

EDUCATIONAL SERVICES

Course of Study Information Page

Course Title:	Teaching and Learning (#0585)	
Rationale:	Teaching and Learning is a way to encourage students to consider teaching as a career. An important secondary goal of the class is to provide talented future community leaders with insights about teachers and school so that they will be civic advocates for education.	
Course Description:	<p>The Teaching and Learning program is an innovative approach designed to attract young people to the teaching profession through a challenging introduction to teaching. The program seeks to:</p> <ul style="list-style-type: none"> ➤ Provide high school students insight into the nature of teaching ➤ Chance to work in the classroom as well as teach, and ➤ Gain insight into critical issues impacting the quality of education in America's schools. <p>The Education Pathway is designed to prepare students for professional or learning support positions in education, pre-kindergarten through grade twelve. Students study human development; standards, regulations and codes; positive guidance and counseling techniques; age-appropriate and grade-appropriate learning strategies; learning theories; and standards-based curriculum and instructional design. Students can apply and practice their knowledge and skills at a variety of elementary and secondary education sites.</p>	
How Does This Course Align with or Meet State and District Content Standards	This course meets District standards and is aligned with State and National Family and Consumer Science Standards.	
Length of Course:	One year or One term at UMHS	
Grade Level:	10-12	
Credit:	<input checked="" type="checkbox"/> Number of units: <u>10</u> <input checked="" type="checkbox"/> Meets graduation requirements <input type="checkbox"/> Request for UC "a-g" requirements	<input type="checkbox"/> College Prep <input checked="" type="checkbox"/> Elective <input checked="" type="checkbox"/> Career Technical
Prerequisites:	Child Development	
Department(s):	Home Economics Careers and Technology (HECT) Family and Consumer Science (FACS) Education, Child Development, and Family Services Sector Child Development Pathway	
District Sites:	EDHS, ORHS, PHS, UMHS	
Board of Trustees Adoption Date:	April 14, 2009	
Textbooks / Instructional Materials	Introduction to Teaching , Pearson/Prentice Hall, Kauchak and Eggen, 2008 – 3 rd Edition, ISBN: 978-0-13-199455-3	
Date Adopted by the Board of Trustees:	June 23, 2009	

Course description that will be in the Course Directory:

The Teaching and Learning program is an innovative approach designed to attract young people to the teaching profession through a challenging introduction to teaching. The program seeks to (1) provide high school students insight into the nature of teaching, (2) a chance to work in the classroom as well as teach at internship sites, and (3) gain insight into critical issues impacting the quality of education in America's schools.

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Department:
Course Title: Teaching and Learning (#0585)

Mission: The primary goal of the course is to encourage students to consider teaching as a career. An important secondary goal of Teaching and Learning is to provide these future community leaders with insights about teachers and schools so that they will be civic advocates for education.

Overview: The Teaching and Learning course is an innovative approach designed to attract young people to the teaching profession through a challenging introduction to teaching. The course seeks to:

- provide high school students insight into the nature of teaching,
- a chance to work in the classroom as well as teach, and
- gain insight into critical issues impacting the quality of education in America's schools.

Need: The need for qualified, innovative, creative and technologically literate teachers at all levels is expected to increase at a rate higher than the average for all occupations. Generally, a 10 to 15 percent growth rate is projected. Those in education can give personal testimony, having to advertise far and wide to find eligible, trained and outstanding candidates. Opportunities for Para-professionals are even greater, providing employment for students with less than baccalaureate credentials, but a desire to work in education. The need exists for personnel in careers related to teaching or training, but outside the school environment.

Student Characteristics: The course is designed for 10th - 12th grade students interested in education-related careers. Encouragement will be given to a wide range of students to enroll, including those looking at positions such as recreation specialists, coaches, corporate trainers, educational assistants, child care providers, etc. The educational community has a great need for representation from diverse ethnic and cultural backgrounds, including the enrollment of young men who want to consider the field of education or related areas as a career.

Course Outcomes: Teaching and Learning is the perfect example of "school to work." It is designed to introduce students to the occupation of teaching and the field of education in general. Instruction begins in a traditional classroom setting with students learning about the teaching and learning process. This also includes observations at many levels of education and culminates with an internship with a mentor teacher.

- (1) The Learner (10 weeks, 5 weeks UMHS)
- (2) The Teacher and Teaching (12 weeks, 6 weeks UMHS)
- (3) The School (8 weeks, 4 weeks at UMHS)
- (4) Pathways to the Future (6 weeks, 3 weeks at UMHS)

Vocational-Technical Education Outcomes

- (1) The student will demonstrate basic skills competencies.
- (2) The student will demonstrate entry level occupational competencies.
- (3) The student demonstrates work maturity competencies.
- (4) The student demonstrates skills that allow him/her to progress to the next level of education, training and/or employment.

Family and Consumer Science Outcomes

- (1) The student contributes to the well-being of the family and community.
- (2) The student manages personal choices.
- (3) The student understands and develops interpersonal communication skills.
- (4) The student makes decisions by accessing and managing information and resources.

Sequence of Instruction: It is recommended, but not required, that students have completed Consumer and Homemaking Education courses such as FACSE to Pathways or Child Development prior to enrolling in Teaching and Learning.

Facilities and Equipment: Instruction takes place in the department in the student's home high school. Internships will be held in the local elementary, middle or home high schools.

Supplementary materials, such as *Phi Delta Kappa, Educational Leadership, The Education of Little Tree*, and assorted reference materials on such topics as learning styles, multiple intelligences, etc., will be used. Teacher reference materials will include California's *Careers in Child Development and Education Career Pathway Guide, South Carolina Teacher Training Manual* and the *Federal Way Careers in Education Mentor Handbook*.

Program Structure:

Course Content

- Understanding Learning Styles
- Human Development
- Learning Theories
- Goal Setting
- Problem Solving
- Self-management and Responsibility
- Instructional strategies
- Coaching for Improved Work
- Small and Large Group Instruction
- Observation Techniques
- Group Management Techniques
- School District Policies and Procedures
- Teaching as a Profession
- The Future of Education

Course Activities

- Teacher lecture and direct instruction
- Student observations, kindergarten through high school
- Working with and assisting mentor teacher
- Making presentations; planning and teaching lessons
- Keeping journals
- Performance assessment

"Teaching and Learning" will be taught by a Consumer and Family Education teacher. Mentor teachers will be selected by elementary and secondary administrators as having qualities necessary to be outstanding role models. Students will complete observations at several levels before being placed in internships with these mentor teachers. Transportation to field sites will be provided by the student with parent permission.

Assessment of student progress will be kept through monitoring of identified competencies related to a career in education. Student's time slips and their evaluations by mentor teachers will be discussed in individual conferences. The written assessment will be kept on file.

Personal and Leadership Development: As students are placed in elementary and secondary classrooms, they have a unique opportunity for leadership development. Leadership skills are also developed through interaction with education professionals.

Students are expected to problem solve issues such as schedule conflicts, transportation, and attendance. They are required to self-manage competency assessment and time slips. Projects will follow the FCCLA (Future Career and Community Leaders of America) guidelines for planning, creating, performing and assessing.

Coordination of Out of Class Experiences: The instructor should be given release time for site visits of their students during the scheduled block/period time, to coordinate student placement, make observations, and to supervise schedules. Instructor mileage while observing and coordinating student activities should be reimbursed at the district rate. It is critical to a successful program that the instructor is knowledgeable about community resources.

Instructor Qualification: The instructor should hold a current teaching credential in the Family and Consumer Science Area, and is strongly encouraged to have a Masters in Teaching with emphasis on curriculum development and instruction. Vocational Education Certification/Training is also recommended, but not necessary. An opportunity to take training on how to use the California Careers in Child Development and Education Career Pathways Guide should be given.

Evaluation: Records will be kept to determine student completion of competencies of the course. Students will also complete a portfolio documenting progress and growth of knowledge and experience.

Essential Career Skills Gained By Units

The Structure of Education

- Understand the organizational structure
- Understand the education industry
- Ability to use correct classroom procedures
- Knows and applies professionalism and how to practice professional behaviors

Operational Procedures and Organizational Policies

- Knows the basic structure of education in California

Government Regulations in Education

- Understands the indicators of child abuse and neglect and the role of them mandated reporter
- Knows the credentialing requirements for teachers

Emergency and Disaster Procedures

- Knows emergency and disaster procedures at a school site
- Know staff procedures, duties, and responsibilities related to safety, emergency, and disaster preparedness plans
- Knows first aid, CPR and other emergency procedures

Physical, Intellectual, Emotional, and Social Development

- Applies knowledge of the physical, intellectual, emotional, and social development of children
- Knows the importance of parental involvement in the development of children
- Applies best education practices for inclusion of special needs students

Positive Interaction, Guidance and Discipline

- Understands behavior problems, causes and solutions
- Understands effective classroom management
- Understands the development of a positive self-image

Standards-based Instruction and Assessment

- Understands standards-based instruction and assessment
- Knows curriculum standards
- Affectively creates standards-based lesson plans
- Applies teaching strategies that promote students learning
- Knows elements of different types of student assessments

Good Nutrition and Health for Children

- Applies principles and practices of good nutrition for children
- Knows procedures for preventing the spread of infections and illness
- Knows crucial safety and sanitary procedures to follow in the classroom

Effective Communication with Families and Community

- Ability to communicate and interact with families and community groups
- Able to show sensitivity to different cultures

Developing Teaching Materials and Resources

- Ability to develop quality teaching materials and resources for classroom instruction
- Knows and uses current technology
- Accesses materials and resources available

The Role of Instructional Staff

- Understands the role of instructional staff in the classroom
- Ability to use a variety of teaching techniques
- Ability to provide positive feedback on student work

Effective After-School and Recreational Programs

- Understands effective after-school and recreational programs

Career Planning and Management

- **Ability to develop a career plan**
- **Knows past, present, and future trends that affect careers**
- **Ability to self-promote in the hiring process – job application, resume writing, interviewing skills, and portfolio**
- **Knows expectations of employers**
- **Ability to dress, groom and apply personal hygiene to various job situations**

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UNIT/STANDARD #: The Structure of Education

LEARNING OUTCOME: Students understand the structure of the education industry and its role in state and local economies.

LEARNING OUTCOME	INSTRUCTIONAL STRATEGIES	ASSESSMENTS	INTERVENTIONS
<p>1. What students will learn, know, and be able to do? (Must be aligned to state content standards.)</p> <p>Students understand the structure of the education industry and its role in state and local economies.</p>	<p>2. Instructional strategies that will be used to engage students.</p> <ul style="list-style-type: none"> ➤ Guest Speakers ➤ Matrix of a School District ➤ History of Education Timeline ➤ Journal Reflections ➤ Lecture ➤ Group Work 	<p>3. How will we know that students have learned? Include both Formative (for learning) and Summative (of learning) assessment examples.</p> <ul style="list-style-type: none"> ➤ Completion of Journal Reflections ➤ Completion of Matrix ➤ Attendance during Guest Speaker Lectures ➤ Completion of Timeline ➤ Portfolio 	<p>4. What will we do if students do not learn?(Outline the planned intervention strategies)</p> <ul style="list-style-type: none"> ➤ Evaluate Student Learning ➤ Re-Teach areas of weakness ➤ Video/Computer Learning ➤ More time on tests ➤ Use of the learning resource center ➤ Tutorial time ➤ After school tutoring ➤ Contact parents/counselors ➤ Extended time on projects <p>5. What will we do if students already know it?</p> <ul style="list-style-type: none"> ➤ Job Shadow Opportunity ➤ Extended Learning Opportunities

Content Area Standards (Please identify the source)

The students will demonstrate mastery of the following content standards:

Education Pathway – Standard C

C1.0 - Students understand the structure of the education industry and its role in state and local economies.

C1.1 – Understand the effect of the education industry on state and local economies.

C1.2 – Understand the legislative, economic, and social trends that affect the education industry.

C1.3 – Understand the basic structure of education in California (e.g., pre-kindergarten through grade twelve, community college, the California State University, the University of California.)

C1.4 - Understand the differences in organizational structures at educational facilities, including relationships and interactions among personnel.

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UNIT/STANDARD #: Operational Procedures and Organizational Policies

LEARNING OUTCOME: Students understand and apply operational procedures and organizational policies at various levels in education.

LEARNING OUTCOME	INSTRUCTIONAL STRATEGIES	ASSESSMENTS	INTERVENTIONS
<p>1. What students will learn, know, and be able to do? (Must be aligned to state content standards.)</p> <p>Students understand and apply operational procedures and organizational policies at various levels in education.</p>	<p>2. Instructional strategies that will be used to engage students.</p> <ul style="list-style-type: none"> ➤ Guest Speakers ➤ Journal Reflection ➤ Lecture ➤ Group Learning ➤ Computer Lab ➤ Observation ➤ Interview 	<p>3. How will we know that students have learned? Include both Formative (for learning) and Summative (of learning) assessment examples.</p> <ul style="list-style-type: none"> ➤ Portfolio ➤ Journal Reflections Complete ➤ Completed Observations ➤ Completed Procedural Forms Turned In ➤ Interview with Staff Member Complete 	<p>4. What will we do if students do not learn?(Outline the planned intervention strategies)</p> <ul style="list-style-type: none"> ➤ Evaluate Student Learning ➤ Re-Teach areas of weakness ➤ Video/Computer Learning ➤ More time on tests ➤ Use of the learning resource center ➤ Tutorial time ➤ After school tutoring ➤ Contact parents/counselors ➤ Extended time on projects <p>5. What will we do if students already know it?</p> <ul style="list-style-type: none"> ➤ Job Shadow Opportunity ➤ Extended Learning Opportunities

Content Area Standards (Please identify the source)

The students will demonstrate mastery of the following content standards:

Education Pathway – Standard C

C2.0 - Students understand and apply operational procedures and organizational policies at various levels in education.

C2.1 – Know when and how to use correct procedures at the classroom level (e.g., attendance; observations; evaluations; illness, incident, accident, and injury reports).

C2.2 – Know the business procedures related to the acquisition of supplies and collection of fees.

C2.3 – Understand the main workforce management strategies in education (e.g., shared responsibility and negotiation).

C2.3 – Understand the components of professionalism and how to practice professional behaviors.

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UNIT/STANDARD #: Government Regulations in Education

LEARNING OUTCOME: Students understand specific applications of government regulations in the education industry.

LEARNING OUTCOME	INSTRUCTIONAL STRATEGIES	ASSESSMENTS	INTERVENTIONS
<p>1. What students will learn, know, and be able to do? (Must be aligned to state content standards.)</p> <p>Students understand specific applications of government regulations in the education industry.</p>	<p>2. Instructional strategies that will be used to engage students.</p> <ul style="list-style-type: none"> ➤ Guest Speakers ➤ Journal Reflection ➤ Lecture ➤ Group Learning ➤ Video ➤ Computer Lab ➤ Interview ➤ Role-Playing Activity ➤ Time-line of Credentialing Requirements 	<p>3. How will we know that students have learned? Include both Formative (for learning) and Summative (of learning) assessment examples.</p> <ul style="list-style-type: none"> ➤ Portfolio ➤ Complete of Role-Playing Activity – Child Abuse Reporting ➤ Completion of Timeline ➤ Reflection of Guest Speakers ➤ Watched Child Abuse Video 	<p>4. What will we do if students do not learn?(Outline the planned intervention strategies)</p> <ul style="list-style-type: none"> ➤ Evaluate Student Learning ➤ Re-Teach areas of weakness ➤ Video/Computer Learning ➤ More time on tests ➤ Use of the learning resource center ➤ Tutorial time ➤ After school tutoring ➤ Contact parents/counselors ➤ Extended time on projects <p>5. What will we do if students already know it?</p> <ul style="list-style-type: none"> ➤ Job Shadow Opportunity ➤ Extended Learning Opportunities

Content Area Standards (Please identify the source)

The students will demonstrate mastery of the following content standards:

Education Pathway – Standard C

C3.0 - Students understand specific applications of government regulations in the education industry.

C3.1 – Know the critical health and safety procedures that are used at a school site.

C3.2 – Know the indicators of child abuse and neglect and the role of the mandated reporter.

C3.3 – Know the credentialing requirements for teachers of students in pre-kindergarten through community college.

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UNIT/STANDARD #: Emergency and Disaster Procedures

LEARNING OUTCOME: Students understand critical emergency and disaster procedures at a school site.

LEARNING OUTCOME	INSTRUCTIONAL STRATEGIES	ASSESSMENTS	INTERVENTIONS
<p>1. What students will learn, know, and be able to do? (Must be aligned to state content standards.)</p> <p>Students understand critical emergency and disaster procedures at a school site.</p>	<p>2. Instructional strategies that will be used to engage students.</p> <ul style="list-style-type: none"> ➤ Guest Speakers ➤ Journal Reflection ➤ Lecture ➤ Group Learning ➤ Computer Lab ➤ Observation ➤ Interview 	<p>3. How will we know that students have learned? Include both Formative (for learning) and Summative (of learning) assessment examples.</p> <ul style="list-style-type: none"> ➤ Portfolio ➤ Journal Complete ➤ Obtain CPR Card ➤ Complete Disaster Plan ➤ Participate in Mock Disaster/Fire 	<p>4. What will we do if students do not learn?(Outline the planned intervention strategies)</p> <ul style="list-style-type: none"> ➤ Evaluate Student Learning ➤ Re-Teach areas of weakness ➤ Video/Computer Learning ➤ More time on tests ➤ Use of the learning resource center ➤ Tutorial time ➤ After school tutoring ➤ Contact parents/counselors ➤ Extended time on projects <p>5. What will we do if students already know it?</p> <ul style="list-style-type: none"> ➤ Job Shadow Opportunity ➤ Extended Learning Opportunities

Content Area Standards (Please identify the source)

The students will demonstrate mastery of the following content standards:

Education Pathway – Standard C

C4.0 - Students understand critical emergency and disaster procedures at a school site.

C4.1 – Understand the state and federal environmental and safety regulations and the use of material safety data sheets as they related to the education industry.

C4.2 – Know the staff procedures, duties, and responsibilities related to safety, emergency, and disaster preparedness plans.

C4.3 - Know how to use certified first aid, cardiopulmonary resuscitation (CPR), and other emergency procedures.

C4.4 – Understand the typical hazards at the work site and know the procedures and practices that contribute to a safe and healthy environment.

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UNIT/STANDARD #: Physical, Intellectual, Emotional, and Social Development

LEARNING OUTCOME: Students understand important elements of the physical, intellectual, emotional, and social development of children and adolescents.

LEARNING OUTCOME	INSTRUCTIONAL STRATEGIES	ASSESSMENTS	INTERVENTIONS
<p>1. What students will learn, know, and be able to do? (Must be aligned to state content standards.)</p> <p>Students understand important elements of the physical, intellectual, emotional, and social development of children and adolescents.</p>	<p>2. Instructional strategies that will be used to engage students.</p> <ul style="list-style-type: none"> ➤ Guest Speakers ➤ Journal Reflection ➤ Lecture ➤ Group Learning ➤ Computer Lab ➤ Observation ➤ Interview 	<p>3. How will we know that students have learned? Include both Formative (for learning) and Summative (of learning) assessment examples.</p> <ul style="list-style-type: none"> ➤ Report On Special Needs Students ➤ Journal Reflection ➤ Portfolio ➤ Identify ways to work with parents ➤ Report on Physical, Intellectual, Emotional and Social Development of Children 	<p>4. What will we do if students do not learn?(Outline the planned intervention strategies)</p> <ul style="list-style-type: none"> ➤ Evaluate Student Learning ➤ Re-Teach areas of weakness ➤ Video/Computer Learning ➤ More time on tests ➤ Use of the learning resource center ➤ Tutorial time ➤ After school tutoring ➤ Contact parents/counselors ➤ Extended time on projects <p>5. What will we do if students already know it?</p> <ul style="list-style-type: none"> ➤ Job Shadow Opportunity ➤ Extended Learning Opportunities

Content Area Standards (Please identify the source)

The students will demonstrate mastery of the following content standards:

Education Pathway – Standard C

C5.0 - Students understand important elements of the physical, intellectual, emotional, and social development of children and adolescents.

C5.1 – Know how typical and common atypical developmental patterns affect the educational progress of children and adolescents.

C5.2 – Identify factors in heredity, family, culture, and environment that may influence the development of children adolescents.

C5.3 – Understand the role of parental involvement in the physical, intellectual, emotional, and social development of children and adolescents.

C5.4 – Know the best educational practices for the inclusion of children and adolescents with special needs.

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UNIT/STANDARD #: Positive Interaction, Guidance and Discipline

LEARNING OUTCOME: Students understand the roles of positive interaction, guidance, and discipline in the educational environment.

LEARNING OUTCOME	INSTRUCTIONAL STRATEGIES	ASSESSMENTS	INTERVENTIONS
<p>1. What students will learn, know, and be able to do? (Must be aligned to state content standards.)</p> <p>Students understand the roles of positive interaction, guidance, and discipline in the educational environment.</p>	<p>2. Instructional strategies that will be used to engage students.</p> <ul style="list-style-type: none"> ➤ Guest Speakers ➤ Journal Reflection ➤ Lecture ➤ Group Learning ➤ Computer Lab ➤ Observation ➤ Interview 	<p>3. How will we know that students have learned? Include both Formative (for learning) and Summative (of learning) assessment examples.</p> <ul style="list-style-type: none"> ➤ Complete positive interaction observation ➤ Create a booklet on different types of classroom management ➤ Create worksheets for younger students about self-image and self-esteem ➤ Portfolio ➤ Journal Reflections 	<p>4. What will we do if students do not learn?(Outline the planned intervention strategies)</p> <ul style="list-style-type: none"> ➤ Evaluate Student Learning ➤ Re-Teach areas of weakness ➤ Video/Computer Learning ➤ More time on tests ➤ Use of the learning resource center ➤ Tutorial time ➤ After school tutoring ➤ Contact parents/counselors ➤ Extended time on projects <p>5. What will we do if students already know it?</p> <ul style="list-style-type: none"> ➤ Job Shadow Opportunity ➤ Extended Learning Opportunities

Content Area Standards (Please identify the source)

The students will demonstrate mastery of the following content standards:

Education Pathway – Standard C

C6.0 – Students understand the roles of positive interaction, guidance, and discipline in the educational environment.

C6.1 – Understand common behavior problems, possible causes, and potential solutions.

C6.2 – Understand strategies for effective classroom management, including appropriate discipline.

C6.3 – Know the types of positive guidance techniques that are used in various stages of a child's development.

C6.4 – Know how to support the development of a positive self-image and self-esteem as well as independence and respect for oneself and others.

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UNIT/STANDARD #: Standards-based Instruction and Assessment

LEARNING OUTCOME: Students understand the role and purpose of standards-based instruction and assessment.

LEARNING OUTCOME	INSTRUCTIONAL STRATEGIES	ASSESSMENTS	INTERVENTIONS
<p>1. What students will learn, know, and be able to do? (Must be aligned to state content standards.)</p> <p>Students understand the role and purpose of standards-based instruction and assessment.</p>	<p>2. Instructional strategies that will be used to engage students.</p> <ul style="list-style-type: none"> ➤ Guest Speakers ➤ Journal Reflection ➤ Lecture ➤ Group Learning ➤ Computer Lab ➤ Observation ➤ Interview 	<p>3. How will we know that students have learned? Include both Formative (for learning) and Summative (of learning) assessment examples.</p> <ul style="list-style-type: none"> ➤ Students are able to locate and use curriculum standards ➤ Create several lesson plans ➤ Report on Learning Styles ➤ Presentation on different cultural backgrounds ➤ Gather several different types of assessment and write reviews on your opinion of the different types of assessment. 	<p>4. What will we do if students do not learn?(Outline the planned intervention strategies)</p> <ul style="list-style-type: none"> ➤ Evaluate Student Learning ➤ Re-Teach areas of weakness ➤ Video/Computer Learning ➤ More time on tests ➤ Use of the learning resource center ➤ Tutorial time ➤ After school tutoring ➤ Contact parents/counselors ➤ Extended time on projects <p>5. What will we do if students already know it?</p> <ul style="list-style-type: none"> ➤ Job Shadow Opportunity ➤ Extended Learning Opportunities

Content Area Standards (Please identify the source)

The students will demonstrate mastery of the following content standards:

Education Pathway – Standard C

C7.0 - Students understand the role and purpose of standards-based instruction and assessment.

C7.1 – Identify relevant curriculum standards and their use in instruction.

C7.2 – Know the basic components of effective standards-based lesson plans appropriate for varying ages, learning styles, and cultural backgrounds.

C7.3 – Use teaching strategies that promote students learning, critical thinking, and problem solving.

C7.4 – Know the types and important elements of student assessments.

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UNIT/STANDARD #: Good Nutrition and Health for Children

LEARNING OUTCOME: Students understand and apply basic principles and practices of good nutrition and health for children.

LEARNING OUTCOME	INSTRUCTIONAL STRATEGIES	ASSESSMENTS	INTERVENTIONS
<p>1. What students will learn, know, and be able to do? (Must be aligned to state content standards.)</p> <p>Students understand and apply basic principles and practices of good nutrition and health for children.</p>	<p>2. Instructional strategies that will be used to engage students.</p> <ul style="list-style-type: none"> ➤ Guest Speakers ➤ Journal Reflection ➤ Lecture ➤ Group Learning ➤ Computer Lab ➤ Observation ➤ Interview 	<p>3. How will we know that students have learned? Include both Formative (for learning) and Summative (of learning) assessment examples.</p> <ul style="list-style-type: none"> ➤ Each students will bring a healthy snack to share with their peers ➤ Create a chart of common food allergies and how to take care of any reactions ➤ Create a sanitary procedure cleaning chart for a classroom ➤ Understand basic nutrition needed for a young child ➤ Portfolio ➤ Journal Reflection 	<p>4. What will we do if students do not learn?(Outline the planned intervention strategies)</p> <ul style="list-style-type: none"> ➤ Evaluate Student Learning ➤ Re-Teach areas of weakness ➤ Video/Computer Learning ➤ More time on tests ➤ Use of the learning resource center ➤ Tutorial time ➤ After school tutoring ➤ Contact parents/counselors ➤ Extended time on projects <p>5. What will we do if students already know it?</p> <ul style="list-style-type: none"> ➤ Job Shadow Opportunity ➤ Extended Learning Opportunities

Content Area Standards (Please identify the source)

The students will demonstrate mastery of the following content standards:

Education Pathway – Standard C

C8.0 - Students understand and apply basic principles and practices of good nutrition and health for children.

C8.1 – Know the appropriate procedures for preventing the spread of infections and illnesses and for responding to allergic reactions.

C8.2 – Understand the nutritional needs of children and the allergies commonly associated with food.

C8.3 – Know crucial safety and sanitary procedures to follow in the classroom related to good nutrition and health.

C8.4 – Know the common indicators of nutrition-related disorders and diseases.

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UNIT/STANDARD #: Effective Communication with Families and Community

LEARNING OUTCOME: Students understand how to communicate and interact effectively with families and community groups.

LEARNING OUTCOME	INSTRUCTIONAL STRATEGIES	ASSESSMENTS	INTERVENTIONS
<p>1. What students will learn, know, and be able to do? (Must be aligned to state content standards.)</p> <p>Students understand how to communicate and interact effectively with families and community groups.</p>	<p>2. Instructional strategies that will be used to engage students.</p> <ul style="list-style-type: none"> ➤ Guest Speakers ➤ Journal Reflection ➤ Lecture ➤ Group Learning ➤ Computer Lab ➤ Observation ➤ Interview ➤ Role-Playing 	<p>3. How will we know that students have learned? Include both Formative (for learning) and Summative (of learning) assessment examples.</p> <ul style="list-style-type: none"> ➤ Completion of Role-Play – How to Communicate with Parents ➤ Create a letter to send home to parents – Welcome Back Letter – Your Child is having Behavior Problems – Your Child Has Low Grades – Your Child is doing Great In School ➤ How to showcase student work in a newspaper ➤ Create a multicultural bulletin board ➤ Journal Reflection ➤ Portfolio 	<p>4. What will we do if students do not learn?(Outline the planned intervention strategies)</p> <ul style="list-style-type: none"> ➤ Evaluate Student Learning ➤ Re-Teach areas of weakness ➤ Video/Computer Learning ➤ More time on tests ➤ Use of the learning resource center ➤ Tutorial time ➤ After school tutoring ➤ Contact parents/counselors ➤ Extended time on projects <p>5. What will we do if students already know it?</p> <ul style="list-style-type: none"> ➤ Job Shadow Opportunity ➤ Extended Learning Opportunities

Content Area Standards (Please identify the source)

The students will demonstrate mastery of the following content standards:

Education Pathway – Standard C

C9.0 - Students understand how to communicate and interact effectively with families and community groups.

C9.1 – Understand the factors that influence effective communication between the school and home and how to foster parental involvement.

C9.2 – Understand issues of diversity and how to exhibit sensitivity to cultural differences.

C9.3 – Understand the ways in which language, culture, and educational backgrounds may affect communication within and among families and the school.

EL DORADO UNION HIGH SCHOOL DISTRICT

EDUCATIONAL SERVICES

Department: HECT - FACS

Course Title: Teaching and Learning (#0585)

UNIT/STANDARD #: Developing Teaching Materials and Resources

LEARNING OUTCOME: Students understand the process of developing quality teaching materials and resources for classroom instruction.

LEARNING OUTCOME	INSTRUCTIONAL STRATEGIES	ASSESSMENTS	INTERVENTIONS
<p>1. What students will learn, know, and be able to do? (Must be aligned to state content standards.)</p> <p>Students understand the process of developing quality teaching materials and resources for classroom instruction.</p>	<p>2. Instructional strategies that will be used to engage students.</p> <ul style="list-style-type: none"> ➤ Guest Speakers ➤ Journal Reflection ➤ Lecture ➤ Group Learning ➤ Computer Lab ➤ Observation ➤ Interview ➤ Internship 	<p>3. How will we know that students have learned? Include both Formative (for learning) and Summative (of learning) assessment examples.</p> <ul style="list-style-type: none"> ➤ Journal Reflections ➤ Portfolio ➤ Develop Classroom Materials on a Computer ➤ Use Internet as a resource to locate Classroom Materials ➤ Come up with a book of different lessons for different age groups/grade levels ➤ Be able to use different types of technology – VPU, Computer, Lamination Machine, Photocopy Machine, Scantron Machine, etc. 	<p>4. What will we do if students do not learn?(Outline the planned intervention strategies)</p> <ul style="list-style-type: none"> ➤ Evaluate Student Learning ➤ Re-Teach areas of weakness ➤ Video/Computer Learning ➤ More time on tests ➤ Use of the learning resource center ➤ Tutorial time ➤ After school tutoring ➤ Contact parents/counselors ➤ Extended time on projects <p>5. What will we do if students already know it?</p> <ul style="list-style-type: none"> ➤ Job Shadow Opportunity ➤ Extended Learning Opportunities

Content Area Standards (Please identify the source)

The students will demonstrate mastery of the following content standards:

Education Pathway – Standard C

C10.0 - Students understand the process of developing quality teaching materials and resources for classroom instruction.

C10.1 – Understand the appropriate use of current technology to develop instructional materials and support learning.

C10.2 – Know various types and sources of quality, grade-appropriate materials and equipment.

C10.3 – Assess available materials and resources for quality and grade appropriateness.

C10.4 – Develop grade-appropriate instructional materials and resources, including those that augment educational materials adopted by the State board of Education.

EL DORADO UNION HIGH SCHOOL DISTRICT

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Course Title: Teaching and Learning (#0585)

UNIT/STANDARD #: The Role of Instructional Staff

LEARNING OUTCOME: Students understand the role of instructional staff in supporting the learning process.

LEARNING OUTCOME	INSTRUCTIONAL STRATEGIES	ASSESSMENTS	INTERVENTIONS
<p>1. What students will learn, know, and be able to do? (Must be aligned to state content standards.)</p> <p>Students understand the role of instructional staff in supporting the learning process.</p>	<p>2. Instructional strategies that will be used to engage students.</p> <ul style="list-style-type: none"> ➤ Guest Speakers ➤ Journal Reflection ➤ Lecture ➤ Group Learning ➤ Computer Lab ➤ Observation ➤ Interview 	<p>3. How will we know that students have learned? Include both Formative (for learning) and Summative (of learning) assessment examples.</p> <ul style="list-style-type: none"> ➤ Complete Interview on Effective Teaching Strategies in the Classroom ➤ Create a flyer with expectations that are expected to students in different parts of the school ➤ Complete Internship Hours working in the classroom and teaching ➤ Portfolio ➤ Lesson Plan Book ➤ Journal Reflections ➤ Create a positive feedback reference sheet 	<p>4. What will we do if students do not learn?(Outline the planned intervention strategies)</p> <ul style="list-style-type: none"> ➤ Evaluate Student Learning ➤ Re-Teach areas of weakness ➤ Video/Computer Learning ➤ More time on tests ➤ Use of the learning resource center ➤ Tutorial time ➤ After school tutoring ➤ Contact parents/counselors ➤ Extended time on projects <p>5. What will we do if students already know it?</p> <ul style="list-style-type: none"> ➤ Job Shadow Opportunity ➤ Extended Learning Opportunities

Content Area Standards (Please identify the source)

The students will demonstrate mastery of the following content standards:

Education Pathway – Standard C

C11.0 – Students understand the role of instructional staff in supporting the learning process.

C11.1 – Understand behavior standards expected of students (e.g., in classrooms, libraries, and bathrooms; on the school grounds; and during educational and recreational trips).

C11.2 – Know a variety of individual and group teaching strategies and learning theories that promote effective learning.

C11.3 – Understand the common typical and atypical learning challenges for students in a variety of curricular areas.

C11.4 – Know techniques for providing positive feedback on student work, attendance, and classroom performance.

C11.5 – Understand how to help the teacher with student instruction and assessment.

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UNIT/STANDARD #: Effective After-School and Recreational Programs

LEARNING OUTCOME: Students understand the components of effective after-school and recreational programs for individuals and groups.

LEARNING OUTCOME	INSTRUCTIONAL STRATEGIES	ASSESSMENTS	INTERVENTIONS
<p>1. What students will learn, know, and be able to do? (Must be aligned to state content standards.)</p> <p>Students understand the components of effective after-school and recreational programs for individuals and groups.</p>	<p>2. Instructional strategies that will be used to engage students.</p> <ul style="list-style-type: none"> ➤ Guest Speakers ➤ Journal Reflection ➤ Lecture ➤ Group Learning ➤ Computer Lab ➤ Observation ➤ Interview 	<p>3. How will we know that students have learned? Include both Formative (for learning) and Summative (of learning) assessment examples.</p> <ul style="list-style-type: none"> ➤ Journal Reflections ➤ Completed Observations ➤ Create a mock after-school program ➤ Interview children on their needs after school ➤ Portfolio ➤ Report on the benefits of an after-school program 	<p>4. What will we do if students do not learn?(Outline the planned intervention strategies)</p> <ul style="list-style-type: none"> ➤ Evaluate Student Learning ➤ Re-Teach areas of weakness ➤ Video/Computer Learning ➤ More time on tests ➤ Use of the learning resource center ➤ Tutorial time ➤ After school tutoring ➤ Contact parents/counselors ➤ Extended time on projects <p>5. What will we do if students already know it?</p> <ul style="list-style-type: none"> ➤ Job Shadow Opportunity ➤ Extended Learning Opportunities

Content Area Standards (Please identify the source)

The students will demonstrate mastery of the following content standards:

Education Pathway – Standard C

C12.0 – Students understand the components of effective after-school and recreational programs for individuals and groups.

C12.1 – Know the purposes of after-school and recreational activities.

C12.2 – Understand the important components and typical age-appropriate or ability-appropriate activities of various after-school and recreational programs.

C12.3 – Assess the recreational interests and needs of individuals and groups.

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UNIT/STANDARD #: Career Planing and Mangagement

LEARNING OUTCOME: Students understand how to make effective decisions, use career information, and manage personal career plans.

LEARNING OUTCOME	INSTRUCTIONAL STRATEGIES	ASSESSMENTS	INTERVENTIONS
<p>1. What students will learn, know, and be able to do? (Must be aligned to state content standards.)</p> <p>Students will understand how to make effective decisions, use career information, and manage personal career plans.</p>	<p>2. Instructional strategies that will be used to engage students.</p> <ul style="list-style-type: none"> ➤ Interview Portfolio ➤ Mock Interviews ➤ Career Exploration ➤ Industry Guest Speakers/Experts 	<p>3. How will we know that students have learned? Include both Formative (for learning) and Summative (of learning) assessment examples.</p> <ul style="list-style-type: none"> ➤ Completion of Interview Portfolio ➤ Passing Mock Interview ➤ Reflection of Learning ➤ Written Report 	<p>4. What will we do if students do not learn?(Outline the planned intervention strategies)</p> <ul style="list-style-type: none"> ➤ Reevaluate and Re-teach ➤ Choice of Extended Learning Options ➤ More time on tests ➤ Use of the learning resource center ➤ Tutorial time ➤ After school tutoring ➤ Contact parents/counselors ➤ Extended time on projects <p>5. What will we do if students already know it?</p> <ul style="list-style-type: none"> ➤ Extended Learning's

Content Area Standards (Please identify the source)

The students will demonstrate mastery of the following content standards:

Foundation Standards: 3.0 Career Planning and Management

- 3.1 Know the personal qualifications, interests, aptitudes, knowledge, and skills necessary to succeed in careers.
- 3.2 Understand the scope of career opportunities and know the requirements for education, training, and licensure.
- 3.3 Develop a career plan that is designed to reflect career interests, pathways, and postsecondary options.
- 3.4 Understand the role and function of professional organizations, industry associations, and organized labor in a productive society.
- 3.5 Understand the past, present, and future trends that affect careers, such as technological developments and societal trends that affect careers, such as technology.
- 3.6 Know important strategies for self-promotion in the hiring process, such as a job application, resume writing, interviewing skills, and preparation of a portfolio.

Standard 40: Career Awareness, Planning and Management (ECDFS – F3, FID – F3, HTR – F3)

- 40.1 Identify the relationships of the content areas for consumer and family studies to the home economics related career pathways.
- 40.2 Describe career pathways and strategies for obtaining employment and advancing in various pathways.
- 40.3 Research the benefits, educational requirements, work requirements, and costs for preparing for employment in a home economics careers and technology related field including teaching in California.
- 40.4 Apply job search and acquisition skills such as preparing job applications, resumes, and career portfolios.
- 40.5 Define and describe employability skills and professionalism.
- 40.6 Describe the expectations of employers, job-related responsibilities, positive work habits, work ethics, and ethical behavior.
- 40.7 Evaluate dress, grooming, and personal hygiene appropriate for various job situations
- 40.8 Analyze skills needed to work effectively and efficiently as a supervisor or employee.
- 40.9 Describe and practice behaviors and attitudes and contribute to success in job retention and promotion.
- 40.10 Define ways in which employees may have to adapt to changes in the workplace.