



# UNIVERSITY OF HAWAI'I - WEST O'AHU

Spring 2012  
EDEE 310: Education in American Society  
Room E103  
Course meeting on Wednesdays from 3:30 to 4:45pm

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## **CATALOG COURSE DESCRIPTION**

EDEE 310 Education in a Global Society (3): Pre: Sophomore or higher level standing; completion of EDEE 200 and 201 with a “C” or higher or concurrent enrollment. This project-based course examines historical, political, philosophical, sociological, and ethical factors influencing education in today’s global society. Particular emphasis is placed on contemporary problems and applications in the context of service to the local community. Requires students to engage in critical thinking, reflective decisionmaking, and action research. In this field-based course, students also participate in a minimum 20 hours of volunteer work, utilizing cultural and scientific community resources, which in turn provide the contexts for understanding the impact of educational initiatives in a global society. Students gain valuable, first-hand experience with contemporary issues in education, within the context of service to the local community.

## **UHWO TEACHER EDUCATION MISSION STATEMENT**

The University of Hawai'i West O'ahu Teacher Education program is dedicated to its vision of providing innovative teacher preparation programs and public service activities in support of the continuing development of West O'ahu communities. To realize this vision, the mission of the program is to provide teacher candidates with the knowledge, skills, and dispositions necessary to become outstanding educators, especially in the elementary schools located in Central and Leeward O'ahu communities.

## **CONCEPTUAL FRAMEWORK**

The Conceptual Framework (CF) serves as a guide to fulfilling the UHWO Teacher Education Program vision of preparing highly qualified teachers for entry into the skilled workforce. The program recognizes the contributions of general education, content area studies, and professional studies to the preparation of educators. Three goals underlie the professional studies philosophy and objectives. Candidates for the Bachelor of Education degree in elementary education are committed to the following:

- delivering high quality instruction that addresses the needs of the whole child
- embracing social justice and equity for all
- becoming reflective practitioners and life-long learners.

*Preparing Knowledgeable, Skillful, Responsive Educators for a **Global Society***

**ACADEMIC HONESTY AND TURNITIN POLICY**

All students are expected to demonstrate integrity and honesty in completion of class assignments. Students must give credit to appropriate sources utilized in their work. Plagiarism can result in dismissal from the University.

Academic honesty stands at the center of intellectual pursuits in the academic community. Faculty and student scholarship in all forms, individual and collaborative, expresses our understanding and esteem for intellectual honesty. Nurturing and sustaining a climate of honesty are the responsibilities of every member of the community. The academic policy statement includes standards of academic honesty, obligations and responsibilities of the members of the academic community for cultivating a climate of academic honesty, violations of academic honesty, and procedures for addressing academic dishonesty.

**Use of Turnitin:**

UH West O'ahu has a license agreement with iParadigms, LLC for the use of their plagiarism prevention and detection service popularly known as Turnitin. Faculty may use Turnitin when reading and grading your assignments. By taking a course where Turnitin is used, you agree that your assigned work may be submitted to and screened by Turnitin. Turnitin rates work on originality based on exhaustive searches of billions of pages from both current and archived instances of the internet, millions of student papers previously submitted to Turnitin, and commercial databases of journal articles and periodicals. Turnitin does not make a determination if plagiarism has taken place. It makes an assessment of the submission's originality and reports that to the course instructor. These Originality Reports are tools to help your teacher locate potential sources of plagiarism in submitted papers.

All papers submitted to Turnitin become part of Turnitin's reference database solely for the purpose of detecting plagiarism. Use of Turnitin is subject to the Usage Policy as posted on the Turnitin web site [www.Turnitin.com](http://www.Turnitin.com).

(For complete text of student responsibility please see the University of Hawai'i – West O'ahu Home Page under Policies)

**LEARNING CHALLENGE AND ACCOMODATIONS**

In keeping with University policy, any student with a disability who needs academic accommodation for testing, note taking, reading, classroom seating, etc., is to call Student Services, as soon as possible, and speak with Janice Takaki, Student Services Specialist – 454-4700 email: [takaki@uhwo.hawaii.edu](mailto:takaki@uhwo.hawaii.edu).

## **TEXTBOOKS**

The following text is required as part of this course.

Johnson, Musial, Hall & Gollnick (2010). Foundations of American Education: Perspectives on Education in a Changing World (15th edition). Pearson. ISBN: 0131381288

## **COURSE STANDARDS AND OBJECTIVES**

### **Hawaii Teachers Standards Board (HTSB)**

#### **Standard 9: Demonstrates professionalism**

STANDARD STATEMENT IX: The effective teacher continually evaluates the effects of his or her choices and actions and actively seeks opportunities to grow professionally. Performance Criteria for Standard IX: The extent to which the teacher:

- Engages in relevant opportunities to grow professionally, e.g., taking university/college or in-service coursework, actively participating in a professional organization, serving on a cadre, council, or committee or serving as a cooperating teacher, mentor or advisor.
- Reflects on practices and monitors own teaching activities and strategies, making adjustments to meet learner needs.
- Provides and accepts evaluative feedback in a professional manner.
- Conducts self ethically in professional matters.
- Models ethical behaviors, including honesty, fairness and respect for individuals and for rules.
- Demonstrates good work habits including reliability, punctuality, and follow-through on commitments.
- Maintains current knowledge in issues and trends in education.
- Practices effective listening, conflict resolution and group-facilitation skills as a team member.
- Works collaboratively with other professionals.
- Participates actively and responsibly in school activities.

### **Association for Childhood Education International Standard (ACEI)**

#### **Standard 5.1: Professional growth, reflection, & evaluation**

- Candidates understand practices and behaviors that are characteristic of developing career teachers
- Candidates apply practices and behaviors that are characteristic of developing career teachers
- Candidates reflect on and modify their practice in light of research on teaching, professional ethics, and resources available for professional learning
- Candidates evaluate the effects of their professional decisions and actions on students, parents, and other professionals in the learning community
- Candidates actively seek out opportunities to grow professionally

## **UHWO Institutional Learning Outcomes (ILO)**

UHWO ILO 1: Written Communication: Demonstrate clear and effective writing for an intended audience.

## **Division Learning Outcomes**

DLO 9: Demonstrate professionalism

## **Course Objectives**

Upon completion of the course, the student will be able to do the following:

1. Students will develop a personal philosophy of education.
2. Students will critique major problem areas in education.
3. Students will critically examine assumptions and values on which concepts of education are based.
4. Students will critically both national and international trends in the theory and practice of education.
5. Students will analyze trends in the history of education.

*Specific Objectives for each Module can be found on the course website*

## **COURSE REQUIREMENTS**

This class meets both online and face-to-face. Keep this in mind as you read the Course Requirements below.

### **Attendance**

Good class attendance is essential to the learning process and role will be taken every class period. Students are expected to attend all sessions. More than one absence will lower your final grade one grade level – there are no exceptions. There are no excused absences. If you do miss a class session, talk to your peers about the information you missed.

As a courtesy to peers and the instructor, turn off all cell phones and pagers prior to the start of class.

### **Readings**

You are responsible for all information contained in all reading assignments. The assignment schedule found in Lulima indicates the chapters and dates on which they will be discussed. All readings are extremely important in that they will prepare you to understand the theoretical and practical issues related to reading and writing instruction that we will be discussing in class.

### **Technology**

You will need access to a computer with Internet for this course. Though there will be weekly

class meetings, much of the course work will be online. Discussions, written assignments, and exams will be completed and/or submitted using Lualima. Failure to take an exam, participate in a Lualima discussion board, upload an assignment to Lualima may result in an incomplete (I) or failure (F) in the respective courses. This decision is at the discretion of your instructor.

### **Assignments – all assignments are worth 20 points**

Each week, you will have assignments due. All assignments will be submitted via Lualima. Assignments are meant for you to connect theory with practice. All assignments are due on the date listed on this Lualima course website. Late assignments will not be accepted. A rubric for assignments can be found in the Announcements section of this Lualima course website.

### **The Final Exam – the final exam is worth 100 points**

The goal of this final exam is to give you the opportunity to explore your "Philosophy of Teaching and Learning," as you are emerging into the profession. The philosophical underpinnings of any life endeavor are directly related to who we are as unique individuals. Your philosophical stance will affect the kind of teacher you become and may determine the impact you have on student learning. Your philosophy of teaching and learning in the elementary schools is influenced by wide-ranging experiences that have had over your lifetime. These influential experiences include [but are not limited to] the following: your overall view of the world; the time, place, and manner in which you were raised; your schooling; life-long interactions with family, friends, and colleagues; your values; and your beliefs about educating youth. Thinking about your beliefs associated with teaching and learning will enable you to formulate a philosophy.

To help in the process of describing your "Philosophy of Teaching and Learning," read the attached excerpt from the "UHWO Teacher Education Program Conceptual Framework." The UHWO conceptual framework describes the essential ideas that provide structure and cohesiveness to the overall elementary education program, in general, and to individual course content and delivery, in particular. In response to the attached UHWO Conceptual Framework excerpt, write an essay in which you describe your "Philosophy of Teaching and Learning," as it is now developing.

- Make your Teaching Statement brief and well written. Teaching Statements are typically 3-5 pages in length.
- Use narrative, first person approach. This allows the Teaching Statement to be both personal and reflective.
- Be sincere and unique. Avoid clichés, especially ones about how much passion you have for teaching.
- Make it specific rather than abstract. Ground your ideas in 1-2 concrete examples, whether experienced or anticipated. This will help the reader to better visualize you in the classroom.
- Be humble. Mention students in an enthusiastic, not condescending way, and illustrate your willingness to learn from your students and colleagues.
- Revise. Teaching is an evolving, reflective process, and Teaching Statements can be adapted

and changed as necessary.

Your assignment is to write a 5-page philosophy of education. This paper should build on the paper you submitted for during Module 5. This paper should also draw directly on your learning from this class. You will also submit this paper in drafts. More explanation will be provided in class.

### **Quizzes - all quizzes are worth 20 points**

A quiz will be administered online each week. Weekly quizzes designed to assess your knowledge of concepts crucial to the understanding of course content. Note that there is a time limit.

### **Taskstream**

You are expected to maintain an active electronic portfolio while attending the teacher education program at UHWO. Each EDEE course requires you to upload a "Signature Assignment" to Taskstream. More about Taskstream will be discussed in class. Failure to upload an assignment to Taskstream may result in an incomplete (I) or failure (F) in the respective courses. This decision is at the discretion of your instructor.

### **Dispositions**

Dispositions are defined as "the professional virtues, qualities, and habits of mind and behavior held and developed by teachers on the basis of their knowledge, understanding, and commitments to students, families, their colleagues, and communities" (Sockett, 2006, p. 23). Professionalism is at the heart of dispositions expected of UH West O'ahu teacher candidates.

At any point in the semester it may be determined that a teacher candidate is not behaving in a manner consistent with the standards of the teaching profession, he/she will be counseled out of the program. More about this will be discussed in the first class meeting.

### **Service Learning**

As part of EDEE310, students are required to participate in a minimum of 20 hours of volunteer work, utilizing cultural and scientific community resources, which in turn provide the contexts for understanding the impact of educational initiatives in a global society. Students gain valuable, firsthand experience with contemporary issues in education, within the context of service to the local community. Failure to complete all 20 hours as part of the Service Learning project will result in an Incomplete in the course and possibly an "F". The decision to award you an "I" or "F" will be made by your professor.

Cultural & Scientific Community Resources (Possible Venues for Service Learning Projects)

1. YMCA A+ After School Program
2. Hawai'i Food Bank
3. Health Care for the Homeless Project (Hawai'i's Homeless)
4. Salvation Army

5. Save The Children
6. Waikiki Aquarium
7. Honolulu Arts Academy
8. Volunteer Hawai`i Website for additional resources:

Student expectations:

- To fulfill their hours and complete projects.
- To complete a Service-Learning agreement that indicates goals and schedule of hours, with reasonable assurance that this agreement will be honored.
- To respect the policies and expectations of the site, especially in regards to confidentiality and participation in required training sessions.
- To behave professionally while carrying out assigned tasks, including observance of their established dress code.
- To serve in a manner which preserves the reputation and integrity of UH West Oahu.
- To provide a minimum 24 hours advance notice of absence.
- To provide a minimum 2 weeks advance notice if service must be ended.

### **Grading**

Student work will be graded using the following scale. See course website for assignment and discussion rubrics.

- 680-600 = A
- 599-550 = B
- 449-400 = C
- 399-350 = D
- 349 or less = F

## **MODULE 1 – The reading, assignment and quiz is due January 16th**

### **OBJECTIVES:**

1. Articulate the role demographics play in determining teacher supply and demand and identify areas where teachers will be in high demand over the next decade.
2. Outline the professional responsibilities of a teacher as viewed by the public, parents, and professional colleagues. (INTASC1: Subject Matter).
3. Identify the characteristics of professions and develop arguments for or against declaring teaching a profession.
4. Identify sources of evidence to show that you are developing the knowledge, skills, and dispositions outlined in the INTASC standards. (INTASC1-10).
5. Identify some of the challenges that affect teachers but not other professionals and clearly articulate why you plan to pursue a teaching career.
6. Identify the basic requirements for the initial teaching license in the state where you plan to teach, including the types of tests and other assessments that are required.

**READING:** Chapter one

**ASSIGNMENT:** Examine the HTSB performance standards at <http://htsb.org/html/details/teacherstandards/teachers.html> Based on these performance standards, what challenges do you think you will see as a classroom teacher? How do these challenges impact your decision to become a teacher? Answer these questions in a two-page, single spaced paper.

**QUIZ:** You will have quiz at the conclusion of this module. You will have a limited amount of time to complete this quiz. The quizzes are based on the objectives at the beginning of this module. If you read your text/article with the objectives in mind and highlight key ideas, you will easily be able to refer to your reading during each quiz and complete it long before the time limit.

## **MODULE 2 – The reading, assignment and quiz is due January 23rd**

### **OBJECTIVES:**

1. List some of the most important early educators in the world and explain their contributions to education. (INTASC 4: Teaching Methods).
2. Detail the major educational accomplishments of the ancient Greeks, the ancient Romans, and the Europeans of the Middle Ages, Renaissance, Reformation, and Age of Reason. (INTASC 3: Diversity.)
3. Analyze what life was like for the colonial schoolteacher, student, and parent.
4. Articulate the roles local, state, and national government played in colonial America soon after winning the War of Independence, in the 1800s, and in the early twentieth century.
5. Analyze how an understanding of early U.S. educational history might be used to improve teaching today. (INTASC 9: Reflection)

**READING:** Chapter two

**ASSIGNMENT:** You will be assigned a section from the text. Research your topic in greater depth using the Internet. Then, create a video presentation (movie, commercial, coming attraction, etc) that informs your peers about your assigned topic. More will be discussed in class about this topic.

**QUIZ:** You will have quiz at the conclusion of this module. You will have a limited amount of time to complete this quiz. The quizzes are based on the objectives at the beginning of this module. If you read your text/article with the objectives in mind and highlight key ideas, you will



easily be able to refer to your reading during each quiz and complete it long before the time limit.

### **MODULE 3a – The reading, assignment and quiz is due January 30**

#### **OBJECTIVES:**

1. List and detail several of the most important changes that have been made in the U.S. educational system during the past half-century. (INTASC 2: Development and Learning).
2. Explain the major changes in the evolution of the teaching profession.
3. Discuss the development of the major aims of American education
4. Explain the evolution of teacher training in colonial America and the United States.
5. Name some of the important trends in American Education
6. Decide, explain, and defend the degree to which you believe it is possible to know, understand, and profit from the history of education. (INTASC 10: Collaboration).

**READING:** Chapter 3 - part 1, pages 56-66

**ASSIGNMENT: Nothing due**

**QUIZ:** You will have quiz at the conclusion of this module. You will have a limited amount of time to complete this quiz. The quizzes are based on the objectives at the beginning of this module. If you read your text/article with the objectives in mind and highlight key ideas, you will easily be able to refer to your reading during each quiz and complete it long before the time limit.

### **MODULE 3b – The reading, assignment and quiz is due February 6th**

#### **OBJECTIVES:**

1. List and detail several of the most important changes that have been made in the U.S. educational system during the past half-century. (INTASC 2: Development and Learning).
2. Explain the major changes in the evolution of the teaching profession.
3. Discuss the development of the major aims of American education
4. Explain the evolution of teacher training in colonial America and the United States.
5. Name some of the important trends in American Education
6. Decide, explain, and defend the degree to which you believe it is possible to know, understand, and profit from the history of education. (INTASC 10: Collaboration).

**READING:** Chapter 3 - part 2, pages 66-76

**ASSIGNMENT: Nothing due**

**QUIZ:** You will have quiz at the conclusion of this module. You will have a limited amount of time to complete this quiz. The quizzes are based on the objectives at the beginning of this module. If you read your text/article with the objectives in mind and highlight key ideas, you will easily be able to refer to your reading during each quiz and complete it long before the time limit.

### **MODULE 4 – The reading, assignment and quiz is due February 13th**

#### **OBJECTIVES:**

1. Define philosophy and describe methods of inquiry used by philosophers. (INTASC 1: Subject Matter).
2. List major philosophical questions associated with the three major branches of philosophy: metaphysics, epistemology, and axiology. (INTASC 1: Subject Matter).
3. Elaborate on the major tenets of idealism, realism, pragmatism, and existentialism.

(INTASC1: Subject Matter).

4. Relate philosophical concepts to teaching and learning. (INTASC 4: Teaching Methods; INTASC 5: Motivation and Management; INTASC 8: Assessment).

5. Compare writers from different schools of philosophy: Plato, Socrates, Kant, Martin, Aristotle, Locke, Whitehead, Peirce, Dewey, Rorty, Sartre, Nietzsche, and Greene. (INTASC 1: Subject Matter).

6. Describe the characteristics of Eastern and Native North American ways of knowing (INTASC 3: Diversity; INTASC 9: Reflection).

**READING:** Chapter 4

**ASSIGNMENT:** Eastern thought is like a rich fabric of diverse ideas. It emphasizes sets of views that are quite different from the neat categorizations of Western thought. Eastern thought suggests that cohesive views can be achieved without the necessity of neat, hierarchically distinct categories. Although they are quite difficult to summarize, the philosophy and thought of the East suggest new ways of looking at long-accepted meanings and assumptions. As such, the study of Eastern thought is an important part of all future educators' preparation in an increasingly multicultural society. Answer the following questions in a 2 to 3-page essay.

In what ways do you think Eastern ways of knowing could affect character education programs? What values would receive greater or lesser emphasis?

**QUIZ:** You will have quiz at the conclusion of this module. You will have a limited amount of time to complete this quiz. The quizzes are based on the objectives at the beginning of this module. If you read your text/article with the objectives in mind and highlight key ideas, you will easily be able to refer to your reading during each quiz and complete it long before the time limit.

**February 13th - First service learning journal is due.**

Reflection: The role of the family should be viewed as a resource as when you become a classroom teacher. It is important to actively involve parents and ask for suggestions as to how best serve their child. As a teacher, you may also present parents with ideas and activities that they can do at home with their child to enhance their learning process. Some teacher outreach efforts to parents include writing a newsletter or inviting parents into the classroom, calling parents with good news about a child's progress also strengthens the teacher-parent relationship.

Assignment: For this week's reflection, you are to focus on how family is involved in your service learning setting. Using the attached format, consider what role the family plays and how it benefits the child.

**MODULE 5 – The reading, assignment and quiz is due February 20th**

**OBJECTIVES:**

1. Identify the major tenets of the teacher-centered educational philosophies of essentialism, behaviorism, and positivism. (INTASC 1: Subject Matter).

2. Identify the major tenets of the student-centered educational philosophies of progressivism, humanism, and constructivism. (INTASC 1: Subject Matter).

3. Relate educational philosophies to learning and curriculum development. (INTASC 2: Development and Learning).

4. Relate educational philosophy to classroom organization, discipline practices, motivation, and classroom climate. (INTASC 5: Motivation and Management; INTASC 9: Reflection).

5. List the characteristics of teachers as change agents. (INTASC 9: Reflection; INTASC 10: Collaboration).

6. State the components of a personal philosophy of education. (INTASC 2: Development and Learning; INTASC 9: Reflection).

**READING:** Chapter 5

**ASSIGNMENT:** Complete the worksheets attached to this module. Using your answers from this worksheet as well as your write a 2-page paper describing your philosophy of teaching and learning. Note, you need not submit the worksheet.

**QUIZ:** You will have quiz at the conclusion of this module. You will have a limited amount of time to complete this quiz. The quizzes are based on the objectives at the beginning of this module. If you read your text/article with the objectives in mind and highlight key ideas, you will easily be able to refer to your reading during each quiz and complete it long before the time limit.

### **MODULE 6 – The reading, assignment and quiz is due February 27th**

#### **OBJECTIVES:**

1. Understand generally accepted roles of schools and how they contribute to the socialization of children and youth.
2. Describe culture, its characteristics, and its impact in schools. (INTASC 3: Diversity).
3. Discuss characteristics of school culture that contribute to effective schools that support student learning.
4. Describe the school choices available to parents in a growing number of larger school districts.
5. Understand why schools have evolved into different groupings of students by age and grades. (INTASC 2: Learning and Development).
6. Identify some of the differences between rural, suburban, and urban schools and their impact on students.
7. Identify some of the characteristics of effective schools in which students learn at high levels.

**READING:** Chapter 6

**ASSIGNMENT:** Complete the worksheets attached to this module.

**QUIZ:** You will have quiz at the conclusion of this module. You will have a limited amount of time to complete this quiz. The quizzes are based on the objectives at the beginning of this module. If you read your text/article with the objectives in mind and highlight key ideas, you will easily be able to refer to your reading during each quiz and complete it long before the time limit.

### **MODULE 7 – The reading, assignment and quiz is due March 5th**

#### **OBJECTIVES:**

1. Understand that academic achievement is influenced by societal factors related to race, ethnicity, language, gender, and exceptionalities. (INTASC 3: Diverse Learners)
2. Identify different instructional strategies for assisting English language learners in learning English and the academic content that will help them achieve at levels necessary to improve their participation in higher education. (TNTASC 3: Diverse Learners)
3. Understand the need for providing appropriate accommodations in the classroom for students with disabilities. (INTASC 3: Diverse Learners).
4. Understand the importance of building on the experiences and cultures of students and their families for instruction (INTASC 1: Content and 3: Diverse Learners).

5. Discuss the importance of diversity, equality and social justice in delivering high-quality education for all students. (INTASC 3: Diverse Learners).

**READING:** Chapter 7

**ASSIGNMENT:** Complete the worksheets attached to this module.

**QUIZ:** You will have quiz at the conclusion of this module. You will have a limited amount of time to complete this quiz. The quizzes are based on the objectives at the beginning of this module. If you read your text/article with the objectives in mind and highlight key ideas, you will easily be able to refer to your reading during each quiz and complete it long before the time limit.

## **MODULE 8 – The reading, assignment and quiz is due March 12th**

### **OBJECTIVES:**

1. Respect the different family backgrounds from which students come and understand the importance of not stereotyping student behavior or academic potential on the basis of the structure of students' families.
2. Understand that young people need caring adults to help them maneuver through the tribulations and challenges of childhood and the teenage years.
3. Identify the challenges that many students face as a result of societal factors such as poverty, over which they have little or no control.
4. Understand the role that prejudice and discrimination play in marginalizing many students.
5. Be aware that not all students have access to the same technology at home and school, and the impact those differences could have on future academic achievement.

**READING:** Chapter 8

**ASSIGNMENT:** No assignment is due this week

**QUIZ:** You will have quiz at the conclusion of this module. You will have a limited amount of time to complete this quiz. The quizzes are based on the objectives at the beginning of this module. If you read your text/article with the objectives in mind and highlight key ideas, you will easily be able to refer to your reading during each quiz and complete it long before the time limit.

## **March 12th - Second service learning journal is due.**

Reflection: It is important for teacher candidates to understand the role that culture plays in even the simplest behaviors and reactions (for example, winking or frowning). This helps teacher candidates become more accepting of differences. Otherwise, they may fall into the trap of believing that their perceptions, values, and behavior are the only correct way and that others' ways are inferior to their own. Unless teacher candidates can overcome their own ethnocentrism, they will have a difficult time teaching students from cultural backgrounds different from their own.

Assignment: You are to focus on your own perceptions. Consider your initial impressions when you first entered your service learning setting. Describe these impressions in a two-page essay.

## **MODULE 9 – The reading, assignment and quiz is due March 19th**

### **OBJECTIVES:**

1. Describe the organizational structure of schools, school districts, states, and the federal government. (INTASC 10: School and Community Involvement).
2. Describe the organizational relationship of teachers to their principal and how the

responsibilities of the principal relate to those of the school district superintendent and the school board. (INTASC 10: School and Community Involvement).

3. Summarize the key sources of funding for public education and issues related to overreliance on any one of these sources. (INTASC10: School and Community Involvement).

4. Summarize the key issues related to equity and equality in the financing of public education. (INTASC 34 Diverse Learners).

5. Understand that politics are a characteristic part of education, school and teaching and that it is important for you to see how teachers can be effective in this arena. (INTASC I School and Community Involvement).

6. Identify themes related to expectations for school accountability (INTASC9: Reflective Practice).

**READING:** Chapter 9

**ASSIGNMENT:** Complete the worksheet attached to this module

**QUIZ:** You will have quiz at the conclusion of this module. You will have a limited amount of time to complete this quiz. The quizzes are based on the objectives at the beginning of this module. If you read your text/article with the objectives in mind and highlight key ideas, you will easily be able to refer to your reading during each quiz and complete it long before the time limit.

## **MODULE 10 – The reading, assignment and quiz is due April 9th**

### **OBJECTIVES:**

1. Explain the relationships between the U.S. Constitution and the role and responsibilities of the United States in ensuring the availability of public schools for all children. (INTASC 7: Planning).

2. Describe critical issues about the role of public schools for which the courts are being used to resolve points of debate. (INTASC 9: Reflective Practice).

3. Identify and describe court-established guidelines related to religious activities in public schools. (INTASC 7: Planning; INTASC 9: Reflective Practice).

4. Summarize key components of the rights and responsibilities of teachers as determined by key U.S. Supreme Court decisions. (INTASC 7: Planning; INTASC 9: Reflective Practice).

5. Be clear about a teacher's responsibilities and liabilities related to negligence. (INTASC 7: Planning).

6. Distinguish between students' rights and responsibilities as citizens and their rights and responsibilities as students. (INTASC 7: Planning; INTASC 9: Reflective Practice).

**READING:** Chapter 10

**ASSIGNMENT:** Search the Internet for teachers in trouble because of Facebook/My Space postings. What things should a teacher consider before posting information on their Facebook/My Space page? Do you believe that teachers should be reprimanded for information they post on their social networking pages? Why or Why not? Write a two-page paper describing your position on this issue.

**QUIZ:** You will have quiz at the conclusion of this module. You will have a limited amount of time to complete this quiz. The quizzes are based on the objectives at the beginning of this module. If you read your text/article with the objectives in mind and highlight key ideas, you will easily be able to refer to your reading during each quiz and complete it long before the time limit.

## **MODULE 11 – The reading, assignment and quiz is due April 16th**

### **OBJECTIVES:**

1. Identify the importance of standards in our educational system.
2. Discuss the changing role of the federal government in setting standards for P-12 student learning.
3. Understand the role of performance standards in determining what students know and are able to do. (INTASC 8: Assessment).
4. Define accountability for student learning and describe how the No Child Left Behind Act is holding schools, school districts, and states accountable for student achievement. (INTASC 8: Assessment).
5. Discuss international comparisons of student achievement and how students from the United States are performing. (INTASC 8: Assessment).

### **READING:** Chapter 11

**ASSIGNMENT:** Complete the worksheet attached to this module

**QUIZ:** You will have quiz at the conclusion of this module. You will have a limited amount of time to complete this quiz. The quizzes are based on the objectives at the beginning of this module. If you read your text/article with the objectives in mind and highlight key ideas, you will easily be able to refer to your reading during each quiz and complete it long before the time limit.

## **MODULE 12 – The reading, assignment and quiz is due April 23rd**

### **OBJECTIVES:**

1. Analyze the effects of different influences on the selection and design of curricula in your state. (INTASC 10: Collaboration).
2. Describe and compare different curriculum designs. (INTASC 1: Subject Matter; INTASC 4: Teaching Methods; INTASC 7: Planning; INTASC 8: Assessment).
3. Identify different curriculum evaluation approaches and studies across multiple levels including classrooms, schools, districts, nations, and globally.
4. Identify and apply different types and forms of learning objectives to instruction. (INTASC 4: Teaching Methods; INTASC 7: Planning).
5. Describe and analyze characteristics of direct and indirect teaching strategies. (INTASC 4: Teaching Methods).
6. Compare the learning needs of different types of learners and the relative effectiveness of different teaching strategies. (INTASC 2: Development and Learning; INTASC 4: Teaching Methods)

### **READING:** Chapter 12

**ASSIGNMENT:** In a two-page paper, discuss examples of lessons you learned from school as a result of the incidental experiences and encounters you had at school. These items constitute the hidden curriculum and include, but are not limited to, the following: cooperating with people, gender roles, good manners, how to perceive and organize time, following rules.

**QUIZ:** You will have quiz at the conclusion of this module. You will have a limited amount of time to complete this quiz. The quizzes are based on the objectives at the beginning of this module. If you read your text/article with the objectives in mind and highlight key ideas, you will easily be able to refer to your reading during each quiz and complete it long before the time limit.

**April 23rd - Third service learning journal is due.**

**April 30th - Final Exam is due**