





**Course Syllabus**  
**TEACHING 2 - EDUCATION PATHWAY**  
**Ms. H Courtney**

**Course Description:**

Teaching II is a one-credit course. Prerequisite courses required include Education and Training and Teaching I. Content provides students with advanced knowledge and skills used in the education field. Concepts of legal aspects of education, instructional resources, motivation, types of assessments, constructing texts, positive learning environments, lesson planning and teaching for various areas and grades, reading level of instructional materials, classroom management strategies, partnerships, public relations, professional associations, technology, and careers are included in the course. Observational experiences are a required component of this course. Career and technical student organizations are integral, co-curricular components of each career and technical education course. These organizations serve as a means to enhance classroom instruction while helping students develop leadership abilities, expand workplace readiness skills, and broaden opportunities for personal and professional growth.

**Course Objectives:**

- Develop a personal philosophy of education.
2. Critique research studies to identify effective teaching and learning practices.
3. Determine the importance of evaluating the instructional climate of a learning community.
4. Demonstrate motivational techniques that enhance student achievement.
5. Calculate the reading level of various instructional materials.
6. Compare classroom management strategies used at various grade levels.
7. . Develop a scope and sequence chart for a specific subject matter area and grade level.
8. Develop course outlines for a specific subject matter area and grade level.
9. Develop lesson plans for a specific subject-matter area and grade level.
10. Teach lessons designed for course content in a specific subject matter area and grade level.
11. Develop instructional resources for specific subject matter area and grade level that meets specific instructional goals and educational initiatives.
12. Develop ALEX lesson plans.
13. Develop lesson plans using the Rigor and Relevance Framework.
14. Analyze the importance of building “relationships” to enhancing student achievement.
15. Teach lessons.
16. Analyze types of assessments used to evaluate student achievement.
17. Construct true and false tests.
18. Construct multiple choice tests.
19. Construct matching tests.
20. Construct essay tests.
21. Construct short answer tests.
22. Construct rubrics.
23. Construct non-testing assessments.
24. Construct self-evaluation tests.
25. Construct peer evaluation tests.

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26. Describe how criterion reference assessments are used to assess content knowledge and skill in specific subject matter areas and grade levels.
27. Describe how norm reference assessments are used to assess content knowledge and skill in specific subject matter areas and grade levels.
28. Describe how rubrics are used to assess content knowledge and skill in specific subject matter areas and grade levels.
29. Describe how formative assessments are used to assess for content knowledge and skill in specific subject matter areas and grade levels.
30. Describe how summative assessments are used to assess content knowledge and skill in specific subject matter areas and grade levels.
31. Determine ways that assessments can be adapted to meet the learning needs of special students.
32. Identify assessments mandated by the Alabama Department of Education.
33. Determine how to assign grades that assess the mastery or proficiency of student achievement.
34. Identify community partnerships that can enhance instructional programs at various grade levels.
35. Determine strategies to utilize community partnerships to enhance the instructional program at various grade levels.

## 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.

**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.

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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**



**Course Syllabus**  
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<b>18 - WEEK PLAN*</b>	
<b>WEEK 1</b>	Develop a personal philosophy of education.
<b>WEEK 2</b>	Critique research studies to identify effective teaching and learning practices.
<b>WEEK 3</b>	Describe the importance of evaluating the instructional climate of a learning community.
<b>WEEK 4</b>	Describe motivational techniques that enhance student achievement.
<b>WEEK 5</b>	Determine the reading level of various instructional materials.
<b>WEEK 6</b>	Determine classroom management strategies used at various grade levels.
<b>WEEK 7</b>	Develop scope and sequence charts, course outlines, unit plans, and lesson plans for a specific subject matter and grade level.
<b>WEEK 8</b>	Practice teaching a lesson plan for a specific subject and grade level.
<b>WEEK 9</b>	Design instructional resources for a specific subject and grade level to meet specific instructional goals and educational initiatives.
<b>WEEK 10</b>	) Determine types of assessments used in evaluating student achievement.  Examples: true-false, multiple-choice, matching, essay, short answer, project, skills tests, portfolio, self-tests
<b>WEEK 11</b>	) Explain steps in constructing tests.
<b>WEEK 12</b>	) Describe assessments for specific knowledge and skills in a specific subject and grade level, including criterion reference, norm reference, rubric, formative, and summative.

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<b>WEEK 13</b>	) Identify community partnerships that enhance instructional programs at various levels.
<b>WEEK 14</b>	) Describe a public relations program that promotes classroom and school support.
<b>WEEK 15</b>	) Determine characteristics of professionalism in the educational workplace.
<b>WEEK 16</b>	) Compare purposes of professional organizations in the field of education.
<b>WEEK 17</b>	) Describe technology used to organize and manage the instructional program.
<b>WEEK 18</b>	) Analyze career options and entrepreneurial opportunities related to the teaching field.

**\* 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.**