



CHELMSFORD HIGH SCHOOL

DISCOVER TEACHING SYLLABUS 2025-2026

COURSE DESCRIPTION

This course is offered as a Dual-Enrollment class through Middlesex Community College. Upon completion of this course, 3 college credits will be earned. If you choose to take this class as part of the Dual-Enrollment program, please let your guidance counselor know as soon as possible!

This course will explore the major aspects of teaching and learning, and is intended to help students decide if they want to pursue a career in Prek-12 education. Course topics will focus on the field of education as it relates to curriculum development, lesson planning, assessment, licensure as well as an overview of historical and theoretical foundations of education. Students will be introduced to the curricula used in the Chelmsford Public Schools: *Math Expressions*, *Foundations*, and Fountas and Pinnell. Included will be discussions around diversity, equity, and inclusion and will provide students with time to combine classroom instruction with hands-on participation working with preschool children in the Lion's Pride North Preschool (our in-house preschool). Students who are 17 & 18-years-old will be asked to fill out a C.O.R.I. form before they begin working with the young children.

Prerequisite(s): Successful completion of *Child Growth and Development*.

REQUIRED TEXTS

Bolick, C.M., Cooper, J.M., & Ryan K. *Those Who Can, Teach* (15th ed), Cengage Learning, © 2015.

Decker, Dr. Celia Anita; *Child Development – Early Stages Through Age 12*, 8th Edition, Goodheart-Willcox, © 2016.

Herr, Dr. Judy; *Working with Young Children*, 7th Edition, Goodheart-Willcox, © 2012.

Pre-K Curriculum:

Fountas, Irene C., Pinnell, Gay Su; *The Fountas & Pinnell Literacy*, Heinemann © 2021.

Fuson, Dr. Karen C.; *Math Expressions Early Learning Resources*, Houghton Mifflin Harcourt, © 2018.

Wilson, Barbara; *Foundations Willson Language Basics*, Wilson Language Training Corporation © 2015.

Supplemental materials:

Workbook to Herr, Dr. Judy; *Working with Young Children*, 7th edition, Goodheart-Wilcox, © 2012.

Workbook to *Child Development – Early Stages Through Age 12*, 8th Edition, Goodheart-Willcox, © 2016.

COURSE GOALS and STANDARDS:

National Standards for Family and Consumer Sciences Education

Area of Study 4.0: Education and Early Childhood

Comprehensive Standard: Integrate knowledge, skills, and practices required for careers in early childhood, education, and services.

Standard 4.1: Analyze career paths within early childhood, education & related services.

Standard 4.2: Analyze developmentally appropriate and culturally responsive practices to plan for early childhood, education, and services.

Standard 4.3: 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.

Standard 4.4: Demonstrate a safe and healthy learning environment for children, youth and adults.

Standard 4.5: Demonstrate skills for building and maintaining positive collaborative relationships with children, youth and adults in their family and community environments, considering gender, ethnicity, geographical, cultural, and global influences.

Standard 4.6: Demonstrate professional practices and standards related to working with children, youth and adults, including diverse populations.

National Association for the Education of Young Children (NAEYC) Professional Standards and Competencies for Early Childhood Educators

1. Child Development and Learning in Context
2. Family-Teacher Partnerships and Community Connections
3. Child Observation, Documentation and Assessment
4. Developmentally, Culturally, and Linguistically Appropriate Teaching Practices
5. Knowledge, Application, and Integration of Academic Content in the Early Childhood Curriculum
6. Professional as an Early Childhood Educator

STUDENT LEARNING OUTCOMES:

- Students will focus on the many aspects of curriculum development, including learning how to create and develop relevant lesson plans for preschoolers that coincide with the Department of Elementary and Secondary Education (DESE) Pre-K Frameworks.
- Students will become oriented to the resources, supports, and processes involved in obtaining licensure in the state of Massachusetts.
- Students will utilize the following curricula: “Foundations,” “Fountas and Pinnell Reading Program,” and “Math Expressions.”
- Students will know how to create, develop and write effective lesson plans.
- Students will analyze the roles, responsibilities, and experiences of those who work in educational settings.
- Students will explore the attributes of professionalism in the field of education, including professional practice, advocacy, and social justice.

CONFIDENTIALITY

Students are encouraged to share relevant observations or questions regarding experiences, children, caregivers, and programs in respectful non-identifying ways. Students should omit any identifying information (last names, program names, etc.) from all class discussions. In addition,

students should remember that personal experiences shared with the class should remain in the classroom and should not be discussed outside of class. This guideline supports the building of an atmosphere of trust, safety, and mutual respect.

PERSONS WITH DISABILITIES

Chelmsford High School is committed to supporting the success and well-being of all students, regardless of varying abilities and levels of adaptive skills. The Special Education office provides services and resources to empower each student to attain their highest level of academic success and learning independence.

ACADEMIC INTEGRITY

At Chelmsford High School, students are expected to maintain high moral and ethical standards, as exemplified by the final sentence of our mission statement: *“A spirit of respect is fostered, as members take responsibility for their actions and acknowledge the rights and differences of others.”* (CHS Mission Statement)

Students should respect themselves, other students, staff members and the school. The acts of cheating and plagiarism violate expectations that students will exhibit respectful, ethical behavior.

[The Academic Honor Code](#) exists to address the issues of cheating and plagiarism.

GRADING POLICIES

Please connect with individual teachers for specific information regarding grading. Students will be able to monitor academic progress biweekly through X2/Aspen.

Students are strongly encouraged to take advantage of the academic support programs and services (such as PRIDE Block, after-school help, etc.) available to them to help ensure and support success. Information about these services can be provided by your teacher, guidance counselor, or administration.

This syllabus and course outline are subject to change as Chelmsford High School seeks to continually improve the learning experiences for all students.

“We foster PRIDE* in our pursuit of excellence.”

PRIDE refers to our five core values – Perseverance, Respect, Integrity, Dedication, and Empathy. These five pillars represent our points of emphasis in supporting the development of quality students and quality citizens.