

Unit 6: History and Trends

Content Area: **CTE**
Course(s): **Tomorrow's Teachers**
Time Period: **February**
Length: **14**
Status: **Published**

Enduring Understandings

Education is reflective of society and therefore must encompass political, social, economic, and moral values of society.

Essential Questions

1. What ways are today's schools a product of our past, and a reflection of today's society, its makeup, and our values?
2. How are schools impacted by former and current educational philosophers?
3. In what ways do people's personal history reflect state and national trends in education?
4. How did segregation impact our schools? Are schools integrated today? What is the future of integration and New Jersey schools?
5. What caused the push for educational reform, its success or not, and is it currently effective or not?

Standards/Indicators/Student Learning Objectives (SLOs)

1. Analyze schools today through a study of the history of education in the nation and state.
2. Identify and analyze various schools of educational philosophy.
3. Determine how American education has changed in the lifetimes of people.
4. Analyze the historical events and social impact of integration in the schools.
5. Evaluate school reforms.

9.3.12.ED	Education & Training
9.3.12.ED.3	Use critical thinking to process educational communications, perspectives, policies and/or procedures.
9.3.12.ED.5	Demonstrate group collaboration skills to enhance professional education and training practice.
9.3.12.ED.6	Analyze ethical and legal policies of professional education and training practice.
9.3.12.ED.7	Explain legal rights that apply to individuals and practitioners within education and training settings.
9.3.12.ED.8	Demonstrate ethical and legal behavior within and outside of education and training settings.
9.3.12.ED-ADM.1	Use research-based practices to develop, communicate and enlist support for a vision of success for all learners.
9.3.12.ED-PS.1	Identify strategies, techniques and tools used to determine the needs of diverse learners.

CAEP.9.2.12.C.1	Review career goals and determine steps necessary for attainment.
CAEP.9.2.12.C.3	Identify transferable career skills and design alternate career plans.
CAEP.9.2.12.C.5	Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.
CAEP.9.2.12.C.7	Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.

Lesson Titles

- NJ Curriculum – Discovering Educational Roots
- Discuss “Educational Trends in America.” In groups, students will create a comprehensive two-tiered timeline banner of the history of education in the United States and New Jersey. Illustrations and major historical events should be included. The video, Teaching Over Time, may be shown as a supplemental resource.
- Present timelines
- Educational Philosophy
- Debate the strengths and weaknesses of each school of philosophy. When complete, have students develop their own personal educational philosophy and share it with the class.
- NJ Curriculum – Integration: Separate but (Un)Equal
- Through viewing videos such as Lean on Me, and reading articles on integration in NJ schools, explain and discuss how segregation affects our schools.
- Class visit by Don Bateman, Jeanne White & Someone else during that time? Equity Committee
- NJ Curriculum –The Little Red Schoolhouse and the Pony Express: Educational Reform
- Lead a discussion to compare and contrast changes in society and in schools. Possibly visit a one-room schoolhouse (Skype with Kristi Bundi, Nebraska 2014)
- List of One-Room Schoolhouses in New Jersey Area

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.1	Review career goals and determine steps necessary for attainment.
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.4	Analyze how economic conditions and societal changes influence employment trends and future education.
CAEP.9.2.12.C.7	Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.
CAEP.9.2.12.C.9	Analyze the correlation between personal and financial behavior and employability.

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.
LA.11-12.SL.11-12.2	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
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.
TECH.8.2.12	Technology Education, Engineering, Design, and Computational Thinking - Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

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

- NJ Curriculum – Discovering Educational Roots Teacher provided introduction then small group research
- Discuss “Educational Trends in America.” In groups, students will create a comprehensive, two-tiered timeline banner of the history of education in the United States and New Jersey. Illustrations and major historical events should be included. The video, Teaching Over Time, may be shown as a supplemental resource.
- Present timelines- Research (Evaluating & Creating/ Extended thinking) Teacher provided rubric and guidance- student lead presentation
- Educational Philosophy- Debate & students develop their own personal educational philosophy and share it with the class. (Comprehension-Creating/Recall-Extended thinking) Teacher demonstration
- NJ Curriculum – Integration: Separate but (Un)Equal
- Videos Lean on Me, and reading articles on integrating, explain and discuss (Remembering-Analysis/Recall/Strategic thinking) Video and discussion
- Class visit by Don Bateman, Jeanne White & Someone else during that time? Equity Committee (Understanding/Concept) Guest speaker
- NJ Curriculum –The Little Red Schoolhouse and the Pony Express: Educational Reform (Understanding/Concept) Teacher presentation- guest speaker
- Lead a discussion to compare and contrast changes in society and in schools. Possibly visit a one-room schoolhouse (Skype with Kristi Bundi, Nebraska 2014)

Modifications

Formative Assessment

Anticipatory Sets:

- Close your eyes and imagine living in 1960
- What does it mean? Educational Philosophy
- Predict: Having looked back, what do you predict for the next 20 years?

Warm-ups:

- Research "One Room School House." What do you find? Do you think they still exist?
- Quick Doodle- three things that affected you from guest speaker yesterday
- Research "Educational Philosophy." What do you find?
- Discussions

Closure:

- Exit Tickets one thing I most care about in my philosophy
- Whip Around What era do you see the most interesting changes
- I Care Why? How would you handle prejudice in your classroom?

Summative Assessment

- Projects- Timeline
- Presentations-Educational Philosophy
- Essays-Educational Philosophy
- Journals- Segregation reaction

Resources & Materials

Tomorrow's Teachers Curriculum Guide
Guest Speaker

- Don Bateman, Jeannie White???
- NNSTOY Connections for observations.
- Kristy Bundy (Nebraska 2014)

Suggested Handouts:

- History of Education-An Overview
- Education Trends in America
- Ten Reasons for Slow Growth of a Statewide Public School System

- Guide for Assigning Time Periods for the History of Schools Timeline
- History of NJ Public Education Timeline
- Six Schools of Educational Philosophy
- Research a Philosopher
- Analysis of Educational Philosophies
- My Educational Philosophy
- Article - "1943: School Spirit"
- Article - "Black History Month – Integrating Jersey's Schools"
- List of One-Room Schoolhouses in New Jersey Area
- Article – "The Pony Express – Lesson from Modern Day Educators"
- Changes in Society in One to Two Generations
- Changes in Schools
- Educational Paradigm Shifts
- Technological Changes
- **Schools**
- www.ed.sc.gov/districts-schools/schools/
- **School Choice and Innovation**
- www.ed.sc.gov/districts-schools/school-choice-innovation/
- **Virtual Education**
- www.ed.sc.gov/districts-schools/virtual-education/
- **Types of Schools**
- www.teach.com