Maryland CTE Programs of Study

Teacher Academy of Maryland I (2025)

GENERAL REQUIREMENTS. This course is recommended for students in Grades 9-12, and there are no prerequisites. 1

1 **GENERAL REQUIREMENTS. This course is recommended for students in Grades 9-12, and there are no prerequisites.** 1

INTRODUCTION 2

A **Career and Technical Education (CTE) instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.** 2.A

B **The Education Career Cluster spans careers aimed at fostering learning from early childhood to adulthood, including teaching, instructional design, counseling services, community engagement, learner support, and educator training. This Cluster emphasizes quality education standards and lifelong learning, preparing individuals for success through all life stages by nurturing knowledge, skills, and critical thinking and encouraging personal and societal growth in a constantly evolving world.** 2.B

C **The Teacher Academy of Maryland CTE Program of Study encompasses teaching and instructional design roles across diverse educational levels, from kindergarten through Grade 12 (K-12) to adult learning. This field includes integrating educational technology and emerging teaching methods into curriculum development and delivery. Careers in this Sub-Cluster also involve providing professional development and training for educators while facilitating learning experiences, and they involve providing coaching for individuals and groups. This field promotes lifelong learning in various settings, including schools, colleges, corporate environments, and community organizations.** 2.C

D **Teacher Academy of Maryland I introduces students to the foundational concepts of human development, focusing on the physical, cognitive, and socioemotional changes that occur throughout the lifespan. This course will provide future educators with a deep understanding of human growth and development to effectively support diverse learners in K-12 educational settings. It is the first step in the Teacher Academy of Maryland pathway, laying the foundation for further study in teaching practices and curriculum development.** 2.D

Skip to main content

E **Students will participate in at least two Career-Connected Education and Work-Based Learning experiences in this course, which might include informational interviews or job shadowing relevant to the program of study.** 2.E

F **Students are encouraged to participate in extended learning experiences through aligned Career and Technical Student Organizations (CTSOs). CTSOs are a cocurricular requirement in the Carl D. Perkins Act, and alignment to CTSO activities is an expectation for CTE programs in the state of Maryland.** 2.F

KNOWLEDGE AND SKILLS 3

A **The student demonstrates the necessary skills for career development, maintenance of employability, and successful completion of course outcomes. The student is expected to:** 3.A

1. Identify and demonstrate positive work behaviors that enhance employability and job advancement, such as regular attendance, promptness, proper attire, maintenance of a clean and safe work environment, and pride in work. 3.A.1
2. Demonstrate positive personal qualities such as flexibility, open-mindedness, initiative, active listening, and a willingness to learn. 3.A.2
3. Employ effective reading, writing, and technical documentation skills. 3.A.3
4. Solve problems using critical thinking techniques and structured troubleshooting methodologies. 3.A.4
5. Demonstrate leadership skills and collaborate effectively as a team member. 3.A.5
6. Implement safety procedures, including proper use of software and following privacy guidelines. 3.A.6
7. Exhibit an understanding of legal and ethical responsibilities in the educational field, following copyright laws and regulations. 3.A.7
8. Demonstrate time-management skills and the ability to prioritize tasks in a technical setting. 3.A.8

B **The student identifies various career pathways in the educational field. The student is expected to:** 3.B

1. Develop a career plan that includes the necessary education, certifications, job skills, and experience for specific roles in education. 3.B.1
2. Create a professional resume and portfolio that reflect skills, projects, certifications, and recommendations. 3.B.2
3. Demonstrate effective interview skills for roles in educational fields. 3.B.3

C **The student develops technology and digital literacy skills. The student is expected to:** 3.C

1. Use technology as a tool for research, organization, communication, and problem-solving. 3.C.1
2. Use digital tools, including computers, mobile devices, collaboration platforms, and cloud services, to access, manage, and create information. 3.C.2

Skip to main content

3 Demonstrate proficiency in using emerging and industry-standard technologies 3.C.3

4 Understand ethical and legal considerations for technology use, including the principles of data protection, copyright, and responsible technology use. 3.C.4

D The student integrates core academic skills into educational practices. The student is expected to: 3.D

1 Demonstrate the use of clear communication techniques, both written and verbal, that are consistent with industry standards. 3.D.1

2 Apply English concepts such as writing informative texts when documenting student progress, lesson plans, and communications with parents/guardians. 3.D.2

3 Use mathematical concepts for measurement and conversion (Fahrenheit vs. Celsius), ratios and proportions as well as fraction and decimal conversions. 3.D.3

E The student demonstrates an understanding of the physical, cognitive, and socioemotional development of children and adolescents. The student is expected to: 3.E

1 Describe the major stages of human growth and development (infancy, childhood, adolescence, adulthood). 3.E.1

2 Explain the physical milestones in each stage and their impact on learning and behavior. 3.E.2

3 Identify key cognitive development theories, including Piaget's stages of cognitive development and Vygotsky's social development theory. 3.E.3

4 Analyze the influence of socioemotional development, including attachment, identity formation, and peer relationships, on student learning and behavior. 3.E.4

F The student applies developmental theories to educational settings and practices. The student is expected to: 3.F

1 Relate the theories of Piaget, Erikson, Kohlberg, and others to practical teaching strategies in the classroom. 3.F.1

2 Identify the unique needs of learners at different developmental stages and adapt teaching practices accordingly. 3.F.2

3 Analyze how cultural, socioeconomic, and environmental factors influence development and learning. 3.F.3

4 Apply developmental principles to create inclusive learning environments that support all students' growth. 3.F.4

G The student understands the impact of family, culture, and community on human development. The student is expected to: 3.G

1 Examine the role of family dynamics and culture in child development and learning. 3.G.1

Skip to main content

2 Discuss how socioeconomic status and family background influence students' educational experiences and outcomes. 3.G.2

3 Identify strategies to support diverse family structures and cultural backgrounds in an educational setting. 3.G.3

4 Analyze the role of community resources and school-family partnerships in fostering child development and academic success. 3.G.4

H The student evaluates the influence of early experiences and trauma on development. The student is expected to: 3.H

1 Explain the impact of early childhood experiences on cognitive, emotional, and social development. 3.H.1

2 Investigate the effects of trauma, neglect, and adverse childhood experiences (ACEs) on learning and behavior. 3.H.2

3 Identify appropriate interventions and strategies to support students who have experienced trauma or other developmental challenges. 3.H.3

4 Analyze the role of educators in supporting children's resilience and promoting positive outcomes despite early adversity. 3.H.4

I The student demonstrates knowledge of the stages of adolescence and its relevance to teaching. The student is expected to: 3.I

1 Explore the physical, cognitive, and emotional changes that occur during adolescence. 3.I.1

2 Discuss the influence of peer relationships, identity exploration, and social pressures on adolescent development. 3.I.2

3 Identify effective teaching strategies that address the developmental needs of adolescent learners. 3.I.3

4 Examine issues such as risk-taking behavior, motivation, and mental health that may affect adolescent learners. 3.I.4

J The student applies principles of development to classroom management and teaching strategies. The student is expected to: 3.J

1 Identify developmental factors that influence students' behavior in the classroom and apply strategies to promote positive behavior. 3.J.1

2 Demonstrate how understanding developmental stages can inform effective classroom management techniques. 3.J.2

3 Design age-appropriate learning activities that foster growth in physical, cognitive, and socioemotional domains. 3.J.3

4 Use observation and assessment techniques to track and support students' developmental progress. 3.J.4

K The student integrates knowledge of human growth and development into teaching practices. The student is expected to: 3.K

1 Develop a teaching practice that reflects an understanding of developmental theories and student needs. 3.K.1

Skip to main content

2 Reflect on how human development influences their approach to teaching and classroom management. 3.K.2

3 Apply developmental principles to foster a positive and supportive classroom climate that encourages student growth. 3.K.3

4 Create a portfolio that includes observations, lesson plans, and reflections on developmental practices in education. 3.K.4