# Single Subject Content Area Pedagogies Course Matrix

**In the matrix below, denote the candidates’ opportunity to learn and master the competencies listed. The required course names and numbers should go across the top of the matrix, replacing the “Course Title and Number” text below. For each competency, note when the program/candidate introduces (I), practices (P), and assesses (A) the competency. Notations may occur under more than one course heading. Each notation (I, P, A) should link to a specific place in the syllabus within that course that demonstrates that this is occurring.**

**Institution Name**

**Program Coordinator Name**

**Program Coordinator Email**

| **Subject Specific Pedagogical Skills for Single Subject Teaching Assignments in:**  **Home Economics** | Course Title and Number1 | Course Title and Number2 | Course Title and Number3 | Course Title and Number4 | Course Title and Number5 | Course Title and Number6 | Course Title and Number7 | Course Title and Number8 |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1. Beginning Single Subject Home Economics teachers demonstrate the ability to teach the state-adopted career and technology standards for students in home economics and applicable English Language Development Standards. |  |  |  |  |  |  |  |  |
| 1. They understand how to create home economics career pathways by planning sequences of courses for two complementary, fiscally responsible, inclusive instructional programs, Consumer and Family Studies (CSF) and Home Economics Related Occupations (HERO). |  |  |  |  |  |  |  |  |
| 1. They know how to employ Future Homemakers of America-Home Economics Related Occupations (FHA-HERO) as a teaching strategy for developing interpersonal, leadership, citizenship, and career skills. |  |  |  |  |  |  |  |  |
| 1. They teach students the essential knowledge and skills for managing their personal, family, and work responsibilities through engaging learning activities appropriately selected for the eight content areas of CFS. |  |  |  |  |  |  |  |  |
| 1. They provide students the opportunity to use and evaluate strengths and limitations of media and technology as integral tools in the classroom. |  |  |  |  |  |  |  |  |
| 1. In the HERO program, beginning teachers work closely with industry partners and plan authentic learning experiences to prepare students for entry-level careers or advanced training and education. |  |  |  |  |  |  |  |  |
| 1. They plan and supervise student work, including group assignments, laboratory work, and on-the-job training. |  |  |  |  |  |  |  |  |
| 1. They help students understand underlying theories and complex concepts (e.g., developmental theories in child development, organic chemistry in food science) and solve real-life problems using appropriate problem-solving, creative-thinking, and critical-thinking skills. |  |  |  |  |  |  |  |  |
| 1. Beginning teachers teach students to independently read, comprehend, and evaluate instructional materials that include increasingly complex subject-relevant texts and graphic/media representations presented in diverse formats. |  |  |  |  |  |  |  |  |
| 1. Beginning teachers also teach students to write argumentative and expository text in the content area. |  |  |  |  |  |  |  |  |
| 1. They plan assessments of student learning, provide frequent feedback, assist students in the achievement of the standards, and use evidence of student learning to improve their program. |  |  |  |  |  |  |  |  |
| 1. Beginning teachers assure that students at various English proficiency levels have the academic language needed to meaningfully engage in the content. |  |  |  |  |  |  |  |  |