



Central York School District

General Education III

Overview

Grade Level: 12th Grade

Course Description:

The focus of this course is to explore the implementation of lessons and assessments. A heavy concentration on professionalism and ethics will be addressed. Students will plan, create, and implement lessons based on standards related to their respective curriculum. Students will complete all necessary certifications to become a teacher, including but not limited to clearances. There will be a combination of in-class and clinical experience. Students will continue to create their own professional digital footprint.

Prerequisite: General Education 1 and 2

Course Big Ideas:

- Acquire the clearances needed.
- Prepare instructional outcomes.
- Analyze assessments.
- Design culturally relevant learning.
- Learners are provided with equitable and differentiated opportunities.
- Participate in a clinical placement.
- Deliver instructional lessons.
- Evaluate and observe students' performance.
- Analyze school rules and regulations.
- Identify self-wellness.

Course Essential Questions:

- Why are clearances and professional requirements important for working in educational settings?
- How can teachers prepare clear instructional outcomes that support student learning?
- How can assessments be analyzed to improve teaching and student achievement?
- How can culturally relevant learning experiences support student engagement and success?
- How can educators provide equitable and differentiated learning opportunities for all students?
- How does participating in a clinical placement prepare future educators for real classroom experiences?
- How can instructional lessons be delivered effectively to meet the needs of diverse learners?
- How can teachers observe and evaluate student performance to guide instruction and growth?
- Why is it important for educators to understand school rules, policies, and regulations?
- How does self-wellness impact an educator's effectiveness and professional success?

Course Competencies:

- Obtain and maintain the professional requirements needed to work in educational settings.
- Create instructional outcomes and lesson objectives aligned to standards and student needs.
- Use assessment results to guide instructional decisions.
- Design culturally relevant learning experiences connected to students' lives and communities.
- Differentiate instruction to provide equitable learning opportunities for all students.
- Participate professionally in clinical classroom experiences.
- Deliver engaging and effective instructional lessons.
- Evaluate student learning and provide constructive feedback.
- Explain how school policies and regulations influence educational practices.
- Apply self-care and wellness practices to maintain personal and professional effectiveness.

Course Assessments:

- Projects
- Completed Assignments
- Real World observations
- Quizzes
- Observations
- Rubrics



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Unit 1: Orientation to Profession

Time: 1 week

Standards:

PA FCS State Standards:

- 11.4.9-12 G Analyze opportunities for employment, entrepreneurial endeavors, and emerging careers in education and early childhood.
- 11.6.9-12 B Analyze teamwork and leadership skills and their application in various family dynamics and employability skills.
- 11.4.9-12 A Demonstrate the integration of theories of child development

Know:

- The steps and requirements needed to obtain and maintain educational clearances and certifications.
- Identify current issues and trends impacting education today.

Understanding/Key Learning:

- Understand the purpose and importance of required clearances and certifications for participating in clinical experiences.
- Understand how educational trends influence teaching practices, student learning, and school environments.
- Recognize the role of educators in responding to changes and challenges within the field of education.

Do:

- Acquire required clearances and certifications to participate in clinical experiences.
- Identify current issues and trends within education.

Unit Essential Questions:

- Why are clearances and certifications important for participating in clinical experiences?
- How do professional and legal requirements prepare educators for work in schools and clinical settings?
- What are the major current issues and trends influencing education today?
- How do educational trends and societal changes impact teaching and learning?

Lesson Essential Questions:

- What responsibilities do educators have in maintaining the certifications and clearances required to work safely and ethically with students?
- How do professional requirements and certifications impact the quality and trustworthiness of clinical experiences in education?
- What current issues and trends are shaping education today?
- How do changing educational trends influence teaching practices, student learning, and school communities?

Materials/Resources:

- Clearances Websites
- Professional Articles

Vocabulary:

Clearance
Current Issues

Certifications
Educational Trends

Legal Requirement
Diversity

Ethics
Inclusion

Assessments:

- Research Assignments
- Presentations
- Completed Assignments



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Unit 2: Planning and Preparation

Time: 1 -2 weeks

Standards:

PA FCS State Standards:

- PA 11.4.9-12 A Demonstrate the integration of theories of child development and their impact on parenting and childcare.
- PA 11.4.9-12 B Demonstrate integration of academic standards that address language, culture, learning styles, and early childhood experiences.

Know:

- How to prepare clear instructional outcomes.
- The purpose of assessments in the classroom.
- How assessment data guides decision-making.
- The importance of culturally relevant learning experiences.
- How educational theories influence teaching practices, classroom environments, and student learning.

Understanding/Key Learning:

- Understand how to align lessons with standards.
- The importance of considering student needs when creating lessons.
- How to utilize assessments in the classroom.
- The importance of connecting the classroom content to students' backgrounds, cultures, and real-world experiences.
- Analyze strategies for providing equitable and differentiated instruction to meet all learners.
- Similarities and differences among various educational theories and theorists.

Do:

- Prepare instructional outcomes.
- Analyze assessments and identify how to incorporate results into the instructional planning process.
- Analyze different theories and theorists.
- Design culturally relevant learning that brings real-world experiences into educational spaces/the classroom.
- Provide all learners with equitable and differentiated opportunities to learn and succeed.

Unit Essential Questions:

- How do teachers prepare meaningful instructional outcomes that guide student learning?
- How can assessment results be used to improve instruction and support student success?
- Why is culturally relevant and real-world learning important in today's classrooms?
- How can teachers create equitable and differentiated learning opportunities for all students?

Lesson Essential Questions:

- What makes an instructional outcome clear and measurable?
- How do assessments help teachers understand student learning?
- Why is it important to include real-world examples in instruction?

- What is the difference between equity and equality in education?

Materials/Resources:

- Lesson Plans
- Other classroom materials

Vocabulary:

Instructional
Outcomes

Learning Objectives
Student Centered

Measurable Goals
Academic Standards

Rigor

Assessments:

- Completed Assignments
- Summative Assessment
- Presentation



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Unit 3: Classroom Management

Time: 4 days

Standards:

PA FCS State Standards:

- PA 11.4.9-12 C Analyze developmentally appropriate and culturally responsive practices to evaluate early childhood education providers and services.

National FCS State Standards:

- N 4.3.4.3.5 Demonstrate integration of curriculum and instruction to meet developmental needs and interests of children, youth, and adults, considering gender, ethnicity, geographical, cultural, and global influences. Arrange the classroom environment to provide for learners' exploration, discovery, development, and reflection through multiple methods, including learning centers.

Know:

- The importance of providing equitable learning opportunities that ensure all students receive support.
- The strategies for differentiating instruction to meet students' individual learning needs.
- How differentiated instruction helps all students engage in learning.
- The teaching practices to help students.

Understanding/Key Learning:

- How to analyze different strategies to meet individual needs.
- The importance of using differentiation instruction to engage students.
- The role of flexible teaching practices, accommodations, and modifications in supporting student learning and growth.

Do:

- Provide all learners with equitable opportunities.
- Provide differentiation for students to learn and succeed.

Unit Essential Questions:

- How can teachers create equitable learning opportunities for all students?
- Why is differentiated instruction important for student success?
- How can educators meet the diverse academic, cultural, and social needs of learners?

Lesson Essential Questions:

- What is the difference between equity and equality in education?
- How can instruction be differentiated to support diverse learners?
- What strategies can teachers use to help all students succeed?
- Why is it important to recognize students' individual strengths and needs?

Materials/Resources:

- Other classrooms
- PowerPoints

- Other classroom materials
- Other building materials

Vocabulary:

Intervention
Flexible Grouping

Enrichment
Inclusive Classroom

Special Education
Bias

Classroom Community

Assessments:

- Completed Assignment
- Summative Assessment
- Participation



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Unit 4: Cultural

Time: 1 week

Standards:

PA FCS State Standards:

- PA 11.4.9-12 B Demonstrate integration of academic standards that address language, culture, and learning styles, and early childhood experiences.
- PA 11.4.9-12 C Analyze developmentally appropriate and culturally responsive practices to evaluate early childhood education providers and services.

Know:

- What bias is and how it can appear in educational systems, policies, and classroom practices.
- The strategies for identifying bias in instructional materials, assessments, and classroom interactions.
- The practices to support student identity, engagement, and achievement.
- The role educators play in creating an inclusive classroom.

Understanding/Key Learning:

- How bias can happen in the educational system.
- The approaches for addressing and reducing bias in educational environments.
- The principles of culturally relevant and culturally sustaining pedagogy.
- How to apply culturally relevant and sustaining practices when designing instructional lessons.

Do:

- Identify, deepen understanding of, and take steps to address bias in the system.
- Research culturally relevant and sustaining practices in the design of an instructional activity or lesson.

Unit Essential Questions:

- How does bias impact students, schools, and educational systems?
- Why is it important for educators to recognize and address bias in education?
- How can culturally relevant and sustaining practices improve teaching and learning?
- What role do educators play in creating inclusive and equitable learning environments?

Lesson Essential Questions:

- What is bias, and how can it appear in schools and classrooms?
- How can personal and systemic bias affect student learning and opportunities?
- What are culturally relevant and sustaining teaching practices?
- How can lessons reflect students' cultures, identities, and experiences?

Materials/Resources:

- Research
- PowerPoints
- Other Classrooms

Vocabulary:

Cultural Bias
Privilege

Reflection
Discrimination

Self -Aware
Stereotype

Anti-Bias
Prejudice

Assessments:

- Completed Assignments
- Reflections
- Presentations



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Unit 5: Clinical Experience

Time: 12-13 weeks

Standards:

PA FCS State Standards:

- PA 11.4.9-12.B Demonstrate integration of academic standards that address language, culture, learning styles, and early childhood experiences.
- PA Standard: 11.4.9-12. A Demonstrate the integration of theories of child development
- PA Standard: 11.4.9-12.E Identify characteristics of quality literature for children that develop the child's imagination, creativity, reading, and writing skills
- PA 11.4.9-12.F Demonstrate skills for building and maintaining positive collaborative relationships with children, youth, and adults in their family, school, and community environments.

National FCS State Standard:

- N4.3.4.3.3 Demonstrate integration of curriculum and instruction to meet developmental needs and interests of children, youth and adults, considering gender, ethnicity, geographical, cultural, and global influences. Implement an integrated curriculum that incorporates a learner's language, learning styles, early experiences, and cultural values.

Know:

- The structure and purpose of instructional programs across elementary, middle, high school, and career and technical education settings.
- The role of clinical and field-based experiences in developing effective teaching practice.
- The professional expectations for documenting and maintaining a log.
- The instructional strategies that support diverse learners and address a wide range of academic, cultural, and developmental needs.
- The importance of establishing high expectations for all learners.
- The importance of fostering a belief in every student's ability to succeed.
- How to keep a log of expectations.
- How to collaborate with a mentor teacher to plan, prepare for, and engage in active classroom participation.
- The strategies that support students and their needs.
- The importance of establishing high expectations for all learners and fostering a belief in every student's ability to succeed.
- How culturally relevant practices are effective in instruction.
- Sustaining practices that can be used to design effective instructional activities and lessons.

Understanding/Key Learning:

- Effective educators develop their practice through purposeful clinical experiences, reflection, and collaboration. Participating in authentic classroom settings, working closely with mentor teachers, and documenting professional experiences build the knowledge, skills, and habits necessary for successful teaching.
- High-quality instruction is responsive to the diverse strengths and needs of all learners. Effective teachers design, deliver, and adjust instruction using inclusive, culturally relevant, and sustaining practices that promote equitable learning opportunities for every student.
- Every student is capable of learning and achieving at high levels. Educators create positive learning

environments by maintaining high expectations, fostering strong relationships, and demonstrating a belief in each learner's potential for success.

- Professional teaching requires continuous observation, planning, and reflection to improve student learning. Teachers use student observations, collaboration with colleagues, and ongoing evaluation of instructional practices to make informed decisions that enhance teaching effectiveness and student outcomes.

Do:

- Participate in an elementary, middle, high school, career and technical center, or cross-grade instructional program 3 days a week.
- Meet with a mentor teacher and plan for active participation in the classroom.
- Maintain a log of time and activities in clinical experiences.
- Deliver instruction that takes into consideration the diverse needs of all learners.
- Observe and evaluate students' performance and development.
- Establish high expectations for each learner and treat them as capable and deserving of achieving success.
- Research culturally relevant and sustaining practices in the design of an instructional activity or lesson.

Unit Essential Questions:

- How does active participation in clinical or instructional settings prepare educators for effective teaching across grade levels and programs?
- How can collaboration with mentor teachers support professional growth and instructional planning?
- Why is it important to observe, evaluate, and reflect on student learning and development in real classroom settings?
- How can educators design and deliver instruction that meets the diverse needs of all learners while maintaining high expectations?
- In what ways do culturally relevant and sustaining practices improve instructional design and student success?

Lesson Essential Questions:

- What differences exist between instructional programs at various grade levels and settings?
- How can a mentor teacher support professional growth?
- What is the purpose of co-planning instruction with an experienced educator?
- What can teachers learn from tracking their instructional experiences?

Materials/Resources:

- Mentor Teacher
- Other Classroom students
- Summative Project
- Other classroom materials
- Field trip

Vocabulary:

Clinical Experience
School Culture

Student Teaching
Professional Growth

Instructional Program

Active Participation

Assessments:

- Rubric Observations
- Formative Assessments
- Presentations
- Completed Assignments



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Unit 6: Professionalism

Time: 1 week

Standards:
PA FCS State Standards: - PA 11.3.9-12.C Evaluate the effectiveness of using interpersonal communication skills to resolve conflict. - PA 11.6.9-12.B Analyze teamwork and leadership skills and their application in various family dynamics and employability skills. National FCS State Standards: - N 4.6.4.6.2 Demonstrate professional practices and standards related to working with children, youth, and adults, including diverse populations. Apply professional ethical standards as accepted by the recognized professional organizations.
Know:
- The importance of self-care and wellness. - The resources to support mental well-being. - The strategies to help with physical and emotional health. - The principles of culturally relevant and sustaining education (CR-SE). - Know and understand how to reflect on one's own teaching practice through a culturally relevant and sustaining lens to improve equity, inclusion, and student outcomes.
Understanding/Key Learning:
- How to use self-care and wellness to maintain a healthy life. - How to use resources to assist with a healthy lifestyle. - How CR-SE competencies influence instructional decisions, relationships, and classroom practices. - How to reflect on one's own teaching practice through a culturally relevant and sustaining lens.
Do:
- Identify and use resources to support self-care wellness. - Reflect upon practice through the lens of culturally relevant and sustaining education, as outlined in the CR-SE competencies.

Unit Essential Questions:

- Why is self-care and wellness important for educators and educational professionals?
- How can CR-SE principles guide continuous improvement in teaching practice and educator decision-making?

Lesson Essential Questions:

- What does self-care mean in the context of education and teaching?
- What resources are available to support educator wellness (physical, emotional, and mental)?
- How do CR-SE competencies influence instructional practice and decision-making?

Materials/Resources:

- Other classrooms

- Mentor teacher
- Students

Vocabulary:

Self Care
Stress Management

Wellness
Work-Life Balance
Mindfulness

Mental Health
Resilience
Reflection

Physical Health
Burnout
Healthy Habits

Assessments:

- Completed Assignments
- Formative Assessment Exit Slip