# UR / East Overview of Year
## 9th  Grade: TLI Seminar I

**Overview:**  TLI Seminar I is the introductory course for the Teaching and Learning Institute where students are explicitly and implicitly taught the foundational values of the program along with the expectations of members of the Teaching and Learning Institute.  In the 9th grade seminar, students begin with a self-study to better understand their strengths and weaknesses so that they can develop effective leadership skills.  Students concentrate on what teaching and learning are; they learn organizational and study skills, technical skills, peer mediation, cultural and interpersonal awareness, and team building skills, all in hopes of preparing students to be role models and future educators.

| SEPT | OCT | NOV | DEC | JAN | FEB | MARCH | APRIL | MAY | JUNE |
|------|-----|-----|-----|-----|-----|-------|-------|-----|------|
|      |     |     |     |     |     |       |       |     |      |

| Unit 1 | Unit 2 | Unit 3 | Unit 4 | Unit 5 | Unit 6 |
|--------|--------|--------|--------|--------|--------|
| Introduction to TLI and the TLI Values | Self Exploration / Identity | Ethical leadership and building community | The effects of stereotypes on a community | Critical Literacy | Teaching and Learning |

| Unit 1- Introduction to TLI and the TLI Values | Understanding(s) | Essential Question(s) |
|---|---|---|
| **Mission / Vision Alignment:**<br><br>• **Tenacious**<br>  ➢ Recognizes and takes advantages of opportunities (can do attitude) to discover passions / interests.<br>• **Purposeful**<br>  ➢ Reflects on one's own thinking and the thinking of others to inform future actions.<br>• **Advocacy**<br>  ➢ Respects and cares for others and works to build relationships.<br>  ➢ Leads by example. | **Enduring Understandings:**<br><br>*Scholars will understand that…*<br><br>1. The Teaching and Learning Institute is grounded in six foundation values – commitment, cooperation, creativity, respect, responsibility, and dependability.<br>2. To be a leader in the Teaching and Learning Institute, members must consistently follow the six core TLI values.<br>3. Teaching and Learning Institute students are expected to be role models at all times. | **Essential Question:**<br><br>*Scholars will consider such questions as…*<br><br>• What does TLI stand for?<br>• What does it mean to be part of the TLI family?<br>• What's expected of TLI members?<br>• How will TLI help me achieve my goals? |

| Standards:<br>CCSS L.9 -10.5 and 10.6<br><br>CCTC Standards (Common Career Technical Core) ED*<br>2, 8<br><br>CCTC Standards (Common Career Technical Core) ED-TT*<br>5, 6, 7 | | |
|---|---|---|

**Performance Task:** Students will create visuals using Google Slides that represent one of the TLI values and includes a quote that reflects the specific value. Students will write a reflective journal entry that discusses their choice of visual and quote and how they represented the TLI value assigned to them. The posters will be displayed in hallways as silent teachers for other students to learn from.

**Formative Assessments: Career Pathways programs will monitor universal employability skills for each student. These will be formally assessed with an Employability Profile each marking period.**

| Unit 2 – Self Exploration and Identity | Understanding | Essential Question |
|---|---|---|
| **Mission / Vision Alignment**<br><br>• **Tenacious**<br>  ➢ Defines goals and develops a plan to meet them.<br>• **Purposeful**<br>  ➢ Reflects on one's own thinking and the thinking of others to inform future actions.<br>• **Advocacy**<br>  ➢ Accepts differences and listens to the voice of others.<br>  ➢ Communicates effectively for different purposes and audiences through a variety of media. | **Enduring Understandings**<br><br>*Scholars will understand that…*<br>1. In order to share one's self with others as an educator, you must understand who you are and what you stand for.<br>2. As leaders, it is important to understand one's strengths and weaknesses.<br>3. How we perceive ourselves may be different than how others see us.<br>4. Our views are shaped by society and life experiences. | **Essential Questions**<br><br>*Scholars will consider such questions as…*<br>• Who are you?<br>• What makes you unique?<br>• What are your strengths?<br>• What are you weaknesses?<br>• How are my views shaped by my experiences?<br>• How are my views shaped by the people in my life?<br>• Why is it important for leaders to understand themselves?<br>• How do you show respect for yourself? |

| **Standards:**<br><br>**CDOS Standards (Career Development and Occupational Studies):**<br>1<br><br><br>**CCTC Standards (Common Career Technical Core) ED\***<br>1, 2<br><br>**CCTC Standards (Common Career Technical Core) ED-TT\***<br>2, 6 | 5.  As humans, we share commonalities and can empathize with others' experiences. | |

**Performance Task:**  Students will create a personal mission statement, bio-poem and Me Bag to formally present to their peers.  The multi-media presentation will allow students to share their 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.

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| Unit 3- Ethical leadership and building community | Understanding | Essential Question |
|---|---|---|
| **Mission / Vision Alignment**<br><br>• **Tenacious**<br>  ➢ Learns from mistakes; picks up and keeps going.<br>• **Purposeful**<br>  ➢ Thinks creatively and critically to solve problems, make decisions or take action.<br>  ➢ Listens to and seeks out varying perspectives as part of thinking, decision making and problem solving.<br>• **Advocacy**<br>  ➢ Respects and cares for others and works to build relationships.<br>  ➢ Accepts differences and listens to the voice of others. | **Enduring Understandings**<br><br>*Scholars will understand that…*<br>1. Ethical behavior is required of leaders.<br>2. Teachers shape students' lives and must model the roles of learner, professional, and citizen.<br>3. Teachers are held to high ethical standards.<br>4. Effective leaders possess similar qualities.<br>5. Effective communities possess similar qualities. | **Essential Questions**<br><br>*Scholars will consider such questions as…*<br>• What's the difference between right and wrong?<br>• When, if ever is it right to do the wrong thing?<br>• Can a group be effective without a leader?<br>• What are the qualities of an effective leader?<br>• What are the qualities of an effective community?<br>• How does a leader build an effective community? |
| **Standards:**<br><br>**CCSS W.9-10.4.**<br><br>**CDOS Standards (Career Development and Occupational Studies):**<br>1, 2, 3a, and 3b<br><br>**CCTC Standards (Common Career Technical Core) ED\***<br>3, 4,5,6, 7, 8<br><br>**CCTC Standards (Common Career Technical Core) ED-TT\***<br>5, 6, 7, 11 | | |

**Performance Task:** Students will create an original story about their new society, one year after the "Final Plague." The story will analyze the form of leadership used in the new society, assess how well the new Code of Conduct is being utilized in the new society, and discuss the problems faced by the new society as well as how the group responds to various issues and problems. Students will foreshadow how well their group will work together in the future.

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| Unit 4- The effects of stereotypes on community | Understanding | Essential Question |
|---|---|---|
| **Mission / Vision Alignment**<br><br>• **Tenacious**<br>  ➢ Uses feedback to refine thinking or actions.<br>• **Purposeful**<br>  ➢ Seeks to understand the role of culture in shaping an individual.<br>• **Advocacy**<br>  ➢ Accepts differences and listens to the voice of others.<br><br>**Standards:**<br><br>**CCTC Standards (Common Career Technical Core) ED\***<br>2, 8,<br><br>**CCTC Standards (Common Career Technical Core) ED-TT\***<br>5, 11 | **Enduring Understandings**<br><br>*Scholars will understand that…*<br>1. Stereotypes and perceptions affect communities.<br>2. Stereotypes often lead to discrimination.<br>3. To be a leader you must be tolerant of others.<br>4. Media plays a key role in perpetuating stereotypes.<br>5. Education and understanding can combat the effects of stereotypes. | **Essential Questions**<br><br>*Scholars will consider such questions as…*<br>• Why do people stereotype others?<br>• Where do stereotypes come from?<br>• How do stereotypes affect communities?<br>• How do perceptions affect reality?<br>• How can you combat stereotypes? |

**Performance Task:** Students will create a music video to combat stereotypes. Students will choose a socially conscious song that explicitly combats stereotypes about either race, class, gender, religion, disability, or age. Using PowerPoint, students will animate appropriate visuals and text to tackle and fight against the stereotype.

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| **Unit 5-** Critical Literacy | **Understanding** | **Essential Question** |
|---|---|---|
| **Mission / Vision Alignment**<br><br>• **Tenacious**<br>   ➢ Accesses resources necessary to get the job done – multiple resources if necessary<br>   ➢ Uses feedback to refine thinking or actions.<br>• **Purposeful**<br>   ➢ Seeks to understand the role of culture in shaping an individual.<br>• **Advocacy**<br>   ➢ Works collaboratively to achieve a goal or affect change.<br><br>**Standards:**<br><br>**CCSS**<br>RL. 9-10.1. , RL 9-10.4., W. 9-10.5.<br><br>**CDOS Standards (Career Development and Occupational Studies):**<br>2, and 3a<br><br>**CCTC Standards (Common Career Technical Core) ED\***<br>2, 5<br><br>**CCTC Standards (Common Career Technical Core) ED-TT\***<br>1, 4 | **Enduring Understandings**<br><br>*Scholars will understand that…*<br>1. Critical literacy requires students to read texts in an active, reflective manner in order to better understand power, inequality, and injustice in human relationships.<br>2. Narratives, translations, metaphors, images, and artistry provide meaning.<br>3. Children's literature serves as a jumping off point for studying many different subjects and help children better understand themselves, others, and the world around them.<br>4. Context matters.<br>5. Children's books often have hidden biases. | **Essential Questions**<br><br>*Scholars will consider such questions as…*<br>• What does it mean to "read between the lines?"<br>• How do children's stories shape their understanding of the world?<br>• Why does context matter? |

**Performance Task:**  Using available technology, students will collaboratively create children's book to teach the core values of TLI to pre-school 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 is inclusive and celebrates diversity.  Students will design activities to accompany their books.  Upon completion of the project, students will share their books and teach their activities to pre-school and kindergarten students at local elementary schools.

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*Brought to you by the National Association of State Directors of Career Technical Education Consortium (NASDCTEc)

| **Unit 6-** Teaching and Learning | **Understanding** | **Essential Question** |
|---|---|---|
| **Mission / Vision Alignment**<br><br>• **Tenacious**<br>  ➢ Accesses resources necessary to get the job done – multiple resources if necessary<br>• **Purposeful**<br>  ➢ Thinks creatively and critically to solve problems, make decisions, or take action.<br>• **Advocacy**<br>  ➢ Works collaboratively to achieve a goal or affect change. | **Enduring Understandings**<br><br>*Scholars will understand that…*<br>1. Humans learn in different ways and at different rates.<br>2. Effective lessons consist of key components.<br>3. There are various ways to assess students' learning. | **Essential Questions**<br><br>*Scholars will consider such questions as…*<br>• How do people learn?<br>• What should students know and be able to do?<br>• What are the different ways people express what they know? |
| **Standards:**<br><br>**CCSS**<br><br>**CDOS Standards (Career Development and Occupational Studies):**<br>2, 3a, 3b<br><br>**CCTC Standards (Common Career Technical Core) ED\***<br>**1, 2, 5, 10**<br><br>**CCTC Standards (Common Career Technical Core) ED-TT\***<br>**1, 3, 4, 6, 8, 10** | | |
| **Performance Task:**  In pairs, students will be assigned an elementary grade level and topic from the NY State Curriculum to teach.  Together, students will create a lesson plan, all materials necessary to teach the lesson, perform the lesson, and then reflect on the lesson. | | |

**Formative Assessments:**  Career Pathways programs will monitor universal employability skills for each student. These will be formally assessed with an Employability Profile each marking period.