



Family and Consumer Sciences Education 2009 Standards Review



Industry Sector: Hospitality, Human Services and Education

Cluster: Education and Training

Pathway: Consumer Services; Teaching and Training

The Education and Training Cluster prepares learners for careers in planning, managing and providing education and training services, and related learning support services.

Katy Blatnick-Gagné, Family and Consumer Sciences Program Director

Career Cluster/Cluster Grouping:	Education and Training
Pathway(s):	Teaching and Training
Prepared Completer Competencies:	
<ul style="list-style-type: none"> EDC01 ACADEMIC FOUNDATIONS: Achieve additional academic knowledge and skills required to pursue the full range of career and postsecondary education opportunities within a career cluster 	
High School Expectations	
Concepts and skills students know include:	
<ul style="list-style-type: none"> EDC01.01 Employ fundamental principles of psychology to enhance learner achievement. 	
Evidence Outcomes - Students can:	21st Century Skills and Readiness Competencies
<p>EDC01.01.01 Employ fundamental knowledge of developmental theory to enhance learner achievement. (RWC4.06.c)</p> <p>EDC01.01.02 Employ fundamental knowledge of learning theory to enhance learner achievement. (RWC 1.2.e, RWC 1.3.b, RWC1.5.c, RWC 3.04, RWC4.04.a, RWC4.06.c, RWC4.09.a)</p>	<p>Academic Content Knowledge Alignment:</p> <p>RWC1.2.e-Reading, Writing and Communicating, Oral Expression and Language Study, Design, implement, and lead collaborative groups to accomplish a goal. - Including all group members in discussions, activities, and presentations.</p> <p>RWC1.3.b-Reading, Writing and Communicating, Oral Expression and Language Study, Deliver planned oral presentations using verbal and nonverbal communication skills and critique the effectiveness. - Deliver formal presentations for intended purpose and audience, using clear enunciation and appropriate organization, gesture, tone, and vocabulary.</p> <p>RWC1.5.c-Reading, Writing and Communicating, Oral Expression and Language Study, Listen actively and contribute effectively in small and large groups to collaboratively accomplish a goal. - Participate in the preparations of the group activity or product, defining and assuming individual roles and responsibilities.</p> <p>RWC3.04.a-Reading, Writing and Communicating, Writing and Composition, Self-edit work for grammar, usage, and mechanics appropriate to audience, purpose, and context. - Apply the conventions of English when writing and editing.</p>

	<p>RWC4.04.a-Reading, Writing and Communicating, Research and Reasoning, Understand how the analysis of thinking, assessment of thinking, and intellectual character are integrated to form a complete reasoning process. - Evaluate quality and accuracy of information.</p> <p>RWC4.06.c-Reading, Writing and Communicating, Research and Reasoning, Collect, evaluate, and analyze information from multiple sources to answer a question, propose solutions or share findings and conclusions. - Identify and evaluate potential sources of information</p> <p>RWC4.09.a-Reading, Writing and Communicating, Research and Reasoning, Synthesize information from a variety of sources. - Integrate information from different sources to research and complete a project.</p> <p>Learning & Behavioral Skills (Inquiry, Application in Society & Technology & Nature of...):</p>
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Career Cluster/Cluster Grouping:	Education and Training
Pathway(s):	Teaching and Training
Prepared Completer Competencies: <ul style="list-style-type: none"> EDC01 ACADEMIC FOUNDATIONS: Achieve additional academic knowledge and skills required to pursue the full range of career and postsecondary education opportunities within a career cluster 	
High School Expectations	
Concepts and skills students know include: <ul style="list-style-type: none"> EDC01.02 Employ fundamental principles of sociology to enhance learner achievement. 	
Evidence Outcomes - Students can:	21st Century Skills and Readiness Competencies
<p>EDC01.02.01 Employ fundamental knowledge of the social interaction of individuals and institutions to enhance learner achievement. (RWC1.2.e, RWC1.5.c RWC4.06.c, RWC4.04.a)</p> <p>EDC01.02.02 Analyze social barriers to learning. (RWC4.04.a, RWC4.09.a)</p> <p>EDC01.02.03 Employ fundamental knowledge of the dynamics of sociological change to enhance professional practice. (RWC1.2.e, RWC1.3b, RWC1.5c, RWC3.04d)</p>	Academic Content Knowledge Alignment: <p>RWC1.2.e-Reading, Writing and Communicating, Oral Expression and Language Study, Design, implement, and lead collaborative groups to accomplish a goal. - Including all group members in discussions, activities, and presentations.</p> <p>RWC1.3.b-Reading, Writing and Communicating, Oral Expression and Language Study, Deliver planned oral presentations using verbal and nonverbal communication skills and critique the effectiveness. - Deliver formal presentations for intended purpose and audience, using clear enunciation and appropriate organization, gesture, tone, and vocabulary.</p> <p>RWC1.5.c-Reading, Writing and Communicating, Oral Expression and Language Study, Listen actively and contribute effectively in small and large groups to collaboratively accomplish a goal. - Participate in the preparations of the group activity or product, defining and assuming individual roles and responsibilities.</p> <p>RWC3.04.a-Reading, Writing and Communicating, Writing and Composition, Self-edit work for grammar, usage, and mechanics appropriate to audience, purpose, and context. - Apply the conventions of English when writing and editing.</p>

	<p>RWC4.04.a-Reading, Writing and Communicating, Research and Reasoning, Understand how the analysis of thinking, assessment of thinking, and intellectual character are integrated to form a complete reasoning process. - Evaluate quality and accuracy of information.</p> <p>RWC4.06.c-Reading, Writing and Communicating, Research and Reasoning, Collect, evaluate, and analyze information from multiple sources to answer a question, propose solutions or share findings and conclusions. - Identify and evaluate potential sources of information</p> <p>RWC4.09.a-Reading, Writing and Communicating, Research and Reasoning, Synthesize information from a variety of sources. - Integrate information from different sources to research and complete a project.</p> <p>Learning & Behavioral Skills (Inquiry, Application in Society & Technology & Nature of...):</p>
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Career Cluster/Cluster Grouping:	Education and Training
Pathway(s):	Teaching and Training
Prepared Completer Competencies: <ul style="list-style-type: none"> EDC01 ACADEMIC FOUNDATIONS: Achieve additional academic knowledge and skills required to pursue the full range of career and postsecondary education opportunities within a career cluster 	
High School Expectations	
Concepts and skills students know include: <ul style="list-style-type: none"> EDC01.03 Utilize knowledge about the history and belief systems of multiple cultural, ethnic, and racial groups to enhance learner achievement. 	
Evidence Outcomes - Students can:	21st Century Skills and Readiness Competencies
<p>EDC01.03.01 Explain the history of multiple cultural, ethnic, and racial groups as it relates to learning. (RWC2.06.a, RWC3.01.d, (RWC3.01.e, RWC3.01.f, RWC3.03.g, RWC3.03.e, RWC3.03.g, RWC3.04.a, RWC3.04.b, RWC3.04.c, RWC3.04.d, RWC3.06.b, RWC4.01.b, RWC4.06.d, RWC4.04.a)</p> <p>EDC01.03.02 Explain multiple cultural, ethnic, and racial groups' belief systems that relate to learning. (RWC2.06.a, RWC3.01.a, RWC3.01.b, RWC3.01.c, RWC3.01.d, RWC3.01.e, RWC3.01.f, RWC3.03.g, RWC3.04.a, RWC3.04.b, RWC3.04.c, RWC3.03.e, RWC3.03.g, RWC3.04.a, RWC3.04.b, RWC3.04.c, RWC3.04.d, RWC3.06.b, RWC4.01.b, RWC4.04.a, RWC4.06.d)</p>	Academic Content Knowledge Alignment: <p>RWC2.06.a-Reading, Writing and Communicating, Reading for All purposes, Apply understanding of complex organizational text structures and features to reading comprehension. - Use text features to verify, support, or clarify meaning.</p> <p>RWC3.01.a-Reading, Writing and Communicating, Writing and Composition, Use a recursive writing process for planning, developing and revising text for a variety of academic, workplace, and literary purposes and audiences. - Establish and maintain a text structure appropriate to audience and purpose.</p> <p>RWC3.01.b-Reading, Writing and Communicating, Writing and Composition, Use a recursive writing process for planning, developing and revising text for a variety of academic, workplace, and literary purposes and audiences. - Organize ideas consistent with text structure (e.g., chronology, proposition-support, critique, inductive-deductive) in well-developed paragraphs.</p> <p>RWC3.01.c-Reading, Writing and Communicating, Writing and Composition, Use a recursive writing process for planning, developing and revising text for a variety of academic, workplace, and literary purposes and audiences. - Select and use</p>

	<p>formal, informal, literary, or technical language appropriate to audience and context.</p> <p>RWC3.01.d-Reading, Writing and Communicating, Writing and Composition, Use a recursive writing process for planning, developing and revising text for a variety of academic, workplace, and literary purposes and audiences. - Write with clear focus, depth, accurate and relevant detail.</p> <p>RWC3.01.e-Reading, Writing and Communicating, Writing and Composition, Use a recursive writing process for planning, developing and revising text for a variety of academic, workplace, and literary purposes and audiences. - Use varied sentence length and structure to enhance meaning, including phrases, clauses, and parallel structure</p> <p>RWC3.01.f-Reading, Writing and Communicating, Writing and Composition, Use a recursive writing process for planning, developing and revising text for a variety of academic, workplace, and literary purposes and audiences. - Revise and critique work to improve style, word choice, and sentence variety, and to achieve intended purpose and effect.</p> <p>RWC3.03.e-Reading, Writing and Communicating, Writing and Composition, Manipulate the elements and structures of informational text to create persuasive, academic, and technical writing. - Use transitional words or phrases appropriate to text structure to enhance ideas.</p> <p>RWC3.03.g-Reading, Writing and Communicating, Writing and Composition, Manipulate the elements and structures of informational text to create persuasive, academic, and technical writing. - Draw a conclusion by synthesizing information.</p> <p>RWC3.04.a-Reading, Writing and Communicating, Writing and Composition, Self-edit work for grammar, usage, and mechanics appropriate to audience, purpose, and context. - Apply the conventions of English when writing and editing.</p> <p>RWC3.04.b-Reading, Writing and Communicating, Writing and Composition, Self-edit work for grammar, usage, and mechanics appropriate to audience, purpose,</p>
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	<p>and context. - Apply paragraph structures and formats appropriately (e.g., block or indented format)</p> <p>RWC3.04.c-Reading, Writing and Communicating, Writing and Composition, Self-edit work for grammar, usage, and mechanics appropriate to audience, purpose, and context. - Use word processing software tools (e.g., dictionary, thesaurus, spellchecker, grammar check) to edit work.</p> <p>RWC3.04.d-Reading, Writing and Communicating, Writing and Composition, Self-edit work for grammar, usage, and mechanics appropriate to audience, purpose, and context. - Use basic software tools and programs to organize and present supporting visual information (e.g., graphics, charts, photo images) so that is clearly understood by the reader.</p> <p>RWC3.06.b-Reading, Writing and Communicating, Writing and Composition, Independently produces writing that demonstrates correct use of mechanics and conventions of writing. - Use the conventions of English when writing and editing.</p> <p>RWC4.01.b-Reading, Writing and Communicating, Research and Reasoning, Conduct self-designed research that gathers and analyzes information from a variety of sources to answer a question, propose solutions or share findings and conclusions. - Identify and evaluate potential sources of information.</p> <p>RWC4.04.a-Reading, Writing and Communicating, Research and Reasoning, Understand how the analysis of thinking, assessment of thinking, and intellectual character are integrated to form a complete reasoning process. - Evaluate quality and accuracy of information.</p> <p>RWC4.06.d-Reading, Writing and Communicating, Research and Reasoning, Collect, evaluate, and analyze information from multiple sources to answer a question, propose solutions or share findings and conclusions. - Use a variety of strategies (e.g., technical reading, search engines, direct observation, interview) to collect and organize relevant information.</p>
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Family and Consumer Sciences Education 2009 Standards Review



	Learning & Behavioral Skills (Inquiry, Application in Society & Technology & Nature of...):
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Career Cluster/Cluster Grouping:	Education and Training
Pathway(s):	Teaching and Training
Prepared Completer Competencies: <ul style="list-style-type: none"> • EDC01 ACADEMIC FOUNDATIONS: Achieve additional academic knowledge and skills required to pursue the full range of career and postsecondary education opportunities within a career cluster 	

High School Expectations	
Concepts and skills students know include:	
<ul style="list-style-type: none"> • EDC01.04 Analyze and apply knowledge of the relationships between education and society to enhance learner achievement. 	
Evidence Outcomes - Students can:	21st Century Skills and Readiness Competencies
<p>EDC01.04.01 Employ fundamental knowledge of educational philosophies to enhance learner achievement. (RWC3.01.a, RWC3.01.c, RWC3.04.a, RWC3.06.b, RWC4.11.a, RWC4.11.b, RWC4.11.c, RWC4.11.d, RWC4.11.e, RWC4.11.f, RWC4.11.g, RWC4.11.h, RWC4.11.i, RWC4.11.j, RWC4.11.k, RWC4.11.l)</p> <p>EDC01.04.02 Analyze structures for governing professional practices in learning settings. (RWC3.01.a, RWC3.01.c, RWC3.04.a, RWC3.06.b, RWC4.11.a, RWC4.11.b, RWC4.11.c, RWC4.11.d, RWC4.11.e, RWC4.11.f, RWC4.11.g, RWC4.11.h, RWC4.11.i, RWC4.11.j, RWC4.11.k, RWC4.11.l)</p> <p>EDC01.04.03 Apply fundamental knowledge of economics to enhance learner achievement. (RWC3.01.a, RWC3.01.c, RWC3.04.a, RWC3.06.b, RWC4.11.a, RWC4.11.b, RWC4.11.c, RWC4.11.d, RWC4.11.e, RWC4.11.f, RWC4.11.g, RWC4.11.h, RWC4.11.i, RWC4.11.j, RWC4.11.k, RWC4.11.l)</p>	<p>Academic Content Knowledge Alignment:</p> <p>RWC3.01.a-Reading, Writing and Communicating, Writing and Composition, Use a recursive writing process for planning, developing and revising text for a variety of academic, workplace, and literary purposes and audiences. - Establish and maintain a text structure appropriate to audience and purpose.</p> <p>RWC3.01.c-Reading, Writing and Communicating, Writing and Composition, Use a recursive writing process for planning, developing and revising text for a variety of academic, workplace, and literary purposes and audiences. - Select and use formal, informal, literary, or technical language appropriate to audience and context.</p> <p>RWC3.01.f-Reading, Writing and Communicating, Writing and Composition, Use a recursive writing process for planning, developing and revising text for a variety of academic, workplace, and literary purposes and audiences. - Revise and critique work to improve style, word choice, and sentence variety, and to achieve intended purpose and effect.</p> <p>RWC3.04.a-Reading, Writing and Communicating, Writing and Composition, Self-edit work for grammar, usage, and mechanics appropriate to audience, purpose, and context. - Apply the conventions of English when writing and editing.</p> <p>RWC3.06.b-Reading, Writing and Communicating, Writing and Composition, Independently produces writing that demonstrates correct use of mechanics and conventions of writing. - Use the conventions of English when writing and editing.</p> <p>RWC4.11.a-Reading, Writing and Communicating, Research and Reasoning, Use quality reasoning and effective problem solving strategies. - Analyze the purpose, question at issue, information, points of view, implications and consequences,</p>

	<p>inferences, assumptions and concepts inherent in thinking.</p> <p>RWC4.11.b-Reading, Writing and Communicating, Research and Reasoning, Use quality reasoning and effective problem solving strategies. - Assess strengths and weaknesses of their thinking and thinking of others by using criteria including: relevance, clarity, accuracy, fairness, significance, depth, breadth, logic and precision.</p> <p>RWC4.11.c-Reading, Writing and Communicating, Research and Reasoning, Use quality reasoning and effective problem solving strategies. - Articulate goal and purpose.</p> <p>RWC4.11.d-Reading, Writing and Communicating, Research and Reasoning, Use quality reasoning and effective problem solving strategies. - State the problem clearly and precisely.</p> <p>RWC4.11.e-Reading, Writing and Communicating, Research and Reasoning, Use quality reasoning and effective problem solving strategies. - Identify the type of problem at hand.</p> <p>RWC4.11.f-Reading, Writing and Communicating, Research and Reasoning, Use quality reasoning and effective problem solving strategies. - Determine what parts of the problem are solvable.</p> <p>RWC4.11.g-Reading, Writing and Communicating, Research and Reasoning, Use quality reasoning and effective problem solving strategies. - Determine the information needed to solve the problem.</p> <p>RWC4.11.h-Reading, Writing and Communicating, Research and Reasoning, Use quality reasoning and effective problem solving strategies. - Analyze and interpret information.</p> <p>RWC4.11.i-Reading, Writing and Communicating, Research and Reasoning, Use quality reasoning and effective problem solving strategies. - Make inferences after considering information.</p>
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	<p>RWC4.11.j-Reading, Writing and Communicating, Research and Reasoning, Use quality reasoning and effective problem solving strategies. - Identify and evaluate options for advantages and disadvantages.</p> <p>RWC4.11.k-Reading, Writing and Communicating, Research and Reasoning, Use quality reasoning and effective problem solving strategies. - Determine appropriate forms of action.</p> <p>RWC4.11.l-Reading, Writing and Communicating, Research and Reasoning, Use quality reasoning and effective problem solving strategies. - Monitor the implications of actions.</p> <p>Learning & Behavioral Skills (Inquiry, Application in Society & Technology & Nature of...):</p>
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Career Cluster/Cluster Grouping:	Education and Training
Pathway(s):	Teaching and Training
Prepared Completer Competencies:	
<ul style="list-style-type: none"> EDC01 ACADEMIC FOUNDATIONS: Achieve additional academic knowledge and skills required to pursue the full range of career and postsecondary education opportunities within a career cluster 	
High School Expectations	
Concepts and skills students know include:	
<ul style="list-style-type: none"> EDC01.05 Explain and apply a variety of instructional models to enhance learning achievement. 	

Evidence Outcomes - Students can:	21 st Century Skills and Readiness Competencies
<p>EDC01.05.01 Explain models of instruction. (RWC1.1.b, RWC1.1.c, RWC1.2.a, RWC1.3.b, RWC1.7.a, RWC4.04.c, RWC4.04.d, RWC4.06.a, RWC4.06.d)</p> <p>EDC01.05.02 Employ models of instruction to enhance learner achievement. (RWC1.1a, RWC1.1.b, RWC1.1c, RWC1.1.d, RWC1.1.e)</p>	<p>Academic Content Knowledge Alignment:</p> <p>RWC1.1.a-Reading, Writing and Communicating, Oral Expression and Language Study, Prepare and deliver formal and informal oral presentations for a variety of purposes and audiences (exposition, persuasion, inspiration, entertainment, recognition of a special occasion.) - Identify a central idea or thesis, organize ideas, and develop a speech for an intended purpose and audience.</p> <p>RWC1.1.b-Reading, Writing and Communicating, Oral Expression and Language Study, Prepare and deliver formal and informal oral presentations for a variety of purposes and audiences (exposition, persuasion, inspiration, entertainment, recognition of a special occasion.) - Use examples, illustrations, graphics, quotations, analogies, facts and statistics to focus and support the content of a presentation.</p> <p>RWC1.1.c-Reading, Writing and Communicating, Oral Expression and Language Study, Prepare and deliver formal and informal oral presentations for a variety of purposes and audiences (exposition, persuasion, inspiration, entertainment, recognition of a special occasion.) - Use grammar and vocabulary appropriate for situations, audience, topic and purpose.</p> <p>RWC1.1.d-Reading, Writing and Communicating, Oral Expression and Language Study, Prepare and deliver formal and informal oral presentations for a variety of purposes and audiences (exposition, persuasion, inspiration, entertainment, recognition of a special occasion.) - Choose specific words and word order for intended effect and meaning.</p> <p>RWC1.1.e-Reading, Writing and Communicating, Oral Expression and Language Study, Prepare and deliver formal and informal oral presentations for a variety of purposes and audiences (exposition, persuasion, inspiration, entertainment, recognition of a special occasion.) - Select appropriate technical or specialized language to help the audience understand content of the presentation.</p> <p>RWC1.2.a-Reading, Writing and Communicating, Oral Expression and Language</p>

	<p>Study, Design, implement, and lead collaborative groups to accomplish a goal. - Choose specific words for intended effect on particular audiences.</p> <p>RWC1.3.b-Reading, Writing and Communicating, Oral Expression and Language Study, Deliver planned oral presentations using verbal and nonverbal communication skills and critique the effectiveness. - Deliver formal presentations for intended purpose and audience, using clear enunciation and appropriate organization, gesture, tone, and vocabulary.</p> <p>RWC1.7.a-Reading, Writing and Communicating, Oral Expression and Language Study, Deliver and apply skills in preparing a planned formal and informal oral presentations to various audiences using appropriate communication skills. - Give formal and informal talks to various audiences and for various purposes using appropriate level of formality and rhetorical devices.</p> <p>RWC4.04.c-Reading, Writing and Communicating, Research and Reasoning, Understand how the analysis of thinking, assessment of thinking, and intellectual character are integrated to form a complete reasoning process. - Understand how to develop a plan and collect information.</p> <p>RWC4.06.a-Reading, Writing and Communicating, Research and Reasoning, Collect, evaluate, and analyze information from multiple sources to answer a question, propose solutions or share findings and conclusions. - Define and narrow a topic for research, developing the central idea or focus.</p> <p>RWC4.06.d-Reading, Writing and Communicating, Research and Reasoning, Collect, evaluate, and analyze information from multiple sources to answer a question, propose solutions or share findings and conclusions. - Use a variety of strategies (e.g., technical reading, search engines, direct observation, interview) to collect and organize relevant information.</p>
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	<p>Learning & Behavioral Skills (Inquiry, Application in Society & Technology & Nature of...):</p>
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Career Cluster/Cluster Grouping:	Education and Training
Pathway(s):	Teaching and Training
<p>Prepared Completer Competencies:</p> <ul style="list-style-type: none"> EDC01 ACADEMIC FOUNDATIONS: Achieve additional academic knowledge and skills required to pursue the full range of career and postsecondary education opportunities within a career cluster 	
High School Expectations	
<p>Concepts and skills students know include:</p> <ul style="list-style-type: none"> EDC01.07 Employ knowledge of economic principles to enhance understanding of professional practices in learning settings. 	
Evidence Outcomes - Students can:	21st Century Skills and Readiness Competencies
<p>EDC01.07.01 Employ fundamental knowledge of macroeconomics to enhance funding for professional practices in learning settings. (RWC1.2.e, RWC1.3.b, RWC1.5.c, RWC3.04.d)</p> <p>EDC01.07.02 Employ fundamental knowledge of microeconomics to enhance funding for professional practices in learning settings. (RWC1.2.e, RWC1.3.b, RWC1.5.c, RWC3.04.d)</p>	<p>Academic Content Knowledge Alignment:</p> <p>RWC1.2.e-Reading, Writing and Communicating, Oral Expression and Language Study, Design, implement, and lead collaborative groups to accomplish a goal. - Including all group members in discussions, activities, and presentations.</p> <p>RWC1.3.b-Reading, Writing and Communicating, Oral Expression and Language Study, Deliver planned oral presentations using verbal and nonverbal communication skills and critique the effectiveness. - Deliver formal presentations for intended purpose and audience, using clear enunciation and appropriate organization, gesture, tone, and vocabulary.</p>

	<p>RWC1.5.c-Reading, Writing and Communicating, Oral Expression and Language Study, Listen actively and contribute effectively in small and large groups to collaboratively accomplish a goal. - Participate in the preparations of the group activity or product, defining and assuming individual roles and responsibilities.</p> <p>RWC3.04.d-Reading, Writing and Communicating, Writing and Composition, Self-edit work for grammar, usage, and mechanics appropriate to audience, purpose, and context. - Use basic software tools and programs to organize and present supporting visual information (e.g., graphics, charts, photo images) so that is clearly understood by the reader.</p> <p>Learning & Behavioral Skills (Inquiry, Application in Society & Technology & Nature of...):</p>
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Career Cluster/Cluster Grouping:	Education and Training
Pathway(s):	Teaching and Training
Prepared Completer Competencies: <ul style="list-style-type: none"> EDC02 COMMUNICATIONS: <i>Use oral and written communication skills in creating, expressing and interpreting information and ideas including technical terminology and information.</i> 	
High School Expectations	
Concepts and skills students know include: <ul style="list-style-type: none"> EDC02.01 Apply verbal communication skills to enhance learning and stakeholder commitment to learning organization. 	
Evidence Outcomes - Students can:	21st Century Skills and Readiness Competencies

EDC02.01.01 Provide information using motivational and engaging communication techniques. (RWC1.1.c, RWC1.1.d, RWC1.1.e, RWC1.2.a, RWC1.7.g)

EDC02.01.03 Use non-verbal communication to enhance verbal communication. (RWC1.1.b, RWC1.7.b)

EDC02.01.04 Customize communication messages to fit the audience members. (RWC1.1.b, RWC1.1.c, RWC1.1.e, RWC1.3.b)

EDC02.01.05 Recognize and address barriers to oral communication. (RWC1.1.b, RWC1.1.c, RWC1.1.d, RWC1.1.e, RWC1.2.a, RWC1.3.b, RWC1.3.c, RWC1.7.b, RWC1.7.g)

EDC02.01.06 Give clear verbal directions. (RWC1.1.d)

EDC02.01.07 Utilize feedback to improve communication. (RWC1.3.c)

Academic Content Knowledge Alignment:

RWC1.1.b-Reading, Writing and Communicating, Oral Expression and Language Study, Prepare and deliver formal and informal oral presentations for a variety of purposes and audiences (exposition, persuasion, inspiration, entertainment, recognition of a special occasion.) - Use examples, illustrations, graphics, quotations, analogies, facts and statistics to focus and support the content of a presentation.

RWC1.1.c-Reading, Writing and Communicating, Oral Expression and Language Study, Prepare and deliver formal and informal oral presentations for a variety of purposes and audiences (exposition, persuasion, inspiration, entertainment, recognition of a special occasion.) - Use grammar and vocabulary appropriate for situations, audience, topic and purpose.

RWC1.1.d-Reading, Writing and Communicating, Oral Expression and Language Study, Prepare and deliver formal and informal oral presentations for a variety of purposes and audiences (exposition, persuasion, inspiration, entertainment, recognition of a special occasion.) - Choose specific words and word order for intended effect and meaning.

RWC1.1.e-Reading, Writing and Communicating, Oral Expression and Language Study, Prepare and deliver formal and informal oral presentations for a variety of purposes and audiences (exposition, persuasion, inspiration, entertainment, recognition of a special occasion.) - Select appropriate technical or specialized language to help the audience understand content of the presentation.

RWC1.2.a-Reading, Writing and Communicating, Oral Expression and Language Study, Design, implement, and lead collaborative groups to accomplish a goal. - Choose specific words for intended effect on particular audiences.

RWC1.3.b-Reading, Writing and Communicating, Oral Expression and Language Study, Deliver planned oral presentations using verbal and nonverbal communication skills and critique the effectiveness. - Deliver formal presentations for intended purpose and audience, using clear enunciation and appropriate organization, gesture, tone, and vocabulary.

	<p>RWC1.3.c-Reading, Writing and Communicating, Oral Expression and Language Study, Deliver planned oral presentations using verbal and nonverbal communication skills and critique the effectiveness. - Analyze differences in audience responses in order to focus group in an organized and systematic way (e.g., to convince, to bring group to consensus, to solve a problem).</p> <p>RWC1.7.b-Reading, Writing and Communicating, Oral Expression and Language Study, Deliver and apply skills in preparing a planned formal and informal oral presentations to various audiences using appropriate communication skills. - Use verbal and nonverbal techniques to communicate information.</p> <p>RWC1.7.g-Reading, Writing and Communicating, Oral Expression and Language Study, Deliver and apply skills in preparing a planned formal and informal oral presentations to various audiences using appropriate communication skills. - Select appropriate technical or specialized language to help the audience understand content of the presentation.</p> <p>RWC1.3.b-Reading, Writing and Communicating, Oral Expression and Language Study, Deliver planned oral presentations using verbal and nonverbal communication skills and critique the effectiveness. - Deliver formal presentations for intended purpose and audience, using clear enunciation and appropriate organization, gesture, tone, and vocabulary.</p> <p>RWC1.7.a-Reading, Writing and Communicating, Oral Expression and Language Study, Deliver and apply skills in preparing a planned formal and informal oral presentations to various audiences using appropriate communication skills. - Give formal and informal talks to various audiences and for various purposes using appropriate level of formality and rhetorical devices.</p> <p>RWC1.7.g-Reading, Writing and Communicating, Oral Expression and Language Study, Deliver and apply skills in preparing a planned formal and informal oral presentations to various audiences using appropriate communication skills. - Select appropriate technical or specialized language to help the audience understand content of the presentation.</p>
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	Learning & Behavioral Skills (Inquiry, Application in Society & Technology & Nature of...):
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Career Cluster/Cluster Grouping:	Education and Training
Pathway(s):	Teaching and Training
Prepared Completer Competencies:	
<ul style="list-style-type: none"> EDC02 COMMUNICATIONS: Use oral and written communication skills in creating, expressing and interpreting information and ideas including technical terminology and information. 	
High School Expectations	
Concepts and skills students know include:	
<ul style="list-style-type: none"> EDC02.02 Employ communication skills in interactive situations to enhance learning and stakeholder commitment to the organization. 	
Evidence Outcomes - Students can:	21st Century Skills and Readiness Competencies
<p>EDC02.02.01 Utilize interviewing skills. (RWC1.1.a, RWC1.1.b, RWC1.1.c, RWC1.1.d, RWC1.1.e)</p> <p>EDC02.02.02 Utilize discussion skills. (RWC1.1.a, RWC1.1.b, RWC1.1.c, RWC1.1.d, RWC1.1.e)</p> <p>EDC02.02.03 Utilize questioning skills. (RWC1.1.a, RWC1.1.b, RWC1.1.c, RWC1.1.d, RWC1.1.e)</p> <p>EDC02.02.04 Apply listening skills to enhance learning and stakeholder investment in learning organization. (RWC1.3.d)</p>	<p>Academic Content Knowledge Alignment:</p> <p>RWC1.1.a-Reading, Writing and Communicating, Oral Expression and Language Study, Prepare and deliver formal and informal oral presentations for a variety of purposes and audiences (exposition, persuasion, inspiration, entertainment, recognition of a special occasion.) - Identify a central idea or thesis, organize ideas, and develop a speech for an intended purpose and audience.</p> <p>RWC1.1.b-Reading, Writing and Communicating, Oral Expression and Language Study, Prepare and deliver formal and informal oral presentations for a variety of purposes and audiences (exposition, persuasion, inspiration, entertainment, recognition of a special occasion.) - Use examples, illustrations, graphics,</p>

<p>EDC02.02.05 Follow verbal directions. (RWC1.1.a, RWC1.1.b, RWC1.1.c, RWC1.1.d, RWC1.1.e)</p>	<p>quotations, analogies, facts and statistics to focus and support the content of a presentation.</p> <p>RWC1.1.c-Reading, Writing and Communicating, Oral Expression and Language Study, Prepare and deliver formal and informal oral presentations for a variety of purposes and audiences (exposition, persuasion, inspiration, entertainment, recognition of a special occasion.) - Use grammar and vocabulary appropriate for situations, audience, topic and purpose.</p> <p>RWC1.1.d-Reading, Writing and Communicating, Oral Expression and Language Study, Prepare and deliver formal and informal oral presentations for a variety of purposes and audiences (exposition, persuasion, inspiration, entertainment, recognition of a special occasion.) - Choose specific words and word order for intended effect and meaning.</p> <p>RWC1.1.e-Reading, Writing and Communicating, Oral Expression and Language Study, Prepare and deliver formal and informal oral presentations for a variety of purposes and audiences (exposition, persuasion, inspiration, entertainment, recognition of a special occasion.) - Select appropriate technical or specialized language to help the audience understand content of the presentation.</p> <p>RWC1.3.d-Reading, Writing and Communicating, Oral Expression and Language Study, Deliver planned oral presentations using verbal and nonverbal communication skills and critique the effectiveness. - Analyze and critique the relationships among purpose, audience, and content of presentations of self and others, including evidence of potential bias, and contradictory or irrelevant information.</p> <p>Learning & Behavioral Skills (Inquiry, Application in Society & Technology & Nature of...):</p>
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Career Cluster/Cluster Grouping:	Education and Training
Pathway(s):	Teaching and Training
Prepared Completer Competencies: <ul style="list-style-type: none"> EDC02 COMMUNICATIONS: Use oral and written communication skills in creating, expressing and interpreting information and ideas including technical terminology and information. 	
High School Expectations	
Concepts and skills students know include: <ul style="list-style-type: none"> EDC02.03 Use writing skills to enhance stakeholder commitment to the learning organization. 	
Evidence Outcomes - Students can:	21st Century Skills and Readiness Competencies
<p>EDC02.03.01 Write informational correspondence to stakeholders in the learning environment. (RWC3.01.e, RWC3.04.a, RWC3.04.b, RWC3.04.c, RWC3.04.d)</p> <p>EDC02.03.02 Write clear directions for learners. (RWC3.01.d)</p> <p>EDC02.03.03 Write summative reports regarding the learning environment.</p> <p>EDC02.03.04 Write position papers on issues affecting learning environments and organizations. (PWR2.1.a, RWC3.01.d, RWC3.01.f, RWC3.04.a, RWC3.04.b, RWC3.04.c, RWC3.04.d)</p> <p>EDC02.03.06 Employ graphic communication to enhance learning and stakeholder investment in learning organization.</p>	Academic Content Knowledge Alignment: <p>RWC3.01.d-Reading, Writing and Communicating, Writing and Composition, Use a recursive writing process for planning, developing and revising text for a variety of academic, workplace, and literary purposes and audiences. - Write with clear focus, depth, accurate and relevant detail.</p> <p>RWC3.01.e-Reading, Writing and Communicating, Writing and Composition, Use a recursive writing process for planning, developing and revising text for a variety of academic, workplace, and literary purposes and audiences. - Use varied sentence length and structure to enhance meaning, including phrases, clauses, and parallel structure</p> <p>RWC3.01.f-Reading, Writing and Communicating, Writing and Composition, Use a recursive writing process for planning, developing and revising text for a variety of academic, workplace, and literary purposes and audiences. - Revise and critique work to improve style, word choice, and sentence variety, and to achieve intended purpose and effect.</p>

	<p>RWC3.04.a-Reading, Writing and Communicating, Writing and Composition, Self-edit work for grammar, usage, and mechanics appropriate to audience, purpose, and context. - Apply the conventions of English when writing and editing.</p> <p>RWC3.04.b-Reading, Writing and Communicating, Writing and Composition, Self-edit work for grammar, usage, and mechanics appropriate to audience, purpose, and context. - Apply paragraph structures and formats appropriately (e.g., block or indented format)</p> <p>RWC3.04.c-Reading, Writing and Communicating, Writing and Composition, Self-edit work for grammar, usage, and mechanics appropriate to audience, purpose, and context. - Use word processing software tools (e.g., dictionary, thesaurus, spellchecker, grammar check) to edit work.</p> <p>RWC3.04.d-Reading, Writing and Communicating, Writing and Composition, Self-edit work for grammar, usage, and mechanics appropriate to audience, purpose, and context. - Use basic software tools and programs to organize and present supporting visual information (e.g., graphics, charts, photo images) so that is clearly understood by the reader.</p> <p>Learning & Behavioral Skills (Inquiry, Application in Society & Technology & Nature of...):</p>
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Career Cluster/Cluster Grouping:	Education and Training
Pathway(s):	Teaching and Training
Prepared Completer Competencies:	

- **EDC02 COMMUNICATIONS:** Use oral and written communication skills in creating, expressing and interpreting information and ideas including technical terminology and information.

High School Expectations

Concepts and skills students know include:

- **EDC02.04 Use knowledge of reading strategies in the content area to enhance learner achievement.**

Evidence Outcomes - Students can:

EDC02.04.02 Understand content, technical concepts, and vocabulary to analyze information and follow directions. (RWC2.11.a, RWC2.11.c)

EDC02.04.03 Communicate information, data, and observations that apply information learned from reading to actual practice.

21st Century Skills and Readiness Competencies

Academic Content Knowledge Alignment:

RWC2.11.a-Reading, Writing and Communicating, Reading for All purposes, Analyze and evaluate the effectiveness of the author's use of persuasive devices to influence an audience. - Identify the intended effects of persuasive vocabulary that the author uses to influence readers' opinions or actions.

RWC2.11.c-Reading, Writing and Communicating, Reading for All purposes, Analyze and evaluate the effectiveness of the author's use of persuasive devices to influence an audience. - Use literary terms in describing and analyzing selections.

Learning & Behavioral Skills (Inquiry, Application in Society & Technology & Nature of...):

Career Cluster/Cluster Grouping:	Education and Training
Pathway(s):	Teaching and Training

<p>Prepared Completer Competencies:</p> <ul style="list-style-type: none"> EDC03 PROBLEM-SOLVING AND CRITICAL THINKING: Solve problems using critical thinking skills (analyze, synthesize, and evaluate) independently and in teams. Solve problems using creativity and innovation. 	
<p>High School Expectations</p>	
<p>Concepts and skills students know include:</p> <ul style="list-style-type: none"> EDC03.01 Apply problem-solving and critical thinking skills in educational and training settings to enhance instruction and learner achievement. 	
<p>Evidence Outcomes - Students can:</p>	<p>21st Century Skills and Readiness Competencies</p>
<p>EDC03.01.01 Utilize scientific thinking to solve education and training related problems. (RWC4.06.e, RWC4.09.a, RWC4.11.h)</p> <p>EDC03.01.02 Synthesize multiple and conflicting data and viewpoints to derive a position on educational issues. (RWC4.06.e, RWC4.09.a, RWC4.11.h)</p> <p>EDC03.01.03 Utilize reflection strategies to improve instructional skills and learner achievement. (RWC4.06.e, RWC4.09.a, RWC4.11.h)</p> <p>EDC03.01.04 Utilize perspective-taking to enhance instruction and learner achievement. (RWC4.06.e, RWC4.09.a, RWC4.11.h)</p> <p>EDC03.01.05 Utilize conflict resolution strategies to resolve issues in educational contexts. (RWC4.06.e, RWC4.09.a, RWC4.11.h)</p>	<p>Academic Content Knowledge Alignment:</p> <p>RWC4.06.e-Reading, Writing and Communicating, Research and Reasoning, Collect, evaluate, and analyze information from multiple sources to answer a question, propose solutions or share findings and conclusions. - Evaluate quality, accuracy, and completeness of information and the credibility of the sources.</p> <p>RWC4.09.a-Reading, Writing and Communicating, Research and Reasoning, Synthesize information from a variety of sources. - Integrate information from different sources to research and complete a project.</p> <p>RWC4.11.h-Reading, Writing and Communicating, Research and Reasoning, Use quality reasoning and effective problem solving strategies. - Analyze and interpret information.</p> <p>Learning & Behavioral Skills (Inquiry, Application in Society & Technology & Nature of...):</p>

Career Cluster/Cluster Grouping:	Education and Training
Pathway(s):	Teaching and Training
Prepared Completer Competencies: <ul style="list-style-type: none"> EDC03 PROBLEM-SOLVING AND CRITICAL THINKING: Solve problems using critical thinking skills (analyze, synthesize, and evaluate) independently and in teams. Solve problems using creativity and innovation. 	
High School Expectations	
Concepts and skills students know include: <ul style="list-style-type: none"> EDC03.02 Evaluate educational perspectives, policies and procedures using critical thinking in order to intelligently discuss educational issues. 	
Evidence Outcomes - Students can:	21st Century Skills and Readiness Competencies
<p>EDC03.02.01 Analyze the diversity of objectives and perspectives of multiple stakeholders. (RWC2.05.c,RWC4.04.a)</p> <p>EDC03.02.02 Analyze public and organizational policies and procedures. (RWC4.04.a, RWC4.04.b, RWC4.09.a)</p>	Academic Content Knowledge Alignment: <p>RWC2.05.c-Reading, Writing and Communicating, Reading for All purposes, Synthesize ideas from information and technical materials, complex narratives, and expository text selections to make inferences and draw conclusions. - Read several accounts of the same event and make inferences about the impact each would have on the reader.</p> <p>RWC4.04.a-Reading, Writing and Communicating, Research and Reasoning, Understand how the analysis of thinking, assessment of thinking, and intellectual character are integrated to form a complete reasoning process. - Evaluate quality and accuracy of information.</p> <p>RWC4.04.b-Reading, Writing and Communicating, Research and Reasoning, Understand how the analysis of thinking, assessment of thinking, and intellectual character are integrated to form a complete reasoning process. - Synthesize information in a logical sequence.</p> <p>RWC4.09.a-Reading, Writing and Communicating, Research and Reasoning, Synthesize information from a variety of sources. - Integrate information from</p>

	<p>different sources to research and complete a project.</p>
	<p>Learning & Behavioral Skills (Inquiry, Application in Society & Technology & Nature of...):</p>
Career Cluster/Cluster Grouping:	Education and Training
Pathway(s):	Teaching and Training
<p>Prepared Completer Competencies:</p> <ul style="list-style-type: none"> EDC07 LEADERSHIP AND TEAMWORK: Use leadership and teamwork skills in collaborating with others to accomplish organizational goals and objectives. 	
High School Expectations	
<p>Concepts and skills students know include:</p> <ul style="list-style-type: none"> EDC07.02 Employ knowledge of group processes and skills for working collaboratively to enhance professional practice. 	
Evidence Outcomes - Students can:	21st Century Skills and Readiness Competencies
<p>EDC07.02.01 Employ interpersonal skills to enhance professional practice.</p> <p>EDC07.02.02 Employ group processes knowledge and skills to enhance professional practice. (RWC1.5.a, RWC1.5.b, RWC1.5.c, RWC1.5.d, RWC1.5.e)</p>	<p>Academic Content Knowledge Alignment:</p> <p>RWC1.5.a-Reading, Writing and Communicating, Oral Expression and Language Study, Listen actively and contribute effectively in small and large groups to collaboratively accomplish a goal. - Make an effort to include all group members in discussions, activities and presentations.</p> <p>RWC1.5.b-Reading, Writing and Communicating, Oral Expression and Language Study, Listen actively and contribute effectively in small and large groups to</p>

	<p>collaboratively accomplish a goal. - Analyze differences in group perspectives to help bring the group to consensus or to solve a perceived problem.</p> <p>RWC1.5.c-Reading, Writing and Communicating, Oral Expression and Language Study, Listen actively and contribute effectively in small and large groups to collaboratively accomplish a goal. - Participate in the preparations of the group activity or product, defining and assuming individual roles and responsibilities.</p> <p>RWC1.5.d-Reading, Writing and Communicating, Oral Expression and Language Study, Listen actively and contribute effectively in small and large groups to collaboratively accomplish a goal. - Assume a leadership role in a group collaboratively working to accomplish a goal.</p> <p>RWC1.5.e-Reading, Writing and Communicating, Oral Expression and Language Study, Listen actively and contribute effectively in small and large groups to collaboratively accomplish a goal. - Self – evaluate roles in the preparation and completion of the group goal.</p> <p>Learning & Behavioral Skills (Inquiry, Application in Society & Technology & Nature of...):</p>
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Career Cluster/Cluster Grouping:	Education and Training
Pathway(s):	Teaching and Training
Prepared Completer Competencies:	
<ul style="list-style-type: none"> EDC08 ETHICS AND LEGAL RESPONSIBILITIES: Know and understand the importance of professional ethics and legal responsibilities. 	
High School Expectations	

Concepts and skills students know include:	
<ul style="list-style-type: none"> EDC08.01 Analyze and explain ethical and legal boundaries of professional practice in learning settings to enhance professionalism in education and training. 	
Evidence Outcomes - Students can:	21 st Century Skills and Readiness Competencies
<p>EDC08.01.01 Explain major laws that govern behavior within learning settings. (RWC2.06.a, RWC2.06.b, RWC3.03.d, RWC3.03.e, RWC3.03.g, RWC3.04.a, RWC3.04.b, RWC3.04.c, RWC3.04.d, RWC3.06.a, RWC3.06.b, RWC3.08.a, RWC3.08.b, RWC4.01.c, RWC4.01.d, RWC4.02.c, RWC4.04.a, RWC4.04.b, RWC4.04.c, RWC4.04.d, RWC4.06.c, RWC4.09.a)</p> <p>EDC08.01.02 Analyze ethical responsibilities in professional practice within learning settings. (RWC4.08.a, RWC4.09.a)</p> <p>EDC08.01.03 Explain institutional policies and procedures that relate to ethical and legal behavior. (RWC2.06.a, RWC2.06.b, RWC3.03.d, RWC3.03.e, RWC3.03.g, RWC3.04.a, RWC3.04.b, RWC3.04.c, RWC3.04.d, RWC3.06.a, RWC3.06.b, RWC3.08.a, RWC3.08.b, RWC4.01.c, RWC4.01.d, RWC4.02.c, RWC4.04.a, RWC4.04.b, RWC4.04.c, RWC4.04.d, RWC4.06.c, RWC4.09.a)</p>	<p>Academic Content Knowledge Alignment:</p> <p>RWC2.06.a-Reading, Writing and Communicating, Reading for All purposes, Apply understanding of complex organizational text structures and features to reading comprehension. - Use text features to verify, support, or clarify meaning.</p> <p>RWC2.06.b-Reading, Writing and Communicating, Reading for All purposes, Apply understanding of complex organizational text structures and features to reading comprehension. - Use the features of electronic information to communicate, gain information, or research a topic.</p> <p>RWC3.03.d-Reading, Writing and Communicating, Writing and Composition, Manipulate the elements and structures of informational text to create persuasive, academic, and technical writing. - Select language appropriate to context (e.g., technical, formal)</p> <p>RWC3.03.e-Reading, Writing and Communicating, Writing and Composition, Manipulate the elements and structures of informational text to create persuasive, academic, and technical writing. - Use transitional words or phrases appropriate to text structure to enhance ideas.</p> <p>RWC3.03.g-Reading, Writing and Communicating, Writing and Composition, Manipulate the elements and structures of informational text to create persuasive, academic, and technical writing. - Draw a conclusion by synthesizing information.</p> <p>RWC3.04.a-Reading, Writing and Communicating, Writing and Composition, Self-edit work for grammar, usage, and mechanics appropriate to audience, purpose, and context. - Apply the conventions of English when writing and editing.</p> <p>RWC3.04.b-Reading, Writing and Communicating, Writing and Composition, Self-edit work for grammar, usage, and mechanics appropriate to audience, purpose,</p>

	<p>and context. - Apply paragraph structures and formats appropriately (e.g., block or indented format)</p> <p>RWC3.04.c-Reading, Writing and Communicating, Writing and Composition, Self-edit work for grammar, usage, and mechanics appropriate to audience, purpose, and context. - Use word processing software tools (e.g., dictionary, thesaurus, spellchecker, grammar check) to edit work.</p> <p>RWC3.04.d-Reading, Writing and Communicating, Writing and Composition, Self-edit work for grammar, usage, and mechanics appropriate to audience, purpose, and context. - Use basic software tools and programs to organize and present supporting visual information (e.g., graphics, charts, photo images) so that is clearly understood by the reader.</p> <p>RWC3.06.a-Reading, Writing and Communicating, Writing and Composition, Independently produces writing that demonstrates correct use of mechanics and conventions of writing. - Use the dictionary, spell-checker and grammar check function in word processing software while understanding the limitations of relying upon these tools.</p> <p>RWC3.06.b-Reading, Writing and Communicating, Writing and Composition, Independently produces writing that demonstrates correct use of mechanics and conventions of writing. - Use the conventions of English when writing and editing.</p> <p>RWC3.08.a-Reading, Writing and Communicating, Writing and Composition, Use the writing process to write expository texts using appropriate methods of development. - Revise writing by attending to topic/idea development, organization, level of detail, language/style, sentence structure, grammar and usage, and mechanics.</p> <p>RWC3.08.b-Reading, Writing and Communicating, Writing and Composition, Use the writing process to write expository texts using appropriate methods of development. - Organize ideas for emphasis in a way that suits the purpose of the writer.</p> <p>RWC4.01.c-Reading, Writing and Communicating, Research and Reasoning,</p>
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	<p>Conduct self-designed research that gathers and analyzes information from a variety of sources to answer a question, propose solutions or share findings and conclusions. - Use a variety of strategies (e.g., technical reading, direct observation, interview) to collect relevant information to support the thesis/research question.</p> <p>RWC4.01.d-Reading, Writing and Communicating, Research and Reasoning, Conduct self-designed research that gathers and analyzes information from a variety of sources to answer a question, propose solutions or share findings and conclusions. - Evaluate quality, accuracy, and completeness of information and the credibility of the sources.</p> <p>RWC4.02.c-Reading, Writing and Communicating, Research and Reasoning, Analyze and develop a logical argument that distinguishes facts, opinions, evidence and inferences. - Document sources of quotations, paraphrases, and other information, using a style sheet, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA).</p> <p>RWC4.04.a-Reading, Writing and Communicating, Research and Reasoning, Understand how the analysis of thinking, assessment of thinking, and intellectual character are integrated to form a complete reasoning process. - Evaluate quality and accuracy of information.</p> <p>RWC4.04.b-Reading, Writing and Communicating, Research and Reasoning, Understand how the analysis of thinking, assessment of thinking, and intellectual character are integrated to form a complete reasoning process. - Synthesize information in a logical sequence.</p> <p>RWC4.04.c-Reading, Writing and Communicating, Research and Reasoning, Understand how the analysis of thinking, assessment of thinking, and intellectual character are integrated to form a complete reasoning process. - Understand how to develop a plan and collect information.</p> <p>RWC4.04.d-Reading, Writing and Communicating, Research and Reasoning, Understand how the analysis of thinking, assessment of thinking, and intellectual character are integrated to form a complete reasoning process. - Understand how to evaluate sources of information to determine reliability.</p>
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	<p>RWC4.06.c-Reading, Writing and Communicating, Research and Reasoning, Collect, evaluate, and analyze information from multiple sources to answer a question, propose solutions or share findings and conclusions. - Identify and evaluate potential sources of Information.</p> <p>RWC4.08.a-Reading, Writing and Communicating, Research and Reasoning, Evaluate informational materials, including electronic sources, for effectiveness. - Judge the usefulness of information based on relevance to purpose, source, objectivity, copyright date, cultural and world perspective (e.g., editorials), and support the decision.</p> <p>RWC4.09.a-Reading, Writing and Communicating, Research and Reasoning, Synthesize information from a variety of sources. - Integrate information from different sources to research and complete a project.</p> <p>Learning & Behavioral Skills (Inquiry, Application in Society & Technology & Nature of...):</p>
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Career Cluster/Cluster Grouping:	Education and Training
Pathway(s):	Teaching and Training
Prepared Completer Competencies:	
<ul style="list-style-type: none"> EDC08 ETHICS AND LEGAL RESPONSIBILITIES: Know and understand the importance of professional ethics and legal responsibilities. 	
High School Expectations	

Concepts and skills students know include: <ul style="list-style-type: none"> • EDC08.02 Explain legal rights that apply to stakeholders and practitioners within learning settings to enhance professionalism in education and training. 	
Evidence Outcomes - Students can:	21st Century Skills and Readiness Competencies
<p>EDC08.02.01 Explain legal rights of stakeholders within learning settings. (RWC2.05.a, RWC4.08.a, RWC4.09.a)</p> <p>EDC08.02.02 Explain legal rights of professional practitioners within learning settings. (RWC2.05.a, RWC4.08.a, RWC4.09.a)</p>	<p>Academic Content Knowledge Alignment:</p> <p>RWC2.05.a-Reading, Writing and Communicating, Reading for All purposes, Synthesize ideas from information and technical materials, complex narratives, and expository text selections to make inferences and draw conclusions. - Make inferences based on implicit and explicit information drawn from prior knowledge and text.</p> <p>RWC4.08.a-Reading, Writing and Communicating, Research and Reasoning, Evaluate informational materials, including electronic sources, for effectiveness. - Judge the usefulness of information based on relevance to purpose, source, objectivity, copyright date, cultural and world perspective (e.g., editorials), and support the decision.</p> <p>RWC4.09.a-Reading, Writing and Communicating, Research and Reasoning, Synthesize information from a variety of sources. - Integrate information from different sources to research and complete a project.</p>
<p>Learning & Behavioral Skills (Inquiry, Application in Society & Technology & Nature of...):</p>	

Career Cluster/Cluster Grouping:	Education and Training
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Pathway(s):	Teaching and Training
Prepared Completer Competencies:	
<ul style="list-style-type: none"> EDC08 ETHICS AND LEGAL RESPONSIBILITIES: Know and understand the importance of professional ethics and legal responsibilities. 	
High School Expectations	
Concepts and skills students know include:	
<ul style="list-style-type: none"> EDC08.03 Exhibit ethical and legal behavior within educational and training settings to model professional behaviors. 	
Evidence Outcomes - Students can:	21st Century Skills and Readiness Competencies
EDC08.03.01 Perform work duties according to legal boundaries. EDC08.03.02 Perform work duties in accordance with legal rights of stakeholders and coworkers. EDC08.03.03 Perform work duties according to ethical boundaries.	Academic Content Knowledge Alignment:
	Learning & Behavioral Skills (Inquiry, Application in Society & Technology & Nature of...):

Career Cluster/Cluster Grouping:	Education and Training
Pathway(s):	Teaching and Training
Prepared Completer Competencies:	
<ul style="list-style-type: none"> EDC09 EMPLOYABILITY AND CAREER DEVELOPMENT: Know and understand the importance of employability skills. Explore, plan, and effectively manage careers. Know and understand the importance of entrepreneurship skills. 	
High School Expectations	

Concepts and skills students know include:	
<ul style="list-style-type: none"> • EDC09.01 Explore, describe, and determine career options using research skills in order to plan for a career in education and training. 	
Evidence Outcomes - Students can:	21st Century Skills and Readiness Competencies
<p>EDC09.01.01 Use self-assessment and assessment by others to match personal characteristics to those associated with successful professional practice. (RWC2.06.a, RWC2.06.b, RWC3.03.d, RWC3.03.e, RWC3.03.g, RWC3.04.a, RWC3.04.b, RWC3.04.c, RWC3.04.d, RWC3.06.a, RWC3.06.b, RWC3.08.a, RWC3.08.b, RWC4.01.c, RWC4.01.d, RWC4.02.c, RWC4.04.a, RWC4.04.b, RWC4.04.c, RWC4.04.d, RWC4.06.c, RWC4.09.a)</p> <p>EDC09.01.02 Explain career trajectories in education and training. (RWC2.06.a, RWC2.06.b, RWC3.03.d, RWC3.03.e, RWC3.03.g, RWC3.04.a, RWC3.04.b, RWC3.04.c, RWC3.04.d, RWC3.06.a, RWC3.06.b, RWC3.08.a, RWC3.08.b, RWC4.01.c, RWC4.01.d, RWC4.02.c, RWC4.04.a, RWC4.04.b, RWC4.04.c, RWC4.04.d, RWC4.06.c, RWC4.09.a)</p> <p>EDC09.01.03 Use relationships with other professionals to explore career options. (RWC2.06.a, RWC2.06.b, RWC3.03.d, RWC3.03.e, RWC3.03.g, RWC3.04.a, RWC3.04.b, RWC3.04.c, RWC3.04.d, RWC3.06.a, RWC3.06.b, RWC3.08.a, RWC3.08.b, RWC4.01.c, RWC4.01.d, RWC4.02.c, RWC4.04.a, RWC4.04.b, RWC4.04.c, RWC4.04.d, RWC4.06.c, RWC4.09.a)</p> <p>EDC09.01.04 Construct an individual career plan. (RWC2.06.a, RWC2.06.b, RWC3.03.d, RWC3.03.e, RWC3.03.g, RWC3.04.a, RWC3.04.b, RWC3.04.c, RWC3.04.d, RWC3.06.a, RWC3.06.b, RWC3.08.a, RWC3.08.b, RWC4.01.c, RWC4.01.d, RWC4.02.c, RWC4.04.a, RWC4.04.b, RWC4.04.c, RWC4.04.d, RWC4.06.c, RWC4.09.a)</p>	<p>Academic Content Knowledge Alignment:</p> <p>RWC2.06.a-Reading, Writing and Communicating, Reading for All purposes, Apply understanding of complex organizational text structures and features to reading comprehension. - Use text features to verify, support, or clarify meaning.</p> <p>RWC2.06.b-Reading, Writing and Communicating, Reading for All purposes, Apply understanding of complex organizational text structures and features to reading comprehension. - Use the features of electronic information to communicate, gain information, or research a topic.</p> <p>RWC3.03.d-Reading, Writing and Communicating, Writing and Composition, Manipulate the elements and structures of informational text to create persuasive, academic, and technical writing. - Select language appropriate to context (e.g., technical, formal)</p> <p>RWC3.03.e-Reading, Writing and Communicating, Writing and Composition, Manipulate the elements and structures of informational text to create persuasive, academic, and technical writing. - Use transitional words or phrases appropriate to text structure to enhance ideas.</p> <p>RWC3.03.g-Reading, Writing and Communicating, Writing and Composition, Manipulate the elements and structures of informational text to create persuasive, academic, and technical writing. - Draw a conclusion by synthesizing information.</p> <p>RWC3.04.a-Reading, Writing and Communicating, Writing and Composition, Self-edit work for grammar, usage, and mechanics appropriate to audience, purpose, and context. - Apply the conventions of English when writing and editing.</p> <p>RWC3.04.b-Reading, Writing and Communicating, Writing and Composition, Self-</p>

	<p>edit work for grammar, usage, and mechanics appropriate to audience, purpose, and context. - Apply paragraph structures and formats appropriately (e.g., block or indented format)</p> <p>RWC3.04.c-Reading, Writing and Communicating, Writing and Composition, Self-edit work for grammar, usage, and mechanics appropriate to audience, purpose, and context. - Use word processing software tools (e.g., dictionary, thesaurus, spellchecker, grammar check) to edit work.</p> <p>RWC3.04.d-Reading, Writing and Communicating, Writing and Composition, Self-edit work for grammar, usage, and mechanics appropriate to audience, purpose, and context. - Use basic software tools and programs to organize and present supporting visual information (e.g., graphics, charts, photo images) so that is clearly understood by the reader.</p> <p>RWC3.06.a-Reading, Writing and Communicating, Writing and Composition, Independently produces writing that demonstrates correct use of mechanics and conventions of writing. - Use the dictionary, spell-checker and grammar check function in word processing software while understanding the limitations of relying upon these tools.</p> <p>RWC3.06.b-Reading, Writing and Communicating, Writing and Composition, Independently produces writing that demonstrates correct use of mechanics and conventions of writing. - Use the conventions of English when writing and editing.</p> <p>RWC3.08.a-Reading, Writing and Communicating, Writing and Composition, Use the writing process to write expository texts using appropriate methods of development. - Revise writing by attending to topic/idea development, organization, level of detail, language/style, sentence structure, grammar and usage, and mechanics.</p> <p>RWC3.08.b-Reading, Writing and Communicating, Writing and Composition, Use the writing process to write expository texts using appropriate methods of development. - Organize ideas for emphasis in a way that suits the purpose of the writer.</p>
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	<p>RWC4.01.c-Reading, Writing and Communicating, Research and Reasoning, Conduct self-designed research that gathers and analyzes information from a variety of sources to answer a question, propose solutions or share findings and conclusions. - Use a variety of strategies (e.g., technical reading, direct observation, interview) to collect relevant information to support the thesis/research question.</p> <p>RWC4.01.d-Reading, Writing and Communicating, Research and Reasoning, Conduct self-designed research that gathers and analyzes information from a variety of sources to answer a question, propose solutions or share findings and conclusions. - Evaluate quality, accuracy, and completeness of information and the credibility of the sources.</p> <p>RWC4.02.c-Reading, Writing and Communicating, Research and Reasoning, Analyze and develop a logical argument that distinguishes facts, opinions, evidence and inferences. - Document sources of quotations, paraphrases, and other information, using a style sheet, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA).</p> <p>RWC4.04.a-Reading, Writing and Communicating, Research and Reasoning, Understand how the analysis of thinking, assessment of thinking, and intellectual character are integrated to form a complete reasoning process. - Evaluate quality and accuracy of information.</p> <p>RWC4.04.b-Reading, Writing and Communicating, Research and Reasoning, Understand how the analysis of thinking, assessment of thinking, and intellectual character are integrated to form a complete reasoning process. - Synthesize information in a logical sequence.</p> <p>RWC4.04.c-Reading, Writing and Communicating, Research and Reasoning, Understand how the analysis of thinking, assessment of thinking, and intellectual character are integrated to form a complete reasoning process. - Understand how to develop a plan and collect information.</p> <p>RWC4.04.d-Reading, Writing and Communicating, Research and Reasoning,</p>
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	<p>Understand how the analysis of thinking, assessment of thinking, and intellectual character are integrated to form a complete reasoning process. - Understand how to evaluate sources of information to determine reliability.</p> <p>RWC4.06.c-Reading, Writing and Communicating, Research and Reasoning, Collect, evaluate, and analyze information from multiple sources to answer a question, propose solutions or share findings and conclusions. - Identify and evaluate potential sources of Information.</p> <p>RWC4.09.a-Reading, Writing and Communicating, Research and Reasoning, Synthesize information from a variety of sources. - Integrate information from different sources to research and complete a project.</p> <p>Learning & Behavioral Skills (Inquiry, Application in Society & Technology & Nature of...):</p>
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Career Cluster/Cluster Grouping:	Education and Training
Pathway(s):	Teaching and Training
Prepared Completer Competencies: <ul style="list-style-type: none"> EDC10 TECHNICAL SKILLS: Use the technical knowledge and skills required to pursue the targeted careers for all pathways in the career cluster, including knowledge of design, operation, and maintenance of technological systems critical to the career cluster. 	
High School Expectations	

Concepts and skills students know include:	
<ul style="list-style-type: none"> EDC10.01 Employ and adapt instructional strategies within educational and training settings to enhance learner achievement. 	
Evidence Outcomes - Students can:	21st Century Skills and Readiness Competencies
EDC10.01.01 Apply instructional strategies to enhance learner achievement.	Academic Content Knowledge Alignment:
EDC10.01.02 Adapt instructional strategies based on learner performance.	
EDC10.01.03 Use instructional tools to enhance learner achievement.	
	Learning & Behavioral Skills (Inquiry, Application in Society & Technology & Nature of...):

Career Cluster/Cluster Grouping:	Education and Training
Pathway(s):	Teaching and Training
Prepared Completer Competencies:	
<ul style="list-style-type: none"> EDC10 TECHNICAL SKILLS: Use the technical knowledge and skills required to pursue the targeted careers for all pathways in the career cluster, including knowledge of design, operation, and maintenance of technological systems critical to the career cluster. 	
High School Expectations	
Concepts and skills students know include:	
<ul style="list-style-type: none"> EDC10.02 Employ organizational and logic skills and enhance professional practice. 	
Evidence Outcomes - Students can:	21st Century Skills and Readiness Competencies

<p>EDC10.02.01 Employ record keeping skills to enhance professional practice and meet accountability standards. (RWC4.11.h)</p> <p>EDC10.02.02 Employ logic skills to enhance professional practice. (RWC4.11.h)</p>	<p>Academic Content Knowledge Alignment:</p> <p>RWC4.11.h-Reading, Writing and Communicating, Research and Reasoning, Use quality reasoning and effective problem solving strategies. - Analyze and interpret information.</p> <hr/> <p>Learning & Behavioral Skills (Inquiry, Application in Society & Technology & Nature of...):</p>
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Career Cluster/Cluster Grouping:	Education and Training
Pathway(s):	Teaching and Training
<p>Prepared Completer Competencies:</p> <ul style="list-style-type: none"> • EDC10 TECHNICAL SKILLS: Use the technical knowledge and skills required to pursue the targeted careers for all pathways in the career cluster, including knowledge of design, operation, and maintenance of technological systems critical to the career cluster. 	
High School Expectations	
<p>Concepts and skills students know include:</p> <ul style="list-style-type: none"> • EDC10.03 Conduct, interpret, and share research findings to enhance professional practice. 	
Evidence Outcomes - Students can:	21st Century Skills and Readiness Competencies
<p>EDC10.03.01 Identify credible sources of research to enhance professional practice. (RWC4.01.a, RWC4.01.b, RWC4.01.d, RWC4.06.c)</p> <p>EDC10.03.02 Conduct research to enhance professional practice. (RWC4.01.b, RWC4.06.a, RWC4.06.b)</p>	<p>Academic Content Knowledge Alignment:</p> <p>RWC4.01.a-Reading, Writing and Communicating, Research and Reasoning, Conduct self-designed research that gathers and analyzes information from a variety of sources to answer a question, propose solutions or share findings and conclusions. - Define and narrow a topic for research (e.g., thesis statement,</p>

EDC10.03.03 Interpret research to enhance professional practice.
(RWC4.06.d, RWC4.06.e)

EDC10.03.04 Disseminate research results to enhance professional practice.

hypothesis, research question).

RWC4.01.b-Reading, Writing and Communicating, Research and Reasoning, Conduct self-designed research that gathers and analyzes information from a variety of sources to answer a question, propose solutions or share findings and conclusions. - Identify and evaluate potential sources of information.

RWC4.01.c-Reading, Writing and Communicating, Research and Reasoning, Conduct self-designed research that gathers and analyzes information from a variety of sources to answer a question, propose solutions or share findings and conclusions. - Use a variety of strategies (e.g., technical reading, direct observation, interview) to collect relevant information to support the thesis/research question.

RWC4.01.d-Reading, Writing and Communicating, Research and Reasoning, Conduct self-designed research that gathers and analyzes information from a variety of sources to answer a question, propose solutions or share findings and conclusions. - Evaluate quality, accuracy, and completeness of information and the credibility of the sources.

RWC4.06.a-Reading, Writing and Communicating, Research and Reasoning, Collect, evaluate, and analyze information from multiple sources to answer a question, propose solutions or share findings and conclusions. - Define and narrow a topic for research, developing the central idea or focus.

RWC4.06.b-Reading, Writing and Communicating, Research and Reasoning, Collect, evaluate, and analyze information from multiple sources to answer a question, propose solutions or share findings and conclusions. - Formulate open-ended research questions

RWC4.06.c-Reading, Writing and Communicating, Research and Reasoning, Collect, evaluate, and analyze information from multiple sources to answer a question, propose solutions or share findings and conclusions. - Identify and evaluate potential sources of information

RWC4.06.d-Reading, Writing and Communicating, Research and Reasoning, Collect, evaluate, and analyze information from multiple sources to answer a

	<p>question, propose solutions or share findings and conclusions. - Use a variety of strategies (e.g., technical reading, search engines, direct observation, interview) to collect and organize relevant information.</p> <p>RWC4.06.e-Reading, Writing and Communicating, Research and Reasoning, Collect, evaluate, and analyze information from multiple sources to answer a question, propose solutions or share findings and conclusions. - Evaluate quality, accuracy, and completeness of information and the credibility of the sources.</p> <hr/> <p>Learning & Behavioral Skills (Inquiry, Application in Society & Technology & Nature of...):</p>
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Family and Consumer Sciences Education 2009 Standards Review



Career Cluster/Cluster Grouping:	Education and Training
Pathway(s):	Teaching and Training
Prepared Completer Competencies:	
<ul style="list-style-type: none"> EDPC01 PLANNING/PREPARING 	
High School Expectations	
Concepts and skills students know include:	
<ul style="list-style-type: none"> EDPC01.01 Use fundamental knowledge of subject matter to plan/prepare effective instruction. 	
Evidence Outcomes - Students can:	21st Century Skills and Readiness Competencies
<p>EDPC01.01.01 Use resources and professional development to update knowledge and skills on an ongoing basis. (RWC4.01.c, RWC4.04.a, RWC4.06.c)</p> <p>EDPC01.01.02 Identify prerequisite knowledge that will provide a bridge between past and future knowledge for learners. (RWC4.04.a, RWC4.06.c)</p> <p>EDPC01.01.03 Apply principles of scope and sequence while planning instruction. (RWC4.04.b)</p> <p>EDPC01.01.04 Integrate various content to make explicit the connections to other subject matter.</p>	<p>Academic Content Knowledge Alignment:</p> <p>RWC4.01.c-Reading, Writing and Communicating, Research and Reasoning, Conduct self-designed research that gathers and analyzes information from a variety of sources to answer a question, propose solutions or share findings and conclusions. - Use a variety of strategies (e.g., technical reading, direct observation, interview) to collect relevant information to support the thesis/research question.</p> <p>RWC4.04.a-Reading, Writing and Communicating, Research and Reasoning, Understand how the analysis of thinking, assessment of thinking, and intellectual character are integrated to form a complete reasoning process. - Evaluate quality</p>

<p>EDPC01.01.05 Explain connection to life and career applications when making content relevant. (RWC4.11.h)</p>	<p>and accuracy of information.</p> <p>RWC4.04.b-Reading, Writing and Communicating, Research and Reasoning, Understand how the analysis of thinking, assessment of thinking, and intellectual character are integrated to form a complete reasoning process. - Synthesize information in a logical sequence.</p> <p>RWC4.06.c-Reading, Writing and Communicating, Research and Reasoning, Collect, evaluate, and analyze information from multiple sources to answer a question, propose solutions or share findings and conclusions. - Identify and evaluate potential sources of information.</p> <p>RWC4.11.h-Reading, Writing and Communicating, Research and Reasoning, Use quality reasoning and effective problem solving strategies. - Analyze and interpret information.</p> <p>Learning & Behavioral Skills (Inquiry, Application in Society & Technology & Nature of...):</p>
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Career Cluster/Cluster Grouping:	Education and Training
Pathway(s):	Teaching and Training
Prepared Completer Competencies: <ul style="list-style-type: none"> • EDPC01 PLANNING/PREPARING 	
High School Expectations	

Concepts and skills students know include:	
• EDPC01.02 Meet the needs of learners and organizations to design courses/programs.	
Evidence Outcomes - Students can:	21 st Century Skills and Readiness Competencies
<p>EDPC01.02.01 Analyze standards, organization goals, and learners when selecting content. (RWC4.11.h, RWC4.11.i, RWC4.11.j, RWC4.11.k, RWC4.11.l)</p> <p>EDPC01.02.02 Use assessment tools when determining needs of learners and organizations.</p> <p>EDPC01.02.03 Employ analytical skills while evaluating instructional resources and program materials. (RWC4.11.h, RWC4.11.i, RWC4.11.j, RWC4.11.k, RWC4.11.l)</p>	<p>Academic Content Knowledge Alignment:</p> <p>RWC4.11.h-Reading, Writing and Communicating, Research and Reasoning, Use quality reasoning and effective problem solving strategies. - Analyze and interpret information.</p> <p>RWC4.11.i-Reading, Writing and Communicating, Research and Reasoning, Use quality reasoning and effective problem solving strategies. - Make inferences after considering information.</p> <p>RWC4.11.j-Reading, Writing and Communicating, Research and Reasoning, Use quality reasoning and effective problem solving strategies. - Identify and evaluate options for advantages and disadvantages.</p> <p>RWC4.11.k-Reading, Writing and Communicating, Research and Reasoning, Use quality reasoning and effective problem solving strategies. - Determine appropriate forms of action.</p> <p>RWC4.11.l-Reading, Writing and Communicating, Research and Reasoning, Use quality reasoning and effective problem solving strategies. - Monitor the implications of actions.</p> <p>Learning & Behavioral Skills (Inquiry, Application in Society & Technology & Nature of...):</p>

Career Cluster/Cluster Grouping:	Education and Training
Pathway(s):	Teaching and Training
Prepared Completer Competencies:	
<ul style="list-style-type: none"> EDPC01 PLANNING/PREPARING 	
High School Expectations	
Concepts and skills students know include:	
<ul style="list-style-type: none"> EDPC01.03 Employ knowledge of learning and developmental theory to describe individual learners. 	
Evidence Outcomes - Students can:	21st Century Skills and Readiness Competencies
<p>EDPC01.03.01 Locate theory-based information to describe individual learners. (RWC4.01.c, RWC4.04.a, RWC4.04.b RWC4.06.c)</p> <p>EDPC01.03.02 Apply learning and developmental theory to relate individual characteristics to the learning process.</p>	<p>Academic Content Knowledge Alignment:</p> <p>RWC4.01.c-Reading, Writing and Communicating, Research and Reasoning, Conduct self-designed research that gathers and analyzes information from a variety of sources to answer a question, propose solutions or share findings and conclusions. - Use a variety of strategies (e.g., technical reading, direct observation, interview) to collect relevant information to support the thesis/research question.</p> <p>RWC4.04.a-Reading, Writing and Communicating, Research and Reasoning, Understand how the analysis of thinking, assessment of thinking, and intellectual character are integrated to form a complete reasoning process. - Evaluate quality and accuracy of information.</p> <p>RWC4.04.b-Reading, Writing and Communicating, Research and Reasoning, Understand how the analysis of thinking, assessment of thinking, and intellectual character are integrated to form a complete reasoning process. - Synthesize information in a logical sequence.</p> <p>RWC4.06.c-Reading, Writing and Communicating, Research and Reasoning, Collect, evaluate, and analyze information from multiple sources to answer a question, propose solutions or share findings and conclusions. - Identify and evaluate potential sources of information.</p>

	Learning & Behavioral Skills (Inquiry, Application in Society & Technology & Nature of...):

Career Cluster/Cluster Grouping:	Education and Training
Pathway(s):	Teaching and Training
Prepared Completer Competencies:	
<ul style="list-style-type: none"> EDPC01 PLANNING/PREPARING 	
High School Expectations	
Concepts and skills students know include:	
EDPC01 05 Examine and apply teaching/learning theory and instructional skills to plan appropriate educational strategies.	
Evidence Outcomes - Students can:	21st Century Skills and Readiness Competencies
EDPC01.05.01 Use knowledge of learners when aligning instructional strategies to learners' backgrounds. (RWC4.06.c, RWC4.06.e, RWC4.11.h) EDPC01.05.02 Apply teaching/learning theory while selecting learning activities. (RWC4.04.c) EDPC01.05.03 Employ multiple methods for grouping learners.	Academic Content Knowledge Alignment: RWC4.04.c-Reading, Writing and Communicating, Research and Reasoning, Understand how the analysis of thinking, assessment of thinking, and intellectual character are integrated to form a complete reasoning process. - Understand how to develop a plan and collect information. RWC4.06.c-Reading, Writing and Communicating, Research and Reasoning, Collect, evaluate, and analyze information from multiple sources to answer a question, propose solutions or share findings and conclusions. - Identify and

<p>EDPC01.05.04 Employ organizational skills while designing a coherent structure of instructional strategies.</p> <p>EDPC01.05.05 Develop strategies to encourage the transfer of knowledge and skills. (RWC4.11.h, RWC4.11.i, RWC4.11.j, RWC4.11.k, RWC4.11.l)</p>	<p>evaluate potential sources of information</p> <p>RWC4.06.e-Reading, Writing and Communicating, Research and Reasoning, Collect, evaluate, and analyze information from multiple sources to answer a question, propose solutions or share findings and conclusions. - Evaluate quality, accuracy, and completeness of information and the credibility of the sources.</p> <p>RWC4.11.h-Reading, Writing and Communicating, Research and Reasoning, Use quality reasoning and effective problem solving strategies. - Analyze and interpret information.</p> <p>RWC4.11.i-Reading, Writing and Communicating, Research and Reasoning, Use quality reasoning and effective problem solving strategies. - Make inferences after considering information.</p> <p>RWC4.11.j-Reading, Writing and Communicating, Research and Reasoning, Use quality reasoning and effective problem solving strategies. - Identify and evaluate options for advantages and disadvantages.</p> <p>RWC4.11.k-Reading, Writing and Communicating, Research and Reasoning, Use quality reasoning and effective problem solving strategies. - Determine appropriate forms of action.</p> <p>RWC4.11.l-Reading, Writing and Communicating, Research and Reasoning, Use quality reasoning and effective problem solving strategies. - Monitor the implications of actions.</p> <p>Learning & Behavioral Skills (Inquiry, Application in Society & Technology & Nature of...):</p>
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Career Cluster/Cluster Grouping:	Education and Training
Pathway(s):	Teaching and Training
Prepared Completer Competencies:	
<ul style="list-style-type: none"> EDPC01 PLANNING/PREPARING 	
High School Expectations	
Concepts and skills students know include:	
<ul style="list-style-type: none"> EDPC01.06 Identify and locate materials/resources needed to support instructional plans. 	
Evidence Outcomes - Students can:	21st Century Skills and Readiness Competencies
<p>EDPC01.06.01 Identify materials and resources needed to enhance instruction. (RWC2.06.b, RWC4.06.a, RWC4.06.b, RWC4.06.c, RWC4.06.d, RWC4.06.e, RWC4.07.a, RWC4.07.b, RWC4.08.a, RWC4.11.h)</p> <p>EDPC01.06.02 Identify resources to aid learners in learning. (RWC2.06.b, RWC4.06.a, RWC4.06.b, RWC4.06.c, RWC4.06.d, RWC4.06.e, RWC4.07.a, RWC4.07.b, RWC4.08.a, RWC4.09.a, RWC4.11.h)</p>	<p>Academic Content Knowledge Alignment:</p> <p>RWC2.06.b-Reading, Writing and Communicating, Reading for All purposes, Apply understanding of complex organizational text structures and features to reading comprehension. - Use the features of electronic information to communicate, gain information, or research a topic.</p> <p>RWC4.06.a-Reading, Writing and Communicating, Research and Reasoning, Collect, evaluate, and analyze information from multiple sources to answer a question, propose solutions or share findings and conclusions. - Define and narrow a topic for research, developing the central idea or focus.</p> <p>RWC4.06.b-Reading, Writing and Communicating, Research and Reasoning, Collect, evaluate, and analyze information from multiple sources to answer a question, propose solutions or share findings and conclusions. - Formulate open-ended research questions</p> <p>RWC4.06.c-Reading, Writing and Communicating, Research and Reasoning, Collect, evaluate, and analyze information from multiple sources to answer a question, propose solutions or share findings and conclusions. - Identify and evaluate potential sources of information</p> <p>RWC4.06.d-Reading, Writing and Communicating, Research and Reasoning,</p>

	<p>Collect, evaluate, and analyze information from multiple sources to answer a question, propose solutions or share findings and conclusions. - Use a variety of strategies (e.g., technical reading, search engines, direct observation, interview) to collect and organize relevant information.</p> <p>RWC4.06.e-Reading, Writing and Communicating, Research and Reasoning, Collect, evaluate, and analyze information from multiple sources to answer a question, propose solutions or share findings and conclusions. - Evaluate quality, accuracy, and completeness of information and the credibility of the sources.</p> <p>RWC4.07.a-Reading, Writing and Communicating, Research and Reasoning, Analyze and evaluate text for validity and accuracy. - Compare and contrast the logic (assumptions and beliefs) and use of evidence (existing and missing information; primary sources and secondary sources) used by two authors presenting similar or opposing arguments (e.g., articles by two political columnists that address the same issue).</p> <p>RWC4.07.b-Reading, Writing and Communicating, Research and Reasoning, Analyze and evaluate text for validity and accuracy. - Judge the accuracy of the information in a text, citing text-based evidence, author's use of expert authority, author's credibility to defend the evaluation.</p> <p>RWC4.08.a-Reading, Writing and Communicating, Research and Reasoning, Evaluate informational materials, including electronic sources, for effectiveness. - Judge the usefulness of information based on relevance to purpose, source, objectivity, copyright date, cultural and world perspective (e.g., editorials), and support the decision.</p> <p>RWC4.09.a-Reading, Writing and Communicating, Research and Reasoning, Synthesize information from a variety of sources. - Integrate information from different sources to research and complete a project.</p> <p>RWC4.11.h-Reading, Writing and Communicating, Research and Reasoning, Use quality reasoning and effective problem solving strategies. - Analyze and interpret information.</p>
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	Learning & Behavioral Skills (Inquiry, Application in Society & Technology & Nature of...):
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Career Cluster/Cluster Grouping:	Education and Training
Pathway(s):	Teaching and Training
Prepared Completer Competencies:	
<ul style="list-style-type: none"> • EDPC02 LEARNING ENVIRONMENT 	
High School Expectations	
Concepts and skills students know include:	
<ul style="list-style-type: none"> • EDPC02.01 Establish a positive climate to promote learning. 	
Evidence Outcomes - Students can:	21st Century Skills and Readiness Competencies
EDPC02.01.01 Establish respect and rapport to foster positive social and intellectual interactions. EDPC02.01.02 Explain the importance of content to promote interest in learning. EDPC02.01.03 Establish challenging expectations for each learner.	Academic Content Knowledge Alignment: Learning & Behavioral Skills (Inquiry, Application in Society & Technology & Nature of...):

Career Cluster/Cluster Grouping:	Education and Training
Pathway(s):	Teaching and Training
Prepared Completer Competencies:	
<ul style="list-style-type: none"> EDPC02 LEARNING ENVIRONMENT 	
High School Expectations	
Concepts and skills students know include:	
<ul style="list-style-type: none"> EDPC02.02 Employ motivational, social, and psychological theory and effective practices to guide learners' personal conduct. 	
Evidence Outcomes - Students can:	21st Century Skills and Readiness Competencies
<p>EDPC02.02.01 Document standards of conduct and expectations clearly. (RWC3.01.a)</p> <p>EDPC02.02.02 Monitor learners' personal conduct using a variety of strategies.</p> <p>EDPC02.02.03 Respond to learners' personal conduct by providing appropriate feedback. (RWC1.1.d, RWC1.1.c, RWC1.3.a, RWC1.2.a)</p>	<p>Academic Content Knowledge Alignment:</p> <p>RWC1.1.d-Reading, Writing and Communicating, Oral Expression and Language Study, Prepare and deliver formal and informal oral presentations for a variety of purposes and audiences (exposition, persuasion, inspiration, entertainment, recognition of a special occasion.) - Choose specific words and word order for intended effect and meaning.</p> <p>RWC1.1.c-Reading, Writing and Communicating, Oral Expression and Language Study, Prepare and deliver formal and informal oral presentations for a variety of purposes and audiences (exposition, persuasion, inspiration, entertainment, recognition of a special occasion.) - Use grammar and vocabulary appropriate for situations, audience, topic and purpose.</p> <p>RWC3.01.a-Reading, Writing and Communicating, Writing and Composition, Use a recursive writing process for planning, developing and revising text for a variety of academic, workplace, and literary purposes and audiences. - Establish and maintain a text structure appropriate to audience and purpose.</p> <p>RWC1.3.a-Reading, Writing and Communicating, Oral Expression and Language Study, Deliver planned oral presentations using verbal and nonverbal</p>

	<p>communication skills and critique the effectiveness. - Give informal talks using an appropriate level of formality of language and interaction with audience.</p> <p>RWC1.2.a-Reading, Writing and Communicating, Oral Expression and Language Study, Design, implement, and lead collaborative groups to accomplish a goal. - Choose specific words for intended effect on particular audiences.</p>
	<p>Learning & Behavioral Skills (Inquiry, Application in Society & Technology & Nature of...):</p>

Career Cluster/Cluster Grouping:	Education and Training
Pathway(s):	Teaching and Training
Prepared Completer Competencies: <ul style="list-style-type: none"> EDPC02 LEARNING ENVIRONMENT 	
High School Expectations	
Concepts and skills students know include: EDPC02.03 Use organizational and relationship-building skills to manage instructional activities and related procedures.	
Evidence Outcomes - Students can:	21st Century Skills and Readiness Competencies
EDPC02.03.01 Utilize engagement of learners to optimize benefits of instructional groups.	Academic Content Knowledge Alignment:

<p>EDPC02.03.02 Manage instructional transitions while employing time management skills.</p> <p>EDPC02.03.03 Employ organizational skills while managing instructional resources (i.e., tools, equipment, supplies, and materials).</p> <p>EDPC02.03.04 Perform non-instructional duties.</p> <p>EDPC02.03.05 Supervise learners using organizational and relationship-building skills.</p>	<p>Learning & Behavioral Skills (Inquiry, Application in Society & Technology & Nature of...):</p>
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Career Cluster/Cluster Grouping:	Education and Training
Pathway(s):	Teaching and Training
Prepared Completer Competencies: <ul style="list-style-type: none"> EDPC02 LEARNING ENVIRONMENT 	
High School Expectations	
Concepts and skills students know include: <ul style="list-style-type: none"> EDPC02.04 Consider physical elements in an educational or training setting to optimize learning. 	
Evidence Outcomes - Students can:	21st Century Skills and Readiness Competencies
EDPC02.04.01 Arrange space, equipment, and furniture within learning settings to optimize learning.	Academic Content Knowledge Alignment:

EDPC02.04.02 Use physical access and spacing requirements within learning settings.	Learning & Behavioral Skills (Inquiry, Application in Society & Technology & Nature of...):
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Career Cluster/Cluster Grouping:	Education and Training
Pathway(s):	Teaching and Training
Prepared Completer Competencies:	
<ul style="list-style-type: none"> EDPC03 INSTRUCTION 	
High School Expectations	
Concepts and skills students know include:	
<ul style="list-style-type: none"> EDPC03.01 Employ instructional strategies in a learning setting to advance learning. 	
Evidence Outcomes - Students can:	21st Century Skills and Readiness Competencies
<p>EDPC03.01.01 Use appropriate representations to make content meaningful to learners.</p> <p>EDPC03.01.02 Use learning activities and assignments to challenge and engage learners.</p> <p>EDPC03.01.03 Use content and knowledge of teaching/learning while</p>	<p>Academic Content Knowledge Alignment:</p> <p>RWC2.06.b-Reading, Writing and Communicating, Reading for All purposes, Apply understanding of complex organizational text structures and features to reading comprehension. - Use the features of electronic information to communicate, gain information, or research a topic.</p>

<p>delivering instruction.</p> <p>EDPC03.01.04 Employ instructional materials and resources to enhance learning.</p> <p>EDPC03.01.05 Use questioning techniques to encourage higher-order thinking.</p> <p>EDPC03.01.06 Use discussion techniques to engage learners.</p> <p>EDPC03.01.07 Employ educational technology to enhance learning. (RWC2.06.b)</p> <p>EDPC03.01.08 Use cooperative learning techniques to engage learners.</p> <p>EDPC03.01.09 Use work-based learning techniques to extend learning.</p> <p>EDPC03.01.10 Use project-based learning techniques to extend learning.</p> <p>EDPC03.01.11 Provide support for learning organizations and activities to extend learning opportunities.</p>	<p>Learning & Behavioral Skills (Inquiry, Application in Society & Technology & Nature of...):</p>
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Career Cluster/Cluster Grouping:	Education and Training
Pathway(s):	Teaching and Training
Prepared Completer Competencies: <ul style="list-style-type: none"> • EDPC04 PROFESSIONAL RESPONSIBILITIES 	
High School Expectations	
Concepts and skills students know include: EDPC04.01 Assess past teaching/training performance to determine effectiveness of instructional practices.	

Evidence Outcomes - Students can:	21 st Century Skills and Readiness Competencies
<p>EDPC04.01.01 Construct an active philosophy of instruction to form criteria for assessing effective instructional practice. (RWC4.11.a, RWC4.11.b, RWC4.11.c, RWC4.11.d, RWC4.11.e, RWC4.11.f, RWC4.11.g, RWC4.11.h, RWC4.11.i, RWC4.11.j, RWC4.11.k, RWC4.11.l)</p> <p>EDPC04.01.02 Employ various strategies while systematically monitoring effectiveness of instruction.</p> <p>EDPC04.01.03 Refine instructional practice based upon analysis of past actions. (RWC4.11.a, RWC4.11.b, RWC4.11.c, RWC4.11.d, RWC4.11.e, RWC4.11.f, RWC4.11.g, RWC4.11.h, RWC4.11.i, RWC4.11.j, RWC4.11.k, RWC4.11.l)</p>	<p>Academic Content Knowledge Alignment:</p> <p>RWC4.11.a-Reading, Writing and Communicating, Research and Reasoning, Use quality reasoning and effective problem solving strategies. - Analyze the purpose, question at issue, information, points of view, implications and consequences, inferences, assumptions and concepts inherent in thinking.</p> <p>RWC4.11.b-Reading, Writing and Communicating, Research and Reasoning, Use quality reasoning and effective problem solving strategies. - Assess strengths and weaknesses of their thinking and thinking of others by using criteria including: relevance, clarity, accuracy, fairness, significance, depth, breadth, logic and precision.</p> <p>RWC4.11.c-Reading, Writing and Communicating, Research and Reasoning, Use quality reasoning and effective problem solving strategies. - Articulate goal and purpose.</p> <p>RWC4.11.d-Reading, Writing and Communicating, Research and Reasoning, Use quality reasoning and effective problem solving strategies. - State the problem clearly and precisely.</p> <p>RWC4.11.e-Reading, Writing and Communicating, Research and Reasoning, Use quality reasoning and effective problem solving strategies. - Identify the type of problem at hand.</p> <p>RWC4.11.f-Reading, Writing and Communicating, Research and Reasoning, Use quality reasoning and effective problem solving strategies. - Determine what parts of the problem are solvable.</p> <p>RWC4.11.g-Reading, Writing and Communicating, Research and Reasoning, Use quality reasoning and effective problem solving strategies. - Determine the information needed to solve the problem.</p>

	<p>RWC4.11.h-Reading, Writing and Communicating, Research and Reasoning, Use quality reasoning and effective problem solving strategies. - Analyze and interpret information.</p> <p>RWC4.11.i-Reading, Writing and Communicating, Research and Reasoning, Use quality reasoning and effective problem solving strategies. - Make inferences after considering information.</p> <p>RWC4.11.j-Reading, Writing and Communicating, Research and Reasoning, Use quality reasoning and effective problem solving strategies. - Identify and evaluate options for advantages and disadvantages.</p> <p>RWC4.11.k-Reading, Writing and Communicating, Research and Reasoning, Use quality reasoning and effective problem solving strategies. - Determine appropriate forms of action.</p> <p>RWC4.11.l-Reading, Writing and Communicating, Research and Reasoning, Use quality reasoning and effective problem solving strategies. - Monitor the implications of actions.</p> <p>Learning & Behavioral Skills (Inquiry, Application in Society & Technology & Nature of...):</p>
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Career Cluster/Cluster Grouping:	Education and Training
Pathway(s):	Teaching and Training
Prepared Completer Competencies:	
<ul style="list-style-type: none"> EDPC04 PROFESSIONAL RESPONSIBILITIES 	

High School Expectations	
Concepts and skills students know include: EDPC04.03 Employ community-building skills and strategies with others to advance the education profession and learning organizational vision.	
Evidence Outcomes - Students can:	21 st Century Skills and Readiness Competencies
EDPC04.03.01 Form partnerships with colleagues to establish a community of learners. RWC1.5.a, RWC1.5.b, RWC1.5.c, RWC1.5.d, RWC1.5.e, RWC1.5.f)	<p>Academic Content Knowledge Alignment:</p> <p>RWC1.5.a-Reading, Writing and Communicating, Oral Expression and Language Study, Listen actively and contribute effectively in small and large groups to collaboratively accomplish a goal. - Make an effort to include all group members in discussions, activities and presentations.</p> <p>RWC1.5.b-Reading, Writing and Communicating, Oral Expression and Language Study, Listen actively and contribute effectively in small and large groups to collaboratively accomplish a goal. - Analyze differences in group perspectives to help bring the group to consensus or to solve a perceived problem.</p> <p>RWC1.5.c-Reading, Writing and Communicating, Oral Expression and Language Study, Listen actively and contribute effectively in small and large groups to collaboratively accomplish a goal. - Participate in the preparations of the group activity or product, defining and assuming individual roles and responsibilities.</p> <p>RWC1.5.d-Reading, Writing and Communicating, Oral Expression and Language Study, Listen actively and contribute effectively in small and large groups to collaboratively accomplish a goal. - Assume a leadership role in a group collaboratively working to accomplish a goal.</p> <p>RWC1.5.e-Reading, Writing and Communicating, Oral Expression and Language Study, Listen actively and contribute effectively in small and large groups to collaboratively accomplish a goal. - Self – evaluate roles in the preparation and completion of the group goal.</p> <p>RWC1.5.f-Reading, Writing and Communicating, Oral Expression and Language</p>

	<p>Study, Listen actively and contribute effectively in small and large groups to collaboratively accomplish a goal. - Critique and offer suggestions for improving the presentations and effectiveness of own group and other presentations.</p>
	<p>Learning & Behavioral Skills (Inquiry, Application in Society & Technology & Nature of...):</p>