

PUBLIC SCHOOLS OF EDISON TOWNSHIP  
OFFICE OF CURRICULUM AND INSTRUCTION



Tomorrows Teachers

Length of Course:	Full Year
Elective/Required:	Elective
Schools:	High School
Eligibility:	Grade 12
Credit Value:	5 Credits
Date Approved:	August 24, 2020

## TABLE OF CONTENTS

Statement of Purpose	3
Course Objectives	4
Timeline	6
Unit 1: Experiencing Learning	7
Unit 2: Experiencing the Classroom	17
Unit 3: Experiencing the Profession	24
Resources	28

## **STATEMENT OF PURPOSE**

Tomorrow's Teachers is an elective program offered to twelfth grade students who are interested in pursuing the field of education at the post-secondary level. The course will provide leadership in identifying, attracting, placing, and retaining well-qualified individuals for the teaching profession in our state. The primary goal of the Tomorrow's Teachers program is to encourage academically able students who possess exemplary communication and leadership skills to consider teaching as a future career. An important secondary goal of the program is to provide these future leaders with insights about teachers and schools so that they will be civic advocates of education. As part of the course, students will learn the fundamentals of education by participating in district-level field experiences and reflecting upon their experiences through the development of a summative portfolio.

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## COURSE OBJECTIVES

In accordance with the **New Jersey Student Learning Standards: 21st Century Life and Careers**, students enrolled in the *Tomorrow's Teachers* course will be able to:

### **NJCCS Technology Standards**

**8.1:** (Computer and Information Literacy) All students will use computer applications to gather and organize information in order to solve problems.

**8.2:** (Technology Education) All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world as they relate to the individual, society, and the environment.

### **NJJCCS 21st-Century Life and Careers Standards**

**9.1:** (Career and Technical Education) All students will develop career awareness and planning, employability skills, and foundational knowledge necessary for success in the workplace.

**9.2:** (Consumer, Family, and Life Skills) All students will demonstrate critical life skills in order to be functional members of society.

#### **9.2 Career Awareness, Exploration, and Preparation**

- 9.2.12.C.1 Review career goals and determine steps necessary for attainment.

#### **9.3 Career & technical Education (CTE): Education & Training Career Cluster**

##### **Education and Training (ED)**

- 9.3.12.ED.1 Apply communication skills with students, parents and other groups to enhance learning and a commitment to learning.
- 9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.
- 9.3.12.ED.3 Use critical thinking to process educational communications, perspectives, policies and/or procedures.
- 9.3.12.ED.4 Evaluate and manage risks to safety, health and the environment in education and training settings.
- 9.3.12.ED.5 Demonstrate group collaboration skills to enhance professional education and training practice.
- 9.3.12.ED.6 Analyze ethical and legal policies of professional education and training practice.
- 9.3.12.ED.7 Explain legal rights that apply to individuals and practitioners within education and training settings.
- 9.3.12.ED.8 Demonstrate ethical and legal behavior within and outside of education and training settings.
- 9.3.21.ED.9 Describe state- specific professional development requirements to maintain employment and to advance in an education and training career.
- 9.3.12.ED.10 Apply organizational skills and logic to enhance professional education and training practice.
- 9.3.12.ED.11 Demonstrate group management skills that enhance professional education and training practice.

##### **Professional Support Services (ED-PS)**

- 9.3.12.ED- PS.1 Identify strategies, techniques and tools used to determine the needs of diverse learners.
- 9.3.12.ED- PS.2 Implement methods to enhance learner success.
- 9.3.12.ED- PS.3 Identify resources and support services to meet learners' needs.
- 9.3.12.ED- PS.4 Identify resources and support services available in the learning organization to enhance the learning environment.

##### **Teaching/Training (ED-TT)**

- 9.3.12.ED- TT.1 Use foundational knowledge of subject matter to plan and prepare effective instruction and design courses or programs.
- 9.3.12.ED- TT.2 Employ knowledge of learning and developmental theory to describe individual learners.
- 9.3.12.ED- TT.3 Use content knowledge and skills of instruction to develop standards- based goals and assessments.
- 9.3.12.ED- TT.4 Identify materials and resources needed to support instructional plans.
- 9.3.12.ED- TT.5 Establish a positive climate to promote learning.
- 9.3.12.ED- TT.6 Identify motivational, social and psychological practices that guide personal conduct.

- 9.3. 12.ED- TT.7 Demonstrate organizational and relationship building skills used to manage instructional activities and related procedures.
- 9.3.12.ED- TT.8 Demonstrate flexibility and adaptability in instructional planning.
- 9.3.12.ED- TT.9 Utilize assessment and evaluation tools and data to advance learner achievement and adjust instructional plans.

## **CCSS.ELA-Literacy Standards**

### **Reading Informational Text**

**RI 11-12.1** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

**RI 11-12.4** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

**RI.11-12.7** Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

### **Writing**

**W 11-12.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**W 11-12.5** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

**W 11-12.6** Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

### **Research**

**W 11-12.7** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

**W 11-12.8** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

**W 11-12.9** Draw evidence from literary or informational texts to support analysis, reflection, and research.

### **Speaking and Listening Standards**

**SL.11-12.1** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

**SL.11-12.1a** Come to discussions prepared having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

**SL.11-12.1b** Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

**SL.11-12.1c** Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

**SL.11-12.1d** Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. .

**SL.11-12.2** Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. .

**SL.11-12.4** Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

**SL.11-12.5** Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

## TIMELINE

### **UNIT I: Experiencing Learning**

- Awareness and Reflection
- Styles and Needs
- Growth and Development

### **UNIT II: Experiencing the Classroom**

- Observation and Preparation
- Application and Instruction
- Analyses and Reflection

### **UNIT III: Experiencing the Profession**

- History and Trends
- Structure and Governance
- Certification and Employment

## UNIT 1: Experiencing Learning

### Targeted Standards:

**NJCCS Technology Standards**

**CCSS.ELA-Literacy Standards**

**NJJCCS 21st-Century Life and Careers Standards**

### Unit Outcomes/Unit Objectives:

- Students will understand the foundations of learning.
- Students will examine the issue of self-esteem and how this impacts the classroom.
- Discover their learning preference and how this knowledge will help them as college students and future teachers.
- Examine and observe human growth and development theories in diverse classroom settings.
- Explore the exceptional learner, note various barriers to learning and recognize the role that diversity and culturally relevant learning experiences play in the classroom.

### Conceptual Understandings/Essential Questions:

- Who are we as a classroom community, as individuals and as group members?
- How important is self-esteem? What does children's literature teach us about self-concept? What are some different elements of self-esteem? How might we teach children the importance of self-esteem?
- What are the benchmarks of physical, moral, and psychosocial growth and development?
- How dependent are we on language?
- To what degree does language influence culture and vice versa?
- What must preschools include, and how might the physical structure of a preschool accommodate preschool children and their development?
- What is significant about children at play, how does play facilitate child development, and in what way do toys aid in this development?
- What are some traits and capabilities of children ages birth through age five?
- How do manipulatives facilitate learning?
- What Information might parents need to support their child as a learner?
- What are factors that contribute to stress for children, and what are some results of children experiencing stress?
- What factors contribute to learning in children ages 6-11?
- How does adolescent literature reflect stages of children ages 11-16, and how does it help them to develop cognitively, socially, and morally?
- What factors contribute to learning in pre-adolescents and adolescents?
- What are some issues that inhibit learning in adolescents and what might be of help to troubled teens?
- What are some special traits and needs of teens?

<b>Unit Assessment:</b> Students will display an accurate knowledge of the subject matter through self-reflection, demonstrating an understanding of learning styles and milestones.				
<b>Cumulative Progress Indicators</b>	<b>Core Content</b>		<b>Instructional Actions</b>	
	<b>Concepts</b> <i>Students will know how to:</i>	<b>Skills</b> <i>Students will be able to:</i>	<b>Activities/Strategies</b> Technology Implementation/ Interdisciplinary Connections	<b>Assessment Check Points</b>
<b>INTRODUCTION:</b> 8.1 8.2 9.3.12.ED.1 9.3.12.ED.2 9.3.12.ED.3 RI 11-12.1 RI 11-12.4 RI.11-12.7 W 11-12.4 W 11-12.5 W 11-12.6 SL.11-12.1 SL.11-12.1a. SL.11-12.1b SL.11-12.1c	Explain the course mission, purpose, and requirements.	Discuss the philosophy of Tomorrow's Teachers Program.  List the roles and responsibilities of a Teacher Cadet.	<u>Ongoing Activities / Assessment</u> Suggested Handouts: Student chart: <ul style="list-style-type: none"> <li>• <i>Log</i> – Report on previous week's activities.</li> <li>• <i>Quote</i> – Educational inspired quote.</li> <li>• <i>Article</i> – Related to classroom content</li> </ul>	<u>Ongoing Activities / Assessment</u> Suggested Handouts: Student chart: <ul style="list-style-type: none"> <li>• <i>Log</i> – Report on previous week's activities.</li> <li>• <i>Quote</i> – Educational inspired quote.</li> <li>• <i>Article</i> – Related to classroom content</li> </ul>
<b>Chapter 1: The Learner and Learning:</b> 8.1 8.2 9.1 9.2 9.3.12.ED.1 9.3.12.ED.2 9.3.12.ED.3 9.3.12.ED- TT.2 9.3.12.ED- TT.5 RI 11-12.1 RI 11-12.4 RI.11-12.7 W 11-12.4 W 11-12.8 W 11-12.9 SL.11-12.1 SL.11-12.1a.	Evaluate and explore themselves	Examine personal characteristics and values	<u><b>Coat of Arms/Shield or Quilt Squares</b></u> Create either a coat of arms/shield or a quilt square to self-explore and examine personal characteristics using self-reflective questions. Suggested Handouts: <ul style="list-style-type: none"> <li>• Coat of Arms Template</li> <li>• Quilt Squares Template</li> </ul> <u><b>Scavenger Hunt</b></u> Prepare a five-minute oral presentation using a brown bag as a prop containing words, pictures, and objects that represent themselves as	<b>Culminating Activity:</b> Create a dramatic skit using different formats addressing self-esteem. Suggested Handouts: <ul style="list-style-type: none"> <li>• Book Report</li> <li>• Development of Skit</li> <li>• Creating a Puppet Show</li> <li>• Creating a Dramatic Skit</li> <li>• Creating a Big Book</li> </ul> <b>Optional Activities:</b> <ul style="list-style-type: none"> <li>• Through the Eyes of a Friend</li> <li>• Me From All Angles</li> </ul>



			<p>individuals, gender, community members, etc.                  Suggested Handout:</p> <ul style="list-style-type: none"> <li>• Directions for Bags and Presentations</li> </ul> <p><b><u>Realizing My Powers (optional)</u></b>                  Write an essay, and present to the class five successful experiences that a student has had thus far.                  Suggested Handout:</p> <ul style="list-style-type: none"> <li>• Realizing My Powers: List of Successes</li> </ul> <p><b><u>Full Pot, According to Virginia Satir</u></b>                  Read Virginia Satir's philosophy on self-esteem.                  Suggested Handouts:</p> <ul style="list-style-type: none"> <li>• Self-Worth: The Pot Nobody Watches</li> <li>• Questions: Points about pot</li> <li>• Dr. William Purkey's Overview of Self-Concept Theory</li> <li>• A Word Is Worth a Thousand Pictures</li> </ul> <p><b><u>Children's Book on Self-Esteem</u></b>                  Recognize how children's literature influences self-concept through the creation of a PowerPoint , book sharing and or inviting a Media specialist into the classroom                  Suggested Handout:</p>	<p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>• Teacher-generated rubrics</li> <li>• Tests-Self-Esteem</li> <li>• Reflective journal entries</li> <li>• Discussions</li> <li>• Essays</li> <li>• Projects / Presentations</li> </ul>
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			<ul style="list-style-type: none"> <li>Children's Self-Esteem Book List</li> </ul> <p><b><u>The Self-Esteem Fraud (optional)</u></b> Students will bring a "snippet" from children's literature for interpretation and significance to self-esteem and achievement.</p> <p>Suggested Handout:</p> <ul style="list-style-type: none"> <li>The Self-Esteem Fraud: Feel-Good Education Does Not Lead to Academic Success</li> </ul>	
<p><b>Chapter 2: Learning Styles and Needs</b> 8.1 8.2: 9.1 9.2: 9.3.12.ED.1 9.3.12.ED.2 9.3.12.ED.3 9.3.12.ED- PS.1 9.3.12.ED- PS.2 9.3.12.ED- PS.3 9.3.12.ED- PS.4 RI 11-12.1 RI 11-12.4 RI.11-12.7 W 11-12.4 W 11-12.5 W 11-12.6 W 11-12.7 W 11-12.8 W 11-12.9 SL.11-12.1 SL.11-12.1a. SL.11-12.1b SL.11-12.1c SL.11-12.1d. SL.11-12.2 SL.11-12. SL.11-12.5</p>	<p>-Identify different preferred processing styles and explain the implications for lesson design.</p> <p>-identify and explain multiple intelligences.</p> <p>-determine if they have analytical or global learning</p>	<p>Investigate processing styles</p>	<p><b>Complete questionnaires to identify individual preferred processing styles.</b> <b>Suggested Handouts:</b></p> <ul style="list-style-type: none"> <li>Learning Styles Questionnaire</li> <li>Learning Style Grid</li> <li>Learning Pyramid: Average Retention (Optional)</li> </ul> <p><b><u>Gardner's Multiple Intelligences</u></b> Discuss how people assess themselves using multiple intelligence inventories. Suggested Handouts:</p> <ul style="list-style-type: none"> <li>Multiple Intelligences Inventory</li> <li>Activity Chart for Multiple Intelligences</li> <li>Video(Optional): Multiple Intelligences: Other Styles of Learning</li> </ul>	<p><b>Culminating Activity: <u>Barrier Books</u></b> Create a Big /book, broadcast, or commercial on how students might overcome barriers to learning.</p> <p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>Teacher-generated rubrics</li> <li>Tests</li> <li>Reflective journal entries</li> <li>Discussions</li> <li>Essays</li> <li>Projects / Presentations</li> <li>Special Education Classroom Observation (Optional)</li> </ul> <p><b>Optional Activities:</b> Videos about Special Education and Barriers to Learning: Cipher in the</p>

	<p>preferences and recognize advantages and disadvantages of each.</p> <p>-describe the levels of Maslow's Hierarchy of Needs and explain the implications for learners.</p> <p>Discuss the challenges and rewards of working with special needs students.</p> <p>Identify the need for greater understanding and sensitivity for disabled students.</p> <p>Define terms in dealing with students in special education.</p> <p>Through observations in special education classes, identify special needs and adapted teaching strategies.</p>		<p><b><u>Analytical and Global Learning Preferences (Optional)</u></b>          Complete an analytical/global inventory checklist to help students determine their learning preferences.          Suggested Handouts:</p> <ul style="list-style-type: none"> <li>● Analytical/Global Inventory</li> <li>● Analytical/Global Analysis</li> </ul> <p><b><u>Maslow's Hierarchy of Needs</u></b>          Brainstorm how human needs influence learners and learning.          Suggested Handout:</p> <ul style="list-style-type: none"> <li>● Understanding Maslow's Hierarchy of Needs</li> </ul> <p><b><u>A Wicket's Wad (Optional)</u></b>          Read copies of the <i>Wicket's Wad</i> and have students write a reflective response to understanding learning with special needs.          Suggested Handout:</p> <ul style="list-style-type: none"> <li>● A Wicket's Wad</li> </ul> <p><b><u>Walking in Somebody Else's Shoes</u></b>          Role play to demonstrate the challenges and frustrations associated with various learning and physical disabilities.</p>	<p>snow, Classroom of the Heart, Last one Picked, First one picked On, and Without Pity: A film about Abilities</p>
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	<p>State how ostracism and labeling have negative impacts on the learner.</p> <p>Identify the causes, preventions, and treatments of some barriers to learning.</p> <p>Chart the characteristics, needs of, and strategies for working with ELL students. Invite ELL professionals into the classroom.</p>		<p><b><u>Categories of Special Education</u></b>          Distinguish which category of special education matches a given scenario and identify modifications and accommodations.          Suggested Handouts:</p> <ul style="list-style-type: none"> <li>● Special Education: Policies, Procedures, and Laws</li> <li>● Special Education: Categories</li> <li>● Special Education: Cards</li> </ul> <p><b><u>Fishbowl Labels</u></b>          Place various labels on students' foreheads and role-play to help identify ostracism.          Suggested Handout:</p> <ul style="list-style-type: none"> <li>● Label Suggestions</li> </ul> <p><b><u>Focus on 11 Major Barriers to Learning</u></b>          Employ a Jigsaw method of instruction where groups become experts on seven topics of barriers and prepare a mini lesson for the class.          Suggested Handout:</p> <ul style="list-style-type: none"> <li>● Barriers to Learning</li> </ul> <p><b><u>English Language Learners(Optional)</u></b>          Oral report informing classmates on ELL subtopics. Invite ELL teacher into classroom.          Suggested Handouts:</p> <ul style="list-style-type: none"> <li>● Topic Strips for ELL information</li> </ul>	
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			<ul style="list-style-type: none"> <li>● ELL Basics: Questions</li> <li>● ELL Information</li> <li>● Making a Classroom Multicultural Sensitive</li> </ul>	
<p><b>Chapter 3: Growth and Development</b>              8.1              8.2              9.1              9.2              9.3.12.ED.1              9.3.12.ED.2              9.3.12.ED.3              RI 11-12.1              RI 11-12.4              RI.11-12.7              W 11-12.4              W 11-12.5              W 11-12.6              W 11-12.7              W 11-12.8              W 11-12.9              SL.11-12.1              SL.11-12.1a.              SL.11-12.1b              SL.11-12.1c              SL.11-12.1d.              SL.11-12.2              SL.11-12.              SL.11-12.5</p>	<p>-identify physical developmental characteristics and stages from birth through age eighteen.</p> <p>-identify cognitive developmental characteristics and stages.</p> <p>-identify moral developmental characteristics and stages.</p>	<p>Participate in a structured learning environment</p>	<p><b>Physical Development</b>              Slide presentation on the principles of growth for all stages of development. In addition, create a picture cube by using pictures from all stages of your development.              Suggested Handouts:</p> <ul style="list-style-type: none"> <li>● Physical Development</li> <li>● My Physical Growth(Optional)</li> </ul> <p><b>Cognitive Development</b>              Introduce the different teaching methodologies as you present each of the different developmental theories.              Suggested Handouts:</p> <ul style="list-style-type: none"> <li>● Four Stages of Cognitive Development</li> <li>● Video: Piaget’s theory narrated by Dr. David Elkind (Optional)</li> <li>● Cognitive Development According to Jean Piaget</li> <li>● Labeling Scenarios Pertaining to Cognitive Development</li> <li>● Some Questions Critics Have Raised about Piaget</li> </ul>	<p><b>Culminating Activities:</b>  <i>(Students will complete one of the four additional culminating activities in this unit.)</i>  <b>1-Cadet</b> Preschool Model or Booklet  <b>2-What’s a Parent to Do?</b>  <b>3-Pre-Adolescent / Adolescent Literature</b>  <b>4-Lifelines</b></p> <p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>● Teacher- generated rubrics</li> <li>● Tests</li> <li>● Reflective journal entries</li> <li>● Discussions</li> <li>● Essays</li> <li>● Reflections</li> <li>● Complete one or all classroom observations in Preschool, Elementary, Middle, and/or High School</li> </ul> <p><b>Optional Activities:</b></p> <ul style="list-style-type: none"> <li>● Reporting on <i>All Grown Up</i> and <i>No Place to Go</i></li> <li>● <i>Completing Hurried child questions</i></li> <li>● Video: <i>Teens: What Makes Them Tick?</i></li> </ul>

	<p>-identify psychosocial developmental characteristics and stages.</p> <p>-identify developmental characteristics of language and social cognition in the transference of language and culture.</p> <p>-analyze, synthesize, and apply developmental information relating to preschool-aged children.</p> <p>-identify various types of play and the significance of play.</p>		<p><b><u>Moral Development</u></b>          Students participate in a “values auction” to determine how much money they will bid for items they desire.          Suggested Handouts:</p> <ul style="list-style-type: none"> <li>• Directions for values auction and Bidder’s Sheet</li> <li>• Kohlberg’s Theory of Moral Development</li> <li>• Scenarios regarding moral development</li> <li>• What to Do? Moral decisions on prom night</li> </ul> <p><b><u>Social Development</u></b>          Using various teaching methodologies, present the different developmental theories of social development.          Suggested Handouts:</p> <ul style="list-style-type: none"> <li>• Erikson: Timeline Task</li> <li>• Erikson: Psychosocial Development Theory</li> <li>• Video: <i>Everyone rides the Carousel</i> based on Erikson’s stages. <b>(Optional)</b></li> </ul> <p><b><u>The Importance of Language: Vygotsky- (Optional)</u></b>          Students build a structure without being able to speak or write in order to communicate with their partner.</p>	<ul style="list-style-type: none"> <li>• Video Discussion questions</li> </ul> <p><b><u>Culminating Activities:</u></b>  <i>(Students will complete one of the four additional culminating activities in this unit.)</i></p> <p><b><u>Cadet Preschool Model or Booklet</u></b>          Design a model preschool or research different aspects about preschools, including safety features of the facility, importance of play, discipline, toys, teacher/child ratio, laws, etc.          Suggested Handouts:</p> <ul style="list-style-type: none"> <li>• Cadet Preschool Handout</li> <li>• What to Look for in a Preschool</li> <li>• Stages of Development – From Birth to Age Six</li> </ul> <p><b><u>What’s a Parent to Do?</u></b>          Create a brochure to inform parents of preschool, elementary, middle, and high school students.          Suggested Handout:</p> <ul style="list-style-type: none"> <li>• Parenting Elementary-Aged Children</li> </ul>
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	<p>-identify the various purposes and types of play. evaluate developmentally appropriate toys and games.</p> <p>-identify stages of development and play of children, birth through age five, while observing their behavior.</p> <p>-design a manipulative or game suitable for learning.</p> <p>-identify ways to aid parents' understanding of how they can help their child to be successful in elementary school.</p> <p>-identify ways in which children are pushed beyond age-appropriate physical, cognitive, moral, and psychosocial levels of development.</p> <p>-identify stages of development in students from ages six to eleven.</p> <p>-identify characteristics, challenges, and needs of preadolescents and adolescents.</p> <p>-identify stages of development in preadolescent learners by observing them in a variety of classes.</p> <p>-identify stages, challenges, and needs of adolescents.</p>		<p>Materials: Paper, straws, popsicle sticks, clay paperclips and tape Suggested Handout:</p> <ul style="list-style-type: none"> <li>• Social Cognitive Development: Lev Vygotsky</li> </ul> <p><b><u>Observing in a classroom</u></b> Students observe different grades /classes and subjects allowing students to identify characteristic stages of development in children from ages four to seventeen.</p> <ul style="list-style-type: none"> <li>• Observation form</li> <li>• Class discussion</li> </ul> <p><b><u>Play Day</u></b> Set play areas throughout the classroom, and allow a few minutes for students to rotate and play each game in the area. Follow by discussing how play influences learning. Suggested Handouts:</p> <ul style="list-style-type: none"> <li>• Children's Play: Purposes, Types, Advice</li> </ul> <p><b><u>The Hurried Child (Optional)</u></b></p>	<p><b><u>Pre-Adolescent / Adolescent Literature</u></b> Select and read a pre-adolescent or adolescent book and create a poster that literally or symbolically represents the problem and/or challenge portrayed in the literary work. Suggested Handouts:</p> <ul style="list-style-type: none"> <li>• Suggested Short Stories and Novels About Adolescents</li> </ul> <p><b><u>Lifelines</u></b> Create a lifeline around a motif presenting each stage of physical, cognitive, moral, and social development.</p>
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	<p>-identify stages of development in adolescent learners by observing them in a variety of classes.</p> <p>-identify how adolescents are characterized and how adults can address both their faults and their needs.</p> <p>-synthesize the information about physical, cognitive, moral, and psychosocial development as they apply it to their own lives.</p>		<p>Read excerpts from the book, <i>The Hurried Child</i>. Complete the worksheet for your section and report to the class on the meaning of each passage.</p> <p>Suggested Handouts:</p> <ul style="list-style-type: none"> <li>• Summary of Dr. David Elkind's Major Points in <i>The Hurried Child</i></li> <li>• <i>The Hurried Child</i> Questions</li> </ul> <p><b><u>Proactive Parents of Troubled Teens: (Optional)</u></b></p> <p>Using scenarios, students offer solutions to problems that teenagers frequently face.</p> <p>Suggested Handout:</p> <ul style="list-style-type: none"> <li>• Troubled Teen Worksheet</li> </ul>	
<p><b>Resources:</b> A comprehensive list of resources can be found on page 29. This list includes:</p> <ul style="list-style-type: none"> <li>• Essential Materials</li> <li>• Supplementary Materials</li> <li>• Links to Websites and Best Practices</li> </ul>			<p><b>Instructional Adjustments:</b> Modifications, student difficulties, possible misunderstandings</p> <ul style="list-style-type: none"> <li>• Lesson modifications based on students' individual needs</li> <li>• Immersion for ESL students</li> <li>• IEP adjustments as needed per student</li> <li>• Purposeful small group instruction to target specific needs and misunderstandings based on formative assessments</li> </ul>	





## UNIT 2: Experiencing the Classroom

### Targeted Standards:

- NJCCS Technology Standards
- CCSS.ELA-Literacy Standards
- NJJCCS 21st-Century Life and Careers Standards

### Unit Outcomes/Unit Objectives:

- Students will become acquainted with the personal roles of educators.
- Examine the positive and negative aspects of the teaching profession
- Evaluate the developmental stages of learners and the pedagogical implications for each
- Distinguish among the types of assessments and their purposes
- Investigate how barriers to learning can impede successful outcomes in academic settings
- Design and deliver instruction; apply a variety of teaching strategies and methodologies in clinical internship experience
- Begin developing their own philosophy of education.

### Conceptual Understandings/Essential Questions:

- How can students distinguish between effective and ineffective teaching strategies and traits?
- How has the teaching profession changed over the years, becoming what it is today?
- What are some characteristics of outstanding teachers?
- What routines and strategies can teachers use to promote desired behavior and to enhance learning?
- What makes for effective instructional strategies?
- How might having students work in groups enhance learning?
- How can questioning be used as an effective instructional strategy to address different levels of thinking?
- How can the use of technology enhance learning?
- What educational terms are most important to know and apply?
- How might games be effectively used for instruction and review?
- How might students create lesson plans to incorporate effective instructional strategies that meet required academic standards?
- What are effective means by which an instructor might determine if the learner has mastered the lesson's content?
- How and in what ways can data drive instruction?

**Unit Assessment:** Students will display an accurate knowledge of the subject matter by demonstrating how observation, preparation play a key role in field experience.

Cumulative Progress Indicators	Core Content		Instructional Actions	
	Concepts <i>Students will know how to:</i>	Skills <i>Students will be able to:</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points

<p><b>Chapter 1: Observation and Preparation</b></p> <p>8.1 8.2 9.1 9.2 9.3.12.ED.1 9.3.12.ED.2 9.3.12.ED.3 RI 11-12.1 RI 11-12.4 RI.11-12.7 W 11-12.4 W 11-12.5 W 11-12.6 W 11-12.7 W 11-12.8 W 11-12.9 SL.11-12.1 SL.11-12.1a. SL.11-12.1b SL.11-12.1c SL.11-12.1d. SL.11-12.2 SL.11-12. SL.11-12.5</p>	<p>Identify the characteristics of a highly qualified teacher.</p> <p>Recognize strengths and weaknesses of diverse teaching methods and materials.</p> <p>Employ strategies for group instructions.</p> <p>Illustrate questioning strategies effectively in lessons.</p> <p>Incorporate lecture into lessons effectively.</p> <p>Examine effective and ineffective uses of technology in education.</p> <p>Describe various modes of assessment and their role in the educational process.</p> <p>Identify strategies that enhance learning based on current brain research.</p> <p>Design procedures for basic classroom routines.</p> <p>Prepare and present a peer lesson plan.</p>	<p>Participate successfully in structured learning environment.</p>	<p><b><u>The Good, the Bad, and OH MY! (Optional)</u></b> Introduce this lesson by showing Teacher Tube video clips. Discuss the traits and characteristics 21<sup>st</sup> Century teachers need to possess in order to prepare students to compete locally, nationally, and globally in education. Prompt with teacher generated questions.</p> <p><b><u>An Overview of Methodology: Silent Graffiti</u></b> Using a white board, flip chart, or other technology, students reflect and respond to different methods of teaching and the positive or negative learning experience they have had in a classroom. The teacher will lead the discussion with sample questions. Suggested Handout:  <ul style="list-style-type: none"> <li>• Advantages and Disadvantages of Methodologies</li> </ul> </p> <p><b><u>Groups: We Can Work It Out</u></b> Discuss student experiences when working in groups. Explain various ways of using cooperative learning groups effectively. Suggested Handout:  <ul style="list-style-type: none"> <li>• An Overview of Cooperative Learning Structure</li> </ul> </p>	<p>Reflective or summary paper as a journal or portfolio entry about desired and undesired teaching strategies and traits</p> <p>Complete appropriate section on the “advantages and disadvantages of Methodologies</p> <p><b><u>Culminating Activity: Seven Gifts for Teachers That Will Last a Lifetime</u></b> (Can at specific times during the school year) Write a letter to a teacher praising him/her for</p>
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	<p>Identify traits of effective teachers</p>		<p><b><u>Seven Gifts for Teachers That Will Last a Lifetime</u></b>          Write a letter to a teacher praising him/her for demonstrating professionalism.          Suggested Handout:</p> <ul style="list-style-type: none"> <li>• Seven Gifts for Teachers That Will Last a Lifetime</li> </ul> <p><b><u>Questioning Techniques: “Bloom-ing Through Questions”</u></b>          The teacher will facilitate a class discussion on the story Cinderella using each level of Bloom’s taxonomy. Students will break into groups and each group will compose questions using Bloom’s based on the “Pledge of Allegiance.”          Suggested Handouts:</p> <ul style="list-style-type: none"> <li>• Background Information on Benjamin Bloom and Bloom’s Taxonomy</li> <li>• Reference List of Words and Phrases Used in Bloom’s Taxonomy</li> <li>• Updated Bloom’s Taxonomy Using Verbs</li> <li>• Questioning Strategies</li> </ul> <p><b><u>Classroom Procedures and Management</u></b>          Through role-playing various scenarios, students share and record observations about the scenarios and conclude the importance</p>	<p>demonstrating professionalism.</p> <p>Complete the appropriate section on the “Advantages and Disadvantages of Methodologies</p> <p>Complete “Establishing Classroom Procedures” worksheet</p> <p>Cooperatively reveal scenarios and determine strategies for common classroom characters.</p>
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			<p>about establishing clear routines. Suggested Handouts:</p> <ul style="list-style-type: none"> <li>● How May a Teacher Handle the Following Classroom Procedures</li> <li>● Establishing Classroom Procedures</li> <li>● What's Behind the Behavior? Strategies for Common Classroom Characters</li> <li>● Improving Discipline: Guiding Principles</li> <li>● Improving Discipline: Discussion Questions</li> </ul> <p><b><u>Student-Created Lesson</u></b> Students will prepare and teach short lessons to their peers, including lessons in science, math, and foreign language. Suggested Handouts:</p> <ul style="list-style-type: none"> <li>● Lesson Plan Format – Teachers discretion to use district template or format in the CERRA teacher and student edition.</li> </ul> <p><b><u>(Extra Lessons)</u></b> <b><u>Lecture: More than a Monologue</u></b> Facilitate classroom discussions on the advantages and disadvantages of lecturing based on students' personal experiences. Suggested Handout:</p>	<p>Designs deliver a lesson individually or in pairs and be evaluated according to evaluation of peer lesson form and</p> <p>Complete advantages and "Disadvantages of Methodologies"</p> <p>Presentation of website researched with emphasis on the resources available to teachers.</p>
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			<ul style="list-style-type: none"> <li>• Tips for Effective Lectures</li> </ul> <p><b>High Tech Teaching</b> Use the Jigsaw method to research different technology that is integrated in the classroom. Lead a discussion on the benefits and drawbacks of incorporating technology in instruction.</p> <p>Suggested Handouts:</p> <ul style="list-style-type: none"> <li>• Recommended Web Sites</li> <li>• Evaluating a Web Site</li> </ul>	
<p><b>Chapter 2: Application and Instruction: Field Experience with a Cooperating Teacher</b></p> <p>8.1 8.2 9.1 9.2 9.3.12.ED.1 9.3.12.ED.2 9.3.12.ED.3 RI 11-12.1 RI 11-12.4 RI.11-12.7 W 11-12.4 W 11-12.5 W 11-12.6 W 11-12.7 W 11-12.8 W 11-12.9 SL.11-12.1 SL.11-12.1a. SL.11-12.1b SL.11-12.1c SL.11-12.1d. SL.11-12.2 SL.11-12. SL.11-12.5</p>	<p>Create a Field Experience Portfolio using the following categories:</p> <ul style="list-style-type: none"> <li>• Draw a design of the classroom</li> <li>• Profile of the school</li> <li>• Class Profile</li> <li>• Lesson Plans</li> <li>• Profile on cooperating teacher</li> <li>• Essay on best experience</li> <li>• Essay on worst experience</li> <li>• List of good ideas you have learned from your field experience</li> <li>• Photos of activities</li> <li>• Student work</li> </ul>	<p>Participate successfully in a field experience</p>	<p><b>Field Experience Internship</b> Students are placed throughout district schools to utilize their skills and knowledge learned throughout the course and to complete their practicum part of the field experience. Overall, students will be in the field Monday thru Friday. Friday will be for Cadet Faculty meeting/ Debriefing.</p> <p><b>Create folders for Teacher Cadets, Cooperating Teachers, and Principals including the following:</b></p> <p>Suggested Handouts:</p> <ul style="list-style-type: none"> <li>• Field Experience Preference Form for Placement</li> <li>• Guidelines for the Cooperating Teacher</li> <li>• Request to Schedule Full-Day with Cooperating Teacher</li> </ul>	<p>Reflections</p> <p>ePortfolio</p> <p>Complete a minimum of two lesson plans and self –evaluation of lesson plan</p> <p>Lessons evaluated by both cooperating teachers and instructor.</p>

			<ul style="list-style-type: none"> <li>• Contact Sheet from Teacher</li> <li>• Cadet to Cooperating Teacher</li> <li>• Contact Sheet from Cooperating Teacher to Teacher Cadet</li> <li>• Teacher Cadet Letter of Introduction to Cooperating Teacher</li> <li>• Field Experience Attendance Record</li> <li>• Lesson Plan Requirements</li> <li>• Self-Evaluation of the Lesson Plan</li> <li>• Guidelines for the Teacher Cadets</li> <li>• Lesson Evaluations</li> <li>• Evaluation of Teacher Cadet by Cooperating Teacher</li> <li>• Teacher Cadet Daily Reflective Journal Entry Requirements and Questions</li> <li>• Field Experience Portfolio Requirements</li> <li>• Field Experience Portfolio Evaluation</li> </ul>	
<p><b>Chapter 3: Analysis and Reflection</b> 8.1 8.2 9.1 9.2 9.3.12.ED.1 9.3.12.ED.2 9.3.12.ED.3 RI 11-12.1 RI 11-12.4). W 11-12.6 W 11-12.7 W 11-12.8 W 11-12.9 SL.11-12.1 SL.11-12.1a SL.11-12.1b SL.11-12.1c</p>	<p>Analyze and reflect upon field experiences</p>	<p>Develop an ePortfolio</p>	<p><b>Field Experience Internship Portfolio</b> Analyze and reflect about students' behavior, Cooperating Teacher's strategies, school settings, etc. gained throughout the field experience internship. Suggested Handouts:</p> <ul style="list-style-type: none"> <li>• Field Experience Portfolio Requirements</li> <li>• Field Experience Portfolio Rubric and Checklist</li> </ul>	<p><b>Optional Activity:</b></p> <ul style="list-style-type: none"> <li>• <i>NJ Curriculum</i> – Teacher Shortages: Supply and Demand</li> </ul> <p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>• Teacher-generated rubrics</li> <li>• Reflective journal entries</li> <li>• Discussions</li> <li>• Essays</li> <li>• Projects / Presentations</li> </ul>

<p>SL.11-12.1d.</p>			<p><b>End of Course Activities - Course Survey</b>                  Complete a survey on Tomorrow's Teachers activities throughout the school year.                  Suggested Handout:</p> <ul style="list-style-type: none"> <li>● Course Survey</li> </ul>	
<p><b>Resources:</b>                  A comprehensive list of resources can be found on page 29. This list includes:</p> <ul style="list-style-type: none"> <li>● Essential Materials</li> <li>● Supplementary Materials</li> <li>● Links to Websites and Best Practices</li> </ul>			<p><b>Instructional Adjustments:</b> Modifications, student difficulties, possible misunderstandings</p> <ul style="list-style-type: none"> <li>● Lesson modifications based on students' individual needs</li> <li>● Immersion for ESL students</li> <li>● IEP adjustments as needed per student</li> <li>● Purposeful small group instruction to target specific needs and misunderstandings based on formative assessments</li> </ul>	



## UNIT 3: Experiencing the Profession

### Targeted Standards:

**NJCCS Technology Standards**

**CCSS.ELA-Literacy Standards**

**NJJCCS 21st-Century Life and Careers Standards**

### Unit Outcomes/Unit Objectives:

- Students will examine their interests, abilities, values, and professional priorities while considering a career as a teacher.
- Develop a greater understanding of the history of education in our state and nation
- Develop insights into the structure and functions of our schools and school systems
- Recognize the significance of teacher leadership and advocacy for the profession and explore various careers in education.

### Conceptual Understandings/Essential Questions:

- How can students combine all that they have learned about the learner, the school, the teacher, and the art of teaching to assist a model/master teacher in his/her classroom?
- In what ways are today's schools impacted by former and current educational philosophers?
- Which school(s) philosophy best reflects your personal educational philosophy?
- What are the basic expectations for professional conduct that teachers must follow?
- Who advocates for educators, and what resources are available to educators?
- How are teachers expected and encouraged to be leaders outside of the classroom?
- Has education really changed?
- Does education influence society or does society influence education?
- In what ways are today's schools a product of our past?
- In what ways are today's schools reflective of today's society, its makeup, and our values?
- What impact has segregation and integration had on our schools?
- How have changes in society and technology caused the need for educational reform?
- Who makes decisions in educational systems?
- What constitutes effective preparation for a job interview?
- What expectations must be met when engaging in workplace communication?
- What does it take to become a certified teacher?

**Unit Assessment:** Students will display an accurate knowledge of the subject matter by demonstrating how the history of education impacts today’s educational system.

Cumulative Progress Indicators	Core Content		Instructional Actions	
	Concepts <i>Students will know how to:</i>	Skills <i>Students will be able to:</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
<p><b>Chapter 1: History and Trends</b></p> <p>8.1 8.2 9.1 9.2 9.3.12.ED.1 9.3.12.ED.2 9.3.12.ED.3 RI 11-12.1 RI 11-12.4 RI.11-12.7 W 11-12.4 W 11-12.5 W 11-12.6 W 11-12.7 W 11-12.8 W 11-12.9 SL.11-12.1 SL.11-12.1a. SL.11-12.1b SL.11-12.1c SL.11-12.1d. SL.11-12.2 SL.11-12. SL.11-12.5</p>	<p>-Identify and analyze various schools of educational philosophy</p>	<p>Analyze schools today through a study of the history of education in the nation and state.</p> <p>Determine how American education has changed in the lifetimes of people.</p> <p>Analyze the historical events and social impact of integration in the schools.</p> <p>Evaluate school reforms.</p> <p>Evaluate educational philosophies</p>	<p>Students will discuss educational trends in America. Determine how American education has changed in the life times of people. Suggested Handouts</p> <ul style="list-style-type: none"> <li>• History of Education-An – Overview</li> <li>• Education Trends in America</li> </ul> <p><b><u>Integration: Separate but (Unequal)</u></b> Analyze the historical events and social impact of integration in the schools.</p> <ul style="list-style-type: none"> <li>• Presentation on Brown vs Board of education</li> </ul> <p>Through viewing videos such as, <i>Lean on Me</i>, <i>The Long Walk Home</i>, and reading articles on integrating in NJ schools, explain and discuss how segregation affects our schools</p> <p>Suggested Handouts:</p> <ul style="list-style-type: none"> <li>• Articles – on “Black History Month – Integrating Jersey’s Schools”</li> </ul> <p><b><u>Educational Philosophy</u></b> Debate the strengths and weaknesses of each school of philosophy. When complete, have students develop their own</p>	<p><b>Optional Activities:</b></p> <ul style="list-style-type: none"> <li>• That Was Then – And Then – And Then</li> <li>• Changes in American Education</li> <li>• Changing Our Comfort Zone</li> </ul> <p><b>Assessment s:</b></p> <ul style="list-style-type: none"> <li>• Teacher-generated rubrics</li> <li>• Reflective journal entries</li> <li>• Discussions</li> <li>• Essays</li> <li>• Educational Philosophy</li> <li>• Projects / Presentations</li> <li>• Timeline</li> </ul>

			<p>personal educational philosophy and share it with the class. Suggested Handouts:</p> <ul style="list-style-type: none"> <li>• Six Schools of Educational Philosophy</li> <li>• Research a Philosopher(optional)</li> <li>• Analysis of Educational Philosophies</li> <li>• My Educational Philosophy</li> </ul>	
<p><b>Chapter 2: Structure and Governance</b> 8.1 8.2 9.1 9.2 9.3.12.ED.1 9.3.12.ED.2 9.3.12.ED.3 9.3.12.ED.6 RI 11-12.1 RI 11-12.4 RI.11-12.7 W 11-12.4 W 11-12.5 W 11-12.6 W 11-12.7 W 11-12.8 W 11-12.9 SL.11-12.1 SL.11-12.1a. SL.11-12.1b SL.11-12.1c SL.11-12.1d. SL.11-12.2 SL.11-12. SL.11-12.5</p>	<p>Analyze alternatives to traditional public education.</p> <p>Examine school programs and initiatives that prepare pupils for the demands of the modern workplace.</p> <p>Identify how schools are governed at the federal, state, and local levels.</p> <p>Demonstrate elements that make up an ideal school.</p> <p>Research and debate a variety of educational issues that affect our schools.</p>	<p>Participate successfully in structured learning environments</p>	<p><b><u>The Many Faces of Education (Optional)</u></b> Brainstorm the reasons why parents may want to send their children to independent, private, or special purpose schools. In groups, develop a creative display that explains the advantages and disadvantages of the alternative school they have chosen to research. Suggested Handout:</p> <ul style="list-style-type: none"> <li>• Alternatives to Traditional Public Education</li> </ul> <p><b><u>Get With the Program (Optional)</u></b> Investigate the implementation of exciting educational programs locally, statewide, nationally, and internationally. Create a silhouette puzzle of a schoolhouse with the title of the programs researched. Display in class.</p> <p><b><u>Governance of Schools</u></b> Invite local legislators and/or school board members to share views on currents issues. Suggested Handouts:</p> <ul style="list-style-type: none"> <li>• Who Decides?</li> </ul>	<p>Instructor may choose one or more of the following:</p> <ul style="list-style-type: none"> <li>• Oral or written reports selected school be assessed</li> <li>• Contribution made to the “mirror mobile” or school silhouette” bulletin board assessed for a grade</li> </ul> <p>Students may write or interview a legislator regarding their views on a current educational issue.</p> <p><b>Formative Assessment Strategies including:</b></p> <ul style="list-style-type: none"> <li>• Teacher-generated rubrics</li> <li>• Reflective journal entries</li> <li>• Discussions</li> <li>• Debates</li> </ul>

			<ul style="list-style-type: none"> <li>● Governance of Schools</li> <li>● State and Local Educational Governance Ladder</li> </ul>	<ul style="list-style-type: none"> <li>● Essays/Writing Assignments</li> <li>● Projects / Presentations</li> </ul>
<p><b>Chapter 3: Certification and Employment</b>              8.1              8.2              9.1              9.2              9.3.12.ED.1              9.3.12.ED.2              9.3.12.ED.3              RI 11-12.1              RI 11-12.4              RI.11-12.7              W 11-12.4              W 11-12.5              W 11-12.6              W 11-12.7              W 11-12.8              W 11-12.9              SL.11-12.1              SL.11-12.1a.              SL.11-12.1b              SL.11-12.1c              SL.11-12.1d.              SL.11-12.2              SL.11-12.              SL.11-12.5</p>	<p>Identify how to obtain a teacher certification</p>	<p>Investigate the certification process in New Jersey</p>	<p><b>The Certification Process</b>              Research the certification process in New Jersey, on-line job listings, teaching credentials, statewide job fairs, etc.              Suggested Handouts:</p> <ul style="list-style-type: none"> <li>● New Jersey Teacher Certification</li> <li>● New Jersey Colleges, Universities and Community Colleges with Education Programs</li> <li>● From the Key to My Dorm to the Key to My Classroom (Optional)</li> </ul> <p><b>Teacher Cadets for Hire!</b>              Invite the school principal/supervisor to speak to the students about the interview process for your district.</p> <p>Students create and participate in mock interviews.(Optional)</p> <p>Suggested Handout:              Sample Interview Questions for Teaching Candidates</p>	<p><b>Formative Assessment Strategies including:</b></p> <ul style="list-style-type: none"> <li>● Student Interviews</li> <li>● Reflective journal entries</li> <li>● Discussions</li> <li>● Essays/Writing Assignments</li> <li>● Projects / Presentations</li> <li>● Surveys</li> </ul>
<p><b>Resources:</b>              A comprehensive list of resources can be found on page 29. This list includes:</p> <ul style="list-style-type: none"> <li>● Essential Materials</li> <li>● Supplementary Materials</li> <li>● Links to Websites and Best Practices</li> </ul>			<p><b>Instructional Adjustments:</b> Modifications, student difficulties, possible misunderstandings</p> <ul style="list-style-type: none"> <li>● Lesson modifications based on students' individual needs</li> <li>● Immersion for ESL students</li> <li>● IEP adjustments as needed per student</li> <li>● Purposeful small group instruction to target</li> </ul>	

	specific needs and misunderstandings based on formative assessments
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## Resources

### Adopted Resources, Textbooks, and Internet Sites

- *Experiencing Education Teacher Cadet Curriculum*, 10th Edition, Center for Educator Recruitment, Retention, and Advancement (CERRA)
- Kato, Sharleen. *Teaching*. 1st ed. Tinley Park, Illinois: Goodheart-Willcox Company, Inc., 2010. Print. ISBN 978-1-60525-291-9
- *School: An Introduction to Education*, 2<sup>nd</sup> ed., ISBN-13: 978-0-495-80938-8
- Useful Internet sites are <http://www.teachercadets.org>, <http://www.teachertube.com>, <https://www.teachingchannel.org> and optional supplemental reading, *The Hurried Child* by Dr. David Elkind.

### COURSE RESOURCES:

#### Text and workbook

- *Experiencing Education Teacher Cadet Curriculum*, 10th Edition, Center for Educator Recruitment, Retention, and Advancement (CERRA)
- Kato, Sharleen. *Teaching*. 1st ed. Tinley Park, Illinois: Goodheart-Willcox Company, Inc., 2010. Print. ISBN 978-1-60525-291-9
- *School: An Introduction to Education*, 2<sup>nd</sup> ed., ISBN-13: 978-0-495-80938-8

#### Videos

- *Cipher in the Snow* -Brigham Young University Series © 1973 / 25 minutes
- *Classroom of the Heart*. Guy Doud: Teacher of the Year Focus on the Family PO Box 15379 Colorado Springs , CO 809365 © 1990 / 60 Minutes
- *Freedom Writers* -Paramount Pictures © 2007/123 minutes
- *I Am a Promise: The children of Stanton Elementary School* -New Video Group © / 90 minutes
- *Last One Picked... First One Picked On*- Richard Lavoie -PBS Video , WETA-TV Washington, DC. 1994 68 minutes
- *Music of The Heart* . Miramax Films © 1999/124 minutes
- *Teens: What Makes them Tick* (FFH 9255) Films for the Humanities and Sciences , Box 2053 Princeton NJ 08543-2053 [www.films.com](http://www.films.com) © 1999/ 41 minutes
- *The Water is Wide*, Hallmark © 2006/100 minutes
- *The Long Walk Home* (1990) [Sissy Spacek](#) & [Whoopi Goldberg](#)

#### Children's Literature

- *Mrs. Spitzer' Garden* by Edith Pattou
- *I am Going to Like Me* By Jamie Lee Curtis
- *Little Self- Esteem* By Jamie Lee Curtis
- *My sister is Special*- by Larry Jansen
- *Love you Forever*- by Robert Munsch

- *The Quiltmaker's Gift*- by Jeff Brumbeau
- *Charlie the Caterpillar*- by Dom De Luise
- *Twizzlers Percentages*- by Jerry Pallotta
- *Hershey's Milk chocolate: Fraction Book*, by Jerry Pallotta
- *Skittles Riddles Math* -by Barbara Barbieri McGrath