Unit 2: Learning Styles

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

Transfer Skills

Students will identify how they learn and what style sof learning there are.

Students will recognize multiple intelligences and they fit into lesson planning.

Students will learn about basic lesson planning format and how what goes into good planning and preparation.

Enduring Understandings

The components or authentic learning

Temporary v Life-time learning

Types of Multiple Intelligences

Essential Questions

How might knowledge of preferred processing styles affect lesson design?

What are some key elements of “multiple intelligence”?

How does hemispheric preference (of global v. analytical) affect learning style?

What are some key elements of “multiple intelligence”?

Content

Learning Styles and Needs

Gardner’s Multiple Intelligences

Analytical and Global Learning Preferences

Maslow’s Hierarchy of Needs

Skills

SWBAT identify different preferred processing styles and explain the implications for lesson design.
SWBAT identify and explain multiple intelligences.
SWBAT determine if they have analytical or global learning preferences and recognize advantages and disadvantages of each.
SWBAT describe the levels of Maslow's Hierarchy of Needs and explain the implications for learners.

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
	Historical sources and evidence provide an understanding of different points of view about historical events.
	Evidence from multiple relevant historical sources and interpretations can be used to develop a reasoned argument about the past.
HPE.2.1.12.A	Personal Growth and Development
HPE.2.2.12.A	Interpersonal Communication
HPE.2.2.12.C	Character Development

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.6	Investigate entrepreneurship opportunities as options for career planning and identify the knowledge, skills, abilities, and resources required for owning and managing a business.