

Wyoming Department of Education Required Virtual Education Course Syllabus

Niobrara County School District # 1

Program Name	Wyoming Virtual Academy	Content Area	VE
Course ID	D-OTH-111	Grade Level	9-12
Course Name	Those Who Can, Teach	# of Credits	0.5
SCED Code	19151G0.511	Curriculum Type	K12 Inc

COURSE DESCRIPTION

This course exposes students to the realities of teaching while inspiring and welcoming them to a rewarding, high-impact career. Students reflect on the satisfaction and problems of teaching. Course content includes a balanced look at accountability issues such as standards, high-stakes testing and reform. Other topics include technology, cheating, bullying, sexual harassment and homophobia, diversity, vouchers, and legal issues.

WYOMING CONTENT AND PERFORMANCE STANDARDS

STANDARD#	BENCHMARK (Standard/Indicator) Use the Standards and Benchmarks as Spreadsheets
CV12.1.1	College and career-ready students evaluate current knowledge and interests in order to set career goals.
CV12.1.2	College and career-ready students explore careers including outlook, salary, needed training, duties and lifestyle utilizing all available resources including mentors and industry experts.
CV12.1.3	College and career-ready students prepare an educational and career plan to enable them to gain desired knowledge and experience.
CV12.1.4	College and career-ready students demonstrate employability skills that enable them to be responsible and contributing citizens and employees.
CV12.2.1	College and career-ready students communicate clearly, effectively, and with reason.
CV12.2.2	College and career-ready students identify and model integrity, ethical leadership and effective management skills.
CV12.2.4	College and career-ready students apply safe, legal, and responsible use of information and technology as appropriate to the task.
CV12.3.1	College and career-ready students identify and define authentic problems and significant questions for investigation.
CV12.3.2	College and career-ready students identify trends, forecast possibilities, and explore complex systems and issues.
CV12.3.3	College and career-ready students employ valid and reliable research strategies and apply prior knowledge to solve a problem or complete a project.
CV12.3.4	College and career-ready students demonstrate creativity and innovation while considering the environmental, social, and economic impacts of decisions.
CV12.4.1	College and career-ready students produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (*CCSS W.11.4)
CV12.4.2	College and career-ready students determine the meaning of symbols, key terms, and other content-specific words and phrases as they are used in technical context. (*Adapted from CCSS RL.9.11)
CV12.4.3	College and career-ready students acquire, manipulate, analyze, diagnose, and/or report information, using the appropriate technology.

CV12.4.4	College and career-ready students precisely follow a complex multistep procedure when performing technical tasks. (*Adapted from CCSS RL.9.3)
CV12.5.1	College and career-ready students manage resources to develop, analyze, and implement systems and applications.
CV12.5.2	College and career-ready students productively complete tasks taking constraints, priorities and resources into account.
CV12.5.3	College and career-ready students safely and ethically use current industry-standard tools and emerging technologies.
CV12.5.4	College and career-ready students utilize technology to develop innovative solutions or products.

SCOPE AND SEQUENCE

UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/STUDENT CENTERED GOALS
Chapter 1: Why Teach? Chapter 1: Learning Objectives and Standards		<p>1-1 List your motives for becoming a teacher.</p> <p>1-2 Explain the rewards that come with a career in teaching.</p> <p>1-3 Describe several sources that expand your understanding of teaching.</p> <p>1-4 Assess two case studies of teacher motivations.</p> <p>1-5 Recount the views of others about teachers and teaching.</p> <p>1-6 State the major reasons why teachers teach and the primary sources of satisfaction.</p>
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Chapter 1: Why Teach? Quiz	CV12.1.1, CV12.1.2, CV12.1.3, CV12.1.4, CV12.2.1, CV12.2.4, CV12.3.3, CV12.3.4, CV12.4.1, CV12.4.2, CV12.4.3	<p>1-1 List your motives for becoming a teacher.</p> <p>1-2 Explain the rewards that come with a career in teaching.</p> <p>1-3 Describe several sources that expand your understanding of teaching.</p> <p>1-4 Assess two case studies of teacher motivations.</p> <p>1-5 Recount the views of others about teachers and teaching.</p> <p>1-6 State the major reasons why teachers teach and the primary sources of satisfaction.</p>
Chapter 2: What Is a School and What Is It For? Chapter 2: Learning Objectives and Standards		<p>2-1 Describe several different understandings of the concept “school.”</p> <p>2-2 Explain the important distinctions between “education” and “schooling.”</p> <p>2-3 Analyze the ideas of schools as distinctive cultures and the role of schools in socialization.</p> <p>2-4 Compare the two different views of schools as transmitters or re-creators of culture.</p> <p>2-5 Describe four basic purposes of school.</p>

		<p>2-6 Identify at least two research findings about the nature of schools for each level: elementary, middle, and high schools.</p> <p>2-7 Summarize what researchers claim is a "good school."</p> <p>2-8 Describe the challenge of improving our schools.</p>
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Chapter 3: Who Are Today's Students in a Diverse Society? Chapter 3: Learning Objectives and Standards		<p>3-1 Describe how the demographic changes of the U.S. population is changing the ethnic composition of school-aged children.</p> <p>3-2 Give examples of ways schools seek to support English language learners' schooling experience.</p> <p>3-3 List ways that teachers support students</p>

		<p>with disabilities.</p> <p>3-4 Discuss how teachers provide enrichment experiences for gifted and talented students.</p> <p>3-5 Discuss ways that gender issues affect the curriculum, classroom interactions, and achievement levels.</p> <p>3-6 Identify strategies teachers and schools use to create a safe and supportive learning environment for all students, specifically gay lesbian, bisexual, or transgendered students.</p> <p>3-7 List effective instructional strategies to teach in a culturally relevant classroom.</p>
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Chapter 4: How Do Social Issues Affect Students? Chapter 4: Learning Objectives and Standards		<p>4-1 Identify critical social issues that directly influence the students' academic success in the classroom.</p> <p>4-2 Discuss how changing American family patterns are impacting the demographics of the school population.</p> <p>4-3 Describe the impact poverty has on a student's potential for success in schools.</p> <p>4-4 Define the goals of sex education in schools.</p> <p>4-5 Provide strategies schools are using to support students who live in dangerous family or community situations.</p> <p>4-6 Identify signs of alcohol or drug abuse.</p> <p>4-7 List factors that may prevent youth suicide.</p> <p>4-8 List steps schools have taken to ensure schools are safe places for learning.</p> <p>4-9 Discuss recent trends in student cheating in schools.</p> <p>4-10 List risk factors associated with high school dropout rates.</p>
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Chapter 5: What Is Taught? Chapter 5: Learning Objectives and Standards		<p>5-1 Analyze the pros and cons of the standards-based curriculum reforms.</p> <p>5-2 Name the major subject-matter areas taught in elementary and secondary schools, and identify one or two major trends for each subject.</p> <p>5-3 Identify the major national and international assessments of educational progress, and describe the performances of U.S. students for each of the</p>

		<p>assessments.</p> <p>5-4 Identify and describe how textbooks and various instructional approaches affect what is taught to students in schools.</p> <p>5-5 Explain the differences between a multicultural and a core curriculum, and describe how the practice of “tracking” affects what students learn.</p> <p>5-6 Describe what changes in the elementary or secondary curriculum you would make to create greater relevance to today’s world.</p>
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Chapter 6: What Makes a Teacher Effective? Chapter 6: Learning Objectives and Standards		<p>6-1 Identify at least three assumptions or actions that a novice teacher can make or take that can contribute to classroom difficulties.</p> <p>6-2 Describe what is meant by the teacher as a “reflective decision maker,” and identify at least three major types of decisions teachers make.</p> <p>6-3 Identify five areas of competence that effective teachers possess.</p> <p>6-4 Name four types of attitudes that affect teachers’ behaviors.</p> <p>6-5 Define and give an example of</p>

		<p>“pedagogical content knowledge” in your own subject field.</p> <p>6-6 Give an example of an educational theory that can be used to solve a practical problem in the classroom.</p> <p>6-7 Define the term personal practical knowledge, and give an example.</p> <p>6-8 Identify at least five classroom teaching skills that you believe essential for teaching effectiveness.</p>
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Chapter 6: What Makes a Teacher Effective? Scenario		<p>6-1 Identify at least three assumptions or actions that a novice teacher can make or take that can contribute to classroom difficulties.</p> <p>6-2 Describe what is meant by the teacher as a “reflective decision maker,” and identify at least three major types of decisions teachers make.</p> <p>6-3 Identify five areas of competence that effective teachers possess.</p> <p>6-4 Name four types of attitudes that affect teachers’ behaviors.</p> <p>6-5 Define and give an example of “pedagogical content knowledge” in your own subject field.</p> <p>6-6 Give an example of an educational theory that can be used to solve a practical problem in the classroom.</p>

		<p>6-7 Define the term personal practical knowledge, and give an example.</p> <p>6-8 Identify at least five classroom teaching skills that you believe essential for teaching effectiveness.</p>
Chapter 6: What Makes a Teacher Effective? Quiz	CV12.1.4, CV12.2.1, CV12.2.2, CV12.3.1, CV12.3.2, CV12.3.3, CV12.4.1, CV12.4.2, CV12.4.3, CV12.5.1, CV12.5.3	<p>6-1 Identify at least three assumptions or actions that a novice teacher can make or take that can contribute to classroom difficulties.</p> <p>6-2 Describe what is meant by the teacher as a “reflective decision maker,” and identify at least three major types of decisions teachers make.</p> <p>6-3 Identify five areas of competence that effective teachers possess.</p> <p>6-4 Name four types of attitudes that affect teachers’ behaviors.</p> <p>6-5 Define and give an example of “pedagogical content knowledge” in your own subject field.</p> <p>6-6 Give an example of an educational theory that can be used to solve a practical problem in the classroom.</p> <p>6-7 Define the term personal practical knowledge, and give an example.</p> <p>6-8 Identify at least five classroom teaching skills that you believe essential for teaching effectiveness.</p>
Chapter 7: What Should Teachers Know about Technology and Its Impact on Schools? Chapter 7: Learning Objectives and Standards		<p>7-1 Explain how technology in the classroom has evolved over the years.</p> <p>7-2 Describe the impact new technologies have on the way we use technology in our daily lives.</p> <p>7-3 Define technology pedagogical content knowledge.</p> <p>7-4 Discuss ways technology tools are used to enhance student learning.</p> <p>7-5 Explain how technology can help teachers change their role from dispensers of information to facilitators of students’ learning.</p> <p>7-6 Describe the different ways technology can be arranged to support student learning.</p> <p>7-7 Summarize why issues of equity, teacher education, and budgeting need</p>

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Chapter 7: What Should Teachers Know about Technology and Its Impact on Schools? Quiz	CV12.1.4, CV12.2.1, CV12.2.4, CV12.3.4, CV12.4.1, CV12.4.2, CV12.4.3, CV12.4.4, CV12.5.3, CV12.5.4	<p>7-1 Explain how technology in the classroom has evolved over the years.</p> <p>7-2 Describe the impact new technologies have on the way we use technology in our daily lives.</p> <p>7-3 Define technology pedagogical content knowledge.</p> <p>7-4 Discuss ways technology tools are used to enhance student learning.</p> <p>7-5 Explain how technology can help</p>

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Chapter 8: What Are the Ethical and Legal Issues Facing Teachers? Chapter 8: Learning Objectives and Standards		<p>8-1 Distinguish between law and ethics, and state why these terms are important to teachers.</p> <p>8-2 Elaborate on how ethics is involved in the professional activities of the teacher.</p> <p>8-3 Report on the nature of the law and how it bears on the work of teachers.</p> <p>8-4 Explain how a teacher's lifestyle is circumscribed by the law.</p> <p>8-5 State the various legal issues surrounding religion and public education.</p> <p>8-6 Describe how the law governs and protects the behavior of students.</p>
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Chapter 9: What Are the Philosophical Foundations of American Education? Chapter 9: Learning Objectives and Standards		<p>9-1 Define, describe, and explain the nature of philosophical inquiry.</p> <p>9-2 Identify the four branches of philosophy important to educators.</p> <p>9-3 Explain the four schools of educational philosophy common in our schools.</p> <p>9-4 Identify and outline two educational psychologies that influence our schools.</p> <p>9-5 Describe your own emerging philosophy of education.</p>
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Chapter 10: What Is the History of America's Struggle for Educational Opportunity? Chapter 10: Learning Objectives and Standards		<p>10-1 Identify a modern-day example for each of the seven major themes of American educational history discussed in this chapter.</p> <p>10-2 Describe the major purpose of the common school during the nineteenth century and how it was financially supported.</p> <p>10-3 Identify the two major purposes of the comprehensive high school during the latter part of the nineteenth century, and describe why this was unique to American education.</p> <p>10-4 Describe how private education provides an alternative to the public schools.</p> <p>10-5 Provide a brief overview of the historical struggles for equal educational opportunities for African Americans, Hispanic Americans, American Indians,</p>

		Asian Americans, and women in the United States.
Chapter 10: What Is the History of America's Struggle for Educational Opportunity? Read		<p>10-1 Identify a modern-day example for each of the seven major themes of American educational history discussed in this chapter.</p> <p>10-2 Describe the major purpose of the common school during the nineteenth century and how it was financially supported.</p> <p>10-3 Identify the two major purposes of the comprehensive high school during the latter part of the nineteenth century, and describe why this was unique to American education.</p> <p>10-4 Describe how private education provides an alternative to the public schools.</p> <p>10-5 Provide a brief overview of the historical struggles for equal educational opportunities for African Americans, Hispanic Americans, American Indians, Asian Americans, and women in the United States.</p>
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Chapter 11: How Are Schools Governed, Influenced, and Financed? Chapter 11: Learning Objectives and Standards		<p>11-1 Describe the typical state educational governance structure, including the relationships among the major governing bodies and offices.</p> <p>11-2 Explain how professional organizations, parents, business, and the federal government influence public education, giving some specific examples of each.</p> <p>11-3 Identify the major sources of revenue that support the public school systems in the United States.</p>
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<p>Chapter 12: How Should Education Be Reformed? Chapter 12: Learning Objectives and Standards</p>		<p>12-1 Identify two prominent elements of school reform over the last 30 years. 12-2 Name at least two positive and two negative elements of the No Child Left Behind legislation. 12-3 Name four common emphases of state educational reform efforts. 12-4 Describe the differences among these forms of school choice: magnet schools, charter schools, and voucher plans. 12-5 Explain which of the school reform efforts advocated by the authors appeals most to you, and why.</p>
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Chapter 13: What Are Your Job Options in Education? Chapter 13: Learning Objectives and Standards		<p>Identify major factors that influence the availability of teaching jobs in the United States.</p> <p>13-2 Identify the major criteria that determine teacher salary schedules in public schools.</p> <p>13-3 Describe at least four strategies that will increase your chances for obtaining a teaching position.</p> <p>13-4 Provide definitions for the following terms: licensure; alternative licensure; certification.</p> <p>13-5 Identify some skills learned in teacher preparation programs that would transfer to careers related to teaching.</p>
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Chapter 14:What Can the New Teacher Expect? Chapter 14: Learning Objectives and Standards		<p>14-1 Analyze why many teachers are deeply shocked by what they find in their new school.</p> <p>14-2 Describe the complex role of school administrators and their relationships with new teachers.</p> <p>14-3 Explain the complexities of new teachers' relationships with older, experienced colleagues.</p> <p>14-4 Discuss why the act of instructing students can be a stumbling block of new teachers.</p> <p>14-5 Identify the complicating factors in new teachers' dealings with students.</p> <p>14-6 Explain why new teachers often have difficulties with parents who should be their natural allies.</p> <p>14-7 Summarize the chief strategies that can contribute to a successful first year of teaching.</p>
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Chapter 14:What Can the New Teacher Expect? Read		<p>14-1 Analyze why many teachers are deeply shocked by what they find in their new school.</p> <p>14-2 Describe the complex role of school administrators and their relationships with new teachers.</p> <p>14-3 Explain the complexities of new teachers' relationships with older, experienced colleagues.</p> <p>14-4 Discuss why the act of instructing students can be a stumbling block of new teachers.</p> <p>14-5 Identify the complicating factors in new teachers' dealings with students.</p> <p>14-6 Explain why new teachers often have difficulties with parents who should be their natural allies.</p> <p>14-7 Summarize the chief strategies that can contribute to a successful first year of teaching.</p>
Chapter 14:What Can the New Teacher Expect? Scenario		<p>14-1 Analyze why many teachers are deeply shocked by what they find in their new school.</p> <p>14-2 Describe the complex role of school administrators and their relationships with new teachers.</p> <p>14-3 Explain the complexities of new teachers' relationships with older, experienced colleagues.</p> <p>14-4 Discuss why the act of instructing</p>

		<p>students can be a stumbling block of new teachers.</p> <p>14-5 Identify the complicating factors in new teachers' dealings with students.</p> <p>14-6 Explain why new teachers often have difficulties with parents who should be their natural allies.</p> <p>14-7 Summarize the chief strategies that can contribute to a successful first year of teaching.</p>
Chapter 14:What Can the New Teacher Expect? Quiz	CV12.1.4, CV12.2.1, CV12.2.2, CV12.2.4, CV12.3.1, CV12.3.2, CV12.3.3, CV12.3.4, CV12.4.1, CV12.4.2, CV12.4.3	<p>14-1 Analyze why many teachers are deeply shocked by what they find in their new school.</p> <p>14-2 Describe the complex role of school administrators and their relationships with new teachers.</p> <p>14-3 Explain the complexities of new teachers' relationships with older, experienced colleagues.</p> <p>14-4 Discuss why the act of instructing students can be a stumbling block of new teachers.</p> <p>14-5 Identify the complicating factors in new teachers' dealings with students.</p> <p>14-6 Explain why new teachers often have difficulties with parents who should be their natural allies.</p> <p>14-7 Summarize the chief strategies that can contribute to a successful first year of teaching.</p>
Chapter 15: What Does It Mean to Be a Professional? Chapter 15: Learning Objectives and Standards		<p>15-1 Evaluate the current status of the teaching profession.</p> <p>15-2 Compare different levels of professionalism.</p> <p>15-3 Describe the work of the National Board of Professional Teaching Standards.</p> <p>15-4 Discuss the role of the Interstate Teacher Assessment and Support Consortium.</p> <p>15-5 Assess the contributions of professional associations.</p> <p>15-6 Analyze and summarize your own professional development.</p>
Chapter 15: What Does It Mean to Be a Professional?Read		<p>15-1 Evaluate the current status of the teaching profession.</p> <p>15-2 Compare different levels of professionalism.</p> <p>15-3 Describe the work of the National Board of Professional Teaching Standards.</p> <p>15-4 Discuss the role of the Interstate Teacher Assessment and Support Consortium.</p> <p>15-5 Assess the contributions of professional associations.</p>

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Chapter 15: What Does It Mean to Be a Professional? Scenario		<p>15-1 Evaluate the current status of the teaching profession.</p> <p>15-2 Compare different levels of professionalism.</p> <p>15-3 Describe the work of the National Board of Professional Teaching Standards.</p> <p>15-4 Discuss the role of the Interstate Teacher Assessment and Support Consortium.</p> <p>15-5 Assess the contributions of professional associations.</p> <p>15-6 Analyze and summarize your own professional development.</p>
Chapter 15: What Does It Mean to Be a Professional? Quiz	CV12.1.1, CV12.1.2, CV12.1.3, CV12.1.4, CV12.2.1, CV12.2.2, CV12.2.4, CV12.3.2, CV12.3.4, CV12.4.1, CV12.4.2, CV12.4.3	<p>15-1 Evaluate the current status of the teaching profession.</p> <p>15-2 Compare different levels of professionalism.</p> <p>15-3 Describe the work of the National Board of Professional Teaching Standards.</p> <p>15-4 Discuss the role of the Interstate Teacher Assessment and Support Consortium.</p> <p>15-5 Assess the contributions of professional associations.</p> <p>15-6 Analyze and summarize your own professional development.</p>
Final Exam		