FLORIDA SOUTHERN COLLEGE  
School of Education  
Undergraduate Elementary Education/ESOL Program  

EDU 2203 Foundations of Education – II  

**Syllabus:** EDU 2203 Foundations of Education II  
**Instructor:** Dr. Victoria A. Giordano  
**Instructor Email:** vgiordano@flsouthern.edu  
**Office Location:** Edge Hall 243  
**Phone:** 863-680-5080  
**Meeting Times:** Thursdays 10:00am – 11:50 am  
**Location:** Edge Hall 219  

**Term:** Spring 2018  
**Office Hours:**  
- Tuesday: 10:00am - 12:00pm  
- Wednesday: 2:00pm - 4:00pm  
- Thursday: 3:00pm - 5:00pm  
and by appointment  

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**Course Information**

**COURSE CATALOG DESCRIPTION:**  
An introduction to the study of public and nonpublic education systems emphasizing legal, professional and ethical issues in education, curriculum and instruction, educational psychology and classroom management. Prerequisite: EDU 1107 Foundation of Education I

**COURSE STUDENT LEARNING OUTCOMES/OBJECTIVES:**  
Foundations of Education II, EDU 2203, is designed to introduce students to major concepts in education, and continue to analyze and synthesize content studied in Foundations of Education Level I, EDU 1107 (e.g. curriculum, school law, educational psychology and classroom management).

*The pre-service teacher will:*  

<table>
<thead>
<tr>
<th>STUDENT LEARNING OUTCOMES</th>
<th>ASSIGNMENT(S) TO ASSESS LEARNING</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Describe the basic tenets embedded in the legal, professional and ethical issues in education.</td>
<td>Quizzes and Exams</td>
</tr>
</tbody>
</table>
| 2. Explain the uses and implications of curriculum and instruction. | Clinical Experience and Teaching Analysis  
Curriculum Unit |
| 3. Apply the basic principles of the behavioral view of learning. | Classroom Management Plan  
Clinical Experience and Teaching Analysis |
| 4. Recognize fundamental strategies and techniques of comprehensive classroom management. | Classroom Management Plan |
| 5. Apply basic research findings related to classroom management. | Classroom Management Plan |

**C & W STATEMENT**  
“If you are a non-Education major and switch to Education either during the semester of this class or after, you will be required to purchase and upload all assignments to Chalk and Wire in order to meet graduation requirements.”

**C & W ASSIGNMENTS**  
- Curriculum Model  
- Classroom Management Plan  
- Clinical Experiences and Teacher Analysis Paper
Florida Department of Education (FL DOE) Standards indicators addressed in C &W assignments

<table>
<thead>
<tr>
<th>Assignment Name</th>
<th>FEAP Indicators</th>
<th>PEC Indicators</th>
<th>ESOL Standard Indicators</th>
<th>UCC Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum Model</td>
<td>1.EV.1, 2.EV.2, 3.E.1, 3.E.2, 4.EV.1</td>
<td>1.6, 2.3, 2.5, 3.3, 3.4, 3.5, 3.6, 4.2, 4.3</td>
<td>2.1.d, 3.2.a, 3.3.c, 4.1.a, 4.2.a, 4.2.c, 5.2.b, 5.3.a, 5.3.c</td>
<td>c, l</td>
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<tr>
<td>Classroom Management Plan</td>
<td>2.E.1, 2.EV.3, 6.E.2</td>
<td>2.2, 2.4, 6.3, 6.5</td>
<td>1.1.a, 1.1.b, 1.1.f, 2.1.d, 2.2.b, 4.1.b</td>
<td>f, g, h, j</td>
</tr>
<tr>
<td>Clinical Experience Analysis Paper</td>
<td>2.EV.1, 3.EV.1</td>
<td>2.2, 2.4, 2.6, 3.3, 3.4, 3.7</td>
<td>1.1.a, 1.1.b, 1.1.f, 2.2.b, 3.3.c, 4.1.b, 4.2.c, 5.3.c</td>
<td>c, l</td>
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</tbody>
</table>

COURSE TEXTS AND MATERIALS (required):


Chalk & Wire Learning Assessment Inc. (e-Portfolio Registration Account or Renewal Account available at campus bookstore)

Assignments and Grading

ASSIGNMENTS:

All assigned readings must be completed by the assigned date. Specific directions and scoring rubrics are either included in this syllabus or will be distributed in class. Due dates for all assignments are specified in the Course Calendar in this syllabus. Detailed descriptions of each assignment can be found at the end of this syllabus.

The course grade will be based on assignments, assessments, and activities of four types: 1) completion of 15 hours of Clinical Experience; 2) development and completion of three products/papers; 3) quizzes and examinations; and 4) attendance and class participation.

<table>
<thead>
<tr>
<th>Chalk &amp; Wire Assignments</th>
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</thead>
<tbody>
<tr>
<td>The following tasks are incorporated in the course requirements of this syllabus. These specific tasks are required to be posted on Chalk &amp; Wire in order to be assessed for evaluation and to pass this course.</td>
</tr>
</tbody>
</table>

*** “If you are a non-Education major and switch to Education as a major either during the semester of this course or after, you will be required to purchase Chalk and Wire and upload all assignments with FLDOE standards from those EDU courses in order to meet graduation requirements.” ***

15% Chalk & Wire Assignment

*Clinical Experience and Analysis*. Each student is required to complete a minimum of 15 hours of Clinical Experience within the Polk County School District, the Florida Southern Pre-School, or the FSC Roberts Academy. Upon completion of the clinical experience, the student will use the Teaching Analysis Form to reflect on the observed teaching and what she/he learned from the experience.

<table>
<thead>
<tr>
<th>STANDARDS ADDRESSED:</th>
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</thead>
<tbody>
<tr>
<td>FEAPs: 2.EV.1, 3.EV.1</td>
</tr>
<tr>
<td>PECs: 2.2, 2.4, 2.6, 3.3, 3.4, 3.7</td>
</tr>
</tbody>
</table>
**Chalk & Wire Assignments**

**DESCRIPTION:**
The teacher candidate will participate in **FIFTEEN** one-hour **Clinical Experiences** within the Polk County Public School System, the Florida Southern College Pre-School or the FSC Roberts Academy. The Clinical Experiences will consist of observing, shadowing, tutoring and assisting the School faculty, staff and teachers. This should include opportunities to support a continuous improvement plan and how to meet the goals. In addition the students will reflect on the goals and opportunities for professional continuous improvement and participate in opportunities to support continuous improvement. Practice behaviors that adapt and promote a student centered learning environment and manage student behaviors and group dynamics that encourages innovation and fosters a climate of openness, inquiry, fairness and support that respects students’ differing cognitive, cultural, and linguistic needs, family backgrounds and values to build skills. Plan for instruction based on gaps in content area knowledge including difficulty with reading and computational performance, incorporating differentiated instruction and assessment strategies and resources, including technology to enhance instruction that is relevant and comprehensible for all students, providing immediate and specific feedback to promote student achievement, modifying instruction to respond to preconceptions or misconceptions based on student needs and feedback.

**ARTIFACTS:**
1. Clinical Experience Hours form
2. Teacher Analysis Paper

**RUBRIC:**
Addendum to this syllabus – to be distributed in class

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**Description:**

**Chalk & Wire Assignment**

**Curriculum Unit and Oral Presentation.** Each student will develop a 5-day (minimum) curriculum unit, with complete lesson plans for at least two days. Students will present the unit to the class.

**STANDARDS Addressed:**

- FEAPs: 1.EV.1, 2.EV.2, 3.E.1, 3.E.2, 4.EV.1.  
  - ESOL Standards: 3.2.a, 4.1.a, 4.2.a, 2.1.d, 3.3.c, 4.2.c, 5.2.b, 5.3.a, 5.3.c,

- PECs: 1.6, 2.3, 2.5, 3.3, 3.4, 3.5, 3.6, 4.2, 4.3  
  - UCC – c, l

**DESCRIPTION:**
The teacher candidate will develop a curriculum unit that includes all elements of effective lesson plans. The unit will endeavor to create a continuous professional improvement plan and work toward achievement of learning goals. This will include collaboration with educational professionals to design developmentally appropriate strategies to support the learner. Plan for standards based instruction including long term instructional goals and short term objectives that includes developmentally appropriate strategies and language sensitive content adapting to support all learners in mastering content and objectives. Plan for the use of a variety of strategies and techniques that clearly convey high expectations to all students through effective oral and written communication using standard English. Discuss potential gaps, preconceptions and misconceptions in content area knowledge including difficulty with reading and computational performance, and identify differentiated instruction and assessment strategies and resources, including technology to enhance instruction that is relevant and comprehensible for all students, addressing gaps and misunderstandings. Discuss planning for realistic projects and problem solving activities that link the subject matter with other disciplines and life experiences that includes critical thinking skills. Create and develop a variety of formative and summative performance based assessments aligned with standards based instruction to monitor student progress, mastery, and learning gains.

**ARTIFACTS:**
3. Curriculum Unit  
4. Oral Presentation

**RUBRIC:**
Addendum to this syllabus – to be distributed in class
### Chalk & Wire Assignments

**15% Chalk & Wire Assignment**

**Classroom Management Plan.** Each student will design a classroom management plan, specifically depicting classroom rules and procedures.

**STANDARDS ADDRESSED:**

- FEAPs: 2.E.1, 2.EV.3, 6.E.2
- ESOL Standards: 1.1.a, 1.1.b, 1/1/f, 2.2.b, 4.1.b
- PECs: 2.1, 2.2, 2.4, 2.7, 2.8
- UCC – g, h, j

**DESCRIPTION:**

The teacher candidate will create, develop, and implement a classroom management plan following the format that contains student learning outcomes including managing group work and making the most out of the worst part of the day. Identify and reflect upon behaviors that adapt and promote a student centered learning environment and manage student behaviors and group dynamics of openness, inquiry, fairness and support that respects students’ differing cognitive, cultural, and linguistic needs, family backgrounds and values to build skills. Practice techniques and strategies designed to maintain an effective learning environment conducive to learning for all students through effective management of time, space, attention and integration of information, communication, and assistive technologies as appropriate. Recognize issues potentially harmful to student learning and mental or physical health.

**ARTIFACT:**

5. Classroom Management Plan

**RUBRIC:** Addendum to this syllabus – to be distributed in class

### Other Assessments

**5% Quizzes.** Both announced and unannounced quizzes may be administered on reading assignments, lectures and class discussions. There will be approximately five (5) quizzes worth one (1) percent of your grade each. If a sixth or seventh quiz is/are given, you will have the opportunity to replace a grade of 0 with grade of 1 on a quiz. Should you have all ones on your quizzes, you may then apply the extra quiz grade to an examination total. To receive a point on a quiz the student will need to complete the quiz with a grade of 70% or better - (e.g. 7 out of 10 questions will be need to be answered correctly).

**30% Examinations.** Each student is required to successfully complete three examinations covering the textbook, lectures, and class discussions. Each examination will be administered in a different format. The format will be revealed to the students during the quiz process directly preceding each examination. Each examination will be worth 10% of your grade and will be configured so that you will receive a percentage of the grade of 10 per exam. (e.g. a grade of 80% would yield a total of 8 out of ten.) Therefore the student would earn 8 of the grade total of 10. This will be further explained and demonstrated in class prior to and following the administration of the examinations.

**10% Participation and Attendance.** Attend all classes, engage in dialog with peers and the professor about the topics discussed throughout the term, come prepared to all class sessions, and actively participate in class activities.
EVALUATION AND GRADES:

All observable student performance will be assessed: class attendance and participation, curriculum models, clinical experiences, individual and group activities, use of instructional technology in presentations, classroom management plan, quizzes, and examinations.

1. Curriculum Unit & Oral Presentation ........................................... 25%
2. Clinical Experience & Analysis Form ........................................... 15%
3. Classroom Management Plan ...................................................... 15%
4. Quizzes ..................................................................................... 5%
5. Examinations (3 - equally weighted) ............................................. 30%
6. Attendance ................................................................................ 10%

* * * * * The aforementioned evaluation procedures are used to meet state certification standards, a passing grade of C or better must be obtained to meet state requirements.

GRADING SCALE:
A = 93% – 100%
B = 85% – 92%
C = 77% – 84%
D = 70% – 76%
F = 0% – 69%

College Policies

ACCESS FOR STUDENTS WITH DISABILITIES STATEMENT 2017-2018

Florida Southern College and Student Disability Services promote access of all students to facilities, communication, programs, and instruction. If you wish to document a disability and apply for accommodations, please contact Dr. Marcie Pospichal, Coordinator of Student Disability Services. Her office is in the Rogers Building Room 120. You may also call her at (863) 680-4197 or e-mail at disabilityservices@flsouthern.edu with questions or concerns.

If you anticipate or experience any barriers to your college experience based on documented disability or medical necessity, please let Dr. Pospichal know so solutions can be explored.

For more information on disability accommodations and access, please visit our website at http://www.flsouthern.edu/campus-resources/student-disability-services.aspx.

ENGAGED LEARNING METHODS OF INSTRUCTION:
The course objectives are accomplished through a variety of student-centered activities. These may include: clinical experiences; cooperative learning experiences; student presentations; embedded questions for discussion topics.

ELECTRONIC DEVICE POLICY:
As members of a learning community, we ALL need to be actively engaged in the lesson with the professor and with student participants/presenters. Your active attention and participation is critical to the learning environment. Therefore, unauthorized use of electronic devices will result in an absence for that class. Cell phones, and other such electronic devices must be turned off during class (computers, I pads, tablets, notebooks may be utilized for note taking - - - - but must be verified by the student).

Communication by electronic devices, including but not limited to instant messaging, text messaging, and cell phone, during class is strictly prohibited unless expressly designated as part of the learning activities.

Use of electronic communication devices during examinations or other graded activities will constitute grounds for disciplinary action. Please note, where emergency or employment situations require access to electronic communication services, arrangements may be made in advance with the instructor.
HONOR CODE STATEMENT:
I will practice academic and personal integrity and excellence of character and expect the same from others.

As an academic community, Florida Southern College is firmly committed to honor and integrity in the pursuit of knowledge. Therefore, as a member of this academic community, each student acknowledges responsibility for his or her actions and commits to the highest standards of integrity. In doing so through this Honor Code, each student makes a covenant with the college not to engage in any form of academic dishonesty, fraud, cheating, or theft. Further information on the Honor Code is available in the current Catalog.

INSTRUCTIONAL TECHNOLOGY:
Instructional technology will be connected to the student learning outcomes and engaged learning strategies. Technology will play an integral part of the course and may include:
- Student presentations using PowerPoint, video, and other appropriate tools
- Research via the internet

Course Policies and Expectations

ATTENDANCE:
Regular class attendance is expected.

The student is accountable for all class assignments and deadlines, even in the case of necessary absences. Attendance will be monitored. Absences may be excused only for personal illness, family emergency, or for required participation in a College function. Adequate and appropriate documentation will be required before an absence is excused. **ALL** other absences will be deemed UNEXCUSED. Two (2) unexcused absences will result in a reduction of 10% of the total grade; three (3) unexcused absences will result in a reduction of 20% of the total grade; four (4) unexcused absences will result in a reduction of 30% which will most likely result in failure of the class.

COLLEGE USE OF ELECTRONIC EMAIL:
A college-assigned student e-mail account is the official means of communication with all students at Florida Southern College. Students are responsible for all information sent to them via their college-assigned e-mail account. If a student chooses to forward information in their college e-mail account to a different account, he or she is responsible for all information, including attachments, sent to any other e-mail account. To stay current with College information, students are expected to check their official college e-mail account and other electronic communications on a frequent and consistent basis. Recognizing that some communications may be time-critical, it is recommended that electronic communications be checked minimally twice a week.

COURSE READINGS:
Assigned readings are to be completed prior to the class sessions in which they will be discussed or addressed. Since the readings provide the background and foundation for the topic, it is critical that each student engage with the assigned readings in a manner which will support him/her in offering meaningful contributions to the class discussions. Employ the kinds of active reading strategies that work best for your style of learning (e.g., highlighting, margin notes, outlining, use of graphic organizers, etc.) Bring those notes and your textbook to class each session.

PARTICIPATION:
Participate in class discussions and assist classmates in understanding concepts and issues. In this course, students will become important resources to one another; therefore, full and timely participation in the class discussions is required.

All participants are expected to fully engage and participate in all class activities. This may include working collaboratively on in-class tasks and activities or group projects and assignments; presenting to
the class; and being an active listener and participant as others present. Participation is assessed in a variety of ways including but not limited to engagement in class discussions, preparedness, respectfulness of others’ contributions and time, and professional and timely completion of assignments as assigned.

**PREPARATION:**
Read all the assigned readings and browse through other readings as you find useful. Readings are not provided just as background but as foreground; they provide the essence of the class discussions and assignments.

**WRITTEN ASSIGNMENT CRITERIA:**
All assignments are to be completed in a professional and timely manner. Written work should reflect the student's knowledge of the subject as well as use of higher order thinking skills (analysis, interpretation, synthesis, and evaluation). Formal writing assignments must be typed and adhere to the conventions of Standard English, following American Psychological Association (APA) format as appropriate. Assignments must reflect correct spelling, punctuation, grammar and usage. All written materials must reflect the student's own thoughts and words unless quotation marks or citations are used.

**WRITTEN ASSIGNMENT DUE DATES:**
Assignments are due on the designated date. Points will be deducted for any late assignments and for carelessly presented written work. Responsibility for seeking clarification regarding confusion about an assignment rests with the student.

**Course Schedule/Calendar**

**TENTATIVE COURSE CALENDAR:**

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>January 11</td>
<td>Course Overview</td>
<td>READ: Exploring Foundations of American Education (EFAE) Chapter 8</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Introductions</td>
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<td></td>
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<td>• Clinical Experience</td>
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<td>• Observing in the classroom</td>
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<td></td>
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<td>Legal Foundations of Education</td>
<td>DUE: Clinical Placement site</td>
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<tr>
<td>2</td>
<td>January 18</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>• Teachers’ legal and ethical responsibilities</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>• Curriculum Unit construction</td>
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<tr>
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<td>• FSC Lesson Plan Format</td>
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<tr>
<td>4</td>
<td>February 1</td>
<td>Examination #1</td>
<td>DUE: Unit Plan Topic</td>
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<tr>
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<td></td>
<td>Curriculum &amp; Instruction</td>
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<td>• Standards-based Curriculum</td>
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<td>• Curriculum Designs</td>
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<tr>
<td>5</td>
<td>February 8</td>
<td>Curriculum &amp; Instruction</td>
<td>DUE: Curriculum Guide/Map for Unit Plan</td>
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<td>• Critical Content</td>
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<td>• Bloom’s Taxonomy</td>
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<td>• Webb’s DOK</td>
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<td></td>
<td>• Writing and Assessing Learning Outcomes</td>
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<tr>
<td>Week</td>
<td>Date</td>
<td>Topics</td>
<td>Assignment</td>
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<tr>
<td>6</td>
<td>February 15</td>
<td>Formative and Summative Assessment</td>
<td>READ: Exploring Foundations of American Education (EFAE) Chapter 7</td>
</tr>
<tr>
<td></td>
<td></td>
<td>o Formal and Informal Assessment</td>
<td>DUE: Unit Plan Standards</td>
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<tr>
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<td>o Traditional and Alternative Assessment</td>
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<td>o Authentic Assessment</td>
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<td>Classroom Management</td>
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<td></td>
<td>o Philosophies &amp; Strategies</td>
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<tr>
<td>7</td>
<td>February 22</td>
<td>Psychological Foundations of American Education</td>
<td>DUE: Unit Plan Assessment approaches</td>
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<td></td>
<td></td>
<td>o Learning Theories</td>
<td>READ: Chalking It Up To Experience (CIUTE) Chapter 7</td>
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<tr>
<td></td>
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<td>o Assessing Learning</td>
<td></td>
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<tr>
<td>8</td>
<td>March 1</td>
<td>Examination #2</td>
<td>DUE: Classroom Management Plan</td>
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<tr>
<td></td>
<td></td>
<td>o Differentiation to meet all learners’ needs</td>
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<td></td>
<td></td>
<td>o Instructional Strategies</td>
<td></td>
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<tr>
<td>9</td>
<td>March 15</td>
<td>Cognitive Complexity</td>
<td>DUE: Unit Plan Instruction Strategies with Differentiation</td>
</tr>
<tr>
<td>10</td>
<td>March 22</td>
<td>o Evaluating Elements of the Lesson Plan</td>
<td>DUE: Unit Plan Instruction Materials to include use of technology</td>
</tr>
<tr>
<td></td>
<td></td>
<td>o Cognitive Complexity</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>March 29</td>
<td>o Higher Order Questioning Strategies</td>
<td>READ: Chalking It Up To Experience (CIUTE) Chapter 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>DUE: Curriculum Units</td>
</tr>
<tr>
<td>12</td>
<td>April 5</td>
<td>o Clinical Experience Debriefing</td>
<td>DUE: Teacher Analysis Form in C&amp;W</td>
</tr>
<tr>
<td>13</td>
<td>April 12</td>
<td>Curriculum Unit Presentations</td>
<td></td>
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<tr>
<td>14</td>
<td>April 19</td>
<td>Curriculum Unit Presentations</td>
<td></td>
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<tr>
<td>15</td>
<td>April 26</td>
<td>Final Exam</td>
<td></td>
</tr>
</tbody>
</table>
Assignment Descriptions

EDU 2203 Foundations of Education – II

C&W Assignments

1. Curriculum Unit Plan – 25%

**STANDARDS ADDRESSED:** FEAPs: 1.EV.1, 2.EV.2, 3.E.1, 3.E.2, 4.EV.1
ESOL Standards - 3.2.a, 4.1.a, 4.2.a, 2.1.d, 3.3.c, 4.2.c, 5.2.b, 5.3.a, 5.3.c,
PECs - 1.6, 2.3, 2.5, 3.3, 3.4, 3.5, 3.6, 4.2, 4.3
UCC – c, 1

**Curriculum Unit Plan.** The pre-service teacher/candidate will develop a curriculum unit that includes all elements of effective lesson plans. The unit will endeavor to create a continuous professional improvement plan and work toward achievement of learning goals. This will include collaboration with educational professionals to design developmentally appropriate strategies to support the learner. Plan for standards based instruction including long term instructional goals and short term objectives that includes developmentally appropriate strategies and language sensitive content adapting to support all learners in mastering content and objectives. Plan for the use of a variety of strategies and techniques that clearly convey high expectations to all students through effective oral and written communication using standard English. Discuss potential gaps, preconceptions and misconceptions in content area knowledge including difficulty with reading and computational performance, and identify differentiated instruction and assessment strategies and resources, including technology to enhance instruction that is relevant and comprehensible for all students, address gaps and misunderstandings. Discuss planning for realistic projects and problem solving activities that link the subject matter with other disciplines and life experiences that includes critical thinking skills. Create and develop a variety of formative and summative performance based assessments aligned with standards based instruction to monitor student progress, mastery, and learning gains.

**CURRICULUM UNIT FORMAT**

The followings are suggestions for incorporation into a unit.

**Purpose of the curriculum unit**
1. To reflect your knowledge of the subject matter you teach
2. To indicate your ability to apply curriculum theories into the development of a practical curriculum unit plan

**Rationale for preparation of the curriculum unit**
The unit must be developed and organized in a manner that will be convenient to use, intellectually beneficial and stimulating to your peers and your students..

**General requirement**
The unit should last about ONE week. Two days should be expanded to the level of a lesson plan. The remaining three days do not require the same level of detail. Class members will present one or two days of the unit to the class on the sign-up date. Unit must be typed and turned in on the date indicated on the schedule - last page of this syllabus..
Basic Format
(A specific Template will be provided and detailed in class)

1) **Title**: Grade level at which this unit will be taught- students information

2) **Instructional Goals**: Give a brief description of your unit. Indicate the purposes of your unit. That is, why do you think it important that this content and the skills to be taught (philosophical basis)? What is the significance of the unit (psychological, social and/or cultural reasons)?

3) **Instructional Objectives**: As a result of the instruction, the students should be able to.... These statements should communicate clearly, but all statements need not be in behavioral terms. See Bloom's Taxonomy.

4) **Instructional Content**: This section should be the most elaborate & in a sense, this section represents the” What” of instruction. What facts, concepts, skills, attitudes are involved in instruction? Materials, equipment and instructional technology should be included for two days of the expanded week, include a subsection - “Teacher Concept Analysis”, in which you detail the ideas in the lesson. Such a list will help you Analyze the less thoroughly and will help you gain an insight into the potential that the lesson offers. Reading your resource materials several times and simply reflecting on the ideas is one way to prepare such a listing. To reiterate, this section is commonly thought of as the subject matter or content of the unit. Use outline format for at least a portion of this section.

5) **Instructional Evaluation**: This section may contain formative and summative evaluations to get diagnostic information of students, and information of accomplishment of the planned objectives. What do students already know about the topic(s)? How do you determine this? How is the topic(s) related to students’ previous experiences, to previous instructions? How do you determine whether your lesson meets your objectives? Samples of formal and/or informal tests, observations, interview, evaluation forms should be included.

6) **Instructional Activities (Teaching strategies)**: This section includes the activities and the interaction between teacher and students. It helps to transform content into student experiences. The following strategies are suggested: casting the instruction as a problem, using analogies, modeling, demonstrating, overviews, simulating, proceeding from concrete to abstract, using visuals, tapes, etc. Also, teaching/learning models (teamwork, cooperative learning, inquiry learning, whole class instruction, small group, etc.) and instructional technology are included in this section.

7) **Culminating Activity**: This component of the unit usually reflects differentiation of instruction and provides planned sharing of information. Students frequently present to the larger group the results of their independent research.

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### 2. Clinical Experience and Analysis – 15%

**STANDARDS ADDRESSED**: FEAPs: 2.EV.1, 3.EV.1
- ESOL Standards - 1.1.a, 1.1.b, 1.1.f, 2.2.b, 3.3.c, 4.1.b, 4.2.c, 5.3.c
- PECs - 2.2, 2.4, 2.6, 3.3, 3.4, 3.7
- UCC – c, 1

**Clinical Experience and Analysis.** This should include opportunities to support a continuous improvement plan and how to meet the goals. In addition the pre-service teacher/candidate will reflect on the goals and opportunities for professional continuous improvement and participate in opportunities to support continuous improvement. Practice behaviors that adapt and promote a student centered learning environment and manage student behaviors and group dynamics that encourages innovation and fosters a climate of openness, inquiry, fairness and support that respects students’ differing cognitive, cultural, and linguistic needs, family backgrounds and values to build skills. Plan for instruction based on gaps in content area knowledge including difficulty with reading and computational performance, incorporating differentiated instruction and assessment strategies and resources, including technology to enhance instruction that is relevant and comprehensible for all students, providing immediate and specific feedback to promote student achievement, modifying instruction to respond to preconceptions or misconceptions based on student needs and feedback.

Students will participate in FIFTEEN one-hour Clinical Experiences within the Polk County Public School System, the Florida Southern College Pre-School or the FSC Roberts Academy. The Clinical Experiences will consist of observing, shadowing, tutoring and assisting the School faculty, staff and teachers. The students will complete a Teacher Analysis Form displaying a thorough analysis and reflection of the clinical experience. This should include opportunities to support a continuous improvement plan and how to meet the goals. In addition the students will reflect on the goals and opportunities for professional continuous improvement and participate in opportunities to support continuous improvement.
3. Classroom Management Plan – 15%

**STANDARDS ADDRESSED:** FEAPs: 2.E.1, 2.EV.3, 6.E.2
ESOL Standards- 1.1.a, 1.1.b, 1.1.f, 2.2.b, 4.1.b
PEC: 2.2, 2.4, 2.1, 2.7, 2.8, 6.3, 6.5
UCC: f, g, h, j

**Classroom Management Plan.** The pre-service teacher/candidate will create, develop, and implement a classroom management plan following the format that contains student learning outcomes including managing group work and making the most out of the worst part of the day. Identify and reflect upon behaviors that adapt and promote a student centered learning environment and manage student behaviors and group dynamics of openness, inquiry, fairness and support that respects students’ differing cognitive, cultural, and linguistic needs, family backgrounds and values to build skills. Practice techniques and strategies designed to maintain an effective learning environment conducive to learning for all students through effective management of time, space, attention and integration of information, communication, and assistive technologies as appropriate. Recognize issues potentially harmful to student learning and mental or physical health.

### Rules and Routines

(15%) - 3-to-5 page paper

A. Using either your current class placement or from your own ideas of how you want YOUR OWN classroom to run, determine:

1. What will students do FIRST as a routine upon entering your class at the beginning of the day or class period?
2. What will students do when they need to use the bathroom?
3. What will be the rule about the way students will leave the room when dismissed from class?
4. How will you go about taking attendance for each class?
5. What will you tell students to do about fire drills and tornado drills?
6. What will be your rule about moving through the halls?
7. What will your students do when they leave the room at the end of each class?
8. What will you tell the students about sharpening pencils?
9. How will you distribute materials?
10. How do you want your students’ papers headed?
11. How will you assign homework? What will be their understanding?
12. How will you check homework?
13. What will your students be told to do when their independent work is completed?
14. What will be your rule about talking during work time?
15. What will be your rules about class discussions, hand-raising, etc.?
16. What will you tell your students about how they should act if you have a visitor?
17. What if you need to divert your attention from class business for a moment?
18. What will be your rule about how the students’ free time is spent?
19. How will your students signal you for your help while they are supposed to be working on independent practice?
20. How will your class know that you want them to be quiet?

B. How will you arrive at your rules? Will you decide, will you let your class decide with you, will you develop a Bill of Rights, or use some other way to establish rules? What would you like your basic rules to be?

C. How can you arrange and manage the physical environment to facilitate student learning outcomes?
## Quizzes and Examinations

**Scheduled and Unannounced Quizzes – 5%**

Scheduled and Unannounced Quizzes. Both announced and unannounced quizzes may be administered on reading assignments, lectures and class discussions. There will be approximately five (5) quizzes worth one (1) percent of your grade each. If a sixth or seventh quiz is/are given, you will have the opportunity to replace a grade of 0 with grade of 1 on a quiz. Should have all ones on your quizzes you may then apply the extra quiz grade to an examination total. To receive a point on a quiz the student will need to complete the quiz with a grade of 70% or better - (e.g. 7 out of 10 questions will be need to be answered correctly).

**Examinations – 30%**

Each student is required to successfully complete three examinations covering the textbook, lectures, and class discussions. Each examination will be administered in a different format. The format will be revealed to the students during the quiz process directly preceding each examination. Each examination will be worth 10% of your grade and will be configured so that you will receive a percentage of the grade of 10 per exam. (e.g. a grade of 80% would yield a total of 8 out of ten.) Therefore the student would earn 8 of the grade total of 10. This will be further explained and demonstrated in class prior to and following the administration of the examinations.

## Participation and Attendance

**Participation and Attendance – 10%**

Attend all classes, engage in dialog with peers and the professor about the topics discussed throughout the term, come prepared to all class sessions, and actively participate in class activities.
<table>
<thead>
<tr>
<th>FSC FEAP Indicators Addressed in C&amp;W Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Curriculum Model</strong></td>
</tr>
<tr>
<td>I.EV.1 Plan for standards based instruction including long term instructional goals and short-term objectives that includes developmentally appropriate strategies and language sensitive content adapting to support all learners in mastering content and language learning objectives</td>
</tr>
<tr>
<td>I.EV.2 Develop standards based learning experiences building on prior knowledge and using a variety of instructional practices, materials, and technologies grounded in learning theories that address and include assessment, scaffolding, and re-teaching a variety of skills and competencies designed for all students to achieve mastery</td>
</tr>
<tr>
<td>3.E.1 Discuss potential gaps, preconceptions and misconceptions in content area knowledge including difficulty with reading and computational performance, and identify differentiated instruction and assessment strategies and resources, including technology to enhance instruction that is relevant and comprehensible for all students, address gaps and misunderstandings</td>
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<tr>
<td>4.EV.1 Create and develop a variety of formative and summative performance based assessments aligned with standards based instruction to monitor student progress, mastery, and learning gains</td>
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</tbody>
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