

This area of study provides content related to preparation and credentials as well as statistics, trends, and assessment strategies influencing education and training. Also included are challenges confronting educational settings, historical background of American education and influences from around the world, effective teacher attributes, and major philosophies of education. This course includes organizational strategies and systems and use of appropriate resources and assessments to advance learning in a variety of organizational structures. This course introduces applications within the teaching and training profession, preparation for educational licensure and ongoing employment, exposure to legal and ethical issues, environmental structure and culture, and basic historical, sociological, philosophical, physiological, and psychological principles that apply to classroom practice. Extensive observation in an approved school setting is a part of this course. Students will utilize problem solving techniques and participate in hands-on activities. Teachers should provide each student with real world learning opportunities and instruction related to education careers. Students are encouraged to become active members of the student organization, Future Educators Association® (FEA), a national student organization for those enrolled in Careers in Education. FEA is an integral component of the program and provides curricular opportunities that enhance student achievement. Teachers should utilize relevant FEA activities to support experiential learning. The West Virginia Standards for 21st Century Learning include the following components: 21st Century Content Standards and 21st Century Learning Skills and Technology Tools. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools, and content standards and objectives.

Grade 11-12	Educational Psychology and Learning		
Standard: 1	Awareness and Reflection		
HS.S.CED4.1	Students will evaluate the importance of educational psychology.		
Objectives	Students will		
HS.O.CED4.1.1	analyze major components of current federal, state, and local regulations.		
HS.O.CED4.1.2	assess the value of educational psychology.		
HS.O.CED4.1.3	determine the impact of theory and research.		
HS.O.CED4.1.4	examine concerns of beginning, experienced, and expert teachers.		
Performance Descriptors (HS.PD.CED4.1)			
	Above Mastery	Mastery	Partial Mastery
	The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application	The student demonstrates competent and proficient performance and shows a thorough and effective application of	The student demonstrates basic but inconsistent performance of fundamental knowledge and skills

<p>of knowledge and skills that exceed the standard in awareness and reflection. The student interprets major components of current federal, state, and local regulations; defends the value of educational psychology; judges the impact of theory and research; and assesses the concerns of beginning, experienced, and expert teachers. The student can independently solve problems and is self-directed.</p>	<p>knowledge and skills that meet the standard in awareness and reflection. The student analyzes major components of current federal, state, and local regulations; assesses the value of educational psychology; determines the impact of theory and research; and examines concerns of beginning, experienced, and expert teachers. Application of knowledge and skills is thorough and effective and the student can work independently.</p>	<p>characterized by errors and/or omissions in awareness and reflection. The student lists major components of current federal, state, and local regulations; discusses the value of educational psychology; explains the impact of theory and research; and gives examples of concerns of beginning, experienced, and expert teachers. Performance needs further development and supervision.</p>
<p>Standard: 2 Cognitive and Language Development</p>		
<p>HS.S.CED4.2 Students will explore cognitive and language development stages.</p>		
<p>Objectives Students will</p>		
<p>HS.O.CED4.2.1 examine general principles of human development.</p>		
<p>HS.O.CED4.2.2 recognize Piaget’s four stages of development.</p>		
<p>HS.O.CED4.2.3 compare Piaget’s cognitive development theory with other theorists’.</p>		
<p>HS.O.CED4.2.4 interpret the effectiveness of theories in improving teaching.</p>		
<p>HS.O.CED4.2.5 outline stages of language development from Pre-K through grade 12.</p>		
<p>Performance Descriptors (HS.PD.CED4.2)</p>		
<p>Above Mastery</p>	<p>Mastery</p>	<p>Partial Mastery</p>
<p>The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceed the standard in cognitive and language development. The student defends general principles of human development; appraises Piaget’s four stages of development; compares Piaget’s cognitive development theory</p>	<p>The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that meet the standard in cognitive and language development. The student examines general principles of human development; recognizes Piaget’s four stages of development; compares Piaget’s cognitive development theory</p>	<p>The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in cognitive and language development. The student describes general principles of human development; lists Piaget’s four stages of development; discusses Piaget’s cognitive development theory with other</p>

with other theorists'; proves the effectiveness of theories in improving teaching; and interprets stages of language development from Pre-K through grade 12. The student can independently solve problems and is self-directed.	with other theorists'; interprets the effectiveness of theories in improving teaching; and outlines stages of language development from Pre-K through grade 12. Application of knowledge and skills is thorough and effective and the student can work independently.	theorists'; explains the effectiveness of theories in improving teaching; and lists stages of language development from Pre-K through grade 12. Performance needs further development and supervision.						
Standard: 3 Personal, Social, Moral, and Emotional Development								
HS.S.CED4.3	Students will assess the impact of parents, peers, and teachers on personal, moral, social, and emotional development.							
Objectives Students will								
HS.O.CED4.3.1	compare theories on the personal, social, moral, and emotional development of children and adolescents.							
HS.O.CED4.3.2	determine the impact of parents and peers on areas of development.							
HS.O.CED4.3.3	examine the teachers' role in supporting students' personal, social, moral, and emotional development.							
Performance Descriptors (HS.PD.CED4.3)								
<table border="1" style="width:100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="180 841 768 881" style="text-align: center;">Above Mastery</th> <th data-bbox="768 841 1360 881" style="text-align: center;">Mastery</th> <th data-bbox="1360 841 1959 881" style="text-align: center;">Partial Mastery</th> </tr> </thead> <tbody> <tr> <td data-bbox="180 881 768 1421">The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceed the standard in personal, social, moral and emotional development. The student compares theories on the personal, social, moral, and emotional development of children and adolescents; evaluates the impact of parents and peers on areas of development; and assesses the teacher's role in supporting students' personal, social, moral, and emotional development. The student can</td> <td data-bbox="768 881 1360 1421">The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that meet the standard in personal, social, moral, and emotional development. The student compares theories on the personal, social, moral, and emotional development of children and adolescents; determines the impact of parents and peers on areas of development; and examines the teacher's role in supporting student's personal, social, moral, and emotional development. Application of knowledge</td> <td data-bbox="1360 881 1959 1421">The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in personal, social, moral, and emotional development. The student explains theories on the personal, social, moral, and emotional development of children and adolescents; discusses the impact of parents and peers on areas of development; and describes the teacher's role in supporting students' personal, social, moral, and emotional development. Performance needs</td> </tr> </tbody> </table>			Above Mastery	Mastery	Partial Mastery	The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceed the standard in personal, social, moral and emotional development. The student compares theories on the personal, social, moral, and emotional development of children and adolescents; evaluates the impact of parents and peers on areas of development; and assesses the teacher's role in supporting students' personal, social, moral, and emotional development. The student can	The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that meet the standard in personal, social, moral, and emotional development. The student compares theories on the personal, social, moral, and emotional development of children and adolescents; determines the impact of parents and peers on areas of development; and examines the teacher's role in supporting student's personal, social, moral, and emotional development. Application of knowledge	The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in personal, social, moral, and emotional development. The student explains theories on the personal, social, moral, and emotional development of children and adolescents; discusses the impact of parents and peers on areas of development; and describes the teacher's role in supporting students' personal, social, moral, and emotional development. Performance needs
Above Mastery	Mastery	Partial Mastery						
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independently solve problems and is self-directed.	and skills is thorough and effective and the student can work independently.	further development and supervision.
Standard: 4	Behavior Theory of Learning	
HS.S.CED4.4	Students will explore the theory of behavioral learning and its influence on teaching.	
Objectives	Students will	
HS.O.CED4.4.1	research the meaning of learning.	
HS.O.CED4.4.2	compare contiguity, classical conditioning, and operant conditioning.	
HS.O.CED4.4.3	determine the impact of behavior.	
HS.O.CED4.4.4	examine applied behavior analysis to solve academic or behavioral problems.	
HS.O.CED4.4.5	analyze the effectiveness of learning through observation.	
HS.O.CED4.4.6	illustrate cognitive behavior modification.	
Performance Descriptors (HS.PD.CED4.4)		
Above Mastery	Mastery	Partial Mastery
The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceed the standard in behavior theory of learning. The student assesses the meaning of learning; evaluates contiguity, classical conditioning, and operant conditioning; predicts the impact of behavior; performs applied behavior analysis to solve academic or behavioral problems; evaluates the effectiveness of learning through observation; and models cognitive behavior modification. The student can independently solve problems and is self-directed.	The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that meet the standard in behavior theory of learning. The student researches the meaning of learning; compares contiguity, classical conditioning, and operant conditioning; determines the impact of behavior; examines applied behavior analysis to solve academic or behavioral problems; analyzes the effectiveness of learning through observation; and illustrates cognitive behavior modification. Application of knowledge and skills is thorough and effective and the student can work independently.	The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in behavior theory of learning. The student defines the meaning of learning; reviews contiguity, classical conditioning, and operant conditioning; explains the impact of behavior; recognizes applied behavior analysis to solve academic or behavioral problems; explains the effectiveness of learning through observation; and identifies cognitive behavior modification. Performance needs further development and supervision.
Standard: 5	Theories of Learning	

HS.S.CED4.5	Students will explore the importance of knowledge, the concepts of information processing, and metacognition.	
Objectives	Students will	
HS.O.CED4.5.1	research the role of knowledge in learning.	
HS.O.CED4.5.2	examine the information processing model of memory.	
HS.O.CED4.5.3	analyze the impact of perception, attention, schemas, and scripts on learning and remembering.	
HS.O.CED4.5.4	classify knowledge as declarative, procedural, or conditional.	
HS.O.CED4.5.5	assess reasons for forgetting.	
HS.O.CED4.5.6	determine why metacognition is critical to successful learning.	
HS.O.CED4.5.7	relate the concept of metacognition to teaching and learning.	
Performance Descriptors (HS.PD.CED4.5)		
Above Mastery	Mastery	Partial Mastery
The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceed the standard in theories of learning. The student examines the role of knowledge in learning; summarizes the information processing model of memory; analyzes the impact of perception, attention, schemas, and scripts on learning and remembering; illustrates knowledge as declarative, procedural, or conditional; evaluates reasons for forgetting; analyzes why metacognition is critical to successful learning; evaluates the concept of metacognition to teaching and learning. The student can independently solve problems and is self-directed.	The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that meet the standard in theories of learning. The student researches the role of knowledge in learning; examines the information processing model of memory; analyzes the impact of perception, attention, schemas, and scripts on learning and remembering; classifies knowledge as declarative, procedural, or conditional; assesses reasons for forgetting; determines why metacognition is critical to successful learning; and relates the concept of metacognition to teaching and learning. Application of knowledge and skills is thorough and effective and the student can work independently.	The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in theories of learning. The student identifies role of knowledge in learning; defines the information processing model of memory; discusses the impact of perception, attention, schemas, and scripts on learning and remembering; explains knowledge as declarative, procedural, or conditional; lists reasons for forgetting; explains why metacognition is critical to successful learning; and describes the concept of metacognition to teaching and learning. Performance needs further development and supervision.

Standard: 6		Complex Cognitive Processes		
HS.S.CED4.6	Students will describe the processes involved in moving from remembering knowledge, skills, and ideas to using them in concept learning, problem solving, creativity, learning strategies, and transfer.			
Objectives		Students will		
HS.O.CED4.6.1	examine characteristics of a lesson containing complex cognitive processes.			
HS.O.CED4.6.2	outline steps to solve complex problems.			
HS.O.CED4.6.3	apply algorithms and heuristics in problem solving.			
HS.O.CED4.6.4	demonstrate strategies to encourage creativity.			
HS.O.CED4.6.5	determine how complex cognitive processes improve performance.			
HS.O.CED4.6.6	examine strategies to encourage transfer of learning.			
Performance Descriptors (HS.PD.CED4.6)				
Above Mastery		Mastery		Partial Mastery
The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceed the standard in complex cognitive processes. The student interprets characteristics of a lesson containing complex cognitive processes; assesses steps to solve complex problems; evaluates algorithms and heuristics in problem solving; develops strategies to encourage creativity; analyzes how complex cognitive processes improve performance; and develops strategies to encourage transfer of learning. The student can independently solve problems and is self-directed.		The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that meet the standard in complex cognitive processes. The student examines characteristics of a lesson containing complex cognitive processes; outlines steps to solve complex problems; applies algorithms and heuristics in problem solving; demonstrates strategies to encourage creativity; determines how complex cognitive processes improve performance; and examines strategies to encourage transfer of learning. Application of knowledge and skills is thorough and effective and the student can work independently.		The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in complex cognitive processes. The student lists characteristics of a lesson containing complex cognitive processes; lists steps to solve complex problems; names algorithms and heuristics in problem solving; identifies strategies to encourage creativity; discusses how complex cognitive processes improve performance; and explains strategies to encourage transfer of learning. Performance needs further development and supervision.
Standard: 7		Social and Cultural Models		

HS.S.CED4.7	Students will explore the social cognitive and constructivist views of learning.	
Objectives	Students will	
HS.O.CED4.7.1	explain reciprocal determinism's relevance to social cognitive theory.	
HS.O.CED4.7.2	research efficacy's affect on teaching and learning.	
HS.O.CED4.7.3	summarize ways teachers support self-efficacy and self-regulated learning.	
HS.O.CED4.7.4	justify the constructivist's perspective on learning.	
HS.O.CED4.7.5	develop a lesson plan that incorporates inquiry, problem-based learning, instructional conversations, and cognitive apprenticeships.	
HS.O.CED4.7.6	illustrate the dilemmas constructivists face.	
Performance Descriptors (HS.PD.CED4.7)		
Above Mastery	Mastery	Partial Mastery
The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceed the standard in social and cultural models. The student employs reciprocal determinism's relevance to social cognitive theory; interprets efficacy's affect on teaching and learning; assesses ways teachers support self-efficacy and self-regulated learning; compares the constructivist's perspective on learning; creates a lesson plan that incorporates inquiry, problem-based learning, instructional conversations, and cognitive apprenticeships; and interprets the dilemmas constructivist face. The student can independently solve problems and is self-directed.	The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that meet the standard in social and cultural models. The student explains reciprocal determinism's relevance to social cognitive theory; researches efficacy's affect on teaching and learning; summarizes ways teachers support self-efficacy and self-regulated learning; justifies the constructivist's perspective on learning; develops a lesson plan that incorporates inquiry, problem-based learning, instructional conversations, and cognitive apprenticeships; and illustrates the dilemmas constructivists face. Application of knowledge and skills is thorough and effective and the student can work independently.	The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in social and cultural models. The student defines reciprocal determinism's relevance to social cognitive theory; describes efficacy's affect on teaching and learning; lists ways teachers support self-efficacy and self-regulated learning; identifies the constructivist's perspective on learning; describes a lesson plan that incorporates inquiry, problem-based learning, instructional conversations, and cognitive apprenticeships; and explains the dilemmas constructivists face. Performance needs further development and supervision.
Standard: 8	Motivation	

HS.S.CED4.8	Students will explore general theories of motivation.	
Objectives	Students will	
HS.O.CED4.8.1	compare intrinsic and extrinsic motivation.	
HS.O.CED4.8.2	compare the ideas of motivation in the behavioral, humanistic, cognitive, and sociocultural views.	
HS.O.CED4.8.3	deduce the effects of success and failure on a student's ability.	
HS.O.CED4.8.4	determine the impact of goals, interests, emotions, and beliefs on motivation.	
HS.O.CED4.8.5	examine factors that teachers control to influence student motivation.	
HS.O.CED4.8.6	demonstrate strategies to motivate students.	
Performance Descriptors (HS.PD.CED4.8)		
	Above Mastery	Mastery
	Partial Mastery	
	<p>The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceed the standard in motivation. The student analyzes intrinsic and extrinsic motivation; compares the ideas of motivation in the behavioral, humanistic, cognitive, and sociocultural views; analyzes the effects of success and failure on a student's ability; evaluates the impact of goals, interests, emotions, and beliefs on motivation; predicts factors that teachers control to influence student motivation; and develops strategies to motivate students. The student can independently solve problems and is self-directed.</p>	<p>The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that meet the standard in motivation. The student compares intrinsic and extrinsic motivation; compares the ideas of motivation in the behavioral, humanistic, cognitive, and sociocultural views; deduces the effects of success and failure on a student's ability; determines the impact of goals, interests, emotions, and beliefs on motivation; examines factors that teachers control to influence student motivation; and demonstrates strategies to motivate students. Application of knowledge and skills is thorough and effective and the student can work independently.</p>
	<p>The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in motivation. The student describes intrinsic and extrinsic motivation; explains the ideas of motivation in the behavioral, humanistic, cognitive, and sociocultural views; discusses the effects of success and failure on a student's ability; describes the impact of goals, interests, emotions, and beliefs on motivation; lists factors that teachers control to influence student motivation; and lists strategies to motivate students. Performance needs further development and supervision.</p>	
Standard: 9	Teaching for Learning	
HS.S.CED4.9	Students will explore factors affecting teacher effectiveness.	

Objectives	Students will	
HS.O.CED4.9.1	demonstrate instructional objectives and themes for planning.	
HS.O.CED4.9.2	compare characteristics of effective teachers.	
HS.O.CED4.9.3	determine appropriate teaching and learning strategies.	
HS.O.CED4.9.4	assess teacher expectations on student learning.	
HS.O.CED4.9.5	compare the teacher's role in direct and constructivist teaching modes.	
HS.O.CED4.9.6	research the effectiveness of teaching methods.	
Performance Descriptors (HS.PD.CED4.9)		
Above Mastery	Mastery	Partial Mastery
The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceed the standard in teaching for learning. The student integrates instructional objectives and themes for planning; models characteristics of effective teachers; evaluates appropriate teaching and learning strategies; predicts teacher expectations on student learning; compares the teacher's role in direct and constructivist teaching modes; and evaluates the effectiveness of teaching methods. The student can independently solve problems and is self-directed.	The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that meet the standard in teaching for learning. The student demonstrates instructional objectives and themes for planning; compares characteristics of effective teachers; determines appropriate teaching and learning strategies; assesses teacher expectations on student learning; compares the teacher's role in direct and constructivist teaching modes; and researches the effectiveness of teaching methods. Application of knowledge and skills is thorough and effective and the student can work independently.	The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in teaching for learning. The student uses instructional objectives and themes for planning; lists characteristics of effective teachers; discusses appropriate teaching and learning strategies; discusses teacher expectations on student learning; explains the teacher's role in direct and constructivist teaching modes; and identifies the effectiveness of teaching methods. Performance needs further development and supervision.
Standard: 10	Participation in a Local Student Organization	
HS.S.CED4.10	Students will participate in a local student organization.	
Objectives	Students will	
HS.O.CED4.10.1	assess the purposes and goals of a local student organization.	

HS.O.CED4.10.2	discover the benefits and responsibilities of participation in a local student organization as an adult It.
HS.O.CED4.10.3	demonstrate leadership skills through participation in local student organization activities such as meetings, programs, and projects.
Performance Descriptors (HS.PD.CED4.10)	
Above Mastery	Mastery
The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceed the standard in participating in a local student organization. The student evaluates the purposes and goals of a local student organization; judges the benefits and responsibilities of participation in a local student organization as an adult; and performs leadership skills through participation in local student organization activities such as meetings, programs, and projects. The student can independently solve problems and is self-directed.	The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that meet the standard in participating in a local student organization. The student assesses the purposes and goals of a local student organization; discovers the benefits and responsibilities of participation in a local student organization as an adult; and demonstrates leadership skills through participation in local student organization activities such as meetings, programs, and projects. Application of knowledge and skills is thorough and effective and the student can work independently.
Partial Mastery	The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in participating in a local student organization. The student identifies the purposes and goals of a local student organization; lists the benefits and responsibilities of participation in a local student organization as an adult; and names leadership skills through participation in local student organization activities such as meetings, programs, and projects. Performance needs further development and supervision.
Standard: 11	Literacy and Numeracy
HS.S.CED4.11	Students will demonstrate the literacy and numeracy skills required to solve complex, real-world problems associated with their career/technical content area and improve their thinking and reasoning skills.
Objectives	Students will
HS.O.CED4.11.1	utilize a variety of technical sources (e.g., Internet, manuals, journals, directions, reports, etc.) to complete career/technical assignments and projects.
HS.O.CED4.11.2	demonstrate writing skills required to complete career/technical assignments and projects.
HS.O.CED4.11.3	demonstrate accuracy in calculating and measuring graphical work required to complete

	career/technical assignments and projects.	
HS.O.CED4.11.4	analyze tables, charts, graphs and multiple data sources to complete career/technical assignments and projects.	
Performance Descriptors (HS.PD.CED4.11)		
	Above Mastery	Mastery
	Partial Mastery	
	<p>The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceed the standard in literacy and numeracy. The student chooses a variety of technical sources (e.g., Internet, manuals, journals, directions, reports, etc.) to complete career/technical assignments and projects; performs writing skills required to complete career/technical assignments and projects; communicates accuracy in calculating and measuring graphical work required to complete career/technical assignments and projects; and evaluates tables, charts, graphs and multiple data sources to complete career/technical assignments and projects. The student can independently solve problems and is self-directed.</p>	<p>The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that meet the standard in literacy and numeracy. The student utilizes a variety of technical sources (e.g., Internet, manuals, journals, directions, reports, etc.) to complete career/technical assignments and projects; demonstrates writing skills required to complete career/technical assignments and projects; demonstrates accuracy in calculating and measuring graphical work required to complete career/technical assignments and projects; and analyzes tables, charts, graphs and multiple data sources to complete career/technical assignments and projects. Application of knowledge and skills is thorough and effective and the student can work independently.</p>
	<p>The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in literacy and numeracy. The student selects a variety of technical sources (e.g., Internet, manuals, journals, directions, reports, etc.) to complete career/technical assignments and projects; reproduces writing skills required to complete career/technical assignments and projects; illustrates accuracy in calculating and measuring graphical work required to complete career/technical assignments and projects; and explains tables, charts, graphs and multiple data sources to complete career/technical assignments and projects. Performance needs further development and supervision.</p>	

Standard: 12		21st Century Learning Skills		
HS.S.CED4.12	Students will	<ul style="list-style-type: none"> • access and manipulate information for use in oral, written, or multimedia format using appropriate technology skills. • apply sound reasoning processes to solve complex real-world problems and develop new ideas. • exhibit leadership and ethical behavior in planning and executing tasks, as an individual or a group member. 		
Objectives		Students will		
HS.O.CED4.12.1	search online using a range of technology tools and media to access relevant information needed for problem solving.			
HS.O.CED4.12.2	create information for oral, written, and multimedia communications, adhering to copyright laws.			
HS.O.CED4.12.3	engage in problem solving and critical thinking processes to create and evaluate complex strategies in order to independently solve problems.			
HS.O.CED4.12.4	adapt to new situations by considering multiple perspectives and a commitment to continued learning.			
HS.O.CED4.12.5	exhibit ethical behavior and positive leadership while working collaboratively in the school and/or community.			
HS.O.CED4.12.6	model legal and ethical behaviors in the use of technology.			
Performance Descriptors (HS.PD.CED4.12)				
Above Mastery		Mastery		Partial Mastery
The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceed the standard in 21 st century learning skills. The student assesses online technology tools and media to access relevant information needed for problem solving; critiques information for oral, written, and multimedia communications, adhering to copyright		The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that meet the standard in 21 st century learning skills. The student searches online using a range of technology tools and media to access relevant information needed for problem solving; creates information for oral, written, and multimedia communications, adhering to copyright		The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in 21 st century learning skills. The student explains online technology tools and media to access relevant information needed for problem solving; identifies information for oral, written, and multimedia communications, adhering to copyright laws; discusses

laws; integrates problem solving and critical thinking processes to create and evaluate complex strategies in order to independently solve problems; interprets new situations by considering multiple perspectives and a commitment to continued learning; incorporates ethical behavior and positive leadership while working collaboratively in the school and/or community; and reinforces legal and ethical behaviors in the use of technology. The student can independently solve problems and is self-directed.	laws; engages in problem solving and critical thinking processes to create and evaluate complex strategies in order to independently solve problems; adapts to new situations by considering multiple perspectives and a commitment to continued learning; exhibits ethical behavior and positive leadership while working collaboratively in the school and/or community; and models legal and ethical behaviors in the use of technology. Application of knowledge and skills is thorough and effective and the student can work independently.	problem solving and critical thinking processes to create and evaluate complex strategies in order to independently solve problems; discusses new situations by considering multiple perspectives and a commitment to continued learning; reviews ethical behavior and positive leadership while working collaboratively in the school and/or community; and describes legal and ethical behaviors in the use of technology. Performance needs further development and supervision.
Standard: 13	Entrepreneurship Skills	
HS.S.CED4.13	Students will access the opportunities, concepts, processes, and personal traits/behaviors associated with successful entrepreneurial performance.	
Objectives	Students will	
HS.O.CED4.13.1	assess global trends in entrepreneurship that are related to their career/technical program.	
HS.O.CED4.13.2	determine entrepreneurial opportunities in venture creation related to their career/technical program.	
HS.O.CED4.13.3	examine desirable entrepreneurial personality traits.	
Performance Descriptors (HS.PD.CED4.13)		
Above Mastery	Mastery	Partial Mastery
The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceed the standard in entrepreneurship skills. The student critiques global trends in entrepreneurship that are related to their career/technical program;	The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that meet the standard in entrepreneurship skills. The student assesses global trends in entrepreneurship that are related to their career/technical program;	The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in entrepreneurship skills. The student lists global trends in entrepreneurship that are related to their career/technical program;

<p>evaluates entrepreneurial opportunities in venture creation related to their career/technical program; and assesses desirable entrepreneurial personality traits. The student can independently solve problems and is self-directed.</p>	<p>determines entrepreneurial opportunities in venture creation related to their career/technical program; and examines desirable entrepreneurial personality traits. Application of knowledge and skills is thorough and effective and the student can work independently.</p>	<p>describes entrepreneurial opportunities in venture creation related to their career/technical program; and identifies desirable entrepreneurial personality traits. Performance needs further development and supervision.</p>
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