Course Syllabus

Franklin High School	2020-2021

Course Overview

NOTE: For core classes, all elements of this section (except for name and contact information) are the same.

Course Title: Introduction to Education	
Instructor Name: Anna Escalada York	Contact Info: ayork@pps.net
Grade Level(s): 9-12	
Credit Type: (i.e. "science", "elective") CTE	# of credits per semester: 1.0
Prerequisites (if applicable): None	

General Course Description:

Students will explore the history of the education system in the United States from colonial times through today, with a focus on the impact of the legal system and our society's ideas of what education should be. They will also explore how our community sees teaching and learning. Students will then explore ethical dilemmas in the educational system today. Finally, students will explore their own philosophy of education's future as based on the legal and societal requirements they have studied.

Prioritized National/State Standards:
Oregon CTE -Education Preparation Standards:
- Use foundational knowledge of subject matter to plan and prepare effective instruction and design courses or programs.
- Employ knowledge of learning and developmental theory to describe individual learners.
- Identify materials and resources needed to support instructional plans.
- Demonstrate flexibility and adaptability in instructional planning.
- Utilize assessment and evaluation tools and data to advance learner achievement and adjust instructional plans.
- Identify resources and support services to meet learners' needs.
- Identify resources and support services available in the learning organization to enhance the learning environment
- Describe advocacy strategies to promote the learning organization's needs.
- Describe state-specific professional development requirements to maintain employment and to advance in an education and training career.

Course Details

Learning Expectations

Materials/Texts
Students will be provided with materials through Canvas including video clips, readings, and podcasts. In addition, additional resources (such as documentaries and other films found on Netflix

and other streaming services) will be shared with students as an optional resource, but not required.

As part of the Portland Community College ED 100 Dual Credit course, we will watch *School: The Story of American Public Education* (2000).

Course Content and Schedule:
- History of Education
- Child development
- Universal Design for Learning
- Exceptional learners
- Supporting our (future) students
- How to prepare to become an educator

Differentiation/accessibility strategies and supports (TAG, ELL, SpEd, other):

1. Choice: Students will be given a variety of opportunities to demonstrate proficiency or "show what they know." This will vary by project or test, but all students will be given at least two different options on how they finish the assignment and show mastery of the objectives. The only exception to this rule is when the major assignment's objective is determined by PCC's requirements (writing a letter to request a letter of reference, resume, etc.) and then students that need additional support with their writing will work with the teacher to support them with this task. Additional supports may include sentence frames, using technology to complete writing, etc. Please don't hesitate to reach out to me if you have questions.

2. Materials and levels of questions and expectations will be adapted to fit your student's needs. This may include how they will receive information, how and what they are expected to learn the material, or how they are to demonstrate their knowledge.

3. Expectations will be adapted to fit your student's needs. All students will be expected to understand the general ideas presented in class. Some students will be required to learn and understand more complex ideas. This will be partially based on the student's abilities, but also on the type of credit the student will be earning, either a modified or standard credit. If you or your student are working towards the PCC ED 100 credit, they are required to complete all of the requirements for the **standard credit.**

Other strategies that will be used on a regular basis:

- Flexible grouping
- Depth and complexity-using Kaplan's Icons of Depth and Complexity
- Questioning strategies
- Think-pair-share
- Various graphic organizers to support learning
- Varied writing prompts

●   Jigsaw
●   Skits/Role plays
Safety issues and requirements (if applicable): Students will behave in a safe and responsible manner while online in the "classroom" and in breakout rooms. Students will practice positive digital citizenship.
Classroom norms and expectations: # Google Meet Tip Guide **Mute your mic when you enter & are a listener.** **Actively listen while others are speaking.** **Turn on your video if you feel comfortable doing so.** **Use the "raise your hand" feature when you are ready to share and wait to be called on.** **Participate on-topic verbally or in chat bar.** **The chat bar is a great tool to share questions you don't want to forget about.**

Evidence of Course Completion
By the end of the course the student should be able to: ●   Create a resume with an education profession objective ●   Understand the variety of ways educators support and avocate for their students ●   Understand and advocate for laws and strategies that support students experiencing disabilities ●   Understand the basics of child development such as milestones, resources for activities to interact in a developmentally appropriate way for a variety of ages, and interact with children from a variety of ages (either through in-person interaction with children or observing through media) to observe characteristics of typical child development ●   Identify a variety of career choices within the education profession and some of the specifics of those options.

● Be able to identify in their own classes and apply the basics of Universal Design for Learning.
Progress Reports/Report Cards (what a grade means): Grades are derived from students' evidence of learning. Daily work, essays, projects, formative and summative assessments. I use a total points system without categories. A = 90-100 B = 80-89 C = 70-79 D = 60-69 F = 59 and below
Career Related Learning Experience (CRLEs) and Essential Skills: ● Students will participating in project-based learning throughout the term ● Informational interviews and guest speakers from the education profession
Communication with Parent/Guardian
What methods are used to communicate curriculum, successes, concerns, etc.? I will be sending out emails to all families every two weeks with upcoming dates and important information. Individual successes and concerns would also be sent as needed to individual families.
Personal Statement and other needed info
I am so excited to be working with your family and student this term. Please don't hesitate to let me know if there is anything I can do to help you or your student be successful in the class!