COURSE SYLLABUS

COURSE TITLE: UNPACKING ACADEMIC STANDARDS

INSTRUCTOR: Long Educational Consulting, LLC   **GRADE LEVEL**: E   MS   HS

ACSI APPROVED: YES NO   **ACSI COURSE ID:ACSI202350799**

DEPARTMENT: EDUCATIONAL STUDIES   **TOTAL HOURS INSTRUCTOR**: 3

CEU(s) OFFERED: .5   **EMAIL:** www.long2learn.com

COURSE DATE: June 5–June30   **SCHOOL YEAR: 2022–2023**

COURSE OUTCOMES
*Educators in this course will be provided instructional tools for "*unpacking" or closely examining standards to identify what students at each grade level need to know and be able to do by the end of the school year. At the completion of this course, the participants will acquire one of the major components for writing standards-based unit and lesson plans.

COURSE DESCRIPTION/OVERVIEW:
(Student Engagement, Pedagogical Practices, Class Climate)
The course is devised to provide content area teachers with an understanding of academic standards and how to effectively implement them throughout the school year. Once educators have a clear understanding of the standards and what students are to know and do, they are better equipped for participating on curriculum designing and mapping teams.

COURSE OBJECTIVES
Participants will "unpack" academic standards for creating standards-based unit and lesson plans at all grade levels.

Participants will identify educational content standards that determine what students are to know, be able to do, and to accomplish during a portion of the school year

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LEARNING OUTCOMES & STANDARDS
Interstate Teacher Assessment and Support Consortium *(InTASC)*
Association of Christian Schools International *(ACSI)*

ACSI: Standard 5: Resources
> **5.10** *Age-appropriate instructional and information resources which support teaching and learning are appropriate in number, culturally representative of the students, and include the Christian distinctives of the school.*

ACSI:Standard 5: Instructional Strategies
> *5.5 Instructional strategies and equitable learning activities focus on active student engagement, the achievement of essential knowledge and skills, biblical wisdom and understanding, and higher-order thinking skills. (E/S)*
> *5.5a Appropriate instructional strategies include the following developmental domains: spiritual, social, emotional, physical, and cognitive to include Bible, language, math, and science/ discovery*

InTASC Standard #3: Learning Environments
3(a) The teacher collaborates with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry
3(c) The teacher collaborates with learners and colleagues to develop shared values and expectations for respectful interactions, rigorous academic discussions, and individual and group responsibility for quality work.
3(d) The teacher manages the learning environment to actively and equitably engage learners by organizing, allocating, and coordinating the resources of time, space, and learners; attention.

LEARNING RESOURCES
(Articles, handouts, videos, etc.)
Discussion Forums, Nearpod (2.0 Webtool), Instructional Videos
Instructor's PowerPoints, Prompts For Initial Posts, And Replies **Readings**: **Past and Current Research-Based Articles from The Field** Pedagogy, pedagogical approaches, essays

COURSE POLICIES AND ASSIGNMENTS *(Excerpts from L2l Professional Teaching & Learning Information Course Guide)*

<u>**Assessment Procedures for Participants**</u>

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All Continuing Education Units (CEU), Continuing Professional Development (CPD), and Professional Enrichment Courses are graded on a pass/fail basis. Participants are required to complete all assignments, projects, and collaborative group work to obtain credit(s) and Certificate of Completion for the course. All course completions are recorded on the Long2Learn Course Completion Form (CCF) within TWO WEEKS after the course term has ended. A Long2Learn **Certificate of Completion** will be issued for CEU and CPD course completions within (30) days.

Attendance

CPD and/or CEU credits are awarded based on hours of the course. Most of the online courses are taught asynchronously (fewer than 80% or more of the total hours at the students' pace within a specified range of days and times). All assignments, discussion groups, and assessments must be completed within the timeframe allotted weekly for courses. Each participant is expected to arrive on time for all synchronous (live and real time) course sessions. Completion of all assignments within the time specified on the course syllabus, is mandatory. Students are also required to attend all classes to receive the CPD or CEU credits and certificate.

Course participants are not permitted to miss any classes for a one-credit/unit or two-credit/unit course, or **more than one class** for a three-credit/unit course and still be eligible for credit. In the event of an extenuating circumstance, the participant should contact the course instructor and provide documentation of the extenuating circumstance. During synchronous learning, children are not permitted to attend classes. Please plan for childcare prior to the start of class. This will ensure that all participants attend and participate in class without interruption.

Course Cancellation, Limitations, and Postponement Policy

Long2Learn (L2L) reserves the right to cancel any course offering when there is insufficient enrollment or at the discretion of the CEO. When course participants have paid for a course that is canceled, the participant may receive a full refund or be given an opportunity to enroll in a different course. Long2Learn also reserves the right to postpone synchronous classes, limit the

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number of participants who may register for a course. Participants will be notified before the class begins through the L2L communication platform.

Incomplete Policy

Participants in CEU and/or CPD courses are expected to complete all course work by timeline established by the instructor and/or the last scheduled class meeting. An "incomplete" is assigned by the instructor **for rare or extraordinary situations** that have been reviewed and approved by the CEO.   In such cases, **permission must be obtained in writing prior to the conclusion of the course and all assignments/projects must be received no later than four days after the course has ended if credit or units are to be awarded**.

Dropping /Withdrawing from a Course

If unforeseen circumstances prevent a participant from taking the course, he/she should notify the instructor immediately to drop the course. **No refund is given after the first class. *See the Professional Learning Information and Course Guide**

ACADEMIC INTEGRITY

Long2Learn is a learning community that consist of educators and administrators. Our goal is to add to the body of knowledge that improves and enriches the quality of teaching and learning for all educators. This can effectively be achieved only when the members adhere to the principles of truth and academic honesty as described in guidelines established by the International Center for Academic Integrity. The professional responsibility for upholding these principles rest with staff, online facilitators, and each participant enrolled in our courses. The International Center for Academic Integrity (ICAI, 2021), *describes academic integrity as:*

> *"a commitment to six fundamental values**: honesty, trust, fairness, respect, responsibility, and courage**. By embracing these fundamental values, instructors, students, staff, and administrators create scholarly communities where integrity is a touchstone. Without them, the work of teachers, learners, and researchers loses value and credibility. More*

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than merely abstract principles, the fundamental values serve to inform and improve ethical decision-making capacities and behavior. They enable academic communities to translate ideals into action."

Examples that violate principles of academic integrity under Long Educational Consulting, Long2Learn Division are as follows:

Cheating: fraud, deceit, or dishonesty in any academic course or exercise in an attempt to gain an unfair advantage and/or using or attempting to use unauthorized materials, information, or study aids in any academic course or exercise.

Fabrication: unauthorized falsification or invention of any information or citation in any academic course or exercise.

Facilitating Academic Dishonesty: knowingly helping or attempting to help another to violate any provision of this Code.

Plagiarism: representing the words or ideas of another as one's own in any academic course or exercise.

Self-Plagiarism: the reuse of substantial identical or nearly identical portions of one's own work in multiple courses without prior permission from the current instructor or from each of the instructors if the work is being submitted for multiple courses in the same semester. *(taken from [University of Maryland's Code of Academic Integrity](#))*

**Any student/participant found violating the principles of academic integrity as described above, will not receive course credit(s), Certificate of Completion, nor a refund for the course enrolled.

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BREAKDOWN OF HOURS
WEEK I: SECTION 1.0 ORIENTATION

(1 HR.) LIVE (ZOOM) FACILITATOR-LED INSTRUCTION
PowerPoint Presentation, videos, discussions)

Course Syllabus, Policies and Procedures, Use of LMS Platform, and Responses to Questions will be discussed. Interactive Icebreaker will be done to introduce Instructor and Participants.

LESSON 1.1 COURSE SYLLABUS
The Unpacking Academic Standards course will introduce participants to the syllabus, provide course guidelines and protocols, and detail components of course assignments. Participants will be introduced to the Online Facilitator and fellow classmates using an Icebreaker. The _4__ week Sections, Facilitator contact information, , and grading policies will also be discussed.
Plagiarism, Honor Code, Contact and Emergencies, Engagement and Participant Interactions will be discussed and clarified.

OUTCOMES

POLICIES & PROCEDURES
- ☐ **Attendance (Policies)**
- ☐ **Course Cancellation, Limitations, and Postponement Policy**
- ☐ **Incomplete Policy**
- ☐ **Dropping /Withdrawing from a Course**
- ☐ **Discussion Posts Guidelines**
- ☐ **Guidelines for Peer Response**

LESSON 1.2 ICEBREAKER

ASSIGNMENTS

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WEEK II: SECTION 2.0 WHY STANDARDS?

(1 HR.) LIVE (ZOOM) FACILITATOR-LED INSTRUCTION
PowerPoint Presentation, videos, discussions)

LESSON 2.1: OVERVIEW & OBJECTIVES
This section will focus on:
- Clarifying the difference between education standards and content or subject area standards
- "Unpacking" or explaining how to identify concepts, skills, and strategies within the standards
- Using formative and summative assessments to evaluate attainment of standards

OBJECTIVES:
1. To Unpack academic standards for creating standards-based unit and lesson plans at all grade levels

2. Participants will identify education, organizational, and content standards that determine what students are to know, do, and accomplish during a portion of the school year

LESSON 2.2 Standards and How They Apply to College and Career Readiness
  Topic 2.2a Education Standards
LESSON 2.3 ASSIGNMENT: EXAMPLES OF EDUCATION STANDARDS

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WEEK III:3.0 UNPACKING STANDARDS

(1 HR.) LIVE (ZOOM) FACILITATOR-LED INSTRUCTION
PowerPoint Presentation, videos, discussions)

LESSON 3.1 What Students Must Learn and Be Able to Do
 LESSON 3.1A ASSIGNMENT
1.   **View the video-**
2.   Discussion Forum
In the Unpacking Standards Forum, post your responses to the following questions:

WEEK IV: 4.0 QUIZ (ASYNCHRONOUS)

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ASSIGNMENT POINT VALUES & GRADING

SESSIONS	TEACHING AND LEARNING ACTIVITIES	TASKS & POINTS (100 TOTAL)
	Facilitator's Presentation: PowerPoint, Recordings, Discussions, Question and Answer Sessions (Small Groups& Individual) **Each Participant will respond to a Facilitator Prompt and/or Questions based on assigned readings (articles), video clips, and/or webinars. Each Post must provide:**	**10 POINTS**
	LESSON 1.2 ICEBREAKER & ASSIGNMENT	
	ASSIGNMENT 2.3: *Article and Question Responses (upload)*	**20 POINTS**
	ASSIGNMENT 3.1A: Video, Handout, Discussion Forum	**30 POINTS**
	UNPACKING STANDARDS QUIZ	**40 POINTS**

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