

**ST. PETERSBURG COLLEGE**

**COLLEGE OF EDUCATION**

*"Preparing students to serve as effective, reflective and caring teachers."*

**COURSE SYLLABUS**

**EDF 1005**

**Introduction to Education**

*This syllabus course calendar and other attending documents are subject to change during the semester.*

<b>Course Prefix:</b>	EDF 1005		
<b>Section #:</b>	1040		
<b>Credit Hours:</b>	Three Credits		
<b>Co-requisites:</b>	None		
<b>Pre-requisites:</b>	None		
<b>Day, Time and Campus:</b>	Online		
<b>Modality:</b>	Online		
<b>Professor:</b>	Cher N. Gauweiler, Ph.D.		
<b>Office Hours:</b>	As posted on office door or by appt.		
<b>Office Location:</b>	BB 106, Tarpon Springs		
<b>Office Phone:</b>	(727) 712-5420		
<b>Email Address:</b>	<a href="mailto:gauweiler.cher@spcollege.edu">gauweiler.cher@spcollege.edu</a> or through MyCourses (preferred)		

**ACADEMIC DEPARTMENT: College of Education**

<b>Dean:</b>	Kimberly Hartman, Ph.D.		
<b>Office Location &amp; Number:</b>	Tarpon Springs	BB 101	

**I. COURSE DESCRIPTION**

This course is an introduction to the development and organization of the American educational system and profession. It examines historical, sociological, ethical and philosophical foundations of education. 47 contact hours, plus 15 hours of field experience under the supervision of a K-12 teacher certified in-field. This requires students to pay to be fingerprinted in order to complete the Level II security clearance. A student who has a criminal background precluding him or her

from volunteering in a classroom may not be able to complete the field experience and may not receive credit for this course.

## **II. MAJOR LEARNING OUTCOMES**

1. The student will demonstrate knowledge of personal, educational and professional requirements necessary to become a teacher by:
  - a. identifying the attractions to teaching.
  - b. identifying the challenges of teaching.
  - c. identifying the knowledge, skill and abilities that are essential for teachers.
  - d. identifying teacher training programs and state certification requirements.
2. The student will demonstrate an understanding of historical foundations of education by:
  - a. describing the historical development of the American public education system.
  - b. describing education during:
    - (1) the Colonial era
    - (2) the Revolutionary era
    - (3) the establishment of state supported common schools
    - (4) the Progressive era
    - (5) the post World War II era
    - (6) the Modern era
  - c. analyzing how historical events impact current educational practices.
3. The student will demonstrate an understanding of sociological foundations of education by:
  - a. describing social issues and attitudes affecting education.
  - b. identifying risk factors affecting students, teachers and families.
  - c. identifying issues of diversity and equity.
  - d. identifying the impact of technology.

4. The student will demonstrate an understanding of philosophical foundations of education by:

a. describing philosophies of education to include:

(1) Perennialism

(2) Essentialism

(3) Progressivism

(4) Reconstructivism

(5) Behaviorism

b. describing teacher-centered and student-centered philosophies.

5. The student will demonstrate an understanding of ethical and legal issues in education by:

a. identifying due process criteria for teachers and students.

b. identifying liability considerations related to schools and teachers.

c. comparing and contrasting teachers' rights and students' rights.

d. describing landmark educational court cases.

e. analyzing The Code of Ethics and The Principles of Professional Conduct of the Education Profession In Florida as outlined by the Florida Education Standards Commission.

6. The student will demonstrate an understanding of the administration and governance of education by:

a. describing the organizational structure of state school systems.

b. identifying the role of the local community in school governance.

c. describing how political events influence education in the United States.

d. discussing how the national government influences education.

e. describing how schools are financed in the United States.

f. identifying innovative educational models.

7. The student will demonstrate an understanding of factors affecting school curriculum by:

- a. identifying how school curriculum is developed.
- b. discussing how reform efforts have effected curriculum.
- c. identifying current trends in major subject areas to include:
  - (1) literacy
  - (2) mathematics
  - (3) science
  - (4) social studies
  - (5) foreign languages
  - (6) the arts
  - (7) physical education
  - (8) vocational arts

8. The student will demonstrate comprehension of professional literature by:

- a. locating and using professional literature.
- b. evaluating professional literature.
- c. discussing and writing summaries of professional literature.

9. The student will demonstrate knowledge of the teaching profession through field experience in a school setting by:

- a. describing events observed in a classroom setting.
- b. describing roles and responsibilities of teachers.
- c. relating field experiences to course content.

10. The student will demonstrate knowledge of how educational technologies are influencing school and curriculum by:

- a. describing how technologies have transformed learning environments.
- b. describing how technologies can be used as tools to develop higher order thinking skills.

c. discussing how technology is changing the role of teachers and students in and out of the classrooms.

d. comparing traditional educational setting with new learning environments created by technology.

### III. REQUIRED TEXTBOOK(S), RESOURCES AND MATERIALS

#### A. Required Textbooks

Textbook(s)	Required : <i>Teachers, Schools &amp; Society</i> – Author: Sadker, ISBN: 9780078024450
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#### B. Supplemental Material

Resources: <b>Internet is required for this course. Throughout the course, websites and other required readings will be posted to MyCourses. Participants will also be required to locate additional journal articles, books, educational videos, and documents, etc.</b>
Materials: Students must have access to a scanner to submit Field Experience records.
Library: <a href="http://www.spcollege.edu/libraries/">http://www.spcollege.edu/libraries/</a>

#### C. Technology

Technology is an essential tool for receiving and developing instruction. Students are expected to reference MYCOURSES continuously to assure all current content for class has been accessed.
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#### D. Supplies

Supplies may vary depending on assignments.
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### IV. COURSE REQUIREMENTS & EXPECTATIONS

#### A. School Based Hours Course Requirements

This course requires 15 hours of observation/participation in an appropriate classroom setting as approved by the Office of School Partnerships.

#### B. ALL Course Assignments

All information for school-based field experience hours is located in the Field Experience Module under Course Contents in MYCOURSES. This course requires 15 hours of observation/participation in an appropriate classroom setting as approved by the Office of School Partnerships. The Office of School Partnership will set up your field experience placement. You must be fingerprinted by the school district where you will be completing your 15 classroom

observation hours. Each school district has its own fingerprinting policy and procedures that must be followed exactly for you to be placed in a school. There is a fee for fingerprinting for which the student is responsible (usually around \$65 - \$70) and you must initiate the process during the first 10 days of the course. Each element of the field experience process is explained in detail in the Field Experience Module in MYCOURSES. PLEASE READ IT CAREFULLY!

**The following dates must be met for the Field Experience Module:**

**Applications and Disclosure online forms Due: May 29, 2015**

**Set-up Sheets Due: June 22, 2015**

**Journals and Signature Sheets Due: July 13, 2015**

**20 bonus points will be awarded if the journal and signature sheet are turned in 2 weeks or more before the posted deadline.**

**10 bonus points will be awarded if the journal and signature sheet are turned in 1 week or more before the posted deadline.**

**IMPORTANT NOTE:** If for any reason you do not think you can meet these deadlines, or feel that you will not pass the fingerprint screening for placement in a classroom, please withdraw from this class, and complete the fingerprint screening this semester and enroll in the class next term. Tuition will not be refunded after the official refund date for the semester.

If you are enrolled in this class and want to start the Fingerprinting process before the semester starts, please contact Sherri Kent-Roberts, Office of School Partnerships, for information on the correct process for fingerprinting.

Starting this process early is encouraged only with her guidance.

**Sherri Kent-Roberts**

[KentRoberts.Sherri@spcollege.edu](mailto:KentRoberts.Sherri@spcollege.edu)

Liaison to Office of School Partnership

College of Education SP TE 109A727-341-4659

**College of Education Disclosure Form**

Pursuant to SPC Board Rule 6H-23-4.72, criminal background checks must be conducted on all teacher candidates prior to beginning their school-based experiences. Students are required to submit fingerprints and consent to a local, state, and national background checks and pay the associated fee as determined by the local school district. The school district conducting the background check will receive information on all records, including juvenile, that have been sealed, expunged, or where adjudication was withheld.

Passing a federal criminal background check is a requirement for teacher certification and school-related employment.

SPC Board Rules require all students to complete the Student Disclosure of Background Information each semester they enroll in courses with school-based hours, also students are required to report any changes to their Student Disclosure of Background Information within 48 hours of the event. Florida Law requires that all criminal arrests and convictions(\*) must be reported, even if you have been told by a judge or attorney that you do not have to report your record because it was sealed, expunged or occurred when you were a minor. Failure to disclose anything on this form that may be revealed through a criminal background check is grounds for dismissal from the College of Education and/or St. Petersburg College.

### **C. Attendance**

Online - If you do not post a discussion, complete the focus questions **AND** complete a quiz, you will be marked absent for that module. If you miss two or more modules, you will be administratively removed from the class after the 60% mark of the semester. If you are not going to be able to log in to the course for one module or more, you need to notify the instructor. Students will be considered not in compliance with the attendance policy for this course if they have more than two absences during the semester.

Face-to-Face – Students are expected to attend each class session. If a student misses more than two classes for a once-a-week class or four classes for a twice-a-week class during the semester, they will be withdrawn from the course. If the student is tardy to the class three times, it will be counted as an absence from class.

**COLLEGE ATTENDANCE POLICY:** Instructors will verify that students are in attendance at least once each week during the first two weeks of class. Students classified as “No Show” for both of the first two weeks will be administratively withdrawn.

Immediately following the 60% point of the term, each instructor will verify which students are actively participating in class as defined in the course syllabus. Students classified as not meeting the criteria for active class participation will be administratively withdrawn with a “WF”. Students will be able to withdraw themselves at any time during the term. However, requests submitted after the 60% deadline will result in a “WF”. Students and instructors will automatically receive an e-mail notification to their SPC email whenever a withdrawal occurs.

### **Dropping the Course**

**PLEASE CHECK THE [COLLEGE CALENDAR](#) for the last day to drop this course.**

**It is the responsibility of the student wishing to withdraw from the course to do so by the withdrawal date.** Any student wishing to withdraw from the course must do so him/herself online in the MySPC registration area found at <http://www.spcollege.edu/> as well as notify the instructor. All students registered in the course after the withdrawal date will receive a grade as outlined in this syllabus. Students who abandon the course or do not withdraw themselves by the withdrawal date are subject to receive a grade of F. By SPC Policy (enacted February 2005), student cannot withdraw from a course after the withdrawal deadline. **If this is your third time taking the course, you cannot withdraw from the course. (State of Florida regulation)**

## **D. ALL Course Assignments - Due by date stated on course calendar.**

### **Modules**

Each module is worth a possible of 40-50 points - a combination of quizzes, discussion postings, focus questions and/or written assignments. (See individual assignments for specific breakdown of points.)

- You are allowed **one submission of the quiz and written assignments.**
- Students should **follow the due dates on the Course Calendar.**
- Projects should reflect the quality and integrity of **college level work.**
- **Failure to successfully submit a part of an assignment by the due date and time will result in a 0 for that part. There will be no opportunity to submit late assignments.**
- Students who turn in work that is not their own or does not follow the college's academic honesty policy will receive a zero for that assignment or will fail the course and are subject to further disciplinary action.
- **Assignments and activities are subject to change at the instructor's discretion. Pay attention to the "News" area on the Homepage of this course when you first log in.**

### **1. Online Quizzes = 260 points**

- Students have **one hour** to complete each **open note/open text/open lesson quiz** of 20 multiple choice questions worth 20 points.
- Once you click on the quiz the timer begins. **You cannot save and go back to finish it later.**
- The quiz will cover material in the text, lessons, links and linked videos. Read the contents of the lesson first to be able to access the information in the allotted time. You need to use the material and statistics provided in the lesson for the answers and not rely on other sources of information found on the Internet.
- Once you submit the quiz, it will be automatically graded. You may go to the tools tab to see your score. *(The "Start Here" quiz requires 100% for the entire course to open for your viewing).*
- You have one attempt at all quizzes except the "Start Here" quiz.
- This course is points based. Each quiz question is worth 1 point.
- Feedback will be available AFTER the due date/time for 48 hours. You may go to "Submission Review" and dropdown to the specific quiz.

### **2. Discussions = 40 points**

- There are **Discussion Topics and or Scenarios** worth a total of 10 points.
- Online courses will do discussions on the discussion board in MYCOURSES.
- If you fail to use proper grammar, punctuation and spelling in the postings, points will be deducted. There is a spell check available to you in the discussion area of MYCOURSES.



- You must follow the instructions for each discussion and be thorough to receive full credit.
- Please be respectful of others' opinions. Remember, you are training to be an education professional!
- Complete the postings and replies as requested for each module. The points will be divided up depending on how many postings and replies are required for the module. Points will be deducted if you fail to:
  - Follow the instructions
  - Don't add crucial information
  - Use enough detail in supporting your remarks
  - Fail to edit properly before posting/excessive writing errors

### 3. Written Assignments/Focus Questions = 280 points

- Assignments are worth 20 points.
- All assignments submitted through the MYCOURSES.
- If you fail to use complete sentences with correct grammar and spelling, points will be deducted.
- Assignments will be graded for content, insight, thought, thoroughness, grammar and spelling.
- You may turn in one submission of the assignment (there are no “do-overs”).
- It is the student's responsibility to read the instructor's comments after an assignment has been graded. If you lose points on the focus questions, the instructor comments will explain the reason in the reports tab, grades then under "feedback."

### 4. Field Experience = 50 points

**Students who do not complete ALL parts of the field experience (see below) will NOT pass this course.** (see the "Field Experience " folder located under the MYCOURSES Table of Contents) This information includes:

- Field Experience Set-up Sheet
- Completing the 15 Field Experience hours
- Field Experience Journal meeting all requirements and submitting the Teacher Signature Sheet
- Scoring for Field Experience is as follows:

Field Experience Component		Completed by Deadline
Set-up Sheet	10 points	
Signature Sheet	10 points	
Journal	30 points	

**\*20 bonus points will be awarded if the journal and signature sheet are turned in 2 weeks or more before the posted deadline.\***

**\*10 bonus points will be awarded if the journal and signature sheet are turned in 1 weeks or more before the posted deadline.\***

### Midterm and Final Activity = 70 points

- Midterm - Video and Questions (40 points)
- Final Activity (30 points)

### Grading Scale

A	100% - 90%	630-700 and completes "Start Here" Module and all parts of the Field Experience requirements
B	89% - 80%	560-629 and completes "Start Here" Module and all parts of the Field Experience requirements
C	79% - 70%	490-559 and completes "Start Here" Module and all parts of the Field Experience requirements
D	69% - 60%	420-489 and completes "Start Here" Module and all parts of the Field Experience requirements
F	59% - 0%	419 & below or fails to complete "Start Here" Module or all parts of the Field Experience requirements

### V. COE SYLLABUS STATEMENTS COMMON TO ALL COE SYLLABI:

<https://docs.google.com/document/d/1VrvFtIW9RPI2YgbSrHdstAkktD-BtneMQuttI5khNzQ/edit?usp=sharing>

**SPC SYLLABUS STATEMENTS:** <http://www.spcollege.edu/addendum/>

*Each student must read all topics within this syllabus and the content of the above links. If the student needs clarification on any items in the syllabus or linked statements, he/she should contact the course instructor.*

***\*If you remain enrolled after the drop date this signifies that you agree to abide fully by the parameters set in this syllabus and any syllabus addendum.\****

### **Technical Literacy Requirements and Help**

Students must feel comfortable performing the following tasks on the computer:

- launching and closing various applications (i.e., MS Word, Internet Explorer)
- downloading and saving files to folders created on the hard drive or external drive
- sending, receiving, and opening attachments
- using the Internet to locate and save information

Some tutorials are available to assist you in the getting started folder under the content tab. Learning is not a spectator sport. You are required to think and work in an independent and scholarly manner during this course. **You are responsible** for your learning experience.

- You must have regular access to a computer that is connected to the Internet.

- Go to <http://web.spcollege.edu/helpdesk/> to find specific browser and software information.
- In order to complete course modules, Microsoft Office 97 or higher is required. If you do not have access to the Microsoft Word, you should go to one of the college's learning labs where Microsoft Word is installed. Do not send files in other formats such as WordPerfect (.wps or .odt)
- You will need Flash Player to view the videos. If you cannot view the videos, go to [http://www.macromedia.com/shockwave/download/download.cgi?P1\\_Prod\\_Version=ShockwaveFlash](http://www.macromedia.com/shockwave/download/download.cgi?P1_Prod_Version=ShockwaveFlash) to download the free player.
- If you have a "pop-up blocker" of any sort on your computer, you will need to disable it in order to view quizzes.
- If you are experiencing technical challenges in the course, first review the information and the technical support solutions site at <http://web.spcollege.edu/helpdesk/HowTo/>

### **Help Desk Hours - Subject to change**

Daily: 7:00 a.m. to Midnight

Email: [onlinehelp@spcollege.edu](mailto:onlinehelp@spcollege.edu)

Phone: (727) 341-4357

(727) 341-HELP

## **VI. TOPICAL OUTLINE**

- Students should follow the MyCourses **Course Calendar** for due dates. All of the due dates for each assignment in the modules and the field experience components are listed in the course calendar. Modules should reflect the quality and integrity of **college level work. Points will be awarded based on the quality of the submission.**
- **Only one submission of each written assignment** is allowed.
- A student who does not submit a module or a part of a module by the due date will receive a 0 for the un-submitted part(s). **No work will be accepted after the deadline for the assignment – so, plan ahead and do not wait until the last minute to submit your work.**
- **Failure to successfully submit an assignment by the due date and time will result in a zero.**
- Students who turn in work that is not their own or does not follow the college's academic honesty policy will receive a zero for the assignment and possibly fail the course.
- Pay attention to the MyCourses “News” area on the Homepage of this course when you first log in for class announcements.

<b>DUE DATE/MODULE</b>	<b>TOPICS/ACTIVITIES</b>	<b>ASSIGNMENTS DUE IN MYCOURSES</b>	<b>POINTS</b>
<b>WEEK ONE</b> Start Here Project <b>DUE: THURSDAY, 5/21, BY 11:30 P.M.</b>	Read Syllabus Read Addendums Navigate MyCourses Introductions Test Email Understanding Quiz on Course Requirements	Review Navigating Angel 8.0 <ul style="list-style-type: none"> <li>• Introduce Yourself</li> <li>• E-mail Instructor</li> <li>• Review Instructor Information Page</li> <li>• Take “Start Here” Quiz (<i>Take until you earn at least 90% on this quiz for the rest of the class to open</i>)</li> <li>• Review &amp; Start Field Experience Project</li> </ul>	0 0 0 <i>(These points are not added into your final total, but must be completed.)</i>
<b>WEEK TWO</b> Project 1 <u>and</u> Project 2 <b>DUE: THURSDAY, 5/28, BY 11:30 P.M.</b>	Chapter 1 Becoming a Teacher  Chapter 2 Different Ways of Learning	Read Chapter 1 <ul style="list-style-type: none"> <li>• Activity: Teaching Salaries</li> <li>• Focus Questions: Challenges &amp; Joys of Teaching</li> <li>• Chapter 1 Quiz</li> </ul> Chapter 2 <ul style="list-style-type: none"> <li>• Activity: Learning Styles</li> <li>• Focus Questions: Gender</li> <li>• Chapter 2 Quiz</li> </ul> <b>NOTE: Placement Application Due on Friday, 5/29, for Field Experience Placement with College of Education Office of School Partnerships. Also, payment and scheduling of fingerprinting should be completed.</b>	20 10 20 20 10 20
<b>WEEK THREE</b> Project 3 <b>DUE: THURSDAY, 6/4, BY 11:30 P.M.</b>	Chapter 3 Culturally Responsive Teaching	Read Chapter 3 <ul style="list-style-type: none"> <li>• Discussion Posting: Video: School-1770-1890</li> <li>• Focus Questions: Library Assignment</li> <li>• Quiz: School Video 1770 - 1890</li> </ul>	10 10 20
<b>WEEK FOUR</b> Project 4 <u>and</u> Project 5 <b>DUE: THURSDAY, 6/11, BY 11:30 P.M.</b>	Chapter 4 Student Life in School and at Home  Chapter 5 Schools: Choices and Challenges	Read Chapter 4 <ul style="list-style-type: none"> <li>• Activity: Preventing Violence</li> <li>• Focus Questions: Tracking &amp; Social Challenges</li> <li>• Chapter 4 Quiz</li> </ul> Read Chapter 5 <ul style="list-style-type: none"> <li>• Activity: Home Schooling</li> <li>• Focus Questions: Vouchers, School Choice &amp; Charter Schools</li> <li>• Chapter 5 Quiz</li> </ul>	20 10 20 20 10 20

<p><b>WEEK FIVE</b></p> <p>Midterm Activity</p> <p><b>DUE: THURSDAY, 6/18, BY 11:30 P.M.</b></p>	<p>Critical Thinking Midterm Activity</p>	<p>Reforms That Work</p> <p>Midterm</p>	<p>40</p>
<p><b>WEEK SIX</b></p> <p>Project 6</p> <p><b>and</b></p> <p>Project 7</p> <p><b>DUE: THURSDAY, 6/25, BY 11:30 P.M.</b></p> <p><b>NOTE: Monday, 6/22-Set-up Sheets Due</b></p>	<p>Chapter 6 Curriculum, Standards, Testing</p> <p>Chapter 7 The History of American Education</p>	<p>Read Chapter 6</p> <ul style="list-style-type: none"> <li>• Discussion Posting: No Child Left Behind 10</li> <li>• Focus Questions: Curriculum, Textbooks, Censorship, High Stakes Testing 10</li> <li>• Chapter 6 Quiz 20</li> </ul> <p>Read Chapter 7</p> <ul style="list-style-type: none"> <li>• Activity: Hall of Fame 20</li> <li>• Teachers Focus Questions: Local, State &amp; Federal Governance, Video: School-1900-1950, Sputnik 10</li> <li>• Chapter 7 Quiz 20</li> </ul>	<p>10</p> <p>10</p> <p>20</p> <p>20</p> <p>10</p> <p>20</p>
<p><b>WEEK SEVEN</b></p> <p>Project 8</p> <p><b>and</b></p> <p>Project 9</p> <p><b>DUE: THURSDAY, 7/2, BY 11:30 P.M.</b></p>	<p>Chapter 8 Philosophy of Education</p> <p>Chapter 9 Financing &amp; Governing America's Schools</p>	<p>Read Chapter 8</p> <ul style="list-style-type: none"> <li>• Activity: "What Philosophy Is This?" 20</li> <li>• Focus Questions: Teacher Centered vs. Student Centered Learning 10</li> <li>• Chapter Quiz 8 20</li> </ul> <p>Read Chapter 9</p> <ul style="list-style-type: none"> <li>• Discussion Posting: School Boards 10</li> <li>• Focus Questions: Financing Reform 10</li> <li>• Chapter Quiz 20</li> </ul>	<p>20</p> <p>10</p> <p>20</p> <p>10</p> <p>10</p> <p>20</p>

<p><b>WEEK EIGHT</b></p> <p>Project 10</p> <p><b>and</b></p> <p>Project 11</p> <p><b>DUE: THURSDAY, 7/9, BY 11:30 P.M.</b></p>	<p>Chapter 10 School Law &amp; Ethics</p> <p>Chapter 11 Teacher Effectiveness</p>	<p>Read Chapter 10 Read “Decisions that Have Shaped U.S. Education”</p> <ul style="list-style-type: none"> <li>• Activity: Code of Ethics 20</li> <li>• Focus Questions: Court Cases 10</li> <li>• Chapter Quiz 10 20</li> </ul> <p>Read Chapter 11</p> <ul style="list-style-type: none"> <li>• Discussion Forum: Teaching: Skill or Art 10</li> <li>• Focus Questions: Classroom Management 10</li> <li>• Chapter Quiz 11 20</li> </ul>	
<p><b>DUE: MONDAY, 7/13, BY 11:30 P.M.</b></p>	<p>Field Experience Project</p>	<ul style="list-style-type: none"> <li>• Submit Field Experience Journal 30</li> <li>• Submit Teacher Signature Sheet 10</li> </ul>	
<p><b>WEEK NINE</b></p> <p>Project 12</p> <p><b>DUE: THURSDAY, 7/16, BY 11:30 P.M.</b></p>	<p>Chapter 12 Your First Classroom</p>	<p>Read Chapter 12</p> <ul style="list-style-type: none"> <li>• Activity: Subject Area Resources 20</li> <li>• Focus Questions: New Teacher Support systems &amp; National Board Certification 10</li> <li>• Chapter 12 Quiz 20</li> </ul>	
<p><b>WEEK TEN</b></p> <p>Final Activity</p> <p><b>DUE: MONDAY, 7/20, BY 11:30 P.M.</b></p>	<p><b>Final Activity</b></p>	<ul style="list-style-type: none"> <li>• <b>Final Activity</b></li> </ul>	<p>30</p>

**VII. UNIFORM CORE CURRICULUM ASSIGNMENTS**

Assignment Name	UCC	Specific Indicator
Chapter 7, The History of American Education	AE	13