The big question

As a beginning teacher, one of the most daunting challenges you face on a daily basis is, “What am I going to teach?” It will be the last thing on your mind before you go to bed and the first thing on your mind when you wake up.

UNLESS…… you can answer this question. If you can say, I am going to teach addition and subtraction by fives in Math, we are going to plant a tree for Science, vowel/consonant/vowel ending in 4 letter words in English, we are going to build a poster board about democracy in America. Then you are prepared, but what are you going to teach tomorrow!!!!!!!

This is called a curriculum. This is what you are going to teach every day. This is a very important word in a teacher’s life, and unless you are very fortunate and have been given one, you will have to make one up on your own. Just a thought....

So how do I come up with a curriculum one might ask?

For starters, you have to know what is being taught in the school and in your classroom. For elementary teachers, you are responsible for all areas of the curriculum. Middle school teachers
are often required to be versed in interdisciplinary subjects, such as English and Social Studies, or Math and Science. High school teachers generally focus on one particular subject area, Math, English, or science and may be responsible for specializing in more than one area within a particular subject, such as Algebra and Calculus, or Creative writing and Business writing. Any which way you look at it, teachers are responsible for having a wide base of knowledge in many content areas.

9 major content areas

There are nine major content areas taught in Hawai‘i DOE public schools. They are as follows:

1. Language Arts
2. Mathematics
3. Science
4. Social Studies
5. Fine Arts
6. Health
7. Physical education
8. World languages
9. Career and life skills (vocations)

Before we get into performance standards and benchmarks, let look at each content area a little deeper.
Each content area has its own performance standards and benchmarks that identify important ideas, concepts, issues and skills related to that particular area.

This may seem a little over whelming. In reality, this is a good thing. You can teach about anything you want to. You might want to teach about something you know very well, or you may want to teach about something you just found out about or discovered. This is one of the best things about being a teacher. You get to introduce the world to your students.

Remember this: **ALL KNOWLEDGE COMES FROM THE REAL WORLD!!!!!!**

You can’t teach about something that doesn’t exist right? So no worries, find something that exists in your world and then find a way to teach about it. **This could be traffic, beaches, peoples, culture, firefighters, Kalo, pineapple, airports, tourism, politics, trees, sun, water, etc.**

### 2 major questions

**Remember**

1. **What am I going to teach?**
2. **How am I going to teach it (so it reaches all learners)?**

Once you take care of question 1, all you have to do is focus on question 2.

You can break down question 2 into two major parts:
Mapping a Unit plan using multiple intelligences

You need to begin thinking about how to put together a “whole learning” unit plan. “Whole learning” means that you study one particular thing and find ways to incorporate all the subject/content areas into one topic.

Say for example you would like to study the topic: Immigration to Hawai’i. Using a unit plan map, think about some of the things you could teach the students about immigration to Hawai’i.

**Interpersonal**
- Peer share on family history.
- Presentation on family history.
- Group share on new immigrant “feelings”.

**Expert**
- Bring immigrant family member.
- Bring in person from US immigration office.
- Bring in plantation worker with knowledge of what it was like.

**Musical**
- Give examples of songs from immigrant countries.
- Talk about the role of music in immigrant lives.

**Body-Kinesthetic**
- Act out a “scene” from immigration
- Find a play centered on immigration issues.
- Field trip to plantation

**Intrapersonal**
- Write a reflection/journal on feelings

**Verbal-linguistic-textual**
- Write a class newsletter exploring immigrant diversity
- Show and tell with artifact or innovation brought by immigrants

**Naturalist**
- Field trip to plantation.
- Field trip to immigration office.
is to create! You need to apply your skills and knowledge.

Please make a unit plan for the theme **Assignment #6 eating healthy.** If you want to work together and share ideas, that is fine. No more than three people can have the same unit plan.

Don’t be afraid! I promise you, once the ball gets rolling; this stuff is a piece of cake.