

TEACHING PROFESSIONAL (CTE)

MIS03 09041

Teaching Professional (CTE) courses introduce students to the principles underlying teaching and learning, the responsibilities and duties of teachers, and the techniques of imparting knowledge and information. These courses typically expose students to and train them in classroom management, student behavior, leadership and human relations skills, assessment of student progress, teaching strategies, and various career opportunities in the field of education.

Credit 1/2 or 1 credits
Max credit = 2

Level Grades 9-12

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| Standard 1 | <h2><i>CAREER, COMMUNITY, and FAMILY CONNECTIONS</i></h2> <p>Integrate multiple life roles and responsibilities in family, work, and community settings.</p> | |
| Topic 1.1 | <p>Analyze strategies to manage multiple roles and responsibilities (individual, family, career, community, and global).</p> <p>Student Competencies</p> | |
| | 1.1.1 | Summarize local and global policies, issues, and trends in the workplace, community, and family dynamics that affect individuals and families. |
| | 1.1.4 | Analyze potential effects of career path decisions on balancing work and family. |
| | 1.1.5 | Determine goals for life-long learning and leisure opportunities for all family members. |
| Topic 1.2 | <p>Demonstrate transferable knowledge, attitudes, and technical and employability skills in school, community, and workplace settings.</p> <p>Student Competencies</p> | |
| | 1.2.1 | Analyze potential career choices to determine the knowledge, skills, attitudes, and opportunities associated with each career. |
| | 1.2.3 | Apply communication skills in school, community, and workplace settings and with diverse populations. |
| | 1.2.7 | Analyze factors that contribute to maintaining safe and healthy school, work, and community environments. |
| | 1.2.8 | Demonstrate employability skills, work ethics, and professionalism. |

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| Topic 1.3 | Evaluate the reciprocal effects of individual and family participation in community and civic activities. | |
| | Student Competencies | |
| | 1.3.1 | Analyze goals that support individuals and family members in carrying out community and civic responsibilities. |
| | 1.3.6 | Identify ways individuals and families can influence change in policies, agencies, and institutions that affect individuals and families. |
| Standard 2 | <i>CONSUMER and FAMILY RESOURCES</i> | |
| | Evaluate management practices related to the human, economic, and environmental resources in a global context. | |
| Topic 2.1 | Demonstrate management of individual and family resources such as food, clothing, shelter, health care, recreation, transportation, time, and human capital. | |
| | Student Competencies | |
| | 2.1.1 | Apply time management, organizational, and process skills to prioritize tasks and achieve goals. |
| Topic 2.4 | Evaluate the effects of technology on individual and family resources in a global context. | |
| | Student Competencies | |
| | 2.4.3 | Assess the use of technology and its effect on quality of life. |
| Standard 4 | <i>EDUCATION and EARLY CHILDHOOD</i> | |
| | Integrate knowledge, skills, and practices required for careers in early childhood, education, and services. | |
| Topic 4.1 | Analyze career paths within early childhood, education, and related services. | |
| | Student Competencies | |
| | 4.1.1 | Explain the roles and functions of individuals engaged in early childhood, education, and services. |
| | 4.1.3 | Summarize education and training requirements and opportunities for career paths in early childhood, education, and services. |
| | 4.1.6 | Analyze the role of professional organizations in education and early childhood. |
| Topic 4.2 | Analyze developmentally appropriate and culturally responsive practices to plan for early childhood, education, and services. | |
| | Student Competencies | |
| | 4.2.1 | Analyze child development theories and their implications for educational and childcare practices. |
| | 4.2.2 | Explore assessment tools and methods to observe and interpret children's growth and development and apply to assess growth and development across the lifespan. |
| | 4.2.5 | Analyze strategies that promote growth and development of children, youth, and adults. |

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| Topic 4.3 | Demonstrate integration of curriculum and instruction to meet developmental needs and interests of children, youth, and adults, considering gender, ethnicity, geographical, cultural, and global influences. | |
| | Student Competencies | |
| | 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. |
| | 4.3.4 | Demonstrate a variety of teaching methods to meet individual needs of learners. |
| | 4.3.6 | Establish effective activities, routines, and transitions for various age groups. |
| Topic 4.4 | Demonstrate a safe and healthy learning environment for children, youth, and adults. | |
| | Student Competencies | |
| | 4.4.1 | Manage physical space to maintain a learning environment that is safe and healthy and encourages physical activity. |
| | 4.4.7 | Demonstrate security and emergency procedures. |
| Topic 4.5 | Demonstrate skills for building and maintaining positive collaborative relationships with children, youth, and adults in their family and community environments, considering gender, ethnicity, geographical, cultural, and global influences. | |
| | Student Competencies | |
| | 4.5.1 | Apply developmentally appropriate and culturally responsive guidelines for behavior. |
| | 4.5.4 | Implement strategies for constructive and supportive interactions between children, youth, and adults and their families and communities. |
| Topic 4.6 | Demonstrate professional practices and standards related to working with children, youth, and adults, including diverse populations. | |
| | Student Competencies | |
| | 4.6.1 | Explore 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 programs for children, youth, and adults and their families. |
| | 4.6.4 | Demonstrate enthusiasm, initiative, and commitment to program goals and improvements. |
| Standard 6 | <i>FAMILY</i> | |
| | Evaluate the significance of family and its effects on the well-being of individuals and society. | |
| Topic 6.1 | Analyze the effects of family as a system on individuals and society. | |
| | Student Competencies | |
| | 6.1.2 | Analyze the role of family in transmitting societal expectations. |
| | 6.1.3 | Analyze global influences on today's families. |
| | 6.1.4 | Analyze the role of family in teaching culture and traditions across the life span. |
| | 6.1.5 | Analyze the role of family in developing independence, interdependence, and commitment of family members. |
| | 6.1.6 | Analyze the effects of change and transitions over the life course. |

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| Topic 6.2 | Evaluate the effects of diverse perspectives, needs, and characteristics of individual and families. | |
| | Student Competencies | |
| | 6.2.1 | Demonstrate awareness of multiple diversities and their effects on individuals, families, and society. |
| | 6.2.2 | Analyze the effects of social and cultural diversity on individuals and families. |
| | 6.2.3 | Analyze the effects of empathy for diversity on individuals in family, work, and community settings. |
| | 6.2.4 | Demonstrate respect for diversity with sensitivity to anti-bias, gender, equity, age, culture, and ethnicity. |
| | 6.2.5 | Analyze the effects of globalization and increasing diversity on individuals, families, and society. |
| Standard 12 | <i>HUMAN DEVELOPMENT</i> Analyze factors that influence human growth and development. | |
| Topic 12.1 | Analyze principles of human growth and development across the life span. | |
| | Student Competencies | |
| | 12.1.1 | Analyze physical, emotional, social, moral, and cognitive development. |
| | 12.1.2 | Analyze interrelationships among physical, emotional, social, moral, and cognitive aspects of human growth and development. |
| | 12.1.3 | Analyze current and emerging research about human growth and development, including but not limited to brain development research. |
| Topic 12.3 | Analyze strategies that promote growth and development across the life span. | |
| | Student Competencies | |
| | 12.3.1 | Analyze the role of nurturance on human growth and development. |
| | 12.3.2 | Analyze the role of communication on human growth and development. |
| | 12.3.3 | Analyze the role of educational and family and social services support systems and resources in meeting human growth and development needs. |
| Standard 13 | <i>INTERPERSONAL RELATIONSHIPS</i> Demonstrate respectful and caring relationships in the family, workplace, and community. | |
| Topic 13.1 | Analyze functions and expectations of various types of relationships. | |
| | Student Competencies | |
| | 13.1.1 | Analyze processes for building and maintaining interpersonal relationships. |
| | 13.1.4 | Analyze factors that contribute to healthy and unhealthy relationships. |
| | 13.1.5 | Analyze processes for handling unhealthy relationships. |
| | 13.1.6 | Demonstrate stress management strategies for family, work, and community settings. |

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| Topic 13.2 | Analyze personal needs and characteristics and their effects on interpersonal relationships. | |
| | Student Competencies | |
| | 13.2.1 | Analyze the effects of personal characteristics on relationships. |
| | 13.2.2 | Analyze the effect of personal need on relationships. |
| | 13.2.3 | Analyze the effects of self-esteem and self-image on relationships. |
| | 13.2.4 | Analyze the effects of life span events and conditions on relationships. |
| | 13.2.5 | Explain the effects of personal standards and behaviors on interpersonal relationships. |
| Topic 13.3 | Demonstrate communication skills that contribute to positive relationships. | |
| | Student Competencies | |
| | 13.3.1 | Analyze communication styles and their effects on relationships. |
| | 13.3.2 | Demonstrate verbal and nonverbal behaviors and attitudes that contribute to effective communication. |
| | 13.3.3 | Demonstrate effective listening and feedback techniques. |
| Topic 13.4 | Evaluate effective conflict prevention and management techniques. | |
| | Student Competencies | |
| | 13.4.1 | Analyze the origin and development of attitudes and behaviors regarding conflict. |
| | 13.4.2 | Explain how similarities and differences among people affect conflict prevention and management. |
| | 13.4.3 | Apply the roles of decision making and problem solving in reducing and managing conflict. |
| Topic 13.5 | Demonstrate teamwork and leadership skills in the family, workplace, and community. | |
| | Student Competencies | |
| | 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. |
| Standard 15 | <i>PARENTING</i> Evaluate the effects of parenting roles and responsibilities on strengthening the well-being of individuals, families, and society. | |
| Topic 15.1 | Analyze roles and responsibilities of parenting. | |
| | Student Competencies | |
| | 15.1.1 | Analyze parenting roles across the life span. |
| | 15.1.2 | Analyze expectations and responsibilities of parenting. |
| | 15.1.3 | Analyze influences of parenting practices to the individuals, families, and society. |
| | 15.1.4 | Analyze societal conditions that influence parenting across the life span. |
| | 15.1.5 | Explain cultural differences and similarities in roles and responsibilities of parenting. |