



## CTSO Course Alignments: Teaching as a Profession II

Below you will find standards for the Teaching as a Profession II course aligned with competitive events from appropriate career and technical student organizations (CTSOs). Knowing the aligned events for your organization will allow you to have additional tools for teaching course standards, as well as increase student engagement and preparation in your CTSO activities. The final column recommends potential tools from other CTSO organizations. Even if your students are not participating in these organizations, available rubrics, tools, and materials can also add to the instructional resources at your disposal for best teaching your content.

**Important to note:** While the aligned activities below can be important tools in teaching course standards, it is important to note that events may not cover a standard in its entirety and should not be the sole instructional strategy used to address a standard.

	STANDARD	ALIGNED FCCLA COMPETITIVE EVENTS/PROGRAMS	OTHER POTENTIAL CTSO TOOLS & RESOURCES
1	Research common reasons for student disobedience (such as unclear expectations, desire for attention, fear, embarrassment, or lack of basic needs) and develop a written behavior policy with clear positively-framed expectations and consequences, citing evidence from research to justify recommendations. (TN Reading 1, 5; TN Writing 2, 4, 7, 9)		<ul style="list-style-type: none"> <li>• <b>HOSA:</b> Researched Persuasive Writing</li> </ul>
2	Interview one or more experienced primary and/or secondary teachers and synthesize findings to create a checklist for performing classroom procedures and for responding to emergency situations. The checklist should include, but is not limited to: appropriate daily procedures, recognizing possible child abuse and neglect, defusing violent behavior, and responding to fire or natural disaster emergencies. (TN Writing 2, 4; FACS 4)	<ul style="list-style-type: none"> <li>• <b>FCCLA:</b> Career Investigation</li> </ul>	
3	Research the correlation between classroom layout and effective classroom management. Compare the use of furniture and space in several classrooms and analyze their compliance with both research-based recommendations for effective classroom management and legal requirements for safety. (TN Reading 1, 8, 9; TN Writing 7, 9; FACS 4)		<ul style="list-style-type: none"> <li>• <b>HOSA:</b> Researched Persuasive Writing</li> </ul>

4	Drawing on evidence from research, create a rubric for evaluating the establishment of a positive classroom environment. Include indicators such as visual appearance of the classroom, effective time management, student engagement, and teacher interaction with students. (TN Reading 1; TN Writing 2, 9; TN Psychology; TN Sociology; FACS 4)		
5	Investigate theories (such as those proposed by Benjamin Bloom, Robert Marzano and Norman Webb) on instructional strategies and activities that promote the development of higher level cognitive skills. Create and annotate a graphic illustration aligning Webb's Depth of Knowledge and/or Bloom's Taxonomy with teaching methods at each skill level. (TN Reading 1, 2, 7; TN Writing 2, 4, 8, 9; TN Psychology; FACS 4, 12)		<ul style="list-style-type: none"> <li>• <b>TSA:</b> Desktop Publishing, Promotional Design</li> </ul>
6	Research various reflection strategies and make a claim about how reflection strategies influence academic achievement and student understanding. Develop claim(s) and counterclaim(s) about the relationships between the use of reflection strategies, improvement of student understanding and academic achievement, with reasoning and evidence from texts. (TN Reading 1, 6; TN Writing 1, 4, 7, 9; TN Psychology; FACS 4, 12)		<ul style="list-style-type: none"> <li>• <b>HOSA:</b> Biomedical Debate, Researched Persuasive Speaking</li> <li>• <b>TSA:</b> Debating Technological Issues</li> </ul>
7	Gather research on the major elements of successful cooperative/collaborative learning and their relationship to higher order thinking skills. Design small group instructional activities incorporating those elements. (TN Reading 1, 2; TN Writing 2, 4, 7, 9; TN Psychology; FACS 4)		<ul style="list-style-type: none"> <li>• <b>HOSA:</b> Researched Persuasive Writing</li> </ul>
8	Define differentiated instruction. Citing specific textual evidence about characteristics of certain learners, create examples of instructional methods that differentiate instruction to meet the educational needs of students based on: <ul style="list-style-type: none"> <li>a. Language</li> <li>b. Culture</li> <li>c. Socioeconomic status (SES)</li> <li>d. Educational background</li> <li>e. Preferred learning style</li> <li>f. Gender</li> <li>g. Ethnicity</li> <li>h. Religion</li> </ul> (TN Reading 1, 4, 9; TN Writing 2, 4, 9; TN Psychology; TN Sociology; FACS 12)		<ul style="list-style-type: none"> <li>• <b>HOSA:</b> Researched Persuasive Speaking</li> </ul>
9	Discuss and demonstrate modifications in the classroom to accommodate exceptional learners, including students with disabilities and those identified as gifted, citing specific textual evidence from research on effective teaching practices. (TN Reading 3; TN Psychology; TN Sociology)		<ul style="list-style-type: none"> <li>• <b>HOSA:</b> Extemporaneous Writing</li> <li>• <b>TSA:</b> Extemporaneous Presentation</li> </ul>

10	Investigate relevant national and state curriculum standards, and explain how they help guide teaching in order to affect learning. (TN Reading 1, 6)		<ul style="list-style-type: none"> <li>• <b>HOSA:</b> Researched Persuasive Speaking</li> </ul>
11	Working collaboratively in pairings or small teams, gather and analyze Tennessee course content requirements in different subject areas and grade levels. Compare and contrast examples of student learning objectives and performance indicators from different subject areas and grade levels. Analyze the extent to which each provides teachers with necessary expectations for instruction. Choose a specific standard to rewrite for clarity and measurability. (TN Reading 9; TN Writing 2, 4, 5)		<ul style="list-style-type: none"> <li>• <b>FFA:</b> Agricultural Issues</li> </ul>
12	<p>Drawing evidence from academic research, create a rubric for evaluating and selecting textbooks, materials, and technology resources. Examples of criteria to be analyzed include but are not limited to:</p> <ol style="list-style-type: none"> <li>Reading level</li> <li>Content accuracy</li> <li>Alignment with content standards</li> <li>Visual appeal</li> <li>Adaptability for different student populations</li> <li>Non-stereotyped representation of groups from different cultures or ethnic backgrounds.</li> </ol> <p>(TN Reading 1; TN Writing 4, 9)</p>		
13	<p>Conduct a research project on lesson planning in multiple grade levels and subject areas. Identify the typical components of lesson planning documents and create a lesson plan template that incorporates components such as:</p> <ol style="list-style-type: none"> <li>Content-area, Common Core, and 21st Century Skills standards</li> <li>Student learning objectives aligned to standards</li> <li>Materials and equipment needed</li> <li>Instructional activities</li> <li>Pacing chart</li> <li>Accommodations for special needs students</li> <li>Closure/reflection</li> <li>Assessment</li> </ol> <p>(TN Reading 9; TN Writing 7, 9)</p>		
14	<p>Research and analyze individual and group teaching strategies. Craft an argumentative essay making a claim about the appropriate strategy for a given situation, developing claim(s) and counterclaim(s) with evidence and reasoning from academic research.</p> <p>(TN Reading 1, 2; TN Writing 1, 8, 9; TN Psychology; TN Sociology)</p>	<ul style="list-style-type: none"> <li>• <b>FCCLA:</b> Advocacy</li> </ul>	<ul style="list-style-type: none"> <li>• <b>HOSA:</b> Researched Persuasive Speaking, Biomedical Debate</li> <li>• <b>TSA:</b> Debating Technological Issues</li> </ul>

15	<p>Apply knowledge from this course by demonstrating specific instructional strategies in a classroom situation. Document artifacts from the capstone project in the course portfolio. Demonstration of knowledge includes, but is not limited to, the following activities:</p> <ol style="list-style-type: none"> <li>Using a lesson plan template to produce effective standards-based, subject-specific lesson plans for teaching students at multiple grade levels</li> <li>Implementing standards-based lessons (created in this course) with small groups, using developmentally-appropriate teaching strategies that promote student learning and higher order thinking skills</li> <li>Selecting and using multiple types of resources and teaching methods</li> <li>Creating a classroom floor plan designed to provide equitable access and maximize learning for all students</li> <li>Evaluating student levels in order to adapt lessons for differentiated instruction</li> <li>Establishing a positive classroom climate</li> </ol>		
ALL	CAN BE USED WITH ALL/MOST STANDARDS	<ul style="list-style-type: none"> <li>• <b>FCCLA:</b> Illustrated Talk, Chapter in Review Display, Chapter in Review Portfolio, Teach and Train, Early Childhood Education, Focus on Children, Career Investigation</li> </ul>	<ul style="list-style-type: none"> <li>• <b>HOSA:</b> Prepared Speaking, Health Education</li> <li>• <b>SkillsUSA:</b> Career Pathways Showcase, Job Skills Demonstration A, Job Skills Demonstration O, Prepared Speech, Extemporaneous Speaking, Chapter Display,</li> <li>• <b>TSA:</b> Future Technology Teacher, Prepared Presentation</li> </ul>