

This area of study will introduce the history, development, organization, and practices of preschool, elementary, and secondary education. In addition to classroom training, students will participate in field experiences at local elementary, middle, and high schools. Students also gain the professional or skilled knowledge and skills necessary to begin 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>Foundation in Education</b>	
<b>Standard: 1</b>	<b>Awareness and Reflection</b>	
HS.S.CED1.1	Students will illustrate awareness and reflection of personal qualities as they relate to success as an educator.	
<b>Objectives</b>	<b>Students will</b>	
HS.O.CED1.1.1	recognize their strengths and areas for improvement as learners.	
HS.O.CED1.1.2	distinguish themselves as individuals, learners, and community members.	
HS.O.CED1.1.3	demonstrate cooperative work with others.	
HS.O.CED1.1.4	determine factors contributing to self-esteem.	
HS.O.CED1.1.5	articulate the role of self-esteem in learning.	
HS.O.CED1.1.6	recognize their own diversity.	
<b>Performance Descriptors (HS.PD.CED1.1)</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 standard in awareness and reflection.	The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that meet the standard in awareness and reflection.	The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in awareness and reflection.

<p>The student critiques their strengths and areas for improvement as learners; evaluates themselves as individuals, learners, and community members; incorporates cooperative work with others; communicates factors contributing to self-esteem; interprets the role of self-esteem in learning; and analyzes their own diversity. The student can independently solve problems and is self-directed.</p>	<p>The student recognizes their strengths and areas for improvement as learners; distinguishes themselves as individuals, learners, and community members; demonstrates cooperative work with others; determines factors contributing to self-esteem; articulates the role of self-esteem in learning; and recognizes their own diversity. Application of knowledge and skills is thorough and effective and the student can work independently.</p>	<p>The student identifies their strengths and areas for improvement as learners; describes themselves as individuals, learners, and community members; practices cooperative work with others; explains factors contributing to self-esteem; summarizes the role of self-esteem in learning; and identifies their own diversity. Performance needs further development and supervision.</p>
<p><b>Standard: 2</b></p>	<p><b>Styles and Needs</b></p>	
<p>HS.S.CED1.2</p>	<p>Students will analyze the variables that impact learning.</p>	
<p><b>Objectives</b></p>	<p><b>Students will</b></p>	
<p>HS.O.CED1.2.1</p>	<p>compare learning styles.</p>	
<p>HS.O.CED1.2.2</p>	<p>recognize special needs and exceptionalities of learners.</p>	
<p>HS.O.CED1.2.3</p>	<p>recognize how special needs and exceptionalities affect the learning process.</p>	
<p>HS.O.CED1.2.4</p>	<p>distinguish major physical, social, and personal challenges that impede successful learning.</p>	
<p>HS.O.CED1.2.5</p>	<p>assess opportunities and challenges created by diversity in the classroom.</p>	
<p><b>Performance Descriptors (HS.PD.CED1.2)</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 styles and needs. The students assesses learning styles; evaluates special needs and exceptionalities of learners; expresses how special needs and exceptionalities affect the learning process; compares</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 styles and needs. The students compares learning styles; recognizes special needs and exceptionalities of learners; recognizes how special needs and exceptionalities affect the learning process;</p>	<p>The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in styles and needs. The students defines learning styles; identifies special needs and exceptionalities of learners; discusses how special needs and exceptionalities affect the learning process; describes</p>

<p>major physical, social, and personal challenges that impede successful learning; and predicts opportunities and challenges created by diversity in the classroom. The student can independently solve problems and is self-directed.</p>	<p>distinguishes major physical, social, and personal challenges that impede successful learning; and assesses opportunities and challenges created by diversity in the classroom. Application of knowledge and skills is thorough and effective and the student can work independently.</p>	<p>major physical, social, and personal challenges that impede successful learning; and summarizes opportunities and challenges created by diversity in the classroom. Performance needs further development and supervision.</p>
<p><b>Standard: 3</b></p>	<p><b>Growth and Development</b></p>	
<p>HS.S.CED1.3</p>	<p>Students will examine the different stages of human growth and development.</p>	
<p><b>Objectives</b></p>	<p><b>Students will</b></p>	
<p>HS.O.CED1.3.1</p>	<p>diagram physical stages of learners.</p>	
<p>HS.O.CED1.3.2</p>	<p>research cognitive stages of learners.</p>	
<p>HS.O.CED1.3.3</p>	<p>recognize development of moral stages of learners.</p>	
<p>HS.O.CED1.3.4</p>	<p>analyze steps in the psychosocial stages of learners.</p>	
<p>HS.O.CED1.3.5</p>	<p>demonstrate intrapersonal applications of the developmental changes of learners.</p>	
<p><b>Performance Descriptors (HS PD.CED1.3.)</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 growth and development. The student evaluates physical stages of learners; assesses cognitive stages of learners; contrasts development of moral stages of learners; assesses steps in the psychosocial stages of learners; and incorporates intrapersonal applications of the developmental changes of learners. The student can independently solve problems and 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 growth and development. The student diagrams physical stages of learners; researches cognitive stages of learners; recognizes development of moral stages of learners; analyzes steps in the psychosocial stages of learners; and demonstrates intrapersonal applications of the developmental changes of learners. Application of knowledge and skills is</p>	<p>The student demonstrates basic but inconsistent performance of fundamental knowledge and skills that are characterized by errors and /or omissions in growth and development. The student sequences physical stages of learners; recalls cognitive stages of learners; identifies development of moral stages of learners; states steps in the psychosocial stages of learners; and explains intrapersonal applications of the developmental changes of learners. Performance needs further development and supervision.</p>

self directed.	thorough and effective and the student can work independently.	
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<b>Standard: 4</b>		<b>History and Trends</b>	
HS.S.CED1.4	Students will critique the history of education and the trends that affect its practice.		
<b>Objectives</b>	<b>Students will</b>		
HS.O.CED1.4.1	report international, national, and state history of education.		
HS.O.CED1.4.2	research educational trends that influenced issues in today's education.		
HS.O.CED1.4.3	predict future educational trends based on past and current events.		
HS.O.CED1.4.4	compare positive and negative perceptions of the teaching profession.		
HS.O.CED1.4.5	assess how philosophical thought – even thought contained in ancient philosophies – has influenced education and still continues to do so.		
HS.O.CED1.4.6	provide their philosophy on one or more theory of education and what impact the theory(s) has on them as teachers.		
<b>Performance Descriptors (HS.PD.CED1.4)</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 history and trends. The student communicates international, national, and state history of education; generates educational trends that influenced issues in today's education; assesses future educational trends based on past and current events; contrasts positive and negative perceptions of the teaching profession; interprets how philosophical thought – even thought contained in ancient philosophies – has influenced education and still continues to do so; and formulates their philosophy on one more theory of education and what	The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that meet the standard in history and trends. The student reports international, national, and state history of education; researches educational trends that influenced issues in today's education; predicts future educational trends based on past and current events; compares positive and negative perceptions of the teaching profession; assesses how philosophical thought – even thought contained in ancient philosophies – has influenced education and still continues to do so; and provides their philosophy on one or more theory of education and what	The student demonstrates basic but inconsistent performance of fundamental knowledge and skills that are characterized by errors and /or omissions in history and trends. The student traces international, national, and state history of education; describes educational trends that influenced issues in today's education; identifies future educational trends based on past and current events; writes positive and negative perceptions of the teaching profession; explains how philosophical thought – even thought contained in ancient philosophies – has influenced education and still continues to do so; and describes their philosophy on one or more theory of education and what	

impact the theory(s) has on them as teachers. The student can independently solve problems and is self-directed.		impact the theory(s) has on them as teachers. Application of knowledge and skills is thorough and effective and the student can work independently.		impact the theory(s) has on them as teachers. Performance needs further development and supervision.	
<b>Standard: 5</b>		<b>Structure and Governance</b>			
HS.S.CED1.5		Students will assess the structure and governance of education practice.			
<b>Objectives</b>		<b>Students will</b>			
HS.O.CED1.5.1		research careers in special education.			
HS.O.CED1.5.2		compare types of schooling available today.			
HS.O.CED1.5.3		outline the governance structure of the local, state, and national educational systems.			
HS.O.CED1.5.4		assess national and state content standards and assessments.			
<b>Performance Descriptors (HS.PD.CED1.5)</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 structure and governance. The student compares careers in special education; critiques types of schooling available today; interprets the governance structure of the local, state, and national educational systems; and incorporates national and state content standards and assessments. 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 structure and governance. The student researches careers in special education; compares types of schooling available today; outlines the governance structure of the local, state, and national educational systems; and assesses national and state content standards and assessments. 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 that are characterized by errors and /or omissions in structure and governance. The student lists careers in special education; defines types of schooling available today; explains the governance structure of the local, state, and national educational systems; and interprets national and state content standards and assessments. Performance needs further development and supervision.	
<b>Standard: 6</b>		<b>Certification and Employment</b>			
HS.S.CED1.6		Students will explain the steps and skills needed to prepare for jobs in education.			
<b>Objectives</b>		<b>Students will</b>			

HS.O.CED1.6.1	examine steps to teacher certification.	
HS.O.CED1.6.2	examines areas of teacher shortages.	
HS.O.CED1.6.3	demonstrate effective job application and interview skills.	
HS.O.CED1.6.4	articulate aspects of the teaching profession, such as teacher supply and demand, preparation, salaries, rights, professional development, unions, and ethics.	
<b>Performance Descriptors (HS.PD.CED1.6)</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 certification and employment. The student interprets steps to teacher certification; validates areas of teacher shortages; models effective job application and interview skills; and communicates aspects of the teaching profession, such as teacher supply and demand, preparation, salaries, rights, professional development, unions, and ethics. 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 certification and employment. The student examines steps to teacher certification; examines areas of teacher shortages; demonstrates effective job application and interview skills; and articulates aspects of the teaching profession, such as teacher supply and demand, preparation, salaries, rights, professional development, unions, and ethics. 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 that are characterized by errors and /or omissions in certification and employment. The student discusses the steps to teacher certification; identifies areas of teacher shortages; describes effective job application and interview skills; and explains aspects of the teaching profession, such as teacher supply and demand, preparation, salaries, rights, professional development, unions, and ethics. Performance needs further development and supervision.
<b>Standard: 7</b>	<b>Observation and Preparation</b>	
HS.S.CED1.7	Students will explain the steps and skills needed to design instruction.	
<b>Objectives</b>	<b>Students will</b>	
HS.O.CED1.7.1	recognize their strengths and areas for improvement as potential teachers.	
HS.O.CED1.7.2	choose appropriate instruction based upon the learners' developmental stages.	
HS.O.CED1.7.3	examine characteristics of an outstanding teacher.	
HS.O.CED1.7.4	analyze ways in which a teacher's personality impacts instructional style and interaction.	

HS.O.CED1.7.5	demonstrate effective teaching strategies.	
HS.O.CED1.7.6	examine elements of an effective lesson.	
HS.O.CED1.7.7	distinguish components of effective classroom climate, management, and discipline.	
HS.O.CED1.7.8	utilize effective technology in the classroom.	
HS.O.CED1.7.9	research assessment techniques.	
<b>Performance Descriptors (HS.PD.CED1.7)</b>		
<b>Above Mastery</b>	<b>Mastery</b>	<b>Partial Mastery</b>
The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceed the standard in observation and preparation. The student assesses their strengths and areas for improvement as potential teachers; develops appropriate instruction based upon the learners' developmental stages; compares characteristics of an outstanding teacher; critiques ways in which a teacher's personality impacts instructional style and interaction; performs effective teaching strategies; integrates elements of an effective lesson; assesses components of effective classroom climate, management, and discipline; models effective technology in the classroom; and compares assessment techniques. 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 observation and preparation. The student recognizes their strengths and areas for improvement as potential teachers; chooses appropriate instruction based upon the learner's developmental stages; examines characteristics of an outstanding teacher; analyzes ways in which a teacher's personality impacts instructional style and interaction; demonstrates effective teaching strategies; examines elements of an effective lesson; distinguishes components of effective classroom climate, management, and discipline; utilizes effective technology in the classroom; and researches assessment techniques. 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 that are characterized by errors and /or omissions in observation and preparation. The student identifies their strengths and areas for improvement as potential teachers; selects appropriate instruction based upon the learners' developmental stages; recalls characteristics of an outstanding teacher; identifies ways in which a teacher's personality impacts instructional style and interaction; summarizes effective teaching strategies; identifies elements of an effective lesson; lists components of effective classroom climate, management, and discipline; describes effective technology in the classroom; and names assessment techniques. Performance needs further development and supervision.
<b>Standard: 8</b>	<b>Application and Instruction</b>	

HS.S.CED1.8	Students will plan and deliver instruction to learners at their field sites.	
<b>Objectives</b>	<b>Students will</b>	
HS.O.CED1.8.1	implement meaningful ways to build students' confidence, knowledge, and skills.	
HS.O.CED1.8.2	provide developmentally appropriate learning activities for groups and individual learners.	
HS.O.CED1.8.3	assess major challenges (i.e., physical, social, personal) that impede successful learning.	
HS.O.CED1.8.4	apply knowledge of learning styles, multiple intelligences, and Bloom's Taxonomy to instruction and assessment.	
HS.O.CED1.8.5	implement a student created lesson addressing each learning style.	
HS.O.CED1.8.6	participate in teaching in the real classroom.	
HS.O.CED1.8.7	illustrate their field experience activities with a collection of artifacts.	
<b>Performance Descriptors (HS.PD.CED1.8)</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 application and instruction. The student models meaningful ways to build students' confidence, knowledge, and skills; performs developmentally appropriate learning activities for groups and individual learners; evaluates major challenges (i.e., physical, social, personal) that impede successful learning; incorporates knowledge of learning styles, multiple intelligences, and Bloom's Taxonomy to instruction and assessment; invents a student created lesson addressing each learning style; facilitates in teaching in the real classroom; and validates their field experience activities with a	The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that meet the standard in application and instruction. The student implements meaningful ways to build students' confidence, knowledge, and skills; provides developmentally appropriate learning activities for groups and individual learners; assesses major challenges (i.e., physical, social, personal) that impede successful learning; applies knowledge of learning styles, multiple intelligences, and Bloom's Taxonomy to instruction and assessment; implements a student created lesson addressing each learning style; participates in teaching in the real classroom; and illustrates their field	The student demonstrates basic but inconsistent performance of fundamental knowledge and skills that are characterized by errors and /or omissions in application and instruction. The student identifies meaningful ways to build students' confidence, knowledge, and skills; describes developmentally appropriate learning activities for groups and individual learners; interprets major challenges (i.e., physical, social, personal) that impede successful learning; gives examples of learning styles, multiple intelligences, and Bloom's Taxonomy to instruction and assessment; reproduces a student created lesson addressing each learning style; participates in teaching in the real classroom; and explains their field experience activities

collection of artifacts. The student can independently solve problems and is self-directed.	experience activities with a collection of artifacts. Application of knowledge and skills is thorough and effective and the student can work independently.	with a collection of artifacts. Performance needs further development and supervision.
<b>Standard 9</b>	<b>Analysis and Reflection</b>	
HS.S.CED1.9	Students will reflect on their effectiveness in delivering instruction to learners at their field sites.	
<b>Objectives</b>	<b>Students will</b>	
HS.O.CED1.9.1	develop one lesson from the SAY (Science and Youth), MAY (Math and Youth) or FLAY (Foreign Language and Youth) curriculum.	
HS.O.CED1.9.2	analyze their field experiences.	
<b>Performance Descriptors (HS.PD.CED1.9)</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 analysis and reflection. The student facilitates one lesson from the SAY (Science and Youth), MAY (Math and Youth) or FLAYS (Foreign Language and Youth) curriculum; and reflects upon their field experiences. 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 analysis and reflection. The student develops one lesson from the SAY (Science and Youth), MAY (Math and Youth) or FLAY (Foreign Language and Youth) curriculum; and analyzes their field experiences. 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 that are characterized by errors and /or omissions in analysis and reflection. The student describes one lesson from the SAY (Science and Youth), MAY (Math and Youth) or FLAYS (Foreign Language and Youth) curriculum; and discusses their field experiences. Performance needs further development and supervision.
<b>Standard: 10</b>	<b>Participating in a Local Student Organization</b>	
HS.S.CED1.10	Students will participate in a local student organization.	
<b>Objectives</b>	<b>Students will</b>	
HS.O.CED1.10.1	assess the purposes and goals of a local student organization.	
HS.O.CED1.10.2	discover the benefits and responsibilities of participation in a local student organization as an adult.	
HS.O.CED1.10.3	demonstrate leadership skills through participation in local student organization activities such as	

	meetings, programs, and projects.
<b>Performance Descriptors (HS.PD.CED1.10)</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 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.
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.	
<b>Standard: 11</b>	<b>Literacy and Numeracy</b>
HS.S.CED1.11	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.
<b>Objectives</b>	<b>Students will</b>
HS.S.CED1.11.1	utilize a variety of technical sources (e.g., Internet, manuals, journals, directions, reports, etc.) to complete career/technical assignments and projects.
HS.S.CED1.11.2	demonstrate writing skills required to complete career/technical assignments and projects.
HS.S.CED1.11.3	demonstrate accuracy in calculating and measuring graphical work required to complete career/technical assignments and projects.
HS.S.CED1.11.4	analyze tables, charts, graphs and multiple data sources to complete career/technical assignments and

	projects.
<b>Performance Descriptors (HS.S.CED1.11)</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 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>	
<b>Standard: 12</b>	<b>21<sup>st</sup> Century Learning Skills</b>
HS.S.CED1.12	<p>Students will</p> <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</li> </ul>

	group member.	
<b>Objectives</b>	<b>Students will</b>	
HS.S.CED1.12.1	search online using a range of technology tools and media to access relevant information needed for problem solving.	
HS.S.CED1.12.2	create information for oral, written, and multimedia communications, adhering to copyright laws.	
HS.S.CED1.12.3	engage in problem solving and critical thinking processes to create and evaluate complex strategies in order to independently solve problems.	
HS.S.CED1.12.4	adapt to new situations by considering multiple perspectives and a commitment to continued learning.	
HS.S.CED1.12.5	exhibit ethical behavior and positive leadership while working collaboratively in the school and/or community.	
HS.S.CED1.12.6	model legal and ethical behaviors in the use of technology.	
<b>Performance Descriptors (HS.PD.CED1.12)</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 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	The student demonstrates competent 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	The student demonstrates basic but 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

<p>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>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>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>
<p><b>Standard: 13 Entrepreneurship Skills</b></p>		
<p>HS.PD.CED1.13</p>	<p>Students will access the opportunities, concepts, processes, and personal traits/behaviors associated with successful entrepreneurial performance.</p>	
<p><b>Objectives Students will</b></p>		
<p>HS.PD.CED1.13.1</p>	<p>assess global trends in entrepreneurship that are related to their career/technical program.</p>	
<p>HS.PD.CED1.13.2</p>	<p>determine entrepreneurial opportunities in venture creation related to their career/technical program.</p>	
<p>HS.PD.CED1.13.3</p>	<p>examine desirable entrepreneurial personality traits.</p>	
<p><b>Performance Descriptors (HS.PD.CED1.13)</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 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</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</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</p>

solve problems and is self-directed.	knowledge and skills is thorough and effective and the student can work independently.	development and supervision.
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