

# Unit 2: Learning to Teach & Develop an Educational Philosophy

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

## **Learning to Teach & Develop an Educational Philosophy**

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Teaching is a demanding profession that requires making hundreds of decisions during a school day, managing 20 to 40 students hour after hour, analyzing data about learning, and interacting with parents and colleagues. Teaching requires high levels of sustained energy, effort and motivation. Yet it is a noble and joyful profession that can be very emotionally fulfilling. Our knowledge about teaching and learning is most useful to teachers when past knowledge is constantly rearranged and integrated with new ideas and new experiences. The knowledge, skills, attitudes and opinions we all bring to any situation have a powerful influence on our behavior and expectations. Learning to teach and how to apply this knowledge in the classroom is truly a developmental process.

## **Transfer**

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Students will be able to independently use their learning to understand the complexity of teaching and assess how their personal life perspective affects their educational philosophy.

## **Meaning**

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## **Understandings**

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Students will understand...

- the characteristics of beginning teachers.
- how to learn to teach.
- the complexity of teaching.

- the many hats of teachers.
- how to develop an educational philosophy.

## **Essential Questions**

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Students will keep considering...

- What are the theoretical foundations supporting the teaching profession and the basic skills needed to manage an effective learning environment?
- Why is it important for teachers to confront the assumptions that guide their behavior and practice in classrooms?

## **Application of Knowledge and Skill**

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### **Students will know...**

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Students will know...

- the characteristics beginning teachers need to develop.
- the theoretical foundations necessary to teach.
- the major rewards and challenges in teaching.
- the essential characteristics of professionalism and how they relate to teaching.
- the major educational philosophies of education and examples of each.
- why a personal philosophy of education is important and the steps involved in developing one.

### **Students will be skilled at...**

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Students will be skilled at...

- identifying the characteristics beginning teachers need to develop.
- summarizing the theoretical foundations necessary to teach.
- analyzing the major rewards and challenges in teaching.
- critiquing the essential characteristics of professionalism and how they relate to teaching.
- differentiate the major educational philosophies of education and identify examples of each.
- investigate why a personal philosophy of education is important and construct the steps involved in developing one.

## **Academic Vocabulary**

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- intrinsic
- extrinsic
- professionalism
- ethics
- curriculum
- assessment
- standards
- reflection
- socioeconomic status
- philosophy
- theory

## **Learning Goals**

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Students will be able to...

1) assess the complex nature of teaching in order to create, analyze, and critique their own educational philosophy.

- assess the complex nature of teaching in order to create, analyze, and critique their own educational philosophy.

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.
CRP.K-12.CRP11.1	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.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.D.3.d	Analyze the role education played in improving economic opportunities and in the development of responsible citizens.
SOC.6.1.12.D.16.b	Explain how and why technology is transforming access to education and educational practices worldwide.
SOC.6.3.12.CS1	Determine the credibility and value of information, while also considering context, point of view, and multiple perspectives.
SOC.6.3.12.CS6	Make informed and reasoned decisions and accept responsibility for the consequences of their actions and/or inactions.
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: Characteristics of Beginning Teachers**

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Identify the characteristics beginning teachers need to develop.

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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.
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SOC.6.3.12.CS1	Determine the credibility and value of information, while also considering context, point of view, and multiple perspectives.
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SOC.6.3.12.CS6

Make informed and reasoned decisions and accept responsibility for the consequences of their actions and/or inactions.

## **Target 2: Learning to Teach**

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Summarize the theoretical foundations necessary to teach.

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SOC.6.1.12.D.3.d

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SOC.6.1.12.D.16.b

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SOC.6.3.12.CS1

Determine the credibility and value of information, while also considering context, point of view, and multiple perspectives.

SOC.6.3.12.CS6

Make informed and reasoned decisions and accept responsibility for the consequences of their actions and/or inactions.

## **Target 3: The Complexity of Teaching/The Many Hats of Teachers**

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Analyze the major rewards and challenges in teaching.

Critique the essential characteristics of professionalism and how they relate to teaching.

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Determine the credibility and value of information, while also considering context, point of view, and multiple perspectives.

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## **Target 4: The Development of an Educational Philosophy**

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Differentiate the major educational philosophies of education and identify examples of each.

Investigate why a personal philosophy of education is important and construct the steps involved in developing one.

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## **Summative Assessment**

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### 2nd MP Benchmark: Persuasive Essay

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**

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- 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**

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

Differentiation: 504 accommodations and IEP modifications

## **Unit Resources**

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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

2007 Penguin Books: Teach Like Your Hair's on Fire by Rafe Esquith

2003 Anchor Books: There Are No Shortcuts by Rafe Esquith

## **Interdisciplinary Connections**

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