# 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:**  **World Languages** | Course Title and Number 1 | Course Title and Number 2 | Course Title and Number 3 | Course Title and Number 4 | Course Title and Number 5 | Course Title and Number 6 | Course Title and Number 7 | Course Title and Number 8 |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1. Beginning Single Subject World Languages teachers demonstrate the ability to design and implement+A5:M11 instruction that assures all students meet or exceed state-adopted standards in world languages and applicable English Language Development Standards. |  |  |  |  |  |  |  |  |
| 1. They demonstrate a high proficiency in the language and culture that allows them to conduct their classes in the target language and to the extent possible in authentic cultural settings. |  |  |  |  |  |  |  |  |
| 1. In addition, beginning teachers demonstrate the ability to teach in a proficiency-oriented program with a commitment to teaching and learning, using the three communicative modes (interpretive, interpersonal, and presentational) and the enabling skills (listening, reading, speaking, and writing) that support them, thus enabling beginning teachers to support their students to demonstrate communicative ability in the target language and culture from level one to advanced. |  |  |  |  |  |  |  |  |
| 1. Beginning teachers teach students to independently read, comprehend, and select instructional materials, including authentic resources 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 target language. |  |  |  |  |  |  |  |  |
| 1. Beginning teachers demonstrate knowledge of the nature of language, basic linguistics, and a thorough understanding of the structural conventions and practical use of the target language. |  |  |  |  |  |  |  |  |
| 1. Beginning teachers also demonstrate an in-depth knowledge and understanding of the cultures and societies in which the target language is spoken, with validation and expansion of the language and cultures of heritage and native speakers. |  |  |  |  |  |  |  |  |
| 1. They demonstrate that they have the requisite knowledge necessary to plan and deliver challenging lessons and to assess their students using a variety of formative and summative assessment tools by using current methodology in second-language acquisition, with attention to critical thinking and emphasis on evidence of student learning to inform their best practices in teaching. |  |  |  |  |  |  |  |  |
| 1. Beginning teachers also demonstrate that they have the knowledge of using technology to support and enhance their instruction. |  |  |  |  |  |  |  |  |
| 1. They provide students the opportunity to use and evaluate strengths and limitations of media and technology as integral tools for learning or demonstrating their linguistic and cultural competency. |  |  |  |  |  |  |  |  |