

The Teaching Practice Marking Period 3

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 to further demonstrate the content, pedagogical, and professional knowledge, skills, and dispositions necessary to help all students learn. Students will pick a track with teaching that they want to pursue: elementary or secondary. This unit will provide an integral coverage of practicum teaching, discover types of teaching practices, and further exploring classroom management techniques. Students will teach mini lessons and receiving feedback and criticism on those lesson plans. Students will understand differences in the co teaching model vs. teaching individually. 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 continue to explore current events relating to educationally based topics.

Transfer

Students will be able to use their learning to create and give sample lessons in a co teach model and lesson independently.

Meaning

Understandings

Students will understand...

-techniques to co teach

-techniques to teach independently

-lesson planning and unit planning

-current events(topics/issues) in the field of education.

Essential Questions

Students will keep considering...

-How is coteaching different than teaching individually?

-How can teachers differentiate instruction to meet the needs of all learners?

-How can teachers incorporate special needs accomadaitons into lesson planning?

Application of Knowledge and Skill

Students will know...

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-how to create a lesson plan independently as a teacher.

-how to create a lesson plan in a co teaching model.

-different case studies involving situations with students/teachers

-current events involving education.

Students will be skilled at...

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- co teaching and independently teaching.
- creating and excuting a lesson plan (based on the track)
- critiquing other students lesson plans.
- being a practicum student and continuing to both observe and start teaching in the assigned classroom.
- discussing and debating educational topics in current events.

Academic Vocabulary

Co Teaching, Lesson Plans, Unit Plans, Do Now, Closure, Activities, IEP, 504, Technology, Differentiation, Special Education, Blooms Taxonomy, Multiple Intelligences.

Learning Goal 1

Create and Execute a sample lesson in an independent and co teach setting.

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.
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.
TECH.8.1.12.F	Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.
TECH.8.2.12.A.CS2	The core concepts of technology.

Daily Target 1

Create an independent lesson plan.

Daily Target 2

Teach an independent lesson plan.

Daily Target 3

Critique the structure and teaching practices of the lesson plan.

Learning Goal 2

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 and co teaching 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, or a common paper/pencil assessment or combination of any of these.

21st Century Life and Careers

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.7	Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.

Formative Assessment and Performance Opportunities

- Problem Based Learning
- Direct Instruction/Lecture
- Cooperative Team Study
- Text Analysis
- Practicum Observation/Teaching Reflection Log
- Field Trips
- Guest Speakers
- Case Studies (student scenarios)
- Writing
- Oral Presentations
- Peer Evaluations/Lesson Critiques
- Participation/Discussion
- Multimedia Analysis
- Google Classroom discussion boards- create question/short answer

Accommodations/Modifications

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

Differentiation: 504 accommodations and IEP modifications

Differentiation can include, but is not limited to:

- Graphic Organizers
- Chunked Readings
- RAFT Activities (Role, Audience, Format, Topic)
- Stations and Learning Centers
- Providing additional resources for independent study (videos, teacher notes, web-based resources)

Unit Resources

Lesson Plan Template

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

Peer Observations

<https://www.kusd.edu/sites/default/files/document-library/english/lesson-plan-template.pdf>

Peer Review

<http://www.readwritethink.org/professional-development/strategy-guides/peer-review-30145.html>

<http://www.readwritethink.org/professional-development/strategy-guides/peer-review-30145.html>

Expectations for lesson plans and observations student teachers

https://www.csus.edu/indiv/m/moorek/Student_Teacher_Expectations.pdf

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

How to create a bloom's taxonomy assessment

<https://www.thoughtco.com/constructing-a-blooms-taxonomy-assessment-7670>

Guidelines for writing lesson plans

https://writing.colostate.edu/guides/teaching/lesson_plans/

Teachers Observing Teachers

https://www.educationworld.com/a_admin/admin/admin297.shtml

Anticipatory Set (DO Now) Ideas

http://www.pps-nj.us/pps/_zumu_sidebar/Teacher%20Resources/Images/A%20Handy%20Helper%20for%20Lesson%20Planning%20III.pdf

Closure Examples

http://mcps.org/UserFiles/Servers/Server_92164/File/General%201/Lesson%20Closure%20Activities.pdf

<https://teachingcommons.lakeheadu.ca/sites/default/files/inline-files/Lesson%20Closures%2050%20Ways%20to%20Leave%20a%20Lesson.pdf>

Teaching Activities

<https://education.cu-portland.edu/blog/classroom-resources/amazing-classroom-activities-ideas/>

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Other Interactive Teaching Ideas

<https://www.usf.edu/atle/documents/handout-interactive-techniques.pdf>

8 Strategies for 21st Century Classroom

<https://education.cu-portland.edu/blog/classroom-resources/using-classroom-technology/>

Types of Assessment (4 Common Kinds)

<https://www.pearsonlearned.com/4-common-types-of-tests-teachers-give-and-why>

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.11-12.2.A	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
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.11-12.6	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.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.11-12.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
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.
LA.L.11-12.2.B	Spell correctly.
SOC.6.3.12.CS4	Critically analyze information, make ethical judgments, and responsibly address controversial issues.

SOC.6.3.12.CS6	Make informed and reasoned decisions and accept responsibility for the consequences of their actions and/or inactions.
SOC.6.3.12.CS7	Take actions that result in a more just and equitable society.
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.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.8.2.12.B.CS1	The cultural, social, economic and political effects of technology.