

Wallenpaupack Area School District Planned Course Curriculum Guide

**Department
Education Career Pathway (ENGLISH)**

**Name of Course
Introduction to Education**

Course Description:

This course offers students an opportunity to explore career pathways in education (e.g. primary, secondary, special education). Students will explore learning theories and instructional techniques as well as investigate several current topics like educational technology, creating effective learning environments, and student safety and security. They will exercise professional standards of behavior and participate in field observations across the district.

Initial Creation Date (if applicable) and Revision Dates:

7/31/2025 S. Rosencrance

Wallenpaupack Area School District Curriculum	
COURSE: Introduction to Education	GRADE/S: 9-10
UNIT 1: Exploring Careers in Education	TIMEFRAME: 8-10 Sessions

<p>PA COMMON CORE/NATIONAL STANDARDS:</p> <p><i>FCS National Standards for Education and Early Childhood</i></p> <p>4.1 Analyze career paths within early childhood, education and related services.</p> <p>4.1.2 Analyze opportunities for employment, entrepreneurial endeavors, and emerging careers</p> <p>4.1.3 Summarize education and training requirements and opportunities for career paths in early childhood, education, and services.</p> <p>4.6 Demonstrate professional practices and standards related to working with children, youth and adults, including diverse populations.</p> <p><i>National Standards</i></p> <p>CCSS.ELA-Literacy.RI.9-10.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>CCSS.ELA-Literacy.SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>CCSS.ELA-Literacy.SL.9-10.1.c Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>CCSS.ELA-Literacy.SL.9-10.1.d Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p> <p>CCSS.ELA-Literacy.SL.9-10.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p>CCSS.ELA-Literacy.RH.9-10.3 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.</p> <p>CCSS.ELA-Literacy.RH.9-10.7 Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.</p>
<p>UNIT OBJECTIVES (SWBATS):</p> <ul style="list-style-type: none"> • Evaluate personal career goals • Explain the effects of personal decisions on present and future success • Identify various career opportunities within the Education and Training cluster • Describe specific work environments, salary, and benefits of careers in Education • Assess required characteristics and skills needed for specific jobs or careers • Analyze career paths, opportunities, and benefits of pursuing careers in Education • Evaluate ethical standards and regulations established by employers or affiliated associations • Demonstrate effective verbal, nonverbal, written, and electronic communication skills
<p>INSTRUCTIONAL STRATEGIES/ACTIVITIES:</p> <p>Journaling</p> <p>Critical Reading/Annotating</p> <p>Word Wall</p> <p>Conferencing</p> <p>Cooperative Learning</p>

Direct Instruction
Flexible/Strategic Grouping
Hands-on Learning
Jigsaw
Centers
Modeling
Role-play/Simulations
Student Goal Setting
Think Aloud
Frayer Model
Guided Notes
Graphic Organizers

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):

In-class discussions
Observations
In-class activities
Surveys
Self-Assessment
Exit Tickets
Educational Autobiography

DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment):

Modify Content, Process, Product, and/or Environment to best meet learner needs.

RESOURCES (Technology Based Resources, Text Resources, etc.):

Beasley, J., & Haulmark, M. (2021). Introduction to Education (BETA). University of Arkansas.
<https://open.umn.edu/opentextbooks/textbooks/1068>

Berger, J.-L., Girardet, C., Vaudroz, C., & Crahay, M. (2018). Teaching Experience, Teachers' Beliefs, and Self-Reported Classroom Management Practices: A Coherent Network. Sage Open, 8(1).
<https://doi.org/10.1177/2158244017754119>

Leshem, S., Zion, N., & Friedman, A. (2015). A Dream of a School: Student Teachers Envision Their Ideal School. Sage Open, 5(4). <https://doi.org/10.1177/2158244015621351>

The One Thing All Great Teachers Do <https://youtu.be/WwTpfVQgkU0?si=KAiGw758UunRsA13>
Every Kid Needs a Champion <https://youtu.be/SFnMTHhKdkw?si=VWf4Tlc76jh9uKsv>

KEY VOCABULARY:

extracurricular activity, curriculum, school-based curriculum, self-contained classroom, abstract thinking, concrete thinking, collaborative learning, postsecondary education, technical school, corporate trainer, developmental disability, diversity, advocate, nonsectarian, salary schedule

Wallenpaupack Area School District Curriculum	
COURSE: Introduction to Education	GRADE/S: 9-10
UNIT 2: Effective Educators	TIMEFRAME: 6-8 Sessions

<p>PA COMMON CORE/NATIONAL STANDARDS:</p> <p><i>FCS National Standards for Education and Early Childhood</i></p> <p>4.5.1 Apply developmentally appropriate and culturally responsive guidelines for behavior</p> <p>4.6.6 Identify ways educators can advocate to influence policies, agencies, and institutions for the benefit of children, youth and adults and their families.</p> <p><i>National Standards</i></p> <p>CCSS.ELA-Literacy.RI.9-10.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>CCSS.ELA-Literacy.SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>CCSS.ELA-Literacy.SL.9-10.1.c Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>CCSS.ELA-Literacy.SL.9-10.1.d Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p> <p>CCSS.ELA-Literacy.SL.9-10.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p>CCSS.ELA-Literacy.RH.9-10.3 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.</p> <p>CCSS.ELA-Literacy.RH.9-10.7 Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.</p>
<p>UNIT OBJECTIVES (SWBATS):</p> <ul style="list-style-type: none"> • Recognize the impact of career choice on personal lifestyle • Describe the major roles educators perform • Develop productive work habits such as organization, time management, and initiative • Analyze assessment results such as an interest and ability inventory • Practice various forms of communication used in educational and career settings • Apply decision-making skills • Hone leadership skills • Demonstrate effective verbal, nonverbal, written, and electronic communication skills
<p>INSTRUCTIONAL STRATEGIES/ACTIVITIES:</p> <p>Journaling</p> <p>Critical Reading/Annotating</p> <p>Word Wall</p> <p>Conferencing</p> <p>Cooperative Learning</p> <p>Direct Instruction</p> <p>Flexible/Strategic Grouping</p>

Hands-on Learning

Jigsaw

Centers

Modeling

Role-play/Simulations

Student Goal Setting

Think Aloud

Frayer Model

Guided Notes

Graphic Organizers

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):

In-class discussions

Surveys

Observations

Self-Assessment

Exit Tickets

Reflective Essay

DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment):

Modify Content, Process, Product, and/or Environment to best meet learner needs.

RESOURCES (Technology Based Resources, Text Resources, etc.):

Career Quizzes

<https://www.princetonreview.com/quiz/career-quiz>

<https://www.careerexplorer.com/career-test/>

How Miscommunication Happens (and how to avoid it). <https://youtu.be/gCfzeONu3Mo>

The Ron Clark Story <https://www.youtube.com/watch?v=m9V0-K8WWk8>

US Department of Education <https://studentprivacy.ed.gov/resources>

“Family Educational Rights and Privacy Act (FERPA).” US Department of Education (ED), US Department of Education (ED), 1 Mar. 2018,

<https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>.

KEY VOCABULARY:

facilitator direct learning teachable moment evaluation assessment mission statement

lifelong learner professional development active listening assertive aggressive passive

Family Educational Rights and Privacy Act (FERPA) ethics collaboration optimism

organization culture proactive intangible chain of command

Wallenpaupack Area School District Curriculum	
COURSE: Introduction to Education	GRADE/S: 9-10
UNIT 3: The History of Education	TIMEFRAME: 6-8 Sessions

PA COMMON CORE/NATIONAL STANDARDS:

FCS National Standards for Education and Early Childhood

4.5.1 Apply developmentally appropriate and culturally responsive guidelines for behavior

4.6.6 Identify ways educators can advocate to influence policies, agencies, and institutions for the benefit of children, youth and adults and their families.

National Standards

CCSS.ELA-Literacy.RI.9-10.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

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CCSS.ELA-Literacy.RH.9-10.7 Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text

UNIT OBJECTIVES (SWBATS):

- Demonstrate professionalism appropriate to the educational setting.
- Analyze local, state, and national legislation and public policy related to Education
- Chart the layers of policy influences in education and their role(s)
- Identify past and present educational trends
- Study the major movements and influences shaping education from the country's origin to present.

INSTRUCTIONAL STRATEGIES/ACTIVITIES:

Journaling

Critical Reading/Annotating

Word Wall

Conferencing

Cooperative Learning

Direct Instruction

Flexible/Strategic Grouping

Hands-on Learning

Jigsaw

Centers

Modeling
Role-play/Simulations
Student Goal Setting
Think Aloud
Frayer Model
Guided Notes
Timeline
Graphic Organizers

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):

In-class discussions
Surveys
Observations
In-class activities
Self-Assessment
Exit Tickets
Interactive Multi-Media Timeline 1600-present

DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment):

Modify Content, Process, Product, and/or Environment to best meet learner needs.

RESOURCES (Technology Based Resources, Text Resources, etc.):

From 1871-2021 A Short History of the Education in the United States. Available from:

<https://suny.buffalostate.edu/news/1871-2021-short-history-education-united-states>

Why Did We Create Public Schools? A Short History of Education. Available from:

<https://youtu.be/MxZOcT9wk6M?si=QRLHFPEydSGkR03>

Historical Milestones in American Education. Available from: <https://infogram.com/us-education-timeline-1h7j4dvm781vv4n>

Department of Education: Learn all about it! - US Executive Branch Series.

<https://youtu.be/v5JlfXXRIlo?si=SV36cljlr7dFHpm>

KEY VOCABULARY:

Apprentice dame schools hornbook common schools normal schools McGuffey's Readers
Montessori Method career and technical education Oregon Trail Industrial Revolution
Progressives disposable income quotas Head Start bilingual education illiterate
back-to-basics movement educational standards national standards
competency-based education standardized tests charter school programs of study
Civil Rights Movement educational accountability global economy

Wallenpaupack Area School District Curriculum	
COURSE: Introduction to Education	GRADE/S: 9 & 10
UNIT 4: Understanding and Working with Diverse Learners	TIMEFRAME: 10-15

PA COMMON CORE/NATIONAL STANDARDS:

PDE Standard - 15.3.12.X Identify the diversity within a work group and the strategies for effective communication.

PDE Standard - Standard - 11.2.12.H Evaluate the effectiveness of using interpersonal communication skills to resolve conflict.

PDE Standard - 15.8.12.I Analyze and select appropriate managerial communication skills based upon context. Reference Economics 6.5.9.D; Health, Safety, and Physical Education 10.3.9.C; Career Education and Work 13.3.11.C; Student Interpersonal Skills SIS 2.D.

PA Standard - 13.1.11.A Relate careers to individual interests, abilities, and aptitudes.

PDE Standard - 13.3.11.A Evaluate personal attitudes and work habits that support career retention and advancement.

FCS National Standards for Education and Early Childhood

4.3 Demonstrate integration of curriculum and instruction to meet developmental needs and interests of children, youth and adults, considering gender, ethnicity, geographical, cultural, and global influences.

4.4 Demonstrate a safe and healthy learning environment for children, youth and adults.

4.6 Demonstrate professional practices and standards related to working with children, youth and adults, including diverse populations.

National Standards

CCSS.ELA-Literacy.RI.9-10.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

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CCSS.ELA-Literacy.RH.9-10.7 Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text

UNIT OBJECTIVES (SWBATS):

- Identify different dimensions of student identity that contribute to diverse learning environments.
- Analyze how diverse backgrounds and life experiences influence learning styles, perspectives, and classroom engagement.
- Develop empathy through storytelling, case studies, or simulations that highlight varied student experiences and practice respectful communication and collaboration across differences.
- Reflect on personal biases and examine how stereotypes can appear in classroom materials, expectations, or discipline practices.
- Explore strategies for identifying and interrupting bias in classroom interactions.
- Promote Equity and Inclusion in Classroom Practices
- Design or recommend inclusive classroom strategies (e.g., differentiated instruction, universal design for learning, student voice opportunities).
- Create classroom norms and community agreements that reflect respect, inclusion, and equity.
- Understand the role of teacher-student and peer relationships in fostering belonging among diverse learners.
- Reflect on how personal identity and experiences shape interactions with others.
- Set individual goals for contributing to a more inclusive school culture.

INSTRUCTIONAL STRATEGIES/ACTIVITIES:

Journaling
Critical Reading/Annotating
Word Wall
Conferencing
Cooperative Learning
Direct Instruction
Flexible/Strategic Grouping
Hands-on Learning
Jigsaw
Centers
Modeling
Role-play/Simulations
Student Goal Setting
Think Aloud
Frayer Model
Guided Notes
Timeline
Personal Learning Inventories
Graphic Organizers

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):

Multiple Intelligence Survey and SMARTS Quantitative Presentation
VARK Survey and Reflection
In-class discussions
Observations
In-class activities
Self-Assessment

Exit Tickets

DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment):

Modify Content, Process, Product, and/or Environment to best meet learner needs.

RESOURCES (Technology Based Resources, Text Resources, etc.):

The Heart of Learning and Teaching Compassion, Resilience, and Academic Success”

<http://www.k12.wa.us/CompassionateSchools/HeartofLearning.aspx>

Southern Poverty Law Center <http://www.tolerance.org/>

<https://www.pa.gov/agencies/education/programs-and-services/schools/school-climate-wellbeing/equity-inclusion-belonging>

<https://www.pa.gov/agencies/education/programs-and-services/schools/school-climate-wellbeing/equity-inclusion-belonging/self-awareness#accordion-417f720ee5-item-0f4f8bd931>

<https://www.pa.gov/agencies/education/programs-and-services/schools/school-climate-wellbeing/mental-health/sel-best-practice-resources>

<https://www.pa.gov/agencies/education/programs-and-services/schools/school-climate-wellbeing/mental-health/sel-best-practice-resources>

<https://www.pa.gov/agencies/education/programs-and-services/schools/school-climate-wellbeing/mental-health/sel-best-practice-resources>

KEY VOCABULARY:

Multiple Intelligences, Learning Styles, Equity, Inclusion, School Climate, Special Education, Individualized Learning Plan, 504 Plan, Social-Emotional Learning, School Safety and Security, School Resource Officer, Empathy, Stereotypes, Norms, Behavioral Plans, Management Style