

Exploring Teaching Unit 1: Becoming A Teacher

<p>ESTABLISHED GOALS:</p> <p><u>Competencies:</u></p> <ul style="list-style-type: none"> • Students will demonstrate the ability to analyze the nature of teaching as an occupation and the process of becoming a teacher in order to successfully determine an appropriate career path. • Students will demonstrate the ability to self-assess through reflection in order to show continuous improvement. • Students will demonstrate the ability to analyze and summarize text and integrate knowledge to make meaning of discipline-specific materials. • Students will demonstrate the ability to produce coherent and supported writing in order to communicate effectively for a range of discipline-specific tasks, purposes, and audiences. • Students will demonstrate the ability to speak purposefully and effectively by strategically making decisions about content, language use, and discourse style. <p><u>Content Standards:</u></p> <p>NBPTS - National Board for Professional Teaching Standards</p> <ul style="list-style-type: none"> • NBPTS Proposition #4: Teachers Think Systematically About Their Practice and Learn from Experience • NBPTS Proposition #5: Teachers are Members of Learning Communities 	Transfer	
	<p><i>Students will be able to independently use their learning to be effective lifelong teachers, regardless of their career path.</i></p>	
	Meaning	
	<p>ENDURING UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> • well trained, highly competent teachers will always be in high demand. • ethical issues raise timeless questions while some laws continually change. 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> • What does it mean to be a professional? • Are the qualities of a successful teacher innate or can they be learned?
Acquisition		
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> • that there is a process and requirements to becoming a certified teacher. • that growing and developing as a teacher is a professional responsibility. • that teachers seek the advice of others and draw on education research to improve their practice. • that teachers are continually making difficult choices that test their judgement. <p><u>vocabulary:</u> Myer’s Briggs Type Indicator, reflective practitioner, pedagogical content knowledge, Praxis, student teaching, certification paths, alternative certification, reciprocity, board certification, recertification, professional development, Professional Learning Communities , HQT, Professional Associations: NEA, AFT, mentor, tenure, due process, liability, A Framework for Teaching</p>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> • identifying their motives for becoming a teacher. • defining the qualities of an effective teacher. • identifying their personal characteristic traits that support a career in education. • comparing and contrasting teacher education programs. • describing the traditional and alternative certification processes. • identifying the components of professional practice. • developing an understanding of ethical, social and moral issues in education. 	

Content Area Literacy Standards	21st Century Skills
RH.11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas. RH.11-12.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.	<ul style="list-style-type: none"> ● <i>Make Judgments and Decisions</i> ● <i>Communicate Clearly</i> ● <i>Collaborate with Others</i> ● <i>Access and Evaluate Information</i> ● <i>Use and Manage Information</i> ● <i>Apply Technology Effectively</i> ● <i>Be Self-directed Learners</i> ● <i>Interact Effectively with Others</i>

Assessment Evidence	
Evaluative Criteria	Assessment Evidence
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

Summary of Key Learning Events and Instruction		
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Science Integration	College, Career, and Civic Life Integration	Technology Integration
District Materials	Distance Learning/Field Trips	Technology Resources