Unit 01: EXPERIENCING TEACHING AND LEARNING

Content Area: **Family and Consumer Sciences**
Course(s):
Time Period: **Marking Period 1**
Length: **9-10 Weeks**
Status: **Published**

BRIEF SUMMARY OF UNIT

WHO I AM AND HOW I LEARN- MODULE 1

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 possess through their accomplishments in many areas beyond academia. Students will examine the issue of self-esteem and how this impacts the classroom; discover their learning preferences and how this knowledge will help them both as a college student and future educator; and examine and observe human growth and development theories in diverse classroom settings. In this course, students are provided with opportunities to develop skills that pertain to a variety of careers.

The purpose of Module 1: Who I Am And How I Learn is to introduce Cadets to the importance of self-reflection in understanding who they are as individuals. Through lessons on perceptions of others, self-esteem, learning styles, and multiple intelligences, Cadets will begin to understand the colorful tapestry of differences that not only comprise a classroom but enhance a learning community. This module is designed to cultivate a deeper sense of self as well as build a foundation of empathy, respect, and professional awareness integral to creating effective learning environments.

When completing this course, students can make informed choices and pursue electives in the FCS program that further their study and contribute toward the formation of career interest. Successful completion of the course and payment of a fee to Fairleigh Dickinson University garner four college credits through the FDU's Early College Dual Enrollment Program in cooperation with the Center for Future Educators, Tomorrow's Teachers, and The Center for Educator Recruitment, Retention, and Advancement (CERRA).

Updated 2025

OBJECTIVES: STUDENTS WILL KNOW

Lesson 1.A: Introduction to the Philosophy of Education

SWK characteristics and causes of high and low self-esteem.

SWK how self-concept is portrayed through children's literature.

SWK different preferred processing styles and explain the implications for lesson design.

Lesson 1.B: Through the Eyes of a Friend

SWK the community roles and the contributions of themselves and others.

Lesson 1.C: All About Me

SWK the personal characteristics that make them unique within various communities.

Lesson 1.D: Full Pot

SWK the characteristics and causes of high and low self-esteem.

SWK the role of self-esteem in learning.

Lesson 1.E: Children's Literature on Self-Esteem

SWK the role of self-esteem in learning.

SWK the feelings and perspectives of others impact learning.

Lesson 1.F: Phony vs. Earned Self-Esteem

SWK the role of self-esteem in learning.

Lesson 1.G: From Stories to Theatrical Performances

SWK the unique learning needs of others within a diverse classroom setting.

SWK the knowledge of student developmental levels.

SWK the self-esteem messages in a creative format.

Lesson 1.H: Learning Styles and Needs

SWK the different preferred learning styles and explain the implications for lesson design.

Lesson 1.I: Gardner's Multiple Intelligences

SWK the impact of diverse learners within the classroom.

SWK the definition of intelligence and identify key elements of the multiple intelligences.

Lesson 1:J: Crafting Your Philosophy of Education

SWK aspects of a philosophy of education.

OBJECTIVES: STUDENTS WILL BE SKILLED AT

SWBSA reflection, self-exploration by examining personal characteristics and values.

SWBSA exploring the concept of true self and then create a display sharing their personal characteristics and values with the class.

SWBSA writing an autobiographical essay examining themselves as individuals, learners, and community members..

SWBSA identifying ways in which self-esteem has been misinterpreted or misused in society, children's lives, and education.

SWBSA portraying messages about self-esteem through a creative format such as puppets, dramatic skills, big books, music, art, or digital media.

SWBSA synthesizing the information about physical, cognitive, moral, and psychosocial development as they apply it to their own lives.

SWBSA recognizing and embracing that diversity is essential for creating an inclusive community that encourages collaboration and supports the growth of every student.

SWBSA understanding different learning styles and recognizing developmental levels are crucial for fostering self-esteem, which plays a significant role in how we learn and grow together.

SWBSA developing an understanding of how building self-esteem helps foster a supportive environment where all students can thrive.

SWBSA recognizing that children's literature can be used in the classroom setting to help students develop and

expand their personal beliefs about themselves and others.

SWBSA recognizing that literature depicts known and unknown scenarios which helps students learn about themselves and how to interact with others in the world around them.

SWBSA exploring the use of children's literature that encourages children to appreciate individual differences while recognizing their own uniqueness.

SWBSA exploring strategies that help create a supportive and inclusive learning environment that promotes positive self-esteem in students.

STANDARDS

FAM.9-12.1.3.5	Analyze the effects of public policies, agencies, and institutions on the family.
FAM.9-12.4.2.1	Analyze child development theories and their implications for educational and childcare practi
FAM.9-12.4.2.2	Apply a variety of assessment methods to observe and interpret children's growth and develop
FAM.9-12.4.2.3	Analyze cultural and environmental influences when assessing children's development.
FAM.9-12.4.2.4	Analyze abilities and needs of children and their effects on children's growth and developmen
FAM.9-12.4.3.4	Demonstrate a variety of teaching methods to meet individual needs of children.
FAM.9-12.4.3.5	Arrange learning centers that provide for children's exploration, discovery, and development.
FAM.9-12.4.4	Demonstrate a safe and healthy learning environment for children.
FAM.9-12.4.4.1	Manage physical space to maintain a learning environment that is safe and healthy and encour
FAM.9-12.4.5.1	Apply developmentally appropriate guidelines for behavior.
FAM.9-12.4.5.2	Demonstrate problem-solving skills with children.
FAM.9-12.4.5.3	Demonstrate interpersonal skills that promote positive and productive relationships with child
FAM.9-12.4.6.1	Utilize opportunities for continuing training and education.
FAM.9-12.4.6.2	Apply professional ethical standards as accepted by the recognized professional organizations.
FAM.9-12.5.1.5	Create an employment portfolio for use with applying for internships and work-based learning
FAM.9-12.6.2.1	Demonstrate awareness of multiple diversities and their effects on individuals, families, and so
FAM.9-12.6.2.2	Analyze the effects of social and cultural diversity on individual and families.
FAM.9-12.6.2.3	Analyze the effects of empathy for diversity on individuals in family, work, and community se
FAM.9-12.6.2.4	Demonstrate respect for diversity with sensitivity to anti-bias, gender, equity, age, culture, and
FAM.9-12.6.2.5	Analyze CRP.K-12.CRP4:the effects of globalization and increasing diversity on individuals,
	Interdisciplinary connections across content areas:
MA.K-12.1:	Make sense of problems and persevere in solving them.
MA.K-12.5:	Use appropriate tools strategically.
LA.RST.6-8.3:	Follow precisely a multistep procedure when carrying out experiments, taking measurements,

Inclusion of the Career Ready Practice Standards

CRP.K-12.CRP2: Apply appropriate academic and technical skills.

CRP.K-12.CRP4: Communicate clearly and effectively and with reason.

CRP.K-12.CRP5: Consider the environmental, social and economic impacts of decisions

CRP.K-12.CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.

CRP.K-12.CRP9: Model integrity, ethical leadership and effective management

CAEP.9.2.8.B.3: **I=n**collaboration, and leadership skills that can be developed through school, home, work, and

Integration of 21st Century Skills through NJSLS 9

CAEP.9.2.8.B.3: Evaluate communication, collaboration, and leadership skills that can be developed through s

Integration of Technology Standards through the NJSLS

TECH.8.1.8.A.3: Use and/or develop a simulation that provides an environment to solve a real world problem o

ESSENTIAL QUESTIONS

Lesson 1.A: Introduction to the Philosophy of Education

What do they believe the purpose of school is?

How do they believe education should be governed?

Who should decide on what they learn throughout their educational journey?

Lesson 1.B: Through the Eyes of a Friend

Who am I as an individual?

Who am I as a group member?

Who are we as a classroom community?

Lesson 1.C: All About Me

What makes me unique?

How do others perceive me?

Lesson 1.D: Full Pot

What contributions do I make to my classroom community?

How important is self-esteem in learning?

Lesson 1.E: Children's Literature on Self-Esteem

What can children’s literature teach us about self-esteem?

Lesson 1.F: Phony vs. Earned Self-Esteem

How can I distinguish between phony and earned self-esteem?

How do I reinforce positive self-esteem with others?

Lesson 1.G: From Stories to Theatrical Performances

What are some elements of self-esteem?

How can I creatively portray age-appropriate elements of self-esteem to children?

Lesson 1.H: Learning Styles and Needs

How might knowledge of learning styles affect lesson design?

Lesson 1.I: Gardner's Multiple Intelligences

How can understanding and incorporating different learning styles into lesson planning improve student engagement and learning outcomes in the classroom?

What are the potential benefits and challenges of designing lessons based on student learning styles, and how

might this approach impact overall teaching effectiveness?

What are some key elements of each multiple intelligence and how does my understanding of the different types of intelligence help meet the needs of diverse learners?

Lesson 1:J: Crafting Your Philosophy of Education

How do the experiences in Teacher Cadet Experiencing Education impact the personal Educational Philosophy of the Cadets?

LEARNING PLAN

Instructional time for this course is designed to introduce students to the field of education. The intent is for students to have clear modeling of teaching strategies through whole-class instruction. These strategies are also reinforced and practiced through Cooperative Learning, Individualized Instruction, and Personalized Learning lessons. Students collaborate on authentic project based learning activities and are monitored through teacher conferencing. An emphasis will be based on the transfer of skills through scaffolding objectives, instruction and assessments. The text complexity and rigor of reading will be appropriate for grades 11-12; materials selection for whole-class and literature circles will be from the book list approved by the Board of Education.

Teachers create text sets and mini lessons using the sub unit topics. The lessons include techniques and terminology specific to education and teaching pedagogy. Study includes database research, analysis, and reflection of teaching methods and philosophies. Students create weekly journal writings that are included in their Learning ePortfolios. Lessons focus on the process of understanding and learning in addition to the assessments with an emphasis of synthesis and evaluation of concepts. Lessons will include identifying, modeling, and practicing effective speaking and listening strategies for collaborative, Socratic, and whole group discussions. Teachers may personalize instruction during this unit and address the distinct learning needs, interests, aspirations, or cultural backgrounds of individual students.

This unit of study will focus on "Experience Teaching and Learning" and is centered on the quotation by Benjamin Franklin, “Tell me and I forget. Teach me and I remember. Involve me and I learn.” Through these lessons, emphasis is on the development and appreciation of learning and the creation of lifelong advocates for the education of all children.

Potential lesson plans/activities may include:

Lesson 1.A: Introduction to the Philosophy of Education

A philosophy of education can be defined as a personal or institutional framework that guides decisions about teaching, learning, curriculum, and assessment. It reflects what someone believes education SHOULD DO and HOW it should be done.

As this semester or year of Teacher Cadet begins, encourage Cadets to reflect on their K-12 educational experiences. Have them think back about teachers who were effective or had the most impact on them, and even consider those who perhaps they struggled to learn from or build a relationship with. Encourage Cadets to consider all aspects of education and not just the classroom.

Students will participate in a Waterfall Activity to brainstorm concept for their educational philosophy.

Lesson 1.B: Through the Eyes of a Friend

A classroom community should embrace the unique characteristics of its members.

Students will reflect and discuss how perceptions of others contributes to community-building and enhances the diversity found within the classroom setting.

Cadets will explore community roles and the contributions of themselves and others by writing reflective journals or essays.

Lesson 1.C: All About Me

Community refers to a group of people that share common interests, values, or goals.

Students will create either a Coat of Arms, Quilt Squares, and/or Vlog.

Lesson 1.D: Full Pot

Recognizing and embracing diversity is essential for creating an inclusive community that encourages collaboration and supports the growth of every student.

Students will create a declaration of self-esteem by reading, viewing and reflecting on the characteristics of high and low self esteem factors that influence developmental levels and overall academic success.

Lesson 1.E: Children's Literature on Self-Esteem

Students will explore the use of children's literature that encourages children to appreciate individual differences while recognizing their own uniqueness.

Students will complete read aloud lessons to elementary students.

Students will analyze children's literature regarding social emotional learning skills and self-esteem.

Lesson 1.F: Phony vs. Earned Self-Esteem

Students will consider the pros and cons of phony self-esteem and how it may impact learning in the classroom.

Students will view and read various sources of phony vs earned self-esteem.

Students will research the impact of low self-esteem on learning and identify two ways students may express low self-esteem in the classroom. Additionally, they should explore how the teacher can respond in these situations.

Students will create a digital slide depicting their research findings.

Lesson 1.G: From Stories to Theatrical Performances

Students will explore how puppet shows, skits, or big books can help students understand how to interpret feelings, develop appropriate responses to conflict, and become part of a larger community.

Students will create a big book that incorporates their understanding of self-esteem and social/emotional learning.

Lesson 1.H: Learning Styles and Needs

Students will identify different preferred learning styles and explain the implications for lesson design.

Students will view various aspects of learning styles and students' needs.

Students will reflect and journal on their own learning styles.

Lesson 1.I: Gardner's Multiple Intelligences

Students will participate in various multiple intelligence and learning style tests.

Students will research Gardner's Theory of Multiple Intelligences for discussion, reflections and journals.

Lesson 1:J: Crafting Your Philosophy of Education

Students will be able to develop and articulate a personal philosophy of education.

Students will be able to support the changes and growth of their philosophy of education with evidence from the knowledge gained throughout the course.

EVIDENCE/PERFORMANCE TASKS

FCS courses are designed to promote skill attainment. Student progression and pace through which they proceed through the performance tasks is based on their affinity for and ability to reach skill attainment. The teacher will determine formative and summative skill attainment; alternative assessments will be incorporated for each student based on their strengths and challenges.

Varied and differentiated assessments will be administered to students for the purpose of measuring the knowledge, academic readiness, skill obtainment, and educational needs of the students. Teachers will continuously evaluate individual and whole classes' formative and summative assessments to develop the appropriate progression for lesson and unit planning.

Following are suggested performance tasks students may complete as they proceed through the unit:

Brainstorming activities and prewriting questions for educational philosophy.

Drafting and revision of an educational philosophy.

Create either a coat of arms/shield or a quilt square to self-explore and examine personal characteristics using self-reflective questions.

Scavenger Hunt: Prepare a five-minute oral presentation using a brown bag as a prop containing words, pictures, and objects that represent themselves as individuals, community members, etc.

Journal and presentation to the class five successful experiences that a student has had in his/her educational experiences.

Full Pot According to Virginia Satir: Written reflection on Virginia Satir's philosophy on self-esteem.

Children's Book on Self-Esteem: Recognize how children's literature influences self-concept through the creation of a presentation on a selected book.

Visual Representation on Self-Esteem. Creating a Puppet Show, Dramatic Skit, or Big Book

Preferred Processing Styles: Complete questionnaires to identify individual preferred processing styles.

Gardner's Multiple Intelligences Activity: Journal on how people assess themselves using multiple intelligence inventories.

Reflections from site visits to Cranford Schools' high school, middle school, and elementary classrooms.

Bulletin Boards Creations for Unit of Study

Making Manipulative(s): Design a manipulative game suitable for hands-on/kinesthetic learning for elementary school.

Visual Representations, Booklets, posters, brochures, puppets, and other 2-D and 3-D creations.

Research, academic journals, academic articles, and ERIC database

Participation and group processes.

Role-play and simulation for stages of development.

Open-Ended Responses in Journal regarding Educational Theorists and Academic Articles, citing and interpret

quoted materials

Online Discussion Forums using google applications

Student-Created Assessments related to Personalized Learning

Cooperative and collaborative options with cooperating schools and universities

Conferences: Individual and small group, accompanying conference notes

Self- Evaluations and reflective journals

Entrance and Exit Tickets

Personalized Learning, Project-based Learning, and Problem-based Learning Assignments

MATERIALS

The materials used in this course allow for integration of a variety of instructional, supplemental, and intervention materials that support student learners at all levels in the school and home environments. In addition to the materials below, this link connects to district approved textbooks and resources utilized in this course:https://www.cranfordschools.org/apps/pages/index.jsp?uREC_ID=1774932&type=d&pREC_ID=2180338

BucketFillers1. (2021, February 3). “Best Bucket Filler Ever!” read aloud with author Carol McCloud. YouTube. https://www.yout-ube.com/watch?v=A8X-RJmT7ok

Children Mending Hearts - I Choose Empathy. (2024, July 5). How Full is Your Bucket? For Kids - Read Along [Video]. YouTube. https://www.yout-ube.com/watch?v=prTSOxlp-NQ

Department of Afroamerican and African Studies. (n.d.). “Andinkra symbols.” University of MIchigan.

https://lsa.umich.edu/daas/engagement/adinkra_symbols.html English Heritage. (n.d.).

“A beginner’s guide to heraldry.” https://www.english-heritage.org.uk/easter/preparing-for-easter-adventure-quests

Fleur-de-lis Designs. (1995). “Symbolism of heraldic colors, furs, lines and ordinaries or. Fleur-de-lis Designs. https://www.fleurdelis.com/meanings.htm Griffith, A. (2016, July 5).

Andy Griffith S02E19 Medal for Opie. YouTube. https://youtu.be/w4moswaa7_M?si=8TZeNS91Q07hBJ1F

“Have You Filled a Bucket Today?” read aloud with author Carol McCloud. (2024). YouTube. https://youtu.be/JEg38zCOMgk?si=U16NjzlesE0LU1Hk

Kannan, B., Shanmugavelu, G., Arumugam, S., Baskaran, S., & Parasuraman, B. (2021, August). STUDENTS’ LEARNING STYLES IN THE CLASSROOM AND IT’S IMPORTANCE TO EDUCATORS IN THE TEACHING AND LEARNING PROCESS: AN OVERVIEW. EPRA International Journal of Multidisciplinary Research.

Associated web content and media sources are infused into the unit as applicable and available.

Teacher Cadet Online Curriculum Tool : https://www.teachercadets.com/teacher-cadet-hub.html

Teacher Cadet Online Curriculum: https://www.cerra.org/

NJ Future Educators of America: https://www.njea.org/about/center-for-future-educators/

Research, academic journals, academic articles, and ERIC database

Guest speaker Information from the district and universities.

Site visits to other Cranford School District Schools including elementary and classrooms.

Site visits to various universities.

NJ Future Teacher conferences and virtual tours throughout the year.

SUGGESTED STRATEGIES FOR MODIFICATIONS

This link includes content specific accommodations and modifications for all populations:

FCS Integrated Accommodation and Modifications, Special Education students, English Language Learners, At-Risk students, Gifted and Talented students, Career Education, and those with 504s