Unit 1: Historical Roots of the American Education System

Content Area: **Social Studies**
Course(s): **Generic Course**
Time Period: **1st Marking Period**
Length: **4-6 Weeks**
Status: **Published**

Historical Roots of the American Education System

Knowing the past helps us plan the future. Since the start of American education with the Jamestown colony, the nation has adopted universal schooling for all children, established a public education system, desegregated schools, and opened post-secondary education to almost any student who desires it. In studying the history of education, we find that some educational practices appear cyclical, reappearing in a different form every few generations. Reforms of schools come and go as school administrators and policymakers strive to find the magic curriculum, teaching strategies, and system that will ensure that students learn at high levels.

Transfer

 Students will be able to independently use their learning to understand the development of education in the United States and how this affects their teaching today.

Meaning

Understandings

Students will understand...

- the development of the American educational system.

- the historical background of American education.

- the cultural themes in American education.

- the impacts of teaching in an era of reform.

Essential Questions

Students will keep considering...

- How can lessons from history help you reflect on your own work in schools?

- What are some creative and hands-on strategies that you can use to engage students in learning? What can history teach us about this approach to learning?

Application of Knowledge and Skill

Students will know...

Students will know...

- how the diversity of the original colonies shaped our educational system.

- the role of religion in colonial schools.

- the influence of the early national period on education in this country.

- the impact of the common school movement on education today.

- the historical roots of contemporary secondary schools.

- the similarities and differences in minority groups' struggles for educational equity.

- how schools became instruments for national purpose during the modern era.

Students will be skilled at...

Students will be skilled at...

- interpreting how the diversity of the original colonies shaped our educational system.

- analyzing the role of religion in colonial schools.

- critiquing the influence of the early national period on education in this country.

- analyzing the impact of the common school movement on education today.

- assessing the historical roots of contemporary secondary schools.

- comparing and contrasting the similarities and differences in minority groups' struggles for educational equity.

- assessing and analyzing how schools became instruments for national purpose during the modern era.

Academic Vocabulary

- common school movement
- normal schools
- academy
- grammar school
- junior high school
- middle school
- comprehensive high school
- assimilation
- segregation
- magnet schools

Learning Goals

Students will be able to...

1) describe the development of the educational system in the United States and design strategies for effective instruction utilizing these experiences.

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CRP.K-12.CRP1.1	Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
CRP.K-12.CRP3.1	Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
CRP.K-12.CRP5.1	Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.
CRP.K-12.CRP6.1	Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
CRP.K-12.CRP7.1	Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.
CRP.K-12.CRP8.1	Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.
CRP.K-12.CRP9.1	Career-ready individuals consistently act in ways that align personal and community-held

ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.

CRP.K-12.CRP10.1	Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.
CRP.K-12.CRP11.1	Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
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CRP.K-12.CRP12.1	Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.
SOC.6.1.12.A.5.b	Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans.
SOC.6.1.12.D.3.d	Analyze the role education played in improving economic opportunities and in the development of responsible citizens.
SOC.6.1.12.D.3.e	Determine the impact of religious and social movements on the development of American culture, literature, and art.
SOC.6.1.12.D.16.b	Explain how and why technology is transforming access to education and educational practices worldwide.
SOC.6.1.12.CS1	Colonization and Settlement: North American Colonial societies adapted European governmental, economic, and cultural institutions and ideologies to meet their needs in the New World.
TECH.8.1.12.E.CS2	Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
TECH.8.1.12.F.1	Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.
TECH.8.1.12.F.CS3	Collect and analyze data to identify solutions and/or make informed decisions.

Target 1: Development of the American Education System

Interpret how the diversity of the original colonies shaped our educational system and analyze the role of religion in colonial schools.

Critique how the early national period influenced education in this country.

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SOC.6.1.12.CS1	Colonization and Settlement: North American Colonial societies adapted European governmental, economic, and cultural institutions and ideologies to meet their needs in the New World.

Target 2: Historical Background of American Education

Analyze the impact of the common school movement on education today.

Assess the historical roots of contemporary secondary schools.

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SOC.6.1.12.D.3.d	Analyze the role education played in improving economic opportunities and in the development of responsible citizens.
SOC.6.1.12.D.3.e	Determine the impact of religious and social movements on the development of American culture, literature, and art.

Target 3: Cultural Themes in American Education

Compare and contrast the similarities and differences in minority groups' struggles for educational equality.

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Target 4: Teaching in an Era of Reform

Assess and analyze how schools became instruments for national purpose during the modern era.

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Summative Assessment

1st MP Benchmark: Primary Source Analysis

All assessments are differentiated and aligned to the social studies standards and curriculum.

Alternate assessments may include, but are not limited to, problem-based learning, projects, common assessments and other activities.

21st Century Life and Careers

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Formative Assessment and Performance Opportunities

- Analyze Primary Sources
- Field Trip
- Multimedia Analysis
- Projects
- *Teachers may select from the above list
- Cooperative Team Study
- Data Analysis
- DBQ/FRQ
- Direct Instruction/Lecture
- Homework
- Oral Presentations
- Other (Explain)
- Participation/Discussion
- Peer Evaluations
- Persuasive Writing
- Problem Based Learning
- Text Analysis

Accommodations/Modifications

Enrichment Opportunities: Field Experiences, Observation, and Analysis of Educational Research/Trends

Differentiation: 504 accomodations and IEP modifications

Unit Resources

2014 Pearson: Introduction to Teaching: Becoming a Professional (Fifth Edition) by Don Kauchak & Paul Eggen - text and digital resources

2014 SAGE: Introduction to Teaching: Making a Difference in Student Learning by Gene Hall, Linda Quinn, Donna Gollnick

2001 Beacon Press: School: The Story of American Public Education by Sarah Mondale & Sarah Patton (editors)

PBS - School: The Story of American Public Education - online and video resource

Interdisciplinary Connections