

Principles of Education and Training, Semester B

Course Overview

This one-semester course is intended to help familiarize you with teaching strategies as well as the importance of child growth and development for educators. This course explains child development, health, nutrition, and safety requirements for children. In addition, the course covers teaching strategies as well as technologies that can aid educators.

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.
- Analyze the evolution of growth and development in children.
- Apply strategies to keep children healthy and safe.
- Inspect effective teaching and learning methods and create environments that encourage inclusivity and student engagement.
- Employ technology safely and ethically for a variety of purpose.

Prerequisite Skills

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

Course Materials

- notebook
- computer with 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>	13	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	30	100%

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

Unit 1: Child Growth and Development

Summary

In this unit, you will describe the various stages of physical and motor development and identify the factors that influence physical and motor development in children. You will also describe the various stages of cognitive development and identify the factors that influence its development. Finally, you will describe the various stages of social and emotional development and identify the factors that influence their development.

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
5 days: 2–6	Physical and Motor Development <i>Name the stages of physical and motor development and recall the factors that affect a child's physical and motor development.</i>	Lesson
5 days: 7–11	Cognitive Development <i>List the stages of cognitive development and identify the factors that influence it and the learning process; describe types of reasoning.</i>	Lesson
6 days: 12–17	Social and Emotional Development <i>Name the stages of social and emotional development and identify influencing factors; describe how parents can be involved in their child's social and emotional development.</i>	Lesson
5 days: 18–22	Unit Activity/Threaded Discussion—Unit 1 <i>Describe special needs and how families, educators, and the government can support children with special needs as they learn and grow. You'll also explain the meaning and need of inclusive education.</i>	Unit Activity
1 day: 23	Post-test—Unit 1	Assessment

Unit 2: Child Health, Nutrition and Safety

Summary

In this unit, you will describe the causes, symptoms, and treatment of common childhood diseases and describe strategies to prevent these diseases and cope with them. You will also identify nutritional disorders and diseases in children, explain their causes, and plan a healthy meal for children. Finally, you will describe emergencies and disasters and explain how to keep a child safe in various situations.

Day	Activity/Objective	Type
5 days: 24–28	Common Health Issues in Children <i>Name the causes, symptoms, and treatment of common childhood diseases and describe strategies to prevent these diseases and cope with them.</i>	Lesson
5 days: 29–33	Nutritional Needs of Children <i>Identify nutritional disorders and diseases in children, explain their causes, and describe a healthy meal for children.</i>	Lesson
5 days: 34–38	Ensuring Child Safety <i>Recognize emergencies and disasters and explain how to keep a child safe in various situations.</i>	Lesson
5 days: 39–43	Unit Activity/Threaded Discussion—Unit 2 <i>Discuss the indicators of child abuse and the laws against the behaviors that cause abuse. You'll explain the role of educators and other agencies as mandated reporters of abuse and neglect.</i>	Unit Activity
1 day: 44	Post-test—Unit 2	Assessment

Unit 3: Delivering Instruction

Summary

In this unit, you will describe strategies to ensure effective teaching and learning. You will also explain strategies for effective classroom management. Finally, you will list steps for problem solving and explain methods to improve creativity and resourcefulness.

Day	Activity/Objective	Type
5 days: 45–49	Effective Teaching Strategies <i>Describe strategies to ensure effective teaching and learning as well as positive learning environments.</i>	Lesson
5 days: 50–54	Effective Classroom Management <i>Explain strategies and planning techniques for effective classroom management.</i>	Lesson
5 days: 55–59	Creative Resourcefulness <i>List steps for problem solving and explain methods to improve creativity and resourcefulness.</i>	Lesson
5 days: 60–64	Unit Activity/Threaded Discussion—Unit 3 <i>Visit a nearby school and attend a session a teacher conducts. You will have to seek prior permission from the school authorities for this. Carefully observe the session and describe your observations.</i>	Unit Activity
1 day: 65	Post-test—Unit 3	Assessment

Unit 4: Technology in Education

Summary

In this unit, you will describe how to use computers, file management techniques, and software programs effectively. You will also explain the basic components and types of networks. Then, you will identify and explain the key components of network communication. Finally, you will describe proper Internet use and security by using the Internet appropriately for work.

Day	Activity/Objective	Type
4 days: 66–69	Information Technology <i>Recall and explain how to use computers, file management techniques, and software programs effectively.</i>	Lesson
4 days: 70–73	Introduction to Computer Networks <i>Identify the basic components and types of networks and their suitability for various situations.</i>	Lesson
4 days: 74–77	Network Communication <i>Identify and explain key components of network communication.</i>	Lesson
5 days: 78–82	Internet Use and Security <i>Recognize ethical Internet use and security for workplace situations; explain pros and cons of using the Internet as a source of information.</i>	Lesson
5 days: 83–87	Unit Activity/Threaded Discussion—Unit 4 <i>Identify some technological tools in teaching. You will describe the steps to follow to conduct a webcast, as well as how to troubleshoot technical issues, and describe personal information management.</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 B](#).