



Central York School District

General Education IV

Overview

Grade Level: 12th Grade

Course Description:

This course will be a culminating course of everything in the program. A strong focus will be placed on planning, preparing, and implementing clear and thoughtful lessons aligned to standards. We will reflect upon practice through different lenses and self assess. Students will participate in a pre-student teaching experience in a classroom. Students will continue to create their own professional digital footprint.

Prerequisites: General Education I, II, and III

Course Big Ideas:

- Preparation for the NOCTI exam to score proficient or above.
- Develop a personal mission statement that summarizes one's motivation for entering the education profession based on personal experiences, values, and goals.
- Design and analyze assessments.
- Provide all learners with equitable and differentiated opportunities to learn and succeed.
- Foster learning environments that promote belonging, representation, and social justice.
- Analyze school, district, and program rules, regulations, and policies across educational settings.
- Provide all learners with differentiated opportunities for success.

Course Essential Questions:

- What motivates me to become an educator, and how do my experiences, values, and goals shape my professional identity?
- How can assessment be used to measure learning and improve instruction?
- How can instruction be designed to ensure all learners have equitable opportunities to learn and succeed?
- How can educators communicate in ways that honor and respect the linguistic and cultural diversity of learners, families, and colleagues?
- What biases exist within educational systems, and how do they affect learners and communities?
- How do school, district, and program policies influence teaching and learning?

Course Competencies:

- Develop a professional educator identity based on reflection, ethical practice, and commitment to learner success.
- Design, implement, and assess instruction using learning outcomes, assessment data, and evidence-based practices to support student achievement.
- Create equitable, inclusive, and culturally responsive learning environments that value diversity and promote success for all learners.
- Identify and address bias and barriers to learning to advance equity and social justice within educational settings.
- Collaborate and communicate effectively within educational systems while applying relevant policies, regulations, and professional standards.

Course Assessments:

- Rubrics
- Completed Assignments
- Checklist

- Formative Assessments
- Summative Assessment
- NOCTI Exam



Central York School District

General Education IV

Grade Level: 12th Grade

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

National FCS Standards:

- 4.1.1 Explain the roles and functions of individuals engaged in early childhood, education, and services.
- 4.1.5 Create an employment portfolio to communicate education and early childhood knowledge and skills.

Know:

- Educators are guided by a set of beliefs about teaching and learning.
- A personal mission statement is a personal reflection of oneself.
- Personal and professional experiences help shape one's perspective on education
- Effective mission statements are clear, authentic, and values-based

Understanding/Key Learning:

- How educators create their personal mission statement about education.
- The steps needed to create a personal mission statement.
- The development of a mission statement requires thoughtful self-awareness.
- The statements serve as a guiding foundation for professional growth and decision-making in education.

Do:

- Develop a personal mission statement that summarizes one's motivation for entering the education profession based on one's personal experiences, values, and goals.
- Define core beliefs about teaching, learning, and student success.
- Identify strengths, passions, and areas of commitment related to education.
- Write a clear and concise personal mission statement.

Unit Essential Questions:

- How do educators communicate their commitment to student learning, equity, and growth through a mission statement?
- How do personal experiences, values, and goals shape a person's decision to enter the education profession?

Lesson Essential Questions:

- What are my personal experiences that have influenced my interest in education?
- What values do I hold that connect to the role of an educator?
- What goals do I have for myself as a future education professional?

Materials/Resources:

- Other classrooms
- Self Reflection
- Cultural Experience

Vocabulary:

Mission Statement

Values

Beliefs

Goal

Personal Beliefs

Motivation

Education Philosophy

Assessments:

- Completed Mission Statement
- Formative Assessment



Central York School District

General Education IV

Grade Level: 12th Grade

Unit 2: Preparing and Preparation

Time: 1 week

Standards:

PA FCS State Standards:

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

National FCS Standards:

- 4.2.3 Analyze cultural and environmental influences when assessing development of children, youth and adults.
- 4.2.4 Address specific developmental needs of children, youth and adults based on assessment of their abilities.
- 4.3.1 Analyze a variety of curriculum and instructional models.
- 4.3.3 Implement an integrated curriculum that incorporates a learner's language, learning styles, early experiences, and cultural values.

Know:

- The components of well-written instructional outcomes.
- The relationship between standards, objectives, outcomes, instruction, and assessment.
- Methods for developing outcomes that promote student learning and achievement.

Understanding/Key Learning:

- The purpose and importance of clearly defined instructional outcomes in lesson and unit planning.
- How instructional outcomes align with academic standards, learning objectives, and student needs.
- The characteristics of effective instructional outcomes.

Do:

- Prepare instructional outcomes.
- Analyze assessments and identify how to incorporate results into the instructional planning process.
- 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 effective educators plan instruction that promotes student success?
- How can assessment data be used to improve teaching and learning?
- How do teachers create equitable learning opportunities for all students?
- How can instructional planning address the diverse needs, strengths, and experiences of learners?
- What role do reflection and data analysis play in the instructional planning process?
- How do teachers use differentiation to support student achievement?

Lesson Essential Questions:

- How do instructional outcomes align with standards and learning goals?
- How can teachers use assessment results to make instructional decisions?
- What is culturally relevant teaching?
- What strategies help ensure all students have access to learning opportunities?

Materials/Resources:

- Other classroom resources
- Other classrooms
- PowerPoint

Vocabulary:

Instructional outcomes	Academic Standards	Assessment Data	Growth
Academic Achievement	Feedback	Belonging	Real World
		Cultural Response	Bias

Assessments:

- Formative assessment
- Summative assessment
- Completed Assignments



Central York School District

General Education IV

Grade Level: 12th Grade

Unit 3: Classroom Management

Time: 1 week

Standards:

PA FCS State Standard:

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

National FCS State Standards:

- 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.
- 4.4.3 Implement strategies to teach health, safety, and sanitation habits.

Know:

- The characteristics of an inclusive learning environment for all.
- Strategies teachers use to remove barriers to learning.
- Factors that may impact student learning include cultural, linguistic, socioeconomic, and academic differences.
- The purpose of accommodations and supports for diverse learners.

Understanding/Key Learning:

- Equity involves providing students with the resources and support they need to be successful, rather than treating all students exactly the same.
- Inclusive classrooms foster belonging, participation, and achievement for all learners.
- Effective teachers intentionally create opportunities that promote access, engagement, and success for every student.

Do:

- Provide all learners with equitable opportunities.
- Provide differentiation for students to learn and succeed.
- Implement strategies to help all students be successful.

Unit Essential Questions:

- How do educators meet the diverse needs of learners in an inclusive classroom?
- What role does differentiated instruction play in supporting student achievement?
- How can teachers create learning environments that promote access, engagement, and success for all students?
- How do student differences influence instructional planning and decision-making?
- Why is it important to provide multiple pathways for students to demonstrate learning?

Lesson Essential Questions:

- What strategies help provide access to learning for diverse student populations?
- How can assessment data guide differentiation decisions?

- Why is it important to provide multiple ways for students to learn and demonstrate understanding?
- How does differentiation increase student engagement and achievement?

Materials/Resources:

- Other classrooms
- Other building resources
- PowerPoints

Vocabulary:

Universal Design for
Learning

Culturally Responsive
Teaching

Tiered Assignments
Flexible Grouping

Work-Based Learning
Performance-Based
Assessment

Assessments:

- Completed Assignments
- Formative Assessments



Central York School District

General Education IV

Grade Level: 12th Grade

Unit 4: Clinical Experience

Time: 13-14 weeks

Standards:

PA FCS State Standards:

- 11.4.9-12.B Demonstrate integration of academic standards that address language, culture, learning styles, and early childhood experiences.
- 11.4.9-12. A Demonstrate the integration of theories of child development
- 11.4.9-12.E Identify characteristics of quality literature for children that develop the child's imagination, creativity, reading, and writing skills
- 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 Standards:

- 4.1.1 Explain the roles and functions of individuals engaged in early childhood, education, and services.
- 4.1.5 Create an employment portfolio to communicate education and early childhood knowledge and skills.
- 4.1.6 Analyze the role of professional organizations in education and early childhood.
- 4.2.2 Explore assessment tools and methods to observe and interpret children's growth and development and apply to assess growth and development across the lifespan.
- 4.2.3 Analyze cultural and environmental influences when assessing development of children, youth and adults.
- 4.2.4 Address specific developmental needs of children, youth and adults based on assessment of their abilities.
- 4.2.5 Analyze strategies that promote growth and development of children, youth and adults.
- 4.3.1 Analyze a variety of curriculum and instructional models.
- 4.3.2 Implement learning activities in all curriculum areas that meet the developmental needs of learners.
- 4.3.4 Demonstrate a variety of teaching methods to meet individual needs of learners.
- 4.5.1 Apply developmentally appropriate and culturally responsive guidelines for behavior.
- 4.5.2 Demonstrate problem-solving and decision making skills when working with children, youth and adults.
- 4.5.3 Demonstrate interpersonal skills that promote positive and productive relationships with learners.
- 4.5.4 Implement strategies for constructive and supportive interactions between children, youth and adults and their families and communities.
- 4.5.5 Analyze learners' developmental progress and summarize developmental issues and concerns.
- 4.6.4 Demonstrate enthusiasm, initiative, and commitment to program goals and improvements.

Know:

- The roles and responsibilities of educators in elementary, middle, secondary, career and technical, and cross-grade instructional settings.
- The purpose and expectations of clinical experiences and field placements.
- The role of a mentor teacher and the importance of professional collaboration.
- Procedures for documenting clinical hours, activities, and professional experiences.
- Principles of lesson planning and instructional delivery.
- Characteristics of diverse learners, including differences in culture, language, ability, background, interests, and learning needs.
- Strategies for differentiation and equitable instructional practices.

- Methods for observing, documenting, and assessing student learning and development.
- The impact of teacher expectations on student achievement and motivation.
- Common forms of individual, institutional, and systemic bias that can affect educational opportunities and outcomes.
- Strategies for promoting equity, inclusion, and culturally responsive learning environments.
- Professional and ethical expectations for educators working with students.

Understanding/Key Learning:

- Effective educators adapt instruction to meet the diverse needs of all learners and create opportunities for student success.
- Clinical experiences provide authentic opportunities to connect educational theory to classroom practice.
- Collaboration with mentor teachers supports professional growth and improves instructional effectiveness.
- Accurate documentation and reflection on clinical experiences contribute to professional development.
- Observation and assessment data help educators make informed instructional decisions that support student learning.
- High expectations, combined with appropriate support, positively influence student achievement and self-confidence.
- Every learner is capable of growth and deserves equitable access to meaningful learning experiences.
- Bias can influence educational systems, policies, practices, and interactions, affecting student outcomes.
- Educators have a responsibility to recognize, challenge, and address bias to promote fairness and inclusion.
- Culturally responsive and equitable teaching practices help create learning environments where all students feel valued, respected, and supported.
- Reflective practice is essential for continuous improvement and effective teaching.

Do:

- Participate in an elementary, middle, high school, career and technical center, or cross-grade instructional program 4 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.
- Design and 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.
- Identify, deepen understanding of, and take steps to address bias in the system.

Unit Essential Questions:

- How do clinical experiences help prepare future educators for the realities of the teaching profession?
- What responsibilities do educators have in creating equitable, inclusive, and effective learning environments?
- How can teachers design instruction that meets the diverse needs of all learners?
- Why is collaboration with mentor teachers important for professional growth and development?
- How do observation, assessment, and reflection improve teaching and student learning?
- How do educator expectations influence student achievement and success?
- What role do educators play in identifying and addressing bias within educational systems?
- How can reflective practice help educators continuously improve their effectiveness?

Lesson Essential Questions:

- How do classroom environments vary across grade levels and instructional programs?
- How does effective communication support successful classroom experiences?
- Why is documentation an important part of professional practice?
- How does differentiation promote student success?
- Why is it important to monitor both academic and developmental progress?

- How do teacher expectations impact student achievement?
- How can bias affect students' educational experiences and opportunities?

Materials/Resources:

- Other district classrooms
- Other classroom resources
- Power points
- District professional experience

Vocabulary:

Collaboration	Cooperating Teacher	Feedback	Inclusion
Educational Setting	Mentor	Active Learning	Evidence of Learning
Academic Growth	Advocacy	Student-centered	Positive Reinforcement
Self Efficiency	Achievement Gap	Resilience	
Opportunity Gap		Diverse Learners	

Assessments:

- Completed Assignment
- Student Growth Assignment
- Formative Assessments
- Summative Project



Central York School District

General Education IV

Grade Level: 12th

Unit 5: Cultural

Time: 3-4 days

Standards:

PA FCS State Standards:

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

National FCS Standards:

- 4.3.3 Implement an integrated curriculum that incorporates a learner's language, learning styles, early experiences, and cultural values.

Know:

- How bias can influence educational policies, practices, expectations, and opportunities.
- The impact of bias on student learning, achievement, and sense of belonging.
- The characteristics of inclusive and equitable learning environments.
- Strategies educators can use to recognize and address bias.
- Characteristics of respectful and professional communication.
- The role of language, culture, and identity in shaping communication.

Understanding/Key Learning:

- Strong relationships among students, families, educators, and school leaders are built through respectful and inclusive communication.
- Culturally responsive communication helps create welcoming environments where all individuals feel valued and understood.
- Equity involves providing students with the support and opportunities they need to achieve success.
- Inclusive educational environments foster belonging, respect, and achievement for all learners.
- Self-awareness and continuous reflection are essential for promoting equitable practices.

Do:

- Communicate in linguistic ways that demonstrate respect for learners, educators, educational leaders, and families.
- Demonstrate culturally relevant ways of showing respect for others.
- Identify, deepen understanding of, and take steps to address bias in the system.

Unit Essential Questions:

- What responsibilities do educators have in identifying and challenging bias within educational systems?
- How do communication practices and equity-minded actions influence student success and belonging?
- How can educators communicate in ways that honor and respect the linguistic and cultural backgrounds of students and families?

- Why is culturally responsive communication essential for building positive relationships within school communities?

Lesson Essential Questions:

- How does effective communication build trust between schools, students, and families?
- What does it mean to communicate in a culturally and linguistically responsive manner?
- How can educators adapt communication to meet the diverse needs of learners and families?
- What communication strategies promote collaboration among students, families, teachers, and school leaders?

Materials/Resources:

- Other classrooms
- Research

Vocabulary:

Empathy
Rapport

Family Engagement
Mutual Respect

Accessibility
Belonging

Identity
Perspective-Taking

Assessments:

- Completed Assignment
- Formative Assessments Ex. Exit Slips



Central York School District

General Education IV

Grade Level: 12th Grade

Unit 6: Professionalism

Time: 3-4 days

Standards:

PA FCS State Standards:

- 11.3.9-12.C Evaluate the effectiveness of using interpersonal communication skills to resolve conflict.
- 11.6.9-12.B Analyze teamwork and leadership skills and their application in various family dynamics and employability skills.

National FCS State Standards:

- 4.6.1 Explore opportunities for continuing training and education.
- 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.
- 4.6.4 Demonstrate enthusiasm, initiative, and commitment to program goals and improvements.

Know:

- The role of policies in maintaining safe, orderly, and productive learning environments.
- How policies guide decision-making and professional practice.
- The relationship between educational policies and equitable learning opportunities.
- The purpose of school, district, and program rules, regulations, and policies.

Understanding/Key Learning:

- Policies and procedures provide a framework for creating safe, organized, and effective learning environments.
- School policies directly affect student experiences, opportunities, safety, and success.
- Educators are responsible for knowing, interpreting, and applying policies appropriately.
- Policies should be implemented fairly and consistently for all learners.

Do:

- Analyze school, district, and program rules, regulations, and policies in all applicable education settings.
- Gather current school-level rules, regulations, and policy documents.
- Gather district-level rules, regulations, and policy documents.
- Assess how policies are implemented in practice within each educational setting.

Unit Essential Questions:

- Why are school, district, and program policies important to the operation of educational settings?
- How do rules, regulations, and policies create safe, supportive, and effective learning environments?
- What responsibilities do educators have in understanding and following educational policies?

Lesson Essential Questions:

- What are the differences between rules, regulations, and policies?
- What information can be learned by analyzing a student handbook, faculty handbook, or program guide?

- How can understanding policies improve an educator's effectiveness?
- How do policies contribute to a positive school culture?

Materials/Resources:

- Research
- District building policies/procedures
- Guest Speaker

Vocabulary:

Policy
Rule
Regulation

School Board
Administrative Team

Faculty Handbook
Student Handbook
Liability

Record keeping
Due Process

Assessments:

- Presentations
- Completed Research
- Formative Assessment