# 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:****Agriculture** |  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 Agriculture teachers demonstrate the ability to teach the state-adopted standards for agriculture and applicable English Language Development Standards.
 |   |   |   |   |   |   |   |   |
| 1. They understand how to deliver a four-year comprehensive program of systematic instruction and application of basic and advanced subject matter in animal science, plant and soil science, ornamental horticulture, agriculture business management, environmental science and natural resource management (e.g., water, genetic engineering), and agricultural systems management.
 |   |   |   |   |   |   |   |   |
| 1. They use explanations, demonstrations, and class and laboratory activities to illustrate agricultural concepts and principles, scientific investigation and experimentation, and the application of new learning.
 |   |   |   |   |   |   |   |   |
| 1. Beginning teachers encourage students to pursue agricultural interests, especially students from groups underrepresented in agricultural careers.
 |   |   |   |   |   |   |   |   |
| 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. Beginning teachers structure and sequence agricultural instruction to support and enhance students' academic knowledge to meet or exceed the state-adopted academic content standards.
 |   |   |   |   |   |   |   |   |
| 1. Additionally, beginning teachers guide, monitor, and encourage students during hands-on laboratory investigations, experiments, and practicum.
 |   |   |   |   |   |   |   |   |
| 1. They establish and monitor procedures for the care, safe use, and storage of equipment and materials, and for the disposal of potentially hazardous materials.
 |   |   |   |   |   |   |   |   |
| 1. Beginning teachers teach students to provide ethical care and handling of live animals.
 |   |   |   |   |   |   |   |   |
| 1. They demonstrate sensitivity to students' cultural and ethical backgrounds in designing agriculture instruction.
 |   |   |   |   |   |   |   |   |
| 1. They provide students the opportunity to use and evaluate strengths and limitations of media and technology as integral tools in the classroom.
 |   |   |   |   |   |   |   |   |
| 1. Beginning teachers assure that students at various English proficiency levels have the academic language needed to meaningfully engage in the content.
 |   |   |   |   |   |   |   |   |