# Curriculum Plan – Elementary Education

8-Week Calendar

## Term 1 (3 units)

### EDU6004 - Educational Foundations

(3 units)

Educational Foundations is a foundations course designed to introduce the principles of teaching and learning in the K-12 setting. During this course teacher candidates gain a philosophical foundation for teaching and translate these beliefs into effective practice in the multicultural and multilingual classroom. The course reviews significant historical events and trends in America’s public education. Teacher candidates discuss effective classroom management systems for the diverse classroom including special needs, language, gender and ethnic equity in the classroom. Exemplary curriculum, methodology and instructional strategies are the focus of this course. This course is required during the first term of enrollment. Course content during these eight weeks requires substantial preparation, collaboration, and participation

## Term 2 (6 units)

### EDU6020 - Seminar: Setting Classroom Procedures

(1.5 units)

The primary objective of the four term Seminar Series is to develop Candidate capacity to increase student learning and achievement while working toward a teaching certificate.

The four term Seminar Series courses provide Candidates with opportunities to develop their capacity to increase K-12 student learning and achievement. Candidates receive practical instruction on research-based best practices, application to the K-12 classroom, and further exploration of both theory and practice through course readings and discussions. These courses provide opportunities to bridge application of theories learned throughout pedagogy coursework to results driven teaching focused on best practices.

Co-requisite: EDU6046

### EDU6046 - Clinical Practice I: Standard Intern

(1.5 units)

The primary objective of Clinical Practice is to provide Candidates with an enriched and comprehensive opportunity to develop, refine, and demonstrate competencies and expectations necessary for effective instruction in the classroom. The aim of all clinical practice courses is to help candidates become effective, reflective professionals by applying the theories and methods learned in university pedagogy and seminar courses in real classroom settings. Clinical Practice consists of fieldwork and or observations. Candidates work with university field supervisors in coordination with district support providers.

There are four terms of Clinical Practice that must be taken at the same time as the seminars.

Co-requisite: EDU6020

### EDU6005 - Psycho-Educational Development of Diverse Learner Classroom Application

(3 units)

This course affords the Teacher Candidate with a critical knowledge base for effective instructional planning. The course is an overview of human development, conception through adolescence, in the following domains: physical development (changes in the body and how a person uses the body), cognitive development (changes in styles of thinking, language ability and use, and memory), and psychosocial development (changes in feelings or emotions as well as in relations with other people). Each domain influences each of the others. Each, individually and related, influence performance in school. Instruction and curriculum address this continuity and change throughout childhood and adolescence.

The course also explores the educational practices which work effectively with special populations as well as state regulations which call upon the teacher to meet the needs of a diverse student population. The study will explore the influence of cultural and social factors on development, such as the impact of ethnicity, of language background, of gender, and of socioeconomic status. Effective and appropriate of research based information is the cornerstone of this course.

## Term 3 (6 units)

### EDU6021 - Seminar: Supporting Differentiated Learning

(1.5 units)

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Co-requisite: EDU6047

### EDU6047 - Clinical Practice II: Standard Intern

(1.5 units)

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There are four terms of Clinical Practice that must be taken at the same time as the seminars.

Co-requisite: EDU6021

### EDU6012 - Applied Linguistics Seminar: Reading

(3 units)

This course is a research-based methodology for teaching a balanced approach to Reading and Language Arts in cross-culturally and linguistically diverse classrooms. There is a focus on explicit and meaningful applied instruction in reading, speaking, listening, phonemic awareness, phonics, assessment, evaluation, and other relevant reading and language arts. This course is designed to provide elementary education teacher candidates with the necessary background and skills to successfully teach comprehensive Language Arts and Reading in a cross-cultural, linguistically diverse classroom.

## Term 4 (6 units)

### EDU6022 - Seminar: Curriculum and Instruction

(1.5 units)

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Co-requisite: EDU6048

### EDU6048 - Clinical Practice III: Standard Intern

(1.5 units)

The primary objective of Clinical Practice is to provide Candidates with an enriched and comprehensive opportunity to develop, refine, and demonstrate competencies and expectations necessary for effective instruction in the classroom. The aim of all clinical practice courses is to help candidates become effective, reflective professionals by applying the theories and methods learned in university pedagogy and seminar courses in real classroom settings. Clinical Practice consists of fieldwork and or observations. Candidates work with university field supervisors in coordination with district support providers.

There are four terms of Clinical Practice that must be taken at the same time as the seminars.

Co-requisite: EDU6022

### EDU6063 - Principles, Practices and Socio-Cultural Issues of Teaching English Language Learners

(3 units)

This course examines all aspects of teaching English Language Learners in K-12 schools. School based Language Arts programs are examined in the context of state and federal legislative mandates pertaining to the education of English Language Learners. You will learn about and effectively use materials, methods, and strategies for assessing a student’s English proficiency level and providing instruction that leads to grade-level English listening, speaking, reading, and writing skills. This is an applied practices course and you will learn about, modify, and apply the strategies and methods that are effective with English Language Learners, and share experiential knowledge with your colleagues in the course. Included in this course is a study of Specially Designed Academic Instruction in English (SDAIE) strategies and ELD methods including the use of comprehensible input to promote accessible content area curricula for English Language Learners. The theoretical focus includes first and second language acquisition theory, language development theory, literacy methods, and psychological and socio-cultural factors that have an impact on language learning.

## Term 5 (6 units)

### EDU6023 - Seminar: Grading and Goal Setting

(1.5 units)

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The four term Seminar Series courses provide Candidates with opportunities to develop their capacity to increase K-12 student learning and achievement. Candidates receive practical instruction on research-based best practices, application to the K-12 classroom, and further exploration of both theory and practice through course readings and discussions. These courses provide opportunities to bridge application of theories learned throughout pedagogy coursework to results driven teaching focused on best practices.

Co-requisite: EDU6049

### EDU6049 - Clinical Practice IV: Standard Intern

(1.5 units)

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There are four terms of Clinical Practice that must be taken at the same time as the seminars.

Co-requisite: EDU6023

### EDU6035 – Elementary Education Methods

(3 units)

The goal of this course is to help Teacher Candidates (K-8) develop as reflective practitioners and researchers of their own ‘best practices’. The course involves an intensive study of methods, skills, strategies, and materials for teaching Language Arts, Mathematics, Science and History/Social Science. These primary grade/elementary education areas will focus on translating theory into effective practices. Teacher candidates will engage in critical analysis of a variety of objectives, instructional materials and strategies, and assessment and evaluation techniques. This course will address the needs and strengths of a diverse student population and the appropriate design of an integrated and comprehensive elementary education curriculum for all learning levels of English learners.

## Term 6 (3 units)

### TEL7170 - Technology in the Curriculum

(3 units)

Beginning teachers use appropriate educational technologies to deepen teaching and learning to provide students with opportunities to participate in a digital society and economy. Beginning teachers use established learning goals and students’ assessed needs to frame the choices of digital tools and instructional applications consistent with standards of the International Society for Technology in Education (ISTE) and the International Association for K-12 Online Learning (iNACOL).