



**EAST UPPER SCHOOL
TLI Seminar III-9173Y**

Pre-Requisites: TLI Seminar I -9171Y, TLI Seminar II -9172Y

Course Description

In this class, during the first half of this course, students will understand the relationship between schools and society and how race, class, gender, and disability affect education. In the second half of the year, students will develop a better understanding of human development and psychology as a foundation for learning and teaching.

Course Units/Skills & Knowledge

This course is broken into four units as follows:

UNIT 1: CONTEMPORARY ISSUES IN EDUCATION
UNIT 2: HISTORY OF AMERICAN EDUCATION
UNIT 3: EARLY CHILDHOOD DEVELOPMENT
UNIT 4: EDUCATIONAL JUSTICE

SEPT	OCT	NOV	DEC	JAN	FEB	MARCH	APRIL	MAY	JUNE
Unit 1 Contemporary Issues In Education	Unit 2 History of American Education	Unit 3 Early Childhood Development	Unit 4 Educational Justice						

Grading

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

UNIT 1: CONTEMPORARY ISSUES IN EDUCATION

UNIT 1 UNDERSTANDINGS:

1. Schools serve as institutions to prepare the next generation and keep society strong.
2. There are issues that exist at every level of education that are affecting the successful education of all students.
3. There are multiple perspectives on how best to educate children.
4. Different levels of government play different roles in public education.

Knowledge	Skills
<p>Scholars will know...</p> <ul style="list-style-type: none"> ● The different levels of the educational system and the responsibilities of each. ● How public schools are funded. ● The impact of dropouts on our society. ● There are different perspectives and viewpoints on how to address various issues in education. ● The following issues in education and learn about multiple perspectives: <ul style="list-style-type: none"> ○ Charter Schools ○ Tracking ○ Teacher tenure, merit-based pay, and unions, ○ Standardized curriculum and assessment ○ Accountability Measures ○ Discipline, restorative practices, and the school-to-prison pipeline. 	<p>Scholars will be skilled at...</p> <ul style="list-style-type: none"> ● Interpret data and explain relevance to the audience as well as context. ● Skilled at using concise, coherent language and organization to enhance the message. ● Skilled at using language, terminology, and complexity suitable to their audience. ● Creating awareness of problems, providing context, and explaining their relevance to the audience. ● Proposing needed action and the role of the audience in that action. ● Using text-based evidence to synthesize ideas and build an argument ● Making persuasive arguments advocating for a solution to address a major issue in education. ● Explain options for aligning educational facilities, policies, and procedures with instructional goals. ● Recognizing the major issues impacting education today; using research, analysis, and interpretation of information to create possible solutions to issues negatively affecting our current educational system. ● Communicating these ideas effectively, both orally and in writing to argue a position and propose a solution to major issues negatively impacting education. ● Respecting multiple viewpoints

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

Goal - Students will critically examine our current educational system and determine a specific issue that they believe is negatively affecting public schools today. Students will research the issue and synthesize possible solutions for addressing the problem.

Role - Students will act as informed citizens concerned about education in their community.

Audience – Readers of local newspapers including the Democrat and Chronicle, City Newspaper and East High's Eagle Express.

Situation – Students will be asked to write a concise, clearly organized argument about what they believe is a major problem in public education today and how the issue should be addressed.

Product - Scholars will write an editorial for a local newspaper stating what they believe are the biggest issues in education today. The student must explain what the issue is, why it's a major problem, who is involved, and possible solutions. Letters will be sent to two local newspapers, the Democrat and Chronicle and the City Newspaper with the hopes of getting them published. Scholars' letters will also be sent to the editor of East High School's newspaper, The Eagle Express to be shared with the larger East Community.

UNIT 2: HISTORY OF AMERICAN EDUCATION

UNIT 2 UNDERSTANDINGS

1. Schools serve as institutions to prepare the next generation and keep society strong.
2. There is a complex and dynamic relationship between school and society.
3. Political, technological, and economic changes have had an impact on the history of education in the U.S.
4. The way we educate students today is related to historical patterns

Knowledge	Skills
<p>Scholars will know...</p> <ul style="list-style-type: none"> • There has always been tension about the purpose of education amongst different stakeholders. • The historical goals of education and how they are influenced by the context of the times. • The history of education in the United States in relationship to economic, social, technological, and political change. • Major educational philosophers who have had an impact on American schools including Horace Mann, Jean Piaget, Margaret Bancroft, John Dewey, Maria Montessori, Marie Clay, Jerome Bruner, and Howard Gardner • The changes in the preparation, roles, and status of teachers over time. • How educational opportunities for students have changed over time. 	<p>Scholars will be skilled at...</p> <ul style="list-style-type: none"> • Identifying and contextualizing data/ information to explain its relevance to the audience. • Researching information using multiple sources and being able to identify the strengths and limitations of each source. • Synthesizing multiple sources of information. • Students will organize and present information in a logical, coherent, and engaging format to educate their peers. • The use of industry terminology and complexity in their writing at the appropriate level for the audience. • Employing graphic communication to enhance learning • Utilizing questioning skills, asking different levels of questions based on Bloom's Taxonomy.

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

Goal - Working collaboratively in teams, scholars will become experts about a specific period concerning the American education system to teach their peers. Scholars will research the context of the times, the main goals of education during that period, important educational philosophers of the era and their beliefs, educational struggles and debates of the time, along with a description of what schools were like during the time and remnants of that period's influences in our schools today. Scholars will be required to assess their peers' knowledge of their era upon completion of their teaching.

Role - Scholars will work as co-teachers who are experts in understanding a specific period in the history of American schools.

Audience - East High scholars wanting to know more about the history of education in America and how schools have changed over time.

Situation - High school classroom of future educators and leaders who need to know more about the origins of various educational paradigms and trends.

Product - Scholars will be required to create a Google Slide presentation of their information, present the information orally in a formal presentation, and create a multiple choice assessment of the information they share, asking questions at different levels of Bloom's Taxonomy.

UNIT 3: EARLY CHILDHOOD DEVELOPMENT

UNIT 3 UNDERSTANDINGS:

1. Four key areas of human development – physical, emotional, social, and cognitive are interrelated.
2. Average human development occurs at similar rates and is sequential, and continuous.
3. There are variations in human development due to a variety of factors such as heredity, environmental factors, gender differences, exercise, and health and nutrition.
4. Developmental theories help teachers understand their students better.

Knowledge	Skills
<p>Scholars will know...</p> <ul style="list-style-type: none"> • The elements of a safe, healthy, nurturing environment for young children. • The concept of serve and return in the brain development of infants and young children. • Normal physical, emotional, social, and cognitive characteristics of children ages 0 - 12. • The effect that both heredity and the environment on the development of a human being. • The impact of early literacy on brain development and future academic success. • The theories of key developmental psychologists including Erickson, Piaget, Vygotsky, Kohlberg, Skinner, and Maslow. 	<p>Scholars will be skilled at...</p> <ul style="list-style-type: none"> • Using foundational knowledge and skills to develop a deeper understanding of human development. • Creating a safe, healthy, and nurturing environment so that young children may thrive physically, academically, socially, and emotionally. • Understanding and listing the multiple and diverse characteristics of individual learners. • Identifying resources for locating information. • Identifying and demonstrating positive guidance techniques for preschoolers. • Giving clear, concise, age-appropriate verbal directions. • Creating developmentally appropriate learning experiences for young children focused on physical development. • Creating developmentally appropriate learning experiences for young children focused on social and emotional development. • Developing language/literacy activities for young children • Demonstrating how to maintain a secure and healthy environment for young children.

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

Goal - Working collaboratively in teams, scholars will research, organize and facilitate a series of activities that are age appropriate for pre-k students and foster physical, social and emotional skill development. In addition, students will help educate parents and caregivers about the impact of early literacy on future academic success. As students plan, they will identify possible preschool problem behaviors and develop proactive, appropriate management solutions. Upon completion of the event, students will reflect and evaluate their effectiveness in creating a safe, healthy and nurturing environment so that young children may thrive physically, academically, socially and emotionally.

Role - Scholars will work as Pre-K teachers

Audience - Pre-K students and families from a partner RCSD elementary school

Situation - Scholars will be organizing and facilitating a field day experience for pre-k students and their parents.

Product - Students will design brochures to be distributed to parents that illustrate the impact of early literacy experiences in the home on cognitive development and students' academic success. The brochures will include research based activities that parents can easily understand and utilize. In addition students will design and facilitate a Field Day for preschool students that includes station activities and relay races that are age appropriate and foster physical, social and emotional skill development.

UNIT 4: EDUCATIONAL JUSTICE

UNIT 4 UNDERSTANDINGS:

1. All children in the United States have the right to an equitable educational experience.
2. Social structures such as race, gender, and socioeconomic status continue to impact the structure of our current educational system.
3. There continues to be an educational opportunity gap in some populations in the US due to institutional racism and classism.
4. Reform efforts need to close the opportunity gaps between different groups of students in the United States so that all children have access to quality education

Knowledge	Skills
<p><i>Scholars will know...</i></p> <ul style="list-style-type: none"> • Specific court cases that have had an impact on the racial and socio-economic makeup of schools include; Plessy v. Ferguson, Brown v. Board of Education, Swann v. Charlotte-Mecklenburg Board of Education, Milliken v. Bradley, Parents Involved v. Seattle Public Schools, • That there continues to be an achievement gap among students of different backgrounds throughout the United States including Monroe County. • The effects of concentrated poverty on student achievement. • How housing patterns affect the quality of education. • How district borders affect the quality of education. • How school districts are funded in New York State, specifically the Big 5 school districts compared to suburban and rural school districts. 	<p><i>Scholars will be skilled at...</i></p> <ul style="list-style-type: none"> • Explaining major laws affecting the issue of equity in education. • Explaining nondiscrimination rights. • Analyzing and interpreting statistical information to make inferences • Researching different public school districts to compare and contrast various data points including per pupil spending, graduation rates, standardized test scores, and demographic data. • Interpreting demographic data and statistics, explaining their impact on public education. • Using text-based evidence to synthesize ideas and build an argument • Making a persuasive argument advocating for educational equity in their community. • Being an active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges of an interconnected world. • Research, analyze, and interpretation of various forms of information in preparation for making an argument. • Communicate ideas effectively, both orally and in writing to argue a position.

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

Goal - Students will critically examine our current educational system with an emphasis on the issue of equity. Students are required to not only understand why inequities exist but are also asked to create possible solutions for a more just system that serves all children.

Role - Students will act as informed citizens concerned about educational equity in their community.

Audience - The NYS Board of Regents

Situation - The NYS State Board of Regents is looking for input into how to make public schools in Monroe County more equitable. They are considering five possible plans:

Plan #1: "A Piece of the Pie"

Monroe County would be split into 8 school districts, with each school district shaped like the wedge of a pie. Each district would include parts of the inner city, as well as inner and outer ring suburbs. Students would be placed at schools within the district to ensure that schools were racially as well as socio-economically integrated.

Plan #2: Monroe County Magnet Schools

Monroe County would be one large district rather than 18 different districts. Special interest magnet schools with unique offerings and programs would be created throughout the district to attract families and students based on their

STANDARDS

Common Career Technical Core Standards CCTC:

ED1 - Provide information using motivational and engaging communication techniques.

ED 2- Demonstrate effective oral, written, and multimedia communication in multiple formats and contexts.

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

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

ED 7 - Explain legal rights that apply to individuals and practitioners within education and training settings.

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 5 - Establish a positive climate to promote learning.

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

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.

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.