Unit Plan 9: Current Issues in School and Society

# 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)**:** 900 Minutes/10 90-Minute Periods

# Unit Overview

Students will compare and contrast current issues in education with historical issues in a class discussion/Town Hall. During and after the discussion, students will reflect upon and search for personal relevance in current and past issues in education and apply their realizations/self-knowledge by writing a short reaction paper.

Students will analyze, using various lenses and perspectives, the relationship between school and society and synthesize their analysis with the information from previous units about the historic relationship between school and society. Students will then review their personal philosophy of education statements and update as needed to include newly acquired knowledge about social justice, diversity, cultural proficiency, inclusion, positive student-teacher relationships, and equity.

As a culminating activity for the unit, students will research and discuss examples of Place-Based Education as well as locally available family, school, and community resources. Students will then create a lesson plan that includes collaborative community elements for use in their local field-based experience and/or future career in the teaching and training profession. The student-developed lesson plans will be included in the student’s teaching portfolios.

# 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** |
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| **TEKS (CTE)** | **130.164. (c) Knowledge and skills**(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to: (C) practice various forms of communication such as verbal and non-verbal communication skills used in educational and career settings.(8) The student understands the relationship between school and society. The student is expected to: (A) explain the relationship between school and society; (B) recognize and use resources for professional growth such as family, school, and community resources; and(C) collaborate with stakeholders such as family, school, and community to promote learning. |
| **Unit Question** | * What is the relationship between school and society?
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| **Essential Content Questions** | * What are the roles of schools in society?
* What family, school, and community resources are available locally?
* How will you, as an educator, collaborate with local stakeholders to promote learning?
* How could Place-Based Education alter or affect relationships between schools and society?
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| **Unit Learning Objectives****(What student will know and be able to do)** | **Students will be able to:*** Research and present current issues in education
* Compare and contrast current issues in education with historical issues in a class discussion/Town Hall
* Search for personal relevance in current and past issues in education and apply the realizations/self-knowledge by writing a short reaction paper
* Use diverse lenses and perspectives to understand the relationship between school and society
* Research and review the historic relationship between school and society through diverse lenses
* Research and discuss examples of Place-Based Education (PBE)
* Research and present available family, school, and community resources
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| **Assessments** **(Performance Tasks)** | **Students will be able to:*** Collaborate to develop a report and presentation about some aspect of U.S. and Texas enrollment, demographic, and/or other education data
* Present examples of Place-Based Education (PBE)
* Present available family, school, and community resources
* Create a lesson plan that includes collaborative community elements for use in a local field-based experience and/or local school district
* Write a reaction paper
* Review their personal philosophy of education statements and revise as needed
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| **Evaluative Criteria** **(Rubric)** | * Presentation Rubrics
* Discussion Participation Self-Assessment Rubric
* PBE Lesson Plan Rubric
* Schools and Society Reaction Paper Writing Rubric
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| **Vocabulary** | * Community
* Demographics
* Diversity
* Empathy
* Equity
* Inclusion
* Metacognition
* Perspective
* Place-Based Education (PBE)
* Poverty
* Public Education Information Management System (PEIMS)
* Social Justice
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| **Resources** | * **National Center for Education Statistics**

**Public High School Graduation Rates**<https://nces.ed.gov/programs/coe/indicator_coi.asp>**Risk Factors and Academic Outcomes in Kindergarten Through Third Grade**<https://nces.ed.gov/programs/coe/indicator_tgd.asp>**Homeless Children and Youth in Public Schools**<https://nces.ed.gov/programs/coe/indicator_tgh.asp>**Children and Youth with Disabilities**<https://nces.ed.gov/programs/coe/indicator_cgg.asp>**Racial/Ethnic Enrollment in Public Schools**<https://nces.ed.gov/programs/coe/indicator_cge.asp>**English Language Learners in Public Schools**<https://nces.ed.gov/programs/coe/indicator_cgf.asp>* **Texas Enrollment Trends 2017-18**

<https://tea.texas.gov/Reports_and_Data/School_Performance/Accountability_Research/Enrollment_Trends/?LangType=1033>* **Texas PEIMS Standard Data Reports**

<https://tea.texas.gov/Reports_and_Data/Student_Data/Standard_Reports/PEIMS_Standard_Reports/>* **Texas Accountability Research Reports and Abstracts**

<https://tea.texas.gov/acctres/all_reports_index.html>* **Strategies for Teaching Metacognition**

<https://www.brookings.edu/blog/education-plus-development/2017/11/15/strategies-for-teaching-metacognition-in-classrooms/>* **How Do You Teach Critical Thinking?**

<https://www.brookings.edu/blog/education-plus-development/2017/12/05/how-do-you-teach-critical-thinking-when-the-norm-is-not-to-question/>* **Teaching Problem Solving: Let Students Get Stuck and Unstuck**

<https://www.brookings.edu/blog/education-plus-development/2017/10/31/teaching-problem-solving-let-students-get-stuck-and-unstuck/>* **Skills for a Changing World Initiative**

<https://www.brookings.edu/series/skills-for-a-changing-world/>* **Strategies for Teaching Collaboration and Critical Thinking** <https://www.brookings.edu/blog/education-plus-development/2017/12/12/complementary-strategies-for-teaching-collaboration-and-critical-thinking-skills/>
* **Edutopia**

**Good Schools for All: Finishing the Work of Brown vs. Board of Education**<https://www.edutopia.org/blog/good-schools-all-brown-vs-board-of-education-maurice-elias>**What Can Schools Do to Address Poverty?**<https://www.edutopia.org/blog/what-can-schools-do-to-address-poverty-william-parrett-kathleen-budge>**Supporting Schools is Good Business: An Expert Speaks**<https://www.edutopia.org/supporting-good-schools-good-business>**How Can High-Poverty Schools Engage Families and the Community?**<https://www.edutopia.org/blog/high-poverty-schools-engage-families-community-william-parrett-kathleen-budge>**Principal of a School on the Edge**<https://www.edutopia.org/article/principal-school-on-edge-andrea-cross>**Social Justice Projects in the Classroom**<https://www.edutopia.org/blog/social-justice-projects-in-classroom-michael-hernandez>**Social Justice: A Whole-School Approach**<https://www.edutopia.org/blog/social-justice-whole-school-approach-jeanine-harmon>**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>* **Place Based Learning Connecting Kids to Their Community**

<https://www.edutopia.org/practice/place-based-learning-connecting-kids-their-community>* **Getting Smart: What is Place-Based Education**

<http://www.gettingsmart.com/wp-content/uploads/2017/02/What-is-Place-Based-Education-and-Why-Does-it-Matter-3.pdf>* **Texas Association of Future Educators (TAFE)**

<http://www.tafeonline.org/newsletters-> * **Family, Career, and Community Leaders of America (FCCLA)**

<http://texasfccla.org/participate.html> |
| **Notes** |  |