

Use the matrix below to determine if you have completed coursework that matches each of the domains for multiple subjects in elementary education. In the right column for each subdomain:

- 1. Provide the name and number of the course(s) you are choosing as a content match
- 2. Link the course name and number to the course description showing that the same or similar topics in that subdomain are also found in the course description
- 3. Provide the number of units earned and the grade earned

Example: <u>E 301, Literary Criticism and Theory</u> 3.0 units, B+

Also consider the following:

- You may use community college and university coursework as long as it was credit bearing and earned a grade of C or above.
- You may use one or several courses to meet each subdomain.
- You may use a course more than once if it applies to several domains or subdomains.
- The linked course description must also be highlighted showing the similar content to the sub domain description
- As a guide, the course description evidence you provide must meet the majority of the domain to be acceptable.
- You will provide a copy of all community college or university transcripts containing the courses used as evidence at the end of the matrix, as well as course descriptions.

Only submissions meeting the requirements above will be sent to a team for review. Submissions not meeting these requirements will be returned to the candidate.

Suggested process:

Have a printed copy of any college transcripts you expect to pull from, as well as the online catalog from the institution. Read the domain and subdomains to get a sense of the topics, and then highlight the courses in your transcripts that may have that subject matter. Go next to the first sub domain, re-read it, and then read the course description from the course(s) you think may be a match. Highlight particular words in that course description, and highlight the same or similar words in the sub domain. When you think the course is a match, fill in the white box on the right exactly as the example indicates above.



First & Last Name:	Date:	
Email:	Credential Program:	

Domains in Reading, Language, and Literature	
Domain 1: Reading, Language, and Literature	Course number/name, credits earned, grade earned; include a brief course description from the course syllabus
1.1 Language Structures and Linguistics	
a. Identify and demonstrate an understanding of the fundamental components of human language, including phonology, morphology, syntax, and semantics, as well as the role of pragmatics in using language to communicate.	
b. In the context of these components, reflect on both the potential for differences among languages and the universality of linguistic structures.	
c. Demonstrate knowledge of phonemic awareness (e.g., the processes of rhyming, segmenting, and blending).	
d. Apply knowledge of similarities and differences among groups of phonemes (e.g., consonants and vowels) that vary in their placement and manner of articulation.	
e. Know the differences between phoneme awareness and phonics.	



Domains in Reading, Language, and Literature	
f. Know the predictable patterns of sound-symbol and symbol- sound relationships in English (the Alphabetic Principle).	
g. Identify examples of parts of speech, and their functions, as well as the morphology contributing to their classification.	
h. Recognize and use syntactic components (such as phrases and clauses, including verbals) to understand and develop a variety of sentence types (e.g., simple, compound, and complex sentences).	
1.2 Language Development and Acquisition	
a. Apply knowledge of both the development of a first language and the acquisition of subsequent ones.	
b. Describe the principal observable milestones in each domain, and identify the major theories that attempt to explain the processes of development and acquisition.	
c. Demonstrate an understanding of the range of issues related to the interaction of first languages and other languages.	
d. Recognize special features that may identify a pupil's language development as exceptional, distinguishing such features from interlanguage effects.	
1.3 Literacy	



Domains in Reading, Language, and Literature	
a. Understand and use the major descriptions of developing literacy.	
b. Across the continuum of English language acquisition, identify the progressive development of phonemic awareness, decoding, comprehension, word recognition, and spelling (including its complexities related to the interaction of phonology, the alphabetic principle, morphology, and etymology).	
c. How these processes interact with the development of concepts, of vocabulary (including relationships among etymologies and both denotative and connotative word meanings), and of contextual analysis.	
d. Identify indicators of reading fluency (i.e., accuracy, rate, and prosody).	
e. Understand interrelationships between decoding, fluency, vocabulary knowledge, and reading comprehension, and they can identify factors that affect comprehension.	
1.4 Assessment	
a. In assessing developing literacy, apply knowledge of the implications that language development and language differences have for the processes of learning to read and reading to learn.	
b. Know and apply a range of assessment methods and instruments to the respective and interrelated developing	

Educator Preparation Programs



Domains in Reading, Language, and Literature		
abilities in listening, speaking, reading (decoding and comprehension), writing, vocabulary, and spelling conventions.		
Domain 2: Non-Written and Written Communication	Course number/name, credits earned, grade earned; include a brief course description from the course syllabus	
2.1 Conventions of Language		
a. Applying knowledge of linguistic structure, identify and use the conventions associated with standard English.		
b. Recognize, understand, and use a range of conventions in both spoken and written English, including varieties of sentence structure, preferred usage, and conventions of spelling, capitalization, and punctuation.		
2.2 Writing Strategies		
a. Demonstrate knowledge of the stages of the writing process.		
b. Understand the purpose and technique of various prewriting strategies for organizing and giving focus to their writing (e.g., outlining, using graphic organizers, note taking).		
c. Develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach.		
d. Draw upon understanding of principles of organization, transitions, point-of-view, word choice, and conventions to		



Domains in Reading, Language, and Literature	
produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	
e. Demonstrate the ability to use technology, including the Internet, to produce and publish individual or shared writing products.	
2.3 Writing Applications	
a. Demonstrate knowledge of principles of composition such as appropriate structure, logical development of ideas, appropriate vocabulary, and context.	
b. Compose and/or analyze writing in different genres, including arguments, informative/ explanatory texts, and narratives, as well as summaries, letters, and research reports.	
c. Demonstrate the ability to write arguments to support claims using valid reasoning and relevant and sufficient evidence.	
d. Demonstrate the ability to write informative/explanatory texts, including career development documents (e.g., business letters, job applications), and to examine and convey ideas, concepts, and information through the effective selection, organization, and analysis of content.	



Domains in Reading, Language, and Literature	
e. When writing an argument or informative/explanatory text, candidates draw evidence from literary and/or informational texts to support research, analysis, and reflection.	
f. Demonstrate the ability to write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	
2.4 Non-Written Communication	
a. Demonstrate knowledge of non-written genres and traditions, and their characteristics (e.g., organization), including narratives, persuasive pieces, research presentations, poetry recitations, and responses to literature.	
b. Apply understandings of language development stages, from pre-production (beginning) to intermediate fluency, to children's developing abilities in such areas.	
c. Analyze speech in terms of presentation components (e.g., volume, pace), pronunciation fluency, and identify the integration of nonverbal components (e.g., gesture) with verbal elements (e.g., volume).	
d. Candidates demonstrate knowledge of dialects, idiolects, and changes in what is considered standard oral English usage and their effects on perceptions of speaker performance, with attention to the dangers of stereotyping and bias.	

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Domains in Reading, Language, and Literature	
e. Demonstrate an understanding of the potential impact on non- written presentations of images, sound, and other features from electronic media.	
2. 5 Research Strategies	
a. Demonstrate their ability to use a variety of research sources, both print and electronic.	
b. Interpret such research, putting to use their findings and interpretations to construct their own reports and narratives.	
c. Understand the importance of citing research sources, using recognizable and accepted conventions for doing so.	
Domain 3: Reading Comprehension and Analysis	Course number/name, credits earned, grade earned; include a brief course description from the course syllabus
3.1 Reading Literature	
a. Analyze works from different literary genres (e.g., novels, short stories, folktales and fairy tales, poems) as they are represented in diverse cultures, with special attention to children's literature, for both literary elements and structural features.	
b. Cite thorough textual evidence to support analysis of the explicit and implicit meaning of literary texts.	



Domains in Reading, Language, and Literature	
c. When reading literary texts, determine themes or central ideas, including those derived from cultural patterns and symbols found in rituals, mythologies, and traditions.	
d. Analyze how dialogue and incidents in a work of fiction or drama move the action forward and/or reveal aspects of character.	
e. Identify and evaluate literary devices in prose and poetry (e.g., rhyme, metaphor, alliteration).	
f. Determine the meaning of words and phrases as they are used in literary texts, including figurative and connotative meanings.	
g. Analyze the impact of specific word choices on meaning and tone.	
 Examine how an author's choices concerning structure contribute to a literary text's meaning and style. 	
i. Analyze how differences in the points of view of characters and the audience or reader create such effects as suspense or humor.	
3.2 Reading Informational Text	
a. Analyze the structure, organization, and purpose of informational texts.	
b. Candidates use thorough textual evidence to support analysis of the explicit and implicit meanings of texts.	

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Domains in Reading, Language, and Literature	
c. Demonstrate the ability to determine the central idea of an informational text and to analyze its development over the course of a text, including its relationship to supporting ideas.	
d. Demonstrate the ability to provide an objective summary of an informational text, using academic language as appropriate.	
e. Determine the meaning of words and phrases as they are used in informational texts, including figurative, connotative, and technical meanings.	
f. Analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	
g. Demonstrate an understanding of how the structure of informational texts, including popular print and digital media, is used to develop and refine key concepts.	
h. Analyze the use of text features (e.g., graphics, headers, captions) in consumer materials.	
i. Determine an author's point(s) of view and purpose(s) and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.	
j. Integrate and evaluate multiple sources of information presented in different media or formats, as well as in words.	
k. Evaluate the structure and purpose of visual text features such as graphics, illustrations, data, and maps.	

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Domains in Reading, Language, and Literature	
I. Recognize and analyze instances of bias and stereotyping in informational texts.	
3.3 Text Complexity	
a. Evaluate text complexity using quantitative tools and measures, as well as knowledge of qualitative dimensions such as levels of meaning, structure, language conventionality and clarity, and background knowledge demands.	
b. Apply knowledge of text complexity to select appropriate texts for supporting student learning goals.	
c. When matching readers to a text and task, apply knowledge of reader variables (e.g., language, culture, motivation, background knowledge, skill levels, and experiences), and of task variables such as purpose and complexity.	

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Domains in History and Social Science	
Domain 1: World History	Course number/name, credits earned, grade earned; include a brief course description from the course syllabus
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Domains in History and Social Science	
1.1 Ancient Civilizations	
a. Trace the impact of physical geography on the development of ancient civilizations (i.e., Mesopotamian, Egyptian, Kush, Hebrew, Greek, Indian, Chinese, and Roman civilizations).	
b. Identify the intellectual contributions, artistic forms, and traditions (including the religious beliefs) of these civilizations.	
c. Recognize patterns of trade and commerce that influenced these civilizations.	
1.2 Medieval and Early Modern Times	
a. Describe the influence of physical geography on the development of medieval and early modern civilizations (i.e., Chinese, Japanese, African, Arabian, Mesoamerican, Andean Highland, and European civilizations).	
b. Trace the decline of the Western Roman Empire and the development of feudalism as a social and economic system in Europe and Japan.	
c. Identify the art, architecture, and science of Pre-Columbian America.	
d. Describe the role of Christianity in medieval and early modern Europe, its expansion beyond Europe, and the role of Islam and its impact on Arabia, Africa, Europe and Asia.	



Domains in History and Social Science	
e. Trace the development of the Renaissance and Scientific Revolution in Europe.	
f. Define the development of early modern capitalism and its global consequences.	
g. Describe the evolution of the idea of representative democracy from the Magna Carta through the Enlightenment.	
Domain 2: United States History	Course number/name, credits earned, grade earned; include a brief course description from the course syllabus
2.1 Early Exploration, Colonial Era, and the War for Independent	ce
a. Identify and describe European exploration and settlement, and the struggle for control of North America during the Colonial Era, including cooperation and conflict among American Indians and new settlers.	
b. Identify the founders and discuss their religious, economic, and political reasons for colonization of North America.	
c. Describe European colonial rule and its relationship with American Indian societies.	
d. Describe the development and institutionalization of African slavery in the western hemisphere and its consequences in Sub-Saharan Africa.	



Domains in History and Social Science	
e. Describe the causes of the War for Independence, elements of political and military leadership, the impact of the war on Americans, the role of France, and the key ideas embodied within the Declaration of Independence.	
2.2 The Development of the Constitution and the Early Republic	
a. Describe the political system of the United States and the ways that citizens participate in it through executive, legislative, and judicial processes.	
b. Define the Articles of Confederation and the factors leading to the development of the U.S. Constitution, including the Bill of Rights.	
c. Explain the major principles of government and political philosophy contained within the Constitution, especially separation of powers and federalism.	
d. Trace the evolution of political parties, describe their differing visions for the country, and analyze their impact on economic development policies.	
e. Identify historical, cultural, economic and geographic factors that led to the formation of distinct regional identities.	
f. Describe the westward movement, expansion of U.S. borders, and government policies toward American Indians and foreign nations during the Early Republic.	



Domains in History and Social Science	
g. Identify the roles of Blacks (both slave and free), American Indians, the Irish and other immigrants, women and children in the political, cultural and economic life of the new country.	
2.3 Civil War Reconstruction	
a. Recognize the origin and the evolution of the anti-slavery movement, including the roles of free Blacks and women, and the response of those who defended slavery.	
b. Describe evidence for the economic, social and political causes of the Civil War, including the constitutional debates over the doctrine of nullification and secession.	
c. Identify the major battles of the Civil War and the comparative strengths and weaknesses of the Union and the Confederacy.	
d. Describe the character of Reconstruction, factors leading to its abandonment, and the rise of Jim Crow practices.	
2.4 The Rise of Industrial America	
a. Recognize the pattern of urban growth in the United States, the impact of successive waves of immigration in the nineteenth century, and the response of renewed nativism.	
b. Understand the impact of major inventions on the Industrial Revolution and the quality of life.	



Domains in History and Social Science	
Domain 3: California History	Course number/name, credits earned, grade earned; include a brief course description from the course syllabus
3.1 The Pre-Columbian Period through the Gold Rush	
a. Identify the impact of California's physical geography on its history.	
b. Describe the geography, economic activities, folklore and religion of California's American Indian peoples.	
c. Discuss the impact of Spanish exploration and colonization, including the mission system and its influence on the development of the agricultural economy of early California.	
d. Describe Mexican rule in California.	
e. State the causes of the war between Mexico and the United States and its consequences for California.	
f. Discovery of gold and its cultural, social, political and economic effects in California, including its impact on American Indians and Mexican nationals.	
3.2 Economic, Political, and Cultural Development Since the 1850s	
a. Identify key principles of the California Constitution, including the Progressive-era reforms of initiative, referendum and recall,	



Domains in History and Social Science	
and they recognize similarities and differences between it and the U.S. Constitution.	
b. Identify patterns of immigration to California, including the Dust Bowl migration, and discuss their impact on the cultural, economic, social and political development of the state.	
c. Identify the effects of federal and state law on the legal status of immigrants.	
d. Describe historical and contemporary perspectives on cultural diversity in the United States and in California.	
e. Understand the development and identify the locations of California's major economic activities: mining, large-scale agriculture, entertainment, recreation, aerospace, electronics and international trade.	
f. Identify factors leading to the development of California's water delivery system, and describe its relationship to California geography.	

Continue on the next page for Domains in Mathematics



Domains in Mathematics	
Domain 1: Number Sense	Course number/name, credits earned, grade earned; include a brief course description from the course syllabus
1.1 Numbers, Relationships Among Numbers, and Number Systems	
a. Understand base ten place value, number theory concepts (e.g., greatest common factor), and the structure of the whole, integer, rational, and real number systems.	
b. Order real numbers, including integers, mixed numbers, rational numbers (e.g., fractions, decimals, percents) and irrational numbers on a number line.	
c. Represent and perform operations on numbers in exponential and scientific notation.	
d. Describe the relationships between the algorithms for addition, subtraction, multiplication, and division.	
e. Understand properties of number systems and their relationship to the algorithms, [e.g., 1 is the multiplicative identity; $27 + 34 = 2 \times 10 + 7 + 3 \times 10 + 4 = (2 + 3) \times 10 + (7 + 4)$].	
f. Perform operations with positive, negative, and fractional exponents, as they apply to whole numbers and fractions.	
1.2 Computational Tools, Procedures, and Strategies	



Domains in Mathematics	
a. Demonstrate fluency in standard algorithms for computation and evaluate the correctness of nonstandard algorithms.	
b. Demonstrate an understanding of the order of operations.	
c. Round numbers, estimate the results of calculations, and place numbers accurately on a number line.	
d. Demonstrate the ability to use technology, such as calculators or software, for complex calculations.	
Domain 2: Algebra and Functions	Course number/name, credits earned, grade earned; include a brief course description from the course syllabus
2.1 Patterns and Functional Relationships	
a. Patterns, including relations and functions, through tables, graphs, verbal rules, or symbolic rules.	
a. Patterns, including relations and functions, through tables, graphs, verbal rules, or symbolic rules.b. Use proportional reasoning such as ratios, equivalent fractions, and similar triangles, to solve numerical, algebraic, and geometric problems.	
 a. Patterns, including relations and functions, through tables, graphs, verbal rules, or symbolic rules. b. Use proportional reasoning such as ratios, equivalent fractions, and similar triangles, to solve numerical, algebraic, and geometric problems. c. Use mathematics to represent and analyze quantitative relationships between dependent and independent variables in real-world problems. 	



Domains in Mathematics	
a. Find equivalent expressions for equalities and inequalities, explain the meaning of symbolic expressions (e.g., relating an expression to a situation and vice versa), find the solutions, and represent them on graphs.	
b. Recognize and create equivalent algebraic expressions (e.g., 2(a+3) = 2a + 6), and represent geometric problems algebraically (e.g., the area of a triangle).	
c. Use mathematics to solve real-world problems using numerical and algebraic expressions and equations.	
d. Basic understanding of linear equations and their properties (e.g., slope, perpendicularity); the multiplication, division, and factoring of polynomials; and graphing and solving quadratic equations through factoring and completing the square.	
e. Interpret graphs of linear and quadratic equations and inequalities, including solutions to systems of equations.	
Domain 3: Measurement and Geometry	Course number/name, credits earned, grade earned; include a brief course description from the course syllabus
3.1 Two-and Three-dimensional Geometric Objects	
a. Understand characteristics of common two- and three- dimensional figures, such as triangles (e.g., isosceles and right triangles), quadrilaterals, and spheres.	



3.3 Techniques, Tools, and Formulas for Determining Measurements	



Domains in Mathematics	
b. Identify relationships between different measures within the metric or customary systems of measurements and estimate an equivalent measurement across the two systems.	
c. Calculate perimeters and areas of two-dimensional objects and surface areas and volumes of three-dimensional objects, and use mathematics to solve real-world problems involving the volume of cones, cylinders, and spheres.	
d. Relate proportional reasoning to the construction of scale drawings or models.	
e. Use measures such as miles per hour to analyze and solve problems.	
Domain 4: Statistics, Data Analysis, and Probability	Course number/name, credits earned, grade earned; include a brief course description from the course syllabus
4.1 Collection, Organization, and Representation of Data	
a. Represent a collection of data through graphs, tables, or charts, incorporating technology as appropriate.	
b. Understand the mean, median, mode, and range of a collection of data.	
c. Basic understanding of the design of surveys, such as the role of a random sample.	



Domains in Mathematics	
4.2 Inferences, Predictions, and Arguments Based on Data	
a. Interpret a graph, table, or chart representing a data set.	
b. Investigate patterns of association in bivariate data (e.g., linear associations, goodness of fit) in scatter plots and frequency tables.	
c. Draw conclusions about a population from a random sample, and identify potential sources and effects of bias.	
4.3 Basic Notions of Chance and Probability	
a. Define the concept of probability in terms of a sample space of equally likely outcomes.	
b. Use understanding of complementary, mutually exclusive, dependent, and independent events to calculate probabilities of simple events.	
c. Express probabilities in a variety of ways, including ratios, proportions, decimals, and percents.	
d. Find probabilities of compound events using various representations (e.g., organized lists, tables, tree diagrams, simulations).	



Continue on the next page for Domains in Science

Domains in Science	
Domain 1: Physical Science	Course number/name, credits earned, grade earned; include a brief course description from the course syllabus
1.1 Structure and Properties of Matter	
a. Understand the physical properties of solids, liquids, and gasses, such as color, mass, density, hardness, and electrical and thermal conductivity.	
b. Know that matter can undergo physical changes (e.g., changes in state such as the evaporation and freezing of water) and chemical changes (i.e., atoms in reactants rearrange to form products with new physical and chemical properties) and understand conservation laws with respect to matter and energy.	
c. Know that matter consists of atoms and molecules in various arrangements, and can give the location and motions of the parts of an atom (protons, neutrons, and electrons).	
d. Describe the constituents of molecules and compounds, naming common elements (e.g., hydrogen, oxygen, iron), and explain how elements are organized on the periodic table on the	



Domains in Science	
basis of the characteristics of atoms and their chemical properties.	
e. Describe characteristics of solutions (such as acidic, basic, and neutral solutions) and they know examples with different pH levels, such as soft drinks, liquid detergents, and water.	
f. Know that mixtures may often be separated based on physical or chemical properties.	
1.2 Principles of Motion and Energy	
a. Describe an object's motion based on position, displacement, speed, velocity, and acceleration.	
b. Know that forces (pushes and pulls), such as gravity, magnetism, and friction, act on objects and may change their motion if these forces are not in balance.	
c. Know that "like" electrical charges or magnetic poles produce repulsive forces and "unlike" charges or poles produce attractive forces.	
d. Describe simple machines in which small forces are exerted over long distances to accomplish difficult tasks (e.g., using levers or pulleys to move or lift heavy objects).	
e. Identify forms of energy, including solar, wind, chemical, electrical, magnetic, nuclear, sound, light, and electromagnetic.	



Domains in Science	
f. Know that total energy in a system is conserved but may be changed from one form to another, as in an electrical motor or generator, and that speed and energy are related.	
g. Understand the difference between heat (thermal energy) and temperature, and understand temperature measurement systems.	
h. Know how heat may be transferred by conduction, convection, and radiation (e.g., involving a stove, Earth's mantle, or the sun).	
i. Describe sources of light, including the sun, lightbulbs, or excited atoms (e.g., neon in neon lights), and interactions of light with matter (e.g., vision, photosynthesis).	
j. Describe the properties of waves (e.g., wavelength, amplitude, frequency) and applications and technologies associated with these properties.	
k. Know and can apply the optical properties of waves, especially light and sound, including reflection (e.g., by a mirror) or refraction (e.g., bending light through a prism).	
I. Explain conservation of energy resources in terms of renewable and nonrenewable natural resources and their use in society.	
Domain 2: Life Science	Course number/name, credits earned, grade earned; include a brief course description from the course syllabus
2.1 Structure of Living Organisms and Their Function (Cell Biology)	



Domains in Science	
a. Describe levels of hierarchical organization and related functions in plants and animals, including organ systems (e.g., the digestive system), organs, tissues (e.g., ovules in plants, heart chambers in humans), cells, and subcellular organelles (e.g., nucleus, chloroplast, mitochondrion).	
b. Know structures and related functions of systems in plants and animals, such as the nervous, reproductive, respiratory, circulatory, and digestive systems.	
c. Understand the fundamental principles of chemistry underlying the functioning of biological systems (e.g., carbon's central role in living organisms, water and salt, DNA, the energetics of photosynthesis).	
2.2 Living and Nonliving Components in Environments (Ecology)	
a. Know that all living things are made up of cells and can describe the characteristics of many living organisms (e.g., growth, reproduction, stimulus response).	
b. Understand the basic needs of all living organisms (e.g., food, water, space) and how organisms can alter their environments to meet those needs, and can distinguish between environmental adaptations and accommodations.	
c. Describe the relationship between the number and types of organisms an ecosystem can support and relationships among members of a species and across species.	



Domains in Science	
d. Illustrate the transfer of energy and the cycling of matter through an ecosystem from sunlight through individual organisms in food chains and food webs (including primary producers, consumers, and decomposers).	
e. Identify the resources available in an ecosystem, and describe the environmental factors that support the ecosystem, such as temperature, water, and soil composition, as well as how the ecosystem responds to changes in these factors.	
f. Identify ways in which human activities and natural processes impact the local and global climate and possible solutions to reduce adverse impacts.	
2.3 Life Cycle, Reproduction, and Evolution (Genetics and Evolution)	
a. Diagram life cycles of familiar organisms (e.g., butterfly, frog, mouse).	
b. Explain the factors that affect the growth and development of plants, such as light, gravity, and stress.	
c. Distinguish between sexual and asexual reproduction, and understand the process of cell division (mitosis), the types of cells and their functions, and the replication of plants and animals.	
d. Distinguish between environmental and genetic sources of variation, and understand the principles of natural and artificial selection.	



Domains in Science	
e. Know how evidence from the fossil record, comparative anatomy, and DNA sequences can be used to support the theory that life gradually evolved on earth over billions of years.	
f. Understand the basis of Darwin's theory, that species evolved by a process of natural selection.	
Domain 3: Earth and Space Science	Course number/name, credits earned, grade earned; include a brief course description from the course syllabus
3.1 The Solar System and the Universe (Astronomy)	
a. Identify and describe the components of the solar system (e.g., planets, comets, asteroids) and their predictable patterns of motion around the sun.	
b. Explain time zones in terms of longitude and the rotation of Earth, and understand the reasons for changes in the observed position of the sun, moon, and stars in the sky during the course of the day and from season to season.	
c. Name and describe bodies in the universe (e.g., sun, stars, galaxies) in terms of apparent brightness and/or relative size.	
3.2 The Structure of Composition of the Earth (Geology)	
a. Describe the formation and observable physical characteristics of minerals (e.g., quartz, calcite, hornblende, mica, common ore	



Domains in Science	
minerals) and different types of rocks (i.e., sedimentary, igneous, and metamorphic).	
b. Identify characteristics of landforms, such as mountains, rivers, deserts, and oceans.	
c. Explain chemical and physical weathering, erosion, deposition, and other rock-forming and soil-changing processes and the formation and properties of different types of soils and rocks.	
d. Describe layers of the earth (crust, lithosphere, mantle, and core) and plate tectonics, including its convective source.	
e. Explain how mountains are created, identify the factors that cause volcanoes and earthquakes to occur, and describe the effect of these phenomena on the earth's surface, ecosystems, and human society.	
f. Know the commonly cited evidence supporting the theory of plate tectonics.	
g. Identify factors influencing the location and intensity of earthquakes.	
h. Describe the effects of plate tectonic motion over time on climate, geography, and distribution of organisms, as well as more general changes on the earth over geologic time as evidenced in landforms and the rock and fossil records, including plant and animal extinction.	



Domains in Science	
i. Identify potential technological solutions to reduce the impact of these natural Earth processes on humans and society and to reduce human impact on Earth's processes.	
3.3 The Earth's Atmosphere (Meteorology)	
a. Explain the influence and role of the sun and oceans in weather and climate and the role of the water cycle.	
b. Describe causes and effects of air movements and ocean currents (based on convection of air and water) on daily and seasonal weather and on climate.	
c. Describe the importance of technology with regard to predicting and mitigating the impact of severe weather and other natural hazards.	
3.4 The Earth's Water (Oceanography)	
a. Compare the characteristics of bodies of water, such as rivers, lakes, oceans, and estuaries.	
b. Describe tides and explain the mechanisms causing and modifying them, such as the gravitational attraction of the moon, sun, and coastal topography.	
c. Understand the water cycle, including the properties of water and how changes in the form of water are driven by energy from the sun and gravity.	



Domains in Visual and Performing Arts	
Domain 1: Dance	Course number/name, credits earned, grade earned; include a brief course description from the course syllabus
a. Identify the components and strands of dance education found in the Visual and Performing Arts Framework and Student Academic Content Standards.	
b. Demonstrate a basic fluency with the elements of dance such as space, time, levels, and force/energy.	
c. Use basic techniques to create dance/movement with children.	
d. While grounded in the elements of dance, able to identify and explain styles of dance from a variety of times, places, and cultures.	
e. Able to make judgments about dance works based on the elements of dance.	
Domain 2: Music	Course number/name, credits earned, grade earned; include a brief course description from the course syllabus



Domains in Visual and Performing Arts	
a. Understand the components and strands of music education found in the Visual and Performing Arts Framework and Student Academic Content Standards.	
b. Demonstrate a basic fluency with the elements of music such as pitch, rhythm, and timbre and music concepts, including music notation.	
c. Use basic techniques to create vocal and instrumental music with children.	
d. Able to identify and explain styles and types of music and instruments from a variety of times, places, and cultures.	
e. Able to make judgments about musical works based on the elements and concepts of music.	
Domain 3: Theatre	Course number/name, credits earned, grade earned; include a brief course description from the course syllabus
a. Identify the components and strands of theatre education found in the Visual and Performing Arts Framework and Student Academic Content Standards.	
b. Demonstrate a basic fluency in acting, directing, design, and scriptwriting (plot and action).	
c. Apply these elements and principles in order to create dramatic activities with children including improvisation and character development.	



Domains in Visual and Performing Arts	
d. Identify and explain styles of theatre from a variety of times, places, and cultures.	
e. Make judgments about dramatic works based on the elements of theatre.	
Domain 4: Visual Art	Course number/name, credits earned, grade earned; include a brief course description from the course syllabus
a. Identify the components and strands of visual arts education found in the Visual and Performing Arts Framework and Student Academic Content Standards.	
b. Basic fluency with the principles of art such as balance, repetition, contrast, emphasis, and unity and are able to explain how works of art are organized in terms of line, color, value, space, texture, shape, and form.	
c. Identify and explain styles of visual arts from a variety of times, places, and cultures.	
d. Interpret works of art to derive meaning and are able to make judgments based on the principles of art as they are used to organize line, color, value, space, texture, shape, and form in works of art.	

Continue on the next page for Domains in Physical Education



Domains in Physical Education		
Domain 1: Movement Skills and Movement Knowledge	Course number/name, credits earned, grade earned; include a brief course description from the course syllabus	
1.1 Basic Movement Skills		
a. Identify movement concepts including body awareness, space awareness, and movement exploration.		
b. List locomotor skills such as skipping, non-locomotor skills such as static balancing, and object manipulation such as catching.		
c. Recognize basic concepts of biomechanics that affect movement, such as how the body moves and how such movement is influenced by gravity, friction, and the laws of motion.		
d. Describe critical elements of basic movement skills, such as stepping in opposition when throwing and/or following through when kicking a ball.		
1.2 Exercise Physiology: Health and Physical Fitness		
a. Identify health and fitness benefits and associated risks, supporting a physically active lifestyle, related to safety and medical factors (e.g., asthma, diabetes).		



Domains in Physical Education	
b. Recognize exercise principles such as frequency, intensity, and time to select activities that promote physical fitness.	
c. Describe physical fitness components, such as flexibility, muscular strength and endurance, cardiorespiratory endurance, and body composition, which are included in comprehensive personal fitness development programs.	
1.3 Movement Forms: Content Areas	
a. Know a variety of traditional and nontraditional games, sports, dance, and other physical activities.	
b. Cite basic rules and social etiquette for physical activities.	
c. Select activities for their potential to include all students regardless of gender, race, culture, religion, abilities, or disabilities.	
d. Integrate activities with other content areas, such as math and science.	
Domain 2: Self-Image and Personal Development	Course number/name, credits earned, grade earned; include a brief course description from the course syllabus
2.1 Physical Growth and Development	
a. Identify the sequential development of fine and gross motor skills in children and young adolescents.	



Domains in Physical Education		
b. Describe the influence of growth spurts (changes in height and weight) and body type on movement and coordination.		
c. They recognize the impact of factors such as exercise, relaxation, nutrition, stress, and substance abuse on physical health and general well-being.		
2.2 Self-Image		
a. Discover the role of physical activity in the development of a positive self-image, and how psychological skills such as goal setting are selected to promote lifelong participation in physical activity.		
Domain 3: Social Development	Course number/name, credits earned, grade earned; include a brief course description from the course syllabus	
3.1 Social Aspects of Physical Education		
a. Recognize individual differences such as gender, race, culture, ability, or disability.		
b. Describe the developmental appropriateness of cooperation, competition, and responsible social behavior for children of different ages.		
c. List activities to provide opportunities for enjoyment, self- expression, and communication.		



Domains in Physical Education	
3.2 Cultural and Historical Aspects of Movement Forms	
a. Understand the significance of cultural and historical influences on games, sports, dance, and other physical activities.	

Domains in Human Development	Course number/name, credits earned, grade earned; include a brief course description from the course syllabus
1.1 Cognitive Development	
a. Define basic concepts of cognitive and moral development (e.g., reasoning, symbol manipulation, and problem solving).	
b. Identify stages in cognitive and language development and use them to describe the development of individuals, including persons with special needs.	
c. Identify characteristics of play and their influence on cognitive development.	
d. Recognize different perspectives on intelligence (i.e., concepts of multiple intelligences) and their implications for identifying and describing individual differences in cognitive development.	
2.1 Social Development	



a. Define concepts related to the development of personality and temperament (e.g., attachment, self-concept, autonomy, identity).	
b. Describe the social development of children and young adolescents, including persons with special needs.	
c. Identify characteristics of play and their impact on social development, and they describe influences on the development of prosocial behavior.	
2.2 Physical Development	
a. Describe the scope of physical development at different ages.	
b. Identify individual differences in physical development, including the development of persons with special needs.	
2.3 Influences on Development	
a. Identify potential impacts on the development of children and young adolescents from genetic or organic causes, sociocultural factors (e.g., family, race, cultural perspective), socioeconomic factors (e.g., poverty, class), and sex and gender.	
b. Identify sources of possible abuse and neglect (e.g., physical, emotional and substance abuse and neglect) and describe their impact on development.	

To Be Completed by the Program:

otal credits for all domains:	
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Educator Preparation Programs	
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Credits needed for Bachelor's Degree