Unit Plan 6: Current Trends and Issues in Education

# 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: Practicum in Education and Training
* Grade Level(s)**:** 11-12
* TimeFrame (# of Minutes/Periods)**:** 450 Minutes/ Five 90-Minute Periods

# Unit Overview

Students will research, explore, and analyze current trends and issues that impact education such as political, societal, and economic trends and issues. Students will then review their personal philosophy of education statements and revise as needed to include concepts such as social justice, diversity, cultural proficiency, inclusion, positive student-teacher relationships, and equity.

Students will explore qualities of effective schools and select one school to present to the class and explain their rationale for making the determination about the school’s quality. Students will look at qualities of effective schools from the perspectives of people with physical disabilities, learning disabilities, or mental health conditions. Students will describe the characteristics of exceptional learners and identify whether schools are effectively addressing their needs as well as the legal implications and requirements.

Students will demonstrate an understanding of the benefits and challenges of racial, ethnic, and other types of cultural diversity in the classroom as they research schools which exhibit various qualities of effectiveness and seek to answer the question, “What positive qualities do effective schools have in common?”

# 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)** | **130.165. (c) Knowledge and skills**  (2) The student explores the education and training profession. The student is expected to:  (A) analyze current trends and issues that impact education such as political, societal, and economic trends and issues; and  (D) explore qualities of effective schools. |
| **Unit Question** | * What trends are occurring and what issues are impacting the teaching and training field? |
| **Essential Content Questions** | * What political, societal, and economic trends and issues do you think are most impacting the teaching and training profession? * How does an effective school look when you view it by a different perspective? * What positive qualities do you think effective schools have in common? |
| **Unit Learning Objectives**  **(What student will know and be able to do)** | **Students will be able to:**   * Research, analyze, and discuss current trends and issues in education * Identify and compare qualities of effective schools using diverse lenses and individual perspectives * Identify and compare qualities of effective schools from larger perspectives, such as from the district, state, and national point of view * Create a chart, list, or diagram of qualities of effective schools that synthesizes the different perspectives * Present and discuss charts, lists, and diagrams and compare qualities of effective schools * Review personal philosophy of education statements and revise as needed |
| **Assessments**  **(Performance Tasks)** | **Students will be able to:**   * Present and explain a current trend and/or issue in education * Synthesize different perspectives of qualities of effective schools in a chart, list, or diagram * Present and discuss a school that exhibits qualities of effectiveness |
| **Evaluative Criteria**  **(Rubric)** | * Qualities of Effective Schools Rubric * Presentation Rubrics * Class Discussion and Participation Self-Assessment Rubrics |
| **Vocabulary** | * Advocacy * Cultural Proficiency * Diversity * Equal access * Equity * Free Appropriate Public Education (FAPE) * Individuals with Disabilities Education Act (IDEA) * Inclusion * Person First Language * Perspective * Place-Based Education (PBE) * Section 504 * Social Justice |
| **Resources** | * **National Center for Education Statistics (NCES)**   **The Condition of Education**  <https://nces.ed.gov/programs/coe/>  <https://youtu.be/Ql_t8X6kxjA>   * **Individuals with Disabilities Education Act (IDEA)**   <https://sites.ed.gov/idea/>   * **U.S. Department of Education**   **Office for Civil Rights: Protecting Students with Disabilities**  <https://www2.ed.gov/about/offices/list/ocr/504faq.html>   * **Texas Council for Developmental Disabilities**   **People First Language**  <http://www.tcdd.texas.gov/resources/people-first-language/>  **Edutopia**  **The Architecture of Ideal Learning Environments**  **(Several Texas schools are featured.)**  <https://www.edutopia.org/article/architecture-ideal-learning-environments>  **Reading, Writing, Recycling: One Oregon School is Making the Planet a Better Place**  <https://www.edutopia.org/green-building-students-curriculum>   * **Place-Based Education (PBE) Resources**   **Edutopia:**  <https://www.edutopia.org/practice/place-based-learning-connecting-kids-their-community>  **Getting Smart:**  <http://www.gettingsmart.com/wp-content/uploads/2017/02/What-is-Place-Based-Education-and-Why-Does-it-Matter-3.pdf>  **National Education Association**  **Diversity Toolkit: Cultural Competence for Educators**  <http://www.nea.org/tools/30402.htm> |
| **Notes** |  |