

Appendix C

Subject Matter Requirements and Program Standards for Single Subject Matter Programs

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Single Subject Matter in [Agriculture](#)

| SMR domain and subdomains | Program Standard |
|---|---|
| <p>Domain 1. Plant and Soil Science</p> <p>1.1 Characteristics, Components, and Properties of Soil 1.2 Plant Nutrition and Soil Treatments 1.3 Plant Classification, Anatomy, and Physiology 1.4 Plant Genetics, Reproduction, and Propagation 1.5 Crop Management and Production 1.6 Emerging Technologies in Plant Production</p> | <p>Standard 3: Plant and Soil Science</p> <p>The program requires basic preparation that develops knowledge, skill and the ability to integrate and apply concepts in the areas of plant and soil science.</p> |
| <p>Domain 2. Ornamental Horticulture</p> <p>2.1 Greenhouse and Nursery Management 2.2 Landscape Design, Construction, and Management 2.3 Floral Design</p> | <p>Standard 4: Ornamental Horticulture</p> <p>The program requires basic preparation that develops knowledge, skill and the ability to integrate and apply concepts in the area of ornamental horticulture.</p> |
| <p>Domain 3. Animal Science</p> <p>3.1 Anatomy and Physiology of Livestock 3.2 Management and Veterinary Practices in Animal Production 3.3 Nutritional Requirements of Livestock 3.4 Animal Genetics and Reproduction 3.5 Environmental and Facilities Management in Animal Production Systems</p> | <p>Standard 5: Animal Science</p> <p>The program requires basic preparation in animal science that develops knowledge, skill, and the ability to integrate and apply concepts in the areas of animal science and production.</p> |
| <p>Domain 4. Environmental Science and Natural Resource Management</p> <p>4.1 Basic Ecological Principles and Natural Resources 4.2 Relationships Between Agriculture, the Environment, and Society 4.3 Ecosystem and Resource Management 4.4 Forestry</p> | <p>Standard 6: Environmental Science and Natural Resource Management</p> <p>The program requires basic preparation in environmental science and natural resource management that develops knowledge, skill, and the ability to integrate and apply concepts in the areas of environmental science and natural resource management.</p> |
| <p>Domain 5. Agricultural Business and Economics</p> <p>5.1 Agricultural Economics</p> | <p>Standard 7: Agricultural Business and Economics</p> |

| SMR domain and subdomains | Program Standard |
|--|--|
| 5.2 Agricultural Marketing and Trade 5.3 Agricultural Entrepreneurship and Leadership 5.4 Agricultural Business Management, Record Keeping, and Accounting | The program requires basic preparation that develops knowledge, skill and the ability to integrate and apply concepts in the areas of agricultural business and economics. |
| Domain 6. Agricultural Systems Technology 6.1 Safety Principles and Practices 6.2 Shop Fabrication 6.3 Construction 6.4 Maintenance and Operation of Power Equipment 6.5 Land Measurement and Irrigation Systems | Standard 8: Agriculture Systems Technology The program requires basic preparation that develops knowledge, skill and the ability to integrate and apply concepts in the area of agricultural systems technology. |
| | Standard 9: Specialization in Agriculture The program requires basic preparation in animal science, plant/soil science, ornamental horticulture, agricultural business management, environmental science and natural resource management, or agricultural systems technology that more deeply develops knowledge, skill, and the ability to integrate and apply concepts in the area selected. |
| | Standard 10: Agriculture Education as a Profession The program requires basic preparation and instruction in the philosophy and history of agricultural education, the status of agriculture in contemporary society, and the role of the educator in the school, community and industry. |
| | Standard 11: Integration of Concepts The program requires basic preparation that develops knowledge of integration of standards and concepts of the program areas within agriculture and the interrelationships that exist between agriculture and other subject areas. |

| SMR domain and subdomains | Program Standard |
|---------------------------|--|
| | <p>Standard 12: Early Field Experiences in Agriculture The program requires early field experiences in agriculture education venues.</p> |
| | <p>Standard 13: Safety The program requires basic preparation that develops knowledge of proper safety procedures prior to laboratory field experiences and includes instruction in emergency procedures; proper use, storage, handling, and disposal of hazardous materials and equipment; and safe and secure handling of food products.</p> |

Single Subject Matter in [Art](#)

| SMR Domain and Subdomains | Program Standard |
|---|---|
| <p>Domain 1. Artistic Perception 1.1 Elements of Art 1.2 Principles of Design</p> | <p>Standard 3: Artistic Perception The program requires prospective teachers to understand the foundations of artistic perception at an advanced level of proficiency. Throughout the program, students develop perceptual skills and conceptual knowledge of elements of art and principles of design. Candidates respond to the environment and to the formal and expressive qualities in works of visual art and design using arts vocabulary</p> |
| <p>Domain 2. Creative Expression 2.1 Creating Original Art 2.2 Two-Dimensional Art and Design 2.3 Three-Dimensional Art and Design 2.4 Media Art 2.5 New and Emerging Art Forms</p> | <p>Standard 4: Creative Expression The program requires prospective teachers to develop breadth of competence in several areas of art production. Prospective teachers are required to practice art production that reflects individual experiences and that moves them toward advanced levels of proficiency. Candidates demonstrate depth of competence in at least one area of two dimensional, three dimensional, new and emerging art forms, and media arts. Prospective teachers develop personal thematic content, individual artistic style, and vision. The program requires candidates to articulate the rationales for their artistic choices.</p> |
| <p>Domain 3. Historical and Cultural Context of the Visual Arts 3.1 Visual Art and Society 3.2 World Arts</p> | <p>Standard 5: Historical and Cultural Context of the Visual Arts The program provides a broad and deep conceptual knowledge of the history and diversity of art and the roles and forms of the visual arts societies, past and present. The program requires all prospective art teachers to demonstrate understanding of the role of art in reflecting, recording, and shaping history. Candidates analyze the artwork of cultures as reflecting the shared values, attitudes, and beliefs of diverse groups of people.</p> |

| SMR Domain and Subdomains | Program Standard |
|--|---|
| <p>Domain 4. Aesthetic Valuing 4.1 Derive Meaning 4.2 Make Informed Judgments</p> | <p>Standard 6: Aesthetic Valuing The coursework relates artistic perception to aesthetic concepts to establish a foundation for aesthetic valuing and criticism. Candidates demonstrate the ability to respond to works of art, enabling them to understand the power and nature of the aesthetic experience. Candidates demonstrate the ability to make and justify critical judgments about the quality and success of their own work and the work of others.</p> |
| <p>Domain 5. Connections, Relationships, and Applications 5.1 Connections and Applications Between Visual Arts and Other Disciplines 5.2 Visual Literacy 5.3 Art Careers and Career-Related Skills</p> | <p>Standard 7: Connection, Relationships and Applications The program provides connections between visual art and performing arts, other academic subjects, and the world at large. Prospective teachers will apply what they have learned in the visual arts across subject areas. Through coursework including visual literacy, candidates discover, appreciate and value contributions of the visual arts to culture, society and the economy in today’s world. Candidates experience the role of art in lifelong learning and are exposed to a wide range of careers in the visual arts. Candidates relate art processes to the skills needed for lifelong learning and career development.</p> |
| <p>Domain 6. History and Theories of Learning in Art 6.1 Art and Human Development 6.2 Theories of Learning in Art</p> | <p>Standard 8: History and Theories of Learning in Art The program provides a comprehensive knowledge of the history and theories of art education and the role of the arts in human development. Candidates consider diverse perspectives in art education which emphasize the influence of the linguistic and cultural backgrounds and learning styles and developmental levels of art learners.</p> |

| SMR Domain and Subdomains | Program Standard |
|---------------------------|--|
| | <p>Standard 9: The Studio and Field Experience</p> <p>The program requires candidates to experience visual arts under actual and simulated circumstances. Candidates in the program experience art in actual settings, developing materials to promote entry to a visual arts field. The program develops in candidates habits of responsibility for the maintenance, care and safety of a studio space. Candidates are required to experience art in a real world setting beyond the classroom.</p> |
| | <p>Standard 10: Core/Breadth</p> <p>The subject matter preparation for prospective teachers is academically rigorous, creatively challenging, and intellectually stimulating. The institution assigns high priority to and appropriately supports the program as an essential part of its mission. The program curriculum reflects and builds on the State-adopted Visual Arts Content Standards for California Public Schools: Kindergarten Through Grade Twelve (2001) and Visual and Arts Framework for California Public Schools: Kindergarten Through Grade Twelve (2004). The program is designed to establish a strong foundation in subject matter knowledge and understanding that provides a basis for continued development throughout the teachers' professional careers.</p> |
| | <p>Standard 11: Studio Concentrations (Depth)</p> <p>The program includes coursework to supplement the core and prepare prospective teachers in the range of subjects included in the State-adopted Visual and Performing Arts Framework for California Public Schools: Kindergarten Through Grade Twelve (2004) and the Visual and Performing Arts Content Standards for</p> |

| SMR Domain and Subdomains | Program Standard |
|----------------------------------|---|
| | California Public Schools: Kindergarten Through Grade Twelve (2001). Candidates are required to specialize in one or more studio content areas. |

Single Subject Matter in [Business](#)

| SMR Domain and Subdomains | Program Standard |
|---|--|
| <p>Domain 1. Business Management</p> <p>1.1 Management Functions and Decision Making 1.2 Organizational Behavior and Theory 1.3 Ethical and Social Responsibility 1.4 Business Law 1.5 Production and Operations Management 1.6 Human Resource Management</p> | <p>Standard 3: Business Management</p> <p>The program requires preparation in the study of business management functions; organizational theory and development; leadership; and motivational concepts. The program addresses the legal and ethical principles as well as the U.S. legal system pertaining to business. Candidates use principles and methods of decision making and mathematical operations leading to quantitative and qualitative analysis. Candidates study the principles of production and operations management in the program. Program course work includes the principles of human resource management and candidates are able to effectively employ personnel policies, practices, and resources.</p> |
| <p>Domain 2. Accounting and Finance</p> <p>2.1 Accounting Principles 2.2 Principles of Finance 2.3 Personal Finance</p> | <p>Standard 4: Accounting and Finance</p> <p>The program includes knowledge and application of accounting concepts, principles, procedures, and financial analysis. The program requires study of the basic principles of finance to analyze and manage business and personal situations.</p> |
| <p>Domain 3. Marketing</p> <p>3.1 Marketing Strategy and Concepts 3.2 Customer Service, Sales, and Promotion 3.3 Global Marketing</p> | <p>Standard 5: Marketing</p> <p>The program prepares candidates to apply key marketing principles and concepts including but not limited to customer service, selling, promotion, and distribution in both domestic and international markets.</p> |
| <p>Domain 4. Information Technology</p> <p>4.1 Computer Technology 4.2 Information and Media Systems 4.3 Ethics, Security, and Data Integrity 4.4 Network Communications</p> | <p>Standard 6: Information Technology (Computer/Information Systems)</p> <p>The program requires knowledge of terminology, principles and procedures related to the ethical use of information technology. Candidates are prepared to apply principles and procedures</p> |

| SMR Domain and Subdomains | Program Standard |
|--|---|
| 4.5 Programming | related to applications, networking systems, and basic concepts of programming and systems development in business situations. |
| Domain 5. Economics 5.1 Economic Concepts 5.2 Microeconomics 5.3 Macroeconomics 5.4 International Economics | Standard 7: Economics The program instructs candidates in the basic economic principles as they apply to microeconomic and macroeconomic theories and principles in domestic and international economies. |
| Domain 6. Business Environment and Communication 6.1 Entrepreneurship 6.2 Business Communications 6.3 Career Development 6.4 International Business | Standard 8: Business Environment and Communication The program requires study of the global business environment and an understanding of the importance of business communication. The program promotes an understanding of the principles and procedures of business ownership and the unique contributions of entrepreneurs. The program addresses principles of career development and develops employment skills in candidates. |

Single Subject Matter in [English](#)

| SMR domain and subdomains | Program Standard |
|---------------------------|--|
| | <p>Standard 3: Required Subject of Study</p> <p>The subject matter preparation program is based on an explicit statement of program philosophy that expresses a purpose and design, and articulates desired outcomes, that are aligned to the Preliminary Multiple and Single Subject Credential Program Standards. The program provides the coursework and field experiences necessary to teach the specified subject to all students in California’s diverse public school population. The subject matter preparation for prospective teachers is academically rigorous and intellectually stimulating. The institution assigns high priority to and appropriately supports the program as an essential part of its mission. The program curriculum reflects and builds on the English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects (2013) and the English Language Arts/English Language Development Framework (2014) adopted by the State Board of Education. The program is designed to establish a strong foundation in subject matter knowledge and understanding that provides a basis for continued development during the teacher’s professional career.</p> |
| | <p>Standard 4: Extended Studies</p> <p>The program includes coursework to supplement the program core and further prepare prospective teachers in the range of subjects included in the state-adopted English Language Arts/English Language Development Framework (2014). Prospective teachers build upon foundational knowledge acquired in the program core by further work within or across</p> |

| SMR domain and subdomains | Program Standard |
|--|---|
| | content domains. The program’s design for extended studies provides prospective teachers with options, including both specialized and comprehensive preparation based on coherent |
| <p>Domain 1: Reading Literature and Informational Texts</p> <p>1.1 Reading Literature 1.2 Craft and Structure of Literature 1.3 Reading Informational Texts 1.4 Craft and Structure of Informational Texts 1.5 Integration of Knowledge and Ideas in Informational Texts 1.6 Text Complexity</p> | <p>Standard 5: Literature and Textual Analysis</p> <p>Prospective teachers of English are prepared to recognize the power and importance of literature, as it reflects the most eloquent statements about the human condition. Prospective teachers of English develop an appreciation for our diverse literary heritage as an expression of our poly-cultural society and understand the ways that language can be used to articulate moral and ethical values, delight the spirit, and/or express the creative impulses of human thought. The program curriculum includes traditional and emerging definitions of literature, types and periods of literature, and textual analysis.</p> |
| <p>Domain 2: Language, Linguistics, and Literacy</p> <p>2.1 Human Language Structures 2.2 Acquisition and Development of Language and Literacy 2.3 Grammatical Structures of English</p> | <p>Standard 6: Language, Linguistics and Literacy</p> <p>The program requires prospective teachers of English to develop an understanding of language structures, language acquisition, linguistic diversity and the development of literacy. Prospective teachers know, understand and appreciate the varieties of spoken and written English and how they are related to the diverse cultures and societies where English is a medium of communication. Recognizing the needs of both native and non-native speakers, the program effectively models English as a communicative tool.</p> |
| <p>Domain 3: Composition and Rhetoric</p> <p>3.1 Writing Processes (Individual and Collaborative) 3.2 Text Types and Purposes 3.3 Production and Distribution of Writing</p> | <p>Standard 7: Composition and Rhetoric</p> <p>In the program prospective teachers learn and apply a variety of composing processes. Prospective teachers of English analyze and compose texts representing a variety of discourse types and</p> |

| SMR domain and subdomains | Program Standard |
|--|---|
| 3.4 Conventions of Oral and Written Language 3.5 Research to Build and Present Knowledge | demonstrate the ability to use research strategies, text production technologies and presentation methods appropriately in a range of rhetorical contexts. |
| Domain 4: Communications: Speech, Media, and Creative Performance 4.1 Non-Written Communication 4.2 Media Analysis and Applications 4.3 Dramatic Performance | Standard 8: Communications: Speech, Media and Creative Performance In the program prospective teachers of English acquire the breadth of knowledge needed to integrate journalism, technological media, speech, dramatic performance and creative writing into the language arts curriculum. Prospective teachers gain experience with oral and visual communication as expressed through media and performance as well as creative writing forms to understand how to use language effectively to communicate ideas and express themselves creatively. |

Single Subject Matter in [Health Science](#)

| SMR Domain and Subdomains | Program Standard |
|---|---|
| Domain 1. Foundations of Health Education 1.1 Professional Foundations 1.2 Scientific and Behavioral Foundations 1.3 Legal Responsibilities | Standard 3: Foundations of Health Science The basis of an effective health science subject matter program is coordination by one or more qualified faculty with expertise in school health. Candidates within the subject matter program must demonstrate a fundamental understanding of professional, legal, scientific, behavioral and philosophical principles of health education and the role of the school health educator within a Coordinated School Health Program (CSHP). |
| Domain 2. Human Growth and Development 2.1 Physical Growth and Development 2.2 Psychosocial Growth and Development | Standard 4: Human Growth and Development The program includes fundamentals of human growth patterns and characteristics associated with psychosocial growth and development. |
| Domain 3. Chronic and Communicable Diseases 3.1 Chronic Diseases 3.2 Communicable Diseases | Standard 5: Chronic and Communicable Diseases The program is designed to develop fundamental understanding of the historical impact, risk factors, characteristics, and prevention of chronic and communicable diseases. |
| Domain 4. Nutrition and Fitness 4.1 Nutritional Bases of Human Health 4.2 Physical Fitness and Health | Standard 6: Nutrition and Fitness The program course of study includes nutrition and fitness and their relationship with lifelong well-being. |
| Domain 5. Mental and Emotional Health 5.1 Foundations of Mental and Emotional Health 5.2 Stress, Depression, and Suicide | Standard 7: Mental and Emotional Health Candidates in the program study the role of mental and emotional health in maintaining lifelong well-being, factors that affect learning and functioning, and how to adapt positively to change. |
| Domain 6. Alcohol, Tobacco, and Other Drugs 6.1 Drug Classifications and Effects on the Body 6.2 Drug Use, Misuse, Abuse, and Addiction | Standard 8: Alcohol, Tobacco, and Other Drugs |

| SMR Domain and Subdomains | Program Standard |
|---|---|
| 6.3 Prevention, Intervention, and Treatment of Substance Abuse | The program is designed to develop in candidates a fundamental understanding of drugs, their physical and psychosocial effects, prevention, intervention, and treatment of drug abuse. |
| Domain 7. Family Life and Interpersonal Relationships 7.1 Family Structures and Family Life 7.2 Interpersonal Relationships 7.3 Human Sexuality and Reproductive Health | Standard 9: Family Life and Interpersonal Relationships The program course of study addresses family structures, family life education, interpersonal relationships, and human sexuality and reproductive health. |
| | Standard 10: Risk Reduction and Safe Health Practices The program prepares candidates in ways to promote and maintain positive and safe health practices and reduce the risk of injury and violence within the home, school, and community. |
| Domain 8. Consumer and Community Health 8.1 Consumer Health 8.2 Community Health 8.3 Intentional and Unintentional Injury | Standard 11: Consumer and Community Health The program provides candidates with knowledge of the fundamentals of community and consumer health, including the impact of policy, culture, media, technology and other factors. |
| Domain 9. Environmental Health 9.1 People, Health, and the Environment | Standard 12: Environmental Health The program develops in candidates a fundamental understanding of factors in natural and human environments that impact health and ways to conserve natural resources and protect the environment. |

Single Subject Matter in [Home Economics](#)

| SMR domain and subdomains | Program Standard |
|---|---|
| Domain 1. Personal, Family, and Child Development 1.1 Personal, Interpersonal, and Family Relationships | Standard 3: Personal, Interpersonal and Family Relationships The program provides candidates with instruction in personal, interpersonal, and family relationships over the lifespan. Included is an understanding of the foundations, characteristics, and factors affecting those relationships. |
| Domain 1. Personal, Family, and Child Development 1.2 Parenting | Standard 4: Parenting The program provides candidates with an overview of the roles and responsibilities of parents. Coursework includes the theories, skills, and approaches to parenting and child guidance. |
| Domain 1. Personal, Family, and Child Development 1.3 Child Development and Education | Standard 5: Child Development and Education The program incorporates the major theories in human development and the methods, strategies, and approaches that can be used to foster physical, cognitive, emotional, and social development. It also provides knowledge of development, guidance, and education of children in family and career settings. |
| Domain 2. Nutrition, Foods, and Hospitality 2.1 Food and Nutritional Science | Standard 6: Food and Nutrition Science The program provides course work in food and nutrition science, including physiological and biochemical processes. The program prepares candidates to apply these processes in the preparation and use of food and nutrients. |
| Domain 2. Nutrition, Foods, and Hospitality 2.2 Food Preparation and Hospitality | Standard 7: Food Preparation, Service and Hospitality The program provides course work in the procedures and techniques related to food preparation, meal management, equipment, and facilities. |
| Domain 3. Fashion Textiles 3.1 Fashion Influences and Wardrobe Management | Standard 8: Fashion, Textiles, and Apparel |

| SMR domain and subdomains | Program Standard |
|---|--|
| 3.2 Fibers, Fabrics, and Finishes 3.3 Apparel Construction | The program provides instruction in fashion, textiles, apparel design, and construction. |
| Domain 4. Housing and Interior Design 4.1 Housing 4.2 Interior Design 4.3 Furnishings | Standard 9: Housing and Interior Design The program provides candidates with instruction in housing and interior environments. |
| Domain 5. Consumer Education 5.1 Personal and Family Resources 5.2 Consumer Rights and Responsibilities 5.3 Economic Systems 5.4 Personal Finances | Standard 10: Consumer Education The program provides instruction on the management of personal and family resources, consumer rights and responsibilities, and economic systems. |
| | Standard 11: Leadership The program prepares candidates in leadership, organizational, and communication knowledge and skills to support and promote professionalism. |
| | Standard 12: Field Experience The program requires field experience in one of the subject matter areas of Home Economics Careers and Technology. The candidate will use the field experience to identify career options, transferable knowledge and skills, aptitudes, and responsibilities related to careers in the field experience area. |

Single Subject Matter in [Industrial and Technology Education](#)

| SMR domain and subdomains | Program Standard |
|---------------------------|---|
| | <p>Standard 3: Core Studies (Breadth) Core studies in the program will include the nature of technology and develop technological literacy including: problem solving, engineering, design, technological models and systems, workplace competencies, and their interaction. The program also provides foundations in power and energy, information and communication, and project and product development. The program course work emphasizes the appropriate integration of academics, requiring higher order thinking skills to solve problems in practical situations. The program addresses issues of safety, environmental concerns and societal impact. The program includes career and employability skills in industry and education that promote appropriate attitudes for occupational success (i.e., legal and ethical responsibility, accountability and adaptability, leadership and teamwork).</p> |
| | <p>Standard 4: Extended Studies The program includes coursework to supplement the program core and further prepare prospective teachers in the range of subjects included in the state-adopted K-12 curriculum. Prospective teachers build upon foundational knowledge acquired in the program core by further work within or across the content domains. The program’s design for extended studies provides prospective teachers with options, including both specialized and comprehensive preparation based on coherent patterns of coursework.</p> |

| SMR domain and subdomains | Program Standard |
|--|--|
| <p>Domain 2. Power and Energy</p> <p>2.1 Processes 2.2 Systems 2.3 Resources</p> | <p>Standard 5: Power and Energy</p> <p>The program of study will include the fundamental scientific concepts specific to power and energy with applications to mechanical, fluid, thermal, and electrical systems. The program incorporates relevant K-12 state curriculum standards into coursework and lab experiences. The program requires candidates to design, maintain and analyze a variety of power, energy, and transportation systems.</p> |
| <p>Domain 3. Information and Communication</p> <p>3.1 Design Processes 3.2 Systems 3.3 Resources 3.4 Security and Privacy</p> | <p>Standard 6: Information and Communication</p> <p>The program will provide advanced course work in the fields related to information and communication technology. Course work will include information, design processes, systems, and resources. The program incorporates relevant K-12 state curriculum standards. Candidates demonstrate an understanding of the knowledge and skills needed to design, analyze, use, and maintain a variety of communication systems. Course work will provide technological content in conjunction with societal, ethical, moral and economic considerations.</p> |
| <p>Domain 4. Project and Product Development</p> <p>4.1 Engineering Principles 4.2 Manufacturing and Construction Processes 4.3 Resources 4.4 Quality Assurance</p> | <p>Standard 7: Project and Product Development</p> <p>The program will prepare candidates to use project and product design processes appropriate to industrial and technology education. Candidates will incorporate engineering principles, manufacturing and construction processes, resources, statistical data, and quality assurances as they relate to the universal system model (input, processes, output, feedback). The program incorporates the relevant K-12 state curriculum standards. Candidates analyze ethical, moral, and environmental issues in project and product design</p> |

| SMR domain and subdomains | Program Standard |
|--|------------------|
| Domain 1. Nature of Technology 1.1 Innovation and Design 1.2 Careers and Employability Skills | |

Single Subject Matter in [Mathematics](#)

| SMR domain and subdomains | Program Standard |
|--|--|
| <p>Domain 1: Number and Quantity 1.1 The Real and Complex Number Systems 1.2 Number Theory</p> <p>Domain 2: Algebra 2.1 Algebraic Structures 2.2 Polynomial Equations and Inequalities 2.3 Functions 2.4 Linear Algebra</p> <p>Domain 3: Geometry 3.1 Plane Euclidean Geometry 3.2 Coordinate Geometry 3.3 Three-Dimensional Geometry 3.4 Transformational Geometry</p> <p>Domain 4: Probability and Statistics 4.1 Probability 4.2 Statistics</p> <p>Domain 5: Calculus 5.1 Trigonometry 5.2 Limits and Continuity 5.3 Derivatives and Applications 5.4 Integrals and Applications 5.5 Sequences and Series</p> | <p>Standard 3: Required Subject of Study The subject matter preparation program is based on an explicit statement of program philosophy that expresses a purpose and design, and articulates desired outcomes, that are aligned to the Preliminary Multiple and Single Subject Credential Program Standards. The program provides the coursework and field experiences necessary to teach the specified subject to all students in California’s diverse public school population. The subject matter preparation for prospective teachers is academically rigorous and intellectually stimulating. The institution assigns high priority to and appropriately supports the program as an essential part of its mission. The program curriculum reflects and builds on the Common Core State Standards for Mathematics (2013) and the Mathematics Framework (2013) adopted by the State Board of Education. The program is designed to establish a strong foundation in subject matter knowledge and understanding that provides a basis for continued development during the teacher’s professional career.</p> <p>Standard 4: Problem Solving In the program, prospective teachers of mathematics develop effective strategies for solving problems both within the discipline of mathematics and in applied settings that include non-routine situations. Problem solving challenges occur throughout the program of subject matter preparation in mathematics. Through coursework in the program, prospective</p> |

| SMR domain and subdomains | Program Standard |
|---------------------------|--|
| | teachers develop a sense of inquiry and perseverance in solving problems. |
| | <p>Standard 5: Mathematics as Communication In the program, prospective teachers learn to communicate their thinking clearly and coherently to others using appropriate language, symbols and technologies. Prospective teachers develop communication skills in conjunction with mathematical literacy in each major component of a subject matter program.</p> |
| | <p>Standard 6: Reasoning In the program, prospective teachers of mathematics learn to understand that reasoning is fundamental to knowing and doing mathematics. Reasoning and proof accompany all mathematical activities in the program.</p> |
| | <p>Standard 7: Mathematical Connections In the program, prospective teachers of mathematics develop a view of mathematics as an integrated whole, seeing connections across different mathematical content areas. Relationships among mathematical subject and applications are a consistent theme of the subject matter program's curriculum.</p> |
| | <p>Standard 8: Delivery of Instruction In the program, faculty use multiple instructional strategies, activities and materials that are appropriate for effective mathematics instruction.</p> |

The SSM Math standards were not updated when the SMRs were updated to align with the Common Core State Standards (CCSS). The current SMRs do not closely align to the outdated standards listed above.

Single Subject Matter in [Music](#)

| SMR domain and subdomains | Program Standard |
|---|---|
| <p>Domain 1. Artistic Perception 1.1 Aural Musicianship 1.2 Written Theory and Analysis of Western Music</p> | <p>Standard 3: Artistic Perception: Aural Musicianship, Written Theory and Analysis Prospective teachers in the program possess highly developed aural musicianship and aural analysis skills and have acquired knowledge of written music theory and analysis.</p> |
| <p>Domain 2. Creative Expression 2.1 Instrumental and Vocal Proficiency 2.2 Functional Keyboard Skills 2.3 Conducting 2.4 Composing and Arranging 2.5 Improvising</p> | <p>Standard 4: Creative Expression: Instrumental and Vocal Proficiency, Keyboard Skills, Sight Singing, Sight Reading, Conducting, Composing and Arranging and Improvising Prospective teachers in the program perform expressively and skillfully on a primary instrument or voice and demonstrate basic proficiency in keyboard skills. Prospective teachers also demonstrate understanding of and skill in conducting techniques. Prospective teachers are able to sight sing, sight read, improvise, compose and arrange music.</p> |
| <p>Domain 3. Historical and Cultural Foundations 3.1 Music History and Cultural Context</p> | <p>Standard 5: Historical and Cultural Foundations Prospective teachers in the program demonstrate wide knowledge of Western and selected non-Western music and apply this knowledge to analyze musical works.</p> |
| <p>Domain 4. Aesthetic Valuing 4.1 Critical Evaluation</p> | <p>Standard 6: Aesthetic Valuing The subject matter program develops an understanding of aesthetic valuing in music. Prospective candidates have both broad and deep conceptual knowledge of the subject matter. They are able to respond to, analyze and critique performances and works of music, including their own.</p> |
| <p>Domain 5. Connections, Relationships, and Applications 5.1 Connections and Relationships 5.2 Career Applications and Functions of Music</p> | <p>Standard 7: Connections, Relations and Applications The program develops an understanding of music connections, relationships and applications. Candidates understand the</p> |

| SMR domain and subdomains | Program Standard |
|--|---|
| | connections and relationships between music and the other arts as well as between music and other academic disciplines. The program develops familiarity with the broad range of career and lifelong learning opportunities available in the field of music, the media and the entertainment industries. |
| <p>Domain 6. Music Methodology and Repertoire</p> <p>6.1 Music Methodology</p> <p>6.2 Repertoire and Literature for Listening, Performance, and Study</p> | <p>Standard 8: Music Teaching and Learning</p> <p>The study and application of music teaching and learning techniques as related to general music classes, instrumental and choral performance are an integral component of each prospective teacher’s program of study. The program develops the prospective teacher’s familiarity with a broad range of repertoire and literature and the criteria to evaluate those materials for specific educational purposes. Prospective teachers also develop various strategies for planning and assessing music learning in general music and performance classes. Prospective teachers develop familiarity with the broad range of technology, acoustic principles and copyright law.</p> |

Single Subject Matter in [Physical Education](#)

| SMR domain and subdomains | Program Standard |
|--|---|
| <p>Domain 2. Growth, Motor Development, and Motor Learning</p> <p>2.1 Individual Differences 2.2 Perceptual-Motor Development 2.3 Physical and Developmental Changes 2.4 Motor Learning 2.5 Motor Task Analysis 2.6 Conditions Affecting Growth, Motor Development, and Motor Learning 2.7 Developmental Differences Affecting Motor Skills Acquisition</p> | <p>Standard 3: Growth, Motor Development, and Motor Learning</p> <p>The subject matter program provides students with opportunities to develop an understanding of human growth and development processes, as well as how these processes interact with and influence motor learning, in order to teach movement knowledge and skills. The program includes foundational knowledge of physical growth, motor development, and motor learning to ensure that candidates are prepared to provide students, including students with disabilities, with an appropriate, safe and effective physical education program.</p> |
| <p>Domain 3. The Science of Human Movement</p> <p>3.1 Body Systems 3.2 Basic Kinematic and Kinetic Principles of Motion 3.4 Movement Analysis 3.5 Effects of Exercise 3.6 Components of Wellness 3.7 Physical Fitness Testing and Prescription 3.8 Factors Affecting Physical Performance 3.9 Safety, Injury Prevention, and First Aid 3.10 Physiological Principles of Fitness</p> | <p>Standard 4: The Science of Human Movement</p> <p>The program requires preparation in the science of human movement, including the study of anatomy, physiology, biomechanics, exercise physiology and health-related fitness. Prospective teachers must be able to analyze motion according to scientific principles and apply that knowledge with consideration for individual differences including disabilities. Coursework requires prospective teachers to analyze motion and apply knowledge to recognize safe, efficient and effective movement. The program prepares prospective teachers to recognize changes in body systems resulting from practice, development and response to exercise.</p> |
| <p>Domain 4. The Sociology and Psychology of Human Movement</p> <p>4.1 Personal Development 4.2 Theories Related to Motivation 4.3 Social Development</p> | <p>Standard 5: The Sociology and Psychology of Human Movement</p> <p>The subject matter program provides prospective candidates with opportunities to develop an understanding of the sociology</p> |

| SMR domain and subdomains | Program Standard |
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| 4.4 Role of Movement Activities in Society 4.5 Factors Influencing Activity Choices | and psychology of human movement. The program provides a context for analyzing a wide range of experiences that can be used to promote personal and social development and skills in physical education. The program includes psychological and sociological analysis of movement activities, which help to ensure candidates are prepared to teach positive responsible and social behaviors that encourage lifelong physical activity, regardless of ability. |
| Domain 5. Movement Concepts and Forms 5.1 Fundamental and Creative Movement Skills 5.2 Dance Concepts and Forms 5.3 Gymnastic Movements 5.4 Aquatic Skills 5.5 Individual, Dual, and Team Sports and Games 5.6 Outdoor Education 5.7 Nontraditional and Cooperative Activities 5.8 Combative Activities 5.9 Fitness Activities | Standard 6: Movement Concepts and Forms The subject matter preparation program requires coursework that develops knowledge, skills, and the ability to integrate and apply movement concepts in physical activities. These include but are not limited to aquatics; dance; fitness activities; fundamental and creative movement skills; individual, dual, and team sports; nontraditional activities and games; outdoor education activities; and gymnastics. To develop a balanced program that will address a variety of ability levels and create challenging, appropriate tasks in a variety of movement forms, prospective teachers must have a thorough understanding of movement and fitness activities as well as an ability to integrate and apply movement concepts to a broad range of physical education activities and environments. |
| Domain 1. Professional Foundations 1.1 Philosophies of Physical Education 1.2 Historical Development 1.3 Current Research, Trends, and Issues 1.4 Legal and Ethical Issues 1.5 Interrelationships of the Subdisciplines of Kinesiology | Standard 7: Professional Foundations The subject matter program includes the study of the philosophical, historical, legal, and ethical foundations of physical education and provides knowledge of the past/present philosophies of physical education and issues that affect and impact contemporary programs. |

| SMR domain and subdomains | Program Standard |
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| 1.6 Professional Responsibilities, Organizations, and Resources 1.7 Relationship Between Human Movement Activities and Values | |
| Domain 6. Assessment and Evaluation Principles 6.1 Evaluation Methods in Physical Education 6.2 Techniques of Test Construction, Evaluation, and Administration 6.3 Test Characteristics 6.4 Assessment Techniques and Tools 6.5 Types of Evaluation 6.6 Basic Statistical Applications 6.7 Interpretation and Communication of Assessment Data | Standard 8: Assessment and Evaluation Principles The program requires prospective teachers to develop knowledge of assessment principles and procedures to evaluate the effectiveness of physical education strategies and activities in promoting student achievement of the goals presented in the <i>California Physical Education Framework</i> or most current state-adopted document. Prospective teachers must be able to select, adapt, and develop appropriate assessment instruments and strategies based on accepted research principles related to physical, motor, and fitness attributes and needs of individuals and groups. The program provides knowledge of assessment techniques that enhance prospective teachers' ability to determine whether individuals, including those with diverse backgrounds, varying abilities and special needs, have progressed and achieved specified goals in physical education. |
| Domain 7. Integration of Concepts 7.1 Interpretation and Application of the Subdisciplines of Kinesiology 7.2 Selecting, Adapting, and Modifying Activities 7.3 Developmental Progressions 7.4 Learning Concepts and Principles 7.5 Connections Between Physical Education and Other Disciplines | Standard 9: Integration of Concepts The subject matter program includes integrative study of themes and concepts in physical education and the interrelationships between physical education and other subject areas in order to create effective learning environments and experiences. |
| Concentration in Dance | |
| | Standard 10: Artistic Perception |

| SMR domain and subdomains | Program Standard |
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| | <p>The dance concentration program includes processing, analyzing and responding to sensory information through the knowledge and skills unique to dance. The program prepares prospective teachers to demonstrate movement skills, process sensory information and describe movement using vocabulary of dance. The program provides a study of motor skills and development, technical expertise, dance movements, comprehension and analysis of dance elements, and study of dance vocabulary.</p> |
| | <p>Standard 11: Creative Expression The dance concentration program includes the study of the application of choreographic principles, processes, and skills needed to create and communicate meaning through the improvisation, composition and performance of dance. The program provides prospective teachers a study of the creation of dance movement, the application of choreographic principles and processes used to create dance, communication of meaning in performance of dance, and the development of partner and group skills.</p> |
| | <p>Standard 12: Historical and Cultural Context The dance concentration program includes coursework that provides candidates with an understanding of and appreciation for the history and cultural dimensions of dance. The program prepares candidates to recognize dance similarities and differences in cultures throughout the world.</p> |
| | <p>Standard 13: Aesthetic Valuing The dance concentration includes coursework that require prospective teachers to respond, analyze and evaluate works of dance. Prospective teachers assess and derive meaning from</p> |

| SMR domain and subdomains | Program Standard |
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| | viewing works of dance, performing dances, and critiquing original works based on the elements of dance and aesthetic qualities. |
| | <p>Standard 14: Integration: Connections, Relationships, Applications</p> <p>The program prepares prospective teachers to apply what they learn in dance to learning across disciplines in order to develop competencies and creative skills in problem-solving, communication and time management. The program requires prospective teachers to learn about careers related to dance.</p> |

Single Subject Matter in [Science](#)

| SMR domain and subdomains | Program Standard |
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| | <p>Standard 3: The Vision for Science The institution articulates a philosophical vision of science and the education of prospective science teachers. Each program references the current Science Framework for California Public Schools: Kindergarten Through Grade Twelve (2002) as part of its vision statement.</p> |
| | <p>Standard 4: General Academic Quality The program is academically rigorous and intellectually stimulating. It provides opportunities for students to experience and practice analyzing complex situations to make informed decisions and to participate in scientific problem solving. In the program, each prospective teacher develops effective written and oral communication skills with a focus on concepts and methodologies that comprise academic discourse in science.</p> |
| | <p>Standard 5: Integrated Study of Science The program reflects science as an integrated entity and examines interrelationships among the disciplines, and variations in the structures, content, and methods of inquiry in the disciplines are studied. Each prospective single subject teacher gains an understanding of how the conceptual foundations of the scientific disciplines are related to each other.</p> |
| <p>Foundational Level General Science Domain 1: Scientific Practices, Engineering Design and Applications, and Crosscutting Concepts 1.1 Understand scientific practices</p> | <p>Standard 6: Breadth of Study in Science The science program is organized to provide prospective teachers a sufficiently broad understanding of science so that, as future literate science teachers, they have the necessary</p> |

| SMR domain and subdomains | Program Standard |
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| <p>1.2 Understand engineering practices, design, and applications</p> <p>1.3 Understand crosscutting concepts among the sciences and engineering.</p> <p>Domain 2: Physical Sciences</p> <p>2.1 Understand structure and properties of matter.</p> <p>2.2 Understand chemical reactions and biochemistry.</p> <p>2.3 Understand motion and stability: forces and interactions.</p> <p>2.4 Understand waves and their applications in technologies for information transfer.</p> <p>2.5 Understand energy.</p> <p>2.6 Understand electricity and magnetism.</p> <p>Domain 3: Life Sciences</p> <p>3.1 Understand the structure and function of cells.</p> <p>3.2 Understand growth, development, and energy flow in organisms.</p> <p>3.3 Understand ecosystems: interactions, energy, and dynamics.</p> <p>3.4 Understand heredity: inheritance and variation of traits.</p> <p>3.5 Understand biological evolution: unity and diversity.</p> <p>Domain 4: Earth and Space Sciences.</p> <p>4.1 Understand Earth’s place in the universe.</p> <p>4.2 Understand Earth’s materials and systems and surface processes.</p> <p>4.3 Understand plate tectonics and large-scale system interactions.</p> <p>4.4 Understand weather and climate.</p> <p>4.5 Understand natural resources and natural hazards.</p> | <p>knowledge, skills, and abilities to develop scientific literacy among their students. A breadth of study provides familiarity with the nature of science and major ideas foundational to all the sciences and provides a basis for prospective teachers to engage in further studies of a scientific discipline. The program is aligned with the Science Content Standards for California Public Schools: Kindergarten Through Grade Twelve (1998).</p> |
| | <p>Standard 7: Depth of Study in a Concentration Area</p> |

| SMR domain and subdomains | Program Standard |
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| | <p>Each candidate for the Single Subject Teaching Credential in Science must complete a subject matter program that includes Concentration 7A, 7B, 7C, or 7D. Concentration in the identified discipline prepares prospective teachers to teach a full range of courses authorized by the single subject credential authorization. Depth within a discipline is essential for teaching advanced and specialized courses.</p> |
| <p>Life Sciences/Biology Domain 1: From Molecules to Organisms: Structures and Processes 1.1 Understand the structure and function of cells. 1.2 Understand the hierarchical organization and functioning of systems in multicellular organisms. 1.3 Understand growth and development of organisms. 1.4 Understand matter and energy flow in organisms. Domain 2: Ecosystems: Interactions, Energy, and Dynamics 2.1 Understand interdependent relationships in ecosystems. 2.2 Understand cycles of matter and energy transfer in ecosystems. 2.3 Understand ecosystem dynamics, functioning, and resilience. Domain 3: Heredity: Inheritance and Variations of Traits 3.1 Understand inheritance of traits. 3.2 Understand variation of traits and genetic engineering. Domain 4: Biological Evolution: Unity and Diversity 4.1 Understand evidence of common ancestry and diversity. 4.2 Understand natural selection. 4.3 Understand adaptation.</p> | <p>Standard 7A: Depth of Study in Biological Sciences The Concentration in Biological Sciences includes a depth of study of biology that is significantly greater than that required for a general understanding of science as described in Standard 6. The depth of study in Concentration 7A should provide conceptual foundations distributed across the discipline. Integral to the concentration are conceptual foundations that include cell biology and physiology, genetics, evolution, and ecology. Concentration 7A includes in-depth study and field/laboratory experiences in biology; achievement of an appropriate level of understanding in chemistry, mathematics and physics, use of methods employed by scientists in the generation knowledge; and application of biological sciences to technological and societal issues including ethical considerations. Candidates for the Science Credential with a Concentration in Biological Science will be able to teach a wide variety of biology courses in their teaching assignments. The program is aligned with the Science Content Standards for California Public Schools: Kindergarten Through Grade Twelve (1998). The Concentration in Biological Sciences will prepare</p> |

| SMR domain and subdomains | Program Standard |
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| | prospective teachers to teach the full range of biology courses authorized by this credential. |
| <p>Chemistry</p> <p>Domain 1: Structure and Properties of Matter</p> <p>1.1 Understand the structure of matter. 1.2 Understand the properties of matter. 1.3 Understand the behavior and properties of solutions. Understand nuclear processes.</p> <p>Domain 2: Chemical Reactions and Chemical Bonding</p> <p>2.1 Understand chemical reactions. 2.2 Understand chemical bonding. 2.3 Understand conservation of matter and stoichiometry. 2.4 Understand organic chemistry and biochemistry.</p> <p>Domain 3: Energy</p> <p>3.1 Understand the definitions of energy, conservation of energy, and energy transfer. 3.2 Understand energy in chemical processes and everyday life.</p> | <p>Standard 7B: Depth of Study in Chemistry</p> <p>The Concentration in Chemistry includes a depth of study within chemistry significantly greater than that required for a general understanding of science as described in Standard 6. The depth of study in Concentration 7B should provide conceptual foundations that include atomic and molecular structure, chemical reactions, kinetic molecular theory, solution chemistry, chemical thermodynamics, organic chemistry and biochemistry, and nuclear processes. Concentration 7B includes in-depth study and field/laboratory experiences in chemistry, achievement of an appropriate level of understanding in mathematics and physics, use of methods employed by scientists in the generation of scientific knowledge, and application of chemistry to technological and societal issues including ethical considerations. Candidates for the Science Credential with a Concentration in Chemistry will be able to teach a wide variety of chemistry courses in their teaching assignments. The program is aligned with the Science Content Standards for California Public Schools: Kindergarten Through Grade Twelve (1998).</p> |
| <p>Earth and Space Science</p> <p>Domain 1: Earth’s Place in the Universe</p> <p>1.1 Understand the universe and its stars. 1.2 Understand Earth and the solar system. 1.3 Understand the history of planet Earth.</p> <p>Domain 2: Earth’s Systems</p> | <p>Standard 7C: Depth of Study in Geosciences (Earth and Planetary Sciences)</p> <p>The Concentration in Geosciences (Earth and Planetary Sciences) includes a depth of study greater than that required for a general understanding of science as described in Standard 6. The depth of study in Concentration 7C should provide</p> |

| SMR domain and subdomains | Program Standard |
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| <p>2.1 Understand Earth’s materials and systems. 2.2 Understand plate tectonics and large-scale systems. 2.3 Understand oceanography and the role of water in Earth’s surface processes. 2.4 Understand the atmosphere, weather, and climate.</p> <p>Domain 3: Earth and Human Activity</p> <p>3.1 Understand natural resources. 3.2 Understand natural hazards. 3.3 Understand human impacts on Earth’s systems. 3.4 Understand global climate change.</p> | <p>conceptual foundations in the earth and planetary sciences and should provide conceptual foundations that include the Earth’s place in the universe, planet Earth, energy in the Earth System, biochemical cycles, and California geology. Concentration 7C includes in-depth study and field/laboratory experiences in earth and planetary sciences, achievement of an appropriate level of understanding in mathematics, use of methods employed by scientists in the generation of scientific knowledge, and application of earth and planetary sciences to technological and societal issues including ethical consideration. Candidates for the Science Credential with a Concentration in Geosciences will be able to teach a wide variety of courses in their teaching assignments. The program is aligned with the Science Content Standards for California Public Schools: Kindergarten Through Grade Twelve (1998).</p> |
| <p>Physics</p> <p>Domain 1: Motion and Stability: Forces and Interactions</p> <p>1.1 Understand forces and motion. 1.1 Understand conservation of energy and momentum.</p> <p>Domain 2: Energy</p> <p>2.1 Understand definitions of energy and energy in everyday life. 2.2 Understand thermal energy and kinetic molecular theory. 2.3 Understand electricity and magnetism.</p> <p>Domain 3: Waves and Their Applications</p> <p>3.1 Understand wave properties. 3.2 Understand electromagnetic radiation and applications of waves in information technologies and instrumentation.</p> <p>Domain 4: Modern Physics</p> | <p>Standard 7D: Depth of Study in Physics</p> <p>The Concentration in Physics includes a depth of study of physics significantly greater than that required for a general understanding of science as described in Standard 6. The depth of study in Concentration 7D should provide conceptual foundations in physics and should provide conceptual foundations distributed across the discipline of physics. Integral to the concentration are conceptual foundations that include motion and forces, conservation of energy and momentum, heat and thermodynamics, waves, electromagnetism, and quantum mechanics and the standard model of particles. Concentration 7D includes in-depth study and laboratory experiences in physics, achievement of an appropriate level of</p> |

| SMR domain and subdomains | Program Standard |
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| <p>4.1 Understand quantum mechanics, the standard model of particles, and special relativity.</p> <p>4.2 Understand nuclear processes.</p> | <p>understanding in mathematics and use of methods employed by scientists in the generation of scientific knowledge. Candidates for the Science Credential with a Concentration in Physics will be able to teach a wide variety of physics courses in their teaching assignments. The program is aligned with the Science Content Standards for California Public Schools: Kindergarten Through Grade Twelve (1998)</p> |
| | <p>Standard 8: Laboratory and Field Experiences Laboratory and field experiences constitute a significant portion of coursework in a program that includes open-ended, problem solving experiences. Prospective teachers have the opportunity to design a variety of laboratory experiments. Data are collected, analyzed, and processed using statistical analysis and current technology (where appropriate).</p> |
| | <p>Standard 9: Safety Procedures The program instructs prospective teachers in proper safety procedures prior to laboratory and field experiences. This includes instruction in emergency procedures and proper storage, handling and disposal of chemicals and equipment. The program provides facilities equipped with necessary safety devices and appropriate storage areas. When the program provides experiences with live organisms, they are observed, captured, and cared for both ethically and lawfully.</p> |

The SSM Science standards were not updated when the SMRs were updated to align with the Next Generation Science Standards (NGSS). The current SMRs do not closely align to the outdated standards listed above.

Single Subject Matter in [Social Science](#)

| SMR domain and subdomains | Program Standard |
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| | <p>Standard 3: Overall Quality of Program Content In the program, each prospective history/social science single subject teacher studies and learns subjects required by Ed. Code Section 51210 and incorporated in the History-Social Science Content Standards for California Public Schools: Kindergarten through Grade Twelve (1998) for grades 6 – 12, and the History-Social Science Framework for California Public Schools: Kindergarten through Grade Twelve (2001). The program includes coursework taught by appropriate faculty and field experiences that address the ideas, strategies and techniques essential to teaching the social sciences at the grade level of the authorization of the basic credential.</p> |
| | <p>Standard 4: Emphasis and Depth of Study Each program emphasizes knowledge aligned with the History-Social Science Content Standards for California Public Schools: Kindergarten through Grade Twelve (1998) for grades 6 – 12, the History-Social Science Framework for California Public Schools: Kindergarten through Grade Twelve (2001) and the current Subject Matter Requirements. The prospective teacher must complete a broad range of course work in the required disciplines of history, economics, political science and geography.</p> |

| SMR domain and subdomains | Program Standard |
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| | <p>Standard 5: Integration of Studies</p> <p>The program includes the integrative study of world and United States history, economics, political science and geography. The program emphasizes relationships among the major themes and concepts of these disciplines. The program requires prospective teachers to learn and apply methods of inquiry, analysis and interpretation that are used in history and the social science disciplines as identified in the History-Social Science Content Standards for California Public Schools: Kindergarten through Grade Twelve (1998) for grades 6 – 12, and the History-Social Science Framework for California Public Schools: Kindergarten through Grade Twelve (2001).</p> |
| <p>Domain 1. World History</p> <p>1.1 Ancient Civilizations</p> <p>1.2 Medieval and Early Modern Times</p> <p>1.3 Modern World History</p> | <p>Standard 6: World Perspective</p> <p>The program develops each prospective teacher’s knowledge and understanding of the historical and contemporary experiences and interrelationships of people of Africa, the Americas, Asia, and Europe. Prospective teachers acquire world perspectives in studies of history, human culture, geography, government, and economics as outlined in the History-Social Science Content Standards for California Public Schools: Kindergarten through Grade Twelve (1998) for grades 6 – 12, and the History-Social Science Framework for California Public Schools: Kindergarten through Grade Twelve (2001).</p> |

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| <p>Domain 2. U.S. History</p> <p>2.1 Pre-Revolutionary Era and the War for Independence</p> <p>2.2 The Development of the Constitution and the Early Republic</p> <p>2.3 The Emergence of a New Nation</p> <p>2.4 Civil War and Reconstruction</p> <p>2.5 The “Gilded Age”</p> <p>2.6 The U.S. as a World Power</p> <p>2.7 The 1920s</p> <p>2.8 The Great Depression and the New Deal</p> <p>2.9 World War II</p> <p>2.10 Post World War II America</p> <p>2.11 Post World War II U.S. Foreign Policy</p> <p>2.12 Civil Rights Movement</p> <p>Domain 4. Principles of American Democracy</p> <p>4.1 Principles of American Democracy</p> <p>4.2 Fundamental Values and Principles of Civil Society</p> <p>4.3 The Three Branches of Government</p> <p>4.4 Landmark U.S. Supreme Court Cases</p> <p>4.5 Issues Regarding Campaigns for National, State, and Local Elective Offices</p> <p>4.6 Powers and Procedures of the National, State, and Local Tribal Governments</p> <p>4.7 The Media and American Political Life</p> <p>4.8 Political Systems</p> <p>4.9 Tensions within our Constitutional Society</p> <p>Domain 5. Principles of Economics</p> <p>5.1 Economic Terms and Concepts and Economic Reasoning</p> <p>5.2 Elements of America’s Market Economy in a Global Setting</p> <p>5.3 The Relationship between Politics and Economics</p> <p>5.4 Elements of the U.S. Labor Market in a Global</p> | <p>Standard 7: National Perspective</p> <p>The program develops prospective teacher’s knowledge and understanding of United States history, culture, geography, government, and economics, and of the evolving national experience as outlined in the History-Social Science Content Standards for California Public Schools: Kindergarten through Grade Twelve (1998) for grades 6 – 12, and the History-Social Science Framework for California Public Schools: Kindergarten through Grade Twelve (2001).</p> |
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| SMR domain and subdomains | Program Standard |
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| 5.5 Aggregate Economic Behavior of the American Economy 5.6 International Trade and the American Economy Domain 6. Principles of Geography 6.1 Tools and Perspectives of Geographic Study 6.2 Geographic Diversity of Natural Landscapes and Human Societies 6.3 Culture and the Physical Environment | |

| SMR domain and subdomains | Program Standard |
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| <p>Domain 3. California History 3.1 Pre-Columbian Period Through the End of Mexican Rule 3.2 From the Gold Rush to the Present</p> <p>Domain 4. Principles of American Democracy 4.1 Principles of American Democracy 4.2 Fundamental Values and Principles of Civil Society 4.3 The Three Branches of Government 4.4 Landmark U.S. Supreme Court Cases 4.5 Issues Regarding Campaigns for National, State, and Local Elective Offices 4.6 Powers and Procedures of the National, State, and Local Tribal Governments 4.7 The Media and American Political Life 4.8 Political Systems 4.9 Tensions within our Constitutional Society</p> <p>Domain 5. Principles of Economics 5.1 Economic Terms and Concepts and Economic Reasoning 5.2 Elements of America’s Market Economy in a Global Setting 5.3 The Relationship between Politics and Economics 5.4 Elements of the U.S. Labor Market in a Global 5.5 Aggregate Economic Behavior of the American Economy 5.6 International Trade and the American Economy</p> <p>Domain 6. Principles of Geography 6.1 Tools and Perspectives of Geographic Study 6.2 Geographic Diversity of Natural Landscapes and Human Societies 6.3 Culture and the Physical Environment</p> | <p>Standard 8: State Perspective The program develops each prospective teacher’s knowledge and understanding of significant issues in the history, geography, culture, economics and government of California as outlined in the History-Social Science Content Standards for California Public Schools: Kindergarten through Grade Twelve (1998) for grades 6 – 12, and the History-Social Science Framework for California Public Schools: Kindergarten through Grade Twelve (2001).</p> |

| SMR domain and subdomains | Program Standard |
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| | <p>Standard 9: Citizen Perspective The program develops each prospective teacher’s knowledge and understanding of the rights and responsibilities of citizens in a representative democracy, as outlined in the History-Social Science Content Standards for California Public Schools: Kindergarten through Grade Twelve (1998) for grades 6 – 12, and the History-Social Science Framework for California Public Schools: Kindergarten through Grade Twelve (2001).</p> |
| | <p>Standard 10: Ethical Perspective The program develops each prospective teacher’s knowledge and understanding of ethics, philosophy and the role of religion in human experiences as outlined in the History-Social Science Content Standards for California Public Schools: Kindergarten through Grade Twelve (1998) for grades 6 – 12, and the History-Social Science Framework for California Public Schools: Kindergarten through Grade Twelve (2001).</p> |
| | <p>Standard 11: Teaching and Learning History/Social Sciences The program exposes prospective teachers to a variety of teaching, learning, and assessment strategies that are appropriate to history/social science, including the appropriate use of instructional technology. Prospective teachers reflect on themselves as learners and explore ways in which historical and social science content and skills are conceived and organized for instruction as found in the History-Social Science Content Standards for California Public Schools: Kindergarten through Grade Twelve (1998) for grades 6 – 12, and the History-Social Science Framework for California Public Schools: Kindergarten through Grade Twelve (2001).</p> |

Single Subject Matter in [World Languages](#)

| SMR Domain and Subdomains | Program Standard |
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| | <p>Standard 3: Program Philosophy and Purpose The program is based on an explicit statement of program philosophy that expresses its purpose, design, and desired outcomes and defines the institution’s concept of a well-prepared teacher of language.</p> |
| <p>Domain 1. General Linguistics 1.1 The Nature of Language 1.2 Language Use 1.3 Applied Linguistics</p> | <p>Standard 4: Nature of Language The program provides coursework and experiences necessary for candidates to acquire and demonstrate an understanding of the nature of language, language use, and applied linguistics.</p> |
| <p>Domain 2. Linguistics of the Target Language 2.1 Language Structures 2.2 Error Analysis 2.3 Contrastive Analysis 2.4 Sociolinguistics and Pragmatics</p> | <p>Standard 5: Linguistics of the Target Language The program insures that candidates understand and can demonstrate a deep and broad knowledge of the linguistic features of the target language system. The program insures that prospective teachers can demonstrate an understanding of the use of rhetorical and stylistic devices, figures of speech, and the levels of language appropriate for various tasks and communication purposes.</p> |
| <p>Domain 3. Literary and Cultural Texts and Traditions 3.1 Major Movements, Genres, Writers, and Works 3.2 Analysis of Literary and Cultural Texts</p> | <p>Standard 6: Literary and Cultural Texts and Traditions The program requires prospective teachers of languages other than English to demonstrate knowledge of literary and cultural texts and traditions. Prospective teachers study major literary and intellectual movements, genres, writers, and works and use literary and cultural texts from a variety of media.</p> |
| <p>Domain 4. Cultural Analysis and Comparisons 4.1 Cultural Perspectives 4.2 Cultural Practices 4.3 Cultural Products</p> | <p>Standard 7: Cultural Analysis and Comparison The program requires prospective teachers of languages other than English to develop knowledge of the cultures associated with the target language and to demonstrate understanding of</p> |

| SMR Domain and Subdomains | Program Standard |
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| | the interrelationships among the perspectives, practices and products of those cultures. As a result of their experiences in the program, candidates are able to recognize culture as a dynamic, interrelated system and employ a variety of processes to identify, analyze and evaluate cultural themes, values and ideas. |
| <p>Domain 5. Language and Communication: Listening Comprehension</p> <p>5.1 Literal Comprehension of Spoken Communication</p> <p>5.2 Inferential and Interpretive Comprehension of Spoken Communication</p> <p>5.3 Critical Analysis of Spoken Communication</p> | <p>Standard 8: Language and Communications: Listening Comprehension</p> <p>The program requires prospective teachers of a language other than English to demonstrate proficiency in the comprehension of oral texts in the target language, as described in the American Council on the Teaching of Foreign Languages (ACTFL): <i>Program Standards for Foreign Language Teachers</i> (2002) and the states of the language learning continuum as reflected in the <i>Foreign Language Framework for California Public Schools, Kindergarten through Grade Twelve</i> (2003). Candidates demonstrate the ability to listen effectively for various purposes and to comprehend a range of content. Candidates can identify main ideas and supporting details of oral communication, infer meaning within a given context, analyze oral messages on a number of levels, provide supporting details, and demonstrate the ability to think critically about oral communication. Finally, prospective teachers evaluate oral messages in relation to stylistics and to social relationships within the context of the communication, as well as in relation to the speaker’s purposes, assumptions and intended audience.</p> |

| SMR Domain and Subdomains | Program Standard |
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| <p>Domain 6. Language and Communication: Reading Comprehension</p> <p>6.1 Literal Comprehension of Written Texts 6.2 Inferential and Interpretive Comprehension of Written Texts 6.3 Critical Analysis of Written Texts</p> | <p>Standard 9: Language and Communications: Reading Comprehension</p> <p>The program requires prospective teachers of a language other than English to demonstrate proficiency in the comprehension of texts in the target language. Candidates who are readers of languages using a Roman alphabet will identify main ideas and details, move beyond literal comprehension and identify the author’s perspective(s) or cultural perspective(s), and candidates who are readers of languages using a non-Roman alphabet will demonstrate a literal level of comprehension, as described in the American Council on the Teaching of Foreign Languages (ACTFL): <i>Program Standards for Foreign Language Teachers</i> (2002) and the stages of the language learning continuum as reflected in the <i>Foreign Language Framework for California Public Schools, Kindergarten through Grade Twelve</i> (2003). The program requires prospective teachers to demonstrate the ability to read, understand and interpret effectively a variety of texts and other media in the target language, for multiple purposes and across a range of content and contexts. The program also requires that prospective teachers demonstrate the ability to think critically about what they read and to evaluate texts from a variety of media in the target language.</p> |
| <p>Domain 7. Language and Communication: Oral Expression</p> <p>7.1 Speaking in the Target Language for a Variety of Purposes in Authentic Contexts</p> | <p>Standard 10: Language and Communications: Oral Expression</p> <p>The program requires prospective teachers of a language other than English to demonstrate proficiency in oral expression in the target language. Candidates in Group I, II and III languages on the FSI (Foreign Service Institute) scale must speak at a</p> |

| SMR Domain and Subdomains | Program Standard |
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| | <p>minimum level of Advanced-Low and candidates in Group IV languages must speak at a minimum level of Intermediate-High, as described in the American Council on the Teaching of Foreign Languages (ACTFL): <i>Program Standards for Foreign Language Teachers</i> (2002) and the stages of the language learning continuum as reflected in the <i>Foreign Language Framework for California Public Schools, Kindergarten through Grade Twelve</i> (2003). Candidates are also required to use a variety of text types and accurately express ideas in culturally appropriate language across a range of topics and themes.</p> |
| <p>Domain 8: Language and Communication: Written Expression 8.1 Writing in the Target Language for a Variety of Purposes in Authentic Contexts</p> | <p>Standard 11: Language and Communications: Written Expression The program requires prospective teachers of a language other than English to demonstrate proficiency in written expression in the target language. Candidates in languages that use the Roman alphabet, including classical languages, must demonstrate a minimum writing proficiency level of Advanced-Low, and candidates in languages that use a non-Roman alphabet or characters must demonstrate a minimum writing proficiency level of Intermediate-High, as described in the American Council on the Teaching of Foreign Languages (ACTFL): <i>Program Standards for Foreign Language Teachers</i> (2002) and the stages of the language learning continuum as reflected in the <i>Foreign Language Framework for California Public Schools, Kindergarten through Grade Twelve</i> (2003). Candidates demonstrate the ability to express themselves in formal and informal writings on practical, social and professional topics in different contexts and text types.</p> |

| SMR Domain and Subdomains | Program Standard |
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| | <p>Standard 12: Connection to Other Disciplines and Language Communities</p> <p>The program builds upon “Varied Teaching Strategies” (Standard 5), incorporating recent developments in language acquisition approaches. The program also implements a variety of contextualized authentic teaching and learning experiences, using media and various other means such as internet-based, community-based and other related strategies. These experiences enable prospective teachers to interact with the larger cultural communities associated with the target language to broaden their perspectives and experience base for language learning and teaching. Candidates demonstrate the ability to relate the target language to broaden their perspective and experience base for language learning and teaching. Candidates demonstrate the ability to relate the target language to other disciplines.</p> |

Single Subject Matter in [World Languages: American Sign Language](#)

| SMR Domain and Subdomains | Program Standard |
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| | <p>Standard 3: Program Philosophy and Purpose The program is based on an explicit statement of program philosophy that expresses its purpose, design, and desired outcomes and defines the institution’s concept of a well-prepared teacher of language.</p> |
| <p>Domain 1. General Linguistics 1.1 The Nature of Language 1.2 Language Use 1.3 Applied Linguistics</p> | <p>Standard 4: Nature of Language The program provides coursework and experiences necessary for candidates to acquire and demonstrate an understanding of the nature of language, language use, and applied linguistics.</p> |
| <p>Domain 2. Linguistics of the Target Language—American Sign Language (ASL) 2.1 Language Structures 2.2 Error Analysis 2.3 Contrastive Analysis 2.4 Sociolinguistics and Pragmatics</p> | <p>Standard 5: Linguistics of the Target Language The program insures that candidates understand and can demonstrate a deep and broad knowledge of the linguistic features of the target language system. The program insures that prospective teachers can demonstrate an understanding of the use of rhetorical and stylistic devices and the levels of language appropriate for various tasks and communication purposes.</p> |
| <p>Domain 3. Literary and Cultural Texts and Traditions 3.1 Major Movements, Genres, Writers, and Works 3.2 Analysis of ASL and American Deaf Culture Literary and Cultural Texts</p> | <p>Standard 6: Literary and Cultural Texts and Traditions The program requires prospective teachers of languages other than English to demonstrate knowledge of literary and cultural texts and traditions. Prospective teachers study major literary and intellectual movements, genres, writers, and works and use literary and cultural texts from a variety of media.</p> |
| <p>Domain 4. Cultural Analysis and Comparisons 4.1 The Nature of Culture and Cultural Processes 4.2 Cultural Processes in American Deaf Culture 4.3 Cultural and Historical Perspectives in American Deaf Culture</p> | <p>Standard 7: Cultural Analysis and Comparison The program requires prospective teachers of languages other than English to develop knowledge of the cultures associated with the target language and to demonstrate understanding of</p> |

| SMR Domain and Subdomains | Program Standard |
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| 4.4 Cultural Practices in American Deaf Culture 4.5 Cultural Products of American Deaf Culture | the interrelationships among the perspectives, practices and products of those cultures. As a result of their experiences in the program, candidates are able to recognize culture as a dynamic, interrelated system and employ a variety of processes to identify, analyze and evaluate cultural themes, values and ideas. |
| Domain 5. Language and Communication: Receptive Comprehension 5.1 Literal Comprehension of ASL Discourse 5.2 Inferential and Interpretive Comprehension of ASL Discourse 5.3 Critical Analysis of ASL Discourse | Standard 8: Language and Communications: Receptive Comprehension The program requires prospective teachers of a language other than English to demonstrate proficiency in the comprehension of ASL discourse in the target language. Candidates demonstrate the ability to understand ASL discourse effectively for various purposes and to comprehend a range of content. Candidates can identify main ideas and supporting details of ASL communication, infer meaning within a given context, analyze ASL messages on a number of levels, provide supporting details, and demonstrate the ability to think critically about communication. Finally, prospective teachers evaluate ASL messages in relation to stylistics and to social relationships within the context of the communication, as well as in relation to the speaker’s purposes, assumptions and intended audience. |
| Domain 6. Language and Communication: Expressive Production 6.1 Producing ASL Discourse for a Variety of Purposes in Authentic Contexts | Standard 9: Language and Communications: Expressive Production The program requires prospective teachers of a language other than English to demonstrate proficiency in the production of American Sign Language (ASL) discourse at a minimum level of Intermediate-High, as described in the American Council on the Teaching of Foreign Languages (ACTFL): <i>Program Standards for Foreign Language Teachers</i> (2002) and the stages of the |

| SMR Domain and Subdomains | Program Standard |
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| | <p>language learning continuum as reflected in the <i>Foreign Language Framework for California Public Schools, Kindergarten through Grade Twelve</i> (2003) and in the K-12 World Language Content Standards (2009). Candidates are also required to clearly and accurately express ideas in culturally appropriate language across a range of topics, themes, and message types.</p> |
| | <p>Standard 10: Connection to Other Disciplines and Language Communities</p> <p>The program builds upon “Varied Teaching Strategies” (Standard 5), incorporating recent developments in language acquisition approaches. The program also implements a variety of contextualized authentic teaching and learning experiences, using media and various other means such as internet-based, community-based and other related strategies. These experiences enable prospective teachers to interact with the larger cultural communities associated with the target language to broaden their perspectives and experience base for language learning and teaching. Candidates demonstrate the ability to relate the target language to broaden their perspective and experience base for language learning and teaching. Candidates demonstrate the ability to relate the target language to other disciplines.</p> |

Single Subject Matter in [World Languages: English Language Development](#)

| SMR Domain and Subdomains | Program Standard |
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| | <p>Standard 3: Program Philosophy and Purpose</p> <p>The program is based on an explicit statement of program philosophy that expresses its purpose, design, and desired outcomes and defines the institution’s concept of a well-prepared teacher of World Language: English Language Development. The program faculty and administration, both collectively and collaboratively with K-12 and appropriate other representatives of the broader educational community, develop the program philosophy, design and intended outcomes. The development process reflects participants’ awareness of recent paradigms and research in language, literature, culture and linguistics.</p> <p>The program philosophy and intended outcomes are consistent with the major themes and emphasis of the <i>English-Language Development Standards for California Public Schools Kindergarten Through Grade Twelve</i>, the <i>Reading/Language Arts Framework for California Public Schools Kindergarten Through Grade Twelve</i>, and the <i>World Language Content Standards for California Public Schools Kindergarten Through Grade Twelve</i>, other state curriculum documents, and nationally adopted guidelines for teaching languages.</p> <p>The program provides both formative and summative assessment of candidate competencies.</p> |
| <p>Domain 1: Knowledge of English Learners in California and the United States</p> <p>1.1 Historical, Demographic, and Social Contexts for English Learner Education</p> | <p>Standard 4: Knowledge of English Learners in California and the United States</p> <p>The program provides coursework and experiences necessary for candidates to acquire and demonstrate knowledge of major</p> |

| SMR Domain and Subdomains | Program Standard |
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| <p>1.2 Historical and Current Educational Research Relating to English Learner Achievement in California and the United States</p> <p>1.3 Characteristics and Typologies of English Learners</p> <p>1.4 Child and Adolescent Growth and Development, including Cross-Cultural Perspectives</p> | <p>historic and current demographic trends related to the cultural and linguistic diversity of California and the United States. The program prepares candidates to demonstrate an understanding of current trends, features, and causes of migration and immigration, as well as an understanding of characteristics of contemporary migrants, immigrants, refugees, and U.S. born English learners in California and the United States. The program develops candidates' abilities to demonstrate knowledge of the experiences of bilingual, multilingual and multicultural groups in California and the United States, including challenges faced by these groups and how members of these groups draw on resources to confront these challenges.</p> <p>The program includes coursework to prepare prospective teachers to understand the range of child and adolescent growth and development for the age range of students PreK-12 and adult, as consistent with the single subject credential authorization. Candidates for the World Language: English Language Development credential apply knowledge of cognitive, social and physical development to understanding differences between individual children from birth through adolescence. They interpret similarities and differences in children's behavior with reference to concepts of human development and to varied cultural perspectives. They use developmental concepts and principles to explain children's behavior (as described anecdotally or viewed in naturalistic settings, on videotape, etc.).</p> |
| <p>Domain 2: Applied Linguistics</p> <p>2.1 The Nature of Language and Language Use</p> <p>2.2 Language Development</p> | <p>Standard 5: Applied Linguistics, including English Language Linguistics</p> |

| SMR Domain and Subdomains | Program Standard |
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| <p>2.3 English Language Linguistics</p> <p>2.4 Nature and Role of Academic Language in Language Acquisition Across the Curriculum</p> | <p>The program provides coursework and experiences necessary for candidates to acquire and demonstrate an understanding of the nature of language, language use, language change over time, and applied linguistics. The program insures that candidates understand and can demonstrate a deep and broad knowledge of the linguistic features of the English language. The program insures that candidates develop knowledge of the similarities and differences in the linguistic structure of different languages to analyze and contrast the linguistic structures of English and other languages. The program insures that prospective teachers can demonstrate an understanding of the use of rhetorical and stylistic devices, figures of speech, and the levels of language appropriate for various tasks and communication purposes. The program requires prospective teachers to demonstrate knowledge of the phonology, orthography, morphology, syntax and semantics of the English language. The program requires prospective teachers to identify, analyze and correct grammatical and mechanical errors in English language samples. The program requires candidates to demonstrate an understanding of the pragmatic and sociolinguistic features of English language discourse.</p> <p>The program prepares candidates to demonstrate an understanding of current research-based theories and models of language acquisition, bilingual and multiple language development, developmental patterns of language learning, factors that can influence English learners' acquisition of English, and the role of primary language development (L1) in the acquisition of a new language.</p> |

| SMR Domain and Subdomains | Program Standard |
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| | <p>The program requires candidates to demonstrate knowledge of students’ development of language for social and academic purposes and of how both social and academic language support and promote student learning. The program requires candidates to demonstrate knowledge of discipline-specific and interdisciplinary features of academic English used within and across core content areas, and to identify language forms and functions in academic texts and tasks that may pose challenges for English learners at different levels of English proficiency. The program requires candidates to demonstrate an understanding of cross-linguistic resource sharing.</p> |
| <p>Domain 3: Cultural Foundations 3.1 Cultural Perspectives and Resources 3.2 Cultural Influences on Learning 3.3 Roles and Influence of Families and the Community in Schooling</p> | <p>Standard 6: Cultural Foundations The program requires prospective teachers of World Language: English Language Development to develop knowledge of major cultural concepts. The program requires candidates to demonstrate knowledge of crosscultural, intercultural, and intracultural differences in cultural practices of U.S. cultures. Candidates demonstrate an understanding of how the practices and products of a culture reflect cultural perspectives. The program requires candidates to demonstrate understanding of central concepts of intercultural communication, of the important role culture plays in the classroom and in schools, and of factors that contribute to culturally responsive classroom and school environments. Candidates demonstrate knowledge of the effects of differences in culturally influenced approaches to learning. The program requires candidates to demonstrate knowledge of the relationship between family involvement and English learners’ academic achievement.</p> |

| SMR Domain and Subdomains | Program Standard |
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| <p>Domain 4: Foundations of English Learner Education in California and the United States</p> <p>States</p> <p>4.1 Historical Perspectives on English Learner Education in the United States and California</p> <p>4.2 Current Features of English Learner Education in California</p> | <p>Standard 7: Foundations of English Learner Education in California and the United States</p> <p>The program requires prospective teachers of World Language: English Language Development to demonstrate knowledge of key court cases and key legislation, and their effects on educational programs for English Learners in California and the United States. Candidates demonstrate understanding of the political foundations of educational programs for English learners and of current federal and state requirements for program implementation. Candidates demonstrate knowledge of the expected outcomes of effective instruction for English Learners based on state and federal requirements.</p> <p>The program requires candidates to demonstrate understanding of the similarities and differences between ELD (English Language Development) and SDAIE (Specially Designed Academic Instruction in English) and how they interrelate and work together to support and facilitate ongoing language development and achievement of core content standards for English Learners.</p> <p>Candidates demonstrate understanding of state-adopted English language development/proficiency standards (ELD/ELP), their relationship to state-adopted English language arts standards, and the connections between English Learners’ achievement of ELD/ELP standards and their achievement of English language arts standards.</p> <p>Candidates demonstrate understanding of the important role, purposes, and uses of assessment in programs for English Learners.</p> |

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| <p>Domain 4: Foundations of English Learner Education in California and the United States</p> <p>4.3 Foundations of Assessment for English Learners</p> | <p>Standard 8: Foundations of Assessment for English Learners</p> <p>The program insures that candidates demonstrate knowledge of state-adopted standardized assessments for English language proficiency and for content achievement, and of the role and purposes of teacher-developed and other nonstandardized assessments in ELD instruction. Candidates demonstrate understanding of key indicators of quality language and content assessments and of issues that can affect the validity of assessments when used with English learners. The program requires candidates to demonstrate understanding of various types of classroom assessments for English Learners and of the importance of using multiple methods for measuring English Learners' progress.</p> |
| <p>Domain 4: Foundations of English Learner Education in California and the United States</p> <p>4.4 Foundations of Literacy Instruction for English Learners</p> <p>4.5 Principles of English Language Development Instruction for English Learners</p> | <p>Standard 9: Foundations of Literacy Instruction and English Language Development for English Learners</p> <p>The program provides candidates with coursework and experiences necessary for candidates to develop and demonstrate an understanding of current research-based theories in literacy development, including similarities and differences between literacy development in a first language and in an additional language. Candidates demonstrate an understanding of the influence of various factors in English Learners' English literacy development.</p> <p>The program ensures that candidates demonstrate knowledge of research-based principles of effective literacy instruction across the curriculum PreK-Adult, particularly as related to the literacy needs of English Learners, including adolescents. Candidates</p> |

| SMR Domain and Subdomains | Program Standard |
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| | <p>demonstrate knowledge of the organizational structure and key characteristics of literary and informational texts.</p> <p>The program requires prospective teachers of World Language: English Language Development to demonstrate knowledge of current and evolving research-based ELD approaches and their effectiveness and appropriateness for different English Learner typologies. Candidates demonstrate an understanding of key characteristics of effective ELD instruction for English Learners, and of the importance of input, interaction, and output in the ELD classroom. The program’s coursework and field experiences help candidates demonstrate an understanding of the roles of educators and other human resources in supporting English Learners’ learning and achievement. The program insures that prospective teachers of World Language: English Language Development demonstrate knowledge of state-adopted and state-approved textbooks and supplementary materials along with a variety of instructional materials and resources for ELD instruction and how these materials and resources relate to state ELD/ELP and English language arts standards.</p> |
| <p>Domain 5: Principles of English Language Development (ELD) Instruction and Assessment to Promote Receptive and Productive Language Proficiency</p> <p>5.1 Principles of English Aural Language Instruction and Assessment for English Learners</p> <p>5.3 Principles of English Reading Instruction and Assessment for English Learners</p> | <p>Standard 10: Principles of Receptive (Aural/Reading) English Language Instruction and Assessment for English Learners</p> <p>The program’s coursework and field experiences require candidates to demonstrate understanding of the role and importance of both aural and reading language development for English Learners across the curriculum. Candidates demonstrate knowledge of the state ELD/ELP standards and the state English language arts standards and frameworks in listening and reading, and how these standards and frameworks relate to the</p> |

| SMR Domain and Subdomains | Program Standard |
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| | <p>aural and reading language instructional needs of English Learners at different proficiency levels. The program requires prospective teachers of World Language: ELD to demonstrate knowledge of state-adopted instructional and supplementary materials, including technological resources, and types of assessments commonly used to develop and/or assess English Learners' aural and reading language development.</p> |
| <p>Domain 5: Principles of English Language Development (ELD) Instruction and Assessment to Promote Receptive and Productive Language Proficiency 5.2 Principles of English Oral Language Instruction and Assessment for English Learners 5.4 Principles of English Composition, Writing Instruction, and Assessment for English Learners</p> | <p>Standard 11: Principles of Productive (Oral/Writing) English Language Instruction and Assessment for English Learners The program requires prospective teachers of World Language: English Language Development to demonstrate knowledge of the state ELD/ELP standards and the English language arts standards and frameworks for oral and written language, and how these standards and frameworks relate to the oral and written (productive) instructional needs of English Learners at different English proficiency levels. The program requires prospective teachers of World Language: ELD to demonstrate knowledge of state-adopted instructional and supplementary materials for oral and written language development, including technological resources, and types of assessments commonly used to develop and/or assess English Learners' oral and written language.</p> |
| <p>Domain 5: Principles of English Language Development (ELD) Instruction and Assessment to Promote Receptive and Productive Language Proficiency 5.5 Principles of Language Support for Academic Content Instruction and Assessment Across the Curriculum</p> | <p>Standard 12: Principles of Language Support for Academic Content Instruction and Assessment Across the Curriculum The program requires candidates to demonstrate knowledge of state K-12 core curriculum standards and frameworks, and how these standards and frameworks relate to the content needs of English learners at different English proficiency levels.</p> |

| SMR Domain and Subdomains | Program Standard |
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| | Candidates demonstrate knowledge of state-adopted textbooks and supplementary materials for promoting English Learners' access to the core curriculum across disciplines and grade levels. |