Unit 5: Teaching Methodologies and Strategies

Content Area: **Social Studies**
Course(s):
Time Period: **Marking Period 3**
Length: **10-12 blocks**
Status: **Published**

Transfer Skills

Practicing "good" teaching

Recognizing the role active learning

How to "borrow" the best lesson ideas and practices

Enduring Understandings

Teaching as a practiced skill.

Planning and preperation (preparing to fail in a good way)

Acting as a guide to lifetime learning

Differents styles for different lessons

Essential Questions

What are the most effective methodologies and strategies for classroom management?

What makes for effective instructional strategies?
How might having students work in groups enhance learning?
How can questioning be used as an effective instructional strategy to address different levels of thinking?
How might lecture be used as an effective instructional strategy?
How can the use of technology enhance learning?
How might games enhance learning?
What educational terms are most important to know and apply?
How might games be effectively used for instruction and review?
How can human beings maximize the use of their brains when thinking, learning and remembering?

Content

An overview of Methodology: Silent Graffiti

Groups: We Can Work It Out

Questioning Techniques

Lecture: More Than A Monologue

High Tech Teaching: Plugged In

Card Sort of Educational Terms

Brain-Based Learning

Skills

SWBAT use group strategies effectively for instruction.

SWBAT use questioning strategies effectively in lessons.

SWBAT incorporate lecture into lessons effectively.

SWBAT identify effective means by which to include technology in lessons.
SWBAT define educational terms that are frequently used in school settings.
SWBAT determine major categories and subcategories of educational terms.
SWBAT identify strategies that enhance learning based on current brain research.
SWBAT prepare and present a peer lesson plan.

Resources

“Experiencing Education: A Model for Homegrown Teacher Development” textbook (Eleventh Edition)

Teacher Cadet Online Curriculum Tool

NJ Future Educators of America

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
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.