

# PRINCIPLES OF TEACHING

## Course Description:

This course provides opportunities for students with an interest in teaching to develop skills, strategies, and techniques used for instruction at various grade levels for a diverse population of student learners. Instruction addresses the principles and procedures for promoting the physical, emotional, social, and intellectual development of children, adolescents and developmentally appropriate practices in educational settings. Students will gain work experience in classrooms with certified teachers as part of their course work. Other components include the development of a four-year post-secondary plan, KTIP (KY Teacher Internship Program) and TPA requirements, KY Code of Ethics and educational pedagogy. Leadership experiences will be provided through various extra / co-curricular student organizations.

**Grade Level:** 11-12

**Credits:** 1.0 – 2.0

## Technical Content / Process

### Students will:

1. analyze the characteristics of an effective teacher.
2. evaluate proper classroom management strategies.
3. analyze challenges related to teaching and how teachers meet them.
4. identify the qualities of teacher professionalism and leadership.
5. describe the requirements to become a teacher in the state of Kentucky.
6. introduce the Kentucky Teacher Standards and the Kentucky Code of Ethics.
7. summarize the history of American education and how educational opportunities have evolved.
8. compare and contrast various structures of education systems.
9. explain how public schools are governed and funded.
10. prioritize current education trends and issues, such as No Child Left Behind.
11. describe societal challenges in education today, such as changing family patterns, cultures of schools, risky teen behavior, etc.
12. explore diversity and its implications in the classroom, including diverse teaching methods.
13. describe the components of a lesson plan.
14. compare and contrast various examples of lesson plans.
15. explore various teaching strategies.
16. research the current educational content standards for Kentucky.
17. distinguish between formative and summative assessment.
18. analyze different methods used to assess student learning.
19. design an instructional unit.
20. create a lesson plan using strategies and methods taught in class.
21. teach a lesson using the lesson plan developed by the student.
22. research effective use of technology in education.
23. recommend a plan for integrating technology into the everyday classroom.
24. observe, interact and reflect on teaching and learning within classrooms.
25. complete a portfolio that demonstrates knowledge of the teaching profession.
26. develop a four-year post-secondary plan.
27. identify career opportunities for educators.
28. identify the benefits of participation in professional associations for both students and teachers.
29. utilize activities of various extra / co-curricular organizations as an integral component of course content and leadership development.
30. apply reading and communication skills within technical content.
31. demonstrate employability and social skills relevant to the career cluster.

## Connections

- National Standards for Family and Consumer Sciences
- Partnership for 21<sup>st</sup> Century Skills
- Kentucky Academic Standards
- Mathematics and English/Language Arts
- Kentucky Occupational Skills Standards Assessment (KOSSA) Standards
- AAFCS Pre-PAC Assessment: Education Fundamentals

Course Title	<b>Principles of Teaching</b>	Grade Levels	11-12	Credit Value	1.0 - 2.0
Description	This course provides opportunities for students with an interest in teaching to develop skills, strategies, and techniques used for instruction at various grade levels for a diverse population of student learners. Instruction addresses the principles and procedures for promoting the physical, emotional, social, and intellectual development of children, adolescents and developmentally appropriate practices in educational settings. Students will gain work experience in classrooms with certified teachers as part of their course work. Other components include the development of a four-year post-secondary plan, KTIP (KY Teacher Internship Program) and TPA requirements, KY Code of Ethics and educational pedagogy. Leadership experiences will be provided through various extra / co-curricular student organizations.				
Prerequisites	Child & Human Development, Advanced Child & Human Development (For FCS Pathway Only)				
Unit Title	<b><u>Becoming a Teacher</u></b>				

### **Technical Content**

1. Students will analyze the characteristics of an effective teacher.
4. Students will identify the qualities of teacher professionalism and leadership.
5. Students will describe the requirements to become a teacher in the state of Kentucky.
6. Students will introduce the Kentucky Teacher Standards and the Kentucky Code of Ethics.
30. Students will apply reading and communication skills within technical content.

### **National Standards**

- 1.2.1 - Analyze potential career choices to determine the knowledge, skills, and attitudes associated with each career.
- 1.2.8 - Demonstrate work ethics and professionalism.
- 4.1.6 - Analyze the role of professional organizations in education and early childhood.
- 4.5.2 - Demonstrate problem-solving skills with children..
- 4.5.3 - Demonstrate interpersonal skills that promote positive and productive relationships with children.
- 4.5.4 - Implement strategies for constructive and supportive interactions between children and families.
- 4.6.1 - Utilize opportunities for continuing training and education.
- 4.6.2 - Apply professional ethical standards as accepted by the recognized professional organizations.
- 4.6.3 - Implement federal, state, and local standards, policies, regulations, and laws that affect children, families, and programs..
- 4.6.4 - Demonstrate enthusiasm, initiative, and commitment to program goals and improvements.
- 4.6.5 - Apply business management skills to planning businesses in early childhood, education, and services.
- 13.1.1 - Analyze processes for building and maintaining interpersonal relationships.

### **KY Academic Standards (Big Idea)**

#### **Career Awareness, Exploration, Planning - Vocational Studies**

Career awareness, exploration and planning gives students the opportunity to discover the various career areas that exist and introduce them to the realities involved with the workplace. Many factors need to be considered when selecting a career path and preparing for employment. Career awareness, exploration and planning will enable students to recognize the value of education, learn how to plan for careers and integrate academic subjects.

#### **Employability Skills - Vocational Studies**

Employability skills will focus on student’s competencies with their work habits and academic/technical skills that will impact an individual’s success in school and workplace. School-to-work transition skills will help students develop interpersonal skills and positive work habits.

### **English/Language Arts Standards**

- CC.11-12.L.1 Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- CC.11-12.L.2 Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- CC.11-12.L.4 Vocabulary Acquisition and Use: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.
- CC.11-12.R.I.7 Integration of Knowledge and Ideas: Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
- CC.11-12.SL.1 Comprehension and Collaboration: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

## **Technical Literacy Standards**

Reading / 11-12 / #1 - Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.

Reading / 11-12 / #2 – Determine central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.

Reading / 11-12 / #4 – Determine the meaning of symbols, key terms, and other domain-specific words/phrases as they are used in specific scientific and technical context.

Reading / 11-12 / #5 – Analyze how the text structures information or ideas into categories or hierarchies.

Reading / 11-12 / #10 – By the end of grade 12, read and comprehend science/technical texts in the grades 11-CCR text complexity band independently and proficiently.

Writing / 11-12 / #1 – Write arguments based on discipline-specific content.

Writing / 11-12 / #4 – Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.

Writing / 11-12 / #10 – Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

## **21st Century Skills and Knowledge**

Productivity and Accountability

Leadership and Responsibility

Life and Career Skills

Information Literacy

Initiative and Self-Direction

ICT (Information, Communications, and Technology) Literacy

## **KOSSA Standards**

3003.AA.1 Utilize effective verbal and non-verbal communication skills

3003.AA.2 Participate in conversation, discussion, and group presentations

3003.AA.3 Communicate and follow directions/procedures

3003.EA.1 Demonstrate enthusiasm and confidence about work and learning new tasks

3003.EA.2 Demonstrate consistent and punctual attendance

3003.EA.3 Demonstrate initiative in assuming tasks

3003.EA.4 Exhibit dependability in the workplace

3003.EA.5 Take and provide direction in the workplace

3003.EA.6 Accept responsibility for personal decisions and actions

3003.EB.3 Demonstrate ethical characteristics and behaviors

3003.EC.2 Use language and manners suitable for the workplace

## **AAFCS Pre-PAC Competencies**

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.

1C - Understand ethical and legal standards and principles that impact education careers.

2A - Apply learning theories and principles to learners.

## **Learning Targets - [Click here to view Sample Learner Activities](#)**

Analyze the characteristics of an effective teacher.

Provide examples of how the qualities of effective teachers apply in actual classroom situations.

Describe the major roles that teachers perform.

Identify the professional qualities that teachers should possess.

Construct questions and implement an interview with a highly effective teacher.

Develop an educational philosophy.

Analyze the Kentucky Teacher Standards.

Introduce the Kentucky Code of Ethics.

Research requirements for admission into a post-secondary teacher education program.

Research certification requirements for teacher licensure in Kentucky.

Review requirements for teaching portfolio.

Course Title	<b>Principles of Teaching</b>	Grade Levels	11-12	Credit Value	1.0 - 2.0
Description	This course provides opportunities for students with an interest in teaching to develop skills, strategies, and techniques used for instruction at various grade levels for a diverse population of student learners. Instruction addresses the principles and procedures for promoting the physical, emotional, social, and intellectual development of children, adolescents and developmentally appropriate practices in educational settings. Students will gain work experience in classrooms with certified teachers as part of their course work. Other components include the development of a four-year post-secondary plan, KTIP (KY Teacher Internship Program) and TPA requirements, KY Code of Ethics and educational pedagogy. Leadership experiences will be provided through various extra / co-curricular student organizations.				
Prerequisites	Child & Human Development, Advanced Child & Human Development (For FCS Pathway Only)				
Unit Title	<b><u>Foundations of Education</u></b>				

### **Technical Content**

2. Students will evaluate proper classroom management strategies.
3. Students will analyze challenges related to teaching and how teachers meet them.
7. Students will summarize the history of American education and how educational opportunities have evolved.
8. Students will compare and contrast various structures of education systems.
9. Students will explain how public schools are governed and funded.
10. Students will prioritize current education trends and issues, such as No Child Left Behind.
11. Students will describe societal challenges in education today, such as changing family patterns, cultures of schools, risky teen behavior, etc.
30. Students will apply reading and communication skills within technical content.

### **National Standards**

- 4.2.3 - Analyze cultural and environmental influences when assessing children's development.
- 4.2.5 - Analyze strategies that promote children's growth and development.
- 4.6.5 - Apply business management skills to planning businesses in early childhood, education, and services.
- 4.3.6 - Establish activities, routines, and transitions.
- 13.5.1 - Create an environment that encourages and respects the ideas, perspectives, and contributions of all group members.
- 13.5.2 - Demonstrate strategies to motivate, encourage, and build trust in group members.
- 13.5.3 - Demonstrate strategies that utilize the strengths and minimize the limitations of team members.
- 13.5.4 - Demonstrate techniques that develop team and community spirit.
- 13.5.5 - Demonstrate ways to organize and delegate responsibilities.
- 13.5.6 - Create strategies to integrate new members into the team.
- 13.5.7 - Demonstrate processes for cooperating, compromising, and collaborating.
- 1.2.7 - Analyze factors that contribute to maintaining safe and healthy school, work and community environments.

### **KY Academic Standards (Big Idea)**

#### **Career Awareness, Exploration, Planning - Vocational Studies**

Career awareness, exploration and planning gives students the opportunity to discover the various career areas that exist and introduce them to the realities involved with the workplace. Many factors need to be considered when selecting a career path and preparing for employment. Career awareness, exploration and planning will enable students to recognize the value of education, learn how to plan for careers and integrate academic subjects.

#### **Employability Skills - Vocational Studies**

Employability skills will focus on student's competencies with their work habits and academic/technical skills that will impact an individual's success in school and workplace. School-to-work transition skills will help students develop interpersonal skills and positive work habits.

#### **Communication/Technology - Vocational Studies**

Special communication and technology skills are needed for success in schooling and in the workplace. Students will be able to express information and ideas using a variety of technologies in various ways.

#### **Cultures and Societies - Social Studies**

Culture is the way of life shared by a group of people, including their ideas and traditions. Cultures reflect the values and beliefs of groups in different ways (e.g., art, music, literature, religion); however, there are universals (e.g., food, clothing, shelter, communication) connecting all cultures. Culture influences viewpoints, rules and institutions in a global society. Students should understand that people form cultural groups throughout the United States and the World, and that issues and challenges unite and divide them.

## **English/Language Arts Standards**

CC.11-12.L.1 Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CC.11-12.L.2 Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CC.11-12.L.4 Vocabulary Acquisition and Use: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.

CC.11-12.R.I.7 Integration of Knowledge and Ideas: Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

CC.11-12.SL.1 Comprehension and Collaboration: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

## **Technical Literacy Standards**

Reading / 11-12 / #1 - Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.

Reading / 11-12 / #2 – Determine central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.

Reading / 11-12 / #3 – Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.

Reading / 11-12 / #4 – Determine the meaning of symbols, key terms, and other domain-specific words/phrases as they are used in specific scientific and technical context.

Reading / 11-12 / #5 – Analyze how the text structures information or ideas into categories or hierarchies.

Reading / 11-12 / #6 – Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.

Reading / 11-12 / #8 – Evaluate the hypothesis, data, analysis, and conclusions in a science or technical text.

Reading / 11-12 / #9 – Synthesize information from a range of sources into a coherent understanding of a process, resolving conflicting information when possible.

Reading / 11-12 / #10 – By the end of grade 12, read and comprehend science/technical texts in the grades 11-CCR text complexity band independently and proficiently.

Writing / 11-12 / #1 – Write arguments based on discipline-specific content.

Writing / 11-12 / #2 – Write informative / explanatory texts, including narration of historical events, scientific procedures / experiments, or technical processes.

Writing / 11-12 / #4 – Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.

Writing / 11-12 / #7 – Conduct short as well as more sustained research projects to answer a question or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Writing / 11-12 / #8 – Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of specific task, purpose and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following standard format for citation.

Writing / 11-12 / #9 – Draw evidence from informational texts to support analysis, reflection, and research.

Writing / 11-12 / #10 – Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

## **Mathematics Standards**

CC.9-12.S.IC.6 Evaluate reports based on data.\*

## **21st Century Skills and Knowledge**

Creativity and Innovation

Critical Thinking and Problem Solving

Collaboration

Communication

Flexibility and Adaptability

Social and Cross-Cultural Skills

Productivity and Accountability

## **KOSSA Standards**

3003.AA.1 Utilize effective verbal and non-verbal communication skills

3003.AA.2 Participate in conversation, discussion, and group presentations

3003.AA.3 Communicate and follow directions/procedures

3003.AA.4 Communicate effectively with customers and co-workers

3003.AB.2 Read and interpret workplace documents

3003.AC.1 Utilize critical-thinking skills to determine best options/outcomes (e.g., analyze reliable/unreliable sources of information, use previous experiences, implement crisis management, develop contingency planning)

3003.AC.2 Utilize innovation and problem-solving skills to arrive at the best solution for current situation

3003.AG.1 Use technology appropriately to enhance professional presentations

3003.EC.2 Use language and manners suitable for the workplace

3003.EC.3 Demonstrate polite and respectful behavior toward others

3003.ED.2 Work with minimal supervision

3003.EE.8 Recognize the challenges and advantages of a global workforce

3003.EJ.5 Recognize the chain of command, organizational flow chart system, and hierarchy of management within an organization

## **AAFCS Pre-PAC Competencies**

1E - Examine the historical and contemporary significance of education in society.

2A - Apply learning theories and principles to learners.

2E - Determine management strategies that promote positive student behavior while engaging students in learning.

3C - Develop organizational and managerial skills that enhance professionalism.

4A - Determine classroom management procedures that support learning.

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

## **Learning Targets - Click here to view Sample Learner Activities**

Summarize the historical periods of American education.

Describe how educational opportunities have evolved over time.

Prioritize past and present education trends and issues.

Explain how public schools are governed and funded.

Identify the structure of education in Kentucky.

Evaluate the pros and cons of public / private / charter school systems.

Analyze challenges related to teaching and how teachers meet them.

Describe societal problems that impact schools and learning, along with possible solutions.

Develop a set of classroom expectations to enhance the learning environment.

Examine ways to create a positive learning climate.

Analyze and evaluate various classroom management strategies.

Observe a field-based classroom teacher to learn ways in which the teacher establishes and maintains an environment that promotes optimum learning experiences for all students.

Compose a written summary of the classroom management findings from the observation.

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Prerequisites	Child & Human Development, Advanced Child & Human Development (For FCS Pathway Only)				
Unit Title	<u><b>The Art of Teaching</b></u>				

### **Technical Content**

12. Students will explore diversity and its implications in the classroom, including diverse teaching methods.
13. Students will describe the components of a lesson plan.
14. Students will compare and contrast various examples of lesson plans.
15. Students will explore various teaching strategies.
16. Students will research the current educational content standards for Kentucky.
17. Students will distinguish between formative and summative assessment.
18. Students will analyze different methods used to assess student learning.
19. Students will design an instructional unit.
20. Students will create a lesson plan using strategies and methods taught in class.
21. Students will teach a lesson using the lesson plan developed by the student.
22. Students will research effective use of technology in education.
23. Students will recommend a plan for integrating technology into the everyday classroom.
24. Students will observe, interact and reflect on teaching and learning within classrooms.
30. Students will apply reading and communication skills within technical content.

### **National Standards**

- 1.2.5 - Analyze strategies to manage the effects of changing technologies in workplace settings.
- 1.2.6 - Demonstrate leadership skills and abilities in school, workplace and community settings.
- 4.2.1 - Analyze child development theories and their implications for educational and childcare practices.
- 4.2.2 - Apply a variety of assessment methods to observe and interpret children's growth and development.
- 4.2.3 - Analyze cultural and environmental influences when assessing children's development.
- 4.2.5 - Analyze strategies that promote children's growth and development.
- 4.3.1 - Analyze a variety of curriculum and instructional models.
- 4.3.2 - Implement learning activities in all curriculum areas that meet the developmental needs of children.
- 4.3.3 - Implement an integrated curriculum that incorporates a child's language, learning styles, early experiences, and cultural values.
- 4.3.4 - Demonstrate a variety of teaching methods to meet individual needs of children.
- 4.3.5 - Arrange learning centers that provide for children's exploration, discovery, and development.
- 4.3.6 - Establish activities, routines, and transitions.
- 12.1.2 - Analyze interrelationships among physical, emotional, social, and intellectual aspects of human growth and development.
- 12.2.3 - Analyze the effects of gender, ethnicity, and culture on individual development.

### **KY Academic Standards (Big Idea)**

#### **Career Awareness, Exploration, Planning - Vocational Studies**

Career awareness, exploration and planning gives students the opportunity to discover the various career areas that exist and introduce them to the realities involved with the workplace. Many factors need to be considered when selecting a career path and preparing for employment. Career awareness, exploration and planning will enable students to recognize the value of education, learn how to plan for careers and integrate academic subjects.

#### **Employability Skills - Vocational Studies**

Employability skills will focus on student's competencies with their work habits and academic/technical skills that will impact an individual's success in school and workplace. School-to-work transition skills will help students develop interpersonal skills and positive work habits.

### **Communication/Technology - Vocational Studies**

Special communication and technology skills are needed for success in schooling and in the workplace. Students will be able to express information and ideas using a variety of technologies in various ways.

### **Information, Communication and Productivity - Technology**

Students demonstrate a sound understanding of the nature and operations of technology systems. Students use technology to learn, to communicate, increase productivity and become competent users of technology.

Students manage and create effective oral, written and multimedia communication in a variety of forms and contexts.

### **Research, Inquiry/Problem-Solving and Innovation - Technology**

Students understand the role of technology in research and experimentation. Students engage technology in developing solutions for solving problems in the real world. Students will use technology for original creation and innovation.

## **English/Language Arts Standards**

CC.11-12.L.1 Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CC.11-12.L.2 Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CC.11-12.L.4 Vocabulary Acquisition and Use: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.

CC.11-12.R.I.4 Craft and Structure: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

CC.11-12.SL.1 Comprehension and Collaboration: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CC.11-12.SL.2 Comprehension and Collaboration: Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

## **Technical Literacy Standards**

Reading / 11-12 / #1 - Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.

Reading / 11-12 / #2 – Determine central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.

Reading / 11-12 / #3 – Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.

Reading / 11-12 / #4 – Determine the meaning of symbols, key terms, and other domain-specific words/phrases as they are used in specific scientific and technical context.

Reading / 11-12 / #5 – Analyze how the text structures information or ideas into categories or hierarchies.

Reading / 11-12 / #6 – Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.

Reading / 11-12 / #7 - Integrate and evaluate multiple sources of information presented in diverse formats and media in order to address a question or solve a problem.

Reading / 11-12 / #8 – Evaluate the hypothesis, data, analysis, and conclusions in a science or technical text.

Reading / 11-12 / #9 – Synthesize information from a range of sources into a coherent understanding of a process, resolving conflicting information when possible.

Reading / 11-12 / #10 – By the end of grade 12, read and comprehend science/technical texts in the grades 11-CCR text complexity band independently and proficiently.

Writing / 11-12 / #1 – Write arguments based on discipline-specific content.

Writing / 11-12 / #2 – Write informative / explanatory texts, including narration of historical events, scientific procedures / experiments, or technical processes.

Writing / 11-12 / #3 - Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

Writing / 11-12 / #4 – Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.

Writing / 11-12 / #6 – Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Writing / 11-12 / #7 – Conduct short as well as more sustained research projects to answer a question or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Writing / 11-12 / #9 – Draw evidence from informational texts to support analysis, reflection, and research.

Writing / 11-12 / #10 – Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

## **Mathematics Standards**

CC.9-12.S.IC.6 Evaluate reports based on data.\*

## **21st Century Skills and Knowledge**

Global Awareness

Creativity and Innovation

Critical Thinking and Problem Solving

Collaboration

Communication

ICT (Information, Communications, and Technology) Literacy

Leadership and Responsibility

Productivity and Accountability

Social and Cross-Cultural Skills

## **KOSSA Standards**

3003.AA.1 Utilize effective verbal and non-verbal communication skills

3003.AA.2 Participate in conversation, discussion, and group presentations

3003.AA.3 Communicate and follow directions/procedures

3003.AB.1 Locate and interpret written information

3003.AB.2 Read and interpret workplace documents

3003.AC.1 Utilize critical-thinking skills to determine best options/outcomes (e.g., analyze reliable/unreliable sources of information, use previous experiences, implement crisis management, develop contingency planning)

3003.AC.2 Utilize innovation and problem-solving skills to arrive at the best solution for current situation

3003.AC.3 Implement effective decision-making skills

3003.AF.1 Recognize the potential risks associated with Internet use

3003.AF.2 Identify and apply Internet security practices (e.g., password security, login, logout, log off, lock computer)

3003.AF.3 Practice safe, legal, and responsible use of technology in the workplace

3003.AG.1 Use technology appropriately to enhance professional presentations

3003.AH.1 Select and use appropriate devices, services, and applications to complete workplace tasks

3003.EA.1 Demonstrate enthusiasm and confidence about work and learning new tasks

3003.EC.1 Demonstrate appropriate dress and hygiene in the workplace

3003.EC.2 Use language and manners suitable for the workplace

3003.EC.3 Demonstrate polite and respectful behavior toward others

3003.EG.1 Contribute new ideas

3003.EG.2 Stimulate ideas by posing questions

3003.EG.3 Value varying ideas and opinions

3003.EG.4 Locate and verify information

3003.ED.1 Plan and follow a work schedule

3003.ED.2 Work with minimal supervision

3003.EE.1 Recognize diversity, discrimination, harassment, and equity

3003.EE.3 Explain the benefits of diversity within the workplace

3003.EE.5 Identify strategies to bridge cultural/generational differences and use differing perspectives to increase overall quality of work

3003.EF.3 Demonstrate effective team skills and evaluate their importance in the workplace (e.g., setting goals, listening, following directions, questioning, dividing work)

3003.EI.3 Provide helpful, courteous, and knowledgeable service

3003.EK.3 Identify and seek various job opportunities (e.g., volunteerism, internships, co-op, part-time/full-time employment)

3003.EM.1 Identify the value of new technologies and their impact on driving continuous change and the need for life-long learning

## **AAFCS Pre-PAC Competencies**

2A - Apply learning theories and principles to learners.

2B - Examine how effective teaching practices accommodate learning styles, learning differences, and special needs.

2C - Explain how language, culture, and educational background affect learning and schools.

3A - Describe curriculum and instruction models

3B - Establish instructional goals that are developmentally appropriate.

3D - Utilize relevant standards in instructional planning and assessment.

3E - Apply principles and elements of effective instruction and assessment.

5A - Examine how a variety of teaching strategies impact student learning.

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.

## **Learning Targets - Click here to view Sample Learner Activities**

Describe the components of a unit plan.

Describe the components of a lesson plan.

Compare and contrast various examples of lesson plans.

Research the current educational content standards for Kentucky.

Construct sample learning objectives using Bloom's Taxonomy.

Develop a sample unit plan.

Create and implement a sample lesson plan.

Distinguish between formative and summative assessment.

Identify the standards evaluated by the assessments.

Write examples of appropriate and effective test questions.

Develop a rubric to be used for performance-based assessments.

Explore diversity and its implications in the classroom.

Discuss and apply the various learning styles and multiple intelligences.

Introduce and utilize basic teaching skills (ex: questioning, encouraging participation, pacing and closure).

Analyze and implement differentiated instructional strategies.

Research effective use of technology in education.

Link a plan for integrating technology to appropriate standards and learning objectives.

Course Title	<b>Principles of Teaching</b>	Grade Levels	11-12	Credit Value	1.0 - 2.0
Description	This course provides opportunities for students with an interest in teaching to develop skills, strategies, and techniques used for instruction at various grade levels for a diverse population of student learners. Instruction addresses the principles and procedures for promoting the physical, emotional, social, and intellectual development of children, adolescents and developmentally appropriate practices in educational settings. Students will gain work experience in classrooms with certified teachers as part of their course work. Other components include the development of a four-year post-secondary plan, KTIP (KY Teacher Internship Program) and TPA requirements, KY Code of Ethics and educational pedagogy. Leadership experiences will be provided through various extra / co-curricular student organizations.				
Prerequisites	Child & Human Development, Advanced Child & Human Development (For FCS Pathway Only)				
Unit Title	<u><b>Career Opportunities</b></u>				

### **Technical Content**

25. Students will complete a portfolio that demonstrates knowledge of the teaching profession.
26. Students will develop a four-year post-secondary plan.
27. Students will identify career opportunities for educators.
28. Students will identify the benefits of participation in professional associations for both students and teachers.
29. Students will utilize activities of various extra / co-curricular organizations as an integral component of course content and leadership development.
30. Students will apply reading and communication skills within technical content.
31. Students will demonstrate employability and social skills relevant to the career cluster.

### **National Standards**

- 1.2.1 - Analyze potential career choices to determine the knowledge, skills, and attitudes associated with each career.
- 1.2.2 - Demonstrate job seeking and job keeping skills.
- 1.2.6 - Demonstrate leadership skills and abilities in school, workplace and community settings.
- 1.2.8 - Demonstrate work ethics and professionalism.
- 4.1.1 - Explain the roles and functions of individuals engaged in early childhood, education, and services.
- 4.1.2 - Analyze opportunities for employment and entrepreneurial endeavors.
- 4.1.3 - Summarize education and training requirements and opportunities for career paths in early childhood, education, and services.
- 4.1.5 - Create an employment portfolio for use with applying for internships and work-based learning opportunities in education and early childhood.
- 4.6.1 - Utilize opportunities for continuing training and education.
- 4.6.4 - Demonstrate enthusiasm, initiative, and commitment to program goals and improvements.

### **KY Academic Standards (Big Idea)**

#### **Career Awareness, Exploration, Planning - Vocational Studies**

Career awareness, exploration and planning gives students the opportunity to discover the various career areas that exist and introduce them to the realities involved with the workplace. Many factors need to be considered when selecting a career path and preparing for employment. Career awareness, exploration and planning will enable students to recognize the value of education, learn how to plan for careers and integrate academic subjects.

#### **Employability Skills - Vocational Studies**

Employability skills will focus on student's competencies with their work habits and academic/technical skills that will impact an individual's success in school and workplace. School-to-work transition skills will help students develop interpersonal skills and positive work habits.

### **English/Language Arts Standards**

- CC.11-12.L.1 Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- CC.11-12.L.2 Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- CC.11-12.SL.1 Comprehension and Collaboration: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

## **Technical Literacy Standards**

Reading / 11-12 / #10 – By the end of grade 12, read and comprehend science/technical texts in the grades 11-CCR text complexity band independently and proficiently.

Writing / 11-12 / #4 – Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.

Writing / 11-12 / #6 – Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Writing / 11-12 / #7 – Conduct short as well as more sustained research projects to answer a question or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Writing / 11-12 / #10 – Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

## **21st Century Skills and Knowledge**

Creativity and Innovation

Critical Thinking and Problem Solving

Life and Career Skills

Collaboration

Communication

ICT (Information, Communications, and Technology) Literacy

Initiative and Self-Direction

Leadership and Responsibility

Productivity and Accountability

## **KOSSA Standards**

3003.AA.1 Utilize effective verbal and non-verbal communication skills

3003.AB.1 Locate and interpret written information

3003.AB.2 Read and interpret workplace documents

3003.AB.6 Demonstrate the ability to write clearly and concisely using industry specific terminology

3003.AC.1 Utilize critical-thinking skills to determine best options/outcomes (e.g., analyze reliable/unreliable sources of information, use previous experiences, implement crisis management, develop contingency planning)

3003.AC.2 Utilize innovation and problem-solving skills to arrive at the best solution for current situation

3003.AD.4 Use tables, graphs, diagrams, and charts to obtain or convey information

3003.AF.3 Practice safe, legal, and responsible use of technology in the workplace

3003.AG.1 Use technology appropriately to enhance professional presentations

3003.EC.2 Use language and manners suitable for the workplace

3003.EC.3 Demonstrate polite and respectful behavior toward others

3003.EK.1 Recognize the importance of maintaining a job and pursuing a career

3003.EK.2 Define jobs associated with a specific career path or profession

3003.EK.3 Identify and seek various job opportunities (e.g., volunteerism, internships, co-op, part-time/full-time employment)

3003.EL.1 Acquire current and emerging industry-related information

3003.EL.4 Discuss the importance of flexible career planning and career self-management

## **AAFCS Pre-PAC Competencies**

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.

## **Learning Targets - [Click here to view Sample Learner Activities](#)**

Describe employment opportunities and trends within teaching.

Investigate career opportunities within the Education and Training career cluster.

Analyze teacher salaries and benefits.

Demonstrate employability and soft skills relevant to the career cluster.

Identify the benefits of participation in professional associations for both students and teachers.

Compare potential post-secondary education options.

Create a four-year post-secondary plan.

Develop a culminating teaching portfolio.