

Exploring Teaching Unit 2--Classroom Management

<p>ESTABLISHED GOALS:</p> <p><u>Competencies:</u></p> <ul style="list-style-type: none"> Students will demonstrate the ability to identify individual and group motivation and behavior in order to create a positive learning environment Students will demonstrate the ability to apply theory, research and practice in order to create a philosophy of education. 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 #1: Teachers are Committed to Students and Their Learning NBPTS Proposition #3: Teachers are Responsible for Managing and Monitoring Student Learning 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"> teaching is a matter of relationships among individuals. teaching requires good management before good instruction is possible. 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> Which is more important: a teacher that knows the subject or a teacher that knows the students? What defines success in the classroom?
Acquisition		
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> that building caring relationships with students is key to success in the classroom. that the quality of teacher-student relationships is the keystone for all other aspects of classroom management. that managing discipline is one the biggest challenges educators face. that effective teachers communicate clearly defined classroom expectations. that there is a difference between rules and procedures. <p><u>vocabulary:</u> rapport, ice breakers, bell ringer/do now, transitions, rules, procedures, Intrinsic motivation, extrinsic motivation, nonverbal communication, wait time, preventive discipline, supportive discipline, corrective discipline</p>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> identifying the elements of classroom management. identifying specific strategies for establishing a classroom environment of respect and rapport. understand the factors that cause or facilitate difficult classroom behaviors. developing observation skills to further advance their ability to be reflective practitioners. 	

Content Area Literacy Standards	21st Century Skills
<p>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.</p> <p>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</p> <p>WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.</p>	<ul style="list-style-type: none"> ● <i>Make Judgments and Decisions</i> ● <i>Communicate Clearly</i> ● <i>Collaborate with Others</i> ● <i>Think Creatively</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>

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

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