



## Scope and Sequence Curriculum Outline

**Career Program:** Education Careers II

**DOE Code:** 5404

**Career Cluster:** Education and Training

**Recommended Grade Levels:** 12

**Prerequisites:** Education Careers I

**High School Credits:** 3 per semester (6 total per school year)

**Additional Information:** Counts as a Directed Elective or Elective for the General, Core 40, Academic Honors and Technical Honors diplomas

**Program Description:** Education Professions II prepares students for employment in education and related careers and prepares students for study in higher education. The program expands on knowledge and skills learned in Education Careers I and includes more in depth planning, writing, and implementation of developmentally appropriate lesson plans; completing classroom observations; applying INTASC standards; applying safety and ethical principles when working with children; investigating licensing requirements related to careers in education; and enhancing employability skills related to knowledge and dispositions of elementary teachers. Students complete a portfolio project to document their experiences. Students completing this program continue their education in 2 and 4-year postsecondary programs to be eligible for a teaching license or begin a career as an instructional aide in a school.

**Alignment:** Indiana Department of Education Academic Standards Course Framework; Pre-PAC Certification; Ivy Tech Community College (dual credit agreement); and *Teaching* (Goodheart-Willcox) and *Teachers, Schools, and Society* (McGraw-Hill) textbook materials

**Companion Documents:** WCC Education Careers II Program Syllabus; WCC High School Pathway Plan; WCC Program Description Guide

### Curriculum Content Summary:

- The Teaching Profession
- The Learner and the Learning Process
- Planning Instruction
- Learning Environment
- Instructional Strategies and Assessments

Content	Indiana DOE Standards	Knowledge & Skills <small>(based on instructional materials)</small>	Example Activities	Time Frame	Evaluation / Certification
<p><b>DOMAIN</b> The Teaching Profession</p> <p><b>Core Standard I</b> Students synthesize factors related to preparing for a career in education and related careers</p>	<p><b>EF-1.1</b> Analyze roles, functions, education and training, and licensure requirements of individuals engaged in education and related careers</p> <p><b>EF-1.2</b> Demonstrate personal characteristics, abilities, knowledge, skills, and requirements needed to work successfully in education and related careers</p> <p><b>EF-1.3</b> Understand ethical and legal standards and principles that impact education and related careers, including liability and confidentiality in family/school relationships</p> <p><b>EF-1.4</b> Review and prepare for licensure requirements including, but not limited to, the PRAXIS I/PPST</p> <p><b>EF-1.5</b> Examine the historical and contemporary significance of education in society</p> <p><b>EF-1.6</b> Determine requirements of a Highly Qualified Professional</p> <p><b>EF-1.7</b> Construct and assemble career preparatory materials, including but not limited to: Resume, Career Portfolio Requirements, Research, FCCLA Teach and Train STAR Event, etc.</p>	<ul style="list-style-type: none"> <li>• Summarize qualities of effective teachers</li> <li>• Identify educational requirements for teachers at various levels</li> <li>• Analyze teacher salary and benefits</li> <li>• Maintain good attendance during field experience</li> <li>• Follow dress code during field experience</li> <li>• Develop positive relationships with students and teachers during field experience</li> <li>• Identify licensure requirements and steps to acquire a teaching license</li> <li>• Use the department of education website to find licensure information</li> <li>• Adhere by confidentiality laws</li> <li>• Analyze a variety of legal and ethical situations that impact education</li> <li>• Determine the ethical solution to a variety of issues that impact education</li> <li>• Identify examples of how education during the American Colonial Period reflected local culture and beliefs</li> <li>• Analyze how key people in early education reform responded to concerns at the time.</li> <li>• Identify links between key federal education legislation and perceived threats to national security or prosperity during the 1940s and 1950s</li> <li>• Summarize the impact of civil rights movement on American education</li> <li>• Evaluate the impact of educational changes from the 1970s through 2000s and how it continues shape education today</li> </ul>	<ul style="list-style-type: none"> <li>• Resume</li> <li>• Portfolio project</li> <li>• Historical timeline</li> <li>• Teacher characteristics self-evaluation</li> <li>• School ethics situation activity</li> <li>• Field experience</li> <li>• Student ambassadors</li> <li>• NTHS</li> <li>• Guest speakers</li> <li>• Field trips</li> </ul>	<p>8 weeks to introduce</p> <p>Reinforced all year through classroom and field experience</p>	<ul style="list-style-type: none"> <li>• Pre-Professional Certification</li> <li>• Timelines</li> <li>• Teaching Chapters 1, 2, 3, and 4 tests</li> <li>• Resume</li> <li>• Classwork</li> <li>• Participation</li> <li>• Essential Skills Evaluation</li> <li>• Technical Skills Evaluation</li> <li>• Work Ethic Certification</li> <li>• Classroom placement observations</li> <li>• Field experience evaluation</li> <li>• Participation</li> </ul>

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<p><b>DOMAIN</b> The Learner and the Learning Process</p> <p><b>Core Standard 2</b> Students apply curriculum and instruction to meet student's developmental needs</p>	<p><b>EF-2.1</b> Apply learning and instructional theories and principles to learners</p> <p><b>EF-2.2</b> Demonstrate effective teaching practices that accommodate learning styles, learning differences, and special needs</p> <p><b>EF-2.3</b> Evaluate language, culture, and educational background affects on learning and schools</p> <p><b>EF-2.4</b> Analyze physical, emotional, social, and intellectual development of children and adolescents</p> <p><b>EF-2.5</b> Determine management strategies that promote positive student behavior while engaging students in learning</p> <p><b>EF-2.6</b> Create schedules, activities, routines, and transitions that promote learning</p> <p><b>EF-2.7</b> Explain ways the cultural, environmental, and family factors affect the students in schools</p>	<ul style="list-style-type: none"> <li>Define educational theories of Piaget, Vygotsky, Bruner, Skinner, Kolb, and Kohlberg and their corresponding theories</li> <li>Explain how educational theory has developed over time and how this applies to education today</li> <li>Provide examples of educational theory in the classroom</li> <li>Explain Howard Gardner's Multiple Intelligences Theory</li> <li>Analyze developmental theories to real-life situations</li> <li>Analyze growth patterns for children.</li> <li>Analyze physical and cognitive skills required to master a task</li> <li>Develop a list of social skills children must learn</li> <li>Identify when moral development occurs</li> <li>Identify the impact various influences that impact moral development and personal values of teens</li> <li>Explain how culture, environment and family affect student learning</li> <li>Analyze social problems facing youth today and how that impacts student learning</li> <li>Analyze personal learning styles</li> <li>Identify methods schools use to help gifted and talented learners and students with special needs to reach their potential</li> <li>Identify the challenges of English Language learners face and how classroom teachers can help</li> <li>Develop a behavior management plan for the classroom including establishing rules and procedures to enhance the learning environment and to minimize behavior problems</li> </ul>	<ul style="list-style-type: none"> <li>Theorist project</li> <li>Observation #6- Differing Abilities</li> <li>Observation #5- Behavior</li> <li>Observation #1- Physical Environment</li> <li>Sample schedules</li> <li>Management plan activity</li> <li>Multiple intelligence theory article review and essay</li> <li>Cultural acceptance book review</li> <li>social problems research essay</li> <li>Field experience</li> </ul>	<p>12 weeks to introduce</p> <p>Reinforced all year through classroom and field experience</p>	<ul style="list-style-type: none"> <li>Theorist project</li> <li>Observation essays</li> <li>Classwork</li> <li>Multiple intelligence test</li> <li>Book review presentation</li> <li>Social problems essay</li> <li>Teaching Chapters 6, 7, 8, 9, and 15 tests</li> <li>Classroom placement observations</li> <li>Field experience evaluation</li> <li>Participation</li> <li>Pre-Professional Certification</li> <li>Dual credit</li> </ul>

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<p><b>DOMAIN</b> Planning Instruction</p> <p><b>Core Standard 3</b> Students develop and manage instructional plans based upon knowledge of subject matter and curriculum goals</p>	<p><b>EF-3.1</b> Assess curriculum and instruction models to determine usage</p> <p><b>EF-3.2</b> Establish instructional goals that are developmentally appropriate</p> <p><b>EF-3.3</b> Develop organizational and managerial skills that enhance performance</p> <p><b>EF-3.4</b> Analyze relevant standards in instructional planning and assessment</p> <p><b>EF-3.5</b> Apply principles and elements of effective instruction and assessment in the field experience setting</p>	<ul style="list-style-type: none"> <li>Assess curriculum and multiple models of instruction to determine the best course of action</li> <li>Identify initiatives that influence educational standards and curriculum development</li> <li>Write learning objectives that are developmentally appropriate</li> <li>Demonstrate organizational skills while working in field experience</li> <li>Use Indiana State Standards to assist with writing lesson plans and setting learning objectives</li> <li>Demonstrate effective instruction and flexibility when teaching lessons in field experience</li> <li>Write lesson plans on chosen topics</li> <li>Analyze a lesson, identifying teaching strategies and use of questioning, examples, and closure</li> <li>Develop critical-thinking questions appropriate for instruction based on upper levels of Bloom's Taxonomy</li> </ul>	<ul style="list-style-type: none"> <li>Lesson plans</li> <li>Writing sample learning objectives</li> <li>Plan and teach small group lessons</li> <li>Bloom's Taxonomy questions</li> <li>Field experience</li> </ul>	<p>4 weeks to introduce</p> <p>Reinforced all year through classroom and field experience</p>	<ul style="list-style-type: none"> <li>Classwork</li> <li>Lesson plans</li> <li>Teaching Chapters 11 and 12 tests</li> <li>Classroom placement observations</li> <li>Field experience evaluation</li> <li>Participation</li> <li>Pre-Professional Certification</li> <li>Dual credit</li> </ul>

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<p><b>DOMAIN</b> Learning Environment</p> <p><b>Core Standard 4</b> Students analyze factors leading to an optimal learning environment for students</p>	<p><b>EF-4.1</b> Evaluate classroom management procedures that support learning</p> <p><b>EF-4.2</b> Design a plan for materials, furnishings, and other resources to create safe and effective instructional environments</p> <p><b>EF-4.3</b> Plan a community/and or family school partnership event to positively influence the school environment</p> <p><b>EF-4.4</b> Assess the structure of school governance</p>	<ul style="list-style-type: none"> <li>• Recognize safe and unsafe activities</li> <li>• Analyze behavior management systems to determine effectiveness and recognize effective teacher strategies to manage student behaviors</li> <li>• Explain the role families and community members play in the success of students</li> <li>• Identify the different roles within a school system and the purpose of each role</li> <li>• Analyze the organization and control of education in Indiana</li> </ul>	<ul style="list-style-type: none"> <li>• Observation #5- Behavior</li> <li>• Observation #1- Physical Environment</li> <li>• Elementary school assembly</li> <li>• Field experience</li> </ul>	<p>4 weeks to introduce</p> <p>Reinforced all year through classroom and field experience</p>	<ul style="list-style-type: none"> <li>• Observation essays</li> <li>• Teaching Chapters 5 and 15 tests</li> <li>• Classwork</li> <li>• Classroom placement observations</li> <li>• Field experience evaluation</li> <li>• Participation</li> <li>• Pre-Professional Certification</li> <li>• Dual credit</li> </ul>

Content	Indiana DOE Standards	Knowledge & Skills <small>(based on instructional materials)</small>	Example Activities	Time Frame	Evaluation / Certification
<p><b>DOMAIN</b> Instructional Strategies and Assessments</p> <p><b>Core Standard 5</b> Students employ a variety of instructional and assessment strategies to promote optimal learning</p>	<p><b>EF-5.1</b> Apply a variety of teaching strategies to impact student learning</p> <p><b>EF-5.2</b> Examine purposes of, and apply techniques for, assessing student learning</p> <p><b>EF-5.3</b> Demonstrate how to integrate assessment into teaching and learning</p> <p><b>EF-5.4</b> Evaluate student data to guide instruction</p> <p><b>EF-5.5</b> Integrate technology as a tool for instruction, evaluation, and management</p> <p><b>EF-5.6</b> Demonstrate discussion and questioning techniques that promote critical thinking and problem solving</p>	<ul style="list-style-type: none"> <li>• Explain a variety of different teaching strategies and the advantages/disadvantages of them</li> <li>• Describe Gardner’s Multiple Intelligence theory and how this impacts teaching strategies</li> <li>• Analyze the importance of grading and providing feedback to students</li> <li>• Develop questions a teacher might use for course evaluation</li> <li>• Distinguish between summative and formative assessments</li> <li>• Describe alternative assessment strategies and how they help demonstrate student learning, and create an evaluation tool for assessing learning</li> <li>• Analyze a set of data and make decisions based on this information</li> <li>• Use technology as a tool for learning in classroom placement</li> <li>• Analyze Bloom’s Taxonomy and create questions/activities to demonstrate each level of knowledge</li> </ul>	<ul style="list-style-type: none"> <li>• Observation #2- Teaching Techniques</li> <li>• Lesson utilizing Gardner’s Multiple Intelligences</li> <li>• Multiple intelligence article review essay</li> <li>• Matching and creating example assessments</li> <li>• Analysis of assessment data activity</li> <li>• Bloom’s Taxonomy pyramid</li> <li>• Field experience</li> </ul>	<p>8 weeks to introduce</p> <p>Reinforced all year through classroom and field experience</p>	<ul style="list-style-type: none"> <li>• Observation essay</li> <li>• Lesson plans</li> <li>• Multiple intelligences test</li> <li>• Teaching Chapters 11, 13, and 14 tests</li> <li>• Classroom placement observations</li> <li>• Field experience evaluation</li> <li>• Participation</li> <li>• Essay Rubric</li> <li>• Classwork</li> <li>• Pre-Professional Certification</li> <li>• Dual credit</li> </ul>