



Learning that works for Washington

Spokane Public Schools Careers in Education/Teaching Academy

Course: Careers in Education/Teaching Academy	Total Framework Hours: 180 Hours
CIP Code: 130101	<input type="checkbox"/> Exploratory <input checked="" type="checkbox"/> Preparatory
Career Cluster: Education and Training	Date Last Modified: Wednesday, December 02, 2015

Resources and Standard used in Framework Development:
Standards used in this framework are from the OSPI Model Framework for 130101 Careers in Education and include Washington Administrative Code and National Family and Consumer Science Standards

Unit 1 SELF KNOWLEDGE **Hours: 30**

Performance Assessment(s):

- Using the FCCLA Sign-On Career Connection Project as a model and final product, the student will analyze and evaluate learning styles and multiple intelligences.
- Six writing traits will be used to evaluate student's work.
- From the information gathered and using the FCCLA Planning Process, the student will plan, participate, and evaluate a community service project

Leadership Alignment:

Family, Career, and Community Leaders of America (FCCLA) program:

- Solve Problems
- 1.A.1 Use a wide range of idea creation techniques (such as brainstorming)
 - 1.A.2 Create new and worthwhile ideas
 - 2.D.1 Solve different kinds of non-familiar problems in both conventional and innovative ways

Standards and Competencies

- C-1.0 Student will understand themselves and others in their role as learner, leader, and community member. (Washington Academic Code 180-78A-270 (1)1.r.i, 1.r.ii, 1.u, 1.y)
- 13.4.3 Determine the roles of decision making and problem solving in reducing and managing conflict.
- 13.5.1 Create an environment that encourages and respects the ideas, perspectives, and contribution of all group members.
- 13.5.3 Create strategies to utilize strengths and limitations of team members.
- 13.5.6 Create strategies to integrate new members into the team

Aligned to Washington State Standards

Arts

Communication - Speaking and Listening

Comprehension and Collaboration (11-12)

1 - Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

1a - Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

1b - Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

1c - Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

1d - Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

2 - Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

Health and Fitness

Language

Conventions of Standard English (11-12)

1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Knowledge of Language (11-12)

3 - Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Mathematics

CC: Mathematical Practices (MP)

1 - Make sense of problems and persevere in solving them.

2 - Reason abstractly and quantitatively.

7 - Look for and make use of structure.

Reading

CC: Reading for Literacy in History/Social Studies

Key Ideas and Details (11-12)

1 - Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole. 2

- Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

3 - Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

Craft and Structure (11-12)

4 - Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

5 - Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

6 - Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

Science

Social Studies

Social Studies Skills

Social Studies Skills 5.1: Uses critical reasoning skills to analyze and evaluate positions.

5.1.1 (11) Analyzes the underlying assumptions of positions on an issue or event.

5.1.2 (11) Evaluates the depth of a position on an issue or event.

Social Studies Skills 5.2: Uses inquiry-based research.

5.2.1 (11) Evaluates and revises research questions to refine inquiry on an issue or event.

5.2.2 (11) Evaluates the validity, reliability, and credibility of sources when researching an issue or event.

Writing

CC: Writing for Literacy in History/Social Studies, Science, and Technical Subjects (9-10)

Text Types and Purposes

1 - Write arguments focused on discipline-specific content.

2 - Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

Research to Build and Present Knowledge

7 - Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

8 - Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

21st Century Skills

LEARNING AND INNOVATION

Creativity and Innovation

- Think Creatively
- Work Creatively with Others
- Implement Innovations

Creative Thinking and Problem Solving

- Reason Effectively
- Use Systems Thinking
- Make Judgements and Decisions
- Solve Problems

Communication and Collaboration

- Communicate Clearly
- Collaborate with Others

INFORMATION, MEDIA AND TECHNOLOGY SKILLS

Information Literacy

- Access and Evaluate Information
- Use and Manage Information

Media Literacy

- Analyze Media
- Create Media Products

Information, Communications, and Technology (ICT Literacy)

- Apply Technology Effectively

LIFE AND CAREER SKILLS

Flexibility and Adaptability

- Adapt to Change
- Be Flexible

Initiative and Self-Direction

- Manage Goals and Time
- Work Independently
- Be Self-Directed Learners

Social and Cross-Cultural

- Interact Effectively with Others
- Work Effectively in Diverse Teams

Productivity and Accountability

- Manage Projects
- Produce Results

Leadership and Responsibility

- Guide and Lead Others
- Be Responsible to Others

Performance Assessment(s):

The student will listen and observe to find evidence of the physical, emotional, social, and intellectual development of children.

The student will interpret the information by comparing and contrasting the developmental theories and the cause and effect this has on education and childcare practices.

Using the FCCLA Planning Process, the student will develop a unit plan appropriate for the age they choose.

Leadership Alignment:

21st Century Skills: Critical Thinking and Problem Solving

Making Judgements and Decisions

2.C.1 Effectively analyze and evaluate evidence, arguments, claims and beliefs.

2.C.4 Interpret information and draw conclusions based on the best analysis.

Family, Career, and Community Leaders of America (FCCLA) program: FCCLA Planning Process:

Solve Problems

1.A.1 Use a wide range of idea creation techniques (such as brainstorming)

1.A.2 Create new and worthwhile ideas

2.D.1 Solve different kinds of non-familiar problems in both conventional and innovative ways

Standards and Competencies

C-2.0 Student will identify developmental characteristics and needs of school age learners. (Washington Academic Code 180-78A-270 (1) 1.e, 1.i, 1.t)

4.2.1 Examine child development theories and their implications for educational and childcare practices.

4.2.2 Determine a variety of assessment methods to observe and interpret children's growth and development.

Aligned to Washington State Standards**Arts****Communication - Speaking and Listening**Comprehension and Collaboration (11-12)

1 - Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

2 - Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

Health and FitnessHealth 2.2: Understands stages of growth and development.

2.2.1 Analyzes the physiological and psychological changes throughout the lifetime.

Health 3.3: Evaluates the impact of social skills on health.

3.3.1 Analyzes conflict situations

LanguageConventions of Standard English (11-12)

1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Knowledge of Language (11-12)

3 - Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use (11-12)

4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.

Mathematics

CC: Statistics and Probability (S)

Interpreting Categorical and Quantitative Data (S-ID)

1 - Represent data with plots on the real number line (dot plots, histograms, and box plots).*

2 - Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.*

3 - Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers).*

Using Probability to Make Decisions (S-MD)

1 (+) - Define a random variable for a quantity of interest by assigning a numerical value to each event in a sample space; graph the corresponding probability distribution using the same graphical displays as for data distributions.*

5 (+) - Weigh the possible outcomes of a decision by assigning probabilities to payoff values and finding expected values.*

Reading

Science

Social Studies

Social Studies Skills

Social Studies Skills 5.1: Uses critical reasoning skills to analyze and evaluate positions.

5.1.2 (11) Evaluates the depth of a position on an issue or event.

5.1.2 (12) Evaluates the plausibility of an analysis of decisions affecting the global community.

Social Studies Skills 5.2: Uses inquiry-based research.

5.2.1 (11) Evaluates and revises research questions to refine inquiry on an issue or event.

5.2.2 (11) Evaluates the validity, reliability, and credibility of sources when researching an issue or event.

5.2.2 (12) Evaluates the breadth of research to determine the need for new or additional investigation when researching an issue or event.

Social Studies Skills 5.4: Creates a product that uses social studies content to support a thesis and presents the product in an appropriate manner to a meaningful audience.

5.4.1 (11) Evaluates and interprets other points of view on an issue within a paper or presentation.

5.4.1 (12) Evaluates positions and evidence to make one's own decisions in a paper or presentation.

History

History 4.4: Uses history to understand the present and plan for the future.

4.4.1 (9-10) Analyzes how an understanding of world history can help us prevent problems today.

Writing

CC: Writing for Literacy in History/Social Studies, Science, and Technical Subjects (11-12)

Research to Build and Present Knowledge

7 - Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

8 - Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

9 - Draw evidence from informational texts to support analysis, reflection, and research.

21st Century Skills

LEARNING AND INNOVATION

Creativity and Innovation

- Think Creatively
- Work Creatively with Others
- Implement Innovations

Creative Thinking and Problem Solving

- Reason Effectively
- Use Systems Thinking
- Make Judgements and Decisions
- Solve Problems

Communication and Collaboration

- Communicate Clearly
- Collaborate with Others

INFORMATION, MEDIA AND TECHNOLOGY SKILLS

Information Literacy

- Access and Evaluate Information
- Use and Manage Information

Media Literacy

- Analyze Media
- Create Media Products

Information, Communications, and Technology (ICT Literacy)

- Apply Technology Effectively

LIFE AND CAREER SKILLS

Flexibility and Adaptability

- Adapt to Change
- Be Flexible

Initiative and Self-Direction

- Manage Goals and Time
- Work Independently
- Be Self-Directed Learners

Social and Cross-Cultural

- Interact Effectively with Others
- Work Effectively in Diverse Teams

Productivity and Accountability

- Manage Projects
- Produce Results

Leadership and Responsibility

- Guide and Lead Others
- Be Responsible to Others

Performance Assessment(s):

As a group, students will examine cultural & environmental influences, which affect children's development by classifying needs and accommodations for people with a variety of disadvantaging condition.

Students are then to present their findings using FCCLA STAR Events' Illustrated Talk Model.

After completing self-assessment using FCCLA Dynamic Leader's Character Counts and Communication and Interpersonal Skills on the Job from FCCLA Leaders at Work, students will apply knowledge to work cooperatively and respect all learners.

Leadership Alignment:

Family, Career, and Community Leaders of America (FCCLA) program:

Be Responsible to Others

11.B.1 Act responsibly with the interests of the larger community in mind.

STAR Events: Illustrated talk
(refer to FCCLA document)

Standards and Competencies

C-3.0 Student will recognize and respect all learners in our classrooms and society. (Washington Academic Code 180-78A-270 (1) 1.d, 1.m, 1.n, 1.o)

1.1.1 Examine policies, issues, and trends in the workplace and community that impact individuals and families.

4.2.3 Consider cultural and environmental influences when assessing children's development

4.2.4 Determine special needs of children.

6.2 Demonstrate appreciation for diverse perspectives, needs, and characteristics of individuals and families.

Aligned to Washington State Standards**Arts****Communication - Speaking and Listening**Comprehension and Collaboration (11-12)

1 - Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

2 - Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

3 - Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

Presentation of Knowledge and Ideas (11-12)

4 - Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range or formal and informal tasks.

5 - Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Health and FitnessHealth 2.2: Understands stages of growth and development.

2.2.1 Analyzes the physiological and psychological changes throughout the lifetime.

- 2.2.2 Understands how to maintain sexual health throughout life.
- 2.2.3 Evaluates hereditary factors affecting growth, development, and health.

Language

Conventions of Standard English (11-12)

1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Knowledge of Language (11-12)

3 - Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use (11-12)

4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.

5 - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

6 - Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Mathematics

CC: Mathematical Practices (MP)

1 - Make sense of problems and persevere in solving them.

2 - Reason abstractly and quantitatively.

3 - Construct viable arguments and critique the reasoning of others.

4 - Model with mathematics.

5 - Use appropriate tools strategically.

7 - Look for and make use of structure.

8 - Look for and express regularity in repeated reasoning.

CC: Number and Quantity (N)

Quantities (N-Q)

1 - Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.*

2 - Define appropriate quantities for the purpose of descriptive modeling.*

3 - Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.*

Reading

Science

Social Studies

Economics

Econ 2.1: Understands that people have to make choices between wants and needs and evaluate the outcomes of those choices.

2.1.1 (9-10) Analyzes how the costs and benefits of economic choices have shaped events in the world in the past or present.

2.1.1 (11) Analyzes the incentives for people's economic choices in the United States in the past or present.

2.1.1 (12) Analyzes how economic choices made by groups and individuals in the global economy can impose costs and provide benefits.

Econ 2.2: Understands how economic systems function.

2.2.1 (12) Analyzes and evaluates the advantages and disadvantages of different economic systems for countries and groups of people.

Writing

CC: Writing for Literacy in History/Social Studies, Science, and Technical Subjects (11-12)

Text Types and Purposes

- 1 - Write arguments focused on discipline-specific content.
- 2 - Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

Production and Distribution of Writing

- 4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- 5 - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- 6 - Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Research to Build and Present Knowledge

- 9 - Draw evidence from informational texts to support analysis, reflection, and research.

21st Century Skills

LEARNING AND INNOVATION

Creativity and Innovation

- Think Creatively
- Work Creatively with Others
- Implement Innovations

Creative Thinking and Problem Solving

- Reason Effectively
- Use Systems Thinking
- Make Judgements and Decisions
- Solve Problems

Communication and Collaboration

- Communicate Clearly
- Collaborate with Others

INFORMATION, MEDIA AND TECHNOLOGY SKILLS

Information Literacy

- Access and Evaluate Information
- Use and Manage Information

Media Literacy

- Analyze Media
- Create Media Products

Information, Communications, and Technology (ICT Literacy)

- Apply Technology Effectively

LIFE AND CAREER SKILLS

Flexibility and Adaptability

- Adapt to Change
- Be Flexible

Initiative and Self-Direction

- Manage Goals and Time
- Work Independently
- Be Self-Directed Learners

Social and Cross-Cultural

- Interact Effectively with Others
- Work Effectively in Diverse Teams

Productivity and Accountability

- Manage Projects
- Produce Results

Leadership and Responsibility

- Guide and Lead Others
- Be Responsible to Others

Performance Assessment(s):

Using the FCCLA STAR event applied technology as a model the student will use their knowledge of historical and current information of educational issues, policies and governance to develop a document i.e. power point, brochure, web page, etc. applying writing, communication and technical skills outlining their ideal school to share with a chosen audience.

Leadership Alignment:

Family, Career, and Community Leaders of America (FCCLA) program:

Communicate Clearly

- 3.A.1 Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills.
- 3.A.2 Listen effectively to decipher meaning, including knowledge, values, attitudes and intentions.
- 3.A.4 Utilize multiple media and technologies and know how to judge their effectiveness as well as their impact.

STAR Events: Applied Technology
(refer to FCCLA document)

Standards and Competencies

- C-4.0 Student will examine the historical and current educational issues, policies, and governance, affecting education. (Washington Academic Code 180-78A-270 (1) 1.c, 1.d)
- 1.1.1 Examine policies, issues and trends in the workplace and community that impacts individuals and families.
 - 1.3.5 Examine the impact of public policies, agencies, and institution on the family.

Aligned to Washington State Standards**Arts****Communication - Speaking and Listening**Presentation of Knowledge and Ideas (11-12)

- 4 - Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range or formal and informal tasks.
- 5 - Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
- 6 - Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11-12 Language standards 1 and 3 on page 54 for specific expectations.)

Health and Fitness**Language**Conventions of Standard English (11-12)

- 1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Knowledge of Language (11-12)

- 3 - Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

MathematicsCC: Statistics and Probability (S)Using Probability to Make Decisions (S-MD)

1 (+) - Define a random variable for a quantity of interest by assigning a numerical value to each event in a sample space; graph the corresponding probability distribution using the same graphical displays as for data distributions.*

2 (+) - Calculate the expected value of a random variable; interpret it as the mean of the probability distribution.*

7 (+) - Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game).*

Reading

Science

Social Studies

History

History 4.1: Understands historical chronology.

4.1.2 (11) Understands how the following themes and developments help to define eras in U.S. history:

- Industrialization and the emergence of the United States as a world power (1890—1918).

History 4.2: Understands and analyzes causal factors that have shaped major events in history.

Social Studies Skills

Social Studies Skills 5.1: Uses critical reasoning skills to analyze and evaluate positions.

5.1.2 Evaluates the precision of a position on an issue or event.

5.1.2 (11) Evaluates the depth of a position on an issue or event.

5.1.2 (12) Evaluates the plausibility of an analysis of decisions affecting the global community.

Social Studies Skills 5.2: Uses inquiry-based research.

5.2.1 (9-10) Creates and uses research questions that are tied to an essential question to focus inquiry on an idea, issue, or event.

5.2.2 (11) Evaluates the validity, reliability, and credibility of sources when researching an issue or event.

5.2.2 (12) Evaluates the breadth of research to determine the need for new or additional investigation when researching an issue or event.

Social Studies Skills 5.3: Deliberates public issues.

5.3.1 (11) Creates and articulates possible alternative resolutions to public issues and evaluates these resolutions using criteria that have been identified in the context of a discussion.

Civics

Civics 1.2: Understands the purposes, organization, and function of governments, laws, and political systems.

1.2.3 (12) Analyzes and evaluates the structures of state, tribal, and federal forms of governments by comparing them to those of other governments.

Civics 1.4: Understands civic involvement.

1.4.1 (11) Analyzes and evaluates ways of influencing local, state, and national governments to preserve individual rights and promote the common good.

Writing

CC: Writing for Literacy in History/Social Studies, Science, and Technical Subjects (11-12)

Production and Distribution of Writing

4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

5 - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

6 - Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Research to Build and Present Knowledge

- 7 - Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- 8 - Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
- 9 - Draw evidence from informational texts to support analysis, reflection, and research.

21st Century Skills

LEARNING AND INNOVATION

Creativity and Innovation

- Think Creatively
- Work Creatively with Others
- Implement Innovations

Creative Thinking and Problem Solving

- Reason Effectively
- Use Systems Thinking
- Make Judgements and Decisions
- Solve Problems

Communication and Collaboration

- Communicate Clearly
- Collaborate with Others

INFORMATION, MEDIA AND TECHNOLOGY SKILLS

Information Literacy

- Access and Evaluate Information
- Use and Manage Information

Media Literacy

- Analyze Media
- Create Media Products

Information, Communications, and Technology (ICT Literacy)

- Apply Technology Effectively

LIFE AND CAREER SKILLS

Flexibility and Adaptability

- Adapt to Change
- Be Flexible

Initiative and Self-Direction

- Manage Goals and Time
- Work Independently
- Be Self-Directed Learners

Social and Cross-Cultural

- Interact Effectively with Others
- Work Effectively in Diverse Teams

Productivity and Accountability

- Manage Projects
- Produce Results

Leadership and Responsibility

- Guide and Lead Others
- Be Responsible to Others

Performance Assessment(s):

Using the FCCLA Sign-On Career Connection Project as a model and final product, the student will analyze and evaluate learning styles and multiple intelligences.

- The six writing traits will be used to evaluate students work.

- From the information gathered and using the FCCLA Planning Process, the student will plan, participate, and evaluate a community service project.

Leadership Alignment:

FCCLA Planning Process, the student will plan, participate, and evaluate a community service project.

Making Judgements and Decisions

2.C.1 Effectively analyze and evaluate evidence, arguments, claims and beliefs.

2.C.4 Interpret information and draw conclusions based on the best analysis.

Solve Problems

1.A.1 Use a wide range of idea creation techniques (such as brainstorming)

1.A.2 Create new and worthwhile ideas

2.D.1 Solve different kinds of non-familiar problems in both conventional and innovative ways

FCCLA Sign-On Career Connection Project

(See FCCLA document)

Standards and Competencies

C-6.0 Students will complete a series of well-planned field site activities in which they acquire and apply knowledge about. (Washington Academic Code 180-78A-270 (1) 1.e, 1.g, 1.h, 1.i, 1.m, 1.o, 1.r, 1.s, 1.u, 1.v, 1.w, 1.y)

1.2.3 Apply communication skills in community and workplace settings

1.2.4 Demonstrate teamwork skills in community and workplace settings

1.2.8 Demonstrate work ethics and professionalism

2.1.1 Apply management and planning skills and processes to organize tasks and responsibilities

4.2.2 Determine a variety of assessment methods to observe and interpret children's growth and development.

4.3.1 Examine a variety of curriculum and instructional models.

4.3.4 Demonstrate a variety of teaching methods to meet individual needs of children

4.5.3 Demonstrate interpersonal skills that promote positive and productive relationships with children

4.6.4 Demonstrate enthusiasm, initiative, and commitment to program goals and improvements

13.3.3 Demonstrate effective listening and feedback techniques

13.5.7 Demonstrate processes for cooperating, compromising, and collaborating.

Aligned to Washington State Standards**Arts****Communication - Speaking and Listening**Comprehension and Collaboration (11-12)

1 - Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

2 - Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

3 - Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

Presentation of Knowledge and Ideas (11-12)

4 - Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range or formal and informal tasks.

Health and Fitness

Health 2.2: Understands stages of growth and development.

2.2.3 Evaluates hereditary factors affecting growth, development, and health.

Language

Conventions of Standard English (11-12)

1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Knowledge of Language (11-12)

3 - Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use (11-12)

4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.

5 - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

6 - Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Mathematics

CC: Mathematical Practices (MP)

1 - Make sense of problems and persevere in solving them.

2 - Reason abstractly and quantitatively.

5 - Use appropriate tools strategically.

7 - Look for and make use of structure.

Reading

Science

Social Studies

Social Studies Skills

Social Studies Skills 5.1: Uses critical reasoning skills to analyze and evaluate positions.

5.1.1 (12) Analyzes the short-term and long-term implications of decisions affecting the global community.

Social Studies Skills 5.2: Uses inquiry-based research.

5.2.2 (12) Evaluates the breadth of research to determine the need for new or additional investigation when researching an issue or event.

Social Studies Skills 5.3: Deliberates public issues.

5.3.1 (12) Evaluates how the discussion and the proposed alternative resolutions changed or solidified one's own position on public issues.

Writing

CC: Writing for Literacy in History/Social Studies, Science, and Technical Subjects (11-12)

Research to Build and Present Knowledge

7 - Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

8 - Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

9 - Draw evidence from informational texts to support analysis, reflection, and research.

21st Century Skills

LEARNING AND INNOVATION

Creativity and Innovation

- Think Creatively
- Work Creatively with Others
- Implement Innovations

Creative Thinking and Problem Solving

- Reason Effectively
- Use Systems Thinking
- Make Judgements and Decisions
- Solve Problems

Communication and Collaboration

- Communicate Clearly
- Collaborate with Others

INFORMATION, MEDIA AND TECHNOLOGY SKILLS

Information Literacy

- Access and Evaluate Information
- Use and Manage Information

Media Literacy

- Analyze Media
- Create Media Products

Information, Communications, and Technology (ICT Literacy)

- Apply Technology Effectively

LIFE AND CAREER SKILLS

Flexibility and Adaptability

- Adapt to Change
- Be Flexible

Initiative and Self-Direction

- Manage Goals and Time
- Work Independently
- Be Self-Directed Learners

Social and Cross-Cultural

- Interact Effectively with Others
- Work Effectively in Diverse Teams

Productivity and Accountability

- Manage Projects
- Produce Results

Leadership and Responsibility

- Guide and Lead Others
- Be Responsible to Others

Performance Assessment(s):

Spokane STEMposium event:

Using the FCCLA Sign-On Career Connection Project as a model and final product, the student will analyze a teacher's role in the community and how they can contribute to a positive environment.

- The six writing traits will be used to evaluate students work.

- From the information gathered and using the FCCLA Planning Process, the student will plan, participate, and evaluate a community service project.

Leadership Alignment:

FCCLA Planning Process, the student will plan, participate, and evaluate a community service project. The STEMposium in Spokane will be their venue.

Work Independently

8.B.1 Monitor, define, prioritize and complete tasks without direction.

Be Self-Directed Learning

8.C.1 Go beyond basic mastery of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise.

8.C.2 Demonstrate initiative to advance skill levels towards a professional level.

Standards and Competencies

C-5.0 Students will examine the teacher's role with parents, colleagues, and community.

5.1 Discuss teacher expectations and multiple roles with school district personnel and the community.

5.2 Discuss strategies for effective interactions with parents or guardians to support student learning and well being.

5.3 Become familiar with professional journals, organizations, and services available to teachers to enrich professional development.

5.4 Explore how teachers lead in the school and community to improve student learning.

Aligned to Washington State Standards**Arts**

Arts 1.0 The student understands and applies arts knowledge and skills in dance, music, theatre, and visual arts.

1.3 Understands and applies arts genres and styles from various artists, cultures, and times.

1.4 Understands and applies audience conventions in a variety of arts settings and performances.

Communication - Speaking and ListeningComprehension and Collaboration (11-12)

1 - Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

2 - Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

3 - Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

Presentation of Knowledge and Ideas (11-12)

4 - Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range or formal and informal tasks.

5 - Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

6 - Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11-12 Language standards 1 and 3 on page 54 for specific expectations.)

Health and Fitness

Language

Conventions of Standard English (11-12)

1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Knowledge of Language (11-12)

3 - Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use (11-12)

4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.

5 - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

6 - Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Mathematics

CC: Statistics and Probability (S)

Using Probability to Make Decisions (S-MD)

6 (+) - Use probabilities to make fair decisions (e.g., drawing by lots, using a random number generator).*

7 (+) - Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game).*

Reading

Science

Social Studies

Civics

Civics 1.4: Understands civic involvement.

1.4.1 (11) Analyzes and evaluates ways of influencing local, state, and national governments to preserve individual rights and promote the common good.

Social Studies Skills

Social Studies Skills 5.3: Deliberates public issues.

5.3.1 (12) Evaluates how the discussion and the proposed alternative resolutions changed or solidified one's own position on public issues.

Writing

CC: Writing for Literacy in History/Social Studies, Science, and Technical Subjects (11-12)

Research to Build and Present Knowledge

7 - Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

8 - Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

21st Century Skills

LEARNING AND INNOVATION

Creativity and Innovation

- Think Creatively
- Work Creatively with Others
- Implement Innovations

Creative Thinking and Problem Solving

- Reason Effectively
- Use Systems Thinking
- Make Judgements and Decisions
- Solve Problems

Communication and Collaboration

- Communicate Clearly
- Collaborate with Others

INFORMATION, MEDIA AND TECHNOLOGY SKILLS

Information Literacy

- Access and Evaluate Information
- Use and Manage Information

Media Literacy

- Analyze Media
- Create Media Products

Information, Communications, and Technology (ICT Literacy)

- Apply Technology Effectively

LIFE AND CAREER SKILLS

Flexibility and Adaptability

- Adapt to Change
- Be Flexible

Initiative and Self-Direction

- Manage Goals and Time
- Work Independently
- Be Self-Directed Learners

Social and Cross-Cultural

- Interact Effectively with Others
- Work Effectively in Diverse Teams

Productivity and Accountability

- Manage Projects
- Produce Results

Leadership and Responsibility

- Guide and Lead Others
- Be Responsible to Others

Performance Assessment(s):

Students will create a portfolio demonstrating the completion of course competencies in teaching. May include, but not limited to: resume, cover letter, photographs, sketches, designs, project documentation. May integrate with Senior projects, High School and Beyond plan. Encompass the 3-D studio art portfolio, career research T-2-4

Leadership Alignment:

USE THE STAR EVENTS: (See FCCLA document)

Career investigation

8.A.2 Demonstrate self-advocacy skills by achieving planned, individual goals.

9.A.2 Conduct self in a professional manner in practical career applications, organizational forums, and decision-making goals.

3.B.1 Communicate, participate and advocate effectively in pairs, small groups, teams, and large groups in order to reach common goals.

Standards and Competencies

C-7.0 Students will clarify their career goals.

7.1 Assess and identify post-secondary education and career ladder opportunities.

7.2 Identify and demonstrate appropriate professional and employability skills.

7.3 Examine the opportunities within the educational arena.

7.4 Become familiar with the steps to become a teacher and state certification requirements.

7.5 Prepare and maintain a professional portfolio.

Aligned to Washington State Standards**Arts**

Arts 4.0 The student makes connections within and across the arts to other disciplines, life, cultures and work.

4.5. Understands how arts knowledge and skills are used in the world of work including careers in the arts.

Communication - Speaking and Listening

Presentation of Knowledge and Ideas (11-12)

4 - Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

5 - Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

6 - Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11-12 Language standards 1 and 3 on page 54 for specific expectations.)

Health and Fitness**Language**

Knowledge of Language (11-12)

3 - Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use (11-12)

4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.

5 - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

6 - Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Mathematics

CC: Mathematical Practices (MP)

- 1 - Make sense of problems and persevere in solving them.
- 2 - Reason abstractly and quantitatively.
- 5 - Use appropriate tools strategically.

Reading

CC: Reading for Literacy in Science and Technical Subjects
Integration of Knowledge and Ideas (11-12)

Science

Social Studies

Writing

CC: Writing for Literacy in History/Social Studies, Science, and Technical Subjects (11-12)

Production and Distribution of Writing

- 4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- 6 - Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Research to Build and Present Knowledge

- 9 - Draw evidence from informational texts to support analysis, reflection, and research.

21st Century Skills

LEARNING AND INNOVATION

Creativity and Innovation

- Think Creatively
- Work Creatively with Others
- Implement Innovations

Creative Thinking and Problem Solving

- Reason Effectively
- Use Systems Thinking
- Make Judgements and Decisions
- Solve Problems

Communication and Collaboration

- Communicate Clearly
- Collaborate with Others

INFORMATION, MEDIA AND TECHNOLOGY SKILLS

Information Literacy

- Access and Evaluate Information
- Use and Manage Information

Media Literacy

- Analyze Media
- Create Media Products

Information, Communications, and Technology (ICT Literacy)

- Apply Technology Effectively

LIFE AND CAREER SKILLS

Flexibility and Adaptability

- Adapt to Change
- Be Flexible

Initiative and Self-Direction

- Manage Goals and Time
- Work Independently
- Be Self-Directed Learners

Social and Cross-Cultural

- Interact Effectively with Others
- Work Effectively in Diverse Teams

Productivity and Accountability

- Manage Projects
- Produce Results

Leadership and Responsibility

- Guide and Lead Others
- Be Responsible to Others