



Course Syllabus
EDUCATION AND TRAINING
EDUCATION PATHWAY
Ms. H Courtney

Course Description:

Content includes information to help students implement the teaching and learning processes. Major topics are funding sources, budget preparations, legal aspects, research, teaching and learning theories, curriculum development, positive learning environments, creative teaching techniques, appropriate learning activities, instructional resources, community resources and services, scope and sequence charts, course outlines, lesson plans, testing, grading, developing partnerships, technology, and careers. School-based laboratory experiences are essential for students to develop skills in teaching. Observational experiences are a required component of this course. The culminating project for this course is the completion of a reflective journal implementing the school supported CDC format of reflection for each week. Students need at 85% or above to show competency. Students are encouraged to join Family, Career & Community Leaders of America (FCCLA) which is a nationally recognized organization that promotes leadership focused on the family, their career and their community.

This is NOT a lecture course. Class discussion is essential both in small groups and in larger classes. Students should come to class prepared to ask questions, evaluate materials and express their own reasoned views on topics.

Course Objectives:

Unit 1- Students will:

1. Identify funds available for classroom use.
2. Determine steps in developing a budget.
3. Create a classroom budget using Classroom Instructional Supply money.
4. Analyze the legal aspects of teacher certification.
5. Analyze the legal aspects of tenure.
6. Analyze the legal aspects of accountability in the classroom.
7. Analyze the legal aspects of liability for negligence.

Unit 2 - Students will:

1. Define motivation.
2. Analyze Maslow's Hierarchy of Needs in relation to motivation.
3. Determine motivational techniques used to enhance student learning at various grade levels.
4. Demonstrate motivational techniques used to enhance learning at various grade levels.
5. Analyze characteristics of a positive learning environment.
6. Assess the learning environment at various grade levels.

Unit 3- Students will:

James Clemens High School

11306 County Line Road
Madison, AL 35756



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5. Assess the interest and needs of students to determine instructional goals, objectives, and teaching strategies.
6. Evaluate instructional resources and materials based on rigor and relevance of content, grade level, reading level, and needs of students.
Examples: technological tools and equipment
7. Describe learning and developmental theories relative to individual student characteristics.
8. Determine teaching strategies needed to meet instructional goals and to address educational initiatives.
9. Create learning activities designed to meet instructional goals and to address educational initiatives.
10. Compare grading practices used to assess student achievement.
11. Identify stakeholders that partner to enhance the instructional program.
12. Describe community resources and services that may enhance the instructional program.
13. Describe assessment theories used in evaluating students.

Unit 4- Students will:

1. Explain levels of development of curriculum for classroom instruction.
2. Analyze factors that impact the curriculum development process.
3. Explain the steps used in the curriculum development process.
4. Apply the steps used to develop curriculum.
5. Analyze the process of developing scope and sequence charts.
6. Develop scope and sequence charts.
7. Analyze the process of developing course outlines.
8. Develop course outlines.
9. Analyze the process of developing unit plans/plans of instruction.
10. Develop unit plans/plans of instruction.
11. Analyze the process of developing lesson plans.
12. Develop lesson plans.
13. Determine the skills needed to teach.
14. Teach lessons.

Unit 5- Students will:

1. Determine characteristics of professionalism in the educational workforce.
2. Analyze purposes of different professional organizations in the field of education.
3. Describe how the National Board for Professional Teaching Standards has set professional standards for the teaching profession.

Classroom Rules and Expectations:

- Good attendance is required for an adequate learning experience.
- Be in your seat and ready to work when the bell sounds.
- Bring all required materials to class each day.
- Show respect to all persons (as well as their property) in class.
- Students who are tardy to class will be assigned to detention
- Cell phones or other devices will be allowed to be used in the classroom at teacher discretion.
- No food or drink in the classroom. Water in bottles allowed.

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- **Obey all school rules (please refer to the student handbook).**

Accommodations: Requests for accommodations for this course or any school event are welcomed by students and parents.

Concerning Laptop Utilization: Student laptops should not be hard-wired to the network or have print capabilities. 2. Use of discs, flash drives, jump drives, or other USB devices will not be allowed on Madison City computers. 3. Neither the teacher, nor the school is responsible for broken, stolen, or lost laptops. 4. Laptops and other electronic devices will be used at the individual discretion of the teacher.

Turnitin Notice: The majority of writing assignments in this course will be submitted to Turnitin via the Schoology learning platform. The primary focus of this software is to help students become better writers and scholars. Turnitin generates a report on the originality of student writing by comparing it with a database of periodicals, books, online content, student papers, and other published work. This program will help students discern when they are using sources fairly, citing properly, and paraphrasing effectively - skills essential to all academic work.

Students will have the opportunity to review their Turnitin originality report and will have the opportunity to make revisions before submitting their work for grading. Once their work is submitted, teachers have the opportunity to view the student's originality report and grade accordingly.

Grading Policy:

Test grades will account for 70% of the 9-weeks grade, with the remaining 30% being determined by quiz/daily grades. The grading scale is as follows: A (90-100%), B (80-89), C (70-79), D (65-69), and F (below 65). Grades will be a reflection of mastery of the standards. Make sure all absences are excused as classwork can be made up and graded for excused absences only. The final exam counts for 20% of the final grade. All missing assignments will be entered as a zero in the grade book until late work has been graded.

Make-Up Work Policy:

See the student handbook section for details. Late work may be subject to penalty points at the teacher's discretion.

Course Materials:

Three-ring binder, paper, folder, pencil, and pen (blue or black only).

Texts/Required Readings:

Teaching by Sharleen L. Kato, 2010



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18 - WEEK PLAN*	
WEEK 1	Create a classroom budget utilizing funds allocated for use in the classroom.
WEEK 2	Explain legal aspects of teaching. Examples: teaching certification, tenure, accountability, liability for negligence
WEEK 3	Demonstrate motivational techniques used to enhance student achievement at various grade levels.
WEEK 4	Determine characteristics of a positive learning environment.
WEEK 5	Assess the interest and needs of students to determine instructional goals, objectives, and teaching strategies.
WEEK 6	Evaluate instructional resources and materials based on rigor and relevance of content, grade level, reading level, and needs of students. Examples: technological tools and equipment
WEEK 7	Describe learning and developmental theories relative to individual student characteristics.
WEEK 8	Determine teaching strategies needed to meet instructional goals and to address educational initiatives.
WEEK 9	Create learning activities designed to meet instructional goals and to address educational initiatives.
WEEK 10) Compare grading practices used to assess student achievement.
WEEK 11) Identify stakeholders that partner to enhance the instructional program.

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WEEK 12) Describe community resources and services that may enhance the instructional program.
WEEK 13) Describe assessment theories used in evaluating students.
WEEK 14) Describe levels in which curriculum is developed for classroom instructions. Examples: state, local, program, course, unit, daily
WEEK 15) Analyze curriculum development for factors that impact the process.
WEEK 16) Describe steps in curriculum development. Examples: conducting research, planning of instruction, presenting lessons, evaluating instruction, revising instructional plans
WEEK 17) Develop scope and sequence charts, course outlines, unit plans, and lesson plans.
WEEK 18) Practice teaching a lesson plan.

*** This syllabus serves as a guide for both the teacher and student; however, during the term it may become necessary to make additions, deletions, or substitutions.**