

Principles of Education and Training, Semester A

Course Overview

This one-semester course is intended to help familiarize you with career opportunities in the education and training career cluster. This course covers career opportunities in the three pathways in the education and training cluster—administration, education, and professional support. In addition, the course covers personal and professional skills that are necessary for a career in this field.

Course Goals

By the end of this course, you will be able to do the following:

- Appraise the influence of various factors and agencies on US education.
- Examine job positions and the education, training, and professional skills required for careers in the education field.
- Inspect effective teaching and learning methods and create environments that encourage inclusivity and student engagement.

Prerequisite Skills

Principles of Education and Training, Semester A has the following prerequisites:

- basic math knowledge
- ability to visualize and apply creativity and innovation
- familiarity with the writing process and following guidelines
- basic computer skills
- ability to structure and process information

General Skills

To participate in this course, you should be able to do the following:

- Complete basic operations with word-processing software, such as Microsoft Word or Google Docs.
- Perform online research using various search engines and library databases.
- Communicate through email and discussion boards.

For a complete list of the general skills required for participation in online courses, refer to the Prerequisites section of the Student Orientation document, found at the beginning of this course.

Credit Value

Principles of Education and Training, Semester A is a 0.5-credit course.

Course Materials

- notebook
- computer with an Internet connection and speakers or headphones
- Microsoft Word or equivalent
- Microsoft Excel or equivalent
- Microsoft PowerPoint or equivalent

Course Pacing Guide

This course description and pacing guide is intended to help you stay on schedule with your work. Note that your course teacher may modify the schedule to meet the specific needs of your class.

Course Components and Grading Rubric

The table gives a breakdown of the weight for each component in the course. Weight represents the percentage of the total score coming from each activity.

Course Components	Count	Weight
Pretest. <i>Pretests are optional assessments, typically designed for credit recovery use. If a student shows mastery of a lesson's objective, the student may be automatically exempted from that lesson in the upcoming unit. Typically, teachers do not choose to employ exemptive pretests for first-time credit courses. Pretests are not included as a component of the student's final grade.</i>	4	0%
Module. <i>Each module in this course contains an interactive tutorial and an associated mastery test. Tutorials may include one or more Lesson Activities that constitute tasks associated with the tutorial. The module score comes from a student's score on the mastery test.</i>	15	20%
Discussion. <i>Online discussions allow for higher-order thinking about terminal objectives. An online threaded discussion mirrors the educational experience of a classroom discussion. Teachers can initiate a discussion by asking a complex, open-ended question. Students can engage in the discussion by responding both to the question and to the thoughts of others. Each unit in a course has one predefined discussion topic; teachers may add more discussion topics.</i>	4	20%
Unit Activity. <i>Unit Activities are at the end a unit and constitute one or more small tasks. Their purpose is to deepen understanding of key unit concepts and tie them together. Each Unit Activity includes a simple rubric. The teacher versions include both a rubric and modeled sample answers. Unit Activities are teacher graded.</i>	4	20%
Posttest. <i>The posttest appears at the end of the unit and mirrors the pretest in structure, content, and complexity.</i>	4	20%
End of Semester Test. <i>The end of semester test (EOS) appears at the end of the course. Students are delivered a few items from every tutorial in the course in order to assess the major course objectives.</i>	1	20%
Total	32	100%

**Teachers may manually adjust these weights if desired, per district grading requirements.*

Unit 1: Education in the United States

Summary

In this unit, you will describe the impact of historical, political, social, cultural, and economic trends on education in the United States. You will also describe the impact of historical, political, social, cultural, and economic trends on education in the United States. Finally, you will identify and describe the various career opportunities in the field of education.

Day	Activity/Objective	Type
1 day: 1	Syllabus and Student Orientation <i>Review the Student Orientation and Course Syllabus at the beginning of this course.</i>	Course Orientation
4 days: 2–5	Factors Influencing Education <i>Recall the impact of the historical, political, social, cultural, and economic developments on education in the United States.</i>	Lesson
4 days: 6–9	Educational Agencies in the United States <i>Identify various education agencies and describe their role in shaping the future of the United States.</i>	Lesson
5 days: 10–14	Choosing the Right Career <i>Name and describe various careers and career pathways in the field of education.</i>	Lesson
4 days: 15–18	Unit Activity/Threaded Discussion—Unit 1 <i>Write a report on the importance of professional development for educators.</i>	Unit Activity
1 day: 19	Post-test—Unit 1	Assessment

Unit 2: Opportunities in the Field of Education

Summary

In this unit, you will describe the roles, responsibilities, traits, and qualifications required to be an educator or trainer. In addition, you will describe the roles, responsibilities, traits, and qualifications of an administrator in the field of education. Then, you will explain the roles, responsibilities, traits, and qualifications of professional support service providers. Finally, you will describe job acquisition and advancement skills.

Day	Activity/Objective	Type
5 days: 20–24	Working as an Educator <i>Identify education programs and describe the responsibilities and qualifications required to be an educator or trainer.</i>	Lesson
5 days: 25–29	Working as an Administrator <i>Recall the roles, responsibilities, and qualifications of an administrator in the field of education; describe job opportunities available in your home state and discuss a career plan.</i>	Lesson
5 days: 30–34	Working as a Professional Support Service Provider <i>Identify job opportunities and explain the roles, responsibilities, certifications, and qualifications of professional support service providers; describe the impact of résumés, employment profiles, and career portfolios.</i>	Lesson
5 days: 35–39	Job Acquisition and Advancement <i>Demonstrate job acquisition and advancement skills by preparing to apply for a job and seeking promotion.</i>	Lesson
4 days: 40–43	Unit Activity/Threaded Discussion—Unit 2 <i>Describe the qualifications, skills, experience, and documents required for a specific job position related to education.</i>	Unit Activity
1 day: 44	Post-test—Unit 2	Assessment

Unit 3: Personal Skills

Summary

In this unit, you will describe effective reading and writing skills. You will also describe effective speaking and listening skills. Finally, you will describe how math skills and scientific methods are applied in the field of education.

Day	Activity/Objective	Type
4 days: 45–48	Reading and Writing <i>Recognize effective reading and writing skills and vocabulary related to the field of education.</i>	Lesson
4 days: 49–52	Speaking and Listening <i>Describe effective speaking and listening skills, active listening, and identify verbal and nonverbal techniques to connect with an audience.</i>	Lesson
5 days: 53–57	Math and Science Skills <i>Recognize the importance and applications of math skills at the workplace; list steps to creating a budget and savings plan, and explain how educators use the scientific method.</i>	Lesson
4 days: 58–61	Unit Activity/Threaded Discussion—Unit 3 <i>Describe some of these transferable skills that are common to jobs in different fields.</i>	Unit Activity
1 day: 62	Post-test—Unit 3	Assessment

Unit 4: Professional Ethics and Skills

Summary

In this unit, you will describe work ethics and appropriate work habits. You will also describe positive self-representation and teamwork skills at the workplace. Then, you will describe critical-thinking and problem-solving skills. Finally, you will describe conflict-resolution skills and explain how to reduce workplace stress.

Day	Activity/Objective	Type
4 days: 63–66	Positive Work Ethics <i>Recognize strong work ethics, appropriate work habits, and traits; discuss modern-day teaching styles and the evolution of education in the United States.</i>	Lesson
4 days: 67–70	Self-Representation <i>Recognize positive self-representation skills and traits and its impact on the workplace.</i>	Lesson
4 days: 71–74	Teamwork <i>Describe the importance of teamwork and collaboration in education, and identify leadership skills and strategies to successfully lead a class or a team.</i>	Lesson
4 days: 75–78	Critical Thinking and Problem Solving <i>Identify decision-making styles and list steps to complete tasks efficiently; recall critical-thinking and problem-solving skills.</i>	Lesson
5 days: 79–83	Conflict Resolution <i>Describe conflict-resolution strategies and explain how to reduce workplace stress.</i>	Lesson
4 days: 84–87	Unit Activity/Threaded Discussion—Unit 4 <i>Identify and describe teachers who have had a positive influence on their students and who have made significant contributions in the area of education.</i>	Unit Activity
1 day: 88	Post-test—Unit 4	Assessment
1 day: 89	Semester Review	Review
1 day: 90	End-of-Semester Test	Assessment

Course Map

You will achieve course level objectives by completing each lesson's instruction, assignments, and assessments. For a detailed look at how the materials meet these objectives, review the [course map for Semester A](#).