

Standards Correlations

Virginia Teachers for Tomorrow I

9062 (36 weeks)

Note: This course's subject matter prepares students for engagement in Educators Rising cocurricular competitions and contests. Educators Rising competitions and contests are updated on an annual basis. Visit the Educators Rising website, <https://educatorsrising.org>, for the most updated information related to competitions and contests.

The following Educators Rising Competitions and Contests are relevant for this course.

Competitions:

- Children's Literature – K-3
- Children's Literature – Pre-K
- Creative Lecture
- Educators Rising Moment
- Ethical Dilemma
- Exploring Education Administration Careers
- Exploring Non-Core Subject Teaching Careers
- Exploring Support Services Careers
- Impromptu Lesson
- Impromptu Speaking
- Inside Our Schools Presentation
- Job Interview
- Lesson Planning and Delivery – Arts
- Lesson Planning and Delivery – Career and Technical Education
- Lesson Planning and Delivery – Humanities
- Lesson Planning and Delivery – STEM

- Public Speaking
- Researching Learning Challenges

Contests:

- Interactive Bulletin Board
- Project Visualize-Service Project
- Teacher Created Materials

| Task | National FCS Standards Correlations | SOL Correlations |
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| Demonstrating Personal Qualities and Abilities | | |
| Demonstrate creativity and innovation. | | <p>English: 6.1, 6.3, 6.4, 6.6, 6.7, 6.9, 7.1, 7.3, 7.4, 7.6, 7.7, 7.9, 8.1, 8.3, 8.4, 8.6, 8.7, 8.9, 9.1, 9.5, 9.6, 9.8, 10.1, 10.5, 10.6, 10.8, 11.1, 11.5, 11.6, 11.8, 12.1, 12.5, 12.6, 12.8</p> <p>History and Social Science: CE.1, CE.4, GOVT.1, USI.1, USII.1, VUS.1, WG.1, WG.4, WHI.1, WHII.1</p> <p>Mathematics: 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7, 6.10, 6.11, 6.12, 7.2, 7.3, 7.8, 7.9, 8.2, 8.4, 8.6, 8.7, 8.11, 8.12, 8.17, 8.18, A.9, AFDA.3, AFDA.4, AFDA.5, AFDA.6, AFDA.7, AFDA.8, AII.9, COM.1, COM.3, COM.4, COM.5, COM.8, DM.7, DM.1*, DM.10, DM.2*, DM.3*, PS.3*, PS.4*, PS.7*, PS.9*, PS.10*</p> <p>Science: 6.1, BIO.1, CH.1, ES.1, LS.1, PS.1</p> |
| Demonstrate critical thinking and problem solving. | | <p>English: 6.1, 6.3, 6.4, 6.5, 6.6, 6.7, 6.9, 7.1, 7.3, 7.4, 7.5, 7.6, 7.7, 7.9, 8.1, 8.3, 8.4, 8.5, 8.6, 8.7, 8.9, 9.1, 9.5, 9.6, 9.8, 10.1, 10.5, 10.6, 10.8, 11.1, 11.5, 11.6, 11.8, 12.1, 12.5, 12.6, 12.8</p> <p>History and Social Science: CE.1, CE.4, CE.11, GOVT.1, USI.1, USII.1, VUS.1, WG.1, WG.4, WHI.1, WHII.1</p> <p>Mathematics: 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.10, 6.11, 7.2, 7.3, 7.8, 7.12, 7.13, 8.2, 8.4, 8.8, 8.9, 8.10, 8.11, A.8, A.9, G.1, G.13, G.14, AFDA.3, AFDA.5, AFDA.8, AII.9, AII.10, AII.11, COM.1, COM.3, COM.4,</p> |

| Task | National FCS Standards Correlations | SOL Correlations |
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| | | COM.5, COM.8, DM.4, DM.7, DM.1*, DM.2*, DM.3*, DM.9*, PS.9*, PS.10* Science: 6.1, BIO.1, CH.1, ES.1, LS.1, PS.1 |
| Demonstrate initiative and self-direction. | | English: 6.1, 6.4, 6.6, 6.7, 6.9, 7.1, 7.4, 7.6, 7.7, 7.9, 8.1, 8.4, 8.6, 8.7, 8.9, 9.1, 9.5, 9.6, 9.8, 10.1, 10.5, 10.6, 10.8, 11.1, 11.5, 11.6, 11.8, 12.1, 12.5, 12.6, 12.8 History and Social Science: CE.1, CE.4, CE.11, GOVT.1, USI.1, USII.1, VUS.1, WG.1, WHI.1, WHII.1 |
| Demonstrate integrity. | | English: 6.1, 7.1, 8.1, 9.1, 9.5, 10.1, 10.5, 11.1, 11.5, 12.1, 12.5 History and Social Science: CE.1, CE.3, CE.4, GOVT.1, GOVT.16, USI.1, USII.1, VUS.1, WG.1, WHI.1, WHII.1 |
| Demonstrate work ethic. | | English: 6.1, 7.1, 8.1, 9.1, 10.1, 11.1, 12.1 History and Social Science: CE.1, CE.4, CE.14, GOVT.1, GOVT.16, USI.1, USII.1, VUS.1, WG.1, WHI.1, WHII.1 Science: CH.1 |
| Demonstrating Interpersonal Skills | | |
| Demonstrate conflict-resolution skills. | | English: 6.1, 6.2, 6.4, 6.6, 6.7, 6.9, 7.1, 7.2, 7.4, 7.6, 7.7, 7.9, 8.1, 8.2, 8.4, 8.6, 8.7, 8.9, 9.1, 10.1, 11.1, 12.1 History and Social Science: CE.1, CE.4, GOVT.1, USI.1, VUS.1 |
| Demonstrate listening and speaking skills. | | English: 6.1, 6.2, 6.4, 6.6, 7.1, 7.2, 7.4, 7.6, 8.1, 8.2, 8.4, 8.6, 9.1, 10.1, 11.1, 12.1 History and Social Science: CE.1, CE.4, GOVT.1, USI.1, USII.1, VUS.1, WG.1, WHI.1, WHII.1 |
| Demonstrate respect for diversity. | | English: 6.1, 7.1, 8.1, 9.1, 10.1, 11.1, 12.1 History and Social Science: CE.1, CE.3, CE.4, GOVT.1, GOVT.16, USI.1, USII.1, USII.9, VUS.1, VUS.13, WG.1, WHI.1, WHII.1 |

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| Demonstrate customer service skills. | | English: 6.1, 6.4, 6.7, 7.1, 7.4, 7.7, 8.1, 8.4, 8.7, 9.1, 9.5, 9.6, 10.1, 10.5, 10.6, 11.1, 11.5, 11.6, 12.1, 12.5, 12.6 History and Social Science: CE.1, CE.4, GOVT.1, GOVT.16, USI.1, USII.1, VUS.1, WG.1, WHI.1, WHII.1 |
| Collaborate with team members | | English: 6.1, 7.1, 8.1, 9.1, 10.1, 11.1, 12.1 History and Social Science: CE.1, CE.3, CE.4, GOVT.1, GOVT.16, USI.1, USII.1, VUS.1, WG.1, WHI.1, WHII.1 |
| Demonstrating Professional Competencies | | |
| Demonstrate big-picture thinking. | | English: 6.1, 6.4, 7.1, 7.4, 8.1, 8.4, 9.1, 9.5, 10.1, 10.5, 11.1, 11.5, 12.1, 12.5 History and Social Science: CE.1, CE.4, CE.12, GOVT.1, GOVT.15, USI.1, USII.1, VUS.1, WG.1, WHI.1, WHII.1 |
| Demonstrate career- and life-management skills. | | English: 6.1, 6.7, 7.1, 7.7, 8.1, 8.7, 9.1, 9.6, 10.1, 10.6, 11.1, 11.6, 12.1, 12.6 History and Social Science: CE.1, CE.4, CE.12, CE.14, GOVT.1, USI.1, USII.1, VUS.1, WG.1, WHI.1, WHII.1 Mathematics: 8.4 |
| Demonstrate continuous learning and adaptability. | | English: 6.1, 6.4, 6.7, 6.9, 7.1, 7.4, 7.7, 7.9, 8.1, 8.4, 8.7, 8.9, 9.1, 9.5, 9.6, 9.8, 10.1, 10.5, 10.6, 10.8, 11.1, 11.5, 11.6, 11.8, 12.1, 12.5, 12.6, 12.8 History and Social Science: CE.1, CE.3, CE.4, CE.14, GOVT.1, USI.1, USII.1, VUS.1, WG.1, WHI.1, WHII.1 Science: BIO.1, CH.1, LS.1, PH.1, PH.4, PS.1 |
| Manage time and resources. | | English: 6.1, 6.2, 6.4, 6.7, 6.9, 7.1, 7.2, 7.4, 7.7, 7.9, 8.1, 8.2, 8.4, 8.7, 8.9, 9.1, 9.5, 9.6, 9.8, 10.1, 10.5, 10.6, 10.8, 11.2, 11.5, 11.6, 11.8, 12.2, 12.5, 12.6, 12.8 History and Social Science: CE.1, CE.4, CE.11, GOVT.1, USI.1, USII.1, VUS.1, WG.1, WHI.1, WHII.1 |

| Task | National FCS Standards Correlations | SOL Correlations |
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| | | Mathematics: 6.10, 6.11, 6.12, 7.2, 7.3, 7.8, 7.9, 7.10, 7.11, 7.12, 7.13, 8.4, 8.11, 8.12, 8.13, 8.14, 8.17, 8.18, A.4, A.5, A.8, A.9, AFDA.3, AFDA.4, AFDA.5, AFDA.6, AFDA.7, AFDA.8, COM.1, COM.3, COM.5, COM.8 |
| Demonstrate information-literacy skills. | | English: 6.1, 6.2, 6.4, 6.6, 6.7, 6.9, 7.1, 7.2, 7.3, 7.4, 7.6, 7.7, 7.9, 8.1, 8.2, 8.3, 8.4, 8.6, 8.7, 8.9, 9.2, 9.5, 9.6, 9.8, 10.2, 10.5, 10.6, 10.8, 11.2, 11.5, 11.6, 11.8, 12.2, 12.5, 12.6, 12.8 History and Social Science: CE.1, CE.4, CE.14, GOVT.1, USI.1, USII.1, VUS.1, WG.1, WHI.1, WHII.1 Mathematics: 6.10, 6.11, 7.8, 7.9, 8.11, 8.12, A.8, A.9, AFDA.3, AFDA.4, AFDA.6, AFDA.7, AFDA.8, DM.8, PS.1*, PS.2*, PS.3*, PS.4*, PS.7*, PS.8*, PS.9*, PS.10* Science: 6.1, BIO.1, CH.1, ES.1, LS.1, PH.1, PS.1 |
| Demonstrate an understanding of information security. | | English: 6.1, 6.2, 6.3, 6.4, 6.6, 6.7, 6.8, 6.9, 7.1, 7.2, 7.3, 7.4, 7.6, 7.7, 7.8, 7.9, 8.1, 8.2, 8.3, 8.4, 8.6, 8.7, 8.8, 8.9, 9.1, 9.2, 9.5, 9.6, 9.8, 10.1, 10.2, 10.5, 10.6, 10.8, 11.1, 11.2, 11.5, 11.6, 11.8, 12.1, 12.2, 12.5, 12.6, 12.8 History and Social Science: CE.1, CE.4, CE.14, GOVT.1, USI.1, USII.1, VUS.1, WG.1, WHI.1, WHII.1 Mathematics: COM.10 |
| Maintain working knowledge of current information-technology (IT) systems. | | English: 6.1, 6.3, 6.4, 6.6, 6.9, 7.1, 7.3, 7.4, 7.6, 7.9, 8.1, 8.3, 8.4, 8.6, 8.9 History and Social Science: CE.1, CE.4, CE.14, GOVT.1, USI.1, USII.1, VUS.1, WG.1, WHI.1, WHII.1 Mathematics: 7.8, COM.1, COM.2, COM.7, COM.9, COM.10, COM.11, COM.16, COM.18, PS.17 Science: BIO.1, CH.1, ES.1, PH.1 |
| Demonstrate proficiency with | | History and Social Science: CE.1, CE.4, CE.14, GOVT.1, USI.1, USII.1, VUS.1, WG.1, WHI.1, WHII.1 |

| Task | National FCS Standards Correlations | SOL Correlations |
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| technologies, tools, and machines common to a specific occupation. | | Mathematics: 6.10, 6.11, 7.9, 8.4, A.7, A.8, A.9, AFDA.1, AFDA.3, AFDA.5, AII.4, AII.7, AII.9, COM.1, COM.7, COM.10, COM.11, COM.12, COM.16 Science: CH.1, ES.1, LS.1, PH.1, PS.1 |
| Apply mathematical skills to job-specific tasks. | | English: 6.4, 6.6, 6.7, 7.4, 7.6, 7.7, 8.4, 8.6, 8.7, 9.5, 9.6, 10.5, 10.6, 11.5, 11.6, 12.5, 12.6 History and Social Science: CE.1, CE.4, CE.14, GOVT.1, USI.1, USII.1, VUS.1, WG.1, WHI.1, WHII.1 Mathematics: 6.1, 6.2, 6.5, 6.6, 6.12, 6.13, 6.14, 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.8, 7.9, 7.11, 7.12, 7.13, 8.4, 8.5, 8.6, 8.8, 8.9, 8.10, 8.11, 8.12, 8.13, 8.14, 8.15, 8.16, 8.17, 8.18, A.1, A.3, A.4, A.5, A.7, A.8, A.9, AFDA.1, AFDA.3, AFDA.5, AFDA.8, AII.3, AII.7, AII.9, AII.10, COM.1, COM.7 Science: 6.1, BIO.1, CH.1, ES.1, LS.1, PH.1, PS.1 |
| Demonstrate professionalism. | | English: 6.1, 7.1, 8.1, 9.1, 10.1, 11.1, 12.1 History and Social Science: CE.1, CE.4, CE.14, GOVT.1, USI.1, USII.1, VUS.1, WG.1, WHI.1, WHII.1 |
| Demonstrate reading and writing skills. | | English: 6.1, 6.6, 6.7, 7.1, 7.6, 7.7, 8.1, 8.6, 8.7, 9.1, 9.5, 9.6, 9.7, 10.1, 10.5, 10.6, 10.7, 11.1, 11.5, 11.6, 11.7, 12.1, 12.5, 12.6, 12.7 History and Social Science: CE.1, CE.4, GOVT.1, USI.1, USII.1, VUS.1, WG.1, WHI.1, WHII.1 Science: 6.1, PH.1, PS.1 |
| Demonstrate workplace safety. | | English: 6.4, 7.4, 8.4, 9.5, 10.5, 11.5, 12.5 History and Social Science: CE.1, CE.4, GOVT.1, USI.1, USII.1, VUS.1, WG.1, WHI.1, WHII.1 Science: CH.1 |
| Examining All Aspects of an Industry | | |

| Task | National FCS Standards Correlations | SOL Correlations |
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| Examine aspects of planning within an industry/organization. | | History and Social Science: GOVT.16 |
| Examine aspects of management within an industry/organization. | | |
| Examine aspects of financial responsibility within an industry/organization. | | |
| Examine technical and production skills required of workers within an industry/organization. | | |
| Examine principles of technology that underlie an industry/organization. | | |
| Examine labor issues related to an industry/organization. | | History and Social Science: GOVT.16 |
| Examine community issues related to an industry/organization. | | History and Social Science: GOVT.16 |
| Examine health, safety, and environmental issues related to an industry/organization. | | History and Social Science: GOVT.16 |
| Addressing Elements of Student Life | | |

| Task | National FCS Standards Correlations | SOL Correlations |
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| Identify the purposes and goals of the student organization. | | |
| Explain the benefits and responsibilities of membership in the student organization as a student and in professional/civic organizations as an adult. | | |
| Demonstrate leadership skills through participation in student organization activities, such as meetings, programs, and projects. | | |
| Identify Internet safety issues and procedures for complying with acceptable use standards. | | |
| Exploring Work-Based Learning | | |
| Identify the types of work-based learning (WBL) opportunities. | | |
| Reflect on lessons learned during the WBL experience. | | |
| Explore career opportunities related to the WBL experience. | | |
| Participate in a WBL experience, when appropriate. | | |

| Task | National FCS Standards Correlations | SOL Correlation |
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| Building a Foundation for Teaching | | |
| Describe how research and theory inform teaching practice. | 4.3 4.4 12.1 12.2 | English: 10.5, 11.5, 12.5 |
| Describe developmental stages of learners. | 4.2 4.3 4.5 12.1 12.2 | English: 10.5, 11.5, 12.5 |
| Describe the stages of cognitive development. | 4.1 4.2 4.3 4.5 12.1 12.2 | English: 10.5, 11.5, 12.5 |
| Distinguish among the stages of moral development. | 4.2 4.3 4.5 12.1 12.2 | English: 10.5, 11.5, 12.5 |
| Describe the developmental characteristics of learners. | 4.3 4.5 12.1 12.2 12.3 | English: 10.5, 11.5, 12.5 |
| Summarize learning theories. | 4.2 4.3 12.1 12.2 | English: 10.5, 11.5, 12.5 |
| Identify learning principles. | 4.2.1 4.2.4 | English: 10.5, 11.5, 12.5 |

| Task | National FCS Standards Correlations | SOL Correlation |
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| | 4.2.5 4.3 | |
| Describe the ways that diversity can influence learning. | 4.2.3 4.3.3 4.5.1 12.2 | English: 10.5, 10.8, 11.5, 11.8, 12.5, 12.8 |
| Describe the relationship between student self-efficacy and academic achievement. | 4.2.2 4.2.4 4.3.4 4.5.4 13.3 | English: 10.3, 11.5, 11.3, 11.5, 12.3, 12.5 |
| Learning the History, Structure, and Governance of the Teaching Profession | | |
| Outline the history of education in Virginia and the United States. | 1.1.1 4.1.4 4.1.6 4.6.6 | English: 10.5, 10.8, 11.5, 11.8, 12.5, 12.8 History and Social Sciences: VUS 8 |
| Examine the educational ideologies that have influenced public education. | 1.1.1 4.2.1 4.3.1 4.6.6 | English: 10.5, 11.5, 12.5 |
| Compare types of schooling. | 1.1.1 4.3.1 | English: 10.5, 11.5, 12.5 |
| Examine ethical and legal standards and principles in the education profession. | 4.1.6 4.6.2 4.6.3 | English: 10.5, 10.8, 11.5, 11.8, 12.5, 12.8 |
| Describe the governance structures of local, state, and national educational systems. | 4.6.3 | English: 10.5, 11.5, 12.5 History and Social Sciences: Govt 7, 8, 9 |
| Describe the role of a mandated reporter. | 4.4.5 4.6.3 | English: 10.5, 11.5, 12.5 |
| Identify the steps to obtain teacher licensure in Virginia. | 1.2.1 4.1 4.6.1 | English: 10.5, 11.5, 12.5 |

| Task | National FCS Standards Correlations | SOL Correlation |
|--|-------------------------------------|---|
| | 4.6.3 | History and Social Sciences: Govt 8 |
| Applying Professional Teaching Techniques | | |
| Apply instructional methods used to meet the needs of students. | 4.3 4.4 4.5 | English: 10.5, 11.5, 12.5 |
| Identify expectations for professional evaluation. | 4.6 | English: 10.5, 11.5, 12.5 |
| Identify developmentally appropriate instructional objectives. | 4.2 4.3 | English: 10.5, 11.5, 12.5 |
| Identify purposes and types of student assessment. | 4.2.2 | English: 10.5, 11.5, 12.5 |
| Compare the ways that teaching strategies affect student learning. | 4.3 | English: 10.5, 11.5, 12.5 |
| Describe curriculum and instruction models. | 4.3 | English: 10.5, 11.5, 12.5 |
| Identify principles of effective instructional design. | 4.3 | English: 10.5, 11.5, 12.5 |
| Demonstrate effective use of instructional technology. | 4.3 | English: 10.5, 11.5, 12.5 |
| Identify classroom management strategies that promote positive student behavior. | 4.2 4.4 4.5 | English: 10.5, 11.5, 12.5 |
| Apply strategies that engage students in critical thinking. | 4.3 4.5 | English: 10.5, 11.5, 12.5 |
| Define <i>professional practice</i> . | 4.1 4.2 4.4 4.5 4.6 | English: 10.3, 10.5, 11.3, 11.5, 12.3, 12.5 |
| Develop a personal philosophy of education. | 4.2 4.6 | English: 10.5, 10.8, 11.5, 11.8, 12.5, 12.8 |

| Task | National FCS Standards Correlations | SOL Correlation |
|---|-------------------------------------|---------------------------|
| Preparing for a Teaching Career | | |
| Examine professional requirements and options for professional development for educators. | 4.1 4.6 | English: 10.5, 11.5, 12.5 |
| Identify areas of teacher shortages and areas of critical need in Virginia and the United States. | 4.1 | English: 10.5, 11.5, 12.5 |
| Identify the role of professional organizations and the services they provide for teachers. | 4.1 4.6 | English: 10.5, 11.5, 12.5 |