

Colorado CTE Course – Scope and Sequence

Course Name	Teacher Cadet 1B		Course Details	65 Class Periods- 45 Minutes Each	
			Course = 0.50 Carnegie Unit Credit		
Course Description	This is the second semester of the course and 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 a 6-week mini-teaching experience during second semester at an area school where students will plan and deliver lessons under the supervision of a cooperating teacher. This 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.				
<p>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 LeadFCS website at LEADFCS National Standards and Competencies</p> <p>For more information regarding Colorado Teacher Cadet go to http://coloradoteachercadet.cccs.edu/ ,</p>					
Instructional Unit Topic	Suggested Length of Instruction	CTE or Academic Standard Alignment	Competency / Performance Indicator	Outcome / Measurement	CTSO Integration
EXPERIENCING THE CLASSROOM Observation & Preparation	675 min.	II.1.1 : Students will analyze their strengths and areas for improvement as potential teachers. II.1.2 : Students will evaluate positive and negative aspects of the teaching profession.	Students will be able to :identity positive and negative perceptions of the teaching profession that have existed throughout history : traits of effective teachers	6: Teachers: Yesterday and Today (pg. 271-276) 6: Seven Gifts for Teachers That Will Last a Lifetime (pg. 277-281) 7: Establishing Classroom Procedures (pg. 282-284)	Career Investigation Early Childhood Education Teach and Train

	<p>II.1.3 : Students will evaluate appropriate instructional objectives after analysis of developmental stages of learners.</p> <p>II.1.4 : Students will distinguish between effective and ineffective methodologies and teaching strategies and traits in various educational settings.</p> <p>II.1.5 : Students will analyze ways in which a teacher’s personality impacts instructional style and interaction.</p> <p>II.1.6 : Students will defend effective teaching methodologies and strategies.</p> <p>II.1.7 : Students will evaluate components of effective classroom climate, management, and discipline.</p> <p>II.1.8 : Students will incorporate various technologies in the planning of effective instruction and demonstrate its application.</p>	<p>: design procedures for basic classroom routines</p> <p>:Students will apply the knowledge they have gained from the Teacher Cadet course in a real world situation by observing, assisting and teaching in a real classroom.</p> <p>Students will be able to: prepare and present a peer lesson plan.</p> <p>: prepare science, math and foreign language lessons to teach.</p> <p>:identify challenging teaching situations and creative teaching strategies via drama.</p> <p>:recognize the positive actions of school staff members.</p> <p>:identify the characteristics of a highly effective teacher.</p> <p>: identify the strengths and weaknesses of a</p>	<p>11: The Field Experience (pg. 392-442)</p> <p>9: Student – Created Lessons (pg. 358-364)</p> <p>9: SAY, MAY, FLAY Lessons and Curricula (pg. 365-372)</p> <p>11: The Field Experience (pg. 392-442)</p> <p>6: Being a Teacher Hollywood Style (pg. 259-265)</p> <p>6: Caught in the Act (pg. 266-267)</p> <p>6: The Good, the Bad, the OH MY! (pg. 268-270)</p> <p>8: An Overview of Methodology: Silent Graffiti (pg. 302-304)</p> <p>8: Groups: We Can Work It Out (pg. 305-308)</p> <p>8: Questioning Techniques (pg. 309-320)</p> <p>8: Lecture: More than a Monologue (pg. 321-322)</p>	<p>Technology in teaching</p> <p>Toys that Teach</p> <p>Focus on Children</p> <p>Digital stories for change</p> <p>Say Yes to FCS Education</p> <p>Job Interview</p> <p>Ethical Dilemma</p> <p>Interpersonal Communications</p>
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		<p>II.1.9 : Students will evaluate various assessment techniques.</p> <p>II.1.10 : Students will design and deliver an effective lesson for instructor and peer feedback that differentiates instruction to accommodate all learners.</p>	<p>variety of teaching methods and materials.</p> <p>: use group strategies effectively for instruction.</p> <p>:use questioning strategies effectively in lessons.</p> <p>:incorporate lectures into lessons effectively.</p> <p>:define educational terms that are frequently used in school settings.</p> <p>:determine major categories and subcategories of educational terms.</p> <p>:identify strategies that enhance learning based on current brain research.</p> <p>:identify effective means by which to include technology in lessons.</p> <p>:describe various modes of assessment and their role in the educational process.</p>	<p>8: A Game: “I Have...Who Has...” (pg. 327-331)</p> <p>8: Another Game: Card Sort of Ed. Terms (pg. 340-350)</p> <p>8: Brain-Based Learning (pg. 351-357)</p> <p>8: High Tech Teaching: Plugged In (pg. 323-326)</p> <p>10: The A-B-Cs of Assessment (pg. 373-380)</p> <p>10: Assessment: How Do You Know They Know? (pg. 381-386)</p> <p>10: Principles of Data Use (pg. 387-389)</p> <p>9: Student – Created Lessons (pg. 358-364)</p>	
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			<p>:demonstrate their ability to recognize and design effective assessments that reveal student strengths and weaknesses and improve student outcomes.</p> <p>:identify areas of strength, challenge and critical needs using assessment data.</p>		
<p>Application and Instruction: The Internship with a Cooperating Teacher</p>	3375 min	<p>II.2.1 : Students will implement developmentally appropriate learning activities for all learners in order to build confidence, knowledge and skills.</p> <p>II.2.2 : Students will accommodate major physical, social, and personal challenges that can impede successful learning.</p> <p>II.2.3 : Students will apply knowledge of learning styles, multiple intelligences, and Bloom’s Taxonomy, Webb’s Depth of Knowledge, brain-based strategies for learning, and classroom management to instruction and assessment.</p> <p>II.2.4 : Students will design and deliver an effective lesson in a classroom setting</p>	<p>Students will be able to examine philosophies and techniques related to discipline and generate a variety of strategies by which to address the behaviors.</p> <p>:prepare and present a peer lesson plan.</p> <p>:prepare science, math and foreign language lessons to teach.</p> <p>:apply the knowledge they have gained from the Teacher Cadet course in a real world situation by observing, assisting and teaching in a real classroom.</p>	<p>7: Improving Classroom Discipline (pg. 287-301)</p> <p>9: Student – Created Lessons (pg. 358-364)</p> <p>9: SAY, MAY, FLAY Lessons and Curricula 9pg. 365-372)</p> <p>11: The Field Experience (pg. 392-442)</p> <p>Colorado Field Experience and Portfolio Rubric</p>	<p>Career Investigation</p> <p>Early Childhood Education</p> <p>Teach and Train</p> <p>Technology in teaching</p> <p>Toys that Teach</p> <p>Focus on Children</p> <p>Digital stories for change</p>

		<p>that differentiates instruction to accommodate all learners.</p> <p>II.2.5 : Students will apply the components of effective classroom climate, management, and discipline.</p> <p>II.2.6 : Students will describe, analyze, and reflect on their teaching practices and field experiences.</p>			<p>Say Yes to FCS Education</p> <p>Job Interview</p> <p>Ethical Dilemma</p> <p>Interpersonal Communications</p>