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|  | **Foundations of Education** **Course Syllabus** |
|  | Prince George’s County Public Schools |

**Course Code:** 686003

**Prerequisites:** None

**Course Description:** This yearlong course is the foundational course for students in the Academy of Education. The Academy contains two education programs, Early Childhood Education and the Teacher Academy of Maryland. The purpose of this course is to introduce and provide a foundation for students interested in a career as a teacher. Presenting both historical and current views of teaching and education, this course encourages students to think deeply, broadly, and systematically about the components of teaching, what teachers do, and whether teaching is an appropriate career choice for them. In the course students will develop research and theory-based views of educational history, teaching practices, various contexts of teaching and teachers, and contemporary issues related to teacher education.

**Textbook(s):** Teaching, ISBN 9781605252919

**INSTRUCTOR INFORMATION:**

**NAME:** Amy Hamilton

**E-MAIL ADDRESS**: amy2.hamilton@pgcps.org

**PLANNING TIME**: 10:40AM – 12:54PM on A Days and 7:45 – 9:08 on B Days

**SCHOOL PHONE NUMBER:** 301-497-2050 ext. 84285

# **CLASS INFORMATION:**

COURSE NUMBER: 686003-1, -2, -3, -4

CLASS MEETS: (1st period A Day & 4th period A Day) (2nd period B Day & 4th period B Day)

ROOM: 125

TEXT: Teaching by Sharleen L. Kato

**End of the Year Assessments**

**GRADING:**

**Foundations of Education**

**Overview:** The goal of grading and reporting is to provide the students with feedback that reflects their progress toward the mastery of the indicators and objectives found in the Family and Consumer Sciences Curriculum Framework Progress Guide.

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| **Factors** | **Brief Description** | **Grade Percentage**  **Per Quarter** |
| Classwork | Class work includes all work completed in the classroom setting. This may include but is not limited to notebooks, warm-ups, worksheets, and any written media presentation or oral exercise based on daily objectives completed by an individual or group of students. | 40% |
| Homework | General Family and Consumer Sciences activities that may be initiated in and completed outside of the classroom. This may include readings and written assignments. | 10% |
| Assessment | This includes any hands on activities and projects that correlate to curriculum frameworks, i.e. child development, food and nutrition and fashion and textiles laboratory experiences, portfolios, and projects. Assessments include the traditional (quizzes and exams) and alternative methods (presentations and observations, work based learning experiences) of assessing student learning. | 50% |

**Course Title**

**Foundations of Education**

**At A Glance**

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| **Foundations of Education** |
| **Quarter 1 (September 6, 2017 – November 9, 2017) – 46 days** |
| **Instructional Focus:**  **Unit 1:** You The Teacher of Tomorrow  **Lesson 1:** Teaching as a Profession  **GUIDING INQUIRY:** How are the career paths within early childhood, education, and services related? How do effective teachers impact students learning?  **OBJECTIVE:** The students will analyze the challenges related to teaching and how teachers meet them by identifying factors that impact schools. Students will identify the educational requirements for teachers at various levels by researching postsecondary educational programs. Students will summarize career opportunities for teachers outside schools by describing employment opportunities and trends in teaching.  **Lesson 2:** Becoming a Teacher  **GUIDING INQUIRY:** How do prior experiences in teaching help to determine your teaching career? What are the requirements for admission in a teacher program?  **OBJECTIVE:** Students will identify the steps to becoming a teacher by comparing ways of gaining experience with children while in high school. Students will research the requirements for admission to a teacher education program to determine their career goals. Students will begin developing a personal portfolio for teaching by writing their philosophy of teaching.  **Assessments:**  **Unit Culminating Activity –** Getting Ready to Be Teacher |
| **Quarter 2 (November 10, 2017 – January 25, 2018) – 44 days** |
| **Instructional Focus:**  **Unit 2:** The Learner  **Lesson 1:** Understanding Child Development  **GUIDING INQUIRY:** How do developmental theories impact teaching?  **OBJECTIVE:** The students will distinguish between growth and development by analyzing how developmental theories impact teaching. Students will identify the main types of human development by giving examples that illustrate principles of development. Students will explain the term developmental theory by applying developmental theories to real-life situations.  **Lesson 2:** Middle Childhood: Growth and Development  **GUIDING INQUIRY:** Which practices are developed to encourage physical, social, and cognitive skills? Why is it important to build a positive self-concept during middle childhood?  **OBJECTIVE:** The students will analyze the physical and cognitive skills required to master a task by tracing the growth pattern of children during middle school. Students will explain the importance of readiness for learning for children entering kindergarten by demonstrating knowledge of integration of curriculum and instruction to meet children’s developmental needs and interests.  **Lesson 3:** The Teen Years: Growth and Development  **GUIDING INQUIRY:** How can teenagers develop their personal values?  **OBJECTIVE:** The students will compare the rate of growth during adolescence to previous development. Students will identify thinking skills commonly required of teens in school. Students will recognize the social skills teens need to develop for adult success by distinguishing between the impacts of various influences that affect teens’ development of personal values.  **Assessments:**  **Unit Culminating Activity –** Middle Childhood and Adolescent: Growth and Development |
| **Quarter 3 (January 26, 2018 – March 28, 2018) – 42 days** |
| **Instructional Focus:**  **Unit 3:** The School  **Lesson 1:** The Early History of Education  **GUIDING INQUIRY:** How did education during the American Colonial Period manifest local culture and belief?  **OBJECTIVE:** Students will research how education developed in the American society by studying key people in early education and how reform responded to concerns of the time. Students will describe how educational opportunities changed from colonial times forward by giving examples of how education has been reflected by culture and beliefs during each period.  **Lesson 2:** The Modern History of Education  **GUIDING INQUIRY:** How does the impact of the civic rights continue shaping education today?  **OBJECTIVE:** The students will identify links between federal education legislation and perceived threats to national security or prosperity. Students will evaluate the impact of educational reforms on teachers and students by analyzing how educational decades continue to shape education today. Students will trace the impact of the civil rights movement and how it prompted improved educational opportunities for other groups by giving examples of ways civil rights movement contributed to more rights for minorities.  **Lesson 3:** Schools and Society  **GUIDING INQUIRY:** How are public schools governed and funded? Why do the states primarily have responsibility for education? What are the social problems that impact schools?  **OBJECTIVE:** The students will explain public schools are governed and funded by researching how state, federal, and local funds allocated. Students will describe societal problems that impact schools and learning, along with possible solutions by studying the most common situations that affect schools. Students will identify the structure of education by giving examples of how schools and solutions interact.  **Assessments:**  **Unit Culminating Activity-** Citizens, Economy, and Education |
| **Quarter 4 (March 29, 2018 – June 13, 2018) – 48 days** |
| **Instructional Focus:**  **Unit 4:** The Teacher (Module 1)  **Lesson 1:** Teaching Diverse Learners  **GUIDING INQUIRY:** How can teachers ensure an environment of respect and learning in their classrooms?  **OBJECTIVE:** Students will analyze personal learning styles and intelligences. Students will identify the difficulties English language learners face and how classroom teachers can help. Students will identify methods schools can use to help gifted and talented learners and students with special needs reach their potential by discussing classroom strategies that will enhance their learning abilities and skills.  **Lesson 2:** What Makes an Effective Teacher?  **GUIDING INQUIRY:** What are some professional qualities that make a teacher effective? How does planning help teacher to facilitate instruction?  **OBJECTIVE:** Students will describe the major roles that teacher performs by identifying teachers’ professional qualities that have had an impact on students’ life. Students will explain the importance of subject-matter knowledge to teachers and how they can stay updated. Students will demonstrate their abilities to produce clear, professional, and written communication by developing artifacts for their portfolios.  **Lesson 3:** Planning for Instruction  **GUIDING INQUIRY:** How does planning help teacher to facilitate instruction?  **OBJECTIVE:** Students will analyze the types of information included in the educational standards for a state by comparing curricula for the same course or level from different sources. Students will explain the relationship between instructional units and course plans by writing an educational objective that includes all necessary components. Students will identify the parts of a lesson plan by creating a lesson plan on a chosen topic.    **Unit 4:** The Teacher (Module 2)  **Lesson 1:** The Role of Assessment  **GUIDING INQUIRY:** How do the teachers use the different tools of assessments? Why is important to assess students? How do summative and formative assessments differ between each other?  **OBJECTIVE:** Students will distinguish between formative and summative assessment by giving examples of each one of them. Student will develop a rubric to be used for alternative assessment by writing examples of appropriate and effective test questions. Students will identify the sources of standards evaluated by assessments.  **Lesson 2:** Classroom Management  **GUIDING INQUIRY:** How does planning help teacher to facilitate instruction?  **OBJECTIVE:** Students will analyze the classroom management strategies by planning a way to minimize behavioral problems. Students will apply behavior management strategies by suggesting appropriate responses to common behavioral problems. Students will develop a set of class rules to enhance the learning environment.  **Lesson 3:** The Next Steps Towards Becoming a Teacher  **GUIDING INQUIRY:** How is a personal career plan related to a portfolio? How can students and teachers benefit from professional organizations?  **OBJECTIVE:** Students will use effective techniques for comparing potential colleges and universities. Students will complete their personal portfolios by adding their personal career plan. Students will identify the benefits of participation in professional association for students and teachers.  **Assessments:**  **Unit Culminating Activity –** Portfolio/Artifacts |