# 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:****Business** |  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 Business teachers demonstrate the ability to teach the state-adopted career technical education (CTE) model curriculum standards in business and applicable English Language Development Standards.
 |   |   |   |   |   |   |   |   |
| 1. They prepare students to carry out business management functions with an understanding of organizational theory and development, leadership, and motivational concepts.
 |   |   |   |   |   |   |   |   |
| 1. Beginning teachers enable students to solve real-world business problems that include methods of decision making based on legal and ethical principles, the application of mathematical operations leading to quantitative and qualitative analysis, and the understanding and application of accounting concepts, principles, procedures, and financial analysis.
 |   |   |   |   |   |   |   |   |
| 1. They prepare students to apply key marketing principles and concepts including, but not limited to, customer service, selling, promotion, and distribution in both domestic and international markets.
 |   |   |   |   |   |   |   |   |
| 1. Beginning teachers teach students to apply principles and procedures related to applications, networking systems, and basic concepts of programming and systems development along with the ethical use of information technology in business situations.
 |   |   |   |   |   |   |   |   |
| 1. Beginning teachers instruct students in the basic economic principles as they apply to microeconomic and macroeconomic theories and principles in domestic and international economies.
 |   |   |   |   |   |   |   |   |
| 1. Beginning teachers assist students in a variety of procedures to address individual career development and provide ample opportunities for students to develop their own employment and entrepreneurial skills.
 |   |   |   |   |   |   |   |   |
| 1. Ample opportunities for students to develop their own employment and entrepreneurial skills. Beginning teachers assist students to apply the knowledge of technology, reading, writing, mathematics, speaking, and active listening skills in a variety of business situations.
 |   |   |   |   |   |   |   |   |
| 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 provide students the opportunity to use and evaluate strengths and limitations of media and technology as integral tools in the classroom.
 |   |   |   |   |   |   |   |   |
| 1. Beginning teachers use a variety of authentic, performance-based assessment strategies to assess students' skills and abilities.
 |   |   |   |   |   |   |   |   |
| 1. Beginning teachers assure that students at various English proficiency levels have the academic language needed to meaningfully engage in the content.
 |   |   |   |   |   |   |   |   |