

**Murrieta Valley Unified School District
HIGH SCHOOL COURSE OUTLINE**

Board Submission: May 25, 2023

Course Title: Foundations in Education

Department: Career Technical Education

Local Course Number: 7500

State Course Number (CALPADS): 7500

Grade Level(s): 9-10

Length of Course: Year

Subject Area: Education Sector

Career Pathway Code: 132

UC/CSU (A-G) Distinction: Pending 'G'

Prerequisite(s): None

UC Honors Design: Yes **No**

Integrated Course **Yes** No

College Credit:
Dual Enrollment/Annex: Yes **No**

Articulated: Yes **No**

Contingent on Exam: Yes **No**

Course Environment **Classroom Based** Hybrid Online

Brief Course Description: This course is an introduction to the teaching profession. As such it is an overview of the many facets of teaching, including history, child development, classroom engagement, and factors that influence learning. Students will reflect on their own educational experiences, participate in multiple observations of current teaching examples, and research contemporary topics/trends/practices in the profession so they can be better prepared for a career in teaching.

COURSE GOALS:

Students will:

Describe the structure of the education industry and its role in local, state, and global economies. (Education pathway standard C1.0)

State specific applications of government regulations in the education industry. (C3.0)

Summarize important elements of the physical, intellectual, emotional, and social development of children and adolescents. (C5.0)

Assess how to communicate and interact effectively with families and community groups. (C9.0)

Integrate the process of developing quality teaching materials and resources for classroom Instruction. (C10.0)

Evaluate the role of instructional staff in supporting the learning process. (C11.0)

Analyze and apply appropriate academic standards required for successful industry sector pathway completion leading to postsecondary education and employment. (ECS Knowledge and Performance Anchor Academic Standard 1)

Acquire and accurately use Education, Child Development, and Family Services sector terminology and protocols at the career and college readiness level for communicating effectively in oral, written, and multimedia formats. (ECS Communication Standard 2)

Integrate multiple sources of career information from diverse formats to make informed career decisions, solve problems, and manage personal career plans. (ECS Career Planning and Management Standard 3)

Initiate, and participate in, a range of collaborations demonstrating behaviors that reflect personal and professional responsibility, flexibility, and respect in the Education, Child Development, and Family Services sector workplace environment and community settings. (ECS Responsibility and Flexibility Standard 7)

UNITS OF STUDY

SEMESTER 1

Unit 1: The Teaching Profession

Description: This unit addresses qualities of effective teachers, challenges related to a teacher's typical day and how teachers meet them. It also covers employment opportunities in schools, factors that impact these opportunities, and educational requirements for teachers at various levels. Additional career opportunities for teachers outside schools, including administrative and support services and professional support services are mentioned as well as relevant employment needs, trends in teaching, and teacher salary and benefits.

Key Assignments: Using reliable resources such as Bureau of Labor Statistics, O*NET, or CareerOneStop, students will research and report several education and degree plans for various occupations within education including alternatives to teaching such as administration and professional support occupations. Students will provide a report of these findings.

Instructional Methods: Direct Instruction and textbook will be used to introduce many of the topics. Students will work both independently and collaboratively to create projects or reports. Where appropriate, guest speakers and site visits will be provided for students. Demonstrations and multimedia resources will be used as needed.

Assessment Methods: Assignments, tasks, projects, and unit tests will be used to assess student learning.

Unit 2: What Makes an Effective Teacher?

Description: This unit describes the major roles that teachers perform, summarizes the professional qualities that teachers need for teaching success and how to work effectively within a school (including developing an understanding of a school's organizational culture). This chapter summarizes the importance of subject matter knowledge and effective teaching skills for teachers and how they can stay up to date. It also demonstrates the importance of the teacher's ability to communicate effectively verbally, nonverbally, and through clear professional written communication, and acquire skills in constructive conflict management.

Key Assignments: Identify a lesson in one of your classes in which the teacher acted as a facilitator. Using the text as your guide, analyze the planning the teacher did to prepare this lesson. What evidence made this lesson a facilitated lesson? How might this lesson have been taught in a directive way? By which method do you think students learn more effectively? Discuss factors that influence learning.

Instructional Methods: Direct Instruction and textbook will be used to introduce many of the topics. Students will work both independently and collaboratively to create projects or reports. Where appropriate, guest speakers and site visits will be provided for students. Demonstrations and multimedia resources will be used as needed.

Assessment Methods: Assignments, tasks, projects, and unit tests will be used to assess student learning.

Unit 3: The Path to Becoming a Teacher

Unit Summary: This unit covers the process for becoming a teacher, encourages students to maximize their high school experience and consider joining student organizations. It also explains the requirements for admission to a teacher education program and how to develop a personal career plan, including career goals and analyzing the philosophies of teaching for other teachers.

Key Assignments: Observation is a key skill for those who want a career in teaching. Students may observe teachers, children of various ages, and educational programs. Working in teams, students will research what it takes to be a good observer, consider how to prepare for the

observation, what to do during the observation, and how to follow up afterward. Teams will report their findings to the class.

Instructional Methods: Direct instruction and textbook will be used to introduce many of the topics. Students will work both independently and collaboratively to create projects or reports. Where appropriate, guest speakers and site visits will be provided for students. Demonstrations and multimedia resources will be used as needed.

Assessment Methods: Assignments, tasks, projects, and unit tests will be used to assess student learning.

Unit 4: Skills for College and Career

Unit Summary: This unit addresses how careful planning and decision making can lead to college and career success. Students will apply effective techniques for comparing potential colleges and universities, summarize the importance of leading a balanced life and create an initial personal portfolio including a resume for teaching to use throughout the class. Students will apply professional skills to life and career success and analyze the benefits of participation in professional associations, professional development, and community activities for teachers.

Key Assignments: Create a list of relevant websites or other digital resources for students interested in teaching, corporate training, or other education related careers. Include teaching resources, professional organizations, university programs, or support services. For each resource, write a one or two paragraph description and include the address. In addition, include your reflections about the usefulness of the resource. Save a copy of your descriptions in your portfolio for future reference.

Instructional Methods: Direct Instruction and textbook will be used to introduce many of the topics. Students will work both independently and collaboratively to create projects or reports. Where appropriate, guest speakers and site visits will be provided for students. Demonstrations and multimedia resources will be used as needed.

Assessment Methods: Assignments, tasks, projects, and unit tests will be used to assess student learning.

Unit 5: The Early History of Education in America

Unit Summary: This unit identifies examples of education during the American Colonial period reflected local culture and beliefs. Students will summarize the main influences on education in the early American nation and discuss how historical and social events changed education of the American common school. They will also analyze how education in the American Progressive period responded to a rapidly changing social climate and summarize how education was impacted by the economics of the 1920s and the Great Depression era.

Key Assignments: Students will arrange an oral history interview with someone who was in school 50 or more years ago, ask details about the schools the person attended, what they learned, how teaching and learning compared to that of today, how information was presented, a typical day schedule, and what life was like during that time period. After the interview, students will write a summary using actual quotations where appropriate and identify what they learned from the experience.

Instructional Methods: Direct Instruction and textbook will be used to introduce many of the topics. Students will work both independently and collaboratively to create projects or reports. Where appropriate, guest speakers and site visits will be provided for students. Demonstrations and multimedia resources will be used as needed.

Assessment Methods: Assignments, tasks, projects, and unit tests will be used to assess student learning.

Unit 6: The Modern History of Education in America

Unit Summary: In this unit, students will analyze links between key federal education legislation and perceived threats to national security or prosperity during the 1940s and 50s. They will summarize the impact of the Civil Rights Movement on American education, citing examples of ways this movement prompted improved educational opportunities for all groups. Students will evaluate the impact of educational reforms of the 1970s on teachers and students, analyze changes to the educational system in the 1980s due to the “back to basics” movement and distinguish how educational changes in the 1990s continue to shape education today. They will assess how the educational changes made in the 2000s adjusted education to fit an increasingly globalized society. The unit ends with the changes made to education in the 2010s and how education is being shaped at the start of 2020.

Key Assignments: Students will create a digital poster/timeline showing significant events in the Civil Rights movement’s push for equal education. They will use the text and other reliable sources to identify significant events and note reasons why it took so long to deal with this complex issue. Students will upload their digital poster to the class website, blog, or other appropriate place.

Instructional Methods: Direct Instruction and textbook will be used to introduce many of the topics. Students will work both independently and collaboratively to create projects or reports. Where appropriate, guest speakers and site visits will be provided for students. Demonstrations and multimedia resources will be used as needed.

Assessment Methods: Assignments, tasks, projects, and unit tests will be used to assess student learning.

Unit 7: Schools and Society

Unit Summary: This unit covers the organization and control of education locally, by state and nationally. It includes how public schools are governed and funded. It provides examples of how schools and communities interact and share resources. Students will analyze societal problems that impact schools and learning along with possible solutions.

Key Assignments: Students will interview administrators and teachers for their perspectives on relevant problems and solutions they think are viable. After the interview students will discuss findings in class. They will compare and contrast the teachers’ responses to the authors’ suggestions in the text.

Instructional Methods: Direct Instruction and textbook will be used to introduce many of the topics. Students will work both independently and collaboratively to create projects or reports. Where appropriate, guest speakers and site visits will be provided for students. Demonstrations and multimedia resources will be used as needed.

Assessment Methods: Assignments, tasks, projects, and unit tests will be used to assess student learning.

SEMESTER 2

Unit 8: Understanding Human Development

Unit Summary: This unit provides an overview of the main types of human development and developmental theories. It explores how developmental theories impact teaching.

Key Assignments: Students will observe someone they know, their age or younger, and identify the stage of Piaget's cognitive theory the person is in according to his or her age. They will provide three to five specific examples of that person's cognitive development to support their assertion.

Instructional Methods: Direct Instruction and textbook will be used to introduce many of the topics. Students will work both independently and collaboratively to create projects or reports. Where appropriate, guest speakers and site visits will be provided for students. Demonstrations and multimedia resources will be used as needed.

Assessment Methods: Assignments, tasks, projects, and unit tests will be used to assess student learning.

Unit 9: Preschool Years: Growth and Development

Unit Summary: This unit identifies the physical characteristics and growth of children ages 3-5. It explains the cognitive development of children ages 3-5, analyzes the socio-emotional development in preschoolers, identifies developmentally appropriate guidance techniques for preschoolers, and shows how to screen for developmental milestones preschoolers should achieve. Students will describe how the preschool years prepare children to enter school.

Key Assignments: Students will find or create a simple game that teaches math concepts and play it with a young child. Which math concept is the child learning? For example, a board game may teach counting spaces or rolling dice may teach addition. Students will defend their choice/creation of the game then report on the student engagement and outcome.

Instructional Methods: Direct Instruction and textbook will be used to introduce many of the topics. Students will work both independently and collaboratively to create projects or reports. Where appropriate, guest speakers and site visits will be provided for students. Demonstrations and multimedia resources will be used as needed.

Assessment Methods: Assignments, tasks, projects, and unit tests will be used to assess student learning.

Unit 10: Middle Childhood: Growth and Development

Unit Summary: This unit covers the importance of readiness of children entering kindergarten. It explains the physical cognitive, socio-emotional, and moral support patterns of children ages 5-7. It also identifies the physical, cognitive, socio-emotional, and moral development of children ages 8 and 9. Students will describe the physical, cognitive, social emotional, and moral challenges experienced by children ages 10-12.

Key Assignments: Students will collaborate in groups to develop a list of specific social skills a child needs to develop to get along well with peers for the following age groups: 5-7; 8-10, and 11-15. They will identify strategies a teacher might use to develop two of these skills for each age group. They will discuss the group's suggestions to the class. The class will evaluate which strategies they think will work better than others and explain why.

Instructional Methods: Direct Instruction and textbook will be used to introduce many of the topics. Students will work both independently and collaboratively to create projects or reports. Where appropriate, guest speakers and site visits will be provided for students. Demonstrations and multimedia resources will be used as needed.

Assessment Methods: Assignments, tasks, projects, and unit tests will be used to assess student learning.

Unit 11: The Teen Years: Growth and Development

Unit Summary: This unit compares the rate of growth and development during adolescence to previous periods of development. It identifies cognitive skills commonly required for teens in school, summarizes the socio-emotional skills teens need to develop for adult success, and relays strategies for teaching such skills. Students will identify the impact of various influences on the moral development and personal values of teens.

Key Assignments: Students will identify a specific social skill that teens need to develop or improve to function effectively in the adult world. Then they will develop an activity that helps teens learn the skill. Students will write a plan for the activity identifying the skill, what students will learn, and specific information on how to present the activity. Students will provide an interdisciplinary approach to do activity, then present the planned activity to the class, and discuss class reactions regarding the effectiveness of the activity in the learning the skill. Presenters will solicit suggestions for improvements.

Instructional Methods: Direct Instruction and textbook will be used to introduce many of the topics. Students will work both independently and collaboratively to create projects or reports. Where appropriate, guest speakers and site visits will be provided for students. Demonstrations and multimedia resources will be used as needed.

Assessment Methods: Assignments, tasks, projects, and unit tests will be used to assess student learning.

Unit 12: Understanding and Teaching Diverse Learners

Unit Summary: This unit addresses how learning styles and multiple intelligence influence teaching, how to engage with students who have varied learning strengths and identifies

strategies schools can use to help gifted and talented learners and students who have special needs reach their potential. It identifies classroom strategies that highlight cultural diversity and ensure an atmosphere of respect for all students. It also covers the challenges English language learners face and how classroom teachers can help including using differentiated instruction to teach diverse learners.

Key Assignments: In teams, students will develop a list of five key classroom rules to foster respect for all learners in the classroom. They will identify the grade levels for which these rules would be appropriate, then pair up with another team to share the lists. Do the teams agree or disagree? With the class, discuss when it might be appropriate to involve students in decision making about classroom rules and identify the pros and cons of this approach.

Instructional Methods: Direct Instruction and textbook will be used to introduce many of the topics. Students will work both independently and collaboratively to create projects or reports. Where appropriate, guest speakers and site visits will be provided for students. Demonstrations and multimedia resources will be used as needed.

Assessment Methods: Assignments, tasks, projects, and unit tests will be used to assess student learning.

Unit 13: Planning for Instruction

Unit Summary: This unit covers the types of information included in the educational standards and initiatives that influence educational standards and curriculum development. It identifies the relationship between instructional units and course plans and the purpose of lesson plans. The unit explains key parts of lesson plan and how they relate to one another. Students will write an educational objective that includes all necessary components. They will identify factors that inspire teachers as they create lessons, summarize ways to enliven learning for students using lesson plans, and summarize while evaluating lessons is important.

Key Assignments: With the help of the instructor, students will obtain permission to observe an elementary or middle school classroom teacher introducing and teaching a lesson. Using the lesson plan format provided, students will note as many parts of the teacher's plan as possible during their observation.

Instructional Methods: Direct Instruction and textbook will be used to introduce many of the topics. Students will work both independently and collaboratively to create projects or reports. Where appropriate, guest speakers and site visits will be provided for students. Demonstrations and multimedia resources will be used as needed.

Assessment Methods: Assignments, tasks, projects, and unit tests will be used to assess student learning.

Unit 14: Instructional Methods

Unit Summary: This unit conveys the role of all teachers in the development of critical thinking skills, analyze a lesson, identifies the instructional methods and use of questioning, examples,

and closure. It also identifies the characteristics and uses of specific types of instructional methods and teachers' primary considerations when deciding which teaching strategies to use.

Key Assignments: Students will choose a topic they are studying in another class. They will write one original critical thinking question, based on the topic, for each of the upper levels of Revised Bloom's Taxonomy -- *Analyze, Evaluate, and Create*.

Instructional Methods: Direct Instruction and textbook will be used to introduce many of the topics. Students will work both independently and collaboratively to create projects or reports. Where appropriate, guest speakers and site visits will be provided for students. Demonstrations and multimedia resources will be used as needed.

Assessment Methods: Assignments, tasks, projects, and unit tests will be used to assess student learning.

Unit 15: Technology for Instruction

Unit Summary: This unit reviews the current status of technology-use and education, and identifies ways that technology makes learning more accessible. It describes technology tools that assist teachers with planning, teaching, communicating, and managing information. Students will summarize ways teachers use technology to enhance learning opportunities and evaluate websites for teaching and learning.

Key Assignments: Students will locate at least two websites that include helpful information for teachers regarding the use of technology in the classroom. They will also find two or more sites with educational materials that students could use. Then they will write a review of each site, including the URL (web address), sponsor or source of the site, types of information available, and an evaluation of its usefulness according to text guidelines for reliability. This review will be compiled with those in the class in a single resource list for future reference.

Instructional Methods: Direct Instruction and textbook will be used to introduce many of the topics. Students will work both independently and collaboratively to create projects or reports. Where appropriate, guest speakers and site visits will be provided for students. Demonstrations and multimedia resources will be used as needed.

Assessment Methods: Assignments, tasks, projects, and unit tests will be used to assess student learning.

Unit 16: The Role of Assessment

Unit Summary: This unit explains the purpose of assessments, describes the types of information assessments can measure, and summarizes the use of tests and assessing learning. It describes how alternative assessment strategies help demonstrate student learning and summarizes how teachers choose appropriate assessment strategies. Students will analyze the importance of grading and providing effective feedback to students and construct questions a teacher might use for course evaluation.

Key Assignments: Students will track the types of assessments used in their classes, identify which were formative and which were summative, and clarify which types of assessments helped them learn best. Class discussion will ensue.

Instructional Methods: Direct Instruction and textbook will be used to introduce many of the topics. Students will work both independently and collaboratively to create projects or reports. Where appropriate, guest speakers and site visits will be provided for students. Demonstrations and multimedia resources will be used as needed.

Assessment Methods: Assignments, tasks, projects, and unit tests will be used to assess student learning.

Unit 17: Classroom Management

Unit Summary: This unit explains the role of creating an organized classroom environment and effective classroom management. It shows ways to keep students involved in learning as part of classroom management, create a behavior management plan for the classroom, including establishing rules, and procedures to enhance the learning environment and minimize behavior problems. Students will demonstrate appropriate behavior management strategies in response to common behavioral problems.

Key Assignments: Students will develop a set of class rules following text guidelines they think creates an atmosphere that enhances learning. The list should include four to six general rules and a rationale for the choices. Students will post their list of rules to the class website for peer and instructor feedback.

Instructional Methods: Direct Instruction and textbook will be used to introduce many of the topics. Students will work both independently and collaboratively to create projects or reports. Where appropriate, guest speakers and site visits will be provided for students. Demonstrations and multimedia resources will be used as needed.

Assessment Methods: Assignments, tasks, projects, and unit tests will be used to assess student learning.

Unit 18: The Challenges of Teaching

Unit Summary: This chapter discusses ways that teachers can maintain their health and wellness and analyzes aspects of obtaining and maintaining a healthy work life balance for teacher health and wellness. It describes how teachers can create a healthy environment for their students, addresses food insecurity and housing insecurity, and identifies the key role of the teacher in providing security in the classroom. The unit identifies characteristics of child abuse and neglect, summarizes the actions teachers should take when they suspect child abuse or neglect, including mandated reporting, and explains factors involved in creating an inclusive classroom including diversity, equity, and cultural competence.

Key Assignments: Food and housing insecurity often go hand in hand, impacting students within classroom walls. For this assignment, students will analyze factors for their community, identifying ways food and housing insecurity affecting their community and students in school, and speak with school officials and community organizations for insight regarding needs, resources, and outcomes. Then students will identify what they, as a future teacher, might do to help students in their community.

Instructional Methods: Direct Instruction and textbook will be used to introduce many of the topics. Students will work both independently and collaboratively to create projects or reports. Where appropriate, guest speakers and site visits will be provided for students. Demonstrations and multimedia resources will be used as needed.

Assessment Methods: Assignments, tasks, projects, and unit tests will be used to assess student learning.

Required Textbook:

Title: Teaching

ISBN: 9781685842512

Format: Print and online access

Author(s): Kato, Sharleen

Publisher: Goodheart-Wilcox

Year: 2022