

# Practicing Teaching Unit 2 - History of Education in The United States

ESTABLISHED GOALS:	<b>Transfer</b>	
<u>Competencies:</u>	<i>Students will be able to independently use their learning to apply lessons of the past to current events and issues.</i>	
<ul style="list-style-type: none"> <li>• Students will demonstrate the ability to identify key historical trends which in education in order to analyze their impact on the current system</li> <li>• Students will demonstrate the ability to apply theory, research and practice in order to create a philosophy of education.</li> <li>• Students will demonstrate the ability to analyze and summarize text and integrate knowledge to make meaning of discipline-specific materials.</li> <li>• 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.</li> <li>• Students will demonstrate the ability to speak purposefully and effectively by strategically making decisions about content, language use, and discourse style.</li> </ul>	<b>Meaning</b>	<b>ESSENTIAL QUESTIONS</b>
<u>Content Standards:</u>	<b>ENDURING UNDERSTANDINGS</b>	
NBPTS - National Board for Professional Teaching Standards	<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• a strong education system has been the backbone of the American Dream.</li> <li>• the purpose of education has evolved and will continue to evolve in response to the needs of society.</li> <li>• no historical event or development occurs in a vacuum; each one has prior conditions and causes, and each one has consequences.</li> <li>• there is no one “perfect” educational model.</li> </ul>	<ul style="list-style-type: none"> <li>• To what extent does public education unify the United States?</li> <li>• Which historical educational movement has had the greatest impact on your own educational opportunities?</li> <li>• What is the best way to educate the next generation of Americans?</li> </ul>
<ul style="list-style-type: none"> <li>• <u>NBPTS Proposition #4:</u> Teachers Think Systematically About Their Practice and Learn from Experience</li> </ul>	<b>Acquisition</b>	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• that public schools have been the battleground for social issues.</li> <li>• that there are recurring themes in the history of education.</li> <li>• that historical context and/or political systems have shaped education in the United States.</li> </ul> <p><u>vocabulary:</u> Common School, Noah Webster, Thomas Jefferson, Horace Mann, Catherine Beecher, John Dewey, Progressive Movement, Brown vs Board of Education, Lyndon Johnson, Title IX, Individuals with Disabilities Act, A Nation at Risk, charter schools, vouchers, No Child Left Behind, flipped classroom, Common Core Standards, Sir Kenneth Robinson, Gates Foundation</p>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>• recognizing the educational influence of the Common School Movement.</li> <li>• identifying key individuals who have helped fashioned today’s schools.</li> <li>• analysing the role of the federal government on American education.</li> <li>• tracing the evolution of teaching as a profession.</li> <li>• connecting the main tenets of the Progressive Movement to modern day education.</li> <li>• analyzing the impact of Title IX on education.</li> <li>• identifying the skills needed for the 21st century learner.</li> </ul>

<b>Content Area Literacy Standards</b>	<b>21<sup>st</sup> Century Skills</b>
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"> <li>● <i>Make Judgments and Decisions</i></li> <li>● <i>Communicate Clearly</i></li> <li>● <i>Collaborate with Others</i></li> <li>● <i>Access and Evaluate Information</i></li> <li>● <i>Apply Technology Effectively</i></li> <li>● <i>Be Self-directed Learners</i></li> <li>● <i>Interact Effectively with Others</i></li> </ul>

Assessment Evidence	
<b>Evaluative Criteria</b>	<b>Assessment Evidence</b>
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

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