

Wallenpaupack Area School District

Planned Course Curriculum Guide

Department
Education Career Pathway (English)

Name of Course
Principles of Instruction: Literacy & Numeracy

Course Description:

Principles of Instruction: Literacy & Numeracy develops the knowledge, skills, and dispositions needed to support student learning in literacy, numeracy, and related academic contexts. Students examine how learners develop and how effective educators use observation, assessment, questioning, scaffolding, feedback, and differentiation to support individual learners.

Through classroom study and a required 30-hour field experience, students connect learning theory to authentic instructional practice. During the first quarter, students build foundational knowledge and practice instructional decision-making through classroom simulations. After the first quarter, students are assigned to a cooperating teacher in one of the district's K-8 buildings, where the field experience functions as the laboratory for the course.

Field experience progresses from intentional observation to supervised support of learners, planning, teaching, analysis, reflection, and adjustment. Students maintain a daily field journal and task log documenting attendance, responsibilities, observations, instructional connections, and professional growth.

All field experiences require professional conduct, confidentiality, and adherence to FERPA and district/building expectations. Personally identifiable student information is never included in course documentation.

Course Length: One Semester

Prerequisites: Introduction to Education (recommended) and Human Growth & Development (recommended)

Guiding Framework:

Belong

Effective educators create learning environments in which every learner is seen, valued, capable, and included.

Purpose

Students apply course knowledge in authentic K-8 settings and learn that instructional decisions can make a meaningful difference for learners.

Choice

Students develop a repertoire of instructional approaches and learn to select, defend, and adjust strategies based upon learner evidence.

Course Goals

Students will:

- Explain how learning, development, prior knowledge, motivation, relationships, and environment influence instruction.
- Apply foundational principles of literacy and numeracy instruction.
- Observe learners systematically and distinguish evidence from assumption.
- Use questioning, scaffolding, feedback, assessment, and differentiation to respond to learner needs.
- Analyze student thinking and work to determine appropriate instructional next steps.
- Plan and facilitate supervised literacy and numeracy learning experiences.
- Demonstrate professionalism, confidentiality, ethical conduct, and appropriate communication in educational settings.
- Maintain accurate field-experience documentation through daily journals and task logs.
- Reflect upon instructional effectiveness and documented professional growth.
- Develop an emerging educator identity grounded in belonging, purpose, responsiveness, and respect for learners.

Essential Questions

- What does it mean to notice what a learner knows and needs?
- How do effective educators translate what they know into what learners experience?
- How do literacy and numeracy develop, and how can educators support them?
- How does evidence guide instructional decisions?
- How can educators differentiate without lowering expectations?
- What does professionalism look like when working with real learners and educators?
- How can reflection and feedback help an educator improve practice?
- How will my field experience shape the educator I am becoming?

Course Text/Professional Text Set

No single textbook is required. Professional readings may include selected works by Rosenshine, Willingham, Vygotsky, Bandura, Hattie, Fisher & Frey, NCTM practitioner resources, Reading Rockets, Understood, Pennsylvania Department of Education resources, authentic classroom texts, student work when permitted, and teacher-developed materials.

--

Initial Creation Date (if applicable) and Revision Dates:

August 2026 – S. Rosencrance

Wallenpaupack Area School District Curriculum	
COURSE: Principles of Instruction	GRADE/S: 10-12
UNIT 1: How People Learn	TIMEFRAME: 3-4 Weeks

PA COMMON CORE/NATIONAL STANDARDS:

CC.1.2.11-12.A Determine and analyze the relationship between two or more central ideas of a text.
 CC.1.2.11-12.B Cite strong and thorough textual evidence to support analysis of explicit and inferential meaning.
 CC.1.2.11-12.G Integrate and evaluate multiple sources of information presented in different media or formats.
 CC.1.5.11-12.A Initiate and participate effectively in a range of collaborative discussions.

UNIT OBJECTIVES (SWBATS):

Essential Question

What happens when learning happens, and why does the same approach not work for every learner?

- Explain learning as an active process influenced by prior knowledge, experience, environment, motivation, relationships, and development.
- Compare selected learning theories and explain their implications for instruction.
- Distinguish teaching, learning, practice, and performance.
- Explain the importance of prior knowledge, motivation, engagement, modeling, and productive struggle.
- Identify characteristics of developmentally appropriate instruction.
- Recognize individual variation among learners.
- Analyze classroom situations using learning theory and evidence.
- Explain why effective instruction requires educators to adjust their approach based upon learner evidence.
- Prepare for field experience by demonstrating expectations for professionalism, confidentiality, objective observation, and appropriate educational communication.

Belong

How can understanding differences among learners help us create classrooms where every student is seen as capable of learning?

Purpose

How can understanding how people learn help me make better instructional decisions?

Choice

How can I select and defend an instructional approach based upon what I notice about a learner?

INSTRUCTIONAL STRATEGIES/ACTIVITIES:

1. Teach Me Something
2. The Curse of Knowledge
3. Learning Theory Case Files
4. Directions Matter
5. Watch the Learner
6. Observation vs. Assumption Lab
7. Field Experience Readiness: Professionalism, Confidentiality & FERPA
8. Daily Journal and Task Log Practice
9. Cooperative Learning
10. Guided Discussion
11. Concept Mapping

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):

- Learning Theory Case Conference
- “Teach Me Something” Instructional Reflection
- Learning Theory Concept Map
- In-Class Application Scenarios
- Field Experience Readiness Check
- Practice Observation Journal/Task Log

DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment):

- Instruction incorporates Universal Design for Learning (UDL) principles.
- Written, visual, oral, and hands-on response options.
- Scaffolded case files and professional vocabulary supports.
- Collaborative analysis before independent instructional decisions.
- Choice of examples and instructional approaches.
- Extension cases involving competing explanations or incomplete learner evidence.

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

- Selected professional readings: Vygotsky, Bandura, Willingham, Hattie, Rosenshine, and related practitioner resources.
- Teacher-developed learning theory cases, observation scenarios, and field-experience readiness materials.
- District field-experience expectations and FERPA/confidentiality guidance.
- Daily journal and task-log templates.

KEY VOCABULARY:

learning theory; cognition; prior knowledge; motivation; self-efficacy; modeling; scaffolding; Zone of Proximal Development; productive struggle; developmentally appropriate instruction; observation; evidence; assumption; professionalism; confidentiality; FERPA

Wallenpaupack Area School District Curriculum	
COURSE: Principles of Instruction	GRADE/S: 10-12
UNIT 2: Principles of Literacy Instruction	TIMEFRAME: 6-7 Weeks

PA COMMON CORE/NATIONAL STANDARDS:

CC.1.2.11-12.A Determine and analyze the relationship between two or more central ideas of a text.

CC.1.2.11-12.B Cite strong and thorough textual evidence to support analysis.

CC.1.2.11-12.G Integrate and evaluate multiple sources of information presented in different media or formats.

CC.1.4.11-12.A Write informative/explanatory texts to examine and convey complex ideas clearly and accurately.

CC.1.5.11-12.A Initiate and participate effectively in collaborative discussions.

UNIT OBJECTIVES (SWBATS):

Essential Question

How do educators help learners make meaning from reading, writing, speaking, and listening?

- Explain literacy as reading, writing, speaking, listening, thinking, and communicating.
- Identify major components involved in reading development.
- Explain relationships among vocabulary, background knowledge, fluency, and comprehension.
- Model strategies that support comprehension before, during, and after reading.
- Use questioning to deepen understanding rather than simply check recall.
- Select texts appropriate to instructional purpose and learner needs.
- Model and scaffold academic vocabulary and support evidence-based reading and writing.
- Provide constructive feedback without taking over a learner's work.
- Analyze student literacy work to determine possible instructional next steps.
- Design and facilitate a brief literacy learning experience.
- Document literacy observations, responsibilities, and professional growth through the daily field journal and task log.

Belong

How can literacy instruction invite every learner into the work while respecting differences in background knowledge, language, confidence, and experience?

Purpose

How can strong literacy instruction give learners greater access to ideas, communication, and success across subjects?

Choice

How can I select literacy strategies that fit the learner, the text, and the instructional purpose rather than relying on a single approach?

INSTRUCTIONAL STRATEGIES/ACTIVITIES:

1. Reading Like a Struggling Reader
2. Before You Read
3. Question Makeover
4. Vocabulary Without the Dictionary
5. Read-Aloud Lab
6. Student Work Detective
7. Writing Conference Lab
8. Discussion Lab
9. Field Experience: Literacy Observation
10. Supervised Individual/Small-Group Literacy Support
11. Daily Journal + Task Log Conference

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):

- Literacy Micro-Teach
- Student Work Analysis
- Questioning Challenge
- Reading Conference

- Practicum Literacy Observation
- Daily Field Journal and Task Log
- Cooperating Teacher Feedback/Professionalism Check

DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment):

- Instruction incorporates Universal Design for Learning (UDL) principles.
- Choice of texts, response modes, and instructional representations when appropriate.
- Scaffolded planning and questioning templates.
- Models and exemplars for literacy strategies.
- Collaborative rehearsal before supervised field application.
- Extension through analysis of complex learner profiles and adaptation of literacy supports.

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

- Selected literacy and practitioner readings, including Fisher & Frey and Reading Rockets resources.
- Authentic classroom texts and instructional materials appropriate to placement.
- Teacher-developed literacy cases, questioning tools, and student-work samples.
- Daily field journal, task log, and cooperating-teacher feedback tools.
- District/building confidentiality and FERPA expectations.

KEY VOCABULARY:

literacy; fluency; comprehension; vocabulary; background knowledge; inference; textual evidence; phonological awareness; phonics; writing process; questioning; wait time; feedback; scaffold; student work; instructional next step; confidentiality

Wallenpaupack Area School District Curriculum	
COURSE: Principles of Instruction	GRADE/S: 10-12
UNIT 3: Principles of Numeracy Instruction	TIMEFRAME: 5-6 Weeks

PA COMMON CORE/NATIONAL STANDARDS:

CC.1.2.11-12.B Cite strong and thorough textual evidence to support analysis.

CC.1.5.11-12.A Initiate and participate effectively in collaborative discussions.

CC.1.5.11-12.D Present information, findings, and supporting evidence clearly and strategically.

Standards for Mathematical Practice: Make sense of problems and persevere in solving them; reason abstractly and quantitatively; construct viable arguments; model with mathematics; use appropriate tools strategically; attend to precision; look for and make use of structure.

UNIT OBJECTIVES (SWBATS):

Essential Question:

How do educators help learners understand mathematics rather than simply perform procedures?

- Define numeracy as the ability to reason with and apply mathematical ideas in meaningful contexts.
- Explain the importance of conceptual understanding and distinguish it from procedural fluency.
- Analyze multiple strategies for solving the same problem.
- Use manipulatives, visuals, models, and representations to support mathematical understanding.
- Ask questions that reveal mathematical thinking.
- Analyze mathematical errors as evidence of learner reasoning.
- Support productive struggle without immediately providing answers.
- Connect numeracy to authentic everyday contexts.
- Explain how mathematics anxiety and self-efficacy can influence learning.
- Identify appropriate scaffolds for mathematical problem-solving.
- Design and facilitate a brief numeracy learning experience.

- Document numeracy observations and instructional responsibilities through the daily field journal and task log.

Belong

How can numeracy instruction communicate that mathematical thinking belongs to every learner, not only students who get answers quickly?

Purpose

How can numeracy help learners reason, solve problems, and make sense of authentic situations?

Choice

How can I use different representations, questions, and strategies to help a learner make sense of a mathematical idea?

INSTRUCTIONAL STRATEGIES/ACTIVITIES:

1. Solve It Three Ways
2. Don't Tell Me the Answer
3. Math Mistake Museum
4. Manipulative Makeover
5. Real-Life Math Hunt
6. Estimation Station
7. Field Experience: Numeracy Observation
8. Supervised Individual/Small-Group Numeracy Support
9. Daily Journal + Task Log Conference

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):

- Numeracy Micro-Teach
- Error Analysis Challenge
- Explain It Without Doing It
- Real-World Numeracy Design
- Practicum Numeracy Observation

- Daily Field Journal and Task Log
- Cooperating Teacher Feedback/Professionalism Check

DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment):

- Instruction incorporates Universal Design for Learning (UDL) principles.
- Concrete, visual, symbolic, verbal, and authentic representations.
- Choice of tools and problem-solving approaches.
- Scaffolded error-analysis and questioning supports.
- Collaborative rehearsal before supervised field application.
- Extension through multiple representations, alternate strategies, and complex learner evidence

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

- NCTM practitioner resources and selected professional readings.
- Manipulatives, visuals, models, measuring tools, menus, schedules, maps, statistics, and other authentic materials.
- Teacher-developed mathematical error samples and learner scenarios.
- Daily field journal, task log, and cooperating-teacher feedback tools.
- District/building confidentiality and FERPA expectations.

KEY VOCABULARY:

numeracy; conceptual understanding; procedural fluency; representation; mathematical reasoning; productive struggle; error analysis; estimation; model; manipulative; scaffold; self-efficacy; evidence; instructional next step

Wallenpaupack Area School District Curriculum	
COURSE: Principles of Instruction	GRADE/S: 10-12
UNIT 4: Instruction, Assessment, & Differentiation	TIMEFRAME: 5-6 Weeks

PA COMMON CORE/NATIONAL STANDARDS:

CC.1.2.11-12.B Cite strong and thorough textual evidence to support analysis.

CC.1.2.11-12.G Integrate and evaluate multiple sources of information presented in different media or formats.

CC.1.4.11-12.A Write informative/explanatory texts to examine and convey complex ideas clearly and accurately.

CC.1.5.11-12.A Initiate and participate effectively in collaborative discussions.

CC.1.5.11-12.D Present information, findings, and supporting evidence clearly and strategically.

UNIT OBJECTIVES (SWBATS):

Essential Question

How does an educator know what a learner needs next?

- Distinguish diagnostic, formative, and summative assessment.
- Explain assessment as evidence used to inform instructional decisions.
- Use observation and questioning to gather evidence of understanding.
- Analyze student responses and work products for patterns.
- Identify learner strengths before identifying needs.
- Select appropriate scaffolds based upon learner evidence.
- Explain differentiation as responsive instruction rather than simply giving different amounts of work.
- Modify content, process, product, support, or pacing when appropriate.
- Provide specific, actionable feedback.
- Recognize when a learner needs more modeling, guided practice, independent practice, or a different approach.

- Avoid unsupported conclusions about learners based upon limited evidence.
- Apply the Notice → Plan → Teach → Check → Adjust → Reflect cycle during field experience.

Belong

How can responsive instruction recognize learner strengths and needs without labeling, lowering expectations, or making assumptions?

Purpose

How can evidence help an educator make a next move that actually improves learning?

Choice

How can I choose among scaffolds, feedback, grouping, pacing, and instructional approaches based upon what the learner shows me?

INSTRUCTIONAL STRATEGIES/ACTIVITIES:

1. What Does the Evidence Say?
2. Same Goal, Different Route
3. Feedback Makeover
4. Scaffold or Crutch?
5. Stop Teaching and Check
6. The Next Move
7. Field Experience: Learner Evidence Cycle
8. Supervised Instructional Adjustment
9. Journal Evidence Audit: Observation vs. Assumption

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):

- Student Work Analysis
- Differentiation Challenge
- Feedback Conference
- Instructional Decision Case File

- In-Class “Next Move” Scenarios
- Field Documentation: Observation → Instructional Response → Evidence → Adjustment
- Daily Field Journal and Task Log

DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment):

- Instruction incorporates Universal Design for Learning (UDL) principles.
- Varied learner profiles and levels of case complexity.
- Graphic organizers for evidence analysis and instructional decision-making.
- Choice among appropriate instructional responses with required evidence-based defense.
- Collaborative analysis before independent application.
- Extension through ambiguous evidence and competing instructional options.

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

- Selected professional readings on assessment, feedback, differentiation, and responsive instruction.
- Teacher-developed learner evidence sets, work samples, and decision cases.
- Field-experience observations and instructional evidence when permitted and appropriately de-identified.
- Daily field journal and task log.
- District/building confidentiality and FERPA expectations.

KEY VOCABULARY:

diagnostic assessment; formative assessment; summative assessment; differentiation; feedback; misconception; evidence; observation; scaffold; modeling; guided practice; independent practice; instructional decision; adjustment; reflection

Wallenpaupack Area School District Curriculum	
COURSE: Principles of Instruction	GRADE/S: 10-12
UNIT 5: The Practice of Teaching & Field Experience	TIMEFRAME: Integrated Following Successful Completion of First Quarter Content

PA COMMON CORE/NATIONAL STANDARDS:

CC.1.2.11-12.G Integrate and evaluate multiple sources of information presented in different media or formats.

CC.1.4.11-12.A Write informative/explanatory texts to examine and convey complex ideas clearly and accurately.

CC.1.4.11-12.V Conduct short as well as more sustained research projects to answer a question or solve a problem.

CC.1.5.11-12.A Initiate and participate effectively in collaborative discussions.

CC.1.5.11-12.D Present information, findings, and supporting evidence clearly and strategically.

UNIT OBJECTIVES (SWBATS):

Essential Question

How do effective educators translate what they know into what learners experience?

- Complete 30 supervised field-experience hours in an assigned K-8 educational setting after the first quarter.
- Demonstrate punctuality, dependability, appropriate dress, initiative, professional communication, and responsiveness to feedback.
- Build appropriate relationships with learners and educational professionals.
- Maintain confidentiality, professional boundaries, and FERPA-compliant practices.
- Maintain an accurate daily journal and task log that documents hours, responsibilities, observations, questions, instructional connections, and professional growth, without personally identifiable student information.
- Observe classroom instruction systematically and objectively.
- Support individual learners and small groups under supervision.
- Apply literacy and numeracy strategies appropriately.

- Work with the cooperating teacher to identify an instructional need and plan a short learning experience.
- Facilitate at least one appropriately supervised literacy or numeracy learning experience.
- Gather and analyze evidence of learner understanding.
- Reflect upon instructional effectiveness and identify what to retain, change, scaffold, ask, explain, or do next.
- Accept and apply cooperating-teacher and course-instructor feedback.
- Identify personal strengths and areas for continued growth as a future educator.

Belong

How do I build professional relationships and contribute to a classroom where learners feel respected, supported, and capable?

Purpose

How can I use my field experience to make a meaningful contribution while learning from real students, teachers, and instructional decisions?

Choice

How can I use evidence, feedback, and reflection to decide what I would keep, change, or do next as an emerging educator?

INSTRUCTIONAL STRATEGIES/ACTIVITIES:

1. Phase 1 – OBSERVE: environment, engagement, questioning, literacy, numeracy, differentiation, feedback, transitions, relationships, and evidence of understanding
2. Phase 2 – SUPPORT: supervised work with individual learners and small groups
3. Phase 3 – PLAN: identify an appropriate instructional need with the cooperating teacher
4. Phase 4 – TEACH: facilitate an appropriately supervised literacy or numeracy learning experience
5. Phase 5 – ANALYZE: examine what the learner did, said, wrote, or demonstrated
6. Phase 6 – REFLECT & ADJUST: identify what to retain, change, scaffold, ask, explain, or do next
7. Daily Journal & Task Log: completed for every field-experience day
8. Professional Check-Ins with cooperating teacher and course instructor

9. Learner Lab / Instructional Case Conference

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):

- Verified 30-Hour Field Experience
- Daily Field Journal
- Daily Task/Accountability Log
- Cooperating Teacher Professionalism & Feedback Documentation
- Lesson/Activity Planning Artifact
- Supervised Literacy or Numeracy Teaching Experience
- Evidence-Based Reflection and Adjustment
- The Learner Lab Culminating Assessment
- Instructional Case Conference / Oral Defense

DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment):

- Instruction incorporates Universal Design for Learning (UDL) principles in course-based preparation and reflection.
- Placement experiences may vary by grade level, classroom context, and learner need while maintaining common course expectations.
- Scaffolded observation, planning, and reflection tools.
- Gradual progression from observation to supervised responsibility.
- Conferencing and feedback before and after teaching experiences.
- Extension through increased instructional independence when appropriate and approved by the cooperating teacher.

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

- Assigned K-8 cooperating teacher and educational setting.
- Practicum Field book: verified hours, daily journal, task log, observations, questions, instructional strategies, literacy/numeracy connections, planning, feedback, reflections, and evidence of professional growth.
- District/building policies, professional expectations, and FERPA/confidentiality guidance.

- Course planning templates and instructional resources.
- Authentic classroom materials and student work only when permitted, de-identified, and handled according to school expectations.

KEY VOCABULARY:

field experience; practicum; professionalism; confidentiality; FERPA; personally identifiable information; professional boundary; cooperating teacher; observation; task log; reflection; instructional planning; evidence; feedback; instructional adjustment; professional growth