

Department of Family and Consumer Sciences

Mrs. Fleenor

Teaching I

Course Syllabus

COURSE DESCRIPTION:

Teaching I is a one-credit course. The prerequisite for this course is Education and Training. 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. 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.

CRI Available for this course: Praxis II available for grades 2-6, 5-9 and 7-12. This testing would require study sessions and possibly the purchase of extra materials. Please see me during office hours if this is of interest to you.

This is NOT a lecture course. Class discussion is essential both in small groups and in the larger class. 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:

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 EXPECTATIONS

1. Good attendance is required for an adequate learning experience.
2. Bring all required materials to class each day.
3. Show respect to all persons (as well as their property) in class.
4. Follow directions the first time they are given.
5. Students who are tardy to class will be assigned to detention that must be served after school the following school day.
6. Student will have 3 days to bring in an excuse for their absence in order to be allowed to get credit for their make-up work. Zeros will be issued for all missed work until the excuse has been approved and the make-up work has been completed.
7. Obey all school rules (please refer to the student handbook).
8. Cell phone usage should be limited to that which is required for coursework.

Accommodations:

Requests for accommodations for this course or any school event are welcomed from students and parents.

GRADING POLICY

Grades will be a reflection of mastery of the standards. Make sure all absences are excused as class work can be made up and graded for excused absences only. The Final Exam counts for 1/5 of final grade.

GRADING SCALE:

Daily grades/quiz	30%
Tests	70%

90-100	A
80-89	B
70-79	C
65-69	D
64 and lower	F

MISSED ASSIGNMENTS:

It is the student's responsibility to meet with the instructor to arrange a date and time that works for both parties for the test/missed assignments to be completed in a timely manner. Students should check google classroom for missed assignments. Students will be given daily grades for their student teaching responsibilities. As is the case for all professional educators, the expectation for students is that they will attend every day of their student teaching placements. However, because events may occur that require an absence, students will be given a written assignment to replace their teaching grade. Attendance is of the utmost importance to keep the authenticity and integrity of our program here at Bob Jones High.

ESSENTIAL QUESTIONS:

1. What impact does a teacher's educational philosophy have on student achievement? Why is it important for teachers to keep abreast of current research being conducted in the field of education?
2. What impact does the teacher have on the instructional climate of a learning community?
3. How do teachers motivate students for success?
4. What classroom management strategies can teachers use at various grade levels?
5. How can a teacher determine the reading level of instructional materials?
6. How do teachers plan quality instruction?
7. Why do teachers use teacher-made instructional resources in their instructional program?
8. What types of assessments are appropriate for assessing student learning in specific subject matter areas and grade levels?
9. How do teachers construct tests to measure student achievement?
10. How do educators use community partnerships to enhance their instructional programs?
11. What are the components of an effective public relations program that is used to promote classroom and school support?
12. What behaviors constitute professionalism in the educational workplace?
13. How does a prospective teacher best identify practices that will lead to employment within the educational field?

14. How do the purposes/goals of professional organizations in the field of education impact membership?
15. How does the professional educator use technology to benefit the teaching and planning processes?
16. What career options and advancements are available to professional educators?
17. What entrepreneurial opportunities are available to professional educators?

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.
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.

* The 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. Adequate notice will be provided to students of any necessary changes.

NOTE TO THE PARENTS:

I look forward to working with your child this year. Please remain active in your child’s education. Question your child on what we are learning in the Teaching I course. Please sign the bottom portion of this syllabus. The top portion should be kept in the front of the student’s notebook. Let’s all work together to make this a great year!

If you have any questions or concerns please let me know. I can be reached by email anytime or at school between 1:30 p.m. and 3:30 p.m. Monday through Friday.

My contact information is:

Email: mefleenor@madisoncity.k12.al.us

School telephone number: 256-772-2547

Website: <https://tinyurl.com/meaganfleenor>

Thank you!

Mrs. Meagan Fleenor
 Bob Jones High School
 Family and Consumer Sciences Teacher
 Education and Training

Please sign, date, and return. I have read the syllabus and I understand the expectations and requirements of Family and Consumer Science/Education and Training Pathway. I agree to the attendance policy and student teaching make-up requirements.

Student Name (Print) _____ Date _____

Student Signature _____ Date _____

Parent/Guardian Name (Print) _____ Date _____

Parent/Guardian Signature _____ Date _____

Email address _____ (w) _____ (h)

Phone number _____ (w) _____ (h) _____ (c)