

Curriculum Plan – Elementary Education  
8-Week Calendar- Revised 2/9/2021  
Credit Hours: 30

Term 1 (6 units)

EDU62030 – Professional Learning and Practice  
(3 units)

This course provides candidates with the foundational tools and knowledge necessary to successfully obtain their teacher certification by the completion of their enrolled program. Requirements of teacher certification for candidate's state and the teacher education program standards will be explored so candidates will become deeply familiar with the requirements and will be able to establish a solid foundation as they begin their teaching career. Candidates will review program expectations, codes of conduct, academic performance expectations, and various technology tools. Candidates will also be introduced to core concepts in teaching such as content development, co-teaching, co-planning, lesson planning, and various teaching models to support the diverse needs of all learners.

EDU62040A - Educational Foundations: The Learner and the Learning Environment  
(3 units)

This course provides a survey of the history and major philosophies of education, including the impact of federal, state, and local legislation on education today. The context within which educational philosophy taking place will be explored by identifying the composition of a diversity of learners and the inclusive learning environment. Candidates will build a framework for their personal philosophy of education that will support all learners, providing examples that include instructional strategies, learning outcome goals, and support of content knowledge concepts.

Term 2 (6 units)

EDU62340 – Content Knowledge and Instructional Practice V: Math Pedagogy and 21<sup>st</sup> Century Approaches  
(3 units)

This course will provide the construct for how K-12 students think about and learn mathematics. You will explore research-based mathematics pedagogy which develop students' ability to think critically and demonstrate computational thinking and problem-solving skills in math. Developmentally appropriate strategies and supports for designing instruction for all learners to provide access and equity in your math practice will be analyzed. You will learn how to effectively integrate technology and content standards across the curriculum to support students' conceptual understanding and procedural fluency in mathematics.

## TEL71710 – Educational Technology

(3 units)

This course promotes accessibility and meaningful engagement for all learners by covering the use of using technology, social media, designing, and the incorporation of media-rich materials into lessons. Teacher candidates use appropriate educational technologies along with 21<sup>st</sup> Century Approaches to deepen teaching and learning to provide students with opportunities to participate in a digital society and economy. Candidates will establish 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).

## Term 3 (4.5 units)

### EDU62350 - Content Knowledge & Instructional Practice: Elementary Methods

(3 units)

The purpose of this course is to provide teacher candidates enrolled in the multiple subject pathway and educational specialist pathway with the methodologies and tools to plan and provide instruction and assessments based on data analysis across multiple subjects. You will develop an understanding of your state mandated professional teaching standards, your content standards and how to work with diverse populations. Emphasis will be placed on strategies for integrating STEM, writing across the curriculum, and co-teaching models to support an inclusive educational environment.

### EDU62460 - Clinical Practice I: Planning

(1.5 units)

This course provides an introductory overview of planning and instruction, focusing on the key elements for effective instructional design using a student-centered approach. You will identify how lessons are designed and reflect how your state's professional teaching standards are incorporated in your lessons. You will be introduced to the evidence-based practice of backwards design principles, and will use the evidence from your coursework to develop lesson plans by applying culturally responsive teaching practices to create effective learning goals, differentiated instruction and UDL principles, develop learning tasks that are connected to real world applications, and give students the opportunity to develop their language skills to deepen content understanding.

#### Term 4 (4.5 units)

##### EDU62120A – Content Knowledge and Instructional Practice II: Literacy Pedagogy (3 units)

Academic content in English Language Arts, which is critical to learner development and content acquisition across various subjects, is presented in this course. This research-based methodology course addresses Reading and Language Arts in cross-culturally and linguistically diverse classrooms. This course will provide the foundation for effectively integrating literacy instruction across the curriculum. Candidates will examine the reading process from phonemic awareness to reading comprehension and learn how to effectively implement research-based strategies in the classroom and in lesson planning. Candidates will also learn about common types of reading problems for students with dyslexia, intellectual disabilities and English Language learners, and research-supported methods for overcoming those problems. Technology tools available to enhance, reinforce, and supplement instruction will be explored and candidates will have the opportunity to implement reading assessments and interpret the results within various content areas.

##### EDU62470 - Clinical Practice II: Teaching and Learning (1.5 units)

This course provides an introductory overview of teaching and learning, focusing on the key elements for effective instruction using a student-centered approach. You will identify how lessons can be analyzed for evidence of student learning and growth and reflect on how your state's professional teaching standards are incorporated in your lessons. You will use the evidence from your coursework to develop lesson plans by applying reflective teaching practices to create effective instructional activities and learning tasks that are connected to real world applications, and give students the opportunity to develop their skills to deepen content understanding.

#### Term 5 (4.5 units)

##### EDU62630 – Content Knowledge and Instructional Practice III: 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 as well as all core content areas are examined in the context of state and federal legislative mandates pertaining to the education and access of English Language Learners. You will understand the instructional needs of ELs and learn about effective use of materials, methods, and strategies for assessing a student's English proficiency level and use this knowledge to provide targeted instruction that leads to supporting access to grade-level English listening, speaking, reading, and writing skills. You will learn the difference between Designated and Integrated ELD and incorporating Language Standards into cross-content curricular areas. Your state's most current English Language Development Standards will become the central point for lesson planning for your EL students.

This is an applied practice course, meaning you will learn about, modify, and apply the strategies and methods that are effective with English Language Learners while also sharing experiential knowledge with your colleagues. 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.

EDU62480 - Clinical Practice III: Assessment  
(1.5 units)

This course provides practical experience with the implementation and analysis of formative assessments and summative evaluations to monitor and adjust student learning. You will learn how to establish measurable objectives, create assessments, and develop learning tasks and materials based on pre-assessment strategies, knowledge of students, and effective application of backwards design principles. How to provide timely feedback to students based on their performance in meeting or not meeting the measurable objectives will be examined. Through a whole class analysis of summative evaluation, you will identify trends to offer appropriate supports and modified instruction to meet the needs of your students.

Term 6 (4.5 units)

EDU62050 – Content Knowledge and Instructional Practice IV: Differentiated Instruction  
(3 units)

This course will provide you with the knowledge and tools to successfully implement Differentiated Instruction as a teaching strategy in your future classrooms. You will explore what differentiated instruction looks like, how to create a learning environment that focuses on student readiness and instruction that responds to student variances. You will learn how to determine student learning gaps through a task analysis of state standards that will pinpoint prerequisite skills. Through this process you will also create ongoing formative assessments that will move students towards mastery of those skills. By the end of the course you will understand the importance of student readiness, identify student interests and student learning styles as well as when it is appropriate to differentiate instruction. You will be able to implement a variety of instructional strategies that will differentiate student learning through the content, the process, the product and/or the classroom environment.

EDU62490 - Clinical Practice IV: Reflection and Professional Responsibility  
(1.5 units)

The goal of this course is to engage in reflection of your role as a professional educator. You will analyze and evaluate your skills in planning, instruction, and assessment by applying the Understanding by Design (UbD) Framework. You will continue to analyze formative and summative data and modify instruction to improve student potential in meeting state standards. Throughout this course, you will identify and revise artifacts that demonstrate your levels of proficiency at meeting your state's teaching standards for your Individual Development Plan (IDP) Portfolio.

Co-requisite: EDU62050

## Curriculum Plan – Secondary Education

8-Week Calendar- Revised 2/9/2021

Credit Hours: 30

### Term 1 (6 units)

#### EDU62030 – Professional Learning and Practice

(3 units)

This course will provide you with the tools and knowledge to successfully obtain your teacher certification by the completion of your enrolled program. Requirements of teacher certification for your state and the teacher education program standards will be explored so that you will become intimate with the requirements. You will review program expectations, codes of conduct, academic performance expectations, and various technology tools. You will also be introduced to core concepts in teaching such as co-teaching, co-planning, lesson planning, and various teaching models.

#### EDU62040A - Educational Foundations: The Learner and the Learning Environment

(3 units)

This course provides a survey of the history and major philosophies of education, including the impact of federal, state, and local legislation on education today. The context within which education takes place will be explored by identifying the composition of a diversity of learners and the inclusive learning environment. You will build a framework for your personal philosophy of education that will support all learners.

### Term 2 (6 units)

#### EDU62340 – Content Knowledge and Instructional Practice IV: Math Pedagogy and 21<sup>st</sup> Century Approaches

(3 units)

This course will provide the construct for how K-12 students think about and learn mathematics. You will explore research-based mathematics pedagogy which develop students' ability to think critically and demonstrate computational thinking and problem-solving skills in math. Developmentally appropriate strategies and supports for designing instruction for all learners to provide access and equity in your math practice will be analyzed. You will learn how to effectively integrate technology and content standards across the curriculum to support students' conceptual understanding and procedural fluency in mathematics.

## TEL71710 – Educational Technology

(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).

## Term 3 (4.5 units)

### EDU62280 - Content Knowledge & Instructional Practice I: Secondary Methods

(3 units)

Secondary Methods explores the concerns common to secondary instruction: classroom management, instructional planning, assessment planning, differentiated instruction, and integrating technology into instruction. You will apply the state standards to design a unit, with accompanying lesson plans, to create a safe learning environment that promotes student growth. You will develop the ability to plan multi-faceted instruction within your specific content area that is appropriate to the developmental characteristics and learning styles of diverse students. Your unit of instruction will demonstrate blended-learning principles of personalized learning and balance online and classroom-based experiences. Emphasis will be placed on the integration of technological resources specific to your content areas.

### EDU62460 - Clinical Practice I: Planning

(1.5 units)

This course provides an introductory overview of planning and instruction, focusing on the key elements for effective instructional design using a student-centered approach. You will identify how lessons are designed and reflect how your state's professional teaching standards are incorporated in your lessons. You will be introduced to the evidence-based practice of backwards design principles, and will use the evidence from your coursework to develop lesson plans by applying culturally responsive teaching practices to create effective learning goals, differentiated instruction and UDL principles, develop learning tasks that are connected to real world applications, and give students the opportunity to develop their language skills to deepen content understanding.

## Term 4 (4.5 units)

### EDU62120B – Content Knowledge and Instructional Practice II: Literacy Pedagogy

(3 units)

This course will provide the foundation for effectively integrating literacy instruction across the curriculum. You will learn how to effectively implement research-based reading strategies in your classroom and in lesson planning to support a diversity of learners and the inclusive learning environment. Technology tools available to enhance, reinforce, and supplement instruction will be explored.

#### EDU62470 - Clinical Practice II: Teaching and Learning (1.5 units)

This course provides an introductory overview of teaching and learning, focusing on the key elements for effective instruction using a student-centered approach. You will identify how lessons can be analyzed for evidence of student learning and growth and reflect on how your state's professional teaching standards are incorporated in your lessons. You will use the evidence from your coursework to develop lesson plans by applying reflective teaching practices to create effective instructional activities and learning tasks that are connected to real world applications, and give students the opportunity to develop their skills to deepen content understanding.

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(3 units)

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