submit an entry to compete in the SBE video challenge.

[http://www.schools.utah.gov/cte/wbl\\_manual\\_enterprise.html](http://www.schools.utah.gov/cte/wbl_manual_enterprise.html) Utah State Office of Education provides a manual to show how they connect the community and the classroom. They offer definitions, student eligibility, liability exposure, student responsibilities and school supervisor responsibilities.

<http://recs.sc.gov/resources/work-basedlearning/Pages/School-BasedEnterprises.aspx> The Personal Pathways to Success Regional Education Centers provide a definition for School-based enterprises.