Introduction to Education

Grade 11 or 12

Prerequisite: None

Credit Value: 5

ABSTRACT

Students in the Introduction to Education course study the profession of teaching and the opportunities for growth and advancement of public education. In addition to learning of the challenges and rewards of teaching, students will experience practical opportunities to practice methods and strategies discussed in class vis à vis real teaching situations, lesson preparation and delivery on various grade levels. In conjunction with Kean University, students will interact with their peers in New Jersey as they prepare to successfully complete the teacher education process on the university level. Benchmark assessments are employed to track individual student progress.

Adopted by the Somerville Board of Education on July 25, 2017
### SOMERVILLE PUBLIC SCHOOLS

**Introduction to Education**  
**Grade 11 or 12**

<table>
<thead>
<tr>
<th>Month/Marking Period</th>
<th>September</th>
<th>October</th>
<th>November</th>
<th>December</th>
<th>January</th>
</tr>
</thead>
</table>

**Essential Question:**
- What does it mean to be a teacher?
- What knowledge is essential to good instruction?
- How does the past affect the present and future of public education?
- In what ways do the schools serve society?
- How does research inform practice?

**Content:**
- Your Chosen Profession
- Learning to Teach
- Historical Foundations of Teaching
- Schools and Society
- Philosophical Foundations of Education

**Skills and Topics:**
- Identify characteristics of a good teacher
- Determine the knowledge essential to teach
- Assess how reforms in the classroom affect teachers
- Collaborate to determine the contents of a teaching portfolio
- Analyze the benefits of a mentoring relationship
- Research professional development opportunities open to teachers
- Track the process of becoming a teacher from coursework through application for licensure
- Research local teacher preparation programs
- Compare and contrast the requirements of programs in the United States and other nations
- Discuss induction and internship programs
- Analyze the components of a high quality student teaching program
- Investigate the origins of mandated education
- Compare and contrast early educational opportunities for minorities
- Determine the goals of education during the Revolutionary Period
- Research the struggle for state supported common schools
- Assess how compulsory education affected the profession
- Analyze the aims of education during the Progressive Era
- Track developments in public education from the mid-twentieth century to present day
- Determine the role of the schools in present day society
- Describe metaphors for schools
- Assess how schools reflect global societies
- Compare and contrast the cultures of diverse schools
- Analyze the characteristics of successful schools
- Research social problems that affect schools and place students at risk
- Assess community resources that aid schools to address social issues
- Create mock programs to address identified social problems
- Assess the beliefs that contribute to educational philosophies
- Define the branches of philosophy
- Compare and contrast the five modern philosophical orientations to teaching
- Research psychological orientations that have impacted teaching philosophies, e.g. humanism, behaviorism, and constructivism
- Construct and defend a personal educational philosophy statement
## Introduction to Education

**Grade 11 or 12**

### Month/Marking Period

<table>
<thead>
<tr>
<th>Month/Marking Period</th>
<th>September</th>
<th>October</th>
<th>November</th>
<th>December</th>
<th>January</th>
</tr>
</thead>
<tbody>
<tr>
<td>Integration of Technology:</td>
<td><a href="http://www.state.nj.us/education/">Link</a>, content-related websites, Internet, Web Quests, ThinkQuest, wireless laptop computers, interactive maps, iPads, SMART Boards, Google apps, Google Docs, prezis, wikis, VoiceThread, video streaming, podcasting</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing:</td>
<td>Open-ended responses, conclusions and analysis of exploratory activities, online communication with peers, reflective electronic journal entries</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Formative Assessments:</td>
<td>Oral presentation, multimedia presentations, self-assessments, peer assessments, scoring rubric, benchmark assessments</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Summative Assessments:</td>
<td>Quizzes, tests, reports, presentations, benchmark assessments</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Performance Assessments:</td>
<td>Oral reports, debates, re-enactments, dramatizations, multimedia presentations, lessons</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>21st Century Themes:</td>
<td>❑ Global Awareness ❑ Civic Literacy ❑ Financial, Economic, Business, and Entrepreneurial Literacy ❑ Health Literacy</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>21st Century Skills:</td>
<td>❑ Creativity and Innovation ❑ Media Literacy ❑ Critical Thinking and Problem Solving ❑ Life and Career Skills</td>
<td>❑ Information and Communication Technologies Literacy ❑ Communication and Collaboration ❑ Information Literacy</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Resources:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Careers:</td>
<td>Applicable career options are discussed as they arise throughout the XXXXXXX program. Career options include, but are not limited to, the following career clusters: Agriculture, Food, and Natural Resources Career Cluster; Architecture and Construction Career Cluster; Arts, A/V Technology, and Communications Career Cluster; Business, Management, and Administration Career Cluster; Education and Training Career Cluster; Finance Career Cluster; Government and Public Administration Career Cluster; Health Science Career Cluster; Hospitality and Tourism Career Cluster; Human Services Career Cluster; Information Technology Career Cluster; Law, Public Safety, Correction, and Security Career Cluster; Manufacturing Career Cluster; Marketing Career Cluster; Science, Technology, Engineering and Mathematics Career Cluster; Transportation, Distribution, and Logistics Career Cluster</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*2016 NJSSLS

- **RL:** Reading Literature
- **RI:** Reading Informational Text
- **W:** Writing
- **SL:** Speaking and Listening
- **L:** Language
- **N:** Real Number System
- **A:** Algebra
- **F:** Functions
- **G:** Geometry
- **S:** Statistics and Probability
- **MD:** Measurement and Data
# Introduction to Education

**Grade 11 or 12**

<table>
<thead>
<tr>
<th>Month/Marking Period</th>
<th>February</th>
<th>March</th>
<th>April</th>
<th>May</th>
<th>June</th>
</tr>
</thead>
</table>

**Essential Question:**
- What current issues impact education?
- How can a teacher ensure that all students are equally assisted to learn?
- What can be learned from observing other teachers?
- How do teachers plan?
- What makes a meaningful lesson?

**Content:**
- Legal Concerns in American Education
- Teaching Diverse Learners
- Observation and Analysis
- Lesson Plans
- Teaching Lessons

**Skills and Topics:**
- research school governance and finance in the United States
- analyze the need for a professional code of ethics for teachers
- assess teachers’ and students’ rights in the state of New Jersey
- determine teachers’ legal responsibilities
- Utilize technology to research current legal issues in education in New Jersey and the United States
- debate issues in the legal rights of students, e.g. corporal punishment, home schooling, religious expression
- compare and contrast the needs of diverse learners
- assess the issues that impact on learners, e.g. cognitive ability, moral development, stress, learning style
- analyze personal learning style and intelligence
- summarize special education laws
- debate inclusion versus self-contained classes for special education students
- analyze moral issues surrounding classification of students
- create a differentiated lesson plan to meet the needs of diverse learners
- research state and common core standards
- discuss the purpose of assessments
- collaborate to determine the components of an effective lesson
- compare and contrast teacher evaluation instruments
- employ teacher evaluation instruments in a mock observation
- observe lessons in a variety of classroom settings, live and on film
- collaborate to create the “perfect teacher”
- analyze a variety of lesson/unit plans including UBD and locally designed
- research a topic to teach in practical lessons
- create unit plan
- create individual lesson plans
- assess material needs
- employ technology to enhance plans
- collaborate to create a scoring rubric for lessons
- assess lessons for content, purpose, complexity and interest
- present lessons in a variety of settings
- employ scoring rubric to assess personal and peer work on lessons
- reflect on teaching experience in journal entries
- finalize teaching portfolio
<table>
<thead>
<tr>
<th>Month/Marking Period</th>
<th>February</th>
<th>March</th>
<th>April</th>
<th>May</th>
<th>June</th>
</tr>
</thead>
<tbody>
<tr>
<td>Integration of Technology:</td>
<td>Video streaming, podcasting</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing:</td>
<td>Open-ended responses, conclusions and analysis of exploratory activities</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Formative Assessments:</td>
<td>Benchmark assessments</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Summative Assessments:</td>
<td>Benchmark assessments</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Performance Assessments:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

21st Century Themes:
- Global Awareness
- Civic Literacy
- Financial, Economic, Business, and Entrepreneurial Literacy
- Health Literacy

21st Century Skills:
- Creativity and Innovation
- Media Literacy
- Critical Thinking and Problem Solving
- Life and Career Skills
- Information and Communication Technologies Literacy
- Communication and Collaboration
- Information Literacy

Resources:

Careers: Applicable career options are discussed as they arise throughout the XXXXXXX program. Career options include, but are not limited to, the following career clusters: Agriculture, Food, and Natural Resources Career Cluster; Architecture and Construction Career Cluster; Arts, A/V Technology, and Communications Career Cluster; Business, Management, and Administration Career Cluster; Education and Training Career Cluster; Finance Career Cluster; Government and Public Administration Career Cluster; Health Science Career Cluster; Hospitality and Tourism Career Cluster; Human Services Career Cluster; Information Technology Career Cluster; Law, Public Safety, Correction, and Security Career Cluster; Manufacturing Career Cluster; Marketing Career Cluster; Science, Technology, Engineering and Mathematics Career Cluster; Transportation, Distribution, and Logistics Career Cluster

*2016 NJSLS
RL: Reading Literature
RI: Reading Informational Text
W: Writing
SL: Speaking and Listening
L: Language
N: Real Number System
A: Algebra
F: Functions
G: Geometry
S: Statistics and Probability
MD: Measurement and Data
Introduction to Education
Course Requirements

Grade: 11 or 12  Prerequisite: None  Credit Value: 5
Length of Course: Academic Year

Course Description

Students in the Introduction to Education course study the profession of teaching and the opportunities for growth and advancement of public education. In addition to learning of the challenges and rewards of teaching, students will experience practical opportunities to practice methods and strategies discussed in class \( \textit{vis à vis} \) real teaching situations, lesson preparation and delivery on various grade levels. In conjunction with Kean University, students will interact with their peers in New Jersey as they prepare to successfully complete the teacher education process on the university level. Benchmark assessments are employed to track individual student progress.

Course Content

This course will consist of the following units of study:
- Your Chosen Profession
- Learning to Teach
- Historical Foundations of Teaching
- Schools and Society
- Philosophical Foundations of Education
- Legal Concerns in American Education
- Teaching Diverse Learners
- Observation and Analysis
- Lessons Plans
- Teaching Lessons

Course Objectives

The student will demonstrate the ability to answer in detail the following essential questions:
- What does it mean to be a teacher?
- What knowledge is essential to good instruction?
- How does the past affect the present and future of public education?
- In what ways do the schools serve society?
- How does research inform practice?
• What current issues impact education?
• How can a teacher ensure that all students are equally assisted to learn?
• What can be learned from observing other teachers?
• How do teachers plan?
• What makes a meaningful lesson?
• What are the post-graduation and/or career options that apply to the course content?

Evaluation Process

A final average of 65% or better is required to be awarded course credit. Throughout the length of this course, students may be evaluated on the basis of, but not limited to:

• Formative Assessments, such as writing prompts, journals, and portfolios
• Summative Assessments, such as quizzes, tests, and midterm and final examinations
• Performance Assessments, such as projects and presentations
• Technology-based Applications, such as electronic portfolios, Web Quests, ThinkQuest, and podcasting
• Class Participation
• Homework

Specific weights will be determined by course and level.
STUDENT NAME: __________________________________________

Last Name                      First Name

GRADE: ______________

My signature below indicates that I have received a copy of the Somerville Public Schools Course Requirements for Introduction to Education.

I acknowledge my responsibility to read and understand all of the information contained in the Introduction to Education Course Requirements information and syllabus packet.

____________________________________________________  _______________________
Student Signature                     Date

Note: Please share the course requirements for Introduction to Education with your parents.