

Unit 3: Styles and Needs

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Enduring Understandings

Differentiating instruction by evaluating, identifying, and examining the physical, social, and personal challenges of all learners supports academic success along with enhancing workplace skills in preparing students for the 21st Century global community.

School culture affects the behavior and achievement of its students, therefore, classroom design, diverse instruction, and school environment must lend itself to cultural differences.

Essential Questions

- How might knowledge of preferred processing styles affect lesson design?
- What are some key elements for each of the multiple intelligences?
- How much does hemispheric preference affect learning style?
- How do human needs influence learners and learning?
- How might special needs and exceptionalities affect a person?
- How are terms related to special education helpful in dealing with students with special needs?
- What are some components that make for appropriate learning environments for special needs students?
- How might labels affect a learner?
- How might the barriers to learning be overcome?
- What are some factors to consider when teaching English Language Learners?
- How might students overcome barriers to learning?

Standards/Indicators/Student Learning Objectives (SLOs)

1. Identify different preferred processing styles and explain their implications for lesson design.
2. Identify and explain multiple intelligences.
3. Determine analytical or global learning preferences and recognize the advantage or disadvantages of each.
4. Describe the levels of Maslow's Hierarchy of Needs.
5. Discuss the challenges and rewards of working with special needs students.
6. Identify the need for greater understanding and sensitivity for disabled students.
7. Define terms in dealing with students in special education.
8. State how ostracism and labeling have negative impacts on the learner.
9. Identify the causes, preventions, and treatments of some barriers to learning.
10. Chart the characteristics, needs of, and strategies for working with ELL students.

11. Create a presentation about special education or a barrier to an age-specific audience.

9.3.12.ED.2	Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.
9.3.12.ED.5	Demonstrate group collaboration skills to enhance professional education and training practice.
9.3.12.ED-ADM.2	Identify behaviors necessary for developing and sustaining a positive learning culture.
9.3.12.ED-ADM.3	Create instructional programs to meet the learning organization's objectives.
9.3.12.ED-PS.1	Identify strategies, techniques and tools used to determine the needs of diverse learners.
9.3.12.ED-PS.2	Implement methods to enhance learner success.
9.3.12.ED-PS.3	Identify resources and support services to meet learners' needs.
9.3.12.ED-TT.2	Employ knowledge of learning and developmental theory to describe individual learners.
9.3.12.ED-TT.5	Establish a positive climate to promote learning.

Lesson Titles

Preferred Processing Styles

- Complete questionnaires to identify individual preferred processing styles.

Gardner's Multiple Intelligences

- Discuss how people assess themselves using multiple intelligence inventories.

Analytical and Global Learning Preferences

- Complete an analytical/global inventory checklist to help students determine their learning preferences.
- Complete a self-reflective essay describing student's learning styles and how they have influenced their learning experiences

Maslow's Hierarchy of Needs

- Using a whiteboard or flip chart, brainstorm how human needs influence learners and learning

Acorn People

- Read copies of Acorn People write a reflective response to understanding learning with special needs.

Walking in Somebody Else's Shoes (Disability stations)

- Role play to demonstrate the challenges and frustrations associated with various learning and physical disabilities.

Categories of Special Education

- Distinguish which category of special education matches a given scenario and identify modifications

and accommodations.

Fishbowl Labels

- Place various labels on students' foreheads and role-play to help identify ostracism.

Focus on 11 Major Barriers to Learning

- Employ a Jigsaw method of instruction where groups become experts on seven topics of barriers and prepare a mini-lesson for the class.

English Language Learners- Guest Speaker-Dorina

- Making a Classroom Multicultural Sensitive

Barriers Books and presentations

21st Century Skills and Career Ready Practices

- Global Literacy
- Civic Literacy
- Critical Thinking and Problem Solving
- Communication
- Collaboration
- Creativity and Innovation

CAEP.9.2.12.C.2	Modify Personalized Student Learning Plans to support declared career goals.
CAEP.9.2.12.C.3	Identify transferable career skills and design alternate career plans.
CAEP.9.2.12.C.7	Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.

Inter-Disciplinary Connections

LA.RI.11-12.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
LA.RI.11-12.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
LA.RI.11-12.7	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
LA.W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

LA.W.11-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
LA.W.11-12.6	Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
LA.W.11-12.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LA.W.11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (MLA or APA Style Manuals).
LA.W.11-12.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
LA.SL.11-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
LA.SL.11-12.1.A	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.
LA.SL.11-12.1.B	Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed.
LA.SL.11-12.1.C	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
LA.SL.11-12.1.D	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
LA.SL.11-12.4	Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
LA.SL.11-12.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
VPA.1.3.12.C.CS2	Presentation of believable, multidimensional characters in scripted and improvised performances requires application of specific physical choices, sustained vocal technique, and clearly motivated actions.
TECH.8.1.12	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

Instructional Strategies, Learning Activities, and Levels of Blooms/DOK

Self-Assessment of learning styles (Analysis/Strategic thinking) **Student self-assessment**

Essay (Evaluating and creating/Extended thinking) **Independent student work**

Acorn People: **Shared Reading and discussion**

- DOK 1: Who are the campers in Ron's group? (RECALL)
- DOK 2: Why did Arid cry at the Camp Wiggin dance? (CAUSE/EFFECT)
- DOK 3: Using evidence from the text, explain how the camp wasn't suitable for the boys. How could this have been improved? (CRITIQUE/CITE EVIDENCE)
- DOK 4: After reading this novel, how has your perception of the word "handicapped" changed? Why? (CRITIQUE/APPLY CONCEPTS)

Walking in Somebody Else's Shoes (Disability stations) (Application/Skill/Concept) **Students participate in stations to experience disabilities**

Categories of Special Education

(Comprehension/Recall) **Teacher shared resources which students use to identify modifications and accommodations**

Fishbowl Labels (Application/Skill/Concept) **Participatory activity**

Focus on 11 Major Barriers to Learning (Comprehension/Recaccommodations) **Student investigation and reporting**

English Language Learners- (Comprehension/Recall) **Guest Speaker-Dorina**

Making a Classroom Multicultural Sensitive (Comprehension/Recall) **Class discussion**

Barriers Books and presentations (Evaluating and creating/Extended thinking) **Paired student research and product**

Modifications

Formative Assessment

Warm-ups:

- Define, Explain, Ask Questions difference between handicap and disability
- Close your eyes and imagine having a disability: Assign one to each student
- What does it mean?
- Predict (list learning styles) which would make you successful in (list situations)
- Take the Lead - Start class if all students fit _____ learning style
- The Topic Makes Me Think...
- Three words you associate with the term Special Education, SPED.
- Post it notes classification of laws

Anticipatory Sets:

- Whip Around-How would knowing your learning style help you in school? at Work? as at Teacher?
- When and why should some children be treated differently? Or shouldn't they be?
- What labels do you wear?
- Teaching Methods <https://www.youtube.com/watch?v=UCFg9bcW7Bk>
- Discussions
- Observation

Closure

- Exit Tickets- Three disabilities you now understand
- Five Why's- Get to the bottom of a student's problem
- Questions for Tomorrow-Where will you start?
- Pair-Share-Out-the-Door-Your reaction to the barriers you have investigated
- Three Minute Essay-Reaction to Fishbowl activity
- Written Responses to FatCity
- Index card - Acron People-A "If I were a parent of a Special needs child, I would..." B One word reaction to the book
- Stand and Tell- What did you find interesting about Special Ed Observation?

Summative Assessment

- Projects-Barrier Books
- Presentations-Barrier
- Journal Entries for Acorn People
- Quizzes- Special Education categories, policies, procedures and laws
- Essays- Analyze personal learning style and how you could create a classroom to meet your needs with references to Maslow's Hierarchy of Needs.

MPA Learning Styles - https://docs.google.com/document/d/1zq-bruoT_N5uGUp8Gpuadop7Jj9jFHPctG3hDhx_Fyo/edit?usp=sharing

Resources & Materials

Tomorrow's Teachers Curriculum Guide
<http://www.rhymezone.com/> Rhyming website
Children's books
NNSTOY Connections for observations.

Acorn

People <https://www.augusta.k12.va.us/cms/lib/VA01000173/Centricity/Domain/829/The%20Acorn%20People%20Book.pdf>

Suggested Handouts:

- Learning Styles Questionnaire
- Learning Style Grid
- Learning Pyramid: Average Retention
- Multiple Intelligences Inventory
- Activity Chart for Multiple Intelligences
- Video(Optional): Multiple Intelligences
- Other Styles of Learning
- Analytical/Global Inventory
- Analytical/Global Analysis
- Complete a self-reflective essay describing student's learning styles and how they have influenced their learning experiences
- Understanding Maslow's Hierarchy of Needs
- A Wicket's Wad
- Disability stations
- Special Education: Policies, Procedures, and Laws
- Special Education: Categories
- Special Education: Cards
- Label Suggestions
- Barriers to Learning
- English Language Learners- Guest Speaker-Dorina
- Topic Strips for ELL information
- ELL Basics: Questions
- ELL Information
- Making a Classroom Multicultural Sensitive
- Barriers Books and presentations

CHAPTER 2

Additional Learning Preferences Inventory

- <https://www.middlesex.mass.edu/ace/downloads/lsi.pdf>

VARK Model of Learning Preferences

- <http://vark-learn.com/introduction-to-vark/the-vark-modalities/>

Memletics Learning Styles

- <http://www.crs.sk/storage/memletics-learning-styles-inventory.pdf>

Learning Styles Debate

- http://www.brainboxx.co.uk/a2_learnstyles/pages/LStyles_debate.htm
- <http://all4ed.org/science-of-learning-debunking-the-myth-about-left-brainright-brain-learning-styles/>

Gardner's Multiple Intelligences

Workshop: Tapping into Multiple Intelligences

- <http://www.thirteen.org/edonline/concept2class/mi/>

Online MI Assessment

- <http://www.literacynet.org/mi/assessment/findyourstrengths.html>

Article about what the research really says about MI

- <https://www.edutopia.org/multiple-intelligences-research>

Multicultural: Articles that discuss ways to create multiculturally sensitive classrooms

- <http://www.opencolleges.edu.au/informed/features/culturally-sensitive-educator/>
- http://blogs.edweek.org/edweek/education_futures/2014/11/6_ways_teachers_can_foster_cultural_awareness_in_the_classroom.html

10 Quick Ways to Analyze Children's Books For Racism and Sexism

- <http://www.chil-es.org/10ways.pdf>

Guide for Selecting Anti-Bias Children's Books

- <http://www.teachingforchange.org/selecting-anti-bias-books>

