

Teacher Academy Lesson Plan

Teacher
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“Learning About Japan”

Teacher Academy
Tri-County Career Center

Grade 12-Pathways for the Teaching Profession

Ohio Department of Education~Portfolio for the
Teaching Professions ~Standards

Section 2

2-1 Becoming Familiar with Relevant Aspects of Students, Background Knowledge and Experiences [including bullet (3): **Examines the implications of diversity in planning lessons.**]

2-2 Articulating Clear Learning Goals for the Lesson that Are Appropriate for the Students

2-3 Demonstrating an Understanding of the Connections Between the Content that was Learned Previously, the Current Content, and the Content that Remains to be Learned in the Future

2-4 Selecting Age-Appropriate Teaching Methods, Learning Activities, Instructional Materials, and Resources that are Aligned with the Goals and Objectives of the Lesson

2-5 Selecting Evaluation Strategies that are Appropriate for the Students and that are Aligned with the Goals of the Lesson

Section 4

4-3 Encouraging Students to Extend Their Thinking

4-4 Monitoring Students' Understanding of Content Through a Variety of Means, Providing Feedback to Students to Assist Learning, and Adjusting Learning Activities as the Situation Demands



Unit Title: Examine, with diversity, the country of Japan.

I. Goal/Objective

- ❖ The Teacher Academy student will explore, design, and complete two Learning Activities from the identified list of ten.
- ❖ The Teacher Academy student will complete one lesson plan using the prescribed lesson plan format for each Learning Activity chosen.

II. Students' Background Knowledge and Experiences

The Teacher Academy at Tri-County Career Center prepares high school seniors for teacher preparation programs in four year colleges and universities. Students commit one-half of each day of their twelfth grade year to an intense immersion into the profession of teaching. Through 250+ hours of in-classroom internships with mentoring teachers, students gain valuable hands-on guided experiences. An additional 200+ hours are spent in a seminar setting with the program instructor in McCracken Hall, on the campus of Ohio University. A year end capstone project is the students' submission for assessment and defense of their Portfolio for the Teaching Professions. This multifaceted yearlong project is based upon the Praxis best practices of teaching, including five Sections and 24 criteria. Students write reflection papers and provide three to four pieces of evidence for each criterion. Grading is based upon a rubric designed by the Ohio Department of Education for Teaching Professions programs.

Students will benefit from this unit on education related topics of Japan by completing designed projects. They will further expand their knowledge base of Japan, share that information with their own internship classrooms of students, and introduce, practice and plan cultural diversity in a very meaningful way.

III. Instructional Procedures

Introduction:

The Teacher begins the lesson explaining the “new schedule” and expected “uniform” requirements beginning immediately. [Pass out to the students a picture of their new school uniform and weekly class schedule. Samples of school uniforms and typical high school scheduling is easily accessed on the internet.]

What would be your guess as to which county this might represent?

What do you know about the country of Japan?

...its educational system?

...the culture, history and influence in the global world?

Let’s take a pretest about the country of Japan. ~

Japanese culture quizzes are available at many websites that feature Japanese information.

<http://aboutjapan.japansociety.org>

www.alllooksame.com

www.ciafactbook.com

web-japan.org/kidsweb/quiz/index.html

www.japan-zone.com

www.nationalgeographic.com

Methods ~ Teacher’s Jobs:

- Discuss the purpose of planning for cultural diversity in every classroom.
- Section 2-1—Bullet 3: How can we plan for cultural diversity in the classroom?
Becoming Familiar with Relevant Aspects of Students, Background Knowledge and Experiences [including bullet (3): Examines the implications of diversity in planning lessons.]
- Prepare a graphic organizer of information that would be important to know about Japan in the internship classrooms students are currently assigned to.

IV. The Instruction

Learning Activities ~ Students' Jobs:

Students will be provided with multiple opportunities to learn and share the culture of Japan within their internship classrooms as well as within their Teacher Academy classroom.

Students are to choose **two** from the following Learning Activities list. Complete the two activities and create two separate lesson plans incorporating the activities into it.

1. Investigate, research and choose a topic of interest about Japan. Creatively design a tri-fold display to educate others.
2. Research a typical school in Japan. What would your internship students be interested in learning about school children in Japan? Keep the content and objectives appropriate to their developmental and interest level. Plan hands-on activities and academic content within the lesson plan, especially planning for some FUN!
3. How do Japanese teenagers become prepared for college? How do they get into college? Is it a process not unlike the one you are progressing through? Research then contrast and compare. Build a lesson for your internship classroom based on this study.
4. With research, learn about teacher preparation in college for Japanese teachers-to-be. Compare and contrast Japanese teacher preparation to American college teacher preparation. What licensure areas are Japanese teachers certified to teach? Prepare a lesson plan and "teach" your fellow Teacher Academy peers.
5. How does Japan provide for educating those with varying physical and mental challenges? How are their teachers trained and to what degree? Are there special schools, classrooms, and/or career-technical facilities that are devoted to or inclusive of students who learn in a different way?
6. What do the Japanese typically eat? Would you and your internship children enjoy their diets? Research typical foods eaten in Japan both prepared in their homes and in restaurants. Find recipes, tour the Asian Market (can the ingredients be easily purchased in Kroger's?),

prepare and eat treats that are nutritious and fun. Develop a lesson plan based on the “Foods of Japan”.

7. Research ways to develop a pen pal relationship with a classroom in Japan. This could be accomplished through websites. Another resource is through Ohio University and its International Students Organization. Inviting a Japanese student studying at Ohio University to speak at both your internship classroom, and in our Teacher Academy class, would bring the country alive to the listeners. This is another step in contacting possible pen pals in Japan. Create your lesson plan based on this experience.
8. What would it be like to teach English in Japan? Research organizations that hire English teachers for jobs in Japan. Pseudo-apply for a job! Create a list of all the steps and considerations necessary to prepare for your new job overseas. What benefits will be available to you? What may adversely affect you? What is your new anticipated salary? How long will you have to commit to teaching in Japan and where will you live (living conditions)? A lesson plan can be constructed based upon the information collected...use your imagination.
9. Develop a themed reading unit for your internship classroom of Japanese related reading books. You should research authors, illustrators, topics, award winners, and English to Japanese and Japanese to English books. What are common themes of varying levels of readers? Are the books accessible for you to borrow from a library? What are your resources? What related projects and academic standards could you relate to the books you have chosen?
10. What is the climate of cooperation between the United States and Japan today? Was there a time in history that Japan and the United States were distrustful of each other? What were their positions during WW II? What were the Japanese internment camps that were built on United States soil during WW II? What significant event contributed to the end of WW II, and the signing of a peace treaty? Create a lesson (or lessons) plan for history that is age-appropriate to the students in your internship classroom. What projects could you create for your classroom students?

Resources/Materials/Supplies:

The Instructor will provide all basic resources necessary for the Teacher Academy student to successfully complete the assignment, including, but not limited to:

internet site support
technology equipment and supplies availability
specialty papers, cloth, wood, glue guns, glitter
resources to purchase food supplies for recipes/taste testing

V. Conclusion/Summary:

Students will present their completed Learning Activities to the Teacher Academy Instructor and their peers. Students will verbally self-assess their lessons with successes and improvements noted.

VI. Evaluation/Assessment:

Students' will be evaluated using four separate assessment tools for each chosen **Learning Activity**:

- Completed Lesson Plan based upon chosen Learning Activity
- Student developed rubric based upon chosen Learning Activity
- Conference with Instructor
- Assessment of classroom internship lesson by mentoring teacher based upon chosen Learning Activity

VII. Reflection:

Students will be required to write a ½ page reflection of the successes and potential improvements noted for the lesson of the Learning Activity.

Developed by Lesa McDaniel
Teacher Academy

Tri-County Career Center
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Format:
adapted from "Unit Assessment-Lesson Planning Rubric"
Ohio University College of Education
and
"Teacher Education-Lesson Plan Format"
Muskingum College

Teacher Academy

Lesson Plan

Basic Format

Teacher _____
Date _____
Subject/Unit _____
School/Grade _____



Goal/Objective:

Materials/Supplies:

Introduction:

Presentation of Content:

Summary/Review:

Evaluation:

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