Unit 3: The Art & Science of Teaching

Content Area: **Social Studies**
Course(s): **Generic Course**
Time Period: **3rd Marking Period**
Length: **12 Weeks**
Status: **Published**

The Art & Science of Teaching

Classrooms are full of diverse learners who require a variety of strategies and methods. Teachers shape their classrooms and then the classrooms they have created shape the learning that occurs there as well as the behavior of the learners. What every teacher wants is a classroom of students who want to learn, who feel good about being in school and about what they do when they are there. Expert classroom managers can make that desire become a reality. In addition, in this era, all eyes are focused on student learning as something that can be viewed as a direct result of teacher performance. Standards have become an integral part of schooling: establishing them, using them to improve schools, using them to improve instruction, and using them as a means toward determining student progress. Effective teachers can combine the art of instruction with the science of the standards to produce a rich learning environment where students feel safe, valued and challenged to achieve their best.

Transfer

 Students will be able to independently use their learning to develop effective teacher traits, create productive learning environments, and implement school/district curriculum.

Meaning

Understandings

Students will understand...

- what drives student motivation.

- how to plan for effective teaching.

- the characteristics of effective teachers.

- what is classroom management and how this relates to discipline.

- what curriculum is and the relationship to standards.

- the forces that affect curriculum.

- controversial issues in curriculum.

Essential Questions

Students will keep considering...

- What characterizes effective teaching and what is the importance of creating/managing a productive learning environment?

- Why is it important for teachers to understand the components of and forces behind curriculum and how it relates to standards?

Application of Knowledge and Skill

Students will know...

Students will know...

- the instructional factors that increase students' motivation.

- the basic steps in planning for instruction.

- essential teaching skills and how they are implemented in the classroom.

- instructional strategies and their application in learning activities.

- the characteristics of a productive learning environment and the impact on learning.

- the processes involved in creating a productive learning environment.

- the role of discipline in classroom management.

- the relationship between curriculum, instruction and standards.

- the different forces that influence curriculum.

- prominent controversial issues in curriculum.

Students will be skilled at...

Students will be skilled at...

- identifying the instructional factors that increase students' motivation.

- describing the basic steps in planning for instruction.

- developing essential teaching skills and interpreting how they are implemented in the classroom.

- assessing instructional strategies and formulating their application in learning activities.

- illustrating the characteristics of a productive learning environment and investigating the impact on learning.

- analyzing the processes involved in creating a productive learning environment.

- relating the role of discipline in classroom management.

- distinguishing the relationship between curriculum, instruction and standards.

- formulating the different forces that influence curriculum.

- critiquing prominent controversial issues in curriculum.

Academic Vocabulary

- motivation
- involvement
- learning objectives
- assessment
- modeling
- wait-time
- feedback
- instructional strategies
- classroom management
- discipline
- learning community
- procedure
- rule
- intervention

- withitness
- curriculum
- accountability
- high-stakes tests
- character education
- censorship

Learning Goals

Students will be able to...

1) analyze the relationship between effective teaching and classroom management and will integrate curriculum to meet identified standards.

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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.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: What Drives Student Motivation

Identify the instructional factors that increase students' motivation.

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Target 2: How to Plan for Effective Teaching

Describe the basic steps in planning for instruction.

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Target 3: The Characteristics of Effective Teachers

Develop essential teaching skills and interpret how they are implemented in the classroom.

Assess instructional strategies and formulate their application in learning activities.

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Target 4: What is Classroom Management and the Relationship to Discipline

Illustrate the characteristics of a productive learning environment and investigate the impact on learning.

Analyze the processes involved in creating a productive learning environment.

Relate the role of discipline in classroom management.

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Target 5: What is Curriculum and The Relationship to Standards

Distinguish the relationship between curriculum, instruction and standards.

Formulate the different forces that influence curriculum.

Critique prominent controversial issues in curriculum.

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Summative Assessment

3rd MP Benchmark: Political Cartoons

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

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

2003 Anchor Books: There Are No Shortcuts by Rafe Esquith

2007 ASCD: The Art and Science of Teaching by Robert Marzano

2011 ASCD: Effective Supervision: Supporting the Art and Science of Teaching by Robert Marzano

2102 Marzano Research: Becoming a Reflective Teacher by Robert Marzano

2015 Learning Sciences International: Processing New Information by Tzeporaw Sahadeo-Turner & Robert Marzano

2015 Learning Sciences International: Creating and Using Learning Targets & Performance Scales by Carla Moore, Libby Garst & Robert Marzano

Interdisciplinary Connections