



Palm Springs Unified School District Secondary Course Description

Please read: Sections 1 and 2 must be completed and submitted to the Director of Secondary Curriculum and Instruction for all courses seeking PSUSD Cabinet and Board approval. Sections 3 and/or 5 must be completed if the course will be submitted to the University of California (UC) for placement on your school's a-g list and/or Career and technical educational (CTE).

District Office Use Only

Transcript Title(s)/Abbreviation: Educational Psychology 1

Transcript Course Code(s)/Number(s): 4621WS1 & 4621WS2 Cabinet/BOE Approval Date: May 23, 2017

Section 1: Course Content

1. Course Title: Educational Psychology 1

Date this course was first submitted to the Curriculum Advisory: 4/28/2017

2. Is this a re-write of an existing course? No If "Yes," what is the District Course Code: _____

3. CALPADS Code : 4323

4. PSUSD graduation requirement subject area: CTE

5. Unit Value for complete course: 10 PSUSD credits (one year/two semesters) 6. Grade Level: 11 -- -- --

Course can be repeated for Credit? *Note: Grade level pertains to which grades the course has been designed.*

7. PSUSD Department: Vocational

8. PSUSD weighted GPA? No 9. Is this an "online" learning course? No

If "Yes," list the online provider: _____

Note: If "Yes," an additional course code will be created by ETIS with a virtual designation.

10. Will this course be offered only through the Alternative Education Program? No

11. Career Pathway Relationship

Note: Refer to the list of Industries and their associated Pathways in Section 5, Item #38

Is this course an Industry and Career Pathway-related Course? Yes

If "Yes," which Industry? Education, Child Development and Family Services

Which Pathway? Education

What sequence level? 18-Intermediate

12. Is this course an Academy-related Course? Yes If "Yes," which Academy? The Academy for Careers in Education at DHS+

13. Course Content:

For each unit of the course, provide:

1. A brief description (5-10 sentences) of topics to be addressed that demonstrates the critical thinking, depth and progression of content covered.
2. A brief summary (2-4 sentences) of at least one assignment that explains what a student produces, how the student completes the assignment and what the student learns.

Unit 1 - The Teaching Profession and You Instructional Time: 15 Days

California Standards for Career Ready Practice Addressed:

CSCRP-1. Apply appropriate technical skills and academic knowledge.

CSCRP-3. Develop an education and career plan aligned with personal goals.

CSCRP-4. Apply technology to enhance productivity.

CSCRP-6. Practice personal health and understand financial literacy.

CSCRP-12. Understand the environmental, social, and economic impacts of decisions.

CTE Education Pathway Standards Addressed:

C1.2 Describe the basic structure of public education in California (e.g., prekindergarten through grade twelve, community college, the California State University, the University of California), as well as private institutions.

Sample Lessons:

- Personality and Career Tests
- Reading of recent articles featuring careers in education
- Reading of Textbook
- Interview of School Staff
- Guest Speaker

Unit 1 Potential Assignments:

- Students will create a Google Slide featuring their revised 10-year plan. This will include the basic structure of education in California. As a Junior in high school, they will examine whether the Cal-State, UC, private, or community college path is most appropriate for where they are at. Students will also align this 10-year plan to their personal goals, including personal health and finances. An added emphasis will be placed on understanding the impact of their decisions, both decisions that have led to where they are, as well as the decisions necessary to follow through with their 10-year plan.

Materials Needed:

- Chromebooks
- Basic school supplies (pencils, paper, etc...)

Unit 2 - The Learning Process Instructional Time: 30 Days

California Standards for Career Ready Practice Addressed:

CSCRP-1. Apply appropriate technical skills and academic knowledge.

CSCRP-4. Apply technology to enhance productivity

CSCRP-5. Utilize critical thinking to make sense of problems and persevere in solving them.

CSCRP-9. Work productively in teams while integrating cultural and global competence.

CSCRP-10. Demonstrate creativity and innovation.

CSCRP-11. Employ valid and reliable research strategies.

CSCRP-12. Understand the environmental, social, and economic impacts of decisions.

CTE Education Pathway Standards Addressed:

- C6.1 List common behavior problems, possible causes, and develop potential positive solutions.
- C6.2 Define the types of positive guidance techniques that are used in various ages and stages of a child's development
- C6.4 Practice strategies for building relationships and effective classroom management, including appropriate guidance and discipline.
- C7.1 Identify relevant curriculum standards and demonstrate their use in instruction.

Unit 2 Potential Assignments:

- Students will design a lesson plan and practice instruction on the class as a whole. The lesson plan must include developing positive solutions to address student behavior problems, strategies for developing relationships between teacher and student, and alignment with relevant curriculum standards.
- Students will be provided a lesson plan and prompted to improve the lesson plan with an emphasis on increasing teacher effectiveness. Students will consider child development and cite evidence based methods for improving the lesson.

Materials Needed:

- Chromebooks
- Basic school supplies (pencils, paper, etc...)

Unit 3 - Student Development Instructional Time: 30 Days

California Standards for Career Ready Practice Addressed:

- CSCR-2. Communicate clearly, effectively, and with reason.
- CSCR-4. Apply technology to enhance productivity.
- CSCR-5. Utilize critical thinking to make sense of problems and persevere in solving them.
- CSCR-7. Act as a responsible citizen in the workplace and the community.
- CSCR-8. Model integrity, ethical leadership, and effective management.
- CSCR-9. Work productively in teams while integrating cultural and global competence.
- CSCR-11. Employ valid and reliable research strategies.
- CSCR-12. Understand the environmental, social, and economic impacts of decisions.

CTE Education Pathway Standards Addressed:

- C3.1 Describe the critical health and safety procedures that are used at a school site.
- C3.2 Identify the indicators of child abuse and neglect and the role of the mandated reporter.
- C5.1 Identify how typical and common atypical developmental patterns affect the educational progress of children and adolescents.
- C5.2 Explain the role of family involvement in the physical, intellectual, emotional, and social development of children and adolescents.
- C5.3 Diagram factors in heredity, family, culture, diversity, economic, abilities, and environment that may influence the development of children and adolescents
- C6.1 List common behavior problems, possible causes, and develop potential positive solutions.
- C6.3 Demonstrate how to support the development of a positive self-image and self-esteem as well as independence and respect for oneself and others.

Unit 3 Potential Assignments:

- On site guest speaker to explain the current health and safety procedures on site.
- Choose one current health and safety procedure on site and improve the plan. Present your new plan to administrators and leaders on campus for potential implementation.
- Create a thinking map categorizing different student behaviors and ways teachers could encourage, discourage, or redirect the behaviors.

- Create a thinking map categorizing different behavior problems with their possible causes.

Materials Needed:

- Chromebooks
- Basic school supplies (pencils, paper, etc...)

Unit 4 - Student Diversity Instructional Time: 20 Days

California Standards for Career Ready Practice Addressed:

CSCR-7. Act as a responsible citizen in the workplace and the community.

CSCR-8. Model integrity, ethical leadership, and effective management.

CSCR-9. Work productively in teams while integrating cultural and global competence.

CSCR-11. Employ valid and reliable research strategies.

CTE Education Pathway Standards Addressed:

C5.3 Diagram factors in heredity, family, culture, diversity, economic, abilities, and environment that may influence the development of children and adolescents.

C7.2 Understand the processes, implementations, and educator responsibilities of individualized education programs (IEPs) and Section 504 plans of the Rehabilitation Act and the Americans with Disabilities Act.

C9.3 Explain issues of diversity and how to exhibit sensitivity to cultural differences.

Unit 4 Potential Assignments:

- Create a thinking map to show the factors of heredity, family, culture, diversity, economic, abilities, and environment that may influence the development of children and adolescents.
- Guest speaker from site to explain how IEP's and 504's are used on campus.
- Students research a specific topic of their own focused on diversity and present to the class.

Materials Needed:

- Chromebooks
- Basic school supplies (pencils, paper, etc...)

Unit 5 - Students with Special Educational Needs Instructional Time: 20 Days

California Standards for Career Ready Practice Addressed:

CSCR-2. Communicate clearly, effectively, and with reason.

CSCR-9. Work productively in teams while integrating cultural and global competence.

CSCR-10. Demonstrate creativity and innovation.

CSCR-11. Employ valid and reliable research strategies.

CTE Education Pathway Standards Addressed:

C5.2 Explain the role of family involvement in the physical, intellectual, emotional, and social development of children and adolescents.

C5.3 Diagram factors in heredity, family, culture, diversity, economic, abilities, and environment that may influence the development of children and adolescents

C5.4 Assess and evaluate evidence-based educational practices for the inclusion of children and adolescents with special needs.

C7.2 Understand the processes, implementations, and educator responsibilities of individualized education programs (IEPs) and Section 504 plans of the Rehabilitation Act and the Americans with Disabilities Act.

Unit 5 Potential Assignments:

- Invite a social worker on site to be a guest speaker.

- Students explore several different evidence-based educational practices. Then choose on to create a lesson plan and teach the class.

Materials Needed:

- Chromebooks
- Basic school supplies (pencils, paper, etc...)

Unit 6 - Student Motivation Instructional Time: 25 Days California Standards for Career

Ready Practice Addressed:

CSCR-2. Communicate clearly, effectively, and with reason.

CSCR-7. Act as a responsible citizen in the workplace and the community. CSCR-8. Model integrity, ethical leadership, and effective management. CSCR-10. Demonstrate creativity and innovation.

CSCR-11. Employ valid and reliable research strategies.

CSCR-12. Understand the environmental, social, and economic impacts of decisions.

CTE Education Pathway Standards Addressed:

C6.1 List common behavior problems, possible causes, and develop potential positive solutions.

C6.2 Define the types of positive guidance techniques that are used in various ages and stages of a child's development

C6.3 Demonstrate how to support the development of a positive self-image and self-esteem as well as independence and respect for oneself and others.

C11.2 Demonstrate techniques for providing positive feedback on student work, attendance, and classroom performance.

Unit 6 Potential Assignments:

- On site guest speaker to explain the current systems in store for motivating students.
- Students choose a current plan the site uses for student motivation and revises the plan to improve it. Students propose their idea to administrators and lead teachers for a potential adoption on site.

Materials Needed:

- Chromebooks
- Basic school supplies (pencils, paper, etc...)

Unit 7 - Classroom Management and the Learning Environment Instructional Time: 22 Days

California Standards for Career Ready Practice Addressed:

CSCR-1. Apply appropriate technical skills and academic knowledge.

CSCR-2. Communicate clearly, effectively, and with reason.

CSCR-4. Apply technology to enhance productivity.

CSCR-7. Act as a responsible citizen in the workplace and the community.

CSCR-8. Model integrity, ethical leadership, and effective management.

CSCR-9. Work productively in teams while integrating cultural and global competence.

CSCR-11. Employ valid and reliable research strategies.

CSCR-12. Understand the environmental, social, and economic impacts of decisions.

CTE Education Pathway Standards Addressed:

C6.1 List common behavior problems, possible causes, and develop potential positive solutions.

C6.2 Define the types of positive guidance techniques that are used in various ages and stages of a child's development

C6.3 Demonstrate how to support the development of a positive self-image and self-esteem as well as independence and respect for oneself and others.

C6.4 Practice strategies for building relationships and effective classroom management, including appropriate guidance and discipline.

C11.2 Demonstrate techniques for providing positive feedback on student work, attendance, and

classroom performance.

C11.4 Analyze a variety of individual and group teaching strategies and learning theories that promote effective learning.

C11.5 Research the common typical and atypical learning challenges for students in a variety of curricular areas

Unit 7 Potential Assignments:

- Students go on a field trip to several elementary, middle, and other high schools to observe different types of classroom management across the school district. Students then write an essay explaining their findings.
- Students create a lesson plan focusing on classroom management and teach the class.

Materials Needed:

- Chromebooks
- Basic school supplies (pencils, paper, etc...)

Unit 8 - The Nature of Classroom Communication Instructional Time: 18 Days

California Standards for Career Ready Practice Addressed:

CSCR-2. Communicate clearly, effectively, and with reason.

CSCR-4. Apply technology to enhance productivity.

CSCR-7. Act as a responsible citizen in the workplace and the community.

CSCR-9. Work productively in teams while integrating cultural and global competence.

CSCR-12. Understand the environmental, social, and economic impacts of decisions.

CTE Education Pathway Standards Addressed:

C2.3 Implement appropriate procedures at the classroom level (e.g., attendance; observations; evaluations; illness, incident, accident, and injury reports).

C6.5 Develop strategies for building relationships with all stakeholders.

C9.1 Recognize the factors that influence effective communication between the school and home and how to foster familial involvement.

C9.2 Summarize the ways in which age, abilities, language, culture, economics, and educational backgrounds may affect communication within and among families and the school.

C11.2 Demonstrate techniques for providing positive feedback on student work, attendance, and classroom performance.

Unit 8 Potential Assignments:

- Students research and then write an essay summarizing the ways in which age, abilities, language, culture, economics, and educational backgrounds may affect communication within and among families in the school.
- Guest speaker from site explains how they provide positive feedback on student work. Students improve the plan and propose to the guest speaker at a follow through meeting.

Materials Needed:

- Chromebooks
- Basic school supplies (pencils, paper, etc...)

14. Course Overview [Provide a brief summary/snapshot (3-5 sentences) of the course's content]:

Students enrolled in the Introduction to Education course will primarily explore the variety of careers that fall under the umbrella of education. In addition, students will begin to develop lesson plans and practice teaching in front of their peers and at the elementary or middle school level. Students will begin to research the stages of child development and begin to identify which level of child development they would prefer to obtain a career in.

15. Texts and Supplemental Instructional Materials (*all non-core instructional materials are the responsibility of individual schools to purchase.*)

Texts: Discovering Psychology The Science of the Mind by John Cacioppo and Laura Freberg

Supplemental Materials: _____

16. Will this course be submitted for approval by UC? No

Section 2: School and District Information

School Information

1. School Name: Desert Hot Springs High School

School District: Palm Springs Unified School District

City and State: Palm Springs, California District Web Site: http://www.psusd.us

School Course List Contact Information (Name of AP of Curriculum or Principal)

2. Name: Mike Grein

Position/Title: Assistant Principal Email: mgrein@psusd.us

Phone #: (760) 288-7000 Ext: _____

Teacher Contact Information (Name of teacher/administrator who authored this course)

3. Name: Andrew Williams

Position/Title: CTE Teacher Email: awilliams@psusd.us

Phone #: (760) 288-7000 Ext. _____



Palm Springs Unified School District Secondary Course Description

Section 3: Course Information

1. Was this course "Previously Approved" by UC? No

Note: if this course is to be submitted to UC and it was "Previously Approved," the exact same course title as the previously approved course must be used. Complete outlines are not needed for courses previously approved by UC. Courses that are defined as "previously approved" are courses from the following programs (Advanced Placement, International Baccalaureate, ROP courses, etc.), or courses from within the same district, or courses that have been removed within a three-year window are being reinstated, and/or courses from UC-approved online providers. Courses modeled after courses from outside the school district are also defined as "previously approved" but a complete course description will be required for submission to UC. Each section below represents an individual page on the UC electronic submission site.

If "No," proceed to the Course Description Section (Section 4).

If "Yes," indicate which category applies:

2. Is this course modeled after a UC-approved course from another high school outside of our district? No

Note: If "Yes," you will be required to submit a complete course description. UC will review the previous submission, if it is available, to assist them in their review process.

If "Yes," list which school:

Exact Course Title: _____

3. Is this course modeled after an identical course approved by UC for the current year at another high school in PSUSD: No

If "Yes," what school?

Exact Course Title: _____

4. Is this course being reinstated after removal within 3 years: No

If "Yes," what year was the course removed from the list? _____

Exact Course Title: _____

5. Has this course been provided program status, is not an online course, and is it listed below? No

If "Yes," select an option from the Program

Status list: -- _____

6. If "Advanced Placement," has it been authorized by the College Board through the AP audit process? --

Note: UC will only allow Advanced Placement courses that have passed or are in the AP audit process. UC requires all AP courses on your list, including those approved in prior years, to be verified via the College Board AP audit process. UC will run quarterly reports based on AP Audit data. AP courses not listed on the AP audit list will be removed.

If "In Progress," date submitted to AP: _____
MM/DD/YYYY

Exact Program Course Title: -- _____

7(a). Is this course provided by one of the UC-approved online curriculum providers listed in #8?

No

7(b). Have you signed the appropriate partnership agreement with the provider regarding methods of delivery and instruction?

No

Note: You must have signed an agreement with the appropriate provider and filed with UC in order to use their courses.

8. If the answer to either 7(a) or (b) is “No,” UC will not approve this course. If “Yes” to both 7(a) and (b)., then select the appropriate option from the Online Provider List below:

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9. Seeking “Honors” Distinction

Note: To receive “Honors” distinction for both UC and PSUSD, the course content must satisfy certain requirements. For information about these requirements, refer to the a-g Guide: <http://www.ucop.edu/a-gGuide/ag/a-g/honors.html>. For “Previously Approved” courses (including AP and IB), the honors information will be pre-populated as applicable on your UC submission template.

No

*Note: “Other Honors” is defined by UC as a course specifically designed with distinctive features which set it apart from regular high school courses in the same discipline areas. The course should be seen as comparable in terms of workload and emphasis to AP, IB or introductory college courses in the subject. Honors courses must be designed for the 11th and 12th grade level to be UC approved and require a comprehensive, year-long written final exam. In addition to AP and IB higher level courses, **high schools may certify not more than one honors level course per grade level in each of the following subject areas only: history, English, advanced mathematics, each laboratory science course, each language other than English, and each of the four VPA disciplines.** If there are no AP or IB or higher level courses in a given subject area, the high school may certify up to, but not more than two honors level courses in that area.*

10. Subject Area and Category

“a” - History/Social Science

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“b” - English

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“c” - Mathematics

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“d” - Laboratory Science

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Note: Students electing to enroll in an integrated-science program (ISP) are strongly advised by UC to complete the entire three-year sequence. In most cases, the first year of an integrated science sequence fulfills only the “g” elective requirement: the second and third years of the sequence then fulfill the two-year “d” laboratory science requirement. Accordingly, if only ISP 1 and only one of ISP 2 or ISP 3 are completed, then one additional course from the categories of Biology, Chemistry, or Physics from the “d” subject area must be taken to fulfill the “d” requirement.

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Note: This category demonstrates that the course is cross-disciplinary and is often used for advanced science courses such as AP Environmental Science or Biochemistry

“e” - Language Other than English

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Language --

“f” - Visual and Performing Arts

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“g” - Elective

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Palm Springs Unified School District High School Course Description

Section 4: Course Attributes

1. Is this course classified as a Career Technical Education Course?

Yes

If no, skip item #2

2. If "Yes," select the name of the industry **and** Career Pathway:

<input type="checkbox"/> Agriculture and Natural Resources	--
<input type="checkbox"/> Arts, Media, and Entertainment	--
<input type="checkbox"/> Building and Construction Trades	--
<input type="checkbox"/> Business and Finance	--
<input checked="" type="checkbox"/> Education, Child Development and Family Services	Education
<input type="checkbox"/> Energy, Environment, and Utilities	--
<input type="checkbox"/> Engineering and Architecture	--
<input type="checkbox"/> Fashion and Interior Design	--
<input type="checkbox"/> Finance and Business	--
<input type="checkbox"/> Health Science and Medical Technology	--
<input type="checkbox"/> Hospitality, Tourism, and Recreation	--
<input type="checkbox"/> Information and Communication Technologies	--
<input type="checkbox"/> Manufacturing and Product Development	--
<input type="checkbox"/> Marketing, Sales, and Service	--
<input type="checkbox"/> Public Services	--
<input type="checkbox"/> Transportation	--