Unit 1: Experiencing Learning (The Learner and Learning)

Content Area: **Social Studies**
Course(s):
Time Period: **Marking Period 1**
Length: **10-12 Blocks**
Status: **Published**

Transfer Skills

This course is designed to introduce the beginning student to the field of education. They will learn the various types of learning (and teaching to them) in addition to recognizing what type of learner they are themselves.

Enduring Understandings

Students will examine the issue of self-esteem and how this impacts the classroom; discover their learning preference and how this knowledge will help them both as high school student and a future educator; and examine and observe human growth and development in diverse classroom settings.

Essential Questions

- How have you been taught? How are you taught now?
- Who are we as a classroom community, as individuals, and as group members?
- How important is self-esteem in the learning process?
- What do early chilhood education materials/practices teach us about self-concepts?
- What is the difference between authentic and temporary self-esteem?
- What life lessons should come through early chilhood learning?

Content

In this unit, students will be exposed to a series of chapters which introduce the very foundations of learning. Students will learn about themselves and the powers that they posses through their accomplishments in both academia and the outside world. We will be focusing on identifying their own indivudual learning style and how that fits into the group classroom dynamic. Through a series of lessons and activities, students will recognize how and why they learn most/least.

Skills

Awareness and Reflection: The Learner and Learning

- **SWBAT** introduce themselves and each other and to self-explore and examine personal characteristics and values.
- **SWBAT** create an autobiographical project that explains who they areas individuals, learners, and community members.
- **SWBAT** identify characteristics and causes of high and low self-esteem.
- **SWBAT** identify how self-concept is portrayed in early childhood education.
- **SWBAT** identify ways in which self-esteem has been misinterpretated or misused in society, the media, and education.
- **SWBAT** portray messages about self-esteem through a creative format such as puppets, dramatic skills, big books, music, art, or digital media.

Resources

"Experiencing Education: A Model for Homegrown Teacher Development (Tomorrow's Teachers' Handbook) 11th Edition

Teacher Cadet Training Online Curriculum Tool

NJ Future Educator's of America website (via TCNJ)

Standards

1	Developing Questions and Planning Inquiry
2	Gathering and Evaluating Sources
3	Seeking Diverse Perspectives
4	Developing Claims and Using Evidence
5	Presenting Arguments and Explanations
6	Engaging in Civil Discourse and Critiquing Conclusions
7	Taking Informed Action
6.1.12.HistoryCA.5.a	Assess the effectiveness of public education in fostering national unity and American values and in helping people meet their economic needs and expectations.
	Civic and political institutions address social and political problems at the local, state, tribal, national, and/or international level.
6.2.12.EconGE.6.a	Evaluate efforts of governmental, non-governmental, and international organizations to address economic imbalances, social inequalities, climate change, health and/or illiteracy.
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.