# Unit 3: Traits of an Effective Teacher

Content Area: **Social Studies**
Course(s):
Time Period: **Marking Period 2**
Length: **10-12 blocks**
Status: **Published**

## Transfer Skills

Identifying "good teaching"

The importance of the educator in the learning process

How schools work

## Enduring Understandings

In this unit, students will become acquainted with the personal roles of educators. They will examine the positive and negative aspects of the teaching profession; evaluate the developmental stages of learners and the pedagogical implications for each; distinguish among the types of assessments and their purposes; investigate how barriers to learning can impede successful outcomes in academic settings; design and deliver instruction; apply a variety of teaching strategies and methodologies in clinical internship experience; and begin developing their own philosophy of education.

## Essential Questions

What can be learned about teaching by viewing movies set in the classroom?
How can students honor outstanding teachers?
How can students distinguish between effective and ineffective teaching strategies and traits?
How has the teaching profession changed over the years, becoming what it is today?
What are some characteristics of outstanding teachers?

## Content

Being a Teacher Hollywood Style
Caught in the Act
The Good, the Bad, and the OH MY!
Teachers: Yesterday and Today
Seven Gifts for Teachers that Will Last a Lifetime

## Skills

SWBAT identify challenging teaching situations and creative teaching strategies via drama.

SWBAT recognize positive actions of school staff members.

SWBAT identify the characteristics of a highly effective teacher.

SWBAT identify positive and negative perceptions of the teaching profession that have existed throughout history.

SWBAT identify traits of effective teachers.

## 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)

Various film and tv/media depictions of good/bad teaching

## Standards

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|---|---|
| 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 |

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| 7 | Taking Informed Action |
| CAEP.9.2.12.C | Career Preparation |
| 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.5 | Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures. |
| CAEP.9.2.12.C.6 | Investigate entrepreneurship opportunities as options for career planning and identify the knowledge, skills, abilities, and resources required for owning and managing a business. |
| CAEP.9.2.12.C.7 | Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace. |