



ANSONIA PUBLIC SCHOOLS

Future Educators I (Grades 10, 11, 12)

Courtesy · **P**ride · **P**erseverance · **C**ooperation

Chargers Promoting Positive Change

The mission of AHS is to prepare all students to reach their potential by teaching them the knowledge, skills and behaviors necessary for academic, civic, and social success. Students will be college and career ready in the ever-changing technological world of the 21st century by meeting high expectations, engaging in authentic problem solving, and utilizing critical thinking.

Academic Expectations

- Apply critical thinking skills to solve problems
- Access, evaluate, apply, and communicate information and ideas through writing, speaking, and effective use of technology
- Read effectively for a variety of purposes
- Work independently, reflectively, and/or collaboratively to accomplish goals

Civic Expectation

- Demonstrate service to the school and community

Social Expectation

- Demonstrate respect for self, others, and property within our school community

Ansonia's Vision of a Graduate

Content Area: English	Course: TBD
Vision of Graduate: • Communication & Collaborator • Critical Thinking • Life Long Learner • Responsible Citizen	Standards for English Language Arts 1. Reading: Text complexity and the growth of comprehension 2. Writing: Text types, responding to reading, and research 3. Speaking and Listening: Flexible communication and collaboration 4. Language: Conventions, effective use, and vocabulary
Unit Titles	
Unit 1: Effective Teachers (8 weeks)	
Unit 2: Classroom Management (8 weeks)	
Unit 3: Careers and Employment Opportunities in Education (4 weeks)	

Course Overview:
This half-year course is a College Career Pathway for the future educator. Students will gain perspective about the field of education, will learn the qualities of an effective teacher, will explore techniques involved in lesson planning and classroom management, and will take field trips to field site facilities for the purpose of career awareness. Overall, students will learn the necessary skills for careers in education such as teacher, school counselor, school psychologist, school social worker, speech language pathologist, administrator, curriculum coordinator, coach, and athletic director.

Unit 1: Effective Teachers (8 weeks)

Priority Standards:	Supporting Standards:
CCSS.ELA-Literacy.RI.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. CCSS.ELA-Literacy.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.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	
Big Ideas	Essential Questions
Effective teachers' qualities play a positive role in students' learning.	What are the qualities of an effective teacher?
AHS Expectations	
- Apply critical thinking skills to solve problems. - Access, evaluate, apply and communicate information and ideas through writing, speaking and effective use of technology. - Read effectively for a variety of purposes. - Work independently, reflectively, and/or collaboratively to accomplish goals.	
Skills (I will be able to...)	

- Analyze and Evaluate Information
- Write Informative and Reflective Texts
- Present Information Clearly
- Use Evidence to Support Claims
- Collaborate and Communicate Effectively

Unit 2: Classroom Management (8 weeks)

Priority Standards:	Supporting Standards:
CCSS.RI.11-12.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. CCSS.ELA-Literacy.RI.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. CCSS.ELA-Literacy.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.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	
Big Ideas	Essential Questions
Teachers create a safe and positive learning environment.	How does effective classroom management help to maximize instructional time?
AHS Expectations	
- Access, evaluate, apply and communicate information and ideas through writing, speaking and effective use of technology. - Read effectively for a variety of purposes. - Work independently, reflectively, and/or collaboratively to accomplish goals.	
Skills (I will be able to...)	

- Analyze Text and Instructional Practices
- Evaluate Effectiveness and Provide Recommendations
- Conduct Research and Synthesize Information
- Present Information and Findings
- Write Evidence-Based Reflections

Unit 3: Career and Employment Opportunities in the Field of Education (4 weeks)

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Priority Standards:	Supporting Standards:
RI.11-12.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. 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.11-12.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.	
Big Ideas	Essential Questions
• Different careers in education play a dynamic role within schooling. • Differences in educational teaching pathways (i.e., pre-school, elementary school, middle school, high school, exceptional student education, and career-technical education).	• What are other career opportunities for teachers both inside and outside of schools?
AHS Expectations	
• Access, evaluate, apply and communicate information and ideas through writing, speaking and effective use of technology. • Read effectively for a variety of purposes. • Work independently, reflectively, and/or collaboratively to accomplish goals.	
Skills (I will be able to...)	

- Conduct Career Research
- Analyze and Interpret Information
- Present Information Effectively
- Listen Actively and Engage in Inquiry
- Write Evidence-Based Reflections