

Unit 1-Experiencing Learning(Awareness and Reflection and Styles and Needs)

Content Area: **21st Century Life & Careers**

Course(s):

Time Period: **Semester 1**

Length: **4-6 weeks**

Status: **Published**

Unit Introduction

Students will become better acquainted with themselves as individuals, learners, community members; appreciate the diversity of others; and examine the various stages of learners.

Students will also be able to identify different preferred processing styles (visual, auditory, and kinesthetic) and explain their implications for lesson design.

Teacher instruction and modeled behavior must promote an environment that enhances a student's ability to grow and perform personally and academically.

Standards

9.3.12.ED.2	Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.
9.3.12.ED-TT.5	Establish a positive climate to promote learning.
9.3.12.ED-TT.6	Identify motivational, social and psychological practices that guide personal conduct.
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.11-12.1.E	Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).
LA.W.11-12.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
LA.W.11-12.2.F	Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).
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.RI.11-12.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
LA.RI.11-12.9	Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.
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.

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.

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.

Essential Questions

1. Who are we as a classroom community, as individuals and group members?
2. Who am I? Who am I not?
3. What are my values and the values of my classmates?
4. Who am I within the context of a larger community?
5. What have we accomplished?
6. How important is self-esteem?
7. What does children's literature teach us about self-concepts?
8. What is the connection between self-esteem and academic achievement?
9. What are some elements of self esteem? How might we teach children about the importance of self-esteem?
10. How might knowledge of preferred processing styles affect lesson design?
11. How much does hemispheric preference affect learning style?
12. How do human needs influence learners and learning?
13. How might diversity contribute to a group's functioning?
14. How might special needs and exceptionalities affect a person?
15. What are components that make for appropriate learning environments for special needs students?

Content / Skills

Content

1. Self Esteem
2. Learning Styles
3. Physical, cognitive and psychosocial stages of development
4. Diversity in a classroom
5. Vocabulary terms that pertinent in the field of education
6. Vocabulary terms in dealing with students in special education.
7. Adapted teaching strategies for special needs students

Skills

1. Students will be able to identify the factors that affect self-esteem.
2. Students will be able to identify the various learning styles
3. Students will be able to identify the physical stages of learners.
4. Students will be able to identify the cognitive stage of development.
5. Students will be able to identify the challenges and rewards of working with special needs students.
6. Students will be identify the need for greater understanding and sensitivity for disabled students.
5. Students be able to identify the psychosocial stages of development. Students will be able to identify the following vocabulary words, including but not limited to: *diversity, culture, gender bias, learning style, intelligence, gifted and talented, learning disability, mainstream, inclusion, autism, attention-deficit/hyperactivity disorder (ADHD), emotional/behavioral disorder, traumatic brain injury, gifted, orthopedic, impairment, visually impaired, cognitive development, psychosocial development.*
6. Students will be able to identify special needs and adapted teaching strategies.

