

Teaching Models, Lesson Planning, and Special Education Marking Period 2

Content Area: **Social Studies**
Course(s): **Generic Course**
Time Period: **1 marking period**
Length: **8-10 weeks**
Status: **Published**

Unit Overview

Students preparing to work in schools as teachers will demonstrate the content, pedagogical, and professional knowledge, skills, and dispositions necessary to help all students learn. It will provide an integral coverage of practicum teaching observations, lesson planning, and special education. Students will work more in depth with their practicum teacher and will continue observing as well as participating in anticipatory sets, lesson activities, lesson closures, lesson planning, etc. Students will discover different kinds of models used in education such as Marzano, Stronge, Danielson, McRel. Students will look at case studies and further exploration of special education services in schools such as 504, IEP, co teach inclusion, and self-contained settings. Students will continue to explore current events relating to educationally based topics.

Transfer

Students will be able to independently use their learning to understand the intricacies of teaching in the fields of special education, lesson planning, and teaching models. Students will be able to use prior teaching academy class knowledge to further connect increase their knowledge and understanding of education of today.

Meaning

Understandings

Students will understand...

-different educational models of teaching.

- how to write and look at a unit plan and lesson plan.
- how to assist in the classroom as a practicum student.
- special education such as 504 and IEPs.
- how education is impacted by SGO's and NJCCCS.
- current events(topics/issues) in the field of education.

Essential Questions

Students will keep considering...

- What are the components to writing a lesson plan?
- How are different educational models different such as Marzano and Danielson?
- What are IEPs and 504s?
- What are SGO's (Student Growth Objectives)?
- Why is the New Jersey Core Curriculum Standards important? What is their purpose?
- What should a future educator know about special education in the classroom?
- What are some creative and hands on strategies that can be used in special education?
- What is Achieve NJ?

Academic Vocabulary

AchieveNJ, Danielson, Marzano, McRel, Stronge, IEP, 504, ED, BD, SLD, Autism, Asperger's Syndrome, ADHD, inclusion, self-contained, lesson plans, unit plans, curriculum, alternate route, highly qualified candidates, curriculum, NJCCCS, interdisciplinary studies, SGO's

Learning Goal 1

Evaluate and Critique different models of teaching such as Danielson, McRel, Stronge, and Marzano.

LA.W.11-12.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.
LA.SL.11-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
LA.SL.11-12.1.B	Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed.
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.7	Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.
TECH.8.1.12.A.CS1	Understand and use technology systems.
TECH.8.1.12.F.CS2	Plan and manage activities to develop a solution or complete a project.

Daily Target 1

Identify and describe the different teaching focus models as it relates to teacher observations.

Daily Target 2

Compare and Contrast the similarities and differences between the teacher focus models.

Learning Goal 2

Examine existing New Jersey curriculum in content areas.

Daily Target 1

Review content area specific curriculum.

Daily Target 2

Create a pacing guide that covers the entire school year.

Learning Goal 3

Investigate the different types of special education for students with varying levels of learning.

LA.W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LA.W.11-12.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.
LA.SL.11-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
LA.SL.11-12.1.A	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.
LA.SL.11-12.1.B	Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed.
LA.SL.11-12.4	Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
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.3	Identify transferable career skills and design alternate career plans.
CAEP.9.2.12.C.7	Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.
TECH.8.1.12.A.CS1	Understand and use technology systems.
TECH.8.1.12.D.CS1	Advocate and practice safe, legal, and responsible use of information and technology.

Daily Target 1

Define key terms relating to special education (504, IEP, BD, ED, autism, SLD, etc.)

Daily Target 2

Describe the similarities and differences between a 504 plan and IEP plan.

Daily Target 3

Design an assignment and implement accommodations and modifications to meet the needs of varying learning levels.

Learning Goal 4

Formulate and Construct a unit plan that meet the needs of all students.

LA.W.11-12.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LA.SL.11-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
LA.SL.11-12.4	Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
CAEP.9.2.12.C.1	Review career goals and determine steps necessary for attainment.
CAEP.9.2.12.C.3	Identify transferable career skills and design alternate career plans.
CAEP.9.2.12.C.7	Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.
TECH.8.1.12.E	Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.
TECH.8.1.12.E.CS3	Evaluate and select information sources and digital tools based on the appropriateness for specific tasks.

Daily Target 1

Explain the importance of Gardner's Theory of Multiple Intelligences and Bloom's Taxonomy.

Daily Target 2

Describe the importance and value of differentiated instruction in the classroom.

Daily Target 3

Identify the components of an effective lesson plan.

Daily Target 4

Construct a sample lesson plan.

Daily Target 5

Design and create a unit plan on a desired subject area.

Learning Goal 5

Critique modern day teaching practices, and trends in American education.

LA.W.11-12.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
LA.SL.11-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
LA.SL.11-12.1.B	Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed.
LA.SL.11-12.1.D	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
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.4	Analyze how economic conditions and societal changes influence employment trends and future education.
TECH.8.1.12.B	Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.

Daily Target 1

Summarize and critique observations of the cooperating teacher in the classroom.

Daily Target 2

Summarize and critique current educational issues and trends.

Summative Assessment

Assessments may include, but are not limited to problem-based learning, projects or presentations, curriculum pacing guide, sample lesson plans, sample unit plans, teacher focus model critiques, special education lesson planning, current events in education

21st Century Life and Careers

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.5	Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.
CAEP.9.2.12.C.7	Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.

Formative Assessments

Teacher Observation- Practicum Assignment

Cooperative Learning Opportunities

Oral Presentations

Case Studies

Participation/Discussion

Field Trips

Multimedia Analysis

Projects

Accommodations/Modifications

Enrichment Opportunities: Field Experiences, Observation, analysis of educational research/trends

Differentiation: 504 accommodations and IEP modifications

RAFT Activities (Role, Audience, Format, Topic), Chunked Readings, Graphic Organizers, Academic Games, Stations and Learning Centers, providing additional resources for independent study.

Unit Resources

7 Ways to Improve Asking Questions in the Classroom

<https://www.thoughtco.com/ways-teachers-get-questioning-wrong-8005>

Modifications/Accommodations

<https://www.smartkidswithld.org/getting-help/the-abcs-of-ieps/examples-of-accommodations-modifications/>

Types of Learning Disabilities

<https://www.alleducationschools.com/blog/learning-disabilities-defined/>

Case Studies Special Education

<http://cedar.education.ufl.edu/wp-content/uploads/2014/08/Handout-2-Case-Studies.pdf>

How to Teach Students with Autism

<https://www.autismspeaks.org/blog/five-ways-teachers-can-support-students-autism>

Tips and Tricks from a Special Education Teacher

<https://medium.com/inspired-ideas-prek-12/tips-and-tricks-from-a-special-education-teacher-28450f145e55>

Multiple Intelligences

<https://www.tecweb.org/styles/gardner.html>

<https://www.scholastic.com/teachers/articles/teaching-content/adapting-instruction-multiple-intelligences/>

Blooms Taxonomy

<https://www.teachthought.com/learning/what-is-blooms-taxonomy-a-definition-for-teachers/>

Verbs https://www.schoolcraft.edu/pdfs/oca/blooms_taxonomy_verb_list.pdf

Differentiated Instruction

<https://www.scholastic.com/teachers/articles/teaching-content/what-differentiated-instruction/>

<https://www.prodigygame.com/blog/differentiated-instruction-strategies-examples-download/>

Teaching Models

<https://education.rowan.edu/ofe/documents/danielsoncrosswalk.pdf>

<http://www.ascd.org/ascd/pdf/siteascd/institutes/di-and-standards-teacher-eval-alignment.pdf>

<http://www.nesc.k12.nd.us/files/2014/05/14-teacher-model-information-cost.pdf>

https://education.alaska.gov/akaccountability/educator/teacher_eval_model_comparison_chart.pdf

Achieve NJ/SGO's

<https://www.state.nj.us/education/AchieveNJ/teacher/objectives.shtml>

<https://www.state.nj.us/education/AchieveNJ/teacher/SGOOoverview.pdf>

New Jersey Core Curriculum Content Standards (NJCCCS)

<https://www.state.nj.us/education/cccs/2004/>

Special Education

Terms

<https://www.specialeducationguide.com/special-education-dictionary/>

<https://www.understandingspecialeducation.com/special-education-terms.html>

<https://teach.com/careers/what-can-i-teach/special-education/>

Dyslexia in the classroom <https://dyslexiaida.org/wp-content/uploads/2015/01/DITC-Handbook.pdf>

Difference between a 504 and IEP

<https://www.understood.org/en/school-learning/special-services/504-plan/the-difference-between-ieps-and-504-plans>

<https://www.additudemag.com/iep-vs-504-plan-idea-adhd-disability-education/>

How to Write a Lesson Plan

<https://www.scholastic.com/teachers/articles/teaching-content/new-teachers-guide-creating-lesson-plans/>

<http://northernc.on.ca/leid/docs/lessonplanning.pdf>

How to Write a Unit Plan

<https://iris.peabody.vanderbilt.edu/module/cnm/cresource/q4/p15/>

<https://www.kognity.com/blog/2017/how-to-use-backwards-design-for-effective-lesson-planning/>

Sample Lesson Plan Template

<https://www.class-templates.com/lesson-plan-templates.html>

<https://www.k12reader.com/resource/lesson-plan-templates/>

Great websites for Educators

<https://www.educatorstechnology.com/2012/08/great-teacher-websites.html>

Education News

<https://www.usnews.com/news/education-news>

<https://www.edweek.org/ew/index.html>

<https://www.usatoday.com/news/education/>

<http://neatoday.org/>

Interdisciplinary Connections

LA.W.11-12.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
LA.W.11-12.6	Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
LA.SL.11-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
LA.SL.11-12.1.A	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.
LA.SL.11-12.1.B	Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed.
LA.SL.11-12.1.D	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
LA.SL.11-12.4	Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
LA.SL.11-12.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
HPE.2.2.12.A.CS1	Effective interpersonal communication encompasses respect and acceptance for individuals regardless of gender, sexual orientation, disability, ethnicity, socioeconomic background, religion, and/or culture.
HPE.2.2.12.A.CS3	Technology increases the capacity of individuals to communicate in multiple and diverse ways.
SOC.6.3.12.D.1	Analyze the impact of current governmental practices and laws affecting national security and/or individual civil rights/privacy.
SOC.6.3.12.CS4	Critically analyze information, make ethical judgments, and responsibly address controversial issues.
SOC.6.3.12.CS7	Take actions that result in a more just and equitable society.