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| **Theme 1: Experiencing LearningAWARENESS AND REFLECTION** | Activity | Page # | Time in mins. | Date Taught |
|   I.1.1:  Students will analyze their strengths and areas for improvement as learners. |  |  |  |  |
| I.1.2:  Students will evaluate themselves as diverse individuals, learners, and community members. |  |  |  |  |
| I.1.3:  Students will examine and appreciate others’ diversity. |  |  |  |  |
| I.1.4:  Students will analyze the role of self-esteem in learning and its contributing factors. |  |  |  |  |
| ***STYLES AND NEEDS***     |  |  |  |  |
| I.2.1:  Students will evaluate different learning styles. |  |  |  |  |
| I.2.2:  Students will identify the special needs and exceptionalities of learners and determine how these needs affect the learning process. |  |  |  |  |
| I.2.3:  Students will examine major physical, social, and personal challenges that can impede successful learning. |  |  |  |  |
| ***GROWTH AND DEVELOPMENT*** |  |  |  |  |
| I.3.1:  Students will differentiate among the physical stages of learners. |  |  |  |  |
| I.3.2:  Students will examine the cognitive stages of learners. |  |  |  |  |
| I.3.3:  Students will distinguish between the moral stages of learners. |  |  |  |  |
| I.3.4:  Students will analyze the steps in the psychosocial stages of learners. |  |  |  |  |
| I.3.5:  Students will apply an understanding or knowledge of the developmental changes of learners. |  |  |  |  |

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| **Theme 2: Experiencing the ProfessionHISTORY AND TRENDS*****STRUCTURE AND GOVERNANCE***   | Activity | Page # | Time in mins. | Date Taught |
| II.1.1: Students will trace the history of education in South Carolina and the United States. |  |  |  |  |
| II.1.2: Students will evaluate the educational philosophies that have influenced the issues in education today. |  |  |  |  |
| II.1.3: Students will predict future educational movements based on past and current events |  |  |  |  |
| II.2.1: Students will compare the various types of schooling. |  |  |  |  |
| II.2.2: Students will examine the governance structure of their local, state, and national educational systems. |  |  |  |  |
| **CERTIFICATION AND EMPLOYMENT** |  |  |  |  |
| II.3.1: Students will explore careers in education.  |  |  |  |  |
| II.3.2: Students will describe the process and structure of teacher certification. |  |  |  |  |
| II.3.3: Students will identify the reasons for teacher shortages and the content and geographic areas that are greatly impacted. |  |  |  |  |
| II.3.4: Students will demonstrate effective job application and interview skills. |  |  |  |  |
| **ETHICS AND PROFESSIONALISM** |  |  |  |  |
| II.4.1: Students will recognize and analyze the current state code of educator conduct. |  |  |  |  |
| II.4.2: Students will identify and evaluate the Teacher’s Bill of Rights. |  |  |  |  |
| II.4.3: Students will understand how teachers can exhibit leadership as advocates and agents of change for education. |  |  |  |  |
| II.4.4: Students will assess the importance of service to the community and civic responsibility. |  |  |  |  |
| II.4.5: Students will identify the services professional organizations provide for teachers.   |  |  |  |  |

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| **Theme 3: Experiencing the ClassroomOBSERVATION AND PREPARATION**  | Activity  | Page # | Time in mins. | Date Taught |
| III.1.1:  Students will analyze their strengths and areas for improvement as potential teachers. |  |  |  |  |
| III.1.2:  Students will evaluate appropriate instructional objectives after analysis of developmental stages of learners. |  |  |  |  |
| III.1.3:  Students will distinguish between desirable and undesirable teaching strategies and traits. |  |  |  |  |
| III.1.4: Students will analyze ways in which a teacher’s personality, disposition, and cultural competence impact instructional style and interaction. |  |  |  |  |
| III.1.5:  Students will defend effective teaching methodologies. |  |  |  |  |
| III.1.6: Students will evaluate components of effective classroom climate, management, and discipline. |  |  |  |  |
| III.1.7:  Students will incorporate various technologies in the planning of effective instruction and demonstrate its application. |  |  |  |  |
| III.1.8:  Students will evaluate various assessment techniques. |  |  |  |  |
| III.1.9:  Students will design and deliver an effective lesson for instructor and peer feedback that differentiates instruction to accommodate all learners. |  |  |  |  |
| **APPLICATION AND INSTRUCTION: THE INTERNSHIP WITH A COOPERATING TEACHER** |  |  |  |  |
| III.2.1:  Students will implement developmentally appropriate learning activities for all learners in order to build confidence, knowledge, and skills. |  |  |  |  |
| III.2.2:  Students will accommodate major physical, social, and personal challenges that canimpede successful learning. |  |  |  |  |
| III.2.3:  Students will apply knowledge of learning styles, multiple intelligences, Bloom’s Taxonomy, brain-based strategies for learning, and classroom management to instruction and assessment. |  |  |  |  |
| III.2.4:  Students will design and deliver an effective lesson in a classroom setting that differentiates instruction to accommodate all learners. |  |  |  |  |
| III.2.5:  Students will apply the components of effective classroom climate, management, and discipline. |  |  |  |  |

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| **Theme 4: Experiencing EducationANALYSIS AND REFLECTION** | Activity | Page # | Time in mins. | DateTaught |
| IV.1.1: Students will evaluate positive and negative aspects of the teaching profession.  |  |  |  |  |
| IV.1.2: Students will describe, analyze, and think systematically about their practice and reflect on their field experiences. |  |  |  |  |
| IV.1.3:   Students will develop a personal philosophy of education. |  |  |  |  |
| IV.1.4:   Students will submit requested data for program development and evaluation in a timelymanner. |  |  |  |  |