Unit Plan 4: Learners and the Learning Process

# Introduction

This document provides teachers with a unit planning template.

# Course and Unit Information

This section provides information about the course, grade level, and timeframe of instruction.

* Course Name: Instructional Practices
* Grade Level(s)**:** 11-12
* TimeFrame (# of Minutes/Periods)**:** 1350 Minutes/15 90-Minute Periods

# Unit Overview

Students will research, compare, and present principles and theories of human development and the learning process, and present how to actively apply theories of human development and the learning process to specific teaching and training situations.

Students will participate in available local classroom observation opportunities with elementary-, middle school-, and high school-aged students, and actively apply what they have learned about human development and learning theories to specific teaching and training situations during and after their classroom observations.

Students will reflect on their investigations into learning and human development, and on past personal situations when their own learning has been successful. Students will discuss and record the processes that contributed to the success of those previous learning situations and investigate and explain the relationship between effective instructional practices and learning differences, learner exceptionality, and special-needs conditions.

# Unit PLan

The two-column table in this section contains unit planning elements in the first column, and details about the element in the second column.

## Unit Plan Table

| **Section** | **Information** |
| --- | --- |
| **TEKS (CTE)** | **130.164. (c) Knowledge and skills**  (3) The student understands the learner and the learning process. The student is expected to:  (A) relate and implement principles and theories of human development to teaching and training situations;  (B) relate and implement principles and theories about the learning process to teaching and training situations;  (C) demonstrate and implement behaviors and skills that facilitate the learning process; and  (D) explain the relationship between effective instructional practices and learning differences, learner exceptionality, and special-needs conditions. |
| **Unit Question** | * How can the relationship between effective instructional practices and learning differences, learner exceptionality, and special-needs conditions best be explained? |
| **Essential Content Questions** | * How will you apply the principles and theories of human development in your teaching? * How will you apply the principles and theories about the learning process in your teaching? * What behaviors and skills will help you to best facilitate the learning process for all learners? |
| **Unit Learning Objectives**  **(What student will know and be able to do)** | **Students will be able to:**   * Students will research, compare, and present theories of human development to their peers and actively apply theories of human development to specific teaching and training situations * Students will also investigate the learning process, and actively apply what they have learned about the learning process and learning theories in specific teaching and training situations * Apply learning process principles and theories to specific teaching and training situations * Role play and model behaviors and skills that facilitate the learning process * Explain the relationship between effective instructional practices and learning differences, learner exceptionality, and special-needs conditions. |
| **Assessments**  **(Performance Tasks)** | **Students will be able to:**   * Present theories of human development to peers * Apply theories of human development to specific teaching and training situations * Role play/model behaviors and skills that facilitate the learning process in specific teaching and training situations * Use the critical friend’s approach to providing feedback to peers * Listen critically and respond appropriately to presentations by completing peer presentation rubrics * Write an “Essential Questions” unit reflection |
| **Evaluative Criteria**  **(Rubric)** | * Theories of Human Development Peer Presentation Rubric * Application of Theory Collaboration Rubric * Behaviors and Skills Self-Assessment Rubric * Unit Reflection Writing Rubric |
| **Vocabulary** | * Constructive Feedback * Human Development * Learning theory * Person-first language * Project-Based Learning (PBL) * Theorist * Theory * Critical Friend’s Process * Theoretical Perspective |
| **Resources** | * **SparkNotes: Theories of Development**   <http://www.sparknotes.com/psychology/psych101/development/section1/>   * **Khan Academy**   [https://www.khanacademy.org/test-prep/mcat/individuals-and-society/self-identity/v/overview of-theories-of-development](https://www.khanacademy.org/test-prep/mcat/individuals-and-society/self-identity/v/overview%20of-theories-of-development)   * **A Basic Introduction to Child Development Theories**   <http://lrrpublic.cli.det.nsw.edu.au/lrrSecure/Sites/LRRView/7401/documents/theories_outline.pdf>   * **Critical Friend’s Process**   <https://depts.washington.edu/ccph/pdf_files/CriticalFriends.pdf>     * **Edutopia:**   **Project-Based Learning: Debunking the Myths and Fallacies**  <https://www.edutopia.org/blog/pbl-debunking-myths-fallacies-bob-lenz>  **Ensuring That PBL is Accessible to All**  <https://www.edutopia.org/article/ensuring-pbl-accessible-all>  **Project-Based learning: Junior Historians at Work**  <https://www.edutopia.org/article/junior-historians-work>  **Make Literacy a Focus of PBL**  <https://www.edutopia.org/blog/make-literacy-focus-pbl-suzie-boss>  **Garden-Based Learning**  <https://www.edutopia.org/blog/garden-based-learning-kristin-stayer>  **Social Justice Projects in the Classroom**  <https://www.edutopia.org/blog/social-justice-projects-in-classroom-michael-hernandez>  **Building Empathy Through Community Projects**  <https://www.edutopia.org/video/building-empathy-through-community-projects>  **Creating Classrooms for Social Justice**  <https://www.edutopia.org/blog/creating-classrooms-for-social-justice-tabitha-dellangelo>  **What Failing Students Want Us to Remember**  <https://www.edutopia.org/article/what-failing-students-want-us-remember>  **Social and Emotional Learning: A Short History**  <https://www.edutopia.org/social-emotional-learning-history>   * **Galileo Open Learning Materials:**   **Educational Learning Theories**  <https://oer.galileo.usg.edu/cgi/viewcontent.cgi?article=1000&context=education-textbooks>  **Stanford Blog: Teaching and Learning Theories**  <https://tomprof.stanford.edu/posting/1505>  **Teaching Tolerance**  <https://www.tolerance.org/classroom-resources>  **Project-based Learning**  <http://www.bie.org/about/what_pbl>  **Project-based Learning Videos**  <http://www.bie.org/objects/cat/videos>  **Intro to PBL Video**  <http://www.bie.org/object/video/project_based_learning_explained> |
| **Notes** |  |