

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.			
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 LEADFCS NATIONAL STANDARDS For more information regarding Colorado Teacher Cadet, visit Home - Colorado Teacher Cadet					
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.	Students will be able to :identity positive and negative perceptions of the teaching profession that have existed throughout history	6: Teachers: Yesterday and Today (pg. 271-276)	Career Investigation
		II.1.2 : Students will evaluate positive and negative aspects of the teaching profession.		6: Seven Gifts for Teachers That Will Last a Lifetime (pg. 277-281)	Early Childhood Education
				: traits of effective teachers	7: Establishing Classroom Procedures (pg. 282-284)

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

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

Colorado CTE courses are required to integrate academic and essential skills into course content. The following academic standards have been identified as aligned to this course and should be integrated throughout instruction.

[CO CTE Academic Standards Resources](#) (Rubrics, integration strategies, etc)

[CDE Colorado Academic Standards Online](#) (Online standards lookup tool)

Reading, Writing, & Communicating

Standard 1: Oral Expression and Listening

- **Prepared Graduate 1:** Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
- **Prepared Graduate 2:** Deliver effective oral presentations for varied audiences and varied purposes.

Standard 2: Reading for All Purposes

- **Prepared Graduate 4:** Read a wide range of informational texts to build knowledge and to better understand the human experience.
- **Prepared Graduate 5:** Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.

Standard 3: Writing and Composition

- **Prepared Graduate 9:** Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.

Standard 4: Research Inquiry and Design

- **Prepared Graduate 10:** Gather information from a variety of sources; analyze and evaluate its quality and relevance; and use it ethically to answer complex questions.