ANSONIA PUBLIC SCHOOLS

Future Educators II (Grades 11, 12)

Courtesy · Pride · Perseverance · Cooperation

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: The Early History of Education in America (5 weeks)
Unit 2: Teachers and Students (The Profession, Multiple Intelligences and Emotional Intelligence, Learning Styles, Student Diversity) (5 weeks)
Unit 3: Foundations (Philosophies of Education, Psychological Influences on Education, Financing Education, Law, Ethics) (5 weeks)
Unit 4: Schools and Classrooms (Curriculum, Common Core, Assessment, Alternatives to Testing, Technology, Models for Effective Instruction) (6 weeks)

Course Overview:
Future Educators II (Teachers, Schools, & Society / SCSU EDU 200) This half-year course is an examination of the social, cultural, and political origins of contemporary schooling, with a focus on schools as social institutions that reflect larger social conflict and change. The course focuses on the role of teachers as both actors and subjects of educational reform movements. The course includes required field experiences in an educational setting (30 hours practicum). Students have the opportunity to earn three credits (3) for EDU 200 from Southern Connecticut State University. Special Information: Field work required. Prerequisite: Successful completion of Future Educators I and strong interest in a career in education.

Unit 1: The Early History of Education in America (5 weeks)

Priority Standards:	Supporting Standards:
CCSS.ELA-Literacy.SL.11-12.1.a 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. **CCSS.ELA-Literacy.SL.11-12.1.b** Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. **CCSS.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. **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.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**

• Key people in early education reform responded to concerns of the time. • History is divided into periods characterized by historical events and social trends that significantly affected education.	• How do larger cultural and social forces impact schooling?

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 the relationship between creativity, learning, and educational systems.
- Evaluate claims, evidence, and perspectives presented in informational texts and multimedia sources.
- Reflect on personal educational experiences and connect them to broader educational concepts.
- Compare and contrast educational practices, reforms, and teacher roles across historical periods.
- Conduct research using multiple sources to gather and synthesize information.
- Communicate ideas effectively through written responses, discussions, and presentations.
- Collaborate with peers to discuss, analyze, and develop solutions to educational issues.
- Develop and defend evidence-based arguments about educational reform and its impact on students and society.

Unit 2: Teachers and Students (The Profession, Multiple Intelligences and Emotional Intelligence, Learning Styles, Student Diversity) (5 weeks)

Priority Standards:	Supporting Standards:
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. **CCSS.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. **CCSS.ELA-Literacy.SL.11-12.1.a** 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.	
Big Ideas	**Essential Questions**
● Culture is central to students' learning, and every student brings their unique culture to the classroom. ● Culture affects how people learn, remember, reason, solve problems and communicate; thus, culture is part of students' intellectual and social development.	● How can teachers respond to students' different learning styles? ● How are the needs of learners with exceptionalities met in today's classrooms? ● What are the purposes and approaches of multicultural education? ● Why is culturally responsive teaching important? ● How can teachers use culturally responsive teaching strategies?
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 how individual differences influence learning, including intelligence, learning styles, and exceptionalities.
- Evaluate instructional practices that support diverse learners and promote equitable educational experiences.
- Conduct research using multiple sources and synthesize information into presentations and discussions.
- Communicate information effectively through oral presentations, written responses, and collaborative discussions.
- Identify examples of bias in educational settings and propose strategies to create inclusive learning environments.
- Apply principles of culturally responsive teaching to classroom scenarios and instructional practices.
- Observe and document evidence of effective teaching strategies, classroom management, and student engagement in real classroom settings.
- Collaborate with peers to analyze educational issues, share perspectives, and develop solutions that support all learners.

Unit 3: Foundations (Philosophies of Education, Psychological Influences on Education, Financing Education, Law, Ethics)

(5 weeks)

Priority Standards:	Supporting Standards:
W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. **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. **CCSS.ELA-Literacy.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.	
Big Ideas	**Essential Questions**

• An educational philosophy refers to a teacher's vision of the grander purpose of education and its role in society.	• What is the role of the teacher in the classroom? • How does the teacher ensure that students' learn best and achieve to the maximum? • What is a philosophy of education, and why should it be important to you? • What are the psychological and cultural factors influencing education? • What are your legal rights and responsibilities as a teacher? • What are the ethical responsibilities of teachers and students?

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 the major philosophies of education and their influence on teaching and learning.
- Evaluate educational theories, ethical dilemmas, and instructional practices using evidence and professional standards.
- Compare and contrast teacher-centered and student-centered approaches to education.
- Develop a personal philosophy of education grounded in educational theory and reflective practice.
- Conduct research using multiple sources and integrate information into presentations and written work.
- Communicate ideas effectively through oral presentations, discussions, visual media, and formal writing.
- Apply psychological theories of learning, including constructivism and behaviorism, to educational scenarios.
- Justify educational decisions and professional actions using ethical principles and critical reasoning.

Unit 4: Schools and Classrooms (Curriculum, Common Core, Assessment, Alternatives to Testing, Technology, Models for Effective Instruction) (6 weeks)

Priority Standards:	Supporting Standards:
W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. **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. **CCSS.11-12.RI.7** Integrate and evaluate multiple sources of information presented in different media or formats as well as in words to address a question or solve a problem.	
Big Ideas	**Essential Questions**
● Curriculum has gone through major changes over the centuries and decades of our nation's history. ● Hidden curriculum and extracurricular play a central role in students' school experiences.	● What forces shape the school curriculum? ● What are common core state standards? ● How has No Child Left Behind influenced the curriculum / America's schools? ● What problems are created by high-stakes testing, and what are the testing alternatives? ● How has technology affected the curriculum? ● What questioning strategies increase student achievement? ● What are several salient models of instruction?
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 the components of curriculum, standards, assessment, and educational technology. ● Evaluate the benefits and limitations of standardized testing and alternative assessment methods. ● Compare and contrast academic standards across grade levels and identify increasing expectations for student learning. ● Conduct research using multiple sources and integrate information into presentations and written assignments. ● Observe and document effective instructional practices in classroom settings. ● Apply educational theories and instructional models to real-world classroom observations. ● Communicate findings and ideas effectively through written reflections, presentations, and discussions. ● Synthesize field experience observations with course content to develop informed perspectives on teaching and learning.