

This area of study will introduce students to those who require special accommodations to optimize their learning potential. The course will cover historical and legal bases for providing education services to students with special needs as well as examine the philosophical, political, and pedagogical issues that exist within education and training today. The course also examines the demographics, culture, attitudes, and values of diverse populations being served in education and training environments. Course content includes presenting a climate of effective methods of motivational theory, classroom discipline and management, including working with students with discipline problems, learners with special needs, students with behavioral problems and students at risk. Also included is content related to educational policies that ensure equal opportunity and working with different learning and teaching styles. Students also gain the professional or skilled knowledge and skills necessary in beginning a career in the education profession. Students will utilize problem-solving techniques and participate in hands-on activities to develop an understanding of course concepts. Teachers should provide each student with real world learning opportunities and instruction related to the education profession. 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 21<sup>st</sup> Century Learning include the following components: 21<sup>st</sup> Century Content Standards and 21<sup>st</sup> 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.

<b>Grade 11-12</b>	<b>Exceptionalities and Diversity</b>	
<b>Standard: 1</b>	<b>Dealing with Student Diversity</b>	
HS.S.CED3.1	Students will explain the impact diversity has on teaching and learning.	
<b>Objectives</b>	<b>Students will</b>	
HS.O.CED3.1.1	analyze systematic student groupings in public schools that support or hinder learning.	
HS.O.CED3.1.2	research how diversity affects teaching and learning.	
HS.O.CED3.1.3	outline student abilities, readiness for learning, and other cultural factors.	
<b>Performance Descriptors (HS.PD.CED3.1)</b>		
<b>Above Mastery</b>	<b>Mastery</b>	<b>Partial Mastery</b>
The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceed the	The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that meet the	The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or

<p>standard in dealing with student diversity. The student assesses systematic student groupings in public schools that support or hinder learning; evaluates how diversity affects teaching and learning; and appraises student abilities, readiness for learning, and other cultural factors. The student can independently solve problems and is self-directed.</p>	<p>standard in dealing with student diversity. The student analyzes systematic student groupings in public schools that support or hinder learning; researches how diversity affects teaching and learning; and outlines student abilities, readiness for learning, and other cultural factors. Application of knowledge and skills is thorough and effective, and the student can work independently.</p>	<p>omissions in dealing with student diversity. The student explains systematic student groupings in public schools that support or hinder learning; describes how diversity affects teaching and learning; and lists student abilities, readiness for learning, and other cultural factors. Performance needs further development and supervision.</p>
<p><b>Standard: 2</b></p>		<p><b>Teacher Authority</b></p>
<p>HS.S.CED3.2</p>	<p>Students will formulate the purposes and limits of teacher authority.</p>	
<p><b>Objectives</b></p>		<p><b>Students will</b></p>
<p>HS.O.CED3.2.1</p>	<p>determine nature of a classroom teacher's authority.</p>	
<p>HS.O.CED3.2.2</p>	<p>illustrate how a teacher uses authority to facilitate students' development.</p>	
<p>HS.O.CED3.2.3</p>	<p>recognize when a teacher oversteps the use of authority.</p>	
<p><b>Performance Descriptors (HS.PD.CED3.2)</b></p>		
<p><b>Above Mastery</b></p>	<p><b>Mastery</b></p>	<p><b>Partial Mastery</b></p>
<p>The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceed the standard in teacher authority. The student evaluates nature of a classroom teacher's authority; models how a teacher uses authority to facilitate students' development; and expresses when a teacher oversteps the use of authority. 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 teacher authority. The student determines nature of a classroom teacher's authority; illustrates how a teacher uses authority to facilitate students' development; and recognizes when a teacher oversteps the use of authority. Application of knowledge and skills is thorough and effective, and the student can work</p>	<p>The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in teacher authority. The student describes nature of a classroom teacher's authority; identifies how a teacher uses authority to facilitate students' development; and discusses when a teacher oversteps the use of authority. Performance needs further development and supervision.</p>

	independently.	
<b>Standard: 3</b>	<b>Classroom Climate</b>	
HS.S.CED3.3	Students will explain the elements of a curriculum-oriented learning community.	
<b>Objectives</b>	<b>Students will</b>	
HS.O.CED3.3.1	outline climate, tone, and features of a standards based learning community.	
HS.O.CED3.3.2	demonstrate how teachers construct and maintain a supportive, encouraging, and challenging learning environment.	
<b>Performance Descriptors (HS.PD.CED3.3)</b>		
	<b>Above Mastery</b>	<b>Mastery</b>
	<b>Partial Mastery</b>	
	The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceed the standard in classroom climate. The student critiques the climate, tone, and features of a standard based learning community; and conclude how teachers construct and maintain a supportive, encouraging, and challenging learning environment. 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 classroom climate. The student outlines climate, tone, and features of a standard based learning community; and demonstrates how teachers construct and maintain a supportive, encouraging, and challenging learning environment. 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 classroom climate. The student describes the climate, tone, and features of a standard based learning community; and give examples how teachers construct and maintain a supportive, encouraging, and challenging learning environment. Performance needs further development and supervision.	
<b>Standard: 4</b>	<b>Engaged Learning</b>	
HS.S.CED3.4	Students will explore engaged learning affects student success.	
<b>Objectives</b>	<b>Students will</b>	
HS.O.CED3.4.1	predict how social relationships affect learning.	
HS.O.CED3.4.2	illustrate how cooperative learning uses social relationships to enhance student learning.	
HS.O.CED3.4.3	develop a cooperative learning structure.	
HS.O.CED3.4.4	prepare plans to prevent and respond to school violence.	
<b>Performance Descriptors (HS.PD.CED3.4)</b>		

<b>Above Mastery</b>		<b>Mastery</b>	<b>Partial Mastery</b>
<p>The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceed the standard in engaged learning. The student assess how social relationships affect learning; concludes how cooperative learning uses social relationships to enhance student learning; creates a cooperative learning structure; and produces plans to prevent and respond to school violence. 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 engaged learning. The student predicts how social relationships affect learning; illustrates how cooperative learning uses social relationships to enhance student learning; develops a cooperative learning structure; and prepares plans to prevent and respond to school violence. 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 engaged learning. The student describes how social relationships affect learning; explains how cooperative learning uses social relationships to enhance student learning; reproduce a cooperative learning structure; and summarizes plans to prevent and respond to school violence. Performance needs further development and supervision.</p>
<b>Standard: 5</b>	<b>Designing Instruction for Diversity</b>		
HS.S.CED3.5	Students will compare instructional strategies designed to meet the needs of diverse learners.		
<b>Objectives</b>	<b>Students will</b>		
HS.O.CED3.5.1	examine insights and understanding of diverse learners.		
HS.O.CED3.5.2	determine essential principles that support student learning.		
HS.O.CED3.5.3	implement basic methods that make lessons relevant and developmentally appropriate.		
HS.O.CED3.5.4	analyze concepts of multiple intelligences and learning styles.		
HS.O.CED3.5.5	illustrate systematic problem solving to support and encourage growth and development .		
<b>Performance Descriptors (HS.PD.CED3.5)</b>			
<b>Above Mastery</b>		<b>Mastery</b>	<b>Partial Mastery</b>
<p>The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceed the standard in designing instruction for diversity. The student critiques insights</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 designing instruction for diversity. The student examines</p>	<p>The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in designing instruction for diversity. The student explains insights</p>

<p>and understanding of diverse learners; compares essential principles that support student learning; implements basic methods that make lessons relevant and developmentally appropriate; compares concept of multiple intelligences and learning styles; and formulates systematic problem solving to support and encourage growth and development. The student can independently solve problems and is self-directed.</p>	<p>insights and understanding of diverse learners; determines essential principles that support student learning; implements basic methods that make lessons relevant and developmentally appropriate; analyzes concept of multiple intelligences and learning styles; and illustrates systematic problem solving to support and encourage the growth and development. Application of knowledge and skills is thorough and effective, and the student can work independently.</p>	<p>and understanding of diverse learners; determines essential principles that support student learning; identifies basic methods that make lessons relevant and developmentally appropriate; describes concept of multiple intelligences and learning styles; and summarizes systematic problem solving to support and encourage growth and development. Performance needs further development and supervision.</p>
<p><b>Standard: 6      Learning Problems</b></p>		
<p>HS.S.CED3.6      Students will research the characteristics and learning difficulties of exceptional students.</p>		
<p><b>Objectives      Students will</b></p>		
<p>HS.O.CED3.6.1      determine if labeling is appropriate.</p>		
<p>HS.O.CED3.6.2      determine if grouping is appropriate.</p>		
<p>HS.O.CED3.6.3      compare types of intelligence and how they are measured.</p>		
<p>HS.O.CED3.6.4      outline critical elements of the Individuals with Disabilities Education Improvement Act and Section 504 of the Vocational Rehabilitation Act.</p>		
<p>HS.O.CED3.6.5      develop guidelines for addressing the needs of students who experience physical, cognitive, personal, social, moral, and emotional exceptionalities.</p>		
<p><b>Performance Descriptors (HS.PD.CED3.6)</b></p>		
<p><b>Above Mastery</b></p>	<p><b>Mastery</b></p>	<p><b>Partial Mastery</b></p>
<p>The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceed the standard in learning problems. The student judges if labeling is appropriate; critiques if grouping is</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 learning problems. The student determines if labeling is appropriate; determines if grouping is</p>	<p>The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in learning problems. The student sites if labeling is appropriate; explains if grouping is appropriate</p>

<p>appropriate; compares types of intelligence and how they are measured; interprets critical elements of the Individuals with Disabilities Education Improvement Act and Section 504 of the Vocational Rehabilitation Act; and produces guidelines for addressing the needs of students who experience physical, cognitive, personal, social, moral, and emotional exceptionalities. The student can independently solve problems and is self-directed.</p>	<p>appropriate; compares types of intelligence and how they are measured; outlines critical elements of the Individuals with Disabilities Education Improvement Act and Section 504 of the Vocational Rehabilitation Act; and develops guidelines for addressing the needs of students who experience physical, cognitive, personal, social, moral, and emotional exceptionalities. Application of knowledge and skills is thorough and effective, and the student can work independently.</p>	<p>describes types of intelligence and how they are measured; lists critical elements of the Individuals with Disabilities Education Improvement Act and Section 504 of the Vocational Rehabilitation Act; and states guidelines for addressing the needs of students who experience physical, cognitive, personal, social, moral, and emotional exceptionalities. Performance needs further development and supervision.</p>
<b>Standard: 7</b>	<b>Economic, Social, Ethnic, Racial, Gender, and Language Differences</b>	
HS.S.CED3.7	Students will evaluate the influences of economic, social, ethnic, racial, gender, and language differences on school success.	
<b>Objectives</b>	<b>Students will</b>	
HS.O.CED3.7.1	compare concepts of “melting pot” and “multicultural education.”	
HS.O.CED3.7.2	assess educational achievement levels of students from low-income, middle-income and upper-income groups.	
HS.O.CED3.7.3	examine possible conflicts between a students’ home cultures and cultural identity, with the schools’ culture.	
HS.O.CED3.7.4	evaluate the impact that school culture has on the development of gender differences.	
HS.O.CED3.7.5	illustrate teaching strategies for bi-lingual classrooms.	
HS.O.CED3.7.6	examine culturally appropriate teaching strategies for a variety of grades and subjects.	
HS.O.CED3.7.7	deduce the concept of developing “resiliency” in students.	
<b>Performance Descriptors (HS.PD.CED3.7)</b>		
<b>Above Mastery</b>	<b>Mastery</b>	<b>Partial Mastery</b>
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 economic, social, ethnic, racial, gender, and language differences. The student can explain “melting pot” and “multi-cultural education”. The student assesses why the educational achievement levels of low-income students might differ from those of middle-and upper-income students. The student interprets possible conflicts between a students’ home cultures and cultural identity, with the schools’ culture; critiques the impact that school culture has on the development of gender differences; designs teaching strategies for bi-lingual classrooms; designs culturally appropriate teaching strategies for a variety of grades and subjects; and evaluates the concept of developing “resiliency” in students. The student can independently solve problems and is self-directed.</p>	<p>knowledge and skills that meet the standard in economic, social, ethnic, racial, gender, and language differences. The student compares concepts of “melting pot” and “multicultural education; assesses educational achievement levels of students from low-income, middle-income and upper-income groups; examines possible conflicts between a students’ home cultures and cultural identity, with the schools’ culture; evaluates the impact that school culture has on the development of gender differences; illustrates teaching strategies for bi-lingual classrooms; examines culturally appropriate teaching strategies for a variety of grades and subjects; deduce the concept of developing “resiliency” in students. Application of knowledge and skills is thorough and effective, and the student can work independently.</p>	<p>characterized by errors and/or omissions in economic, social, ethnic, racial, gender, and language differences. The student describes concepts of “melting pot” and “multicultural education; describes educational achievement levels of students from low-income , middle-income and upper-income groups; gives examples possible conflicts between a students’ home cultures and cultural identity, with the schools’ culture; discusses the impact that school culture has on the development of gender differences; identifies teaching strategies for bi-lingual classrooms; finds culturally appropriate teaching strategies for a variety of grades and subjects; and define the concept of developing “resiliency” in students. Performance needs further development and supervision.</p>
<b>Standard: 8</b>	<b>Classroom Assessment and Grading</b>	
HS.S.CED3.8	Students will examine procedures for testing and grading.	
<b>Objectives</b>	<b>Students will</b>	
HS.O.CED3.8.1	examine test questions.	
HS.O.CED3.8.2	compare multiple choice and essay test items.	
HS.O.CED3.8.3	develop guidelines for portfolios, performances, scoring rubrics, and other authentic assessment methods.	
HS.O.CED3.8.4	examine impact grades have on students.	
HS.O.CED3.8.5	collect examples of criterion-referenced and norm-referenced grading systems.	

HS.O.CED3.8.6	prepare a communication plan on grading policy.	
<b>Performance Descriptors (HS.PD.CED3.8)</b>		
<b>Above Mastery</b>	<b>Mastery</b>	<b>Partial Mastery</b>
The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceed the standard in classroom assessment and grading. The student evaluates test questions; critiques multiple choice and essay test items; produces guidelines for portfolios, performances, scoring rubrics, and other authentic assessment methods; assesses impact grades have on students; compares and contrasts examples of criterion-referenced and norm-referenced grading systems; and formulates a communication plan on grading policy. 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 classroom assessment and grading. The student examines test questions; compare multiple choice and essay test items; develops guidelines for portfolios, performances, scoring rubrics, and other authentic assessment methods; examines impact grades have on students; collects examples of criterion-referenced and norm-referenced grading systems; and prepares a communication plan on grading policy. 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 classroom assessment and grading. The student reads test questions; views multiple choice and essay test items; describes guidelines for portfolios, performances, scoring rubrics, and other authentic assessment methods; discusses the impact grades have on students; finds examples of criterion-referenced and norm-referenced grading systems; and makes sense of a communication plan on grading policy. Performance needs further development and supervision.
<b>Standard: 9</b>	<b>Student Assessment</b>	
HS.S.CED3.9	Students will examine the role of assessment.	
<b>Objectives</b>	<b>Students will</b>	
HS.O.CED3.9.1	compare methods of assessments.	
HS.O.CED3.9.2	demonstrate critical reflection.	
HS.O.CED3.9.3	research the current practices of standardized testing.	
HS.O.CED3.9.4	develop a plan for standardized testing preparation.	
<b>Performance Descriptors (HS.PD.CED3.9)</b>		
<b>Above Mastery</b>	<b>Mastery</b>	<b>Partial Mastery</b>
The student demonstrates exceptional	The student demonstrates competent	The student demonstrates basic but

<p>and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceed the standard in student assessment. The student evaluates methods of assessments; performs critical reflection; critiques the current practices of standardized testing; and designs a plan for standardized testing preparation. The student can independently solve problems and is self-directed.</p>	<p>and proficient performance and shows a thorough and effective application of knowledge and skills that meet the standard in student assessment. The student compares methods of assessments; demonstrates critical reflection; researches the current practices of standardized testing; and develops a plan for standardized testing preparation. Application of knowledge and skills is thorough and effective, and the student can work independently.</p>	<p>inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in student assessment. The student describes methods of assessments; defines critical reflection; discusses the current practices of standardized testing; and finds a plan for standardized testing preparation. Performance needs further development and supervision.</p>
<p><b>Standard: 10 Participating in the Student Organization</b></p>		
<p>HS.S.CED3.10</p>		<p>Students will participate in a student organization.</p>
<p><b>Objectives</b></p>		<p><b>Students will</b></p>
<p>HS.O.CED3.10.1</p>		<p>assess the purposes and goals of a local student organization.</p>
<p>HS.O.CED3.10.2</p>		<p>discover the benefits and responsibilities of participation in a local student organization as an adult.</p>
<p>HS.O.CED3.10.3</p>		<p>demonstrate leadership skills through participation in local student organization activities such as meetings, programs, and projects.</p>
<p><b>Performance Descriptors (HS.PD.CED3.10)</b></p>		
<p><b>Above Mastery</b></p>	<p><b>Mastery</b></p>	<p><b>Partial Mastery</b></p>
<p>The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceed the standard in participating in a 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</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 participating in a 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</p>	<p>The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in participating in a 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 name leadership skills through</p>

<p>participation in local student organization activities such as meetings, programs, and projects. The student can independently solve problems and is self-directed.</p>	<p>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.</p>	<p>participation in local student organization activities such as meetings, programs, and projects. Performance needs further development and supervision.</p>
<p><b>Standard: 11 Literacy and Numeracy</b></p>		
<p>HS.S.CED3.11</p>	<p>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.</p>	
<p><b>Objectives Students will</b></p>		
<p>HS.O.CED3.11.1</p>	<p>utilize a variety of technical sources (e.g., Internet, manuals, journals, directions, reports, etc.) to complete career/technical assignments and projects.</p>	
<p>HS.O.CED3.11.2</p>	<p>demonstrate writing skills required to complete career/technical assignments and projects.</p>	
<p>HS.O.CED3.11.3</p>	<p>demonstrate accuracy in calculating and measuring graphical work required to complete career/technical assignments and projects.</p>	
	<p>analyze tables, charts, graphs and multiple data sources to complete career/technical assignments and projects.</p>	
<p><b>Performance Descriptors (HS.PD.CED3.11)</b></p>		
<p><b>Above Mastery</b></p>	<p><b>Mastery</b></p>	<p><b>Partial Mastery</b></p>
<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;</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;</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</p>

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.	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.	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.						
<b>Standard: 12 21<sup>st</sup> Century Learning Skills</b>								
HS.S.CED3.12	Students will <ul style="list-style-type: none"> <li>• access and manipulate information for use in oral, written, or multimedia format using appropriate technology skills.</li> <li>• apply sound reasoning processes to solve complex real-world problems and develop new ideas.</li> <li>• exhibit leadership and ethical behavior in planning and executing tasks, as an individual or a group member.</li> </ul>							
<b>Objectives Students will</b>								
HS.O.CED3.12.1	search online using a range of technology tools and media to access relevant information needed for problem solving.							
HS.O.CED3.12.2	create information for oral, written, and multimedia communications, adhering to copyright laws.							
HS.O.CED3.12.3	engage in problem solving and critical thinking processes to create and evaluate complex strategies in order to independently solve problems.							
HS.O.CED3.12.4	adapt to new situations by considering multiple perspectives and a commitment to continued learning.							
HS.O.CED3.12.5	exhibit ethical behavior and positive leadership while working collaboratively in the school and/or community.							
HS.O.CED3.12.6	model legal and ethical behaviors in the use of technology.							
<b>Performance Descriptors (HS.PD.CED3.12)</b>								
<table border="1" style="width:100%; border-collapse: collapse;"> <tr> <td style="width:33%; text-align: center;"><b>Above Mastery</b></td> <td style="width:33%; text-align: center;"><b>Mastery</b></td> <td style="width:33%; text-align: center;"><b>Partial Mastery</b></td> </tr> <tr> <td style="text-align: center;">The student demonstrates exceptional</td> <td style="text-align: center;">The student demonstrates competent</td> <td style="text-align: center;">The student demonstrates basic but</td> </tr> </table>			<b>Above Mastery</b>	<b>Mastery</b>	<b>Partial Mastery</b>	The student demonstrates exceptional	The student demonstrates competent	The student demonstrates basic but
<b>Above Mastery</b>	<b>Mastery</b>	<b>Partial Mastery</b>						
The student demonstrates exceptional	The student demonstrates competent	The student demonstrates basic but						
The student demonstrates exceptional	The student demonstrates competent	The student demonstrates basic but						

<p>and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceed the standard in 21<sup>st</sup> 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 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.</p>	<p>and proficient performance and shows a thorough and effective application of knowledge and skills that meet the standard in 21<sup>st</sup> 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 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.</p>	<p>inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in 21<sup>st</sup> 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 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.</p>
<b>Standard: 13</b>	<b>Entrepreneurship Skills</b>	
HS.S.CED3.13	Students will access the opportunities, concepts, processes, and personal traits/behaviors associated with successful entrepreneurial performance.	
<b>Objectives</b>	<b>Students will</b>	
HS.O.CED3.13.1	assess global trends in entrepreneurship that are related to their career/technical program.	
HS.O.CED3.13.2	determine entrepreneurial opportunities in venture creation related to their career/technical program.	
HS.O.CED3.13.3	examine desirable entrepreneurial personality traits.	

<b>Performance Descriptors (HS.PD.CED3.13)</b>		
<b>Above Mastery</b>	<b>Mastery</b>	<b>Partial Mastery</b>
<p>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; 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>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; 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>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; 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>