

**CURRICULUM MAPPING TEMPLATE**

**Program: 13.0000 Education (2010) Consolidated**

Segment	CTE Segments/Performance Elements	CTE Concepts	Math Concepts	Common Core Math Standards Middle School	Common Core Math Standards High School
	<b>OVERVIEW OF Education Consolidated</b>				
<b>1</b>	<p><b>I. ACADEMIC FOUNDATIONS</b>  <i>A. Demonstrate language arts knowledge and skills required to pursue the full range of post-secondary education and career opportunities.</i>                      8. Use correct grammar, punctuation and terminology to write and edit documents.</p>				
	<p><b>VII. LEADERSHIP AND TEAMWORK</b>  <i>A. Employ project and strategic planning skills within an educational and training setting to enhance professional practice.</i>                      4. Employ organizational and staff development skills to foster positive working relationships and accomplish organizational goals.  <i>D. Respect for Self and Others</i>                      1. Establish and maintain effective working relationships with all levels of personnel and other departments in order to accomplish objectives and tasks.</p>				
	<p><b>IX. EMPLOYABILITY AND CAREER DEVELOPMENT</b>  <i>A. Explore, describe, and determine career options using research skills in order to plan for a career in education and training.</i>                      1. Use self-assessment and assessment by others to match personal characteristics to those associated with successful professional practice.                      2. Explain career trajectories in</p>				



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2	<p><b>X. TECHNICAL SKILLS</b>  <b>A. HUMAN GROWTH AND DEVELOPMENT</b>            1. Employ fundamental knowledge of human growth and development to enhance professional practice and learner achievement.            3. Recognize developmental delays in children.</p> <p><b>C. TEACHING AND LEARNING THEORY</b>            2. Apply theories of learning, learning styles and motivation theory to delivery of instruction to enhance learner achievement.</p>				
3	<p><b>I. ACADEMIC FOUNDATIONS</b>  <b>A. Demonstrate language arts knowledge and skills required to pursue the full range of post-secondary education and career opportunities.</b>            2. Demonstrate use of the concepts, strategies, and systems for obtaining and conveying ideas and information to enhance communication in the workplace.</p>				
	<p><b>II. COMMUNICATIONS</b>  <b>A. Apply verbal communication skills to enhance learning and stakeholder commitment to learning organization.</b>            1. Use correct grammar to communicate verbally.            2. Interpret verbal behaviors when communicating with clients and co-workers.            3. Interpret nonverbal behaviors when communicating with clients and co-workers.            4. Customize communication messages to fit the audience members.            5. Give clear verbal directions.            6. Follow verbal directions.            7. Utilize feedback to improve communication.            8. Utilize discussion skills.            9. Utilize questioning skills.</p> <p><b>B. Apply active listening skills to obtain and clarify information.</b>            1. Model behaviors that demonstrate active listening.            2. Apply listening skills to enhance learning and stakeholder investment in learning organization.</p>				

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	<p>3. Recognize and address barriers to oral communication.</p> <p><i>C. Use writing skills to enhance stakeholder commitment to the learning organization.</i></p> <p>1. Write informational correspondence to stakeholders in the learning environment.</p> <p>2. Write clear directions for learners.</p> <p>3. Write summative reports regarding the learning environment.</p> <p>4. Write requests for funding, resources, and services in the learning setting.</p>				
	<p><b>III. PROBLEM-SOLVING AND CRITICAL THINKING</b></p> <p><i>A. Apply problem-solving and critical thinking skills in educational and training settings to enhance instruction and learner achievement.</i></p> <p>1. Employ critical thinking skills independently and in teams to solve problems and make decisions (e.g., analyze, synthesize and evaluate).</p>	III.A.1 Choose career, research salary, determine college costs, do analysis on good decision	Add, subtract, multiply and divide monetary figures. Compare monetary figures. (I)	6.NS.2; 6.NS.3; 7.NS.1; 7.EE.3	A.APR.1; A.APR.7; N.RN.3; N.Q.1
4	<p><b>I. ACADEMIC FOUNDATIONS</b></p> <p><i>D. Utilize knowledge about the history and belief systems of multiple cultural, ethnic, and racial groups to enhance learner achievement.</i></p> <p>1. Explain the history of multiple cultural, ethnic, and racial groups as it relates to learning.</p> <p>2. Explain multiple cultural, ethnic, and racial groups' belief systems that relate to learning.</p>				
	<p><b>VII. LEADERSHIP AND TEAMWORK</b></p> <p><i>D. Respect for Self and Others</i></p> <p>2. Demonstrate ability to communicate and resolve conflicts within a diverse workforce.</p>				

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	<p><b>IX. EMPLOYABILITY AND CAREER DEVELOPMENT</b></p> <p><i>B. Employ group management skills to enhance professional practice with education and training settings.</i></p> <p>3. Apply factors and strategies for communicating with a diverse workforce.</p> <p>4. Understand and respect the concerns of members of cultural, gender, age, and ability groups.</p>				
	<p><b>X. TECHNICAL SKILLS</b></p> <p><i>C. TEACHING AND LEARNING THEORY</i></p> <p>4. Employ fundamental knowledge of the social interaction of individuals and institutions to enhance learner achievement.</p>				
5	<p><b>X. TECHNICAL SKILLS</b></p> <p><i>E. INSTRUCTIONAL STRATEGIES</i></p> <p>6. Manage instructional transitions while employing time management skills.</p> <p>7. Employ organizational skills while managing instructional resources (i.e., tools, equipment, supplies, and materials).</p> <p>8. Perform non-instructional duties.</p> <p>9. Supervise learners using organizational and relationship-building skills.</p>	<p>X.E.6 Time on task analysis</p> <p>X.E.7 Classroom map, calculate cost to set-up/design classroom.</p>	<p>X.E.6 collect data on student time on task. Create chart/display. (III)</p> <p>X.E.7 calculate square footage. Calculate total cost of materials (add decimals), determine total number of items based on size (add, subtract, multiply and divide decimals). (II)</p>	<p>6.EE.2; 6.EE.3; 6.SP.4; 6.SP.5; 7.SP.2; 7.SP.3; 7.SP.4; 8.SP.3; 8.SP.4; 6.NS.2; 6.NS.3; 6.NS.5; 7.NS.1; 7.NS.2; 7.NS.3; 7.EE.3; 6.G.1; 6.G.2; 6.G.3; 7.G.1; 7.G.4; 7.G.6</p>	<p>S.IC.1; S.IC.2; S.IC.3; S.IC.4; S.IC.5; S.IC.6; S.ID.1; G.GPE.7; G.MG.2</p>

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6	<p><b>I. ACADEMIC FOUNDATIONS</b></p> <p><b>A. Demonstrate language arts knowledge and skills required to pursue the full range of post-secondary education and career opportunities.</b></p> <p>1. Select and employ appropriate reading and communication strategies to learn and use technical concepts and vocabulary in practice.</p> <p><b>B. Demonstrate mathematics knowledge and skills required to pursue the full range of post-secondary education and career opportunities.</b></p> <p>1. Identify whole numbers, decimals, and fractions.</p> <p>2. Demonstrate knowledge of basic arithmetic operations such as addition, subtraction, multiplication, and division.</p> <p>3. Demonstrate use of relational expressions such as equal to, not equal, greater than, less than, etc.</p> <p>4. Apply data and measurements to solve a problem.</p> <p>5. Analyze Mathematical problem statements for missing and/or irrelevant data.</p> <p>6. Construct charts/tables/graphs from functions and data.</p> <p>7. Analyze data when interpreting operational documents.</p> <p><b>C. Demonstrate science knowledge and skills required to pursue the full range of post-secondary and career education opportunities.</b></p> <p>1. Evaluate scientific constructs including conclusions, conflicting data, controls, data, inferences, limitations, questions, sources of errors, and variables.</p> <p>2. Apply scientific methods in qualitative and quantitative analysis, data gathering, direct and indirect observation, predictions, and problem identification.</p>	<p>I.B 2-7 Each teacher uses their own method to address these standards (Keytrain, math lessons, Capital Area Stats lessons, etc).</p>	<p>I.B. 2-7 add, subtract, multiply and divide decimals, whole numbers, fractions. Compare numbers. Apply data and measurement to solve problems. Construct tables, charts and graphs. (I)</p>	<p>6.NS.2; 6.NS.3; 7.NS.1; 6.NS.1; 7.NS.3; 6.NS.5; 7.NS.2; 7.NS.3; 7.EE.3; 6.EE.2; 6.EE.3; 6.SP.4; 6.SP.5; 7.SP.2; 7.SP.3; 7.SP.4; 8.SP.3; 8.SP.4; 6.SP.5</p>	<p>A.APR.1; A.APR.7; N.RN.3; N.Q.1; S.IC.1; S.IC.2; S.IC.3; S.IC.4; S.IC.5; S.IC.6; S.ID.1; S.ID.5; S.IC.3</p>

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	<p><b>II. COMMUNICATIONS</b>  <i>D. Use knowledge of reading strategies in the content area to enhance learner achievement.</i></p> <ol style="list-style-type: none"> <li>1. Model reading strategies (skimming, reading for detail, reading for meaning and critical analysis) for determining the purpose of text.</li> <li>2. Understand content, technical concepts, and vocabulary to analyze information and follow directions.</li> <li>3. Communicate information, data, and observations that apply information learned from reading to actual practice.</li> </ol>				
	<p><b>III. PROBLEM-SOLVING AND CRITICAL THINKING</b>  <i>A. Apply problem-solving and critical thinking skills in educational and training settings to enhance instruction and learner achievement.</i></p> <ol style="list-style-type: none"> <li>2. Utilize scientific thinking to solve education and training related problems.</li> <li>3. Synthesize multiple and conflicting data and viewpoints to derive a position on educational issues.</li> <li>4. Utilize reflection strategies to improve instructional skills and learner achievement.</li> <li>5. Utilize conflict resolution strategies to resolve issues in educational contexts.</li> </ol>				
	<p><b>IX. EMPLOYABILITY AND CAREER DEVELOPMENT</b>  <i>D. Self-Management</i></p> <ol style="list-style-type: none"> <li>2. Utilize materials, tools, and processes to complete a task related to a career selection.</li> </ol>				

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	<p><b>X. TECHNICAL SKILLS</b>  <b>C. TEACHING AND LEARNING THEORY</b>            3. Employ fundamental knowledge of measurement to enhance learner achievement.  <b>E. INSTRUCTIONAL STRATEGIES</b>            10. Apply instructional strategies to enhance learner achievement.</p>				
<b>7</b>	<p><b>VI. SAFETY, HEALTH AND ENVIRONMENTAL</b>  <b>A. Evaluate and control risks to safety, health, and the environment in learning settings.</b>            1. Identify rules and laws designed to promote safety and health in the workplace.            2. State the rationale of rules and laws designed to promote safety and health.            3. Evaluate equipment and facility safety within the learning environment.            4. Establish and maintain a safe, healthy learning environment.  <b>B. Implement personal and jobsite safety rules and regulations to maintain safe and healthful working conditions and environments.</b>            1. Select appropriate personal protective equipment as needed for a safe workplace/jobsite.            2. Use safety equipment as necessary.            3. Employ a safety hierarchy and communication system within the workplace/jobsite.  <b>C. Employ emergency procedures as necessary to provide aid in workplace accidents.</b>            1. Complete an assessment of an emergency and/or disaster situation.            2. Use knowledge of First Aid procedures as necessary.            3. Use knowledge of CPR procedures as necessary.</p>				

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8	<p><b>IX. EMPLOYABILITY AND CAREER DEVELOPMENT</b></p> <p><i>B. Employ group management skills to enhance professional practice with education and training settings.</i></p> <ol style="list-style-type: none"> <li>1. Explain conditions that contribute to a receptive working climate.</li> <li>2. Use environment to enhance work productivity, efficiency, and quality.</li> </ol>				
	<p><b>X. TECHNICAL SKILLS</b></p> <p><i>D. CLIMATE TO PROMOTE LEARNING</i></p> <ol style="list-style-type: none"> <li>1. Establish respect and rapport to foster positive social and intellectual interactions.</li> <li>2. Help each child feel accepted in the group, help children learn to communicate and get along with others, and encourage feelings of empathy and mutual respect among children and adults.</li> <li>3. Arrange space, equipment, and furniture within learning settings to optimize learning.</li> </ol>	X.D.3 Arrange space, equipment and furniture within learning settings to optimize learning.	X.D.3 calculate square footage. Determine total number of items based on size (add, subtract, multiply and divide decimals). (II)	6.G.1; 6.G.2; 6.G.3; 7.G.1; 7.G.4; 7.G.6; 6.NS.2; 6.NS.3; 6.NS.5; 7.NS.1; 7.NS.2; 7.NS.3; 7.EE.3	G.GPE.7; G.MG.2
9	<p><b>IV. INFORMATION TECHNOLOGY APPLICATIONS</b></p> <p><i>H. Demonstrate Digital Citizenship</i></p> <ol style="list-style-type: none"> <li>1. Identify legal and ethical issues related to the use of information and communication technologies (e.g., properly selecting and citing resources)</li> <li>2. Discuss and adhere to fair use policies and copyright guidelines</li> <li>3. Discuss and demonstrate proper netiquette in online communications</li> <li>4. Identify ways that individuals can protect their technology systems from unethical or unscrupulous users</li> <li>5. Discuss possible long-range effects of unethical uses of technology (e.g., virus spreading, file pirating, hacking) on cultures and society</li> <li>6. Create appropriate citations for resources when presenting research findings</li> </ol>				

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	<p><b>VII. LEADERSHIP AND TEAMWORK</b></p> <p><i>A. Employ project and strategic planning skills within an educational and training setting to enhance professional practice.</i></p> <ol style="list-style-type: none"> <li>1. Employ leadership skills to accomplish organizational goals and objectives.</li> <li>2. Analyze the dynamics of change to enhance professional practice.</li> <li>3. Employ strategic planning skills to enhance professional practice.</li> <li>5. Employ teamwork skills to achieve collective goals and use team members' talents effectively.</li> <li>6. Conduct and participate in meetings to accomplish work tasks.</li> </ol> <p><i>B. Evaluate educational perspectives, policies and procedures using critical thinking in order to intelligently discuss educational issues.</i></p> <ol style="list-style-type: none"> <li>3. Identify, write and monitor workplace performance goals to guide progress in assigned areas of responsibility and accountability.</li> <li>4. Conduct technical research to gather information necessary for decision-making.</li> </ol> <p><i>C. Employ knowledge of group processes and skills for working collaboratively to enhance professional practice.</i></p> <ol style="list-style-type: none"> <li>1. Employ interpersonal skills to enhance professional practice.</li> <li>2. Employ group processes knowledge and skills to enhance professional practice.</li> <li>3. Employ mentoring skills to inspire and teach others.</li> </ol>				
	<p><b>VIII. ETHICS AND LEGAL RESPONSIBILITIES</b></p> <p><i>C. Exhibit ethical and legal behavior within educational and training settings to model professional behaviors.</i></p> <ol style="list-style-type: none"> <li>1. Perform work duties according to legal boundaries.</li> <li>2. Perform work duties in accordance with legal rights of stakeholders and coworkers.</li> <li>3. Perform work duties according to ethical boundaries.</li> </ol>				

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	<p><b>IX. EMPLOYABILITY AND CAREER DEVELOPMENT</b>  <i>A. Explore, describe, and determine career options using research skills in order to plan for a career in education and training.</i></p> <p>7. Continue professional development to keep current on relevant trends and information within the industry.  <i>D. Self-Management</i></p> <p>3. Demonstrate regular attendance, promptness, and staying with a task until satisfactory completion.  4. Complete assignments with minimum supervision and meet deadlines.  5. Use mistakes as learning opportunities, demonstrate persistence and adaptability to change.  6. Initiate projects and extra activities for personal satisfaction.</p>	IX.D.3 Students analyze their own attendance patterns.	IX.D.3 Create pie charts (III)	6.SP.4	
<b>10</b>	<p><b>I. ACADEMIC FOUNDATIONS</b>  <i>E. Analyze and apply knowledge of the relationships between education and society to enhance learner achievement.</i></p> <p>1. Employ fundamental knowledge of educational philosophies to enhance learner achievement.  2. Analyze structures for governing professional practices in learning settings.  3. Apply fundamental knowledge of economics to enhance learner achievement.</p>				
	<p><b>V. SYSTEMS</b>  <i>A. Explain models of education delivery using system theory to demonstrate understanding of key relationships in the learning system.</i></p> <p>1. Explain factors that affect learning systems.  2. Explain the role of the individual in learning systems.  3. Explain the role of organizations in learning systems.  4. Identify systems that deliver education and training.  5. Identify systems that fund education and training.</p> <p><i>B. Form, sustain, and modify instructional systems to facilitate learning within educational and training settings.</i></p> <p>1. Explain concepts of systemic</p>				

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	<p>change as it applies to instructional systems.</p> <ol style="list-style-type: none"> <li>2. Communicate about instructional systems with stakeholders.</li> <li>3. Use instructional system resources to meet learner needs.</li> <li>4. Advocate for learning organization and learners.</li> <li>5. Monitor instructional system outcomes.</li> </ol> <p><i>C. Implement quality control systems and practices to ensure quality products and services.</i></p> <ol style="list-style-type: none"> <li>1. Describe quality control standards and practices common to the workplace.</li> </ol>				
	<p><b>VII. LEADERSHIP AND TEAMWORK</b></p> <p><i>B. Evaluate educational perspectives, policies and procedures using critical thinking in order to intelligently discuss educational issues.</i></p> <ol style="list-style-type: none"> <li>1. Analyze the diversity of objectives and perspectives of multiple stakeholders.</li> <li>2. Analyze public and organizational policies and procedures.</li> </ol>				
	<p><b>VIII. ETHICS AND LEGAL RESPONSIBILITIES</b></p> <p><i>A. Analyze and explain ethical and legal boundaries of professional practice in learning settings to enhance professionalism in education and training.</i></p> <ol style="list-style-type: none"> <li>1. Explain major laws that govern behavior within learning settings.</li> <li>2. Analyze ethical responsibilities in professional practice within learning settings.</li> <li>3. Explain institutional policies and procedures that relate to ethical and legal behavior.</li> </ol> <p><i>B. Explain legal rights that apply to stakeholders and practitioners within learning settings to enhance professionalism in education and training.</i></p> <ol style="list-style-type: none"> <li>1. Explain legal rights of stakeholders within learning settings.</li> <li>2. Explain legal rights of professional practitioners within learning settings.</li> </ol> <p><i>C. Exhibit ethical and legal behavior</i></p>				

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	<p><i>within educational and training settings to model professional behaviors.</i></p> <p>4. Interpret and explain written organizational policies and procedures to help employees perform their jobs according to employer rules and expectations.</p>				
<b>11</b>	<p><b>I. ACADEMIC FOUNDATIONS</b></p> <p><i>A. Demonstrate language arts knowledge and skills required to pursue the full range of post-secondary education and career opportunities.</i></p> <p>3. Develop a plan to gather information using various research strategies (e.g., interviews, questionnaires, experiments, online surveys)</p> <p>4. Identify, evaluate, and select appropriate online sources to answer content related questions</p> <p>5. Demonstrate the ability to use library and online databases for accessing information (e.g., MEL, Proquest, Infospace, United Streaming)</p> <p>6. Distinguish between fact, opinion, point of view, and inference</p> <p>7. Evaluate information found in selected online sources on the basis of accuracy and validity</p> <p><i>B. Demonstrate mathematics knowledge and skills required to pursue the full range of post-secondary education and career opportunities.</i></p> <p>8. Create tables, charts, and figures to support written and oral communications.</p> <p>9. Interpret tables, charts, and figures used to support written and oral communication.</p>	<p><b>IB.8-9 . . Create tables, charts, and figures to support written and oral communications.</b></p> <p><b>9.</b></p> <p><b>Interpret tables, charts, and figures used to support written and oral communication.</b></p>	<p>Create tables, charts and figures. Interpret tables, charts and figures. (I)</p>	<p>6.EE.2; 6.EE.3; 6.SP.4; 6.SP.5; 7.SP.2; 7.SP.3; 7.SP.4; 8.SP.3; 8.SP.4</p>	<p>S.IC.1; S.IC.2; S.IC.3; S.IC.4; S.IC.5; S.IC.6; S.ID.1; S.ID.5</p>

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	<p><b>IV. INFORMATION TECHNOLOGY APPLICATIONS</b></p> <p><i>A. Employ technological tools to expedite workflow.</i></p> <ol style="list-style-type: none"> <li>1. Use information technology tools to manage and perform work responsibilities.</li> <li>2. Use email to communicate within and across organizations.</li> <li>3. Manage personal schedules and contact information.</li> <li>4. Create memos and notes.</li> </ol> <p><i>B. Operate Internet applications to perform workplace tasks.</i></p> <ol style="list-style-type: none"> <li>1. Access and navigate Internet (e.g., use a web browser).</li> <li>2. Search for information and resources.</li> <li>3. Evaluate Internet resources for reliability and validity.</li> </ol> <p><i>C. Operate writing and publishing applications to prepare business communications.</i></p> <ol style="list-style-type: none"> <li>1. Prepare simple documents and other business communications.</li> <li>2. Prepare reports and other business communications by integrating graphics and other non-text elements.</li> <li>3. Prepare complex multi-media publications.</li> </ol> <p><i>D. Employ spreadsheet applications to organize and manipulate data.</i></p> <ol style="list-style-type: none"> <li>1. Create a spreadsheet.</li> <li>2. Perform calculations and analyses on data using a spreadsheet.</li> </ol> <p><i>E. Employ database applications to manage data.</i></p> <ol style="list-style-type: none"> <li>1. Manage interrelated data elements.</li> <li>2. Analyze interrelated data elements.</li> </ol> <p><i>F. Employ collaborative/groupware applications to facilitate group work.</i></p> <ol style="list-style-type: none"> <li>1. Facilitate group work through management of shared schedule and contact information.</li> <li>2. Facilitate group work through management of shared files and online information.</li> <li>3. Facilitate group work through instant messaging or virtual meetings.</li> </ol> <p><i>G. Use computer-based equipment</i></p>	<p>IV.D.1-2 Create spreadsheets, create formulas in spreadsheets, and perform data analysis on spreadsheets.</p>	<p>IV.D.1-2 Write formulas. (II)</p>	<p>6.EE.2; 7.EE.3; 6.SP.5; 7.SP.2; 7.SP.3; 7.SP.4</p>	<p>A.CED.4; S.ID.5; S.IC.3</p>

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	<p><i>(containing embedded computers or processors) to control devices.</i></p> <ol style="list-style-type: none"> <li>1. Operate computer driven equipment and machines.</li> <li>2. Use installation and operation manuals.</li> <li>3. Troubleshoot computer driven equipment and machines.</li> <li>4. Access support as needed to maintain operation of computer driven equipment and machines.</li> </ol>				
	<p><b>V. SYSTEMS</b></p> <p><i>C. Implement quality control systems and practices to ensure quality products and services.</i></p> <ol style="list-style-type: none"> <li>3. Diagnose and make necessary corrections or improvements to a technical system in a business, industry, or simulated work place setting.</li> </ol>				
	<p><b>X. TECHNICAL SKILLS</b></p> <p><b>B. CONSTRUCT AND TEACH TO STANDARDS</b></p> <ol style="list-style-type: none"> <li>2. Adapt instructional practices based on this fundamental knowledge to support and advance learning.</li> </ol> <p><b>C. TEACHING AND LEARNING THEORY</b></p> <ol style="list-style-type: none"> <li>8. Explain connection to life and career applications when making content relevant.</li> </ol> <p><b>D. CLIMATE TO PROMOTE LEARNING</b></p> <ol style="list-style-type: none"> <li>4. Understand and discuss how assistive technologies can benefit all individuals</li> </ol> <p><b>E. INSTRUCTIONAL STRATEGIES</b></p> <ol style="list-style-type: none"> <li>1. Use learning activities and assignments to challenge and engage learners.</li> <li>2. Use content and knowledge of teaching/learning while delivering instruction.</li> <li>3. Employ instructional materials and resources to enhance learning.</li> <li>5. Employ educational technology to enhance learning.</li> <li>11. Use questioning techniques to encourage higher-order thinking.</li> <li>12. Use discussion techniques to engage learners.</li> <li>13. Use cooperative learning techniques to engage learners.</li> </ol>				

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	<p>14. Use project-based learning techniques to extend learning.</p>				
12	<p><b>V. SYSTEMS</b>  <i>C. Implement quality control systems and practices to ensure quality products and services.</i>            2. Provide information to meet appropriate accountability standards.</p>				
	<p><b>X. TECHNICAL SKILLS</b>  <b>A. HUMAN GROWTH AND DEVELOPMENT</b>            2. Create developmentally appropriate activities and lesson plans to reflect various interests and developmental levels.  <b>B. CONSTRUCT AND TEACH TO STANDARDS</b>            1. Use knowledge of learners to align goals with learners' developmental level, abilities, interests, and future objectives.            3. Use National, State, Business and Industry, or Regulatory standards to establish learner performance standards.  <b>C. TEACHING AND LEARNING THEORY</b>            1. Use knowledge of learners when aligning instructional strategies to learners' backgrounds.            5. Identify prerequisite knowledge that will provide a bridge between past and future knowledge for learners.            6. Apply principles of scope and sequence while planning instruction.            7. Integrate various content to make explicit the connections to other subject matter.            9. Develop strategies to encourage the transfer of knowledge and skills.</p>				

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	<p><i>E. INSTRUCTIONAL STRATEGIES</i></p> <p>4. Use assessment tools when determining needs of learners and organizations.</p> <p>15. Create activities suitable for varied learning styles and needs.</p> <p><i>F. Employ assessment/evaluation tools and data in learning settings to advance learner achievement and adjust learning plans.</i></p> <p>1. Select appropriate assessment/evaluation strategies using knowledge of content and teaching/learning.</p> <p>2. Use data to assess performance.</p> <p>3. Use data to assess/evaluate learning.</p> <p>4. Plan adjustments in instruction that reflect assessment and teaching/learning theory.</p>	<p>F.2-3 Create spreadsheets of data to assess performance and evaluate learning.</p>	<p>Create spreadsheets. Write formulas. (II)</p>	<p>6.EE.2; 7.EE.3; 6.SP.5; 7.SP.2; 7.SP.3; 7.SP.4</p>	<p>A.CED.4; S.ID.5; S.IC.3</p>

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