Unit Plan 2: Historical Foundations of Teaching and Training in the U.S.

# 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 create accurate timelines of historical moments, events, and policies that have affected and/or are affecting the U.S. educational system, and view, analyze, and discuss the timeline moments, events, and policies from the perspectives of language, gender, socioeconomic, ethnic, and disability-based academic diversity, and equity.

Students will also examine the historical foundations of the U.S. educational system from various lenses, from the micro to the macro, starting with the point of view of an individual student. Students will initially be assigned case studies of students with various perspectives, such as language, gender, socioeconomic status, ethnicity, age, and ability from which they view the events of history. In culminating activities, students will also look through the lens of teachers, administrators, and the community.

# 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**  (2) The student explores the teaching and training profession. The student is expected to:  (A) demonstrate an understanding of the historical foundations of education and training in the United States. |
| **Unit Question** | * How does the history of U.S. education affect the current teaching and training profession? |
| **Essential Content Questions** | * What are the historical foundations of teaching and training in the U.S.? * How have moments, events, and policies in the history of teaching and training in the U.S. affected individuals and society in the past? * How are moments, events, and policies in the history of teaching and training in the U.S currently affecting individuals and society? |
| **Unit Learning Objectives**  **(What student will know and be able to do)** | **Students will be able to:**   * Examine the historical foundations of teaching and training in the U.S. * Create an accurate timeline of historical moments, events, and policies affecting the U.S. educational system * View, analyze, and discuss the timeline moments, events, and policies from the perspectives of language, gender, socioeconomic, ethnic, and disability-based academic diversity, and equity * Reflect upon how moments, events, and policies in the history of teaching and training in the U.S. have affected individuals and society in the past and present |
| **Assessments**  **(Performance Tasks)** | **Students will be able to:**   * Create and present an accurate timeline of historical moments, events, and policies affecting the U.S. educational system * Discuss the timeline moments, events, and policies from the perspectives of language, gender, socioeconomic, ethnic, and disability-based academic diversity, and equity * Write a reflection paper |
| **Evaluative Criteria**  **(Rubric)** | * History of Education Timeline Rubric * Presentation Rubric * Discussion Participation Self-Assessment Rubric * Reflection Writing Rubric |
| **Vocabulary** | * Apprenticeship * Character Education * Diversity * Equity * Free Appropriate Public Education (FAPE) * Inclusion * Individuals with Disabilities Education Act (IDEA) * Perspective * Social and Emotional Learning * Social Justice |
| **Resources** | * **U.S Department of Education**   **Office for Civil Rights: Protecting Students with Disabilities**  <https://www2.ed.gov/about/offices/list/ocr/504faq.html>  **Education Reform**  <https://www.ed.gov/p-12-reform>  <https://www.ed.gov/essa?src=rn>   * **Individuals with Disabilities Education Act (IDEA)**   <https://sites.ed.gov/idea/>   * **Edutopia**   **Social and Emotional learning: A Short History**  <https://www.edutopia.org/social-emotional-learning-history>  **Facing History and Ourselves: An Authentic Social Study**  <https://www.edutopia.org/facing-history-and-ourselves-authentic-social-study>  **The Dark History of the Multiple-Choice Test**  <https://www.edutopia.org/blog/dark-history-of-multiple-choice-ainissa-ramirez>   * **Social and Emotional Learning Videos**   <https://youtu.be/Do1R67Ek0NI>  <https://youtu.be/ikehX9o1JbI>   * **Character Education** * <http://character.org/key-topics/what-is-character-education/>**PBS: Education Reform Timeline**   <http://www.pbs.org/makingschoolswork/hyc/bor/timeline.html>   * **History of American Education**   <https://isminc.com/pdf/free/administrators-faculty/history_education.pdf>   * **Sociology: Understanding and Changing the Social World**   **Chapter: A Brief History of Education in the United States**  <http://open.lib.umn.edu/sociology/chapter/16-1-a-brief-history-of-education-in-the-united-states/>   * **American Board Blog**   **11 Facts About the History of Education in America**  <https://www.americanboard.org/blog/11-facts-about-the-history-of-education-in-america/>   * **Every Student Succeeds Act**   <https://www.ed.gov/esea>   * **Public Radio International (PRI): A Brief History of Immigration and Education in the US**   <https://www.pri.org/stories/2015-06-04/brief-history-immigration-and-education-us> |
| **Notes** |  |