

# Instructional Practices in Education & Training

Unit	Lesson	Objectives	TEKS	ELPS
<b>Professional Standards and Employability Skills</b>				
I	<b>A. Historical Foundations</b>			
		<ul style="list-style-type: none"> <li>Identify the historical foundations and recent influences of the American education system.</li> </ul>	2 (2A)	c2: E, F, H c3: B, E, H, J c4: D, G, H, I, J, K c5: B, C, D, E, G
	<b>B. Effective Role of an Educator</b>			
	Professional, Ethical and Legal Responsibilities	<ul style="list-style-type: none"> <li>Identify teachers' roles and skills by using content terms</li> <li>Explain the communication process and conflict management</li> <li>Describe ethical standards and review technology applications.</li> </ul>	1 (1A), (1C), (1D), (1E), (1F), (1G), (1H), (1I), (1J) 2 (2C), (2G) 4 (4A), (4B) 6 (6B) 9 (9A), (9B), (9C) 10 (10A), (10B), (10C), (10D) 12 (12A), (12B)	c2: B, C, D, E, G, H, I c3: A, B, C, D, E, F, G, H, I, J c4: B, C, D, E, F, G, H, I, J, K c5: B, C, E, F, G
	<b>C. Teaching and Training Professions</b>			
	Career Options	<ul style="list-style-type: none"> <li>Explore careers and personality characteristics by using the textbook, internet websites, and comparing careers.</li> </ul>	2 (2E), (2F)	c2: B, C, D, E, F, G, H, I c3: A, B, C, D, E, F, G, H, J c4: B, C, D, E, F, G, H, I, J, K c5: B, C, D, E, F, G
	Child Care Setting	<ul style="list-style-type: none"> <li>Identify appropriate child care settings by using handouts, textbooks and discussing example scenarios.</li> </ul>	6 (6A)	c2: A, B, C, D, E, F, G, H, I c3: B, C, D, E, F, G, H, I, J c4: B, C, D, E, F, G, H, I, J, K c5: B, C, D, E, F, G
	<b>D. Field Based Experiences</b>			
Professional Components and Documentations	<ul style="list-style-type: none"> <li>Prepare for field site (folder/FS selection)</li> <li>Watching a field site DVD</li> <li>Minimum Standards Training (complete essential documentation for state licensing)</li> </ul>	1 (1B) 2 (2B) 3 (3A), (3B), (3C) 4 (4A) 6 (6A), (6B) 11 (11A), (11B)	c2: B, C, D, E, F, G, H, I c3: B, D, G, J c4: B, C, D, E, F, G, H, I c5: B, C	

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**Learning Process**

II	<b>A. Human Development</b>			
	Birth to Two	<ul style="list-style-type: none"> <li>Identify physical, cognitive and social emotional differences in children, birth to middle childhood years.</li> </ul>	3 (3A), (3B)	c2: B, C, D, E, G, H, I c3: B, C, D, F, G, H, I c4: B, C, D, E, F, G, H, I, J, K c5: B, C, E, F, G
	Two and Three Year Olds	<ul style="list-style-type: none"> <li>Identify differences in developing two and three year old children.</li> </ul>	3 (3A), (3B)	c2: B, C, D, E, F, G, H, I c3: B, C, D, E, F, G, H, I, J c4: B, C, D, E, F, G, H, I, J, K c5: B, C, E, F, G
	Four and Five Year Olds	<ul style="list-style-type: none"> <li>Compare and contrast preschoolers' abilities for appropriate interactions and activities.</li> </ul>	3 (3A), (3B)	c2: A, B, C, D, E, F, G, H, I c3: A, B, C, D, E, F, G, H, I, J c4: A, B, C, D, E, F, G, H, I, J, K c5: A, B, C, E, F, G
	Middle Childhood	<ul style="list-style-type: none"> <li>Compare and contrast the development of school-aged children.</li> </ul>	3 (3A), (3B)	c2: B, C, D, E, F, G, H, I c3: B, C, D, E, F, G, H, I, J c4: B, C, D, E, G, H, I, J, K c5: B, C, E, F, G
	Teen Years	<ul style="list-style-type: none"> <li>Compare and contrast the physical, social/emotional, and cognitive changes during teenage years.</li> </ul>	3 (3A), (3B)	c2: B, C, D, E, F, G, H, I c3: B, C, D, E, F, G, H, I, J c4: B, C, D, E, G, H, I, J, K c5: B, C, E, F, G
	<b>B. Theorists</b>			
	Jean Piaget	<ul style="list-style-type: none"> <li>Apply developmental theorists' information using textbooks, class notes and projects.</li> </ul>	3 (3A), (3B) 4 (4B)	c2: B, C, D, E, G, H, I c3: A, B, C, D, E, F, G, H, I c4: B, C, D, E, F, G, H, I, J, K c5: B, C, D, E, F, G
	Lev Vygotsky	<ul style="list-style-type: none"> <li>Apply theorists' information using textbooks, class notes and projects.</li> </ul>	3 (3A), (3B)	c2: B, C, D, E, F, G, H, I c3: C, D, E, F, G, H, I, J c4: B, C, E, G, H, I, J, K c5: B, C, E, F, G
	Erik Erikson	<ul style="list-style-type: none"> <li>Apply theorists' information using textbooks, class notes and projects.</li> </ul>	3 (3A), (3B) 4 (4B)	c2: B, C, D, E, F, G, H, I c3: A, B, C, D, E, F, G, H, I, J c4: B, C, D, E, F, G, H, I, J, K c5: A, B, C, D, E, F, G
	Maria Montessori	<ul style="list-style-type: none"> <li>Compare and contrast child care Montessori options by reading in the text, participating in discussions and providing examples.</li> </ul>	3 (3A), (3B) 4 (4B)	c2: B, C, D, E, F, G, H, I c3: A, B, C, D, E, F, G, H, I, J c4: B, C, D, E, F, G, H, I, J, K c5: B, C, D, E, F, G

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**Effective Instruction**

III	<b>A. Instructional Planning</b>			
	Written Lesson Plans	<ul style="list-style-type: none"> <li>Practice writing lesson plans based on textbook information, discussion and Cognitive Domain handouts.</li> </ul>	2 (2B) 4 (4B) 5 (5A), (5B), (5C), (5D), (5E), (5F)	c2: B, C, D, E, F, G, H, I c3: A, B, C, D, E, F, G, H, I, J c4: B, C, D, E, F, G, H, I, J, K c5: B, C, D, E, F, G
	Instructional Strategies	<ul style="list-style-type: none"> <li>Review instructional methods by using textbook information, practicing, and choosing appropriate strategies for subject matter.</li> </ul>	5 (5A), (5B), (5C), (5D), (5E), (5F)	c2: B, C, D, E, G, H, I c3: A, B, C, D, E, F, G, H, I, J c4: B, C, D, E, F, G, H, I, J, K c5: B, C, D, E, F, G
	<b>B. Diverse Learners</b>			
	<b>C. Developmentally Appropriate Practices (Early Childhood)</b>			
	Art and Creativity	<ul style="list-style-type: none"> <li>Identify key elements of art and creativity by class notes, discussions and unique project for field site.</li> </ul>	3 (3D) 4 (4B) 5 (5B), (5C)	c2: B, C, D, E, F, G, H, I c3: A, B, C, D, E, F, G, H, I, J c4: B, C, D, E, F, G, H, I, J, K c5: B, C, D, E, F, G
	The Importance of Artistic Experiences	<ul style="list-style-type: none"> <li>Describe the stages of art development and how it influences physical, social, emotional, and cognitive growth.</li> </ul>	3 (3D) 5 (5B), (5C)	c2: B, C, D, E, F, G, H, I c3: A, B, C, D, E, F, G, H, I, J c4: B, C, D, E, F, G, H, I, J, K c5: B, C, D, E, F, G
	Block Building	<ul style="list-style-type: none"> <li>Identify developmental domain influences through blockbuilding and the stages students' experience.</li> </ul>	3 (3D) 5 (5B), (5C)	c2: B, C, D, E, F, G, H, I c3: A, B, C, D, E, F, G, H, I, J c4: B, C, D, E, F, G, H, I, J, K c5: B, C, E, F, G
	Language and Writing	<ul style="list-style-type: none"> <li>Identify expressive and receptive language concepts which influence student's intellectual development.</li> </ul>	3 (3D) 4 (4B) 5 (5B), (5C)	c2: A, B, C, D, E, F, G, H, I c3: A, B, C, D, E, F, G, H, I, J c4: A, B, C, D, E, F, G, H, I, J, K c5: A, B, C, E, F, G
	Children's Literature	<ul style="list-style-type: none"> <li>Identify elements of storytelling as an appropriate language activity for young children by using class notes, creating an original story, and practice storytelling.</li> </ul>	3 (3D) 4 (4B) 5 (5B), (5C)	c2: A, B, C, D, E, F, G, H, I c3: A, B, C, D, E, F, G, H, I, J c4: A, B, C, D, E, F, G, H, I, J, K c5: A, B, C, D, E, F, G
Dramatic Play	<ul style="list-style-type: none"> <li>Identify important facts about dramatic play by class notes, discussion, preschool observation and written assignment.</li> </ul>	3 (3D) 5 (5B), (5C)	c2: B, C, D, F, G, H, I c3: A, B, C, D, F, G, H, I c4: B, C, D, E, F, G, H, I, J, K c5: B, C, E, F, G	

	Math Experiences	<ul style="list-style-type: none"> <li>Identify key math concepts for young students by using textbook, worksheet and preschool observations.</li> </ul>	1 (1B) 3 (3D) 5 (5B), (5C)	c2: B, C, D, E, G, H, I c3: A, B, C, D, E, F, G, H c4: B, C, D, E, F, G, H, I, J, K c5: B, C, E, F, G
	Science and Technology	<ul style="list-style-type: none"> <li>Explain skills for science experiences by using textbook and worksheets.</li> </ul>	3 (3D) 5 (5B), (5C)	c2: B, C, D, E, G, H, I c3: A, B, C, D, E, F, G, H, I, J c4: B, C, D, E, F, G, H, I, J, K c5: B, C, E, F, G
	Social Studies	<ul style="list-style-type: none"> <li>Explain key concepts about social studies experiences that benefit students by using the textbook, worksheets and preschool observation.</li> </ul>	3 (3D) 5 (5B), (5C)	c2: B, C, D, E, G, H, I c3: A, B, C, D, E, F, G, H, I, J c4: B, C, D, E, F, G, H, I, J, K c5: B, C, E, F, G
	Music and Movement	<ul style="list-style-type: none"> <li>Explain the value of music experiences by identifying developmentally appropriate music activities for young students.</li> </ul>	3 (3D) 5 (5B), (5C)	c2: B, C, D, E, F, G, H, I c3: A, B, C, D, E, F, G, H, I, J c4: B, C, D, E, F, G, H, I, J, K c5: A, B, C, D, E, F, G

### Effective Learning Environments

IV	<b>A. Goals of Techniques of Guidance</b>			
	Effective Guidance	<ul style="list-style-type: none"> <li>Identify effective guidance by using textbook, writing examples and observing in the field.</li> </ul>	2 (2D) 6 (6A), (6C), (6D)	c2: B, C, D, E, F, G, H, I c3: A, B, C, D, E, F, G, H, I, J c4: B, C, D, E, F, G, H, I, J, K c5: A, B, C, E, F, G
	<b>B. Guidance Challenges</b>			
	<b>C. Classroom Management</b>			
	Strategies	<ul style="list-style-type: none"> <li>Discuss classroom management by using textbooks, class discussions, and handouts.</li> </ul>	2 (2D) 6 (6A), (6C), (6D)	c2: B, C, D, E, F, G, H, I c3: A, B, C, D, E, F, G, H, I, J c4: A, B, C, D, E, F, G, H, I, J, K c5: A, B, C, D, E, F, G

### Technology Skills

V	Technology	<ul style="list-style-type: none"> <li>Research and implement the use(s) of technology in the classroom through the use of articles, computers and major projects.</li> </ul>	9 (9A), (9B), (9C)	c2: B, C, D, E, G, H, I c3: B, C, D, E, F, G, H, I c4: B, C, D, E, F, G, H, I, J, K c5: B, C, E, F, G
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### Role of Assessment

VI	Purpose and Strategies of Assessment	<ul style="list-style-type: none"> <li>Describe the appropriate reasoning and strategies for assessment in the classroom.</li> </ul>	4 (4B) 7 (7A), (7B), (7C)	c2: B, C, D, E, F, G, H, I c3: A, B, C, D, E, F, G, H, I, J c4: A, B, C, D, E, F, G, H, I, J, K c5: A, B, C, D, E, F, G
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