

Meet John: He's Gay & Black.....And doesn't believe in GOD

Intra-Racial Discrimination within the African-American Society.

5279: SPED CONTENT AREA INSTRUCTION FOR STUDENTS WITH SPECIAL NEEDS

Spring 2012

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Discrimination within the African-American Community Unit Plan:

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Special Education: General Curriculum

Social Studies/10th Grade

SPED 5279: Content Area Instruction for Students with Special Needs

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DEEL 1: INLEIDENDE INLIGTING

BASIC INTRODUCTORY INFORMATION

1A) SPECIFIC UNIT INFORMATION:

1. **Unit Title:**
   Intra-Racial Discrimination in a Modern Day Society
2. **Subject/Unit Topic:**
   Discrimination in the U.S /Intra-Racial Discrimination within the African-American Community
3. **Course Content:**
   English/Social Studies (African-American Studies)
4. **Grade Level(s):**
   9th grade
5. **Length of Class Time:**
   90 minute class sessions
6. **Length of Time to complete the Unit Plan:**
   The pre-assessment/survey will be given on Friday February 20, 2012 and the unit will be complete on Monday March 26, 2012.

1 B) STUDENT POPULATION/SCHOOL INFORMATION TABLE:

Contextual/Environmental Factors	Information Source	Implications for Instruction and Assessment
Co-taught English course	School Master Schedule	1. Provides more flexibility in regards to teaching the content to the students.
Nine students in class who receive special education services.	Students IEP	1. The need for individualized and differentiated instruction may exist.
Six African American students Seven Hispanic students Two Middle Eastern students Six Caucasian students.	Class Roster	1. The possibility exists for collaborative classroom discussions with students from a diverse background. 2. Diverse student population for student survey.

Ninety minute class sessions, which include a 45 five minute enrichment period once a week.	School Master Schedule	1. The ability to present a thorough lesson which includes differentiated instruction. 2. The enrichment period provides me and my co-teacher with an opportunity to teach related concepts and connecting subjects within the scope of the current class.
Non-Title 1 School 	CMS website	1. Access to various resources that can improve student learning.
Three students who are on 504 Intervention Plans	Student Records	1. The need exist for the utilization of interactive instructional strategies to keep the students actively engaged in the lessons.

DEEL 2: BREË DOELWITTE EN RASIONAAL

BROAD GOALS AND RATIONALE

2 A) SUMMARY& NARRATIVE STATEMENT:

The enduring and overall understanding that students should gain from the instruction within this unit is an understanding of intra-racial discrimination within the African-American community. This unit will examine the various effects of discrimination within this community by utilizing a plethora of resources. From journal articles to mainstream media, this unit will

take full advantage of the various forms of materials available that can assist in the overall student learning process.

ESSENTIAL QUESTIONS:

1. How have the views on homosexuality within the African-American community evolved over the years?

2. Has the rise in popularity of dark skinned people within the African-American community decreased the problem of colorism within this society?

3. What are at least 3 factors that have contributed to the existence of homophobia within the African-American community?

4. What role does Christianity play in most African-American communities across the United States?

5. What are 3 possible steps that can be implemented that could possibly decrease the problem of intra-racial discrimination within the African-American society?

6. What are the historical origins of colorism within the United States?

3. LEARNER OBJECTIVES/OUTCOMES:

1. Students will be able to ***discuss*** and ***analyze*** the effects of homophobia within the African-American community.

2. Students will be able to ***compare*** and ***contrast*** the differences and similarities between the 3 different forms of discrimination within the African-American community.

3. Students will be able to ***propose*** and ***support*** viable solutions to the existence of discrimination with the African-American community.

4. Students will be able to ***identify*** and ***explain*** the historical origins of colorism within the United States.

5. Students will be able to successfully utilize researched based articles in order to ***construct*** and ***support*** a position on the various types of intra-racial discrimination within the African-American community.

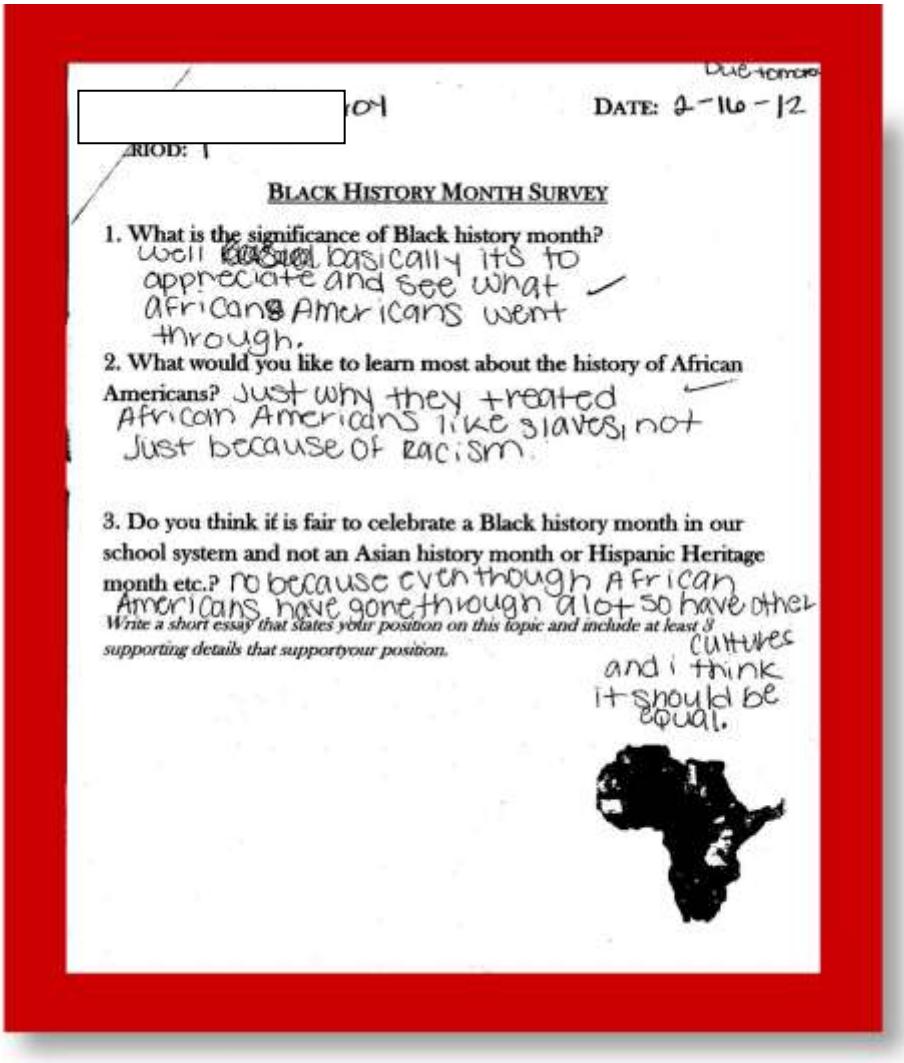
2 B) RELEVANT MATERIALS:

See Attached Documents

2 C) UNIT RATIONALE STATEMENT:

Justification for the unit:

During Black History Month, I had my students complete an assignment on the importance, validity and significance of including this month in our curriculum. Amongst the various responses received, there was a response from one of my students that really made me think about the current curriculum regarding discrimination within our school system. This student's response made me realize a major problem that exists within many school systems across the country. Most school systems, including my own primarily focus on the discrimination that African-Americans have suffered as a result of prejudice from the Caucasian race. As you can see in figure 1, this particular student desired more instruction on the various causes of discrimination involving African-Americans. This assignment made me realize that there are students who wish to have a more thorough understanding about discrimination and how it affects various ethnic groups within society.



DATE: 2-16-12

PERIOD: 1

BLACK HISTORY MONTH SURVEY

1. What is the significance of Black history month?
well basically its to appreciate and see what Africans Americans went through.

2. What would you like to learn most about the history of African Americans? just why they treated African Americans like slaves, not just because of racism.

3. Do you think if is fair to celebrate a Black history month in our school system and not an Asian history month or Hispanic Heritage month etc.? no because even though African Americans have gone through alot so have other cultures and i think it should be equal.

Write a short essay that states your position on this topic and include at least 3 supporting details that supportyour position.

Figure 1

This lack of understanding was a problem that deserved ample attention and provided the rationale for me to proceed with the planning of this unit. Knowing that discrimination merely exists is not enough in a multi-cultural society like the one that we live in today. It is essential for students to have a true appreciation for the various aspects about diversity that exist within society and the effects of these forms of discrimination on diversity within an culturally diverse society. Within the scope of this unit, the students will be equipped with the adequate resources and knowledge needed to be a productive member in an ever evolving global society.

Why do students need to learn this information?

In order for students to become a knowledgeable, productive member of society, they must be able to recognize and understand the significance of discrimination that occurs within various ethnic groups within society.

What is the purpose of this unit?

The purpose of this unit is to provide students with an historical background and basic understanding of the various societal implications of intra-racial discrimination within the African- American community. The three areas of focus are colorism, homophobia and discrimination of anti-religious people. In addition, this unit will also serve as a tool to improve the students writing abilities. All five lessons include the use of various instructional assignments which require the students to utilize their knowledge of basic writing skills and the use of critical thinking skills. Moreover, the skills that are implemented within this content area can be applied across a multitude of varying content areas and subjects.

2 D) SMARTER PLANNING SUMMARY:

Within the scope of the textbook "Teaching Content to All" by Lenz, Deshler, & Kissam the authors discuss various learning strategies and techniques that can be utilized in middle and secondary educational environments. One of the strategies they discuss is the SMARTER Planning Summary. In this strategy there are several pieces that educators must include within their instruction in order for the strategy to be successful. The steps of the SMARTER strategy are as follows:

S – Shape the Critical Questions

M – Map the Critical Content

A – Analyze for Learning Difficulties

R – Reach Enhancement Decisions

T – Teach Strategically

E – Evaluate Mastery

R – Revisit Outcomes
(LENZ, DESHLER & KISSAM, 2004)

The overarching theory behind this strategy is that in order for students to gain a good understanding of the content, the instruction must be broken down into several parts. For example, the first two parts of this strategy calls for educators to shape and map out critical content questions. Within this step, the educator must create content specific questions that students will need to have a good understanding of at the completion of the unit. As special educators, many of our students struggle with attaining a good understanding of the content or the overarching ideas within the unit. A strategy such as this provides a way for teachers to ensure that students actual understand the content in which they instruct on.

2E) UNIT ORGANIZER ROUTINE:

(SEE ATTACHMENT)

DEEL 3: INHOUD-ANALISE

CONTENT ANALYSIS

3 A) *CONTENT STANDARDS TABLE:*

SOCIAL STUDIES: 2006: AFRICAN AMERICAN STUDIES ***(ENRICHMENT PERIOD ONLY)***

LEARNING GOALS	NCSOS STANDARDS/ALIGNMENT	
1. Students will be able to discuss and analyze the effects of homophobia within the African-American community.	**Competency Goal 9**	**The learner will acquire an understanding of the issues confronting contemporary**

	African Americans in the continuing struggle for equality. **9.04** Identify and evaluate major contemporary African American issues confronting society including, but not limited to, affirmative action, the educational achievement gap, the wealth gap, poverty, AIDS, and crime
2. Students will be able to compare and contrast the differences and similarities between the 3 different forms of discrimination within the African-American community.	**Competency Goal 9** — **The learner will acquire an understanding of the issues confronting contemporary African Americans in the continuing struggle for equality.** **9.04** Identify and evaluate major contemporary African American issues confronting society including, but not limited to, affirmative action, the educational achievement gap, the wealth gap, poverty, AIDS, and crime
3. Students will be able to propose and support viable solutions to the existence of discrimination within the African-American community.	**Competency Goal 9** — **The learner will acquire an understanding of the issues confronting contemporary African Americans in the continuing struggle for equality.** **9.04** Identify and evaluate major contemporary African American issues confronting society including, but not limited to, affirmative action, the educational achievement gap, the wealth gap, poverty, AIDS, and crime
4. Students will be able to identify and explain the historical origins of colorism within the United States.	**Competency Goal 3** — **The learner will demonstrate an understanding of African American life and cultural contributions through 1860.** **3.02** Discuss and analyze the black family in

	antebellum America. **3.03** Trace the development of African American institutions such as religion, education, and benevolent organizations
5. Students will be able to successfully utilize researched based articles in order to construct and support a position on the various types of intra-racial discrimination within the African-American community.	**Competency Goal 9** — **The learner will acquire an understanding of the issues confronting contemporary African Americans in the continuing struggle for equality.** **9.04** Identify and evaluate major contemporary African American issues confronting society including, but not limited to, affirmative action, the educational achievement gap, the wealth gap, poverty, AIDS, and crime
6. Students will be able to identify and explain the historical origins of Christianity in the traditional African-American family *(community)*	**Competency Goal 3** — **The learner will demonstrate an understanding of African American life and cultural contributions through 1860.** **3.02** Discuss and analyze the black family in antebellum America. **3.03** Trace the development of African American institutions such as religion, education, and benevolent organizations.

3 B) SUMMARY OF THE SCOPE OF THE UNIT CONTENT:

One of the most practical features of this unit is that it can be successfully incorporated throughout a wide variety of content areas. The area of focus that most closely aligns with the content of this unit would be African American History and English Language Arts. Within the scope of the curriculum found in this unit there exist several opportunities for students to improve their skills within the English Language Arts field. The North Carolina Standard Course of Study or NCSCOS outlines several guiding principles that educators should aspire to follow

when creating the curriculum in a standard ninth grade English class. When reading the overall purpose of the ninth grade English curricula, there is a significant emphasis on students being equipped with the required skills to use language arts in a variety of setting and from a variety of resources. From online articles to print and video media, this unit plan includes the use of a wide variety of resources that students will be required to utilize. Within this unit there is also a significant emphasis placed on students utilizing their writing/language skills as a means to communicate their opinions regarding several of the topics being discussed. Moreover, there is a significance emphasis on the need for students to be familiar with the four basic forms of communication *(Expressive, Informational, Argumentative and Critical).* Throughout all five lesson plans the students are required to read and understand a piece of literature that falls within of the four categories established within the Standard Course of Study.

The state has also provided several other online resources that educators can use when preparing their lessons. One of these resources includes a series of educational articles or pamphlets called "In the Right Direction". In these articles, educators discuss key skills that students should attain before moving on to the next grade level. In the second volume of the series, there is a significant amount of literature that advocates for students having the ability to formulate opinions and be given an opportunity to appropriately express their opinions throughout a wide variety of educational settings. Several of my lessons require students to formulate their opinions on the topic being discussed. I have also included various classroom activities in which the students will be able to participate in a productive and controlled classroom discussion.

As mentioned earlier, the bulk of this unit was taught during the weekly enrichment period of a ninth grade English class. Considering that the overarching purpose of this

enrichment period is to provide students with a chance to relate the current content with other content areas, having an opportunity to expand on several of the topics that are discussed within their literature textbooks served as a great advantage to the students.

3 C) SUMMARY OF CULTURAL RESPONSIVENESS:

"IT CAN BE AWKWARD TO TALK ABOUT THE MEMBERS OF THE DIVERSE ETHNIC GROUPS THAT CONSTITUTE THE POPULATION OF THE UNITED STATES". (LENZ, DESHLER & KISSAM, 2004)

When I was first drafting this unit I had some reservations about the content. While I wanted to choose a topic that would be beneficial to the students, I also wanted to ensure that the topic would provide the students with an enhanced sense of cultural diversity. When I was choosing my topic, I found myself struggling with several internal conflicts. My main concern was that the students would be uncomfortable talking about a topic such as this. As mentioned in the textbook, many topics surrounding diversity can be "awkward" to talk about. Though despite these reservations, I decided that this was a topic that could really enhance the student's understandings about diversity and decided to continue to pursue this subject.

Within the framework of 21st century goals and ideals there is a major emphasis placed on students having the ability to work within diverse teams. A student of the 21st century needs to be able to respect cultural differences and work effectively with people from a range of social and cultural backgrounds, respond open-mindedly to different ideas and values and be able to leverage social and cultural differences to create new ideas and increase both innovation and quality of work. In order for a student to effectively work with people from various cultural backgrounds and of various lifestyles, they must first have a good understanding and an appreciation for the various forms of discrimination that exist within society. Once students

have a good understanding of these forms of discrimination, hopefully they will be more willing to accept those who may have different beliefs or live a different type of lifestyle than themselves.

3 D) CONTENT INTEGRATION TABLE:

<table>
<tr><th>CONTENT AREA OF FOCUS</th><th>CONNECTIONS TO OTHER ACADEMIC AREAS/CORRESPONDING NCSCOS STANDARDS</th><th>SPECIFIC LESSON PLANS/PARTS OF LESSON THAT RELATES TO CONNECTED CONTENT AREA</th></tr>
<tr><td>SOCIAL STUDIES: 2006 : AFRICAN AMERICAN STUDIES</td><td>INTRODUCTORY MATHEMATICS(GRADES 9-12):
<table><tr><td colspan="2">Data ALnalysis and Probability</td></tr><tr><td>Competency Goal 3</td><td>The learner will understand and use graphs and data analysis.</td></tr></table></td><td>UNIT LESSON PLAN # 2/TEACHER INPUT SECTION</td></tr>
<tr><td>SOCIAL STUDIES: 2006 : AFRICAN AMERICAN STUDIES</td><td>INFORMATION & TECHNOLOGY (GRADES 9-12):
<table><tr><td>HS.SI.1.2</td><td>Evaluate resources for point of view, bias, values, or intent of information.</td></tr></table>
<table><tr><td>HS.TT.1.3</td><td>Use appropriate technology tools and other resources to design products to share information with others (e.g. multimedia presentations, Web 2.0 tools, graphics, podcasts, and audio files).</td></tr></table></td><td>UNIT LESSON PLAN # 2/FOCUS AND REVIEW SECTION

UNIT LESSON PLAN # 3 /FOCUS AND REVIEW& TEACHER INPUT SECTIONS

Group Discrimination Assignment</td></tr>
<tr><td>SOCIAL STUDIES: 2006 : AFRICAN AMERICAN STUDIES</td><td>LANGUAGE ARTS: WRITTEN LANGUAGE/READING (GRADES 9-12):

Extend the ideas of the text by making inferences, drawing conclusions, and making connections to their own personal experiences and other readings.</td><td>UNIT LESSON PLAN # 1/ GUIDED AND INDEPENDENT PRACTICE SECTIONS

THROUGHOUT ALL 5 LESSONS THERE</td></tr>
</table>

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<tr>
<td></td>
<td>LANGUAGE ARTS: ORAL LANGUAGE (GRADES 9-12):
Participate in informal discussions, seminars, and interviews as articulate speakers and insightful listeners.

LANGUAGE ARTS: OTHER MEDIA /TECHNOLOGY (GRADES 9-12):

Select and use technological tools for class assignments, projects, and presentations</td>
<td>EXISTS AN OPPORTUNITY FOR STUDENTS TO PARTICIPATE IN CLASS AND SMALL GROUP DISCUSSIONS.

Group Discrimination Assignment</td>
</tr>
<tr>
<td>SOCIAL STUDIES: 2006 : AFRICAN AMERICAN STUDIES</td>
<td>GUIDANCE (GRADES 9-12):
<table>
<tr><td>Competency Goal 2</td><td>The learner will complete school with the academic preparation essential to choose from a wide variety of substantial postsecondary options…. (National Standard 2)</td></tr>
<tr><td></td><td>2.02 Apply critical thinking skills.</td></tr>
</table></td>
<td>EACH LESSON CONSIST OF VARIOUS ACTIVITIES THAT REQUIRE STUDENTS TO UTILIZE BLOOMS TAXONOMY CRITICAL THINKING SKILLS. FOR EXAMPLE IN LESSON # 4, THE STUDENTS ARE REQUIRED TO WRITE A SHORT 5 PARAGRAPH ESSAY IN WHICH THEY WILL EXPLAIN AND DEFEND THEIR OPINION ON THE RIGHTS OF HOMOSEXUALS.</td>
</tr>
</table>

CONTENT INTEGRATION NARRATIVE:

Throughout this unit there exist a multitude of connections to other academic content areas. From basic mathematics to guidance skills, the students will be exposed to a variety of disciplines within the coursework of this unit. A prime example would be the integration of mathematical skills, abilities and concepts. Mathematics is an essential subject area as well as an area that unfortunately poses significant challenges to many students who receive special education services. By allowing students the opportunity to interpret the data from the results of the pre lesson educational inventory two things are being accomplished. The students are being able to receive practice with an essential skill that they can utilize in their mathematics courses as well as the instructor is being provided with yet another tool that can provide them with guidance

in regards to specific students level of comfortableness participating in large and small group discussions.

Originally, when I wrote the lesson plans for the unit my entire focus was on the specific content area. There was never a moment during the original drafting of the lessons that I realized that the same skills the students are utilizing to complete the majority of the written assignments can also be used as means to help them prepare for post-secondary educational opportunities. Throughout all five lessons, the students are required to utilize a multitude of critical thinking skills. The use of these skills are not only assisting the students in thinking about the various effects of intra-racial discrimination within the African-American community but they are also gaining valuable experience practicing writing literary pieces of work which require some level of critical thinking prior to the actual start of the writing.

DEEL 4: ASSESSERINGSMETODES

ASSESSMENT METHODS AND STRATEGIES

4 A) ASSESSMENT METHODS TABLE:

LEARNING GOAL/LESSON PLAN CORRELATION	TYPE OF ASSESSMENT	DESCRIPTION OF ASSESMENT	ADAPTIONS AND MODIFICATIONS
Learning Goal 1: Students will be able to discuss and analyze the effects of homophobia within the African-American community. **Corresponding Lesson Plan(s):** Lesson Plan 4 Lesson Plan 5	**Formative Assessments:** Question and Answer Discussion Forum Group classroom discussion LINCS Vocabulary Worksheet Venn Diagram Map Assignment Exit Ticket	**Pre-Assessments:** Question and Answer Discussion Forum **In-Progress & Post Assessments:** LINCS Vocabulary Worksheet Group classroom discussion Venn Diagram Map Assignment	Some students may require extended time and extra assistance with the LINCS vocabulary worksheet. The teacher will allow for those students who require additional assistance to receive small group instruction from the EC-co teacher within the classroom.

	Summative Assessments: Public Official Writing Assignment Short Essay Writing Assignment	Short Essay Writing Assignment Public Official Writing Assignment Exit Ticket	
Learning Goal 2: Students will be able to compare and contrast the differences and similarities between the 3 different forms of discrimination within the African-American community. **Corresponding Lesson Plan(s):** Lesson Plan 5	**Formative Assessments:** Question and Answer Discussion Forum Group classroom discussion Venn Diagram Map Assignment Exit Ticket **Summative Assessments:** Public Official Writing Assignment	**Pre-Assessments:** Question and Answer Discussion Forum **In-Progress & Post Assessments:** Group classroom discussion Venn Diagram Map Assignment Public Official Writing Assignment Exit Ticket	The teacher will allow for those students who require additional assistance to receive small group instruction from the EC-co teacher within the classroom.
Learning Goal 3: Students will be able to propose and support viable solutions to the existence of discrimination within the African-American community. **Corresponding Lesson Plan(s):** Lesson Plan 4	**Formative Assessments:** Question and Answer Discussion Forum Group classroom discussion Exit Tickets **Summative Assessments:** Short Essay Writing Assignment Discrimination Group Assignment	**Pre-Assessments:** Question and Answer Discussion Forum **In-Progress & Post Assessments:** Group classroom discussion Short Essay Writing Assignment Discrimination Group Assignment Exit Tickets	Some students will be provided with extended time to complete the short essay writing assignment. Some students may require extended time and extra assistance with the LINCS vocabulary worksheet
Learning Goal 4: Students will be able to identify and explain the historical origins of colorism within the United States.	**Formative Assessments:** Question and Answer Discussion Forum Group classroom	**Pre-Assessments:** Question and Answer Discussion Forum **In-Progress & Post Assessments:**	Those students who require additional assistance during the independent writing assignment will be provided with the additional help.

Corresponding Lesson Plan(s): Lesson Plan 2	discussion Small group writing assignment Exit Tickets **Summative Assessments:** Position Paper Writing Assignment on "Color Struck" journal article. Colorism and Its Origins Quiz	Group classroom discussion Small group writing assignment Position Paper Writing Assignment Colorism and Its Origins Quiz Exit Tickets	On the journal article activity, those students who need a recording of the article will be provided with an audio recording of the article in order for them to complete their article response assignment.
Learning Goal 5: Students will be able to successfully utilize researched based articles in order to construct and support a position on the various types of intra-racial discrimination within the African-American community. **Corresponding Lesson Plan(s):** Lesson Plan 1 Lesson Plan 2 Lesson Plan 3 Lesson Plan 4 Lesson Plan 5	**Formative Assessments:** Question and Answer Discussion Forum Group classroom discussion Small group writing assignment Exit Tickets **Summative Assessments:** Position Paper Writing Assignment on "Color Struck" journal article. Discrimination Group Assignment Short Essay Writing Assignment	**Pre-Assessments:** Question and Answer Discussion Forum **In-Progress & Post Assessments:** Group classroom discussion Small group writing assignment Position Paper Writing Assignment Discrimination Group Assignment Exit Tickets	Those students who require additional assistance on assignments will be provided with the help as needed. Some students will require extended time to complete the writing assignments in the unit. On the journal article activity, those students who need a recording of the article will be provided with an audio recording of the article in order for them to complete their article response assignment
Learning Goal 6: Students will be able to identify and explain the historical origins of Christianity in the traditional African-American family (community)	**Formative Assessments:** Question and Answer Discussion Forum Group classroom discussion	**Pre-Assessments:** Question and Answer Discussion Forum **In-Progress & Post Assessments:** 5 Paragraph Writing	The teacher will divide the small groups amongst those students who are extremely outgoing and vocal with those who are less vocal. This will ensure the active participation of all group members

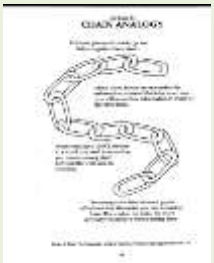
Corresponding Lesson Plan(s): Lesson Plan 3	Exit Tickets **Summative Assessments:** 5 Paragraph Writing Assignment	Assignment Exit Tickets	Some students will require extended time to complete the writing assignments for this lesson.

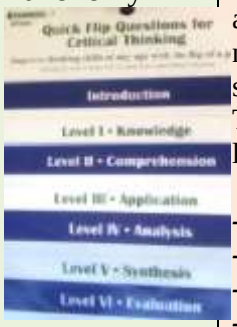
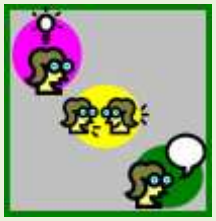
DEEL 5: INSTRUKSIONELE STRATEGIEË EN AKTIWITEITE

INSTRUCTIONAL STRATEGIES & ACTIVITIES

5 A) OVERVIEW OF INSTRUCTIONAL STRATEGIES AND ROUTINES:

** In the table below you will find a listing of the various educational strategies that were utilized within this unit plan, a description of the strategy, the corresponding lesson plans in which the strategy was utilized and a brief rationale summary that provides justification for utilization of the strategy.*

Strategy Utilized:	Description of Strategy:	Lesson Plan(s)	Rationale Statement:
LINCS Vocabulary Method 	This is a very useful strategy that can be used when teaching students a wide variety of content matter. Within this strategy, the students are required to complete five basic steps in order for them to gain a better understanding of a new word or concept. Edwin Ellis outlines the 5 steps of this method within the scope of his LINCS Strategy Training Guide. For each new vocabulary word introduced the students must: 1. **L**ist the important parts of the word. 2. **I**ndicate a reminding word 3. **N**ote or create a LINCing story 4. **C**onstruct a LINCing picture 5. Create a **S**elf-Test (Ellis, 2001)	Lesson #1	Anytime students can be provided with a tool to break down a new or difficult concept, the likelihood of that student gaining a better understanding about the concept greatly increases. Ellis outlines several reasons why this strategy should be utilized when teaching students new concepts or vocabulary words. Two of the most pertinent reasons being that this strategy enables students to connect prior knowledge with new knowledge as well as it can greatly improve their vocabulary skills (Ellis, 2001)
SLANT	This strategy was developed by the KU center for learning as a means to ensure active student participation. In this strategy the students are taught the simple acronym "SLANT". The meaning of each letter in the acronym are as follows:	Lesson # 2 Lesson # 3 Lesson # 4	This strategy enables teachers with a simple and efficient way to monitor student behavior. Once the students learn the meaning of the word, the teacher then has the ability to

	- ***S***it up straight - ***L***ean toward the speaker - ***A***ctivate your thinking - ***N***od in agreement - ***T***rack the speaker This strategy is designed to provide teachers with a means to control classroom behaviors in class.		remind students of the desired actions by just saying the word SLANT. (Shoopman, 2012) As a special education teacher, the possibility of having to deal with students who have behavior or classroom etiquette problems greatly increases. Strategies such as this can be extremely beneficial to teachers who have difficulty establishing and maintaining appropriate student behaviors in class.
Blooms Taxonomy  	Teachers across the country have been using the Blooms Taxonomy Critical Thinking guidelines as a means to shape their instruction for years now. These guidelines are designed to ensure that students are utilizing higher order thinking skills. These guidelines or skills are divided into 6 levels. These levels are: ***-Level I:*** Knowledge ***-Level VI:*** Evaluation ***-Level II:*** Comprehension ***-Level III:*** Application ***-Level IV:*** Analysis ***-Level V:*** Synthesis Within each level, there are predetermined key words and questions that the teacher should utilize when creating their lesson plans. This ensures that students are being asked the appropriate type of questions for the desired skill.	Lesson # 1 Lesson # 2 Lesson # 3 Lesson # 4 Lesson # 5	These skills can be utilized within practically the entire spectrum of content for those students receiving secondary educational services. For this unit in particular there is a major need for students to be able to analyze various pieces of literature and make inferences based on their understanding of the text. These critical thinking skills enables students with the ability to look beyond the text and make judgements about the text based on their understanding (Veeravagu, Muthusamy, Marimuthu & LasSubrayant, 2010)
Think-Pair-Share 	This is a strategy that many educators use as a means to encourage partnerships and group work within the classroom. This strategy was developed by Frank Lyman (Jones, 2006). Within the scope of this technique the students are required to complete the following actions when given a prompt from the teacher: - ***Think:*** The individual student takes a few minutes to think about the question that the teacher prosed. - ***Pair:*** The student partners with a classmate and shares/discusses their individual answers or interpretations with their classmate. - ***Share:*** The paired students have an opportunity to discuss their answer with the entire class. (Jones , 2006)	Lesson # 2	Some of the key advantages of utilizing this strategy is that it ensures active participation from all students, it enables students with an opportunity to talk amongst themselves in a productive manner and it ensures that all students fell as if their receiving an opportunity to express their opinions. There are several educational situations' that can occur in which educators look for ways to increase student participation. This strategy forces all students to participate

			in the class discussion and to actively think about the topic being discussed.
Exit Tickets 	This strategy consist of the instructor creating a "ticket" that requires the student to answer some question or provide some sort of feedback prior to them leaving the classroom. Typically, the ticket out is related in some way to the lesson that was taught during that class session.	Lesson # 1 Lesson # 2 Lesson # 3 Lesson # 4 Lesson # 5	This is a very simple and time efficient way of ensuring that students have a good understanding of the content. By putting into place these tickets, the educator is provided with a tool that they can use to access the students overall grasp of the content. This tool also serves as a wonderful classroom management technique as well. In most high school classes, the majority of the students think that the end of class is the time to cut loose and not pay attention to the lesson. Utilizing these tickets ensures that students are actively engaged throughout the duration of the class period.
Open-Ended Discussions 	This is a technique that is used a means to increase student participation in the classroom. When an instructor allows for students to engage in an open-ended discussion, they usually will pose a question to the students and allow for student to discuss the topic amongst each other. Then they will encourage and allow the students to participate in a shared dialogue between themselves, their classmates and the instructor.	Lesson # 1 Lesson # 2 Lesson # 3 Lesson # 4 Lesson # 5	Having the students actively engaged in classroom discussions can provide a multitude of benefits to the students. In the article "Making the Most of Talk: *Dialogue in the Classroom*" authors Neil Mercer and Lyn Dawes discuss the various benefits that having students participate in these type of discussions can have. They emphasize how these discussions can provide students with the skills needed to improve their language ability and their ability to use language a tool for higher level thinking. (Mercer & Dawes, 2010)
Venn Diagrams	English logician Jolin Venn created a unique way to organize information; this method is more commonly known as the VENN diagram *(Edwards, 2004).* In this method students develop a concept map which includes overlapping circles. The two outside circles commonly include the	Lesson # 3 Lesson # 5	Utilizing this technique provides students with a quick and succinct way to organize information. Furthermore, it enables students with a simple way to compare and contrast

	specific attributes of each individual entity. While the overlapping and middle circles emphasized the shared characteristics of the elements.		the similarities and differences between several objects.

5 B) UNIVERSAL DESIGNS FOR LEARNING:

Trying to find a single definition for Universal Design for Learning or UDL was an extremely difficult task. Within the process of researching this philosophy, I came across a plethora of resources. Each resource outlined the varying components that need to be included when designing instruction based on this theory. Amongst all the resources there was one overarching characteristic that was mentioned. This shared characteristic was that the primary purpose of UDL is to make learning more accessible for ***ALL*** students.

Within the scope of UDL there exist several characteristics that must be present in order for a lesson to be successful. As discussed in module three, UDL incorporates the use of multiple means of expression, representation and engagement. Students must be provided with varying means of accomplishing the same overall goal and receive the same basic understanding of the content. When looking at my lessons, there exists several ways in which students were able to express their understanding of the content. For example, as mentioned in the attached document, the students were required to create a presentation on the effects of discrimination within the African-American community. In this assignment, the students were able to choose between the option of two separate formats, a public service announcement or a newspaper article. There also were various roles for each student to assume when creating this project. The versatility within this project served as a prime example of how students were provided with

multiple *(different)* means of expression, representation and engagement while still receiving a the *(same)* overall understanding of the content being discussed.

As mentioned earlier, there are several factors that must be considered when designing instruction based on the principles of UDL. The utilization of various forms of assistance that can increase student performance is another aspect of the theory of UDL. One form of increasing the likelihood of student success is the utilization of peer mediated instruction within the classroom learning environment. Peer mediated instruction has been proven to provide students with an additional means to gain a good understanding of the materials across a wide range of content areas. Moreover, research has shown that the use of peer tutoring can also provide students with an opportunity to scaffold instruction with one another (Gnadinger, 2008).

In addition to providing the students with additional tools, the utilization of peer mediated instruction can greatly benefit the educator as well. The use of peer interactions can many times free up the teacher's time and allow them to focus more energy on those students who may require additional assistance (*differentiated instruction*) (Kalfus, 1984).

5 C) COLLABORATIVE INSTRUCTION:

CO-TEACHING PLANNING SUMMARY:

As discussed earlier, this unit was taught primarily during the enrichment period of the English 9 class in which I co-teach at South Mecklenburg High School. As a new teacher I am still in the process of learning new things and getting myself familiar with the content. Due to my educational background being primarily in Special Education, I realized early on that there would be a period of adjustment while I re-teach myself some of the content in my inclusion classes. That being said, I also understood that for the first few years of my teaching career I will still be in the process of developing my individual teaching styles, philosophies etc. Below you

will find a week long co-teaching lesson plan chart. In this chart, I have outlined the various responsibilities for my co-teacher and I for one week of instruction. Luckily, for one of my classes I was partnered with an experienced teacher. This teacher has over twenty-five years of teaching experience and has participated in several co-teaching classroom environments. I have also included a copy of the observation form in which my current university supervisor completed on me for one of the lessons in which I taught. Because of extenuating circumstances I had to complete my internship this semester and therefore was subject to several observations from my professor. In retrospect, having the opportunity to receive additional support and feedback during this first semester of my teaching served as a major blessing and contributed greatly to my growth as a teacher.

For privacy reasons, I have blocked out the names of my professor and my co-teacher on the observation form.





CO-TEACHING LESSON PLAN CONTEXTUAL FACTORS:

Week of: Monday March 12, 2012- Friday March 16, 2012

Subject Area: English

Grade Level: 9th

Content Standard(s):

NCSCOS/English Language Arts/5.01: Read and analyze various literary works by: explaining how the writer creates character, setting, motif, theme, and other elements.

***NCSCOS/English Language Arts/6.02*:** Discern and correct errors in spoken and written English by: editing for spelling and mechanics (punctuation and capitalization).

NCSCOS/Social Studies/9.04*:** Identify and evaluate major contemporary African American issues confronting society including, but not limited to, affirmative action, the educational achievement gap, the wealth gap, poverty, AIDS, and crime. ***(Enrichment Period Only)

Essential Question(s):

-Are the students able to understand the literary background of the literary novel "The Cast of Amontillado"?

-Are the students able to understand the use of semicolons and understand the begging part of the story "The Cast of Amontillado"?

-Are the students able to correctly infer the main idea of the story from the author's emphasis of setting and mood?

-Are the students able to understand the effects of homophobia within the African-American community? ***(Enrichment Period Only)***

Key Vocabulary:

Abscond, Aperture, Immolation, Impunity, Preclude, Repose, Subside, Termination, Setting, Mood, Homophobia

Assessment Methods:

- Students will be required to complete the interactive assessment methods in the Interactive Reader.
- Students will be required to complete a worksheet on the proper use of semicolons in text. - ----
- Students will be required to complete the brief vocabulary assessment to help prepare for the

upcoming lesson. Students will also be required to complete a "ticket out" sheet in which they recall what new information they have learned from today's lesson.

- The students will be asked to write a short 5 paragraph essay which addresses the effects of homophobia within the African-American community. ***(Enrichment Period Only)***

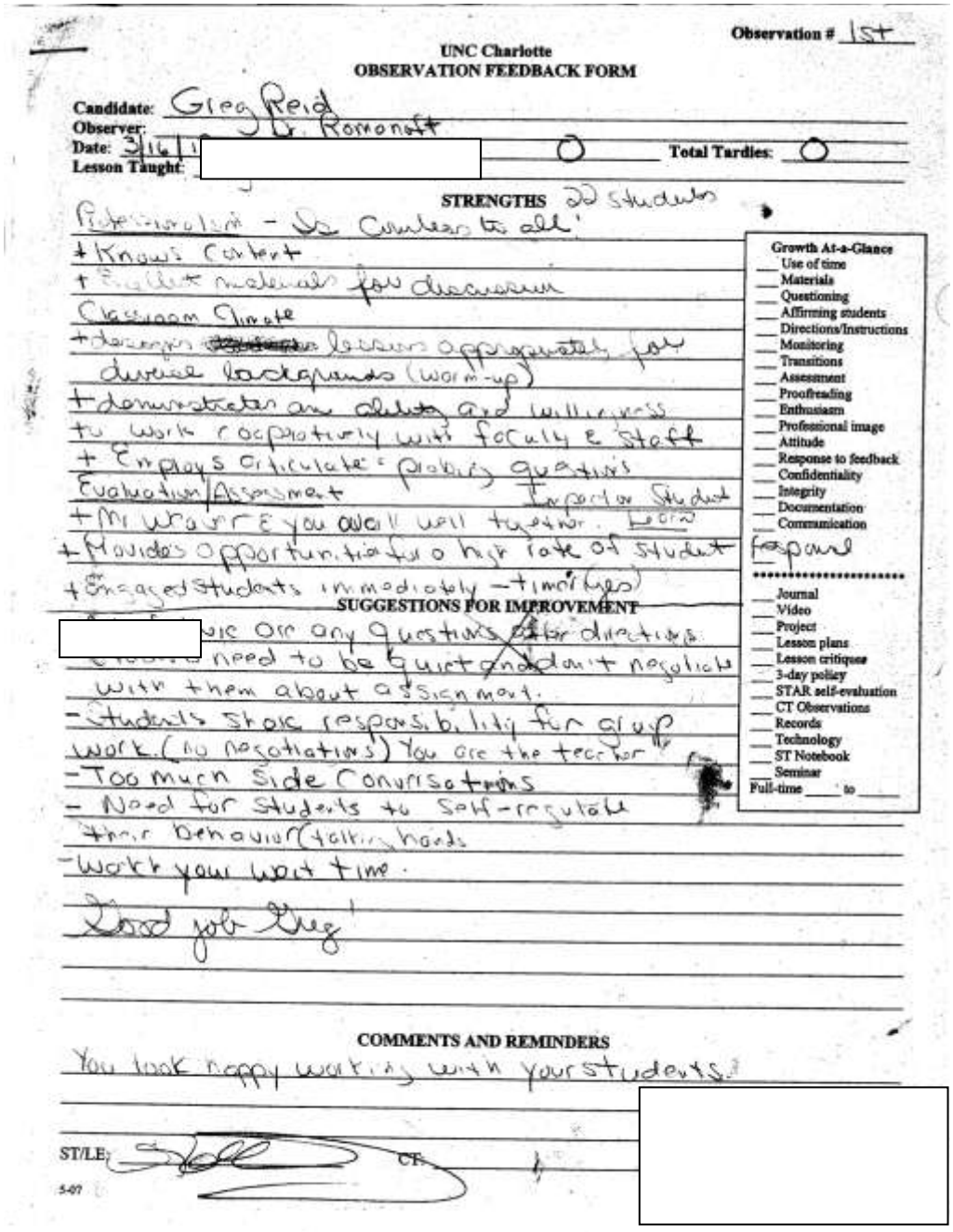
Student names have been changed for privacy purposes

Date	Co-Teaching Approach	General Education Teacher Responsibilities	Special Education Teacher Responsibilities	Individual Considerations /Differentiation Techniques
Monday 03-12-2012	☒**One Teach, One Support** ☐**Parallel** ☐**Alternative** ☐**Station** ☐**Team**	The teacher will start class by going over the daily warm up activity with the students. After the students have had an opportunity to participate in a brief group discussion with Mr. Reid, The teacher will introduce the story to the students. The teacher will begin reading the story to the students, allowing for periodic breaks in order for students to complete the Interactive Reader assignments. , At a reasonable stopping point, the teacher will review the facts of the story thus far with the students. The students will be allowed to ask questions as needed and receive teacher feedback.	As a pre-reading activity, the teacher will initiate a discussion about the topic of revenge. While the general education teacher reads the story aloud with the students, Mr. Reid will walk amongst the classrooms to ensure that all students are paying attention to the story.	The special educator will provide 1-1 assistance to Tommy due to his inability to maintain focused in class. During the warm up activity, the special educator will check with Mary to ensure that she is staying awake and paying attention during the reading and the group discussion part of the lesson.
Tuesday 03-13-2012	☐**One Teach, One Support** ☐**Parallel** ☒**Alternative** ☐**Station** ☐**Team**	The teacher will start class by going over the daily warm up activity with the students.	After the general educator completes a review on making inferences, Mr. Reid will teach a mini	The special educator will provide 1-1 assistance to Tommy due to his inability to maintain focused in class.

		The teacher will initiate a review of the literary concept of making inferences from literary text. The teacher will allow for students to ask questions and answer those inquiries as needed to ensure students understanding. After the students have had the opportunity to participate in a group discussion about semicolons with Mr. Reid, the teacher continue reading the story with the students.	lesson on the proper use of semicolons. Before the conclusion of class, the special educator will review the facts of the story thus far to ensure students have a thorough understanding of the events that had occurred thus far in the story.	During the warm up activity, the special educator will check with Mary to ensure that she is staying awake and paying attention during the reading and the group discussion part of the lesson. The special educator will need to meet with Stacey to discuss her current progress in the class due to her extremely low class average.
Wednesday 03-14-2012	☒**One Teach, One Support** ☐**Parallel** ☐**Alternative** ☐**Station** ☐**Team**	The teacher will start class by going over the daily warm up activity with the students. The teacher will then distribute the essay writing assignment for the current reading. After a brief classroom discussion of writing assignments with Mr. Reid, the teacher will review the main points of the story that have occurred thus far. After a brief review of the happenings of the text thus far, the teacher will begin playing the audiotape for the remainder of the selection. The teacher will pause on intermitted intervals throughout the remainder of the text to allow the students an opportunity to	After the daily warm up activity, Mr. Reid will review the proper use of semicolons After the general educator has passed out the writing assignment, Mr. Reid will go over the writing assignment with the students and allow for students to ask any questions as needed. The special educator will join the general educator during the final review of the novel and provide individual input as needed.	The special educator will provide 1-1 assistance to Tommy due to his inability to maintain focused in class. During the warm up activity, the special educator will check with Mary to ensure that she is staying awake and paying attention during the reading and the group discussion part of the lesson. Mr. Reid will meet briefly with Margaret after class to talk with her about the poem book that she asked him to read. The teacher will also address any questions/concerns that Margaret may have in regards to her status in the class.

		complete the Interactive Reading assignments. After the students have completed reading "The Cast of Amontillado" The teacher will provide the students with an opportunity to discuss the remaining parts of the text for clarification purposes.		
Thursday 03-15-2012	☐**One Teach, One Support** ☐**Parallel** ☒**Alternative** ☐**Station** ☐**Team**	The teacher will start class by going over the daily warm up activity with the students. The teacher review the facts about The Cast of Amontillado" to ensure that the students have a good understanding of the text. After this review has occurred, the teacher will walk around the classroom as Mr. Reid is going over the two new writing strategies with the students. After the writing techniques have been discussed, the teacher will circulate amongst the students and assist students, as needed, with completing the remainder of assignments within Interactive Reading notebooks.	Mr. Reid will introduce and explain to the students the fundamentals behind the two new learning strategies that will be discussed in class *(ANT & TOQA method).* The special educator will allow for students to ask questions to ensure that they good a good understanding of the writing strategies. After the writing techniques have been discussed, Mr. Reid will circulate amongst the students and assist students, as needed, with completing the remainder of assignments within their Interactive Reading notebooks.	The special educator will provide 1-1 assistance to Tommy due to his inability to maintain focused in class. During the warm up activity, the special educator will check with Mary to ensure that she is staying awake and paying attention during the reading and the group discussion part of the lesson.
Friday 03-16-2012	☐**One Teach, One Support** ☐**Parallel** ☒**Alternative** ☐**Station** ☐**Team**	The teacher will start class by going over the daily warm up activity with the students. The teacher will initiate a	After the general educator finishes reviewing setting and mood with the students, Mr. Reid will introduce the new	The special educator will provide 1-1 assistance to Tommy due to his inability to maintain focused in class.

		quick group discussion about the various things that they wrote about in their morning quick-write assignment. The teacher will provide a brief review of the literary concepts of setting and mood. And how these two factors contribute to both fiction and non-fiction works. After Mr. Reid has had the opportunity to complete the pre-reading introduction and discussion with the students, the teacher will begin reading the story with the students. Throughout the story, the teacher will periodically stop and allow for the students to ask any questions and complete the pause and reflect assignments. After the teacher has read a portion of the story, the teacher will introduce the brief group assignment to the students. As a group, the students will instructed to create a short paragraph that discusses what has happened thus far in the story, paying particular attention to the setting and the mood of the story. After the brief group assignment, the teacher will instruct the students to read the remainder of the story independently.	story to the students and provide the students with relevant background knowledge for the new story. The special educator will initiate a brief classroom discussion about the relevancy of the background of the new story. After the students have had the opportunity to read a portion of the story independently, Mr. Reid will provide a brief recap on the events of the story thus far.	During the warm up activity, the special educator will check with Mary to ensure that she is staying awake and paying attention during the reading and the group discussion part of the lesson. During the independent practice part of the lesson, the teacher will pay close attention to Geraldo to ensure that he is staying on task and not using this independent time as an excuse to socialize with his fellow classmates.



Observation # 1st

UNC Charlotte
OBSERVATION FEEDBACK FORM

Candidate: Greg Reid
Observer: Dr. Romanoff
Date: 3/16/1[redacted] 0 **Total Tardies:** 0
Lesson Taught:

STRENGTHS 22 students

Professionalism - Is Courteous to all!
+ Knows Content
+ Excellent materials for discussion
Classroom Climate
+ designs ~~[illegible]~~ lessons appropriately for diverse backgrounds (warm-up)
+ demonstrates an ability and willingness to work cooperatively with faculty & staff
+ Employs articulate & probing questions
Evaluation/Assessment Impact on Student
+ Mr Weaver & you overall well together. Learn
+ Provides opportunities for a high rate of student response
+ Engaged students immediately - timer (yes)

SUGGESTIONS FOR IMPROVEMENT

[redacted] are any questions after directions
[illegible] need to be quiet and don't negotiate with them about assignment.
- Students share responsibility for group work. (no negotiations) You are the teacher
- Too much side conversations
- Need for students to self-regulate their behavior (talking hands
- Watch your wait time.

Good job Greg!

COMMENTS AND REMINDERS

You look happy working with your students.

ST/LE: [signature] CT: [redacted]

5-07

Growth At-a-Glance
___ Use of time
___ Materials
___ Questioning
___ Affirming students
___ Directions/Instructions
___ Monitoring
___ Transitions
___ Assessment
___ Proofreading
___ Enthusiasm
___ Professional image
___ Attitude
___ Response to feedback
___ Confidentiality
___ Integrity
___ Documentation
___ Communication

****

___ Journal
___ Video
___ Project
___ Lesson plans
___ Lesson critiques
___ 3-day policy
___ STAR self-evaluation
___ CT Observations
___ Records
___ Technology
___ ST Notebook
___ Seminar
Full-time ____ to ____

DEEL 6: TEGNOLOGIE OPSOMMING

TECHNOLOGY

6A). TECHNOLOGICAL INTEGRATION:

The successful integration of technology and the classroom is at the forefront of many school districts across the country. From simple additions such as videos to more complex items such as IPod's, educators are starting to appreciate the various ways that technology can be utilized within the classroom. The utilization of technology to improve student results has been a personal goal of mine as well. Recently I co-wrote a grant that advocates for the use of technology within the modern day classroom environment. In order for students to be prepared with the skills needed to succeed within this technology driven society, they must be equipped with the necessary skills needed to utilize technology in a variety of settings.

Within the scope of this unit I have implemented the use of several forms of technology. Though simple, the utilization of these items played a significant role throughout the entire learning process for my students. You will notice that on four out of five lessons, I have included the use of a DVD player to play videos. These videos served as a tool to engage the student's interest in the topics being discussed. In addition to these videos, within the scope of several of my lessons, I have included the use of several online resources. For example, in lesson #2 the students were required to go online and access an magazine article on colorism and its effects on the African-American society. It is extremely important that students be equipped with the skills needed to access online resources. Enabling students with these skills will not only better prepare them for post-secondary educational opportunities but it will also enable them to be more marketable within an ever changing and extremely competitive job market.

As our society continues to become more technology dependent, it becomes more essential that our students be prepared with the skills needed to appropriately utilize technology. From college to the job market, the use of technology is perhaps the one factor that remains consistent throughout a wide variety of post-secondary opportunities for high school students across the country.

DEEL 7: EENHEID REFLEKSIE EN EVALUERING

EVALUATIONS AND REFLECTIONS

Every lesson provided me with an opportunity to learn something new about my teaching styles and abilities. In each lesson I was able to take what I learned from the experience and use it as a tool to improve my skills as a beginning teacher. Amongst the five lessons that were taught, Lesson # 4 provided me with the most opportunities to learn. The focus of this lesson was homophobia within the African-American community.

As mentioned earlier, topics such as homosexuality and diversity are sometimes uncomfortable for both students and teachers alike to discuss. When I first decided to tackle this topic I knew that some students would be hesitant to engage in a classroom discussion. At the conclusion of the guided practice I had allowed for students to engage in an open-ended discussion about homophobia within the African – American community. During the course of this discussion there were several comments made that were very inappropriate and disrespectful to homosexual people. Unfortunately I allowed for myself to get offended by some of the comments that were made. Because of my sexuality, this was an issue that I have a personal connection with. There were a few moments when I allowed myself to step out of the role as

educator and into my role as a homosexual African-American male and a believer in equality for all people, including homosexuals.

In retrospect, I now realize that I should have never allowed for myself to get upset. While appreciating the fact that being a teacher doesn't provide you with a barrier that blocks out all human emotions, I learned that I cannot allow for comments that students make to affect me personally. I had to remind myself that the students should be able to express their opinions, even if the instructor does not necessarily agree with the student's point of view. Hopefully, as I gain more experience as a teacher, my ability to separate my individual beliefs from the content will improve. Maintaining a calm and collective appearance regardless of my view on a student's personal philosophies or way of thinking is an area that I will continue to focus on.



This unit significantly improved my student's ability to participate in higher level thinking activities as well as their ability to generate both verbal and non-verbal forms of communication. The unit also served as a professional development opportunity. Due to the nature of this assignment, I not only improved the student's abilities but also my abilities as a novice teacher. It provided me with a new appreciation for all the various aspects that must be present in order to a teacher to be successful in an ever changing and culturally diverse society.

"We all should know that diversity makes for a rich tapestry, and we must understand that all the threads of the tapestry are equal in value no matter what their color."

-Maya Angelou-

DEEL 8: BIBLIOGRAFIE

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