

**Jefferson County High School  
Course Syllabus**

**A. Course Teaching as a Profession II (TAP II)**

**B. Department Family & Consumer Science**

**C. Course Description** *Teaching as a Profession II (TAP II) is an applied-knowledge course for students interested in learning more about becoming a teacher, school counselor, librarian, or speech-language pathologist. This course covers classroom management, concepts of higher order thinking, differentiating instruction, and strategies of effective classroom planning. Students in this course will demonstrate their skills in laboratory settings while building a course portfolio of work, which will carry with them throughout the program of study. Upon completion of this course, proficient students will be prepared to take the capstone TAP III course and further their studies at the postsecondary level.*

**D. Grade Term Full Year**

**E. Grading Scale**

<u>Range</u>	<u>Honors/ Regular</u>	<u>College-Level</u>	<u>A.P.</u>
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. 1<sup>st</sup> 9 Weeks August 5, 2016 – October 7, 2016
- b. 2<sup>nd</sup> 9 Weeks October 8, 2016 – December 16, 2016
- c. 3<sup>rd</sup> 9 Weeks January 5, 2017 – March 15, 2017
- d. 4<sup>th</sup> 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 @38e7efb

**I. Major Assignments**

- a. Lesson Plans
- 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.
- a. *Classroom observations to local Elementary and Middle Schools.*

**L. Standards & Objectives**

- a. I Can Statement Scope & Sequence

**1<sup>st</sup> 9 weeks:**

Key Concept: <i>Classroom Management and Environment</i>	
<b>Standards</b>	<b>“I Can” Statements</b>
1. Research common reasons for student disobedience (such as unclear expectations, desire for attention, fear, embarrassment, or lack of basic needs) and develop a written behavior policy with clear positively-framed expectations and consequences, citing evidence from research to justify recommendations.	I can research common reasons for student disobedience.  I can develop a written behavior policy with clear positively-framed expectations and consequences, citing evidence from research to justify recommendations.
2. Interview one or more experienced primary and/or secondary teachers and synthesize findings to create a checklist for performing classroom procedures and for responding to emergency situations. The checklist should include, but is not limited to: appropriate daily procedures, recognizing possible child abuse and neglect, defusing violent behavior,	I can interview one or more experienced primary and/or secondary teachers.  I can create a checklist for performing classroom procedures and for responding to emergency situations.

<p>and responding to fire or natural disaster emergencies.</p> <p>3. Research the correlation between classroom layout and effective classroom management. Compare the use of furniture and space in several classrooms and analyze their compliance with both research-based recommendations for effective classroom management and legal requirements for safety.</p> <p>4. Drawing on evidence from research, create a rubric for evaluating the establishment of a positive classroom environment. Include indicators such as visual appearance of the classroom, effective time management, student engagement, and teacher interaction with students.</p>	<p>I can research the correlation between classroom layout and effective classroom management.</p> <p>I can compare the use of furniture and space in several classrooms and analyze their compliance with both research-based recommendations for effective classroom management and legal requirements for safety.</p> <p>I can create a rubric for evaluating the establishment of a positive classroom environment.</p>
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<p>Key Concept: <i>Teaching for Higher Order Thinking</i></p>	
Standards	“I Can” Statements
<p>5. Investigate theories (such as those proposed by Benjamin Bloom, Robert Marzano, and Norman Webb) on instructional strategies and activities that promote the development of higher level cognitive skills. Create and annotate a graphic illustration aligning Webb’s Depth of Knowledge and/or Bloom’s Taxonomy with teaching methods at each skill level.</p>	<p>I can investigate theories (such as those proposed by Benjamin Bloom, Robert Marzano, and Norman Webb) on instructional strategies and activities that promote the development of higher level cognitive skills.</p> <p>I can create and annotate a graphic illustration aligning Webb’s Depth of Knowledge and/or Bloom’s Taxonomy with teaching methods at each skill level.</p> <p>I can research various reflection strategies and make a claim about how reflection strategies</p>

<p>6. Research various reflection strategies and make a claim about how reflection strategies influence academic achievement and student understanding. Develop claim(s) and counterclaim(s) about the relationships between the use of reflection strategies, improvement of student understanding and academic achievement, with reasoning and evidence from texts.</p>	<p>influence academic achievement and student understanding.</p> <p>I can develop claim(s) and counterclaim(s) about the relationships between the use of reflection strategies, improvement of student understanding and academic achievement, with reasoning and evidence from texts.</p>
<p>7. Gather research on the major elements of successful cooperative/collaborative learning and their relationship to higher order thinking skills. Design small group instructional activities incorporating those elements.</p>	<p>I can gather research on the major elements of successful cooperative/collaborative learning and their relationship to higher order thinking skills. Design small group instructional activities incorporating those elements.</p>

<p>Key Concept: <i>Differentiating Instruction</i></p>	
<p>Standards</p>	<p>“I Can” Statements</p>
<p>8. Define differentiated instruction. Citing specific textual evidence about characteristics of certain learners, create examples of instructional methods that differentiate instruction to meet the educational needs of students based on:</p> <ul style="list-style-type: none"> <li>a. Language</li> <li>b. Culture</li> <li>c. Socioeconomic status (SES)</li> <li>d. Educational background</li> <li>e. Preferred learning style</li> <li>f. Gender</li> <li>g. Ethnicity</li> <li>h. Religion</li> </ul>	<p>I can define differentiated instruction.</p> <p>I can create examples of instructional methods that differentiate instruction to meet the educational needs of students.</p>

<p>9. Discuss and demonstrate modifications in the classroom to accommodate exceptional learners, including students with disabilities and those identified as gifted, citing specific textual evidence from research on effective teaching practices.</p>	<p>I can discuss and demonstrate modifications in the classroom to accommodate exceptional learners, including students with disabilities and those identified as gifted, citing specific textual evidence from research on effective teaching practices.</p>
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**2<sup>nd</sup> nine weeks:**

<p>Key Concept: <i>Planning for Instruction</i></p>	
Standards	“I Can” Statements
<p>10. Investigate relevant national and state curriculum standards, and explain how they help guide teaching in order to affect learning.</p> <p>11. Working collaboratively in pairings or small teams, gather and analyze Tennessee course content requirements in different subject areas and grade levels. Compare and contrast examples of student learning objectives and performance indicators from different subject areas and grade levels. Analyze the extent to which each provides teachers with necessary expectations for instruction. Choose a specific standard to rewrite for clarity and measurability.</p> <p>12. Drawing evidence from academic research, create a rubric for evaluating and selecting textbooks, materials, and technology resources. Examples of criteria to be analyzed include but are not limited to:</p> <p>a. Reading level</p>	<p>I can investigate relevant national and state curriculum standards, and explain how they help guide teaching in order to affect learning.</p> <p>I can gather and analyze Tennessee course content requirements in different subject areas and grade levels.</p> <p>I can compare and contrast examples of student learning objectives and performance indicators from different subject areas and grade levels.</p> <p>I can analyze the extent to which each provides teachers with necessary expectations for instruction.</p> <p>I can rewrite a specific standard for clarity and measurability.</p> <p>I can create a rubric for evaluating and selecting textbooks, materials, and technology resources.</p>

- b. Content accuracy
- c. Alignment with content standards
- d. Visual appeal
- e. Adaptability for different student populations
- f. Non-stereotyped representation of groups from different cultures or ethnic backgrounds.

13. Conduct a research project on lesson planning in multiple grade levels and subject areas. Identify the typical components of lesson planning documents and create a lesson plan template that incorporates components such as:

- a. Content-area, Common Core, and 21st Century Skills standards
- b. Student learning objectives aligned to standards
- c. Materials and equipment needed
- d. Instructional activities
- e. Pacing chart
- f. Accommodations for special needs students
- g. Closure/reflection
- h. Assessment

14. Research and analyze individual and group teaching strategies. Craft an argumentative essay making a claim about the appropriate strategy for a given situation, developing claim(s) and counterclaim(s) with evidence and reasoning from academic research.

I can conduct a research project on lesson planning in multiple grade levels and subject areas.

I can identify the typical components of lesson planning documents and create a lesson plan template.

I can research and analyze individual and group teaching strategies.

I can craft an argumentative essay making a claim about the appropriate strategy for a given situation, developing claim(s) and counterclaim(s) with evidence and reasoning from academic research.



Key Concept:  
*Final Project*

<b>Standards</b>	<b>“I Can” Statements</b>
<p>15. Apply knowledge from this course by demonstrating specific instructional strategies in a classroom situation. Document artifacts from the capstone project in the course portfolio. Demonstration of knowledge includes, but is not limited to, the following activities:</p> <ul style="list-style-type: none"><li>a. Using a lesson plan template to produce effective standards-based, subject-specific lesson plans for teaching students at multiple grade levels.</li><li>b. Implementing standards-based lessons (created in this course) with small groups, using developmentally-appropriate teaching strategies that promote student learning and higher order thinking skills.</li><li>c. Selecting and using multiple types of resources and teaching methods.</li><li>d. Creating a classroom floor plan designed to provide equitable access and maximize learning for all students.</li><li>e. Evaluating student levels in order to adapt lessons for differentiated instruction.</li><li>f. Establishing a positive classroom climate.</li></ul>	<p>I can demonstrate specific instructional strategies in a classroom situation.</p> <p>I can document artifacts from the capstone project in the course portfolio.</p> <p>I can use a lesson plan template to produce effective standards-based, subject-specific lesson plans for teaching students at multiple grade levels.</p> <p>I can implement standards-based lessons (created in this course) with small groups, using developmentally-appropriate teaching strategies that promote student learning and higher order thinking skills.</p> <p>I can select and use multiple types of resources and teaching methods.</p> <p>I can create a classroom floor plan designed to provide equitable access and maximize learning for all students.</p> <p>I can evaluate student levels in order to adapt lessons for differentiated instruction.</p> <p>I can establish a positive classroom climate.</p>

