

**UNIVERSITY OF NORTH TEXAS AT DALLAS**  
**COURSE SYLLABUS**  
**Spring 2015**

<b>EDEE 3320D-020 Foundations of Education: The School Curriculum 3 Hrs</b>					
<b>Department of</b>		Teacher Education	<b>Division of</b>		Education & Human Sciences
<b>Instructor Name:</b>		Dr. Paula Mason			
<b>Office Location:</b>		UNT-Dallas BLDG I Room 260			
<b>Office Phone:</b>		972-338-1318 Google Voice: 469-454-8252 (call or text)			
<b>Email Address:</b>		Paula.Mason@untdallas.edu			
<b>Office Hours:</b>		Tuesday 2:30pm-4:30pm (by appointment) Wednesday 11am-2:30pm; (by appointment) Thursday 10am-11am & 2:45pm-5:15pm (by appointment)			
<b>Instructor's Welcome</b>		<p><b>Welcome to Foundations of Education: The School Curriculum!</b> Before reading this syllabus, take a moment to consider your plans for becoming an educator. I hope this gives you a sense of excitement. This course is designed for you to explore your plans within the context of factual information and developing professional dispositions critical to teaching success. Each assignment and course requirement is designed with the intention to give you the best preparation possible for a career in education. We will explore the connection between theory and practice each time we meet. I look forward to sharing in this learning journey with you.</p>			
<b>Classroom Location:</b>		UNT-Dallas BLDG 1 Room 304			
<b>Class Meeting Times:</b>		<b>Tuesdays 5pm – 6:50 p.m.</b>			
<b>Course Catalog Description:</b>		Standards and foundations of curriculum for grades EC–8 in public schools. Includes the study of professional ethics/responsibilities, educational philosophies, the history of American education, schools and society, school and community/parent relationships, legal/political control and financial support, school/classroom organizational patterns, and curriculum development/alignment.			
<b>Prerequisites:</b>		Admission to the teacher education program (includes participation in a field-based program), a child/adolescent/lifespan development course, and an educational-application computer course			
<b>Required Text and Materials:</b>		<p>Kauchak, D. &amp; Eggen, P. (2011). <i>Introduction to teaching: Becoming a professional</i>. (5<sup>th</sup> ed.) Upper Saddle River, NJ: Pearson.</p> <p>Mooney, C. G. (2000). <i>Theories of childhood: An introduction to Dewey, Montessori, Erikson, Piaget &amp; Vygotsky</i>. Merrill Education/Redleaf Press.</p> <p><b>Students <u>must</u> also purchase access to TK20.</b>  TK20 <a href="http://www.coe.unt.edu/tk20">http:// www.coe.unt.edu/tk20</a> (One time purchase of TK20 access is required for this course. Student subscriptions are effective for 7 years from date of purchase.) Please make sure you have purchased TK 20 in time for the first class session.</p>			

<b>Learning Resources:</b>	UNT Dallas Writing Center: <u>Location:</u> Building 1 Third Floor <u>Phone:</u> 972-338-1646  Texas Education Agency <a href="http://www.tea.state.tx.us/">http://www.tea.state.tx.us/</a>  InTASC Standards <a href="http://www.ccsso.org/">http://www.ccsso.org/</a>
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## Course Goals

1. Introduce and promote an in-depth analysis of the ten InTASC standards developed by the Council of Chief State School Officers and will demonstrate their understanding by completing Checkpoint 1 of TK20.
2. Describe the rewards and challenges inherent in the teaching profession and how it is shaped by past and present reforms and understandings of learner diversity.
3. Analyze the four major philosophies of education and determine how their own beliefs are reflected in the four philosophies. Students will demonstrate their understanding by writing a Philosophy of Education paper.
4. Investigate the learning theories proposed by Dewey, Montessori, Erikson, Piaget, and Vygotsky. Students will demonstrate their understanding by writing a Reflection paper.
5. Examine a variety of lesson-plan formats, demonstrate an understanding of the TEKS, and be able to evaluate the alignment between a lesson's objective, procedure, and assessment.
6. Guide prospective teachers in the process of examining and developing research-based and innovative ways to influence learner development and motivation.

SLO's	Students will	INTASC Standard
1.	Discuss the components of student development and their impact on learning	<b>Standard 1:</b> Learner Development
2.	Explain the influences of cultural diversity on the learning experience and how effective teachers address the needs of diverse learners	<b>Standard 2:</b> Learner Differences
3.	Describe how the physical and social learning environment is developed to maximize the productivity and learning potential of all learners	<b>Standard 3:</b> Learning Environment
4.	Discuss the process of assessment and explain how it impacts student learning	<b>Standard 4:</b> Content Knowledge
5.	Explain processes and describe the steps involved in planning instruction for all learners	<b>Standard 5:</b> Application of Content
6.	Describe multiple ways to assess student learning and use the information to make instructional decisions	<b>Standard 6:</b> Assessment
7.	Discuss the process of planning for effective instruction	<b>Standard 7:</b> Instructional Planning
8.	Describe multiple instructional strategies for a wide variety of learning experiences	<b>Standard 8:</b> Instructional Strategies

9. Discuss plans and opportunities for teacher professional development	<b>Standard 9:</b> Professional Learning and Development
10. Explain how professional educators participate in leadership and collaboration throughout the educational community	<b>Standard 10:</b> Leadership and Collaboration

## University Policies and Procedures

### Students with Disabilities (ADA Compliance):

The University of North Texas Dallas is on record as being committed to both the spirit and letter of federal equal opportunity legislation; reference Public Law 92-112 – The Rehabilitation Act of 1973 as amended. With the passage of new federal legislation entitled Americans with Disabilities Act (ADA), pursuant to section 504 of the Rehabilitation Act, there is renewed focus on providing this population with the same opportunities enjoyed by all citizens.

As a faculty member, I am required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Student responsibility primarily rests with informing faculty of their need for accommodation and in providing authorized documentation through designated administrative channels. For more information, you may visit the Student Life Office, Suite 200, Building 2 or call 972-780-3632.

The Department of Teacher Education is committed to full academic access for all qualified students, including those with disabilities. In keeping with this commitment and in order to facilitate equality of educational access, faculty members in the department will make reasonable accommodations for qualified students with a disability, such as appropriate adjustments to the classroom environment and the teaching, testing, or learning methodologies when doing so does not fundamentally alter the course.

If you have a disability, it is your responsibility to obtain verifying information from the Office of Student Life and to inform me of your need for an accommodation. Grades assigned before an accommodation is provided will not be changed. Information about how to obtain academic accommodations can be found in UNTD Policy 7.004, [Disability Accommodations for Students](#), and by visiting Student Life, building 2, Suite 200. 972-780-3632, [studentlife@unt.edu](mailto:studentlife@unt.edu).

### Academic Integrity:

Academic integrity is a hallmark of higher education. You are expected to abide by the University's code of conduct and Academic Dishonesty policy. Any person suspected of academic dishonesty (i.e., cheating or plagiarism) will be handled in accordance with the University's policies and procedures. Refer to the Student Code of Conduct at [http://www.unt.edu/csrr/student\\_conduct/index.html](http://www.unt.edu/csrr/student_conduct/index.html) for complete provisions of this code.

### Assignment Policy:

Papers must be typed. Late papers are accepted only with the instructor's prior approval. Generally, a late penalty will apply. In some circumstances, a student may be allowed to re-submit an assignment on which a low grade was achieved. However, the student **MUST** obtain the instructor's approval to re-submit an assignment. Assignments must be re-submitted within one week of receiving feedback from the instructor. Assignments must be submitted to Blackboard. **Students who need help with Blackboard should contact the Student Help Desk at 972-338-5580 or UNTDDistance@unt.edu**

**Attendance and Participation Policy:**

**Attendance** -- Class attendance and participation is essential because the class is designed as a shared learning experience and because essential information not in the textbook will be discussed in class. The nature of this course makes it impossible for students to make-up or to receive credit for missed classes. Attendance and participation in all class meetings is necessary to the integration of course material and your ability to demonstrate proficiency. Students are also responsible to make up any work covered in class. Students are responsible to notify the instructor if they are missing class and for what reason. If you need to be absent for any reason, email or text me as soon as possible. Then, visit with a classmate to learn about what you missed to stay caught up in class. If you have questions after talking with a classmate, contact me via email, text, or cell. (No calls after 8:00 pm. Texts or emails will not be answered after 9:00 pm). \*More than 2 absences will lower your score one letter grade. You will receive an "F" for the class, if you have more than 4 absences. \*

**Participation** – Everyone begins the semester with 50 participation points. Points will be deducted throughout the semester for absences, tardiness (10 minutes or more), cell phone usage, assignments not finished, unprepared for discussion, etc.

- Absence = -5pts
- All Other Infractions = -2pts each

**Bad Weather Policy:**

On those days that present severe weather and driving conditions, a decision may be made to close the campus. In case of inclement weather, call UNT Dallas Campuses main voicemail number (972) 780-3600 or search postings on the campus website [www.unt.edu/dallas](http://www.unt.edu/dallas). Students are encouraged to update their Eagle Alert contact information, so they will receive this information automatically.

**Cell Phone Use:**

Please silence cell phones during class time. It is disrespectful of others in the class and unprofessional behavior to use cell phones during class for calls and/or texting. In the event of an emergency, place the cell phone on vibrate. NO calls may be taken in the classroom; in a true emergency, step into the hall to take calls. Excessive cell calls during class will be considered absences and the attendance policy will be applied.

**Laptop Use:**

The use of laptop computers during class is allowed and encouraged for note-taking and tracking assignments through websites. However, chatting, checking email, visiting websites unrelated to the class activities are examples of inappropriate and unprofessional use of this technology. Students will be redirected or asked to close the laptop if inappropriate use becomes an issue.

**Diversity/Tolerance Policy:**

Students are encouraged to contribute their perspectives and insights to class discussions. However, offensive & inappropriate language (swearing) and remarks offensive to others of particular nationalities, ethnic groups, sexual preferences, religious groups, genders, or other ascribed statuses will not be tolerated. Disruptions which violate the Code of Student Conduct will be referred to the Center for Student Rights and Responsibilities as the instructor deems appropriate.

**Student Evaluation of Teaching Effectiveness Policy:**

The Student Evaluation of Teaching Effectiveness (SETE) is a requirement for all organized classes at UNT. This short survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider the SETE to be an important part of your participation in this class.

**Test/Exam Policy:**

Tests will contain information from the textbook as well as information discussed in class that may not be in the textbook. Information from the textbook may be included on tests even if it is not discussed in class. The availability of make-up tests will be determined on a case-by-case basis. Make-up tests may contain a different selection of questions than was on the regular test.

**Grade Determination:**

A = 900 - 1000 pts; i.e. 90% or better

B = 800 – 899 pts; i.e. 80 – 89 %

C = 700 – 799 pts; i.e. 70 – 79 %

D = 600 – 699 pts; i.e. 60 – 69 %

F = 599 or below; i.e. less than 60%

**Course Evaluation Methods**

<b>Instrument</b>	<b>Points</b>	<b>SLO's</b>
<b>TK20 Checkpoint 1 (Including Portfolio Artifacts and Reflections)</b> <ul style="list-style-type: none"> <li>• 10 Individual Artifacts (1 per InTASC Standard) (10 pts each)</li> <li>• 10 Written Reflection (1 per InTASC Standard) (10 pts each)</li> <li>• 4 Section Reflections (1 per InTASC Standard Section) (10 pts each)</li> </ul>	240	1,2,3,
<b>Cover Letter and Resume (50 pts each) TK20 Introductory Materials</b>	100	2
<b>Philosophy of Education and Teaching - TK20 Key Assignment</b>	100	1,2,3, 6,7
<b>Teacher Interview – (can be used as an Artifact for Standard 9 or 10)</b>	100	6,7
<b>Lesson Plan Assignments – TK20 Key Assignment</b> (Each student will select one of their Lesson Plans to upload to TK20) (75 pts each)	150	2,3,4,
<b>Learning Theories Reflection Paper</b>	100	1,3
<b>Final Class Presentation</b>	50	5
<b>Discussion Board Assignments</b>	100	1,2,3, 6,7
<b>Attendance and Participation</b>	50	1,2,3, 6,7
<b>Total:</b>	<b>990</b>	

## Assignment Submission Guidelines

Students are responsible for ensuring that assignments are submitted to the correct place and in the correct format. Assignments that are submitted to the wrong place or in the wrong format will be considered late or will not be accepted.

All assignments must be submitted to Blackboard unless the instructor give other directions in the syllabus or in class.

### **The following assignments must be submitted to Blackboard and TK20:**

- 10 Standard Artifacts and Standard Reflections
- 4 Sections Reflections
- Philosophy of Education and Teaching Paper – **Key Assignment**
- One of your Lesson Plan Assignments – **Key Assignment**

Students who need help with Blackboard should contact UNTD Distance Learning and Instructional Technologies at 972-338-1606. Students who need help with TK20 should contact Irene Frank at 940.369.5157 or Irene.Frank@unt.edu. Difficulty with technology is not an excuse to turn an assignment in late.

All assignments must be submitted as Microsoft Word documents. PDFs will not be accepted.

**Papers are expected to have minimal spelling and grammar mistakes.** Students are encouraged to take advantage of the services offered in the UNT Dallas Writing Center.

### **Late Assignments**

**A late penalty of 5 points a day will apply to papers or assignments submitted after the due date. Papers or assignments that are more than two weeks late will not receive points. Too many missing and late assignments will put you at risk of not passing the class.**

**No assignments will be accepted after the final exam or after the last day of class without prior permission from the instructor.**

## Description of Assignments

### **TK20 Checkpoint 1:**

- Ten electronic “documents” (articles, photos, etc.) that relate to the ten InTASC Standards. **These are referred to as Artifacts.**
- Ten evaluative essays that explain how each of the documents clearly relates to a specific standard. **These are referred to as Standard Reflections.**
- Four section “reflections.” **These are referred to as Section Cover Sheets.**
- These materials must be correctly uploaded to the student’s TK20 portfolio.
- Students must successfully complete Checkpoint 1 to receive a passing grade in the course.

## Cover Letter and Resume

- **Cover Letter**
  - **Write a one - page professional cover letter.** It should be written as if it is for a real teaching position. The letter should include a strong opening paragraph describing why you are the perfect candidate for the position. In the middle paragraph, explain your reasons for wanting to be a teacher and describing your strengths for a teaching job (such as previous experience with children or strong teaching philosophy). Your final paragraph should request an interview. **The cover letter is one document for the introduction section of the TK20 portfolio.**
- **Resume**
  - **Create a professional resume** including your professional objectives or career summary, relevant teaching and work experience, education, awards, volunteering, etc. An example resume is provided in the Kauchak and Eggen textbook on page 422. Other examples will be available on blackboard. **The resume will become a document in the introductory section of the portfolio in TK20.**

## Philosophy of Education and Teaching Paper:

- **Read chapter 5 of the Kauchak & Eggen textbook 5<sup>th</sup> edition.**
- Write a paper that summarizes each of the four philosophies and describes your own beliefs about educating children.
- The paper should be three pages double-spaced (at least 1,000 words).
- **This assignment will be uploaded to TK20 as a Key Assignment.**

## Teacher Interview:

**The purpose of the Teacher Interview paper is to learn how practicing teachers implement InTASC Standard #9 (Professional Learning and Ethical Practice) and Standard #10 (Leadership and Collaboration).**

First, read InTASC standards 9 and 10 (pages 18 and 19). Then, contact a practicing teacher and set up an interview. You will need about 20 - 30 minutes.

During the interview, feel free to ask any follow-up questions that occur to you. Make sure you THANK the teacher for taking time to help you.



### Sample Questions for the Teacher Interview:

1. What type of professional development activities have you participated? Which were most helpful to you?
2. How do you use self-assessment to continue to improve your teaching? Can you give a specific example?
3. How do you think your personal identity (gender, race, background) and prior experience affect your perceptions and expectations?
4. What legal and ethical requirements exist for teachers? (For example, can you talk about confidentiality?)
5. Do you belong to an instructional team? If so, how do you take an active role on that team?
6. In addition to the instructional team, what other school professionals do you work? How do you establish and maintain good relationships with other teachers and with school administrators?
7. How do you establish communication with families? Is it difficult when families come from a different culture or speak a different language?
8. Do you ever find it necessary to advocate for students? If so, can you give a specific example?

**Write a three-page paper that summarizes the interview.** USE MICROSOFT WORD; please do NOT submit a PDF. The paper should be double-spaced. Use Times New Roman 12-point font and 1-inch margins. The paper should be at least 900 words long.

**Papers are expected to have minimal spelling and grammar mistakes.** Students are encouraged to take advantage of the services offered in the UNT Dallas Writing Center.

**The Teacher Interview paper should be submitted to TK20 as one of the artifacts (documents) for Section 4 Standard 9 or 10.** Consider whether the emphasis of your interview was more towards professional development, leadership, family communications, etc. and decide which standard it best describes. **The Teacher Interview is NOT a Key Assignment**, so it does NOT go in the Courses tab.

### Lesson Plan Assignments:

- Decide the approximate age and grade level that you want to write your lesson. Since there are two lesson plan assignment, it is good practice for you to select two different grade levels for each lesson plan
- **Examine the Texas Essential Knowledge and Skills (TEKS)** for your grade level of interest. Focus on the English Language Arts and Mathematics TEKS. You will write one lesson for each of these two content areas. **Use the TEKS as the basis for your objectives.**
- Create a “Pinterest” board titled “Lesson Plans” or simply search through lesson ideas in Pinterest. Feel free to gather ideas from other educator websites also. We will dedicate a class time when you will be expected to bring drafts of your lesson ideas to class to review with peers and the instructor.
- Select a lesson from your web search and modify it to
  - Address specific content TEKS
  - Meet UNT Dallas lesson-plan requirements.
- Write your lesson plans as follows:
  - Lesson Plan One – English Language Arts focus



- Lesson Plan Two – Mathematics focus

You are encouraged to integrate science and social studies if you choose. Be sure to review the rubric for your lesson plan before you submit it to blackboard.

- Select the best lesson plan to upload to TK20 as your key assignment.

**Learning Theories Reflection Paper:**

Learning Theories Overview chart and reflection.

You will complete the following chart as a class activity to help you fully understand the learning theories and how their beliefs shape classroom practice.

Name of theorist	Summary of theory	Impact on educational practices	Teacher's role	Student's Role	Learning environment
Dewey					
Erickson					
Montessori					
Piaget					
Vygotsky					

After completing the chart, you will prepare a 3 – 5 page paper that must include:

- A brief summary of the learning theories of **Dewey, Montessori, Erikson, Piaget, and Vygotsky**
- The impact of these theories on past and present educational practices
- Your personal conclusions about these theories and how they impact your philosophy of education and goals for your teaching practice

**Final Class Presentation**

The final presentation will be an individual oral presentation of no more than 8 minutes followed by five minutes of question and answers. Each of you will be assigned an important topic that every beginning teacher should explore and understand prior to being in the classroom. You will research the topic and present it to the class on the dates assigned.

## Discussion Board

- **Chapter Reflections**

- Chapter reflections in this course are designed for you to analyze information about the many facets of the field of education. Take the time to reflect on your personal analysis, and create a post that states your position for each question. Posts should be long enough to explain your position without being too lengthy. Your initial post that answers the Discussion Board question is due **two days** after your class meets each week. Responses to classmates are due before the start of the next module. (For example, if your class meets every Tuesday, your first post is due Thursday before midnight, and your response is due the following Monday before midnight). Here are a few ideas for responding to classmates:

- Sharing an insight gained from the post
- Validating someone's point of view
- Making a suggestion

Feel free to respond in ways that evidence a deep reflection of the assignment and conversation. Please avoid surface level responses such as "I like the way," or "My favorite part."

- **Standards and Artifacts**

- Standard Reflections and Artifacts and a critical part of your electronic portfolio you will create throughout your coursework in the Teacher Education program. It is an important segue for presentation as a professional educator that meets the requirements of the University of North Texas at Dallas and has the professional acumen and disposition to be an effective educator. Therefore, to assist you in this process you will turn in a few of your first drafts to a discussion board forum for a thorough review and critique. Be sure to make all corrections and incorporate the suggestions given in blackboard to successfully complete the rest of your TK20 written requirements

- **Other Forums**

- Other forums may be created to supplement class assignments and requirements. Details will be given in class.

## TEXES Practice Exam Sessions

All students in the Foundations of Education course are expected to go to the practice test sessions offered throughout the semester. Please watch for date and time schedules and plan accordingly. This will be counted towards your attendance grade at the end of the semester.

## Course Outline

This schedule is subject to change by the instructor. Any changes will be communicated in class.

**BLUE** indicates a reading assignments.

**RED** indicates assignments to turn in or complete.

Module	Topic(s)	Assignments Due for the Next Class	SLO's
<b>Module 1</b> January 21 – January 27	Class Introductions Overview of Course requirements Introduction to InTASC Standards	Read Kauchak and Eggen Chapter 1 Chapter 1 Discussion Questions Artifact Chart Draft of Standard 1 – Discussion Board	1,2,3,4,5,6, 7,8,9,10
<b>Module 2</b> January 28 – February 3	Chapter 1 <ul style="list-style-type: none"> <li>Developing as a Professional</li> <li>Writing a Resume and Cover Letter</li> <li>Career Services at UNTD Workshop</li> </ul>	Read Kauchak and Eggen Chapters 2 & 3 Chapter 2 Discussion Questions Create a Cover Letter and Resume Draft of Standard 2 - Discussion Board	2,3,7,9,10
<b>Module 3</b> February 4 – February 10	Chapter 2 & 3 <ul style="list-style-type: none"> <li>Looking at our Society</li> <li>The Influence of Socioeconomic Factors</li> <li>Student Diversity</li> </ul> Preparing for All Learners – InTASC Standards 1-3	Read Kauchak and Eggen Chapter 4 Read Mooney Chapter 1 Chapter 3 Discussion Questions Draft of Standard 3 - and Section Cover Sheet 1	1,2,3
<b>Module 4</b> February 11 – February 17	Chapter 4 <ul style="list-style-type: none"> <li>Education history in the U.S</li> <li>Public Education</li> <li>Issues of equality</li> </ul>	Read Kauchak and Eggen Chapter 5 & 6 Read Mooney Chapter 2 Chapter 4 Discussion Questions Standards 1 & 2 Turn in to Blackboard	7,9
<b>Module 5</b> February 18 – February 24	TK 20 workshop in the computer lab, or bring laptops	Read Mooney Chapter 3 Chapter 5 Discussion Questions Standard 3 Turn in to Blackboard Draft Section Cover Sheet 1	
<b>Module 6</b> February 25 – March 3	Chapter 5 & 6 discussion <ul style="list-style-type: none"> <li>Historical Philosophies</li> <li>Prevailing and Personal Beliefs about Education</li> <li>The Teaching Environment</li> </ul>	Read Kauchak and Eggen Chapter 9 Read Mooney Chapter 4 Chapter 6 Discussion Questions Learning Theories Paper Standard 4	1,2,3,5,7,8

<b>Module 7</b> <b>March 4 –</b> March 10	Chapter 9 <ul style="list-style-type: none"> <li>Understanding Curriculum</li> <li>Instructional Standards</li> <li>Accountability for Learning</li> </ul>	Read Kauchak and Eggen Chapter 10 Standard 5 Read Mooney Chapter 5 Chapter 9 Discussion Questions Lesson Plan 1	4,5,6,7,8
<b>Module 8</b> <b>March 11 –</b> March 24	Chapter 10 <ul style="list-style-type: none"> <li>Classroom Management</li> </ul>	Read Kauchak and Eggen Chapter 11 Section 2 Cover Sheet Chapter 10 Discussion Questions Philosophy of Education and Teaching	1,2,3,4,5,6,7,8
<b>Module 9</b> <b>March 25 –</b> March 31	Chapter 11 <ul style="list-style-type: none"> <li>Being Effective</li> </ul>	Standard 6 Chapter 11 Discussion Questions	1,2,3,4,5,6
<b>Module 10</b> <b>April 1 –</b> April 8	TK20 Upload Day	Read Kauchak and Eggen Chapter 7 & 8 Standard 7 and 8 Lesson Plan 2	
<b>Module 11</b> <b>April 8 –</b> April 14	Chapter 7 & 8 <ul style="list-style-type: none"> <li>School Finance and Regulations</li> <li>Examining Inequality and Diversity</li> <li>Ethics and the Law</li> </ul>	Read Kauchak and Eggen Chapter 9 Chapter 8 Discussion Questions Section 3 Cover Sheet	2,3,9,10
<b>Module 12</b> <b>April 15 –</b> April 21	Chapter 9 <ul style="list-style-type: none"> <li>Understanding Curriculum</li> <li>Instructional Standards</li> <li>Accountability for Learning</li> </ul>	Teacher Interview Standard 9 and 10	4,5,6,7,8,9,10
<b>Module 13</b> <b>April 22 –</b> April 28	Chapter 12 <ul style="list-style-type: none"> <li>Educational Reform</li> </ul> Chapter 13 <ul style="list-style-type: none"> <li>Entering the field of education</li> <li>The first year of teaching</li> </ul>	Section 4 Cover Sheet	6,7,8,9,10
<b>Module 14</b> <b>April 29 –</b> May 5	Final Presentation	Checkpoint 1 Portfolio Completed on TK20	1,2,3,4,5,6,7,8,9,10
	Final Presentation		1,2,3,4,5,6,

<b>Module 15</b> <b>May 6 – May</b> <b>12</b>			7,8,9,10
<b>Finals Week</b> <b>May 13</b>	<b>Complete Final Presentations</b>		