

Course Title:	Content Area:	Grade Level:	Credit (if applicable)
EDCI 1100 UConn: If You Love It, Teach It	CTE: Education Concentration-Teaching and Training Pathways	11-12	1.0

Course Description:

This college level UConn course explores the profession of teaching and the role passion for learning and for teaching plays in creating inclusive and engaging classrooms where all children are welcome and given the opportunity to learn. Students will learn about the evolution of the teaching profession over time and work to connect their strengths and passions to the important work teachers do! This course includes 20 hours of required internship time where students are working in district classrooms alongside experienced and passionate teachers!

Aligned Core Resources:

- Syllabus from Uconn
- Text: Educational Foundations

Connection to the [BPS Vision of the Graduate](#)

- GLOBAL AWARENESS
- Learn from and work collaboratively with individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue in personal, work and community contexts
- SOCIAL AND CROSS-CULTURAL SKILLS
- Know when it is appropriate to listen and when to speak
 - Conduct themselves in a respectable, professional manner
 - Respect cultural differences and work effectively with people from a range of social and cultural backgrounds
 - Leverage social and cultural differences to create new ideas and increase both innovation and quality of work
- COMMUNICATION
- Articulates thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts
 - Listen effectively to decipher meaning, including knowledge, values, attitudes and intentions.
 - Use communication for a range of purposes

Additional Course Information: *Knowledge/Skill Dependent courses/prerequisites*

Link to [Completed Equity Audit](#)

Standard Matrix

[National Education Association Standards](#)

Standard	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7
STANDARD I: Understanding the Profession Rising educators learn about the profession to explore	X	X	X				

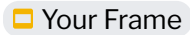
career opportunities, develop skills they need, and make informed decisions about pathways to accomplished teaching.							
STANDARD II: Learning About Students Rising educators learn about themselves and their students for the purpose of building relationships and supporting student development.	X	X		X			
STANDARD III: Building Content Knowledge Rising educators learn how to build content knowledge for the purpose of creating relevant learning opportunities for their students.							X
STANDARD IV: Engaging in Responsive Planning Rising educators learn how to respond to students' needs through thoughtful planning.				X		X	X
STANDARD V: Implementing Instruction Rising educators learn effective instructional strategies to engage students and promote learning.					X	X	X
STANDARD VI: Using Assessments and Data Rising educators learn to use assessments and interpret data for the purpose of making decisions that will advance teaching and learning.							X
STANDARD VII: Engaging in Reflective Practice Rising educators learn how reflective practice enables them to advance student learning and grow professionally.	X	X	X	X	X	X	X

Unit Links

- [I. Passion, Teaching and Learning](#)
- [II. Education Then and Now](#)
- [III. Issues In Education](#)
- [IV. Relationships and Voice in Education](#)
- [V. Passions and Pedagogy](#)
- [VI. Planning and Reflecting](#)
- [VII: Putting It All Together](#)



Unit Title:	
I. Passion, Teaching and Learning	
Relevant Standards: Bold indicates priority	
<p>National Education Association Standards:</p> <ul style="list-style-type: none"> ● STANDARD I: Understanding the Profession ● Standard II-Learning about Students ● STANDARD VII: Engaging in Reflective Practice <p>Common Core Standards:</p> <ul style="list-style-type: none"> ● RI.1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. ● RI.11-12.7: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text or solve a problem. ● 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. ● W.11-12.2b Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. ● SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. ● 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. 	
Essential Question(s):	Enduring Understanding(s):
<ul style="list-style-type: none"> ● How does passion impact teacher effectiveness? ● How do your skills and passions connect to the teaching profession? 	The skill to teach is cultivated by various processes including learning, observing, practicing, and experience, and most importantly, passion- for teaching and for learning.
Demonstration of Learning:	Pacing for Unit
Active discussion, assessments, readings, journaling	4 weeks
Family Overview (link below)	Integration of Technology:
	<i>Intentionally aligned use of digital tools and resources to support acquisition of content, researching, organizing and communicating learning</i>
Unit-specific Vocabulary:	Aligned Unit Materials, Resources, and Technology (beyond core resources):
Passion Pedagogy Craft Teaching Learning	

Opportunities for Interdisciplinary Connections:		Anticipated misconceptions:	
		<p>Effective teachers need only to be skilled in their content area to be successful.</p> <p>Teaching is easy- “If one cannot do, teach”.</p>	
Connections to Prior Units:		Connections to Future Units:	
		<p>Passion for teaching and learning theme can be traced into all aspects of the teaching profession</p>	
Differentiation through Universal Design for Learning			
UDL Indicator		Teacher Actions:	
Comprehension: Activate or supply background knowledge		<ul style="list-style-type: none"> Anchor instruction by linking to and activating relevant prior knowledge (e.g., using visual imagery, concept anchoring, or concept mastery routines) 	
Supporting Multilingual/English Learners			
Related CELP standards:		Learning Targets:	
<ul style="list-style-type: none"> An EL can create clear and coherent grade-appropriate speech and text. An EL can adapt language choices to purpose, task, and audience when speaking and writing. 		<ul style="list-style-type: none"> I can reflect and articulate my own individuality and passions and connect those to a future career in teaching I can explain how passion impacts the quality of teacher and student interactions I can identify current thought on the purpose of schooling and formulate opinions on what the future of schooling should be I can differentiate between the meaning of teaching and learning and then find connections I can exemplify why teaching is both an art and a craft 	
Lesson Sequence	Learning Target	Success Criteria/ Assessment	Resources
1	<ul style="list-style-type: none"> I can reflect and articulate my own individuality and passions and connect those to a future career in teaching. 	<ul style="list-style-type: none"> I can create a visual frame that exemplifies and articulates my individuality and passions. I can use that frame to guide my thinking for future lessons. I can use that frame to help my peers better understand me. I can share how my frame will impact me and my students. 	<p>My Frame project and discussion:</p> <p> Your Frame</p>

2	<ul style="list-style-type: none"> • I can differentiate between the meaning of teaching and learning and then find connections • I can define what it means to be an effective teacher • I can explain how passion impacts the quality of teacher and student interactions • I can exemplify why teaching is both an art and a craft. 	<ul style="list-style-type: none"> • I can use readings and videos to understand the difference between teaching and learning. • I can identify how teaching and learning are connected. • I can use my own educational journey to write an autobiography of my learning experiences and how they have shaped my thinking. • I can formulate an argument for or against the popular saying: “Those that cannot do, teach”. • I can find examples from the teaching profession that exemplify why teaching isn’t just relaying content, but an art and a craft by interviewing teachers and drawing conclusions based on their responses. • I can connect my own passions experiences individuality to visualize myself as a future educator through journaling 	<ul style="list-style-type: none"> Autobiography of a l... Educator Interviews ... <p>Taylor Mali: What teachers make TED Talk</p>
3-4	<ul style="list-style-type: none"> • I can identify current thoughts on the purpose of schooling and formulate opinions on what the future of schooling should be. 	<ul style="list-style-type: none"> • I can use the Allegory of the Cave to debate the purpose of education in the form of a persuasive essay • I can use readings and internet resources to articulate the purpose of school historically to how it has changed and should be changed in the future according to my own opinions • I can create a presentation that highlights how the purpose of education is both similar and different in different cultures. 	<p>PLATO The Allegory of the Cave</p> <ul style="list-style-type: none"> Plato’s Allegory of th... <p>Current educational publications that highlight the evolution of thinking for the purpose of schooling over the ages and across cultures, including: 'The Objective of Education Is Learning, Not Teaching' - Knowledge at Wharton</p> <p>Access to internet for research</p>

Unit Title:	
II. Education Then and Now	
Relevant Standards: Bold indicates priority	
<p>National Education Association Standards:</p> <ul style="list-style-type: none"> ● STANDARD I: Understanding the Profession ● STANDARD II: Learning About Students ● STANDARD VII: Engaging in Reflective Practice <p>Common Core Standards:</p> <ul style="list-style-type: none"> ● RI.1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. ● RI.11-12.7: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text or solve a problem. ● 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. ● W.11-12.2b Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. ● SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. ● 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. 	
Essential Question(s):	Enduring Understanding(s):
<ul style="list-style-type: none"> ● How does a deep understanding of the history of education help guide future educational thinking? ● How can an understanding of marginalized groups inform instructional decisions? 	Educational thinking has evolved over time and must continue to change to meet the needs of a dynamic and ever changing society
Demonstration of Learning:	Pacing for Unit
Students will show a deep understanding of the changes that occurred in education through time, identify what drove those changes and argue the direction education must go moving forward using evidence, reflection, and data. Students will complete periodic unit assessments in the form of formal written assessments, journals, discussions.	8 weeks (separated by periodic assessments)
Family Overview (link below)	Integration of Technology:
	<i>Intentionally aligned use of digital tools and resources to support acquisition of content, researching, organizing and communicating learning</i>
Unit-specific Vocabulary:	Aligned Unit Materials, Resources, and Technology

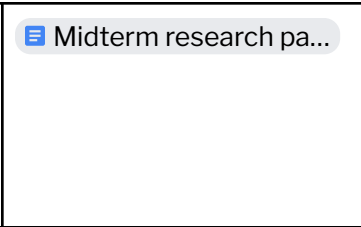
	(beyond core resources):
Compulsory education Profession Foundation Multiculturalism Marginalization	
Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:
<ul style="list-style-type: none"> • Connections to Rising Educators units • Connections to advisory work 	Students believe schools have changed little over time or will change going forward, that things have always been the way they are and will continue to be.
Connections to Prior Units:	Connections to Future Units:
Passion and education	Foundation for educational philosophy Preparation for field work Preparation for differentiated planning and classroom setup
Differentiation through Universal Design for Learning	
UDL Indicator	Teacher Actions:
	<ul style="list-style-type: none"> • Activate or supply background knowledge • Build connections to prior understandings and experiences. • Highlight patterns, critical features, big ideas, and relationships • Accentuate important information and how it relates to the learning goal. • Apply learning to new contexts.
Supporting Multilingual/English Learners	
Related CELP standards:	Learning Targets:
An EL can analyze and critique the arguments of others orally and in writing.	<ul style="list-style-type: none"> • I can differentiate between school and education by providing examples and context • I can discuss the origin and evolution of the teaching occupation and build a case that it is a profession • I can articulate the importance of educational foundations and provide examples • I can connect my own passions to educational foundations • I can define multiculturalism and discuss how this informs educational endeavors • I can explain what a curriculum is and where it originates and why • I can articulate the role of the teacher in both curriculum writing and delivery • I can identify the major categories of marginalized groups and discuss the implications this has on

		<p>education</p> <ul style="list-style-type: none"> ● I can construct a strong argument as to the future of education and curriculum based on where we have been historically and where we should go in the future. 	
Lesson Sequence	Learning Target	Success Criteria/ Assessment	Resources
1-2	<ul style="list-style-type: none"> ● I can differentiate between school and education by providing examples and context. ● I can discuss the origin and evolution of the teaching occupation and build a case that it is a profession. 	<ul style="list-style-type: none"> ● I can define both education and schooling and differentiate using several characteristics and using real world examples. ● I can create a visual representation of how teachers have changed through the years and why or why it isn't a profession in my opinion using evidence. 	<p>Readings- Educational Foundations</p> <p>PBS Online: Only A Teacher: Teaching Timeline</p>
3-5	<ul style="list-style-type: none"> ● I can use examples to articulate what is meant by the foundations of education. 	<ul style="list-style-type: none"> ● I can summarize the foundational tenets for the past, present, and future of education and how they have and will shape educational policy. 	<p>Standard I Defining Foundations of Education</p> <p>Foundations of Education text</p>
6	<ul style="list-style-type: none"> ● I can connect my own passions to educational foundations. 	<ul style="list-style-type: none"> ● I can choose a major tenant of the foundations of education and link my passions through journal entry and discussion. 	
7-9	<ul style="list-style-type: none"> ● I can define multiculturalism and discuss how this informs educational endeavors. 	<ul style="list-style-type: none"> ● I can articulate what is meant by multiculturalism by differentiating between the types of diversity. ● I can discuss how education responds to multiculturalism in meeting the needs of all students through case studies and landmark court cases. 	<p>The Importance of Diversity & Multicultural Awareness in Education</p> <p>Educational Foundations readings</p> <p>Foundations of Education text</p> <p>Case studies/court cases</p>
10-11	<ul style="list-style-type: none"> ● I can explain what a curriculum is and where it originates and why. ● I can articulate the role of the teacher in both curriculum writing and delivery. 	<ul style="list-style-type: none"> ● I can identify the components of curriculum documents and discuss the role 	<p>From 1871 to 2021: A Short History of Education in the United States News SUNY Buffalo State</p>

		<p>state and national standards have on local curriculum.</p> <ul style="list-style-type: none"> ● I can discuss the different perspectives that history can have and the implication this has on standards based curriculum design through discussion, and completion of written assessments. 	<p>University</p> <p>☰ PHILOSOPHICAL FO...</p> <p>Readings from Foundations of Education and/or Educational Foundations</p>
12-14	<ul style="list-style-type: none"> ● I can identify the major categories of marginalized groups and discuss the implications this has on curriculum and education. ● I can identify the local and global implications of lack of education for marginalized groups and propose solutions to address the issue. 	<ul style="list-style-type: none"> ● I can define the major categories of marginalized groups ● I can discuss the educational decisions that need to be taken into account to serve the needs of marginalized groups through completion of case study and/or scenario based activities. ● I can predict the impact that the current and worsening teacher shortage will have on all children, but in particular those that are in marginalized groups and propose viable solutions. 	<p>Marginalized Groups</p> <p>Readings from Educational Foundations</p> <p>Case study in Native Americans and education The Education of American Indian Students</p> <p>☰ Underserved groups ...</p>

Unit Title:	
III. Issues In Education	
Relevant Standards: Bold indicates priority	
<u>National Education Association Standards:</u> <ul style="list-style-type: none"> ● STANDARD I: Understanding the Profession ● STANDARD VII: Engaging in Reflective Practice <u>Common Core Standards:</u> <ul style="list-style-type: none"> ● RI1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. ● RI,11-12.7: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text or solve a problem. ● 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. ● W.11-12.2b Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. ● SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. 	
Essential Question(s):	Enduring Understanding(s):
<p>How do current issues in education impact educational decision making?</p> <p>How can I connect my passions to solving an educational issue?</p> <p>How has my understanding of education shaped my own educational philosophy?</p>	<p>Educational issues have been and remain a challenge for educational progress, but with innovative thinking and passion, they can be resolved.</p>
Demonstration of Learning:	Pacing for Unit
<p>Students will choose an educational issue and format a well thought out APA style research paper that will count as their mid term grade. Students will share their findings in either a small or large group setting to educate each other and find connections and solutions.</p>	<p>8 weeks</p>
Family Overview (link below)	Integration of Technology:
	<p><i>Intentionally aligned use of digital tools and resources to support acquisition of content, researching, organizing and communicating learning</i></p>
Unit-specific Vocabulary:	Aligned Unit Materials, Resources, and Technology (beyond core resources):

APA format Thesis Citation Qualitative data Quantitative data			
Opportunities for Interdisciplinary Connections:		Anticipated misconceptions:	
Rising Educators curriculum		Issues in education do not impact me Individual actions cannot make a difference in addressing educational issues	
Connections to Prior Units:		Connections to Future Units:	
This will continue to build on prior units of classroom set up, classroom management, and inclusive learning environments.		Students will continue to look for engagement strategies being implemented by their host educator in fieldwork experiences. Students will also be able to try out select strategies in their lesson assignments and presentations to fieldwork students.	
Differentiation through Universal Design for Learning			
UDL Indicator		Teacher Actions:	
Executive Functions		<ul style="list-style-type: none"> • Provide graphic organizers and templates for data collection and organizing information • Embed prompts for categorizing and systematizing • Provide checklists and guides for note-taking and paper formatting • Provide one to one feedback on paper progress 	
Supporting Multilingual/English Learners			
Related CELP standards:		Learning Targets:	
An EL can adapt language choices to purpose, task, and audience when speaking and writing.		<ul style="list-style-type: none"> • I can use APA format to write a well thought out research paper • I can use my own educational experiences to craft an individualized educational philosophy. 	
Lesson Sequence	Learning Target	Success Criteria/ Assessment	Resources
1	<ul style="list-style-type: none"> • I can use my own educational experiences to craft an individualized educational philosophy 	<ul style="list-style-type: none"> • I can create an individualized, thoughtful and reflective educational philosophy using the guidelines provided. 	Writing a Teaching Philosophy

2	<ul style="list-style-type: none">• I can use APA format to write a well thought out research paper	<ul style="list-style-type: none">• I can complete each task as it relates to the whole to complete my APA style research paper that spotlights an educational issue,	
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Unit Title:	
IV. Relationships and Voice in Education	
Relevant Standards: Bold indicates priority	
<u>National Education Association Standards</u> <ul style="list-style-type: none"> ● STANDARD II: Learning about Students ● Standard IV: Engaging in Responsive Planning ● STANDARD VII: Engaging in Reflective Practice <u>Common Core Standards</u> <ul style="list-style-type: none"> ● 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. ● SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. ● 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, and audiences ● SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. ● SL.11-12.1a 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. 	
Essential Question(s):	Enduring Understanding(s):
How do teachers form trusting relationships with their students?	Forming and keeping relationships with students is essential to successful teaching and learning.
How does using student and teacher voice impact the educational process?	Teachers and students have a voice and must use it as active participants in the educational process
Demonstration of Learning:	Pacing for Unit
Students will provide evidence through discussion, writing and project completion that both student and teacher voices are essential to forming and fostering trusting relationships that result in successful education.	2 weeks
Family Overview (link below)	Integration of Technology:
	<i>Intentionally aligned use of digital tools and resources to support acquisition of content, researching, organizing and communicating learning</i>
Unit-specific Vocabulary:	Aligned Unit Materials, Resources, and Technology (beyond core resources):
Teacher voice Student voice	

Pedagogy			
Opportunities for Interdisciplinary Connections:		Anticipated misconceptions:	
Rising Ed II, psychology, child and family classes		Teacher-student relationships just happen with minimal effort or work	
Connections to Prior Units:		Connections to Future Units:	
Passion, educational issues, curriculum		This will serve as a foundation for the next unit where students will need to reference pedagogical skills and curriculum components in order to write lessons that would target grade level standards.	
Differentiation through Universal Design for Learning			
UDL Indicator		Teacher Actions:	
Comprehension-Highlight patterns, critical features, big ideas, and relationships		<ul style="list-style-type: none"> ● Highlight or emphasize key elements in text, graphics, diagrams, formulas ● Use outlines, graphic organizers, unit organizer routines, concept organizer routines, and concept mastery routines to emphasize key ideas and relationships ● Use multiple examples and non-examples to emphasize critical features ● Use cues and prompts to draw attention to critical features ● Highlight previously learned skills that can be used to solve unfamiliar problems 	
Supporting Multilingual/English Learners			
Related CELP standards:		Learning Targets:	
An EL can participate in grade appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.		<ul style="list-style-type: none"> ● I can justify the need for teacher-student relationships for successful learning ● I can articulate how teachers can initiate, foster, and maintain trusting relationships with students ● I can define and explain the importance of teacher and student voice. ● I can reflect on my own use or experience with a student or teacher voice. ● I can interpret data to determine areas of need in education to connect to relationships and set the foundation for the student/teacher voice. ● I can defend the use of teacher and student voices for scenarios where teacher and student voices would be necessary for educational success. ● I can predict how relationships and voice connect to the delivery of curriculum through thoughtful pedagogy. 	
Lesson Sequence	Learning Target	Success Criteria/ Assessment	Resources

1	<ul style="list-style-type: none"> ● I can justify the need for teacher-student relationships for successful learning ● I can articulate how teachers can initiate, foster, and maintain trusting relationships with students through creation of a thoughtful infographic. 	<ul style="list-style-type: none"> ● I can use various resources to show understanding of the importance of trusting teacher/student relationships through discussion, reflection and creation of an infographic. 	<ul style="list-style-type: none"> ☰ Teacher and Student ... <p>Infographic design templates</p>
2-3	<ul style="list-style-type: none"> ● I can define and explain the importance of teacher and student voice. ● I can interpret data to determine the need for relationships and teacher/student voice. ● I can reflect on my own use or experience with a student or teacher voice. ● I can defend the use of teacher and student voices for scenarios where teacher and student voices. 	<ul style="list-style-type: none"> ● I can interpret data and have thoughtful discourse with peers to determine areas of need in education to connect to relationships and set the foundation for student/teacher voice. ● I can accurately define teacher and student voice, reflect on my personal experience with it and show ability to use both teacher and student voices in various scenarios. ● I can determine ways to elevate student and teacher-voice through writing. 	<ul style="list-style-type: none"> ☰ Do students and fami... <p>Education Gallup Historical Trends.</p> <ul style="list-style-type: none"> ☰ elevating student voi... <p>Educational Foundations reading:</p> <ul style="list-style-type: none"> ☰ Speaking in a Critical ...
4	<ul style="list-style-type: none"> ● I connect teacher and student voice to discussions of relationships, multiculturalism, curriculum and passion. 	<ul style="list-style-type: none"> ● I can conduct a quantitative and qualitative survey that determines how teacher and student voice are impacting multiculturalism, student need, curriculum, and passion. 	<p>Google forms to conduct surveys to teachers and staff</p>
5	<ul style="list-style-type: none"> ● I can connect observations and experiences from fieldwork to discussions of relationships curriculum, passion, and voice 	<ul style="list-style-type: none"> ● I can connect observations and experiences from fieldwork to discussions of curriculum, passion, and voice through thoughtful and complete journal entry 	<p>Journal entry and reflection</p> <p>Formal unit assessment</p>

Unit Title:	
V. Passions and Pedagogy	
Relevant Standards: Bold indicates priority	
<p>National Education Association Standards:</p> <ul style="list-style-type: none"> ● STANDARD V: Implementing Instruction ● STANDARD VII: Engaging in Reflective Practice <p>Common Core Standards:</p> <ul style="list-style-type: none"> ● 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, and audiences ● SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. ● SL.11-12.1a 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. ● 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. ● SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. 	
Essential Question(s):	Enduring Understanding(s):
How do educators create and deliver well thought out lessons or learning activities using best practices that incorporate both student and teacher voice as well as foster relationships?	Thoughtful and purposeful planning, using effective engagement and instruction strategies ,lead to meaningful learning experiences for students.
Demonstration of Learning:	Pacing for Unit
Ability to identify best practices for delivering instruction from various disciplines that incorporates teacher and student voice and fosters relationships	4 weeks
Family Overview (link below)	Integration of Technology:
	<i>Intentionally aligned use of digital tools and resources to support acquisition of content, researching, organizing and communicating learning</i>
Unit-specific Vocabulary:	Aligned Unit Materials, Resources, and Technology (beyond core resources):
Glossary of Pedagogical Terms - Center for Teaching and Learning	
Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:
Psychology Biology	Pedagogical decisions are based on teachers own belief and ideas and are done in isolation

Connections to Prior Units:		Connections to Future Units:	
		Students will apply pedagogical decision making to lesson planning	
Differentiation through <u>Universal Design for Learning</u>			
UDL Indicator		Teacher Actions:	
Comprehension: Highlight patterns, critical features, big ideas, and relationships		<ul style="list-style-type: none"> ● Highlight or emphasize key elements in text, graphics, diagrams, formulas ● Use outlines, graphic organizers, unit organizer routines, concept organizer routines, and concept mastery routines to emphasize key ideas and relationships ● Use multiple examples and non-examples to emphasize critical features ● Use cues and prompts to draw attention to critical features ● Highlight previously learned skills that can be used to solve unfamiliar problems 	
Supporting Multilingual/English Learners			
Related <u>CELP standards:</u>		Learning Targets:	
An EL can construct grade appropriate oral and written claims and support them with reasoning and evidence.		<ul style="list-style-type: none"> ● I can define and apply pedagogical terminology to real world contexts ● I can justify the importance of appropriate and individualized pedagogical decisions ● I can connect best pedagogical practices to individualized student needs incorporating teacher passion ● I can identify pedagogical practices that promote equity ● I can identify and apply the 5 domains of teaching document to both classroom and fieldwork experiences 	
Lesson Sequence	Learning Target	Success Criteria/ Assessment	Resources
1-2	<ul style="list-style-type: none"> ● I can define and apply pedagogical terminology to real world contexts ● I can connect terminology to fieldwork placements 	<ul style="list-style-type: none"> ● I can define and apply pedagogical terminology to real world contexts success on assessment and connect terminology to observations and experiences in fieldwork placement through journaling and peer discussions. 	Glossary of Pedagogical Terms - Center for Teaching and Learning Readings from Foundations of Education Flash cards project
3	<ul style="list-style-type: none"> ● I can identify the role of assessment and discuss the various types used in 	<ul style="list-style-type: none"> ● I can identify the role of assessment and discuss 	

	appropriate settings	the various types used in appropriate settings by completing a graphic organizer	
4	<ul style="list-style-type: none"> I can discuss issues with assessment and individualized student need and propose solutions 	<ul style="list-style-type: none"> I can discuss issues with assessment and individualized student need and propose solutions using readings I can show mastery in assessment strategies using scenarios 	Readings from: <ul style="list-style-type: none"> Grading for Equity Educational Foundations: Part 5 Test Better, Teach Better
5	<ul style="list-style-type: none"> I can identify and apply the 5 domains of teaching document to both classroom and fieldwork experiences 	<ul style="list-style-type: none"> I can identify and apply the 5 domains of teaching document to both classroom and fieldwork experiences by providing evidence 	5 domains of teaching document

VI. Planning and Reflecting

Relevant Standards: Bold indicates priority

National Education Association Standards:

- **STANDARD IV: Engaging in Responsive Planning**
- **STANDARD V: Implementing Instruction**
- **STANDARD VII: Engaging in Reflective Practice**

Common Core Standards:

- **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, and audiences**
- **SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
- SL.11-12.1a 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.
- 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.
- SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

Essential Question(s):

How do teachers plan effective lessons that reach all learners ?

How does reflection improve planning and future instruction?

Enduring Understanding(s):

Thoughtful and purposeful, using effective engagement and instruction strategies ,lead to meaningful learning experiences for students

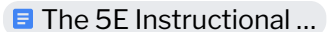
Reflection leads to educator growth and success

Demonstration of Learning:

Pacing for Unit

Ability to plan using best practices for delivering instruction from various disciplines that incorporates teacher and student voice and fosters relationships	3-4 weeks Students will be spending a large segment of class hours at internships
Family Overview (link below)	Integration of Technology:
	<i>Intentionally aligned use of digital tools and resources to support acquisition of content, researching, organizing and communicating learning</i>
Unit-specific Vocabulary:	Aligned Unit Materials, Resources, and Technology (beyond core resources):
Anticipate; Active learning; Assessment; Learning targets; Outcomes; Bloom's taxonomy; Enduring ideas; Instructional resources; Essential questions; 5 E; Reflection	
Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:
Students will be able to connect to various disciplines as they create lesson plans and learning activities in a variety of subject areas.	Teachers just know what they need to teach or can "wing it"
Connections to Prior Units:	Connections to Future Units:
This unit allows students to apply and utilize their learning through their fieldwork experience and class activities. This unit also allows students to demonstrate their cumulative learning from Rising Educators 1 and 2.	
Differentiation through Universal Design for Learning	
UDL Indicator	Teacher Actions:
Comprehension: Highlight patterns, critical features, big ideas, and relationships	<ul style="list-style-type: none"> ● Highlight or emphasize key elements in text, graphics, diagrams, formulas ● Use outlines, graphic organizers, unit organizer routines, concept organizer routines, and concept mastery routines to emphasize key ideas and relationships ● Use multiple examples and non-examples to emphasize critical features ● Use cues and prompts to draw attention to critical features ● Highlight previously learned skills that can be used to solve unfamiliar problems
Supporting Multilingual/English Learners	
Related CELP standards:	Learning Targets:
An EL can construct grade appropriate oral and written claims and support them with reasoning and evidence.	<ul style="list-style-type: none"> ● I can use lesson plan templates to create effective lessons

		<ul style="list-style-type: none"> I can justify how specific strategies support curricular implementation and record the connections in my journal. 	
Lesson Sequence	Learning Target	Success Criteria/ Assessment	
1	<ul style="list-style-type: none"> I can plan a lesson and then engage in thoughtful discourse and reflection as to the different ways the same lesson can be taught I can debate the pros and cons of planning decisions using a scenario based approach 	<ul style="list-style-type: none"> I can plan a lesson and then engage in thoughtful discourse as to the different ways the same lesson can be taught through discussion and writing assessment I can debate the pros and cons of planning decisions using a scenario based approach through writing assessment 	<p>How did you teach it? Activity</p> <p>Readings on effective and efficient lesson planning</p> <p>Access to TPT and other websites that offer lesson plan ideas</p>
2	<ul style="list-style-type: none"> I can maintain a field work journal that shows evidence of curriculum components being used in my fieldwork classroom. I can utilize the strategies and practices used in class during my fieldwork experience when directly working with students. 	<ul style="list-style-type: none"> I can maintain a field work journal that shows evidence of curriculum components being used in my fieldwork classroom. I can utilize the strategies and practices used in class during my fieldwork experience when directly working with students and communicate them effectively during class discussions I can organize a field work journal to collect evidence of curriculum implementation during observations. I can record curricular observations in my fieldwork journal regularly. I can identify how specific strategies support curricular implementation and record the connections in my journal. I can select and use strategies observed with students during my fieldwork experience. 	

3	I can identify and describe the components of a 5E model of planning	I can identify and describe the components of a 5E model of planning by collaborating with peers to make instructional decisions using components of this model	
3	<ul style="list-style-type: none"> • I can create an authentic lesson plan using lesson plan templates that exemplifies my understanding of standard, pedagogical skill, and passion. • I can articulate ANTICIPATED student outcomes from my authentic lesson plan 	<ul style="list-style-type: none"> • I can design a learning activity that meets the curricular criteria. • I can implement a learning activity to ensure student engagement through the use of targeted strategies. • I can reflect on the implementation of the learning activity, so I can improve my future practice. 	Lesson plan template
4	I can articulate the importance of reflection in teaching	I can articulate the importance of reflection in teaching through discussion and writing assessment	Foundations in Education readings The Ultimate Guide to Reflective Practice in Teaching
5	<ul style="list-style-type: none"> • I can organize observations from my field work into the 5 domains of teaching. • I can assess my contributions to the fieldwork classroom community and articulate how this experience will impact my future work. 	<ul style="list-style-type: none"> • I can code my fieldwork journal for evidence of the 5 domains of learning. • I can organize the observations into the 5 domains. • I can use observational evidence to construct a reflection paper on the ways in which teachers plan for and support the 5 domains. • I can reflect on my contribution to the classroom community during the fieldwork experience. 	5 domains of teaching document

VII: Putting It All Together

Relevant Standards: **Bold indicates priority**

National Education Association Standards:

- **STANDARD III: Building Content Knowledge**
- **STANDARD V: Implementing Instruction**
- **STANDARD VI: Using Assessments and Data**
- **STANDARD VII: Engaging in Reflective Practice**

Common Core Standards:

- **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, and audiences**
- **SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
- SL.11-12.1a 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.
- 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.
- SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

Essential Question(s):

How do educators create and deliver well thought out lessons or learning activities using best practices that incorporate both student and teacher voice as well as foster relationships?

Enduring Understanding(s):

Thoughtful and purposeful planning, using effective engagement and instruction strategies ,lead to meaningful learning experiences for students.

Demonstration of Learning:

Ability to identify and use best practices for delivering instruction from various disciplines that incorporates teacher and student voice and fosters relationships

Pacing for Unit

3-4 weeks

Family Overview (link below)

Integration of Technology:

Intentionally aligned use of digital tools and resources to support acquisition of content, researching, organizing and communicating learning

Unit-specific Vocabulary:

Portfolio
Micro teach

Aligned Unit Materials, Resources, and Technology (beyond core resources):

Opportunities for Interdisciplinary Connections:

Students will be able to connect to various disciplines as they create lesson plans and learning activities in a variety of subject areas.

Anticipated misconceptions:

Timing of learning activities, how many components must be thought out in order to have an effective lesson.

Connections to Prior Units:		Connections to Future Units:	
<p>This unit allows students to apply and utilize their learning through their fieldwork experience and class activities.</p> <p>This unit also allows students to demonstrate their cumulative learning from Rising Educators 1 and 2.</p>		<p>This will be the end of the course.</p>	
Differentiation through <i>Universal Design for Learning</i>			
UDL Indicator		Teacher Actions:	
<p>Comprehension: Highlight patterns, critical features, big ideas, and relationships</p>		<ul style="list-style-type: none"> ● Highlight or emphasize key elements in text, graphics, diagrams, formulas ● Use outlines, graphic organizers, unit organizer routines, concept organizer routines, and concept mastery routines to emphasize key ideas and relationships ● Use multiple examples and non-examples to emphasize critical features ● Use cues and prompts to draw attention to critical features ● Highlight previously learned skills that can be used to solve unfamiliar problems 	
Supporting Multilingual/English Learners			
Related <i>CELP standards:</i>		Learning Targets:	
<p>An EL can construct grade appropriate oral and written claims and support them with reasoning and evidence.</p>		<ul style="list-style-type: none"> ● I can design and implement an effective learning activity using the engagement, management, and curriculum strategies I have learned with students in my fieldwork experience that highlight my passion. ● I can organize observations from my field work into the 5 domains of teaching. ● I can assess my contributions to the fieldwork classroom community and articulate how this experience will impact my future work. ● I can create a summative portfolio that highlights my strengths a future educator 	
Lesson Sequence	Learning Target	Success Criteria/ Assessment	
1	<ul style="list-style-type: none"> ● I can design and implement an effective learning activity using the engagement, management, and curriculum strategies I have learned with students in my fieldwork experience that highlight my passion. 	<ul style="list-style-type: none"> ● I can design a learning activity that meets the curricular criteria. ● I can implement a learning activity to ensure student engagement through the use of targeted strategies. ● I can reflect on the 	<ul style="list-style-type: none"> ● Learning activity micro teach

		implementation of the learning activity, so I can improve my future practice.	
3	<ul style="list-style-type: none"> • I can organize observations from my field work into the 5 domains of teaching. • I can assess my contributions to the fieldwork classroom community and articulate how this experience will impact my future work. 	<ul style="list-style-type: none"> • I can code my fieldwork journal for evidence of the 5 domains of learning. • I can organize the observations into the 5 domains. • I can use observational evidence to construct a reflection paper on the ways in which teachers plan for and support the 5 domains. • I can reflect on my contribution to the classroom community during the fieldwork experience. 	
4	<ul style="list-style-type: none"> • I can create a summative portfolio that highlights my strengths and passion as future educator 	<ul style="list-style-type: none"> • I can decide which materials best represent my skills and strengths as an educator. • I can create material of my choice that will create a comprehensive portfolio of my skills and strengths. • I can organize and manage the details of creating a well designed portfolio. 	