Jefferson County High School
Course Syllabus

A. **Course** *Fundamentals of Education*

B. **Department** *Family & Consumer Science*

C. **Course Description** *Fundamentals of Education is a foundational course in the Education and Training career cluster for students interested in learning more about becoming a school counselor, teacher, librarian, or speech-language pathologist. Upon completion of this course, proficient students will gain knowledge in the history of education in the United States, careers in education, and the influence of human development on learning. Artifacts will be created for inclusion in a portfolio, which will continue throughout the full sequence of courses.*

D. **Grade Term** *Full Year*

E. **Grading Scale**

Range		Honors/ Regular	College-Level	A.P.
93-100	A	4.0	4.5	5.0
85-92	B	3.0	3.5	4.0
75-84	C	2.0	2.5	3.0
70-74	D	1.0	1.5	2.0

F. **Term Dates**
   a. 1st 9 Weeks August 5, 2016 – October 7, 2016
   b. 2nd 9 Weeks October 8, 2016 – December 16, 2016
   c. 3rd 9 Weeks January 5, 2017 – March 15, 2017
   d. 4th 9 Weeks March 16, 2017 – May 25, 2017

G. **Textbook(s)** *Goodheart-Willcox, Teaching*

H. **Other Resources**
   a. Odysseyware
   b. Remind app/texts Text 81010 to @38e7ef

I. **Major Assignments**
   a. *Teacher Interview*
   b. *Portfolio*
   c. *Classroom Observation Field Trips*

J. Procedures for Parental Access to Instructional Materials
   a. Aspen Parent Portal
   b. Instructor's Website
   c. Email Instructor
   d. Parent Teacher Conference
         a. There are two designated conference dates during the school year. Parents who would like to request additional meetings may make appointments for conferences with the teachers (during their planning periods), counselors, or a principal by telephoning the school office.

K. Field Trips
   a. Any schedule fieldtrip will have a definite educational purpose and will reflect careful planning. Signed permission forms will be obtained when an off campus trip is planned.
   b. *Classroom observations to local Elementary and Middle Schools.*

L. Standards & Objectives
   a. I Can Statement Scope & Sequence

1st 9 weeks:

Key Concept: *History of Education*	
Standards	**"I Can" Statements**
1. Synthesize research from informational texts to create an annotated timeline (Post-Civil War to the present) of significant events in the history of U.S. public education.	I can create an annotated timeline (Post-Civil War to the present) of significant events in the history of U.S. public education.
2. Gather and analyze information from multiple authoritative sources to assess the impact of important cultural and societal events on the evolution of the U.S. education system.	I can gather and analyze information from multiple authoritative sources to assess the impact of important cultural and societal events on the evolution of the U.S. education system.
3. Research and summarize in a clear and coherent narrative the influences of major educational theorists' philosophies. Evaluate the validity theories by assessing the extent to which the reasoning and evidence of each theorist support their claims.	I can research and summarize in a clear and coherent narrative the influences of major educational theorists' philosophies

4. Create an annotated graphic illustration of the U.S. education system from pre-K through postsecondary education.	I can create an annotated graphic illustration of the U.S. education system from pre-K through postsecondary education.

Key Concept:
Careers in Education

Standards	"I Can" Statements
5. Identify and analyze career pathways within the Education and Training cluster.	I can identify and analyze career pathways within the Education and Training cluster
6. Complete one or more career aptitude surveys, analyze the results, and discuss in an essay how personal career aptitudes align with careers in education.	I can complete one or more career aptitude surveys, analyze the results, and discuss in an essay how personal career aptitudes align with careers in education.
7. Compile and analyze real-time labor market data, including economic and demographic trends, and compare with authentic vacancy announcements on local and national job boards.	I can compile and analyze real-time labor market data and compare with authentic vacancy announcements on local and national job boards.
8. Compare and contrast occupations by education requirements, job availability, salaries, and benefits.	I can compare and contrast occupations by education requirements, job availability, salaries, and benefits.

2nd 9 weeks:

Key Concept:	
Educator Responsibilities and Aptitudes	
Standards	**"I Can" Statements**

Standards	"I Can" Statements
9. Interview professionals in the education field to gather information about their roles and responsibilities. Categorize the range of tasks that different educators are responsible for and estimate the time spent on each one.	I can interview professionals in the education field to gather information about their roles and responsibilities. I can categorize the range of tasks that different educators are responsible for and estimate the time spent on each one.
10. Describe the aptitudes, including 21st century skills, needed by education professionals.	I can describe the aptitudes, including 21st century skills, needed by education professionals.
11. Create a rubric for self-assessing 21st century skills.	I can create a rubric for self-assessing 21st century skills.
12. Using the self-assessment rubric created during this course, establish a baseline evaluation of 21st century skills, attitudes, and work habits. Create a growth plan promoting advancement of skills and abilities that will be placed in the course portfolio.	I can create a growth plan promoting advancement of skills and abilities that will be placed in the course portfolio.

Key Concept:
Introduction to Human Development

Standards	**"I Can" Statements**

Standards	"I Can" Statements
13. Compare and contrast physical, emotional, cognitive, and social milestones of development from toddlerhood through adolescence. Research and summarize, in an informative narrative, specific psychological theories about human development. Illustrate the differences in major developmental theories and milestones.	I can compare and contrast physical, emotional, cognitive, and social milestones of development from toddlerhood through adolescence. I can research and summarize, in an informative narrative, specific psychological theories about human development. I can illustrate the differences in major developmental theories and milestones.
14. Create an annotated model or graphic illustration of the parts of the human brain, detailing their principle functions as they relate to physical and cognitive development. Draft a companion representation of the stages of human development in the form of a timeline from toddlerhood through early adulthood. Draw conclusions from informational texts about the most important influences on and relationships among brain development, reasoning capacity, and learning. Define brain plasticity and describe how it changes over the lifespan.	I can create an annotated model or graphic illustration of the parts of the human brain, detailing their principle functions as they relate to physical and cognitive development. I can draft a companion representation of the stages of human development in the form of a timeline from toddlerhood through early adulthood. I can draw conclusions from informational texts about the most important influences on and relationships among brain development, reasoning capacity, and learning. I can define brain plasticity and describe how it changes over the lifespan.
15. Analyze the factors that contribute to personality and investigate several research-based personality assessment tools. Use evidence from informational texts to support analysis and reflection on the connections among personality, life experience, environment, and brain development.	I can analyze the factors that contribute to personality and investigate several research-based personality assessment tools. I can use evidence from informational texts to support analysis and reflection on the connections among personality, life experience, environment, and brain development.
Key Concept: ***Introduction to Learning***	
Standards	**"I Can" Statements**

16. Synthesize and cite information from reliable academic sources to describe and critique major approaches to theories of human learning, including but not limited to: a. Classical Conditioning (Ivan Pavlov) b. Stage Theory of Cognitive Development (Jean Piaget) c. Social Learning Theory (Lev Vygotsky) d. Constructivism (Jerome Bruner) e. Experiential Learning (David Kolb) f. Multiple intelligences (Howard Gardener) Write an informative narrative explaining the influence of these and other theories on teaching practices.	I can synthesize and cite information from reliable academic sources to describe and critique major approaches to theories of human learning. I can write an informative narrative explaining the influence of these theories on teaching practices.
17. Research the influence of the following factors on student self-concept and academic performance: a. Student experience, interests, aptitudes, family, and culture b. Teacher behavior and attitudes c. Peers	I can research the influence of the following factors on student self-concept and academic performance: a. Student experience, interests, aptitudes, family, and culture b. Teacher behavior and attitudes c. Peers