



EAST UPPER SCHOOL
TLI Seminar II-9172Y
Pre-Requisites: TLI Seminar I -9171Y

Course Description

In this class, students will study issues in education and the organization of schools and their neighborhoods, identifying their greatest challenges and assets. They will work to come up with ways to address the needs of the children living in their neighborhoods. They will also develop their skills of effective communication and being a leader in the classroom a by the study of lesson plan writing and delivery, team building activities, and public speaking.

Course Units/Skills & Knowledge

This course is broken into four units as follows:

UNIT 1: EFFECTIVE COMMUNICATION
UNIT 2: ETHNOGRAPHY
UNIT 3: IDEAL SCHOOLS
UNIT 4: LESSON PLANNING

SEPT	OCT	NOV	DEC	JAN	FEB	MARCH	APRIL	MAY	JUNE
Unit 1 Effective Communication		Unit 2 Ethnography		Unit 3 Ideal School		Unit 4 Lesson Planning			

Grading

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

UNIT 1: EFFECTIVE COMMUNICATION

UNIT 1 UNDERSTANDINGS:

1. Effective public speaking requires planning.
2. Effective communication delivers an intended message, is persuasive and may result in changing the way people think.
3. Effective communication comes in a variety of forms both verbal and non-verbal.
4. Communication can be shared in multiple formats.

Knowledge	Skills
<p>Scholars will know...</p> <ul style="list-style-type: none"> ● The process for effective speech writing. ● The different forms a multimedia presentation can take. ● The way one delivers a message is based on knowing one's audience. ● The different ways one can interact with an audience while arguing a point or attempting to persuade. ● How to measure the effectiveness of a speech is necessary to determine if one was successful in getting one's point across. 	<p>Scholars will be skilled at...</p> <ul style="list-style-type: none"> ● Thinking about their thinking (metacognition). ● Writing an effective speech. ● Creating a dynamic multimedia presentation. ● Giving an effective speech to an audience. ● Interacting with an audience while arguing a point or attempting to persuade. ● Immediately assessing the effectiveness of a speech or presentation.

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

Goal - Scholars will express a well-researched argument on a controversial educational issue in a limited span of time, in front of an audience and on camera.

Role - Scholars become advocates. After researching a controversial issue in education today, scholars will develop a thesis and craft an argument. After writing and editing their argument, scholars will practice delivering their opinion to an audience. The argument can last no longer than two minutes, though the scholar can take questions from the audience after making a statement.

Audience - East High School scholars, teachers and parents, as well as possible media outlets such as: RCTV, WXXI, WDKX and the Democrat & Chronicle.

Situation - Scholars will take on the challenge of being an effective communicator. To make the challenge interesting and relevant scholars, must address a current issue in education today, one that may be classified as controversial. These topics can include, but are limited to:

- Is there such a thing as a school to prison pipeline?
- Why are city high school students searched when entering their school and suburban students are not?
- Should families be given vouchers from the government to attend private schools so they can get an elite education?
- Are charter schools segregated schools?
- Are Monroe County schools segregated by law?

UNIT 2: ETHNOGRAPHY

UNIT 2 UNDERSTANDINGS

1. Every neighborhood has its assets and challenges.
2. It is necessary to understand the culture of your scholars' community in order to teach them effectively.
3. The historical context of teaching and learning in Rochester, NY has changed over time.
4. Every individual has a story which can reveal important knowledge about our community.

Knowledge	Skills
<p>Scholars will know...</p> <ul style="list-style-type: none">• Every neighborhood has its assets and challenges.• It is necessary to understand the culture of your scholars' community in order to teach them effectively.• The historical context of teaching and learning in Rochester, NY has changed over time.• Every individual has a story which can reveal important knowledge about our community.	<p>Scholars will be skilled at...</p> <ul style="list-style-type: none">• investigate and present the assets and challenges of their neighborhood community.• Reflecting on their own lives and personal accomplishments.• Documenting and explaining the behaviors of groups and individuals through observation.• Explaining the assets and challenges in their neighborhood.• Identifying the most significant events in the history of their neighborhood and their city .• Comparing and contrasting educational environments from different decades.• Conducting independent quantitative and qualitative research.• Analyzing data presented on maps• Imaging the future of Rochester based on its current assets and challenges

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

Goal

Over the course of this ethnography unit we've primarily thought about the intersection between identity and place. We started by reflecting on our own identities, then transitioned into looking at a case-study of some of the political economic and social forces that have shaped the identities of some of Rochester's neighborhoods (former 3rd and 7th Wards), next you reflected on your neighborhood's specific identify, which culminated with a photo essay mini-project that gave you a chance to use images to represent a specific theme within the city of Rochester. Your final task of this unit is to create an "I Am From" photo poem that demonstrates your understanding of the connections between the assets, challenges, values and mores of some of the communities within the city of Rochester. Your photo poem must address the following prompts in an interconnected manner:

- "I See..."
- "I Worry..."
- "I Believe..."
- "I Want..."
- "I Wonder..."
- "I Try..."

- “I Am...”
- “I Understand...”
- “I Hear...”
- “I Wish...”
- “I Dream...”

Role

Students will act as historians and ethnographic researchers, who learn the history of, and become participant observers in, their and surrounding neighborhoods in order to portray specific identities of the community.

Audience

Scholars, family and neighborhood community members and leaders.

Situation

In order to proceed to the next unit, the creation of the Ideal School, scholars need an understanding of the assets and challenges in their neighborhood community. The schools they create will be based on qualitative, quantitative and historical research. Thus, scholars will be asked to look at their community from different perspectives to look at people, ideas and places they often take for granted.

Product, Performance and Purpose

The primary product for this performance task is students’ creation of the “I Am From” photo poems. Additionally, students will create a portfolio to house other significant assessments for this unit so that their work can be viewed in totality.

UNIT 3: IDEAL SCHOOLS

UNIT 3 UNDERSTANDINGS:

1. Schools must capitalize on the assets of the community in which it serves.
2. Schools must address the needs of students and the community.
3. Schools are not meant to reinforce the status quo; rather schools are an instrument of progressive change and social justice.
4. Schools need to innovate new methods for educating students and balance those methods with researched, proven practices.

Knowledge	Skills
<p>Scholars will know...</p> <ul style="list-style-type: none">• Schools are best driven by a clear mission statement.• Successfully innovating curriculum requires it to be relevant to the lives of scholars, address the needs of the community and celebrate scholars' diversity.• Schools that effectively educate their scholars make use of the community's assets and directly address the community's challenges in the school's curriculum.• Schools with a rigorous and healthy learning environment require scholars to direct their own learning, work cooperatively, and have a positive impact on their learning.	<p>Scholars will be skilled at...</p> <ul style="list-style-type: none">• Creating the concept of a school which addresses the needs of local scholars, celebrates their talents, and uses the assets and challenges in the community to enrich their learning.• Analyzing and assessing the assets and challenges in the community.• Working cooperatively with others to create a vision for a new school.• Researching, analyzing and explaining different mission statements and explaining their importance to a school.• Assessing the needs of families in their community.• Imagining ways that the physical environment both inside and outside the school can benefit a scholar's learning.• Comparing and contrasting educational philosophies.• Explaining the historical connection between school disciplinary policies and the modern day prison system.• Explaining how schools are funded and how budgetary limitations change with the context of the times.• Evaluating different curriculum models and selecting (with a rationale) the one that best meets the needs of scholars.• Describing the effect that cultural and socio-economic diversity has on a school.• Creating ways to celebrate the cultural diversity of scholars in a way that has a positive impact on school spirit.• Persuasively selling the vision of their school to prospective audiences (8th graders and their families).

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

Goal - Scholars will create the Ideal School which innovates a rigorous, alternative learning environment for scholars in our community. It will be a school that ultimately prospective 9th graders and families would find attractive and choose for their own high school education.

Role - Scholars will collaborate as a group of educators brought together to design the Ideal School for the community. Scholars will conduct research, consider ethical questions regarding schools, put forth persuasive arguments on controversial educational issues, evaluate different curricula, and then create a plan for their ideal school following a thorough, systematic process. Their ultimate presentation will require each to act as both educator and salesperson, and make their school an attractive choice for high school.

Audience - Perspective 9th graders, family, neighborhood members and community leaders.

Situation - Schools are not meant to reinforce the status quo in a community. They must address the needs and challenges families face by capitalizing on the community's assets and innovating curriculum that is creative, relevant, and significantly impacts the community for the better. Rochester, New York struggles with the obstacles of child poverty and segregation. Any new school that is created has a responsibility to positively address these important issues.

Product - Scholars will create a portfolio and a presentation which "sells" their Ideal School.

UNIT 4: LESSON PLANNING

UNIT 4 UNDERSTANDINGS:

1. Effective lessons require planning and preparation.
2. Effective lessons require understanding the different ways the human brain thinks (Bloom's Taxonomy).
3. Effective learning happens when capitalizing on the different ways students learn and process information (Gardner's Multiple Intelligences).
4. Effective teaching requires assessment of learning in a variety of formats.

Knowledge	Skills
<p><i>Scholars will know...</i></p> <ul style="list-style-type: none"> • How to think at all levels of Bloom's Taxonomy. • How to use each of Gardner's intelligences as a lens for teaching and learning. • How to optimize teaching based on what we know about human development and the latest brain research. • The difference between summative and formative assessments. 	<p><i>Scholars will be skilled at...</i></p> <ul style="list-style-type: none"> • Think critically to plan and create meaningful learning experiences for younger students. • Thinking about their thinking (metacognition). • Identifying the different parts of a lesson. • Writing effective lesson plans. • Writing a learner centered learning target. • Creating relevant hooks to capture student interest, motivate students and activate a lesson. • Sequencing materials and activities in order to optimize learning. • Identifying different modalities of learning. • Using different modalities of learning to meet the needs of diverse learners • Working cooperatively to teach a lesson. • Adapting to changing conditions (and adjusting the lesson) while teaching. • Reflection on the teaching process and making plans for improvement.

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

Goal - Scholars will cooperatively teach Pre-K students, age 4, a lesson based on the curriculum specified for the Pre-K program that incorporates phonics, storytelling, shape identification and motor skills.

Role - Scholars become the teachers. After researching the High Scope Curriculum for age 4 Pre-K students, scholars will write a lesson plan, prepare all necessary materials, and then teach rotating groups of Pre-K students who come to visit East High School.

Audience - Pre-K students, age 4, teachers, and parents (of pre-K students).

Situation - Scholars will be stepping into the leadership role of a teacher and putting on display their knowledge of Bloom's Taxonomy, Kohlberg's Stages of Moral Judgment, and Gardner's Multiple Intelligences through authentic assessment: teaching lessons to our Pre-K friends at School 23.

Product - Scholars will create portfolio items which include a lesson plan detailing the procedure, materials for the lesson, timing sheet and a written reflection on the effectiveness of their teaching. The reflection will include how they felt about the teaching experience, what were their strengths, what were their challenges and what they would change if teaching the lesson again.

STANDARDS

Common Career Technical Core Standards CCTC:

ED1 - Provide information using motivational and engaging communication techniques.

ED-1.1: Provide information using motivational and engaging communication techniques.

ED-1.2: Enlist stakeholder commitment using persuasive communication techniques.

ED-1.3: Use non-verbal communication to enhance verbal communication.

ED-1.4: Customize communication messages to fit the audience members.

ED-1.5: Recognize and address barriers to oral communication.

ED-1.6: Give clear verbal directions.

ED-1.7: Utilize feedback to improve communication.

ED-1.8: Utilize discussion skills.

ED-1.9: Utilize questioning skills.

ED-1.10: Apply listening skills to enhance learning and stakeholder investment in learning.

ED-11: Follow verbal directions.

ED 2.5: Write business communications, reports and position papers on issues affecting learning environments and/or educational organizations.

ED 4- Evaluate and manage risks to safety, health and the environment in education settings.

ED-TT 3.1: Use knowledge of learners to align goals with learners' developmental level, abilities, interests and future objectives.

ED 3.2: Analyze educational, public and organizational policies and procedures.

ED-TT 3.3: Identify multiple learning goals that establish performance standards for learners.

ED-TT 3.4: Select appropriate assessment/evaluation strategies while applying assessment theory.

ED-TT 4.1: Identify materials and resources needed to enhance instruction and aid learners in learning.

ED-TT 5.4: Arrange space, equipment and furniture within learning settings to optimize learning and provide appropriate access and spacing requirements.

ED-TT 8.12: Utilize spontaneous events to enhance learning

ED-ADM 1.3 Develop and communicate a vision of success to inspire all learners and stakeholders.

ED-ADM 2- Identify behaviors necessary for developing and sustaining a positive learning culture.

ED-ADM 3.1- Construct an organizational profile to describe learner needs.

ED-ADM 6 - Identify operations to meet the learning organization's objectives.

ED-ADM 6.2 - Construct a strategic plan to guide use of resources.

ED-ADM 8 - Apply internal and external resources to meet the learning organization's objectives.

ED-ADM 8.1: Use resources that address learner needs.

ED-ADM 9.1: Respond to community issues of joint concern using organizational resources.

ED-ADM 9.2 - Explain the relationship of political, social, economic, legal and cultural contexts that promote realization of the organization's vision.

ED-TT 1.2: Identify prerequisite knowledge that will provide a bridge between past and future knowledge for learners.

ED-TT 1.4: Integrate various content to make explicit the connections to other subject matter and explain connections to life and career applications.

ED-TT 1.5: Analyze standards, organization goals and learners when selecting content.

ED-TT 3.3: Identify multiple learning goals that establish performance standards for learners.

ED-TT 3.5: Select appropriate assessment/evaluation strategies using knowledge of content and teaching/learning.

Precision Exam Standard 1 - Identify and/or demonstrate developmentally appropriate practices.

Precision Exam Standard 2 - Develop and/or implement age appropriate curriculum for young children.

Precision Exam Standard 5 - Identify and/or demonstrate employment skills needed to work with young children.

CDOS C3 Active and Responsible Citizens D2

Identify and analyze public problems; deliberate with other people about how to define and address issues; take constructive, collaborative action; reflect on their actions; create and sustain groups; and influence institutions both large and small.

CCSS.ELA-Literacy.W.11-12.1

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.