

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:

- Describe the various stages of physical, motor, cognitive, social, and emotional development in children and identify the factors that influence their development.
- Describe the causes, symptoms, and treatment of common childhood diseases and describe strategies to prevent these diseases or to cope with them.
- Identify nutritional disorders and diseases in children, explain their causes, and plan a healthy meal for children.
- Describe emergencies and disasters and explain how to keep a child safe in various situations.
- Describe strategies to ensure effective teaching and learning, and describe effective classroom management.
- List steps for problem solving and explain methods to improve creativity and resourcefulness.
- Describe how to use computers, file management techniques, and software programs effectively.
- Explain the basic components and types of networks, explain the key components of network communication, and describe proper Internet use and security.

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>Describe the various stages of physical and motor development and identify the factors that influence physical and motor development in children.</i>	Lesson
5 days: 7–11	Cognitive Development <i>Describe the various stages of cognitive development and identify the factors that influence its development.</i>	Lesson
5 days: 12–16	Social and Emotional Development <i>Describe the various stages of social and emotional development and identify the factors that influence their development.</i>	Lesson
1 day: 17	Space Jumble	Game
5 days: 18–22	Unit Activity/Threaded Discussion—Unit 1	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>Describe 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 plan a healthy meal for children.</i>	Lesson
4 days: 34–37	Ensuring Child Safety <i>Describe emergencies and disasters and explain how to keep a child safe in various situations.</i>	Lesson
1 day: 38	Thwack-A-Mole	Game
5 days: 39–43	Unit Activity/Threaded Discussion—Unit 2	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.</i>	Lesson

Day	Activity/Objective	Type
5 days: 50–54	Effective Classroom Management <i>Explain strategies for effective classroom management.</i>	Lesson
4 days: 55–58	Creative Resourcefulness <i>List steps for problem solving and explain methods to improve creativity and resourcefulness.</i>	Lesson
1 day: 59	Para Jumble	Game
5 days: 60–64	Unit Activity/Threaded Discussion—Unit 3	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>Describe how to use computers, file management techniques, and software programs effectively.</i>	Lesson
4 days: 70–73	Introduction to Computer Networks <i>Explain the basic components and types of networks.</i>	Lesson
4 days: 74–77	Network Communication <i>Identify and explain the key components of network communication.</i>	Lesson
4 days: 78–81	Internet Use and Security <i>Describe proper Internet use and security by using the Internet appropriately for work.</i>	Lesson
1 day: 82	Space Jumble	Game

Day	Activity/Objective	Type
5 days: 83–87	Unit Activity/Threaded Discussion—Unit 4	Unit Activity
1 day: 88	Post-test—Unit 4	Assessment
1 day: 89	Semester 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](#).