

YOSEMITE REGIONAL OCCUPATIONAL PROGRAM

Foundations in Education I/II

CBEDS Code: 4400 Teaching Careers or Careers in Educations

JOB TITLES

Child Care Workers	39-9011.00
Teacher Assistants	25-9041.00
Preschool Teachers, Except Special Education	25-2011.00
Adaptive Physical Education Specialists	25-3099.01
Special Education Teachers, K-12	25-2041.00
Education Teachers, Postsecondary	25-1081.00
Vocational Education Teachers, Postsecondary	25-1194.00
Education Administrators, Elementary and Secondary School	11-9032.00
Elementary School Teachers, Except Special Education	25-2021.00

Course Description:

Foundations in Education is an academically focused course design to introduce interested college prep students to the theory behind learning and teaching. Students will study the history of education in the United States, sociological factors influencing educational systems, the psychology behind learning and teaching, curriculum design and educational standards. This course requires students to produce written reports, oral presentations and group projects focusing on education and various academic content areas.

Prerequisites: Junior/Senior status, current negative Tuberculosis test, good attendance

DURATION: 180 – 360 hours

CREDIT: 5 – 10 units

STUDENT ORGANIZATION AFFILIATION: FHA-HERO/Club Ed

Student Performance Objectives:

Upon completion of this course, students will:

- Understand and demonstrate the ethical and professional responsibilities of an educational professional.
- Understand the impact of varying cultural perspectives on the learning environment.
- Appraise the challenges of the teaching profession and the issues involved in becoming an effective teacher.
- Understand the California State Content Standards and their role in curriculum.
- Compare and contrast the characteristics of various teaching styles.
- Identify and respond to relevant aspects of students' background and culture.
- Identify strategies for integrating concepts and information across curricular areas.
- Apply course content to the development of a teaching portfolio.
- Understand the role of the public school teacher in diverse public school settings.

Common to all ROP courses

- Demonstrated awareness of employment opportunities in careers related to the industry
- Developed employment literacy to include job readiness skills and technical reading and writing applications demonstrated by completion of the Employability Portfolio
- Demonstrated safe work habits and attitudes
- Exhibited leadership skills related to teamwork, communications, human relations and community responsibility
- Opportunity to participate in a student organization, such as, FBLA, FFA, DECA, SkillsUSA, etc.

Textbook(s):

Primary Textbook Title: Teachers, Schools, and Society

Edition: 8th

Publication Date: 2008

Publisher: McGraw-Hill

Author(s): Sadker and Sadker

Instructional Methods and/or Strategies:

- Direct Instruction and discussion
- Teacher developed materials
- Operation of equipment
- Group and/or independent Project-Based Learning assignment(s)
- Cooperative learning
- Portfolio development
- Audiovisual
- Reading and writing assignments
- Investigations and research
- Business and/or community partnerships
- Student exhibitions and presentations
- Guest speakers
- Educator interviews
- Field trips
- Observation

Assessment Methods and/or Tools

Assessment of student performance will include, but is not limited to:

- Individual or group project based learning assignments
- Rubrics and scoring guides
- Teacher observation
- Examinations and quizzes
- Student demonstration
- Research projects and reports
- Homework
- Presentations/Exhibitions

This course is aligned to the following standards:

- Standards listed here with the abbreviation used within the course outline, such as Career Technical Education Standards for Education, Child Development, and Family Services (ECF) Pathway and Foundation, English Language Arts (ELA), Math,

Unit of Instruction	Key Assignments	Hrs		Model Curriculum Standards Reinforced = R Taught = T	
		Year I	Year II	Anchor	CTE
Unit description prior to listing the competencies of the unit	Key assignments only				
I. Classroom & Community Procedures A. Complete and explain the purpose of the following ROP paperwork: <ul style="list-style-type: none"> ▪ Enrollment Form ▪ Registration Permit ▪ Community Classroom Permit/Training Plan ▪ Community Classroom Rule ▪ TB Test B. Demonstrate a clear understanding of attendance, grading and timecard policies C. Demonstrate a clear understanding of ROP placement and site allocation procedures D. Create a letter of introduction using a word processing program to be given to the community classroom supervisor E. Understand rules and regulations pertaining to receiving the privilege to ride transportation outline in transportation booklet F. Identify, describe and demonstrate positive work ethics and behavior in the workplace G. Demonstrate career specific skills listed on Community Classroom Permit/Training Plan	Students will complete all required community classroom and ROP program paperwork. Students will obtain a negative TB test. Students will complete a letter of introduction. Students will obtain a completed Community Classroom Permit/Training Plan from their site supervisors. Students will complete timecards daily and turn in weekly. Students will receive on the job training at a school site.	184	220	1.0 2.0 6.2 8.0 8.3 8.4 8.5 8.7 4.0 3.0 7.0 Ao.1 Ao.2 Ao.4	C.2 C.1 C.3 C.4
II. Teachers and Students A. The Professional Educator <ol style="list-style-type: none"> 1. Identify and describe challenges of the teaching profession 2. Identify and list Teacher Preparation/Educational Requirements 3. Demonstrate and list Personal qualifications to become an educator 4. Explore Job Market for education 5. Explore Hiring and salary expectation B. Student Diversity <ol style="list-style-type: none"> 1. Identify learning styles and explain how they impact learning. 	<i>Chapter 1</i> A Panel Discussion – students will prepare and present the advantages and disadvantages of a career in teaching. Building Blocks of My Ideal Teaching Position – students will identify the factors that should be considered as they plan their teacher education programs and seek their first teaching position. Student Poll – students will conduct their own informal survey of perceptions of various professions including teaching, medicine, and law. The questions in the survey will be created	62	30	3.0 3.9 11.5 7.4 7.3 7.0 8.0 10.12 11.2	C.11 C.3

	<p>share their experiences with others in the class; students will be separated into two teams and create an argument for or against same sex schools.</p> <p>Historical Perspectives on Special Education – students will understand the historical perspectives on the evolution of services provided for students with special needs. Students will be divided into groups representing 50 year periods in history from 1800 to the present day. Each group will research trends and practices that were employed to help exceptional children for their period in history. They will study the effect of the court system on maintaining the status quo or helping increase services. Students will also include gifted and bilingual students plus students with limited English proficiency in the category of exceptional learners. Each group will develop a presentation to share with the class.</p> <p>Inclusion Project – students will identify where in the curriculum, policies, and practices of the school that heterosexuality is assumed and gay, lesbian, bisexual, and transgender students may be excluded. In the curriculum, students will identify subjects, lessons, books and other teaching materials that include heterosexual people and perspectives only; they will write a one page reflection on their research.</p> <p><i>Chapter 3 – Culturally Responsive Teaching</i></p> <p>Bilingual Education – students will present an argument for one of two</p>			<p>2.0</p> <p>4.0</p>	
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	<p>models of bilingual education. They will research and report their findings to the class. The two models are Transitional Bilingual Education (a bilingual education program in which students are taught for a limited time in their own language as well as English) and Maintenance Approach (a bilingual model that emphasizes the importance of acquiring English while maintaining competence in the native language).</p> <p>Creating a Student Profile – students will choose a student from a racial, ethnic, religious group and write a one-page background about the student. They will research typical background information about a given group and write a valid description. The research will assist them in recording the generalizations that might apply to this group as well as commonly held stereotypes. Students will also write assets that these students could possibly bring to the classroom.</p> <p>Cultural Diversity Written Report and Class Presentation – students will research and write a three-page report on a culture in Stanislaus County. Students will include a general overview of parenting styles and beliefs, the attitude and value placed on education within the culture, techniques for educators to effectively deal with parents of students within the culture, barriers the culture may face, education levels of the culture, cultural employment rates, obstacles children from this culture may face that could affect their success in our educational system, and any additional cultural</p>			<p>2.0</p> <p>2.0</p> <p>5.0</p>	
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	<p>information that would be helpful for educators to understand about the culture. Students will then develop a presentation from the written report to share with the class.</p> <p><i>Chapter 11 – Teacher Effectiveness</i></p> <p>Portrait of an Excellent Teacher – students will develop a composite of what they feel constitutes an excellent teacher and compare their composite with other students in the class.</p> <p>Classroom Observation – students will complete a classroom observation. Each student will observe teacher/student interaction and focus on the lesson presented by the teacher. Students will note teacher effectiveness, management strategies, academic learning time, etc. Students will discuss and exchange observation notes, comparing whether the teachers observed used teaching models, such as, cooperative learning, problem-based learning, etc.</p> <p>Bloom’s Taxonomy – students will formulate essential questions for each level of Bloom’s Taxonomy. Students will then create a lesson plan and tie essential questions to the lesson utilizing the different levels of Bloom’s.</p> <p>Teaching Portfolio – students will create a teaching portfolio that will include at a minimum the following: portfolio introduction, cover letter, resume, letters of recommendation, five lesson plans designed by the student that align to the California state content standards, artifacts from class work, observation logs, writing samples, and research papers.</p>			<p>11.0</p> <p>11.3</p> <p>11.5</p>	
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III. Schools and Curriculum	<i>Chapter 4: School Choices and Challenges</i>	38	22	8.0 9.5	C.1
A. Schools; Choices and Challenges	Interviewing School Stakeholders –			7.0 3.4	C.2
1. Describe the purpose and expectations of schools in the United States.	to better understand the mission of a			10.0 4.0	C..3
2. Identify education reform	school and the buy-in from the			2.0 4.4	
3. Describe the three waves of reform	stakeholders, students will interview a			4.0 4.6	
4. Compare different school models.	school administrator, teacher, student,			5.0 4.6	
5. Analyze School Choice: Advantages and disadvantages.	and parent from that school. Students				
6. Compare factors of an effective school.	will discover which person understands				
B. Describe Life in Schools	the goals and mission of the school,				
1. Compare the rituals and routines of classroom life.	what his/her role is in achieving the				
2. Distinguish the characteristics of an effective school.	mission, if they think they could change				
3. Identify the impact created by peers in shaping school culture.	the goals and mission, etc. After the				
4. List the steps a teacher can take to create a effective school environment.	interviews, students will compare and				
5. Identify family influence on student success.	contrast their findings and discuss				
C. Curriculum Standards	possible conflicts with the class.				
1. Summarize the historical aspects of the school curriculum.	School Reform – in small a group				
2. Describe and discuss trends and tension points in the curriculum.	setting, students will be assigned to				
3. Investigate the impact of technology on curriculum and teaching.	research a specific school reform, such				
D. Controversy Over Who Controls the Curriculum	as vouchers or charter schools, and				
1. Define the seven forces of curricular bias.	present their findings to the class.				
2. Summarize how the standards movement has shaped the school curriculum.	Creating Educational Dreams – after				
C. Curriculum Standards	learning the many variables associated				
1. Summarize the historical aspects of the school curriculum.	with the structure of a school, students				
2. Describe and discuss trends and tension points in the curriculum.	will research and design a model school				
3. Investigate the impact of technology on curriculum and teaching.	including, but not limited to the				
D. Controversy Over Who Controls the Curriculum	following: name of school, length of				
1. Define the seven forces of curricular bias.	school year, areas of study to be				
2. Summarize how the standards movement has shaped the school curriculum.	emphasized, school building design,				
C. Curriculum Standards	discipline code, grading and				
1. Summarize the historical aspects of the school curriculum.	assessment schoolwide system, school				
2. Describe and discuss trends and tension points in the curriculum.	motto, school mascot, and a curriculum				
3. Investigate the impact of technology on curriculum and teaching.	outline. Students will create a visual				
D. Controversy Over Who Controls the Curriculum	presentation of their dream school and				
1. Define the seven forces of curricular bias.	presented to local educators for input				
2. Summarize how the standards movement has shaped the school curriculum.	on ways to improve their creation.				
C. Curriculum Standards	Forced Choice Game – students will				
1. Summarize the historical aspects of the school curriculum.	understand the controversial impact of				
2. Describe and discuss trends and tension points in the curriculum.	the high school sorting system				
3. Investigate the impact of technology on curriculum and teaching.	(tracking) of students and society by				

	<p>making decisions concerning real-life issue in a simulated situation. Students will be given the Forced Choice Game handout and will play the role of guidance counselor. They must make value judgments about individual students and place them into either college preparatory, general, or vocational programs. After students have made their decisions, they will then reflect on the following questions and write a one-page reflection paper:</p> <ul style="list-style-type: none"> • What criteria did you use to arrive at your decision? • What factors did you consider important and also immaterial? • Did your decision reflect the school sorting system of today's schools? • Is the school sorting system necessary and why? <p>School's Social System – students will look at the positive and negative aspects of the school social system. After researching, students will take a stand either for the positive or negative aspect and write a three-page paper supporting their stand.</p> <p>Sociological Influences in School – after studying the sociological influences in schools, students will write a minimum three-page research paper and present their understanding of issues such as cultural diversity, learning styles, gender, and economic disparity to the class.</p> <p><i>Chapter 5: Student Life at School and at Home</i></p> <p>School Life – students will draw a map of the cafeteria's social scene during</p>				
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	<p>lunchtime rituals. They will place and label the social groups (using kid-friendly names for the groups) and where they station themselves in the cafeteria. In small groups, students will share their drawings and include points on assumptions, benefits and consequences of group membership, projections of group expectations as it relate to student school work and the hidden cafeteria culture from the view points of faculty and administration.</p> <p>Social Issues in Schools – students will contact a school administrator to find out how he/she addresses or does not address the following issues on campus: substance abuse, homophobia, and suicide. Students will design pertinent interview questions relating to the issues that would also include the extent parents and/or community members are involved in any programs that are offered at the school. They will then organize the information and present their findings to the class.</p> <p><i>Chapter 6 – Curriculum, Standards and Testing</i></p> <p>Analyzing the Curriculum – this assignment is designed to show students how curricular materials from different decades reflect the climate and issues of the times. Students will review textbooks from the 1950's to present day in a variety of content areas. The students will analyze how the texts have changed over the decades and compare narratives and pictures determining differing treatments of issues, such as students of color,</p>				
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	<p>ecology, family lifestyles, females in society, etc. They will then assess difficulty of content and determine whether tests used in different decades are either more or less rigorous.</p> <p>Textbook Adoption Committee – students will be assigned to groups and each group will have identical editions of recent textbooks. Each group will be considered a Textbook Adoption Committee and they will be responsible for adopting textbooks statewide. Each group will develop a list of criteria by which their textbooks will be rated for selection. They will then present their selections to the rest of the class explaining why they made the choices that they made.</p> <p>Identifying Bias – this assignment is designed to help students understand and identify the forms of bias as they relate to race, ethnicity, gender, class, etc. This will also serve to highlight the ways these non-dominant groups have been treated in curricular materials. Using the seven forms of bias as a framework (invisibility, stereotyping, fragmentation, linguistic bias, unreality, imbalance, and cosmetic), have student find an example that negatively impacts each form of bias. Next to each example, students will suggest ways one could overcome the bias.</p>				
<p>IV. Foundations of Education</p> <p>A. History of American Education</p> <p>1. Illustrate Colonial Education to present education.</p> <p>2. Identify key individuals effecting education in America.</p>	<p>Educators in American History - Students will research a noted American educator pertinent to the educational system. Each student will write a three-to five-page research paper in MLA format on the educator chosen.</p>	12	10	<p>10.3</p> <p>4.0</p> <p>11.5</p>	<p>C.1</p> <p>C.2</p>

<p>3. Analyze social issues affecting educational change.</p> <p>B. Philosophy of Education</p> <p>1. Develop your own Philosophy of Education</p>	<p>Philosophy of Education- Students will complete their Philosophy of Education to be included in their LIBS 10 Portfolio.</p>				
<p>V. Career Development Process</p> <p>A. Self Assessment</p> <p>1. Evaluate personal values, qualities and skills that align with career occupations</p> <p>B. Career Research</p> <p>1. Research the scope of career opportunities; identify the requirements for education, training and licensure</p> <p>2. Understand the past, present and future trends that affect career choices (labor market)</p> <p>C. Career Action Plan</p> <p>1. Develop a career plan that is designed to reflect career interests, pathways and postsecondary options</p>	<p>Students will complete a self-assessment on aptitudes, personal characteristics and interests.</p> <p>Students will complete career research on a career of their choice.</p> <p>Students will create a career plan that is designed to reflect career interests, pathways, and postsecondary options reflecting short and long-term goals.</p>	10	6	<p>3.0</p> <p>11.0</p> <p>11.5</p> <p>2.5</p> <p>1.0</p> <p>2.0</p> <p>4.0</p>	
<p>VI. Health and Safety</p> <p>A. Personal Safety</p> <p>1. Demonstrate an understanding of safe online practices and identify strategies to maintain personal safety</p> <p>B. Accident Prevention and Emergency Procedures</p> <p>1. Describe accident prevention techniques and provide methods to</p>	<p>Students will take a safety/sexual harassment test with a minimum of 95% accuracy.</p> <p>Students will use critical thinking and problem solving skills to develop solutions to sexual harassment scenarios provided by the instructor.</p>	6	6	<p>6.0</p> <p>5.0</p> <p>6.0</p>	<p>C.1</p> <p>C.3</p> <p>C.2</p> <p>C.4</p>

<p>prevent accidents in the workplace</p> <p>2. Recognize policies, procedures and regulations regarding health and safety in the workplace, including employers' and employees' responsibilities</p> <p>C. Labor Laws</p> <p>1. Identify and explain the labor laws governing the workplace</p> <p>D. Sexual Harassment</p> <p>1. Identify instances of sexual harassment</p> <p>2. Evaluate and develop appropriate solutions to sexual harassment situations</p> <p>3. Develop strategies for prevention of sexual harassment</p>				3.4	
<p>VII. Leadership</p> <p>A. Professional Associations</p> <p>1. Identify ways a professional association can assist in career choices and contribute to employment.</p> <p>B. Leadership Characteristics</p> <p>a. Discuss the characteristics and benefits of teamwork, leadership and citizenship in the school, community and workplace</p>	Students will plan an appreciation project for their site supervisors.	18	12	9.0 3.0	C1.4
<p>VIII. Professionalism and Employability Skills</p> <p>A. Employability Skills Portfolio</p> <p>1. Develop a portfolio that features the skills and experience necessary to obtain employment</p> <p>B. Job Search and the Interview Process</p>	Students will complete an Employability Skills Portfolio including:	28	20	11.5	<ul style="list-style-type: none"> • Table of Contents • Job Application • Cover Letter • Resume/References • Letter of Recommendation • Employability Skills Self

<ol style="list-style-type: none"> 1. Identify and utilize resources in the job search process 2. Understand the importance of researching potential employers 3. Demonstrate proper communication and appearance in the interview process <p>C. Personal and Professional Image</p> <ol style="list-style-type: none"> 1. Recognize the importance of maintaining a professional image through appearance, attitude and communication 	<p>Evaluation</p> <ul style="list-style-type: none"> • Training Plan • Career Action Plan • Work Samples <p>Students will participate in a mock interview situation where they will present their employability skills portfolio. Students will be scored on a rubric by a member of the business community.</p>			<p>11.0</p> <p>3.0</p> <p>3.4</p> <p>3.8</p> <p>3.9</p> <p>2.0</p> <p>3.2</p> <p>9.1</p>	
<p>IX. Work Ethic</p> <p>A. Work Ethic and Employee Etiquette</p> <ol style="list-style-type: none"> 1. Identify, describe and demonstrate positive work ethic as it relates to job retention 2. Understand the importance of maintaining confidentiality, integrity and honesty 3. Evaluate ethical decisions regarding copyright and plagiarism 4. Demonstrate proper workplace etiquette in the information age 	<p>Students will understand the important ethical and legal behaviors consistent in the education field.</p> <p>Students will understand the importance of the CA ED Code.</p>	2	2	<p>8.0</p> <p>3.0</p> <p>8.7</p> <p>8.6</p> <p>2.6</p>	<p>C2.3</p> <p>C.3</p> <p>C.6</p> <p>C.9</p>
<p>X. Financing & Governing America's Schools</p> <p>A. Financing</p> <ol style="list-style-type: none"> 1. Understand how the property tax is connected to unequal educational funding. 2. Know the distinction between educational equity and educational 		0	12	<p>7.1</p> <p>7.0</p> <p>3.6</p> <p>8.0</p>	C.1

<p>adequacy</p> <p>3. Know the sources of state revenues</p> <p>4. Understand the current trends that shape educational finance.</p> <p>B. Governing</p> <p>1. Know how the federal government influences education</p> <p>2. Understand how school boards and superintendents manage schools</p> <p>3. Know how the business community influences school culture.</p>				7.0	
<p>XI. School Law & Ethics</p> <p>A. School Law</p> <p>1. Understand legal rights and responsibilities as a teacher</p> <p>2. Know the legal rights students enjoy</p> <p>B. School Ethics</p> <p>1. Identify today's main approaches to moral education</p>		0	8	8.0 3.0 10.2 9.0 3.2	C.1
<p>XII. Your Classroom</p> <p>A. The Struggle for Educational Opportunity</p> <p>1. Describe classroom strategies for working with diverse cultures.</p> <p>2. Identify social issues that influenced education.</p> <p>B. Technology in Education</p> <p>1. Identify and explain the technology used in the classroom.</p> <p>2. Demonstrate technological use.</p> <p>C. Your First Classroom</p> <p>1. List the stages of teacher development.</p> <p>D. Question and Answer Guide to Entering the</p>		0	12	10.1 10.2 9.6 4.0 8.5 2.0	C.10

Teaching Profession 1. Explain the issues concerning employment in the teaching profession.				3.0 8.2 3.9	
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