

Unit 3-Experiencing the Classroom (Observation and Preparation)

Content Area: **21st Century Life & Careers**
Course(s):
Time Period: **Semester 2**
Length: **8 weeks**
Status: **Published**

Unit Introduction

Students will be able to identify highly qualified teachers who employ diverse strategies and methodologies when enhancing the classroom environment and instruction.

Students will become acquainted with the personal and professional roles of educators. Students will be observing, assisting, preparing and teaching activities to students in various grade levels in the Voorhees, Berlin Boro and Gibbsboro School Districts. The goals and objectives of this unit will continue to be infused throughout all units of study in this course and allow students to learn about the importance of effective teaching that promotes thinking, learning, and remembering along with enhancing desirable behavior of the students.

Standards

9.3.12.ED.2	Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.
9.3.12.ED.5	Demonstrate group collaboration skills to enhance professional education and training practice.
9.3.12.ED-ADM.1	Use research-based practices to develop, communicate and enlist support for a vision of success for all learners.
9.3.12.ED-ADM.3	Create instructional programs to meet the learning organization's objectives.
9.3.12.ED-ADM.4	Identify instructional practices that meet the learning organization's objectives.
9.3.12.ED-TT.2	Employ knowledge of learning and developmental theory to describe individual learners.
9.3.12.ED-TT.5	Establish a positive climate to promote 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.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.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.

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.

Essential Questions

1. What can be learned about teaching by viewing movies set in the classroom?
2. How can students honor outstanding teachers?
3. How can students distinguish between desirable and undesirable teaching strategies and traits?
4. How has the teaching profession changed over the years, becoming what it is today?
5. What are the benefits of observation and reflection?
6. How might having students work in groups enhance learning?
7. How can questioning be used as an effective instructional strategy to address different levels of thinking?
8. How might lecture be used as an effective instructional strategy?
9. How can the use of technology enhance learning?
10. How might games enhance learning?
11. What educational terms are most important to know and apply?
12. What are effective means by which an instructor might determine if the learner has mastered the lesson's content?
13. How can human beings maximize the use of their brains when thinking, learning, and remembering?
14. What routines and strategies can teachers use to promote desired behavior and to enhance learning?
15. How can one look beyond superficial actions to get at the real basis of behavior and misbehavior and thus respond accordingly?
16. What are some characteristics of outstanding teachers?
17. How might students create lesson plans to incorporate effective instructional strategies?

Content / Skills

Content

1. Challenging teaching situations
2. Creative Teaching Strategies
3. Positive actions of school staff members
4. Characteristics of a highly qualified teacher
5. Perceptions of the teaching profession throughout history
6. Strengths and weaknesses of teaching methods and materials
7. The use of group strategies for effective instruction
8. Questioning strategies used in lessons
10. The use of lecture in lessons
11. The use of technology in education
12. Educational terms that are frequently used in school settings
13. Various models of assessment and their role in the educational process
14. Classroom routines and management
15. Philosophies and techniques related to discipline
16. Lesson plans
17. Traits of effective teachers
18. Observations, assistance and teaching in a classroom
19. Brain based learning

Skills

1. Identify the strengths they possess that make them a potential teacher.
2. Apply the knowledge of hemisphere preferences
3. Identify various learning styles.
4. Students will understand the levels of Maslow's Hierarchy of Human Needs and be able to utilize that knowledge.
5. Students will be familiar with Howard Gardner's Multiple Intelligences theory and be able to utilize that knowledge.
6. Read about Bloom's Taxonomy and be able to utilize that knowledge.

7. Develop a variety of assessment techniques used to measure meaningful learning.
8. Be able to recognize and utilize appropriate methodologies for instructions.
9. Plan a lesson.
10. Write a lesson plan
11. Define the following vocabulary words, including but not limited to: *Howard Gardner - Multiple Intelligences, Blooms Taxonomy, Maslow's Hierarchy of Human Needs, Piaget's Cognitive Development Stages, Vygotsky Stages of Social Development, Erikson's Social Development, Kohlberg's Stages of Moral Development.*
12. Develop a classroom management plan for various ages of learners
13. Identify discipline guidelines for various ages of learners.
14. Teach a lesson
15. Be able to reflect on one's positive and negative experiences in the classroom
16. Be able to discuss ways to enhance classroom instruction through brain-based learning.