



West Windsor-Plainsboro Regional School District
Youth Teaching Youth Grades 9-12 Practical

Unit 0: Family & Consumer Science

Content Area: Family & Consumer Science

Course & Grade Level: Family & Consumer Science – Grade 12

Summary and Rationale

The West Windsor-Plainsboro Regional School District recognizes the importance of the study 21st Century Life and Careers standards. Additionally, it is also believed this learning should not be taught in isolation and cross curricular and career ready practices are embedded in every unit of study. Unit 0 is incorporated into each unit of study of this curricular document.

Recommended Pacing:

ELA Companion Standards and Career Ready Practices will be integrated throughout all units of study.

Interdisciplinary Connections

Grades 9-10

Progress Indicators Reading Science and Technical Subjects

Key Ideas and Details

RST.9-10.1. Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions.

RST.9-10.2. Determine the central ideas, themes, or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.

RST.9-10.3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.

Craft and Structure

RST.9-10.4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to *grades 9-10 texts and topics*.

RST.9-10.5. Analyze the relationships among concepts in a text, including relationships among key terms (e.g., *force, friction, reaction force, energy*).

RST.9-10.6. Determine the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.

Integration of Knowledge and Ideas

RST.9-10.7. Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.

RST.9-10.8. Determine if the reasoning and evidence in a text support the author’s claim or a recommendation for solving a scientific or technical problem.

RST.9-10.9. Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.

Range of Reading and Level of Text Complexity:

RST.9-10.10. By the end of grade 10, read and comprehend science/technical texts in the grades 9-10 text complexity band independently and proficiently.

Career Ready Practices

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP5. Consider the environmental, social and economic impacts of decisions.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9. Model integrity, ethical leadership and effective management.

CRP10. Plan education and career paths aligned to personal goals.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

Competencies for 21st Century Learners

X	Collaborative Team Member	X	Effective Communicator
X	Globally Aware, Active, & Responsible Student/Citizen	X	Information Literate Researcher
X	Innovative & Practical Problem Solver	X	Self-Directed Learner

Youth Teaching Youth

Content Area: Life Skills

Course & Grade Level: Youth Teaching Youth, 9-12

Summary and Rationale

One of the best ways students learn is from practical, active, hands on participation -"learning by doing." This approach recognizes the differences in abilities and learning styles among students and allows for individual flexibility, creativity and acquisition of skills. Through real-life experiences in district classrooms, students enrolled in Youth Teaching Youth observe and take an active role in classrooms in the West Windsor-Plainsboro Regional School District. They work side-be-side with their mentor teachers assuming a range of responsibilities and tasks. They assist with instruction; they work closely with students on daily learning activities; they plan learning experiences under the supervision of the mentor teacher; and they have opportunities to present original mini lessons. Thus, they gain exposure to the field of education as a possible career choice. Further, students participate in periodic feedback sessions with classmates and complete practical and written projects and assignments that supplement and enrich their learning. The student, the men tor teacher, and the Youth Teaching Youth Coordinator develop projects and assignments collaboratively in order that these tasks are meaningful to the student and reflect his or her interests and talents. Child Growth and Development is a pre-requisite course in that prepares students with research-based theories of human growth, development, and learning.

The goal of the Youth Teaching Youth course, in line with the philosophy of the Life Skills department and as a complement to the entire range of offerings in the discipline, prepares students to be self-sufficient adults equipped with practical life skills that enable them to take their place in society as a fully functioning citizen.

Recommended Pacing

135 days

National Standards

National Standards for Family and Consumer Sciences Education

- Family and Consumer Sciences National Standards are outcomes; that is, expectations of what students should know and be able to do upon completion of a sequence of courses in a defined pathway/program of study.
- As state or local curriculum is developed, the national standards should be utilized as indicators of student achievement at the end of the pathway/program of study. Benchmarks should be developed at the state or local level for student achievement in earlier courses.
- The standards are grouped by Areas of Study, NOT by courses or course sequences. It is expected that content knowledge and skills from multiple Areas of Study would be utilized when building courses and course sequences for related Career Pathways for state or local uses. For example, standards from Area 12 Human Development might be incorporated into course sequences for Area 3 Consumer Services, Area 4 Education and Early Childhood, and Area 7 Family and Community Services as well as course sequences for additional pathways.

12.1 Analyze principles of human growth and development across the life span.

12.1.1 Analyze physical, emotional, social, moral, and cognitive development.

12.1.2	Analyze interrelationships among physical, emotional, social, moral, and cognitive aspects of human growth and development.
12.1.3	Analyze current and emerging research about human growth and development, including but not limited to brain development research.
12.2	Analyze conditions that influence human growth and development.
12.2.1	Analyze the influences of heredity and environment on human growth and development.
12.2.2	Analyze the influences of social, economic, and technological forces on individual growth and development.
12.2.3	Analyze the influences of gender, ethnicity, and culture on individual development.
12.2.4	Analyze the influences of life events on individuals' physical, emotional, social, moral and cognitive development.
12.2.5	Analyze geographic, political, and global influences on human growth and development.
12.3	Analyze strategies that promote growth and development across the life span.
12.3.1	Analyze the role of nurturance on human growth and development.
12.3.2	Analyze the role of communication on human growth and development.
12.3.3	Analyze the role of educational and family and social services support systems and resources in meeting human growth and development needs.

Instructional Focus

Unit Enduring Understandings

THE ROLE OF A TEACHER:

- The role of the teacher evolves continually to meet the demands of students and the expectations of society.
- Learning in the 21st century comprises collaboration among the teacher, the students, and their families.
- There are specific knowledge and skills that an excellent teacher demonstrates – the ability to communicate clearly and accurately, the ability to plan and deliver thought-provoking lessons, the understanding needed to guide students to meet their potential.

THE PHYSICAL CLASSROOM ENVIRONMENT:

- Studies indicate that students learn best in an organized, stimulating, safe climate. “Controlled chaos” appears to be a popular model for the 21st century classroom.

CLASSROOM MANAGEMENT:

- There are many theories of classroom management. Finding the right one is dependent on more than one determiner. Often, teachers have unique systems that work for them and their students. Yet, most successful management efforts have common characteristics.

SPECIAL NEEDS STUDENTS:

- Whether in a self-contained setting or in an inclusion classroom, special education teachers depend on collaboration and team work from colleagues if they are to meet the needs of their students.

THE ADMINISTRATION:

- School administrators face a myriad of management and policies issues on a daily basis. In order to act as the instructional leader, he or she needs to be a visible presence, a support, and an innovative thinker.

PARENTS AND THE COMMUNITY:

- Effective schools solicit input, support, and participation from parents and the community at large. Through collaboration among all stakeholders, the school is able to realize its goals with greater efficiency and effectiveness.

TEACHING AS A PROFESSION:

- Academic concepts lay the foundation for the full range of career and postsecondary education opportunities within the field of education.
- Every profession has a set of academic and social requirements.

Unit Essential Questions**THE ROLE OF A TEACHER:**

- Is a teacher in every classroom critical to student learning? Why or why not?

THE PHYSICAL CLASSROOM ENVIRONMENT:

- How has a “typical” classroom changed over the course of the last century? How has it remained the same?
- To what extent is the physical classroom setting a determinant of successful learning?

CLASSROOM MANAGEMENT:

- Which theory of classroom management is best? How would you know?
- How does the teacher reinforce fair rules and policies to support a safe and healthy learning environment?

SPECIAL NEEDS STUDENTS:

- How does the school community express high expectations for all its members?
- Is there a “best” model for special education?
- To what extent does the regular classroom teacher collaborate with the special education staff?

THE ADMINISTRATION:

- To what extent does the school administration play a role in student learning?
- How effective are the current practices of the school leadership team?

PARENTS AND THE COMMUNITY:

- To what extent does the teacher/school maintain a positive relationship with parents and communicate frequently about their children’s successes and challenges?

TEACHING AS A PROFESSION:

- Why become a teacher?

Objectives**Students will know:****THE ROLE OF A TEACHER:**

- The responsibilities of a teacher to the students, the school, the parents, and the community
- The qualities of an effective teacher
- The potential impact a teacher has on students’ well-being and on their learning progress
- Components of a lesson plan: objectives, assessments, tasks, hooks, closures

THE PHYSICAL CLASSROOM ENVIRONMENT:

- The role of the physical learning environment
- The value of establishing learning centers in a classroom
- The use of learning charts, bulletin boards, class libraries
- The value of manipulatives, props, handouts, texts, games, books

CLASSROOM MANAGEMENT:

- Current theories of classroom management
- Elements of classroom management
- Effective strategies for gaining and maintaining students' attention, moving students from place to place in the classroom and in the school building, record keeping, establishing and reinforcing class procedures, tone and language used when addressing students, strategies for encouraging positive behaviors

SPECIAL NEEDS STUDENTS:

- Classifications of special needs students
- Characteristics of each classification
- Components of an Individualized Educational Plan (IEP) and 504 Plan
- Available educational programs for special needs students
- Teaching strategies and methods used by teachers of special needs students

THE ADMINISTRATION:

- The hierarchical organization of the school and the district
- Roles and job descriptions of the administrative staff at the school level and at the district level

PARENTS AND THE COMMUNITY:

- Roles of parents/guardians in the functioning of the school and district
- Role of parent organizations
- Role of the community in sustaining quality education

TEACHING AS A PROFESSION:

- Qualifications and education required for certification in the field of education
- Continuing professional development opportunities and requirements
- Professional expectations (demeanor, dress, public image)

Students will be able to:**THE ROLE OF A TEACHER:**

- Keep a journal to note observations, record findings, describe reflections, and track questions about teaching experiences
- Record and reflect on the diverse roles the mentor teacher demonstrates/portrays on a daily basis
- Describe the qualities of an effective teacher
- Understand the long term effect a teacher has on the lives of the students with whom they have contact
- Know/practice/complete daily administrative duties within the assigned environment
- Develop/write a lesson plan
- Assist the teacher with lessons
- Implement a mini-lesson
- Develop/design/create teaching materials
- Display confidence and professionalism in their role in the assigned environment

THE PHYSICAL CLASSROOM ENVIRONMENT:

- Observe and record the physical characteristics of the learning environment

- Analyze and evaluate the recorded data for suitability and effectiveness in regard to meeting the educational needs of all students
- Contribute to the class environment through the creative use of various media (develop/design/create teaching materials)

CLASSROOM MANAGEMENT:

- Research appropriate techniques that can be used in an educational setting to encourage and reinforce positive behavior in children
- Observe and record the mentor teacher's procedures and affective characteristics
- Compare the social climate of a classroom and the behavior of the children in that classroom
- Observe, record, and analyze methods of behavior management that the teacher uses in specific situations in the teacher journal; share reflections with peers, the Youth Teaching Youth Coordinator, and the mentor teacher to gather feedback

SPECIAL NEEDS STUDENTS:

- Identify the school personnel to whom a teacher may rely on for support or refer a student to for assistance
- Define terms associated with special needs students and their education
- Explain the different classifications of special needs students
- Compare and contrast the types of educational programs available to special needs students; develop an annotated list of program goals and resources currently available in the school district and in the community
- Research teaching strategies and methods that garner success in both the mainstream and special education environments
- Observe a special education self-contained classroom and an inclusion classroom; compare and contrast the benefits and challenges that each type of classroom presents

THE ADMINISTRATION:

- Describe the hierarchy of a school district's administration
- Interview administrators at the school and district level about the responsibilities of their positions and the variety of roles they take in the running of the school/district
- Defend the need for an administration in a school district (accountability, support, liaison with parents community and state)

PARENTS AND THE COMMUNITY:

- Describe methods used to inform parents of the activities, accomplishments, and progress of their children in school
- Create a digital communication to share with parents and guardians
- Interview parents who participate in school events and organizations to analyze the impact they have on student learning and on the functioning of the school
- Interview a member of the Board of Education concerning the methods used to apprise the community is about the schools and to garner support
- Evaluate the effect active parental involvement has on the education process

TEACHING AS A PROFESSION:

- Research career possibilities
- Check online and in traditional ways for teaching programs and their requirements
- Maintain a reflective journal of observations, reflections, and questions

- Participate in discussions with peers and with professional educators about the parameters of the job of teaching, the responsibilities, and the satisfaction of working with children in a school setting
- Work in a classroom with a professional teacher to observe, assist, and co-teach

Evidence of Learning

Assessment

Common Assessment 6.1

Competencies for 21st Century Learners

X	Collaborative Team Member	X	Effective Communicator
X	Globally Aware, Active, & Responsible Student/Citizen	X	Information Literate Researcher
X	Innovative & Practical Problem Solver	X	Self-Directed Learner

Resources

Suggested Resources:

- Debbie Clement
- Teacher Tom
- Childhood 101
- Hands On : As We Grow