



## EAST UPPER SCHOOL-EAST EPO TLI Seminar I -9171Y



### Course Description

In this class, students will adopt and practice the foundational values of the program along with the expectations of members of the Teaching and Learning Institute. Students will be able to understand and explain what teaching and learning are; all in hopes of preparing students to be role models and future educators.

### Course Units/Skills & Knowledge

This course is broken into four units as follows:

<b>UNIT 1: INTRODUCTION TO TLI</b>
<b>UNIT 2: SELF -EXPLORATION / IDENTITY</b>
<b>UNIT 3: THE EFFECTS OF STEREOTYPES ON COMMUNITY</b>
<b>UNIT 4: CRITICAL LITERACY</b>

SEPT	OCT	NOV	DEC	JAN	FEB	MARCH	APRIL	MAY	JUNE
<b>Unit 1</b> Introduction to TLI and the TLI Values		<b>Unit 2</b> Self -Exploration / Identity			<b>Unit 3</b> The Effects of Stereotypes on a Community			<b>Unit 4</b> Critical Literacy	

### Grading

- 10% - Participation
- 20% - Reflective Journal
- 30% - Quizzes / Coursework Related to Topics
- 40% - Projects

## UNIT 1: INTRODUCTION TO TLI

### UNIT 1 UNDERSTANDINGS:

1. The Teaching and Learning Institute is grounded in six foundation values – commitment, cooperation, creativity, respect, responsibility, and dependability.
2. To be a leader in the Teaching and Learning Institute, members must consistently follow the six core TLI values.
3. Teaching and Learning Institute students are expected to be role models at all times.

Knowledge	Skills
<p>Scholars will know...</p> <ul style="list-style-type: none"> <li>• What the six TLI values look like, feel like, and sound like as a student in the Teaching and Learning Institute.</li> <li>• Definitions of the TLI values of commitment, cooperation, creativity, respect, responsibility, and dependability.</li> <li>• How to employ interpersonal skills to enhance their experience as a scholar and leader.</li> <li>• How to create a culture of collaboration, trust, learning, and high expectations.</li> <li>• What are the necessary components of effective communication</li> <li>• How to communicate in different forms.</li> <li>• How to demonstrate respectful responses for various educational scenarios.</li> <li>• How to communicate positive and negative outcomes of behavior.</li> <li>• How to employ graphic communication to enhance learning and stakeholder investment in learning.</li> </ul>	<p>Scholars will be skilled at...</p> <ul style="list-style-type: none"> <li>• Using collaboration skills in various settings and experiences.</li> <li>• Using compromise skills in various settings and experiences.</li> <li>• Use conflict resolution techniques in various settings and experiences.</li> <li>• Demonstrating respectful interactions between learners.</li> <li>• Explaining the role of trust among those working together.</li> <li>• Explaining the role of trust among those working together.</li> <li>• Explaining strategies for establishing trust among individuals.</li> <li>• Explaining the role of respect among those working together</li> <li>• Explaining strategies for establishing respect among individuals.</li> <li>• Creating a visual aid to enhance the learning environment to create a positive culture.</li> <li>• Using Google Slides to create visual representations of learning and understanding.</li> <li>•</li> </ul>

**PERFORMANCE TASK:** *How will students demonstrate their understanding (meaning-making and transfer) through a complex performance task?)*

Goal - Students will develop an informational “silent teacher” for East High scholars focused on one of the TLI values and choose a leader that they believe embodies their selected value.

Role - Students will act as a teachers, creating a poster to help create a positive, learner-focused educational culture.

Audience - The audience will be East High scholars.

Situation - To create a positive classroom and school culture, educators create visual materials to both decorate classrooms and hallways as well as to teach students.

Product - Students will be creating a “silent teacher” using Google Slides, that represents one of the TLI values and includes a quote from a leader that reflects the specific value. In addition, the students will write an essay discussing why they chose their specific leader and how that person has exemplified and modeled their TLI.

## UNIT 2: SELF -EXPLORATION / IDENTITY

### UNIT 2 UNDERSTANDINGS:

1. To share one’s self with others as an educator, you must understand who you are and what you stand for.
2. As leaders, it is important to understand one’s strengths and weaknesses.
3. How we perceive ourselves may be different than how others see us.
4. Our views are shaped by society and life experiences.
5. As humans, we share commonalities and can empathize with others’ experiences.

Knowledge	Skills
<p>Scholars will know...</p> <ul style="list-style-type: none"> <li>• The terms intersectionality, ethnicity, race, inherit, culture, asset, challenge, symbolism, literal, figurative</li> <li>• Their strengths and weaknesses as scholars and leaders.</li> <li>• What values are important to them.</li> <li>• Setting and planning goals are necessary for achieving success.</li> <li>• How to synthesize multiple sources of information.</li> <li>• How to employ graphic communication to enhance learning and stakeholder investment in learning organization.</li> </ul>	<p>Scholars will be skilled at...</p> <ul style="list-style-type: none"> <li>• Listing multiple and diverse characteristics of individual learners.</li> <li>• Explaining the relevance of individual characteristics to the learning process.</li> <li>• Identifying typical characteristics of learners.</li> <li>• Identifying exceptional characteristics of learners.</li> <li>• Addressing multiple intelligences and modalities through the use of multiple mediums.</li> <li>• Giving a formal oral presentation that requires them to</li> <li>• Be focused and logical with explanations</li> <li>• Creating a Google Slide Presentation that follows the 5 rules of visual presentations: Contrast, Consistency, Balance, Professional Grammar, Simplicity</li> </ul>

**PERFORMANCE TASK:** *How will students demonstrate their understanding (meaning-making and transfer) through a complex performance task?)*

**Goal** - Scholars engage in a process of self-discovery by reflecting on different influences in their lives develop a nuanced understanding of their strengths and vulnerabilities, and synthesize their understandings into a personal mission statement and multimedia presentation for their peers.

**Role** - Students will act as a teachers, sharing with scholars their stories as individuals.

**Audience** - The audience will be other TLI freshmen

**Situation** - To share yourself with others as an educator, you must understand who you are and what you stand for. Students will do an autoethnography where they research their own life experiences, and reflect on their assets and limitations as individuals to better understand themselves.

**Product** -.Students will get a chance to tell their personal stories using a variety of media. They will create a personal mission statement, an identity poem, a mask, and a Google Slide Presentation to formally present to their peers. The multimedia presentation will allow students to share the intrinsic and extrinsic qualities that form their identity. In addition, the project will serve to help build community in the classroom as we learn about one another.

### UNIT 3: THE EFFECTS OF STEREOTYPES ON COMMUNITY

#### UNIT 3 UNDERSTANDINGS:

1. Stereotypes and perceptions affect communities.
2. Stereotypes often lead to discrimination.
3. To be a leader you must be tolerant of others.
4. Education and understanding can combat the effects of stereotypes.

Knowledge	Skills
<p>Scholars will know...</p> <ul style="list-style-type: none"> <li>• The terms stereotype, bias, assumption, prejudice, discrimination, bigotry, marginalization, derogatory, cultural appropriation, racism, sexism, classism, ableism, white privilege, institutional racism, individual racism, anti-bias, non-racist, anti-racist, tolerance, acceptance, empathy.</li> <li>• Why humans stereotype</li> <li>• How stereotypes often lead to prejudice and discrimination.</li> <li>• Stereotypes affect communities, including schools and classrooms.</li> <li>• The media plays a major role in perpetuating stereotypes.</li> <li>• How to analyze various forms of media for bias.</li> <li>• The Ladder of Prejudice</li> <li>• Methods to combat prejudice and discrimination.</li> </ul>	<p>Scholars will be skilled at...</p> <ul style="list-style-type: none"> <li>• combat stereotypes and different forms of prejudice in order to advocate for themselves and others.</li> <li>• Supporting understanding, appreciation, and use of the community's diverse cultural, social and intellectual resources.</li> <li>• Reviewing and evaluating language diversity.</li> <li>• Reviewing and evaluating disabilities.</li> <li>• Reviewing and evaluating gender differences.</li> <li>• Reviewing and evaluating race and ethnic differences.</li> <li>• Reviewing and evaluating the impact of socioeconomic status.</li> <li>• Giving recognition to learners' cultural backgrounds.</li> <li>• Identifying the difference between institutional racism and individual racism.</li> </ul>

**PERFORMANCE TASK:** *How will students demonstrate their understanding (meaning-making and transfer) through a complex performance task?)*

Goal - In groups, students will create a 30 second PSA to combat stereotypes using wevideo.com. Students will choose a specific form of prejudice to combat and educate others about. Together, students will write a script, complete a storyboard, film and edit the PSA. The best PSA's will be featured on East High's Eagle Eye report.

Role - Students will act as media producers working for a non-profit organization focused on combating all forms of prejudice and discrimination.

Audience - The general public

Situation - Because of the discrimination and prejudice evident in so many areas of our society, a nonprofit group is funding various multimedia PSA's to be aired on local television in hopes of educating the public to be more understanding and empathetic.

Product - Public service announcement focused on a specific form of prejudice and discrimination.

**UNIT 4: CRITICAL LITERACY**

**UNIT 4 UNDERSTANDINGS:**

1. Media plays a key role in perpetuating stereotypes
2. Critical literacy requires students to read texts and view various forms of media in an active, reflective manner in order to better understand power, inequality, and injustice in human relationships.
3. Narratives, translations, metaphors, images, and artistry provide meaning.
4. Children’s literature serves as a jumping-off point for studying many different subjects and helps children better understand themselves, others, and the world around them.
5. Context matters and children’s books often have hidden biases.

Knowledge	Skills
<p><i>Scholars will know...</i></p> <ul style="list-style-type: none"> <li>● Children’s trade books are often used in classrooms to teach various lessons.</li> <li>● Children’s literature serves as both mirrors and doors into the world and helps shape children’s understanding of themselves and others.</li> <li>● Children’s books often contain stereotypes about race, class, gender, and disability.</li> <li>● Some children’s books purposefully try to combat stereotypes.</li> </ul>	<p><i>Scholars will be skilled at...</i></p> <ul style="list-style-type: none"> <li>● Critically analyze forms of media for bias and advocate for tolerance.</li> <li>● Explaining underlying assumptions of multiple viewpoints.</li> <li>● Supporting understanding, appreciation, and use of the community’s diverse cultural, social, and intellectual.</li> <li>● Utilizing analytical skills while evaluating instructional resources.</li> <li>● Making connections logical, accurate, and meaningful to learners.</li> <li>● Customizing content to learners’ abilities, interests, and future objectives.</li> <li>● Explaining how identified materials and resources support educational goals.</li> <li>● Utilizing various representations.</li> <li>● Utilizing clear and accurate representations.</li> <li>● Utilizing representations that encourage critical thinking and problem-solving.</li> <li>● Connecting representations to learners’ prior knowledge and experience</li> </ul>

**PERFORMANCE TASK:** *How will students demonstrate their understanding (meaning-making and transfer) through a complex performance task?)*

**Goal** - Using available technology, students will collaboratively create children’s books to teach the core values of TLI to preschool and kindergarten students. Students’ books will be written in metaphorical terms, based on the work of Todd Parr, an anti-bias children’s author. Students will create images and language that are inclusive and celebrate diversity. Students will design activities to accompany their books. Upon completion of the project, students will share their books and teach their activities to preschool and kindergarten students at local elementary schools.

**Role** - Students are preschool and kindergarten teachers teaching a unit on character focused on the values of Respect, Responsibility, Dedication, Cooperation, Commitment, and Creativity.

**Audience** - Pre-K and Kindergarten students

**Situation** - TLI students will be sharing the books they create, along with an age-appropriate activity for a group of 3-4 pre-k or kindergarten students.

**Product** - An anti-bias children's book focused on social justice and tolerance, written in metaphorical terms for ages 3-5 with an engaging activity that coincides with and complements the book.

**Common Career Technical Core Standards CCTC:**

ED1 - Provide information using motivational and engaging communication techniques.

ED 3 - Use critical thinking to process educational communications, perspectives, policies, and/or procedures.

ED 3.1 - Analyze the diversity of objectives and perspectives of multiple perspectives.

ED 5- Demonstrate group collaboration skills to enhance professional education and training practice.

ED 6 - Analyze ethical and legal policies of professional education and training practices

ED-TT 1 - Use foundational knowledge of the subject matter to plan and prepare effective instruction.

ED-TT 2 - Employ knowledge of learning and development theory to describe individual learners.

ED - TT 4 - Identify materials and resources needed to support instructional plans.

ED-TT 6 - Identify motivational, social, and psychological practices that guide personal conduct.

ED - TT 8 - Demonstrate flexibility and adaptability in instructional planning.

ED-ADM 9 - Describe advocacy strategies to promote the learning organization's needs.