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TLI Seminar II
Course Outline

Date:	**2018-2019**	Grade:	**10**
Unit #:	**Unit 1 – Public Speaking**		
UNIT OVERVIEW	Scholars will be able to independently use their learning to create and deliver a speech to an audience, taking questions, offering answers and finally giving verbal instructions to the audience to accomplish a task.		

Stage 1 Desired Results

ESTABLISHED GOALS What content standards will this unit address?	*Transfer*	
	Scholars will be able to independently use their learning to... *Create and deliver a speech to an audience, taking questions, offering answers and finally giving verbal instructions to the audience to accomplish a task.*	
	Meaning	
	Enduring Understandings *Scholars will understand that...* 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.	**Essential Questions** *What's the best way to get your point across? Scholars will consider such questions as...* • Why do people give speeches? • When do you most feel like talking? • When do you least feel like talking? • How do you persuade people to believe what you are saying? • What are the differences between casual conversation and public speaking? • How can a speech be used to inspire others?

Standards	Acquisition	
Common Career Technical Core Standards: 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.	*Scholars will know…* 1. The process for effective speech writing. 2. The different forms a multimedia presentation can take. 3. The way one delivers a message is based on knowing one's audience. 4. The different ways one can interact with an audience while arguing a point or attempting to persuade. 5. How to measure the effectiveness of a speech is necessary to determine if one was successful in getting one's point across.	*Scholars will be skilled at…* • 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.

Stage 2 - Evidence

Evaluative Criteria	Assessment Evidence
Criteria for success: What criteria will be used in each assessment to evaluate attainment of the desired results? Regardless of the format of the assessment, what qualities are most important? Scholar demonstrates a mastery of the physical components of delivering a speech, including how to use voice, body language and eye contact to effectively deliver a message. Scholar presents a thoughtfully researched and well-crafted argument on a controversial topic in education today. Scholar masters the ability to succinctly and accurately present both sides of the controversy. Scholar effectively delivers a persuasive argument that is relevant and important to the lives of scholars.	**PERFORMANCE ASSESSMENT** 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 with 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 sand 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? - What is the key to passing a final exam? - Why are students required to take standardized tests? - Should schools be supplying scholars with breakfast and lunch? - Are immigrants to the U.S. given the same opportunities in school as U.S. citizens? - Should schools allow scholars to play sports, such as football, hockey, rugby, and lacrosse, which have frequent head injuries? . **Product** - A two minute multimedia presentation a controversial educational issue recorded on video in front of a live audience.

Scholar understands and uses elements of ethos, pathos and logos in their argument. Scholar demonstrates ability to conduct a question and answer period with the audience about the topic, demonstrating the ability to listen and then respond with additional insight, or relevant questions.	**COMMON FORMATIVE ASSESSMENT:** ED 1.1 Provide information using motivational and engaging communication techniques. ED 1.3 Use non-verbal communication to enhance verbal communication. Scholars will each delivering a two minute multimedia presentation about a controversial educational issues, before a live audience and on video, and then conduct a three minute question and answer session.
	OTHER EVIDENCE: What other evidence will you collect to determine whether Stage 1 goals were achieved? • Interview with a Scholar: 10 Questions about Controversial Educational Issues • Multimedia Presentation of Scholar Based on 10 Answers about Controversial Educational Issues • Interview with a Family Member: 10 Questions about Controversial Educational Issues • Multimedia Presentation Introducing Family Member based on Educational Positions on Issues • Written Reflection: Compare, Contrast and Evaluate the Persuasiveness of Two Different Multimedia Presentations • Graded Discussion: Good Multimedia Presentations vs. Bad Multimedia Presentations • TV Commercial Analysis for Ethos, Pathos and Logos • Quiz: Ethos, Pathos, Logos • 30 Second Commercial Using Ethos, Pathos and Logos • Two Minute Multimedia Presentation on a Controversial Educational Issue • Question and Answer Session on a Controversial Educational Issue

Unit #:	2: Lesson Planning
UNIT OVERVIEW: scription of Unit)	Scholars will be able to independently use their learning to think critically to plan and create meaningful learning experiences for younger students.

Stage 1 Desired Results

ESTABLISHED GOALS What content standards will this unit address?	*Transfer*
	Scholars will be able to independently use their learning to… *Think critically to plan and create meaningful learning experiences for younger students.*

Standards	*Meaning*	
Common Career Technical Core Standards: ED-TT 1.2: Identify prerequisite knowledge that will provide a bridge between past and future knowledge for learners. ED-TT 1.3: Apply principles of scope and sequence while planning instruction. ED-TT 1.4: Integrate various content to make explicit the connections to other subject matter and explain connection to life and career applications. ED-TT 1.5: Analyze standards, organization goals and learners when selecting content.	**Enduring Understandings** *Scholars will understand that…* 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.	**Essential Questions -** *How do little kids learn? Scholars will consider such questions as…* - What motivates people to learn? - What are the elements of an effective lesson? - Why is planning so important to teaching? - What conditions are necessary for the brain to learn effectively? - How do you know when a scholar has mastered a topic, idea or skill? - Why is it important to enroll students in Pre-K?

Standards	Acquisition	
ED-TT 3.1: Use knowledge of learners to align goals with learners' developmental level, abilities, interests and future objectives. 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	*Scholars will know…* 1. How to think at all levels of Bloom's Taxonomy. 2. How to use each of Gardner's intelligences as a lens for teaching and learning. 3. How to optimize teaching based on what we know about human development and the latest brain research. 4. The difference between summative and formative assessments.	*Scholars will be skilled at…* • 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.

Stage 2 - Evidence	
Evaluative Criteria	**Assessment Evidence**
CRITERIA FOR SUCCESS: What criteria will be used in each assessment to evaluate attainment of the desired results? Regardless of the format of the assessment, what qualities are most important? Scholar can effectively plan an engaging lesson and create all materials necessary to teach the lesson. Scholar demonstrates a mastery of teaching concept to the point scholar can teach it to a group of Pre-K students. Scholars demonstrate an understanding of Bloom's Taxonomy by asking different level questions. Scholar plans for different modalities of Howard Gardner's Multiple Intelligence Theory. Scholar effectively manages cooperative learning and teaching situations. Scholar demonstrates an understanding of the purpose of assessment, and ability to create thoughtful an assessment.	**PERFORMANCE ASSESSMENT** 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. Scholars will conclude lesson by providing a snack for the Pre-K students. **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.
	COMMON FORMATIVE ASSESSMENT:
	- **Students will also be taking the National Precision Early Childhood Education IB Practical Exam upon completion of this unit.**
	OTHER EVIDENCE: What other evidence will you collect to determine whether Stage 1 goals were achieved? - Quiz: Learning Pyramid, Active & Passive Learning

| Scholar demonstrates thoughtful reflection and analysis in preparation for the next learning experience or teaching assignment. | Graded Discussion: Good Lessons vs. Bad Lessons Cartoon Illustration: Kohlberg's Stages of Moral Development Thematic School Event Planning: Using Each of Gardner's Intelligences Article Analysis: Asking and Answering Questions at Each Level of Bloom's Taxonomy Two Week Plan: Learning Targets and Essential Questions for Your Favorite Subject Lesson Plan #1: Teaching A Topic You're Passionate About Lesson Plan #2: Pre-K Pre-K Assessment Pre-K Visual Presentation Materials for Pre-K Lesson Teaching Experience: Pre-K Students visit East High Reflection Paper: Teaching Pre-K Students |

Unit #:	3: Ethnography
UNIT OVERVIEW: (Description of Unit)	Scholars will be able to independently use their learning to investigate and present the assets and challenges of their neighborhood community

Stage 1 Desired Results

ESTABLISHED GOALS What content standards will this unit address?	*Transfer*	
	Scholars will be able to independently use their learning to… *Investigate and present the assets and challenges of their neighborhood community.*	
Standards	*Meaning*	
Common Career Technical Core Standards: • ED 4- Evaluate and manage risks to safety, health and the environment in education settings. • ED-ADM 2- Identify behaviors necessary for developing and sustaining a positive learning culture.	**Enduring Understandings** *Scholars will understand that…* 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.	**Essential Questions** *Scholars will consider such questions as…* • What are your neighborhood's challenges? • What are your neighborhood's assets? • How do neighborhoods change over time? • Why do neighborhoods change over time? • What do you want for the future of Rochester?

Standards	Acquisition	
• ED-ADM 6 - Identify operations to meet the learning organization's objectives. • ED-ADM 8 - Apply internal and external resources to meet the learning organization's objectives. • ED - ADM 9.2 - Explain the relationship of political, social, economic, legal and cultural contexts that promote realization of the organization's vision.	*Scholars will know…* 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.	*Scholars will be skilled at…* • 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

Stage 2 - Evidence

Evaluative Criteria	Assessment Evidence
CRITERIA FOR SUCCESS: *What criteria will be used in each assessment to evaluate attainment of the desired results? Regardless of the format of the assessment, what qualities are most important?* • *Ability to accurately and meaningfully document aspects of one's neighborhood* • *Professional presentation quality with all assessments* • *Assessment products create new knowledge* • *Effectively communicated in a style that is accessible to scholars, family, community members and local leaders*	**PERFORMANCE ASSESSMENT** *How will students demonstrate their understanding (meaning-making and transfer) through a complex performance task?* **Goal** - Scholars will conduct ethnographic research of their neighborhoods in order to better understanding their assets and challenges, and gain deeper insight into the community's values and mores. **Role** - Students will act as ethnographic researchers, who become participant observers in their neighborhoods, recording conversations, observations, descriptions, and then writing explanations (C.O.D.E.) in order to portray the values and mores of their 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** - Scholars will create a portfolio which represents the research they conducted on their neighborhoods, and ultimately explains with insight the values and mores of the community.
	COMMON FORMATIVE ASSESSMENT: **Standard 2.5:** *Write business communications, reports and positions papers on issues affecting learning environments and/or educational organizations.* Qualitative and Quantitative reports and interviews. Research reports on the history of their neighborhoods.

OTHER EVIDENCE:

What other evidence will you collect to determine whether Stage 1 goals were achieved?

- Author Biography
- C.O.D.E. note-taking - The Bus
- C.O.D.E note-taking - The Cafeteria
- Narrative of Ride from School to Home/ Visit to Cafeteria
- Film Review: Documentary July '64
- Interview: A Resident of the Neighborhood #1
- Interview: A Resident of the Neighborhood #2
- Slide Presentation: Maps of Neighborhood Demographics
- Written Analysis: Transportation on Main Street, Past and Present
- Timeline: Neighborhood History
- Essay: The Changes of East High School Through the Decades
- Photo Essay: Landmarks of the Neighborhood
- Test Creation: Assessing Knowledge of Urban Youth Culture
- Essay: The Future of Rochester
- Essay: Self-Evaluation of Ethnography performance

Unit #:	4: Ideal School Project
UNIT OVERVIEW:	Scholars will be able to independently use their learning to create 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.

Stage 1 Desired Results

ESTABLISHED GOALS What content standards will this unit address?	*Transfer*	
	Students will be able to independently use their learning to... *Create 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.*	
Standards	*Meaning*	
Common Career Technical Core Standards: **ED 1.1:** Provide information using motivational and engaging communication techniques. **ED 2.5**: Write business communications, reports and position papers on issues affecting learning environments and/or educational organizations. **ED 3.2**: Analyze educational, public and organizational policies and procedures. **ED-ADM 1.3** Develop and communicate a vision of success to inspire all learners and stakeholders.	**Enduring Understandings** *Scholars will understand that...* 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.	**Essential Question** *Scholars will consider such guiding questions as...* • Why do we create schools? • How will your school address the neighborhood's challenges? • How will your school capitalize on the neighborhood's assets? • What is the mission of your school? • What kind of curriculum will attract families to your school? • How can the physical design of a school and its grounds positively impact the education of its scholars?

ED-ADM 3.1- Construct an organizational profile to describe learner needs.	• What is the most effective way to discipline scholars?
ED - ADM 6.2 - Construct a strategic plan to guide use of resources.	• How can the schedule of a school have a positive impact on the education of its scholars?
ED - ADM 8.1: Use resources that address learner needs.	• What budgetary limitations must schools deal with and how does it impact the quality of a scholar's education?
ED - ADM 9.1: Respond to community issues of joint concern using organizational resources.	• What is the educational philosophy of your teachers?
ED-TT 1.2: Identify prerequisite knowledge that will provide a bridge between past and future knowledge for learners.	• What is the purpose of rules and regulations in a school? How can they be applied equitably?
ED-TT 1.4: Integrate various content to make explicit the connections to other subject matter and explain connections to life and career applications.	• What is the purpose of having extra-curricular activities at a school?
ED-TT 1.5: Analyze standards, organization goals and learners when selecting content.	• What is school spirit? How does a school create it? What impact does it have on a scholar's education?
ED-TT 3.3: Identify multiple learning goals that establish performance standards for learners.	• What factors are the top priority when families select a school for their children?
ED-TT 3.5: Select appropriate assessment/evaluation strategies using knowledge of content and teaching/learning.	

Standards	Acquisition	
ED-TT 4.1: Identify materials and resources needed to enhance instruction and aid learners in learning. **ED-TT 5.1**: Establish respect and rapport to foster positive social and intellectual interactions. **ED-TT 5.3**: Establish challenging expectations for each learner. **C**ED-TT: 6.1: Document standards of conduct and expectations clearly. **ED-TT: 7.1**: Utilize engagement of learners to optimize benefits of instructional groups. **ED-TT 8.1**: Use appropriate representations to make content meaningful to learners. **ED-TT: 8.5**: Utilize questioning techniques to encourage higher order thinking skills. **ED-TT 8.7**: Use cooperative learning techniques to engage learners. **ED-TT 8.8**: Use work-based and project-based learning techniques to extend learning. **ED-TT** Incorporate learner questions and interests to make instruction relevant and responsive to learners.	*Scholars will know…* 1. Schools are best driven by a clear mission statement. 2. Successfully innovating curriculum requires it to be relevant to the lives of scholars, address the needs of the community and celebrate scholars' diversity. 3. 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. 4. 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.	*Scholars will be skilled at…* • 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).

Stage 2 - Evidence

Evaluative Criteria	Assessment Evidence
Criteria for success: *What criteria will be used in each assessment to evaluate attainment of the desired results? Regardless of the format of the assessment, what qualities are most important?* • *Clearly aligns with the mission of the school.* • *Capitalizes on imagination, cooperation, and research examining effective practices of education* • *Professional presentation quality with all assessments* • *Assessment products create new knowledge* • *Effectively communicates in a style that is accessible to scholars, family, community members and local leaders*	**PERFORMANCE ASSESSMENT** *Scholars will create a presentation for an audience of prospective 9th graders and their families which "sells" the scholars version of the Ideal School.* **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 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.
	COMMON FORMATIVE ASSESSMENT: **Standard 2.5:** *Write business communications, reports and positions papers on issues affecting learning environments and/or educational organizations.*

	A portfolio assignment where scholars will read and analyze an excerpt from Michelle Alexander's <u>The New Jim Crow</u> and a clip from the film "Thirteenth." Scholars will then discuss and analyze the concept of the school to prison-pipeline in writing before designing their own rules and regulations for their Ideal School.
	OTHER EVIDENCE: *What other evidence will you collect to determine whether Stage 1 goals were achieved?* - Biography of an Important Educator - Mission Statement - Curriculum Outline of Special Programs - Floor Plan, Picture of School, Site Plan, Schedule, School Budget - Educational Philosophy of Teachers - Rules and Regulations - Grading System/Class Structure - School Budget Scenario - School Celebrations and Mascot and Song - Extra-Curricular Activities - Publicity for the Ideal School - Team Evaluation