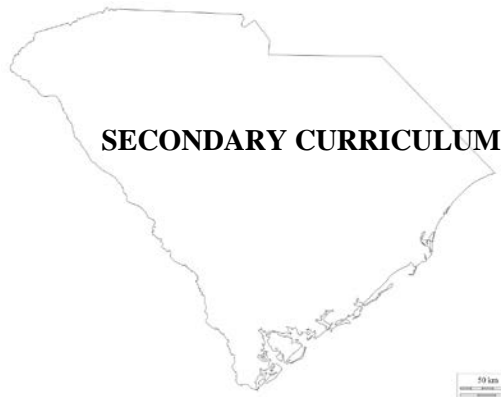


INTRODUCTION TO TEACHING 2
Statewide Course Syllabus
CIP Code: 130101
Course Code - 5704



INTRODUCTION TO TEACHING 2
Statewide Course Syllabus
CIP Code: 130101
Course Code - 5704

Instructor:

Teacher's Name:

Teacher Room Number:

Phone :

Fax:

Email:

Webpage:

Hours Available:

Career Cluster: Education and Training

CIP Code: 130101

Course Number and Title: 5703 Introduction to Teaching 1

Course Description: Introduction to Teaching Level 1 is designed to prepare students for employment and/or postsecondary opportunities in the education field. The program provides instruction in the teaching profession, communication skills, human growth and development, planning and instructional strategies, and school-societal relationships. Technology is integrated throughout the course work. Participation in student organizations Future Educators Association (FEA) and Family, Careers, and Community Leaders of America (FCCLA) greatly enhance the learning experience.

Grade Level:

Carnegie Units:

(Regulation 43-232: High School Credit - A school may award one unit of credit for an academic standards-based course that requires a minimum of 120 hours of instruction.)

Prerequisite:

National Assessment/Credential:

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South Carolina State Standards and Indicators

Unit 1: Topic B: EDUCATIONAL CAREERS AND EMPLOYABILITY SKILLS

Amount of Time: _____

State Standard:

B1. Analyze professional practices, ethics, and standards related to education careers.

Indicators:

1. Demonstrate professional practices.
2. Describe ethical and legal responsibilities.
3. Identify professional standards.
4. Examine licensing, certification, and credentialing requirements.

Unit 2: Topic C: LEARNING ENVIRONMENT

Amount of Time: _____

State Standard:

C1. Design learning environments that encourage and support student learning.

Indicators:

1. Summarize requirements for safety and health as stated in local, state, and national regulations.
2. Analyze characteristics of environments that encourage and support student learning.

Unit 3: Topic D: PLANNING AND INSTRUCTION

Amount of Time: _____

State Standard:

D1. Develop best practice teaching strategies for diverse learners.

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Indicators:

1. Analyze personal learning styles and intelligences.
2. Plan and implement an integrated curriculum for diverse learners.
3. Demonstrate a variety of teaching methods for diverse learners.
4. Analyze classroom-management strategies.

Unit 4: Topic E: PROFESSIONAL EXPERIENCES

Amount of Time:

State Standard:

E1. Engage in extended learning opportunities for professional experiences.

Indicators:

1. Describe procedures for maintaining a safe and healthy learning environment.
2. Identify ways to promote an environment conducive to optimal learning.

Course Outline

	Unit/Lesson	Textbook Chapter		Unit/Lesson	Textbook Chapter
Week 1			Week 10		
Week 2			Week 11		
Week 3			Week 12		
Week 4			Week 13		
Week 5			Week 14		
Week 6			Week 15		
Week 7			Week 16		
Week 8			Week 17		
Week 9			Week 18		

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Academic Alignments:

Course content is aligned with the following academic subject areas:

English Language Arts	Health and Safety Education	Technology
Economics	Elementary Algebra	Physics
United States Government	Geometry	Biology
United state History and the Constitution	Intermediate Algebra	Data Analysis and Probability
Physical Science	Precalculus	
Earth Science	Chemistry	

Textbook(s):

Evaluation and Grading:

1. Grading System:

2. Grading Scale:

A = 100 - 93
B = 92 - 85
C = 84 - 77
D = 76 - 70
F = 69 - below

Make-up Policy and Extra Help:

Supplies Needed:

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Classroom Expectations:

Classroom Procedures:

Student Organization:

Collaborative Partnerships:

Advisory Council: The advisory council meets at least two times per year, once during the fall semester and once during the spring semester. All parents are invited to join our advisory council. Please contact me if you are interested.

Business/Community Connections: Businesses and community representatives are invited to serve on our advisory council. We encourage our local businesses and community representatives to provide speakers, field trip opportunities, donations, and other resources to support students in the school to work transition.

Dual Credit/Articulation Opportunities:

Service Learning Projects:

Extended Learning Opportunities:

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21st Century Skills

http://www.p21.org/index.php?option=com_content&task=view&id=254&Itemid=120

The elements listed below are 21st Century Student Outcomes representing skills, knowledge and expertise students should master to succeed in work and life in the 21st century. These elements are incorporated throughout the course content.

<p>Core Subjects and 21st Century Themes</p> <ul style="list-style-type: none"> • English, Reading or Language Arts • World Languages • Arts • Mathematics • Economics • Science • Geography • History • Government and Civics 	<p>Learning and Innovation Skills</p> <ul style="list-style-type: none"> • Creativity and Innovation Think Creatively Work Creatively with Others Implement Innovations • Critical Thinking and Problem Solving Reason Effectively Use Systems Thinking Make Judgments and Decisions Solve Problems • Communication and Collaboration Communicate Clearly Collaborate with Others
<p>Information, Media and Technology Skills</p> <ul style="list-style-type: none"> • Information Literacy Access and Evaluate Information Use and Manage Information • Media Literacy Analyze Media Create Media Products • ICT Literacy Apply Technology Effectively 	<p>Life and Career Skills</p> <ul style="list-style-type: none"> • Flexibility and Adaptability Adapt to Change Be Flexible • Initiative and Self-Direction Manage Goals and Time Work Independently Be Self-directed Learners • Social and Cross-Cultural Skills Interact Effectively with Others Work Effectively in Diverse Teams • Productivity and Accountability Manage Projects Produce Results • Leadership and Responsibility Guide and Lead Others Be Responsible to Others

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RETURN THIS SIGNED SHEET TO _____ BY _____

CHECKLIST

Please check each item you have read and understand:

Syllabus Categories	Parent	Student
Course Description		
Unit Topics/Course Standards/Indicators		
National Assessments		
Course Outline		
Academic Alignments		
Textbook		
Evaluation and Grading		
Make-up Policy and Extra Help		
Supplies Needed		
Classroom Expectations		
Classroom Procedures		
Collaborative Partnerships		
Dual Credit and Articulation Opportunities		
Service Learning Projects		
Extended Learning Opportunities		
21 st Century Skills		

Circle the appropriate response below:

I would like to provide support for the class. _____ Yes _____ No
 I would like to be a member of the advisory council. _____ Yes _____ No

If yes, provide an e-mail address and telephone number:

Please refer to the contact information on the first page if you have suggestions. Your signature below verifies that you have read, understand, and agree with the contents of this syllabus.

Student Signature: _____ Date: _____

Student Printed Name: _____

Parent/Guardian Signature: _____ Date: _____

Parent Printed Name: _____