

Course Outline

COURSE: CD 8C **DIVISION:** 50 **ALSO LISTED AS:**

TERM EFFECTIVE: Fall 2020 **CURRICULUM APPROVAL DATE:** 11/10/2020

SHORT TITLE: ELEMENTARY EDUCATION

LONG TITLE: Introduction to Elementary Education

<u>Units</u>	<u>Number of Weeks</u>	<u>Type</u>	<u>Contact Hours/Week</u>	<u>Total Contact Hours</u>
3	18	Lecture:	3	54
		Lab:	0	0
		Other:	0	0
		Total:	3	54

COURSE DESCRIPTION:

This course introduces students to the concepts and issues related to teaching diverse learners in today's contemporary schools, Kindergarten through grade 12 (K-12). Topics include teaching as a profession and career, historical and philosophical foundations of the American education system, contemporary educational issues, California's content standards and frameworks, and teacher performance standards. In addition to class time, the course requires a minimum of 45 hours of structured fieldwork in public school elementary classrooms that represent California's diverse student population, and includes cooperation with at least one carefully selected and campus- approved certificated classroom teacher.

PREREQUISITES:

COREQUISITES:

CREDIT STATUS: D - Credit - Degree Applicable

GRADING MODES

L - Standard Letter Grade

REPEATABILITY: N - Course may not be repeated

SCHEDULE TYPES:

- 02 - Lecture and/or discussion
- 05 - Hybrid
- 71 - Dist. Ed Internet Simultaneous
- 72 - Dist. Ed Internet Delayed

STUDENT LEARNING OUTCOMES:

By the end of this course, a student should:

1. Identify personal meanings related to teaching, reflecting upon why they want to be teachers; examine personal characteristics, assumptions and beliefs, subject matter knowledge, experiences and goals which could affect their development as teachers.
2. Articulate basic purposes of schooling and trace the history of their development, encompassing issues of inequality that include social, cultural and political -philosophical problems and their effects on specific groups in society.
3. Describe the multiple roles and functions of teachers and other school personnel in meeting the diverse needs of students.
4. Demonstrate knowledge of professional standards, ethics, and professionalism in classroom and school visits.
5. Demonstrate an understanding of educational issues in a culturally and linguistically diverse society, including parent/community/school dynamics.
6. Demonstrate knowledge of the impact of cultural contexts on learning.
7. Analyze ecological challenges outside the classroom that impact student learning and identify school and community resources that address these issues.
8. Demonstrate skills in implementing established protocols for visiting schools and classrooms; discuss how students can participate in and contribute to the success of classrooms and school sites.
9. Demonstrate skill in implementing observation protocols.
10. Relate course content to real classrooms through satisfactory completion of a minimum of 45 hours of approved fieldwork including structured assignments, observations, and reflections that demonstrate the observer's ability to: (a) recognize and describe examples of teaching events that implement some elements of the California Standards for the Teaching Profession (CSTP) and state adopted Teaching Performance Expectations (TPEs), (b) observe the use of state-adopted academic content and performance standards (Common Core), (c) compare and contrast classroom environments, (d) recognize and describe individual differences among students and identify strategies and accommodations used to address these differences.

CONTENT, STUDENT PERFORMANCE OBJECTIVES, OUT-OF-CLASS ASSIGNMENTS

Curriculum Approval Date: 11/10/2020

3 Hours

Content:

Overview of course; purpose, expectations of fieldwork component

Student Performance Objectives (SPO): Recognize key components of their own educations; identify their own personal meanings related to teaching; begin to examine personal characteristics, own assumptions and beliefs.

3 Hours

Content: Status of the Profession

Student Performance Objectives (SPO): Identify professional organizations, including unions, which provide support and assistance to teachers; students will be able to identify what is required of teachers to enable them to teach in public

schools; identify California Standards of the Teaching Profession (CSTP) and will be prepared to look for examples during their field work; students will be able to identify and explain intrinsic

and extrinsic rewards in teaching; students will be able to identify and describe common difficulties faced by beginning teachers and how teaching reflects society's past and present values; be able

to delineate subject matter knowledge, experiences and goals which can affect personal development as a teacher; students will be able to identify protocols for visiting schools, entering classrooms, and completing observations.

3 Hours

Content: Development of the Profession

Student Performance Objectives (SPO): be able to explain how teachers' attitudes toward themselves, their students, their colleagues, other adults, and their subject matter affect teaching; be able to define the differences between teaching and learning in classrooms; evaluate the duties of elementary teachers in terms of recognized criteria for a profession; develop a personalized plan for their own

professional development; recognize and describe examples of teaching events that implement some elements of the state adopted Teaching Performance Expectations (TPEs); identify a school district, and school site for field work and begin activities with the schools; describe the parameters of the field work experience related to ethics, observations, confidentiality.

3 Hours

Content: Major Philosophies Influencing American Education

Student Performance Objectives (SPO): Explain the relationship between a personal philosophy and a philosophy of education; identify the philosophies that take an optimistic view of human nature and those that take a pessimistic view; describe how major philosophies have influenced educational thought over historical periods; begin to trace the basic purposes of schooling effects on specific groups in society, including social, cultural, and political-philosophical problems.

3 Hours

Content: The impact of Educational Theories on Educational Practice

Student Performance Objectives (SPO): Define an educational theory and explain its relationship to philosophy as a discipline;

distinguish among four educational philosophies and explain how they relate to the work of teachers; students will be able to identify key contribution of Mortimer Adler, BF Skinner, John Dewey; describe the basic purposes of schooling.

3 Hours

Content: American Education: European Heritage and Colonial Experience

Student Performance Objectives (SPO): Describe the curriculum in Colonial schools and the forces that shaped it; identify and describe the issues of inequality and their effects on specific groups in society.

3 Hours

Content: American Education: From Revolution to the Twentieth Century

Student Performance Objectives (SPO): Describe the impact of Thomas Jefferson and Noah Webster on American Education in the Early 19th century; discuss the factors leading to the growth of higher education in 19th century America; compare the educational opportunities provided to Native Americans, Hispanic Americans, and Black Americans in the 19th century; trace and describe the development of teacher education in the United States; based on their field work, demonstrate an understanding of educational issues in a culturally and linguistically diverse society through activities, discussions, and worksheets.

3 Hours

Content: Modern American Education from the Progressive Movement to the Present

Student Performance Objectives (SPO): Identify the major economic, political, and social forces affecting education up to and including the 21st century; describe the progressive education movement in the United States; compare the impact of the Great Depression, World War II, Cold War on educations; based on observations, describe the use of state-adopted academic content and performance standards (Common Core).

3 Hours

Content: The Social and Cultural Contexts of Schooling: Their Influence and Consequence

Student Performance Objectives (SPO): Explain the relationship between the schools and society the schools serve; explain how the school,

family, peer group, religion, and the mass media socialize children and youth; compare the educational achievement and attainment of social class groups, ethnic and racial groups, and males and females; demonstrate knowledge of the impact of cultural contexts on learning; demonstrate an understanding of educational issues in a culturally and linguistically diverse society, including parent/community/school dynamics.

3 Hours

Content: Responding to Diversity

Student Performance Objectives (SPO): Differentiate the concepts of multiculturalism, assimilation, cultural pluralism, and multicultural education; describe

how the demographic and cultural differences may foster misunderstanding; describe the key elements of "appropriate educations" and "least restrictive environment" in relation to children with special needs; analyze ecological challenges outside the classroom that impact student learning; demonstrate knowledge of the impact of cultural contexts on learning.

3 Hours

Content: Students at Risk

Student Performance Objectives (SPO): discuss the relationship between risk, resiliency, and protective factors; name the common signs or indicators of child abuse and neglect and the procedures teachers use as mandatory reporters; analyze ecological challenges outside the classroom that impact student learning and identify school and community resources that address these issues.

6 Hours

Content: Legal Framework for the Public Schools: Teachers, Students, and the Laws; delving into case law and looking at current issues impacting teachers and students.

Student Performance Objectives (SPO): identify federal constitutional provisions affecting education; compare statutory law, case (or common) law, and administrative law; identify the personal and professional requirements for employment of prospective teachers; provide an overview of teachers' rights inside and outside the classroom; discuss how the Family Educational Rights and Privacy Act expanded parental and student rights; demonstrate knowledge of professional standards, ethics, and professionalism as they relate to legal frameworks for public schools and classrooms; describe in general terms the laws related to copyright, self-defense, religion in the classroom, lifestyle choices, academic freedom.

3 Hours

Content: Governance and Financing American Schools: Open Book Quiz

Student Performance Objectives (SPO): Discuss the growth of the charter schools and the possible impact on public schools; identify major local, state, and federal revenue sources; discuss the roles of the school board and the Superintendent of Schools; describe collective bargaining and the role unions play in school governance; describe the relationship of what they have observe in schools and classrooms to new ways of implementing funds at the school site level and the roles of teachers in that process.

3 Hours

Content: School Curriculum; Development and Design; Instructional Practices for Effective Schools

Student Performance Objectives (SPO): describe what core state and national standards are and their effect on the

content that teachers are teaching; identify where to find core standards and how they apply to what teachers teach in grade levels and how the core standards are measured; report out about

recognizing and observing individual differences in students and ways teachers use a variety of instructional strategies and accommodations to address these differences.

6 Hours

Content: School Curriculum: Development and Design; Instructional Practices for Effective Schools

Student Performance Objectives (SPO): Describe the curriculum mapping process in schools; describe the socio-political and professional forces that influence curriculum policy making and design; describe the differences between educational goals and educational objectives; explain the relationship between teaching and learning.

3 Hours

Content: Trends in Educations

Student Performance Objectives (SPO): identify and discuss the projected demographic changes in the U.S. population and their impact on schools and the larger society; describe the technological changes which impact schools, students, teachers, and speculate as to the future impact on teaching and learning.

2 Hours

Final

METHODS OF INSTRUCTION:

Lecture, in-class activities, out of class activities, videos, guest speakers, class assignments, demonstrations, observations

OUT OF CLASS ASSIGNMENTS:

Writing assignments

Percent of total grade: 10.00 %

10% to 40% Written Homework Term or Other Papers Other: Reflections and analyses of educational issues

Problem-solving assignments

Percent of total grade: 10.00 %

Problem-solving assignments: Percent range of total grade: 10 % to 40 % Homework Problems Field Work Quizzes Exams Other: In-class problem solving of educational issues

Skill demonstrations

Percent of total grade: 10.00 %

Skill Demonstrations: Percent range of total grade: 10 % to 40 % Class Performance/s Field Work

Objective examinations

Percent of total grade: 10.00 %

Objective examinations: Percent range of total grade: 10 % to 40 % Multiple Choice True/False Completion Other: Short answer, application questions OF CLASS ASSIGNMENTS:

METHODS OF EVALUATION:

Writing assignments

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Objective examinations: Percent range of total grade: 10 % to 40 % Multiple Choice True/False Completion Other: Short answer, application questions

REPRESENTATIVE TEXTBOOKS:

Webb, L. Dean, Arlene Metha, K. Forbis Jordan. Foundations of American Education. Pearson, 2017.

Reading Level of Text, Grade: 12 Verified by: P. Henrickson

Online materials: 1) California Standards for the Teaching Profession (CA Commission on Teacher Credentialing)

2) Teaching Performance Expectations (CCTC),

3) Elementary Subject Matter Standards: Standard 7 (CCTC)

ARTICULATION and CERTIFICATE INFORMATION

Associate Degree:

CSU GE:

IGETC:

CSU TRANSFER:

Transferable CSU, effective 201730

UC TRANSFER:

Not Transferable

SUPPLEMENTAL DATA:

Basic Skills: N

Classification: Y

Noncredit Category: Y

Cooperative Education:

Program Status: 1 Program Applicable

Special Class Status: N

CAN:

CAN Sequence:

CSU Crosswalk Course Department:

CSU Crosswalk Course Number:

Prior to College Level: Y

Non Credit Enhanced Funding: N

Funding Agency Code: Y

In-Service: N

Occupational Course: C

Maximum Hours:

Minimum Hours:

Course Control Number: CCC000574643

Sports/Physical Education Course: N

Taxonomy of Program: 130500