Colorado CTE Course – Scope and Sequence

Course Name	Teacher Cadet 1A	Course Details	65 Class Periods- 45 Minutes Each
		Course = 0.50 Carnegie Unit Credit	70 Class Periods = 3170 Min Ea Sem
Course Description	This is the first semester of a full-year course is designed for students who have a strong interest in, or who are considering a career related to, the occupation of "teacher" at any age or grade level. Students will complete self-assessments, participate in individual and group projects, complete observations at various ages and stages of learning, and increase their understanding of themselves and others as "learners". The culminating event in this class is 50 hours of field experience during the second semester at an area school where students will plan and deliver lessons under the supervision of a cooperating teacher. This academic elective course is fast-paced and students may apply for college credit with a "B" or higher in the class.		
Note:	This is a suggested scope and sequence for the course content. The content will work with any textbook or instructional resource. If locally adapted, make sure all essential knowledge and skills are covered.		
SCED Identification #		Schedule calculation based on 60 calendar days of a 90-day semester. Scope and sequence allows for additional time for guest speakers, student presentations, field trips, remediation, or other content topics.	

All courses taught in an approved CTE program must include Essential Skills embedded into the course content. The Essential Skills Framework for this course can be found at **https://www.cde.state.co.us/standardsandinstruction/essentialskills** The technical standards for Family and Consumer Sciences are found on the National Administrators for Family and Consumer Sciences website at **LeadFCS National Standards and Competencies** For more information regarding Colorado Teacher Cadet go to http://coloradoteachercadet.cccs.edu/ ,

Instructional Unit Topic	Suggested Length of Instruction	CTE or Academic Standard Alignment	Competency / Performance Indicator	Outcome / Measurement	CTSO Integration
Experiencing Learning: Awareness and Reflection	450 minutes	I.1.1 : Students will analyze their strengths and areas for improvement as learners. I.1.2 : Students will evaluate themselves as diverse individuals,	*Students will be will be able to* :self-explore and examine personal characteristics and values : write an autobiographical essay examining themselves as individuals, learners, and community members	1: All About Me (pg. 70-79) 1: Realizing My Powers (p.80-81) 1: Through The Eyes of a Friend (pg. 69)	Early Childhood Education Teach and Train

		learners, and community members I.1.3 : Students will determine how diversity enhances the classroom and the community. I.1.4 : Students will analyze the role of self-esteem in learning and its contributing factors. I.1.5 : Students will recognize and establish a respectful environment for diverse populations of students in the classroom.	:introduce themselves and each other. :identify characteristics and causes of high and low self-esteem. :identify how self-concept is portrayed through children's literature. :identify ways in which self-esteem has been misinterpreted or misused in children's lives and education.	1: Full Pot (pg.82-85) 1: Children's Literature on Self Esteem (pg. 86-87) 1: Phony vs. Earned Self-Esteem (pg.88)	Technology in teaching Toys that Teach Focus on Children Digital stories for change
Experiencing Learning: Styles and Needs	225 Minutes	I.2.1 : Students will evaluate different learning styles I.2.2 : Students will identify the special needs and exceptionalities of learners and determine how these needs affect the learning process. I.2.3 : Students will evaluate major physical, social, and personal challenges that can impede successful learning.	*Students will be able to* :identify different preferred processing styles and explain their implications for lesson design. :identify and explain multiple intelligences :determine if they have analytical or global learning preferences and recognize advantages and disadvantages of each. :describe the levels of Maslow's Hierarchy of Needs and explain its implication for learners. :identify the challenges of working with exceptional needs students. :identify the need for greater understanding and sensitivity for exceptional learners.	2: Learning Styles and Needs (Pg. 98-103) 2: Gardner's Multiple Intelligences (pg. 104-109) 2: Analytical and Global Learning Preferences (pg. 110-117) 2: Maslow's Hierarchy of Needs (pg. 118-119) 4: Intro to the Exceptional Learners (pg. 213 – 215)	Early Childhood Education Teach and Train Technology in teaching Toys that Teach Focus on Children Digital stories for change

| | | | :will be able to define terms used to identify students with exceptional needs.

:identify stages of physical and cognitive development and strengths and/or challenges of a special needs classroom

:identify characteristics of learning disabilities and the best teaching strategies to use in addressing exceptional needs.

:identify characteristics of students with exceptional needs and determine resources available to help them and strategies for working with students learning English in addition to their native language.

:identify challenges of various barriers to learning and possible ways to accommodate these in the classroom. | 4: Walking in Somebody Else's Shoes (pg. 216-218)

4:Categories of Exceptional Student Ed. (pg. 219-226)

4: Gathering Info about Exceptional Student Ed. Through Observations (pg. 227-228)

4: Learning Disabilities – F.A.T. City video (pg. 229-230)

4: Special Attractions: Videos about Working w/Exceptional Students (pg.231-232)

5: English for Speakers of Other Languages (pg. 235-242)

5: Barriers Books and Videos: Telling the Story (pg. 253-256)

Colorado Diverse Learner Artifact – Note catcher reflection | |
| Experiencing Learning: Growth and Development | 1145 minutes | I.3.1 : Students will differentiate among the physical stages of learners.

I.3.2 : Students will differentiate among the cognitive stages of learners. | *Students will be able to* :identify physical,cognitive, moral, psychosocial, and social developmental characteristics and stages from birth through age eighteen. | 3: Physical Development (pg. 120-125)

3: Cognitive Development (pg. 126-130)

3: Moral Development (pg. 131-141) | Early Childhood Education

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		I.3.3 : Students will distinguish between the moral stages of learners. I.3.4 : Students will analyze the steps in the psychosocial stages of learners. I.3.5 : Students will apply their knowledge of the developmental changes of learners.	:analyze, synthesize, and apply developmental information relating to preschool-aged children. : identify various types of play and the significance of play. :identify stages of development and play of children ages birth through five while observing their behavior. :design a manipulative or game suitable for learning. :identify ways to aid parents' understanding of how they can help their child be successful in elementary school. :identify characteristics, challenges and needs of preadolescents and adolescents. :identify stages of development in pre-adolescents and adolescents	3: Psychosocial Development (pg. 142-145) 3: Social Cognitive Development (pg. 146-148) 3: Cadet Preschool Model or Cadet Preschool Booklet (pg. 149-154) **3: The Importance of Play (pg. 155-158)** 3: Play Day (pg. 159) **3: Observation of Children from Birth through Age 5 (pg. 163-166)** 3: Making Manipulatives (pg. 167-169) 3: What's A Parent to Do? (pg. 170-173) 3: Observation of the Elementary School Student (pg. 180-181) 3: Pre-Adolescent/Adolescent Literature (pg. 182-191) **3: Observation of the Middle School Student (pg. 192-193)** **3: Observation of the High School Student (pg. 197-198)** **3: The Teen Years (pg. 205-209)**	Technology in teaching Toys that Teach Focus on Children Digital stories for change Say Yes to FCS Education

			by observing them in a variety of classes. :identify how adolescents are characterized and how adults can address their traits and needs. :synthesize the information about all domains of development as they apply them to their own lives.	**3: Lifelines (pg. 210-212)**	
Experiencing the Teaching Profession: History and Trends	450 Minutes	III.1.1 : Students will identify and analyze the impact of key historical educational events in the United States. III.1.2 : Students will evaluate various educational philosophies and begin developing their own personal philosophy of education.	*Students will be able to* :identify and analyze various schools of educational philosophy. :determine how American education has changed in recent decades. :trace the history of education in the U.S. :analyze the historical events and social impact of integration in schools. :research, discuss, and /or debate a variety of educational issues that affect our schools.	11: Educational Philosophy (pg. 443-448) 13: Changes in American Education (pg. 461-462) 13: Discovering Educational Roots (pg. 463-471) 13: Integration: Separate but (Un)Equal (pg. 472) 14: Making the Case: School Issues on Trial (pg. 503-509) **Colorado Evolution of Education Artifact**	Career Investigation Teach and Train Technology in teaching Job Interview Ethical Dilemma Interpersonal Communications

					Say Yes to FCS Education
Experiencing the Teaching Profession: Structure and Governance	450 Minutes	III.2.1 : Students will compare and contrast the various types of schooling III.2.2 : Students will analyze the governance structure of their local, state, and national educational systems.	*Students will be able to* :identify challenging teaching situations and creative teaching. :analyze the many alternatives to traditional public education. :examine various school programs and initiatives that prepare pupils for the demands of the modern workplace. :identify how schools are governed at the federal, state and local levels. :identify educational functions which are fulfilled by district level staff members.	6: Being a Teacher Hollywood Style (pg. 259-265) 14: The Many Faces of Education (pg. 480-485) 14: Get with the Program (pg. 486-491) 14: Governance of Schools (pg. 492-498) 14: The Local Scene (pg. 499-500) **Colorado Evolution of Education Artifact**	Career Investigation Teach and Train Technology in teaching Job Interview Ethical Dilemma Interpersonal Communications Say Yes to FCS Education

Experiencing the Teaching Profession: Certification and Employment	337.50 Minutes	III.3.1 : Students will investigate careers in education. III.3.2 : Students will describe the process and structure of teacher certification. III.3.3 : Students will identify the reasons for teacher shortages and the content and geographic areas that are most greatly impacted. III.3.4 : Students will demonstrate effective job application and interview skills.	*Students will be able to* :examine how schools operate by exploring the roles of a variety of people who work in the school. :list the procedures involved in the certifications process to teach. :identify types and causes of teacher shortages and ways to address these shortages.	14: In Another's Shoes: A Shadowing Activity (pg. 501-502) 15: Making it Official: The Certification Process (pg. 515-516) 15: The Teacher Shortage: Supply and Demand (pg. 519) 15: "The Practicum" of the Certification Process (pg. 520-522) **Colorado Certification and Employment Artifact**	Career Investigation Teach and Train Job Interview Ethical Dilemma Interpersonal Communications Say Yes to FCS Education
Experiencing the Teaching Profession: Ethics and Professionalism	112.5 Minutes	III.4.1 : Students will analyze and interpret the current state code of educator conduct. III.4.2 : Students will demonstrate how teachers can exhibit leadership as advocates and agents of change for education and their communities. III.4.3 : Students will identify the services professional organizations provide for teachers.	*The student will be able to* :articulate the importance of ethics and professional behavior in the teaching profession : identify and evaluate the Teacher Code of Conduct. :list and analyze leadership roles teachers can take in their school communities.	12: Ethics in the Teaching Profession (pg. 449-450) 12: The Teacher Code of Conduct (pg. 451-453) 12: Teachers as Change Agents (pg. 458-460) 12: Hero Advocates for Educators (pg. 454-457)	Career Investigation Teach and Train Job Interview Ethical Dilemma

			:recognize the services and benefits professional organizations provide educators.		Interpersonal Communications Say Yes to FCS Education