



ESL  
SCIENCE  
BUSINESS  
BILINGUAL  
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MATHEMATICS  
LIBRARY MEDIA  
SOCIAL STUDIES  
WORLD LANGUAGES  
GIFTED & TALENTED  
TECHNOLOGY EDUCATION  
ENGLISH LANGUAGE ARTS  
FINE & PERFORMING ARTS  
FAMILY & CONSUMER SCIENCE  
HEALTH & PHYSICAL EDUCATION

RAHWAY PUBLIC SCHOOLS

# CURRICULUM & INSTRUCTION

**Content Area: English**

**Course: Tomorrow's Teachers**

**Grade Level: 9-12**

This curriculum is part of the Educational Program of Studies of the Rahway Public Schools.

## **ACKNOWLEDGMENTS**

**Dr. Leslie Septor, Program Supervisor of Literacy**

The Board acknowledges the following who contributed to the preparation of this curriculum.

**Elizabeth Graner**

**Dr. Tiffany A. Beer, Director of Curriculum and Instruction**

Subject/Course Title:  
**Tomorrow's Teachers**  
**Grades 9-12**

Date of Board Adoption:  
**August 27, 2024**

# RAHWAY PUBLIC SCHOOLS CURRICULUM

Tomorrow's Teachers, Grades 9-12

## *PACING GUIDE*

<b>Unit</b>	<b>Title</b>	<b>Pacing</b>
1	Overview, Philosophy, and Responsibilities	10 weeks
2	Experiencing Learning	10 weeks
3	Experiencing Education and the Classroom	10 weeks
4	Experiencing the Profession	10 weeks

## *ACCOMMODATIONS*

<ul style="list-style-type: none"> <li>• <b>504 Accommodations:</b></li> <li>• Provide scaffolded vocabulary and vocabulary lists.</li> <li>• Provide extra visual and verbal cues and prompts.</li> <li>• Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials.</li> <li>• Provide links to audio files and utilize video clips.</li> <li>• Provide graphic organizers and/or checklists.</li> <li>• Provide modified rubrics.</li> <li>• Provide a copy of teaching notes, especially any key terms, in advance.</li> <li>• Allow additional time to complete assignments and/or assessments.</li> <li>• Provide shorter writing assignments.</li> <li>• Provide sentence starters.</li> <li>• Utilize small group instruction.</li> <li>• Utilize Think-Pair-Share structure.</li> <li>• Check for understanding frequently.</li> <li>• Have student restate information.</li> <li>• Support auditory presentations with visuals.</li> <li>• Weekly home-school communication tools (notebook, daily log, phone calls or email messages).</li> <li>• Provide study sheets and teacher outlines prior to assessments.</li> <li>• Quiet corner or room to calm down and relax when anxious.</li> <li>• Reduction of distractions.</li> <li>• Permit answers to be dictated.</li> <li>• Hands-on activities.</li> <li>• Use of manipulatives.</li> <li>• Assign preferential seating.</li> <li>• No penalty for spelling errors or sloppy handwriting.</li> <li>• Follow a routine/schedule.</li> <li>• Provide student with rest breaks.</li> <li>• Use verbal and visual cues regarding directions and staying on task.</li> <li>• Assist in maintaining agenda book.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>IEP Accommodations:</b></li> <li>• Provide scaffolded vocabulary and vocabulary lists.</li> <li>• Differentiate reading levels of texts (e.g., Newsela).</li> <li>• Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials.</li> <li>• Provide extra visual and verbal cues and prompts.</li> <li>• Provide links to audio files and utilize video clips.</li> <li>• Provide graphic organizers and/or checklists.</li> <li>• Provide modified rubrics.</li> <li>• Provide a copy of teaching notes, especially any key terms, in advance.</li> <li>• Provide students with additional information to supplement notes.</li> <li>• Modify questioning techniques and provide a reduced number of questions or items on tests.</li> <li>• Allow additional time to complete assignments and/or assessments.</li> <li>• Provide shorter writing assignments.</li> <li>• Provide sentence starters.</li> <li>• Utilize small group instruction.</li> <li>• Utilize Think-Pair-Share structure.</li> <li>• Check for understanding frequently.</li> <li>• Have student restate information.</li> <li>• Support auditory presentations with visuals.</li> <li>• Provide study sheets and teacher outlines prior to assessments.</li> <li>• Use of manipulatives.</li> <li>• Have students work with partners or in groups for reading, presentations, assignments, and analyses.</li> <li>• Assign appropriate roles in collaborative work.</li> <li>• Assign preferential seating.</li> <li>• Follow a routine/schedule.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Gifted and Talented Accommodations:</b></li> <li>• Differentiate reading levels of texts (e.g., Newsela).</li> <li>• Offer students additional texts with higher lexile levels.</li> <li>• Provide more challenging and/or more supplemental readings and/or activities to deepen understanding.</li> <li>• Allow for independent reading, research, and projects.</li> <li>• Accelerate or compact the curriculum.</li> <li>• Offer higher-level thinking questions for deeper analysis.</li> <li>• Offer more rigorous materials/tasks/prompts.</li> <li>• Increase number and complexity of sources.</li> <li>• Assign group research and presentations to teach the class.</li> <li>• Assign/allow for leadership roles during collaborative work and in other learning activities.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>ELL Accommodations:</b></li> <li>• Provide extended time.</li> <li>• Assign preferential seating.</li> <li>• Assign peer buddy who the student can work with.</li> <li>• Check for understanding frequently.</li> <li>• Provide language feedback often (such as grammar errors, tenses, subject-verb agreements, etc...).</li> <li>• Have student repeat directions.</li> <li>• Make vocabulary words available during classwork and exams.</li> <li>• Use study guides/checklists to organize information.</li> <li>• Repeat directions.</li> <li>• Increase one-on-one conferencing.</li> <li>• Allow student to listen to an audio version of the text.</li> <li>• Give directions in small, distinct steps.</li> <li>• Allow copying from paper/book.</li> <li>• Give student a copy of the class notes.</li> <li>• Provide written and oral instructions.</li> <li>• Differentiate reading levels of texts (e.g., Newsela).</li> <li>• Shorten assignments.</li> <li>• Read directions aloud to student.</li> <li>• Give oral clues or prompts.</li> <li>• Record or type assignments.</li> </ul>

	<ul style="list-style-type: none"><li>• Adapt worksheets/packets.</li><li>• Create alternate assignments.</li><li>• Have student enter written assignments in criterion, where they can use the planning maps to help get them started and receive feedback after it is submitted.</li><li>• Allow student to resubmit assignments.</li><li>• Use small group instruction.</li><li>• Simplify language.</li><li>• Provide scaffolded vocabulary and vocabulary lists.</li><li>• Demonstrate concepts possibly through the use of visuals.</li><li>• Use manipulatives.</li><li>• Emphasize critical information by highlighting it for the student.</li><li>• Use graphic organizers.</li><li>• Pre-teach or pre-view vocabulary.</li><li>• Provide student with a list of prompts or sentence starters that they can use when completing a written assignment.</li><li>• Provide audio versions of the textbooks.</li><li>• Highlight textbooks/study guides.</li><li>• Use supplementary materials.</li><li>• Give assistance in note taking</li><li>• Use adapted/modified textbooks.</li><li>• Allow use of computer/word processor.</li><li>• Allow student to answer orally, give extended time (time-and-a-half).</li><li>• Allow tests to be given in a separate location (with the ESL teacher).</li><li>• Allow additional time to complete assignments and/or assessments.</li><li>• Read question to student to clarify.</li><li>• Provide a definition or synonym for words on a test that do not impact the validity of the exam.</li><li>• Modify the format of assessments.</li><li>• Shorten test length or require only selected test items.</li><li>• Create alternative assessments.</li><li>• On an exam other than a spelling test, don't take points off for spelling errors.</li></ul>
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## *UNIT OVERVIEW*

**Content Area:** Education, Pre-professional Studies, 21st Century Life and Careers

**Unit I Title:** Overview, Philosophy, and Responsibilities

**Target Course/Grade Level:** 9-12

**Unit Summary:** Overview of course mission and objectives, Philosophy underlying the Tomorrow Teacher's Program, A look at the roles and responsibilities of the Teacher Cadet.

**Approximate Length of Unit:** 10 weeks

## *LEARNING TARGETS*

### **NJ Student Learning Standards:**

#### **English Language Arts:**

**RI.CI.9–10.2.** Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.

**W.NW.9–10.3.** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

- A. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
- D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

**SL.PE.9–10.1.** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

- A. 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.
- B. Collaborate with peers to set rules for discussions (e.g., informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g., student developed rubric) and assign individual roles as needed.

- C. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.

**SL.PI.9–10.4.** Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

**L.KL.9–10.2.** Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.

- A. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.
- B. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.
- C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

### **Career Readiness, Life Literacies, and Key Skills:**

#### **CAREER CLUSTER®: EDUCATION & 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.

#### **PATHWAY: 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.

**PATHWAY: TEACHING/TRAINING (ED- TT)**

**9.3.12.ED- TT.2** Employ knowledge of learning and developmental theory to describe individual learners.

**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.

**9.3.12.ED- TT.10** Evaluate teaching and training performance indicators to determine and improve effectiveness of instructional practices and professional development.

**9.3.12.ED- TT.11** Implement strategies to maintain relationships with others to increase support for the organization.

**Unit Understandings:**

*Students will understand that...*

- The future of education depends on parents, teachers, and community leaders to develop an insight into education and use certain characteristics, skills, and technology to support, develop, and compete in the global community.
- Self-esteem impacts the classroom.
- Learning preferences are an integral part of education and that this knowledge will help students both as a college student and future educator.
- Human growth and development theories in diverse classroom settings impact education.
- The exceptional learner is an important individual and educating exceptional learners is an important part of the education profession.
- Various barriers to learning can get in the way of learning, and there are ways to overcome these barriers.
- It is important to note the importance of recognizing that diversity and culturally relevant learning experiences play in classrooms.

**Unit Essential Questions:**

- What careers span education that provides future parents, educators, and civic leaders with tools to further the educational process?
- What teaching skills are needed to prepare students for the global work place?
- What exemplary interpersonal and leadership skills are needed to be successful in the Tomorrow's Teachers program?



## **Knowledge and Skills:**

### *Students will know...*

- The course mission, purpose, and requirements of the program.
- The philosophy of Tomorrow's Teachers Program.
- The roles and responsibilities of a Teacher Cadet.

### *Students will be able to...*

- Introduce themselves and each other and to self-explore and examine personal characteristics and values.
- Write an autobiographical essay examining themselves as individuals, learners, and community members.
- Identify characteristics and causes of high and low self-esteem.
- Identify how self-concept is portrayed through children's literature.
- Identify ways in which self-esteem has been misinterpreted or misused in society, children's lives, and education.
- Portray messages about self-esteem through a creative format such as puppets, dramatic skills, big books, music, art, or digital media.
- Identify different preferred processing styles and explain the implications for lesson design.
- Identify and explain multiple intelligences.
- Determine if they have analytical or global learning preferences and recognize advantages and disadvantages of each.
- Describe the levels of Maslow's Hierarchy of Needs and explain the implications for learners.
- Identify physical developmental characteristics and stages from birth through age eighteen.
- Identify cognitive developmental characteristics and stages.
- Identify moral developmental characteristics and stages.
- Identify psychosocial developmental characteristics and stages.
- Identify developmental characteristics of language and social cognition in the transference of language and culture.
- Analyze, synthesize, and apply developmental information relating to preschool-aged children.
- Identify various types of play and the significance of play.
- Identify the various purposes and types of play.
- Evaluate developmentally appropriate toys and games.
- Identify stages of development and play of children birth through age five while observing their behavior.
- Design a manipulative or game suitable for learning.
- Identify ways to aid parents' understanding of how they can help their child to be successful in elementary school.
- Identify ways in which children are pushed beyond age-appropriate physical, cognitive, moral, and psychosocial levels of development.
- Identify stages of development in students from ages six to eleven.
- Identify characteristics, challenges, and needs of preadolescents and adolescents.
- Identify stages of development in preadolescent learners by observing them in a variety of classes.
- Identify stages, challenges, and needs of adolescents.
- Identify stages of development in adolescent learners by observing them in a variety of classes.
- Offer advice and suggestions for accommodating problems that teenagers commonly face.
- Identify how adolescents are characterized and how adults can address both their faults and their needs.
- Synthesize the information about physical, cognitive, moral, and psychosocial development as they apply it to their own lives.
- Identify the challenges of working with exceptional needs students.
- Identify the need for greater understanding and sensitivity for exceptional learners.
- Define terms used to identify students with exceptional needs.
- Identify stages of physical and cognitive development and strengths and/or challenges of a special needs classroom.
- Identify characteristics of learning disabilities and the best strategies to use in addressing exceptional needs.

- Identify characteristics of students with exceptional needs and determine resources available to help them as learners.
- State how ostracism and labeling can positively or negatively impact learners.
- Identify characteristics of, needs of, and strategies for working with students learning English in addition to their native language.
- Analyze the importance of multiculturally sensitive classrooms and ways to create them.
- Identify challenges of various barriers to learning and possible ways to accommodate these in the classroom.
- Present information about a barrier to an age-specific audience.

## ***EVIDENCE OF LEARNING***

### **Assessment:**

*What evidence will be collected and deemed acceptable to show that students truly “understand”?*

Suggested assessments, but not limited to those listed

### **Formative:**

- Through the eyes of a Friend
- All About Me
- Phony vs. Earned Self-Esteem
- Learning Styles and Needs
- Gardner’s Multiple Intelligences
- Analytical and Global Learning Preferences
- Maslow’s Hierarchy of Needs
- Physical Development
- Cognitive Development
- Moral Development
- Psychosocial Development
- The Importance of Play
- What’s a Parent to Do?
- Proactive Parents of Troubled Teens
- The Teen Years
- Introduction to Exceptional Learners
- Categories of Exceptional Student Education
- Learning Disabilities Portrayed in Video: F.A.T. City
- Special Attractions: Videos about Working with Exceptional Students
- Fishbowl Labels
- English for Speakers of Other Languages

### **Summative:**

- Full Pot
- Realizing My Powers
- Children’s Literature on Self-Esteem
- Test on styles
- Development Group Presentations
- Cadet Preschool Model of Cadet Preschool Booklet
- Play Day

- A Trip to the Toy Store
- Making Manipulatives
- Pre-Adolescent and Adolescent Literature
- Reporting on All Grown Up and No Place to Go
- Walking in Somebody Else's Shoes
- Focus on Barriers to Learning
- Barriers Books and Videos

**Benchmark:**

- From Stories to Theatrical Performances
- Self-assessment of style
- Observations of Children From Birth Through Age Five
- Observation of the Elementary School Student
- Observation of the Middle School Student
- Observation of the High School Student
- Lifelines
- Gathering Information about Exceptional Student Education through Observations
- Diversity and Multiculturally Sensitive Classrooms

**Learning Activities:**

*What differentiated learning experiences and instruction will enable all students to achieve the desired results?*

**Mandatory Activities:**

- Coat of Arms/Shield or Quilt Squares: Create either a coat of arms/shield or a quilt square to self-explore and examine personal characteristics using self-reflective questions.
- Scavenger Hunt: Prepare a five-minute oral presentation using a brown bag as a prop containing words, pictures, and objects that represent themselves as individuals, gender, community members, etc.
- Realizing My Powers: Write an essay, and present to the class five successful experiences that a student has had thus far.
- *Full Pot*, According to Virginia Satir
  - Self-Worth: The Pot Nobody Watches
  - Questions: Points about pot
  - Dr. William Purkey's *Overview of Self-Concept Theory*
  - A Word Is Worth a Thousand Pictures handout
- Children's Book on Self-Esteem: Recognize how children's literature influences self-concept through the creation of a PowerPoint or Prezi presentation on a selected book.
  - Suggested Handout: *Children's Self-Esteem Book List*
- The Self-Esteem Fraud: Students will bring a "snippet" from children's literature for interpretation and significance to self-esteem and achievement.
  - Suggested Handout: *The Self-Esteem Fraud: Feel-Good Education Does Not Lead to Academic Success*

**Culminating Activity:**

- From Stories to Puppet Theaters: Create a dramatic skit using different formats addressing self-esteem.
  - Suggested Handouts:
    - Development of Skit
    - Creating a Puppet Show
    - Creating a Dramatic Skit
    - Creating a Big Book

**Optional Activities:**

- Through the Eyes of a Friend
- Me From All Angles

***RESOURCES*****Teacher Resources:**

- Core: *Experiencing Education: A Model for Homegrown Teacher Development* textbook (Eleventh Edition)
- Teacher Cadet Online Curriculum Tool - [teachercadets.com](http://teachercadets.com)

**Equipment Needed:**

- Google Classroom, computers, internet access

## *UNIT OVERVIEW*

**Content Area:** Education, Pre-professional Studies, 21st Century Life and Careers

**Unit II Title:** Experiencing Learning

**Target Course/Grade Level:** 9-12

**Unit Summary:** Students will gain knowledge and understanding of learning styles and student needs.

**Approximate Length of Unit:** 10 weeks

**NJ Student Learning Standards:**

**English Language Arts:**

**RI.CI.9–10.2.** Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.

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- B. Collaborate with peers to set rules for discussions (e.g., informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g., student developed rubric) and assign individual roles as needed.
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**Career Readiness, Life Literacies, and Key Skills:**

**CAREER CLUSTER®: EDUCATION & TRAINING (ED)**

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**9.3.12.ED.3** Use critical thinking to process educational communications, perspectives, policies and/or procedures.

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**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.

**PATHWAY: PROFESSIONAL SUPPORT SERVICES (ED- PS)**

**9.3.12.ED- PS.1** Identify strategies, techniques and tools used to determine the needs of diverse learners.

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**PATHWAY: TEACHING/TRAINING (ED- TT)**

**9.3.12.ED- TT.2** Employ knowledge of learning and developmental theory to describe individual learners.

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**9.3.12.ED- TT.10** Evaluate teaching and training performance indicators to determine and improve effectiveness of instructional practices and professional development.

**9.3.12.ED- TT.11** Implement strategies to maintain relationships with others to increase support for the organization.

### **Unit Understandings:**

*Students will understand that...*

- Differentiating instruction by evaluating, identifying and examining the physical, social, and personal challenges of all learners supports academic success along with enhancing workplace skills in preparing students for the 21st Century global community.
- School culture affects the behavior and achievement of its students, therefore, classroom design, diverse instruction, and school environment must lend itself to cultural differences.

### **Unit Essential Questions:**

- How might knowledge of preferred processing styles affect lesson design?
- What are some key elements for each of the multiple intelligences?
- How much does hemispheric preference affect learning style?
- How do human needs influence learners and learning?
- How might special needs and exceptionalities affect a person?
- How are terms related to special education helpful in dealing with students with special needs?
- What are some components that make for appropriate learning environments for special needs students?
- How might labels affect a learner?
- How might the barriers to learning be overcome?
- What are some factors to consider when teaching English Language Learners?
- How might students overcome barriers to learning?

### **Knowledge and Skills:**

*Students will know...*

- What can be learned about teaching by viewing movies set in the classroom.
- How to distinguish between effective and ineffective teaching strategies and traits.
- How the teaching profession has changed over the years, becoming what it is today.
- Characteristics of outstanding teachers.
- Routines and strategies teachers use to promote desired behavior and to enhance learning.
- How to look beyond superficial actions to get at the real basis of behavior and misbehavior, and respond accordingly

- Effective instructional strategies
- How having students work in groups may enhance learning.
- How questioning can be used as an effective instructional strategy to address different levels of thinking.
- How lecture is used as an effective instructional strategy
- How the use of technology can enhance learning
- How games enhance learning
- What educational terms are most important to know
- How games can be effectively used for instruction and review
- How human beings can maximize the use of their brains when thinking, learning and remembering
- How students can create lesson plans to incorporate effective instructional strategies that meet required academic standards
- How lessons in science, math, and foreign language not only build learners' skills in these subjects, but also build interest in teaching in these critical need areas
- Effective means by which an instructor might determine if the learner has mastered a lesson's content
- Facets of effective assessment design that should be followed in creating teacher-made tests
- Ways in which data drives instruction

*Students will be able to...*

- Identify different preferred processing styles and explain their implications for lesson design.
- Identify and explain multiple intelligences.
- Determine analytical or global learning preferences and recognize the advantage or disadvantages of each.
- Describe the levels of Maslow's Hierarchy of Needs.
- Discuss the challenges and rewards of working with special needs students.
- Identify the need for greater understanding and sensitivity for disabled students.
- Define terms in dealing with students in special education.
- Through observations in special education classes, identify special needs and adapted teaching strategies.
- State how ostracism and labeling have negative impacts on the learner.
- Identify the causes, preventions, and treatments of some barriers to learning.
- Chart the characteristics, needs of, and strategies for working with ELL students.
- Create a presentation about special education or a barrier to an age-specific audience.

## ***EVIDENCE OF LEARNING***

### **Assessment:**

*What evidence will be collected and deemed acceptable to show that students truly "understand"?*

### **Formative:**

- Traits of an Effective Teacher
  - Being a Teacher Hollywood Style
  - Caught in the Act
  - The Good, the Bad, and the OH MY!
- Classroom Management
  - Establishing Classroom Procedures
- Teaching Methodologies and Strategies
  - An Overview of Methodology: Silent Graffiti
  - Groups: We Can Work It Out



- Questioning Techniques
- Lecture: More than a Monologue
- High Tech Teaching: Plugged In
- Planning for Instruction
  - Sample plans and formats
- Assessments and Data
  - The A-B-Cs Assessment

### Summative:

- Traits of an Effective Teacher
  - Teachers: Yesterday and Today
- Classroom Management
  - Effective Classroom Management
- Teaching Methodologies and Strategies
  - A Game: “I Have...Who Has...”
  - Another Game: Card Sort of Educational Terms
- Planning for Instruction
  - Student Created Lessons
- Assessments and Data
  - Assessment: How do you know they know?

### Benchmark:

- Traits of an Effective Teacher
  - Seven Gifts for Teachers that Will Last a Lifetime
- Classroom Management
  - Improving Classroom Discipline
- Teaching Methodologies and Strategies
  - Brain-Based Learning
- Planning for Instruction
  - SAY, MAY, and FLAY Lessons and Curricula
- Assessments and Data
  - Principles of Data Use

### Learning Activities:

*What differentiated learning experiences and instruction will enable all students to achieve the desired results?*

- Mandatory Activities:
  - Preferred Processing Styles
    - Complete questionnaires to identify individual preferred processing styles.
    - Suggested Handouts:
      - Learning Styles Questionnaire
      - Learning Style Grid
      - Learning Pyramid: Average Retention
  - Gardner’s Multiple Intelligences
    - Discuss how people assess themselves using multiple intelligence inventories.
    - Suggested Handouts:
      - Multiple Intelligences Inventory
      - Activity Chart for Multiple Intelligences
      - Video(Optional): *Multiple Intelligences: Other Styles of Learning*
  - Analytical and Global Learning Preferences
    - Complete an analytical/global inventory checklist to help students determine their learning preferences.
    - Suggested Handouts:

- Analytical/Global Inventory
  - Analytical/Global Analysis
- Maslow's Hierarchy of Needs
  - Using a whiteboard or flip chart, brainstorm how human needs influence learners and learning.
  - Suggested Handout:
    - Understanding Maslow's Hierarchy of Needs
- *A Wicket's Wad*
  - Read copies of the *Wicket's Wad* and have students write a reflective response to understanding learning with special needs.
  - Suggested Handout:
    - A Wicket's Wad
- Walking in Somebody Else's Shoes
  - Role play to demonstrate the challenges and frustrations associated with various learning and physical disabilities.
- Categories of Special Education
  - Distinguish which category of special education matches a given scenario and identify modifications and accommodations.
  - Suggested Handouts:
    - Special Education: Policies, Procedures, and Laws
    - Special Education: Categories
    - Special Education: Cards
- Fishbowl Labels
  - Place various labels on students' foreheads and role-play to help identify ostracism.
  - Suggested Handout:
    - Label Suggestions
- Focus on 11 Major Barriers to Learning
  - 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:
    - Barriers to Learning
- English Language Learners
  - Oral report informing classmates on ELL subtopics.
  - Suggested Handouts:
    - Topic Strips for ELL information
    - ELL Basics: Questions
    - ELL Information
    - Making a Classroom Multicultural Sensitive
- Culminating Activity: Barrier Books
  - Create a book, broadcast, or commercial on how students might overcome barriers to learning.
- Optional Activities:
  - Learning Disabilities Portrayed in F.A.T City Video
  - Special Attractions: Videos about Special Education and Barriers to Learning

## *RESOURCES*

### **Teacher Resources:**

- Core: *Experiencing Education: A Model for Homegrown Teacher Development* textbook (Eleventh Edition)
- Teacher Cadet Online Curriculum Tool - [teachercadets.com](http://teachercadets.com)

### **Equipment Needed:**

- Google Classroom, computers, internet access

## *UNIT OVERVIEW*

**Content Area:** Education, Pre-professional Studies, 21st Century Life and Careers

**Unit III Title:** Experiencing Education and the Classroom

**Target Course/Grade Level:** 9-12

**Unit Summary:** Students will be provided opportunities to examine their interests, abilities, values, and professional priorities while considering a career as a teacher. Topics explored range from the evolving nature of the teaching profession to various avenues for seeking certification and employment.

**Approximate Length of Unit:** 10 weeks

## *LEARNING TARGETS*

### **NJ Student Learning Standards:**

#### **English Language Arts:**

**RI.CI.9–10.2.** Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.

**W.NW.9–10.3.** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

- A. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
- D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

**SL.PE.9–10.1.** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

- A. 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.
- B. Collaborate with peers to set rules for discussions (e.g., informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g., student developed rubric) and assign individual roles as needed.

- C. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.

**SL.PI.9–10.4.** Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

**L.KL.9–10.2.** Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.

- A. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.
- B. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.
- C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**Career Readiness, Life Literacies, and Key Skills:**

**CAREER CLUSTER®: EDUCATION & 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.

**PATHWAY: 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.

**PATHWAY: TEACHING/TRAINING (ED- TT)**

**9.3.12.ED- TT.2** Employ knowledge of learning and developmental theory to describe individual learners.

**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.

**9.3.12.ED- TT.10** Evaluate teaching and training performance indicators to determine and improve effectiveness of instructional practices and professional development.

**9.3.12.ED- TT.11** Implement strategies to maintain relationships with others to increase support for the organization.

**Unit Understandings:**

*Students will understand that...*

- Developmental theories impact teaching by formulating explanations about why children act and behave the way they do and how they change over time.
- Human growth and development is based on a combination of genetics and environment. Strategies and methods of teaching in the classroom must encompass the physical, cognitive, moral, and psychosocial stages that influence the development of a learner.
- Children’s learning is expedited using play by realistic illustrations that encourage and facilitate complete and precise explanations through play.

**Unit Essential Questions:**

- What are some benchmarks of physical growth?
- In what ways do Piaget’s findings aid teaching and instruction?
- What are some characteristics and stages of normal development?
- What does Erikson have to say about social development?
- How dependent are we on language? To what degree does language influence culture and vice versa?
- What are some traits and capabilities of children ages birth to 1, 1 to 2, 2 to 3, and 3 to 5?
- What is significant about children at play?
- How do manipulative(s) facilitate learning?
- What are the factors that contribute to stress for children? What are some results of children being stressed?
- What factors contribute to learning in children, ages 6-10?
- What factors contribute to learning in pre-adolescents and adolescents?
- What factors contribute to learning in adolescents?
- What might be of help to troubled teens?
- In what ways has my “growing up” experience reflected different stages of physical, cognitive, moral, and social development?

## **Knowledge and Skills:**

### *Students will know...*

- How today's schools are impacted by former and current educational philosophers.
- Why teachers must be held to a high standard of ethics and professionalism.
- The basic expectations for professional conduct that teachers must follow.
- Resources available to educators
- How teachers are expected and encouraged to be leaders outside of the classroom.
- How education influences society / how society influences education.
- In what ways today's schools are a product of our past.
- The impact segregation and integration have had on our schools.
- How hard it is to change the educational system
- How workplace preparation has become a part of public schools.
- Who makes the decisions in educational systems.
- What constitutes effective preparation for a job interview.
- What it takes to become a certified teacher
- Critical subject and geographical areas of the teacher shortage

### *Students will be able to...*

- Identify physical developmental characteristics and stages from birth through age eighteen.
- Identify cognitive developmental characteristics and stages.
- Discuss some characteristics and stages of moral development.
- Describe psychosocial developmental characteristics and stages.
- Explain developmental characteristics of language and social cognition in the transference of knowledge and culture.
- Recognize evidence that Piaget and Vygotsky's theories are sound.
- Identify stages of development and play from birth to five years old.
- Identify various types of play of preschool children and the significance of their play.
- Investigate different types of manipulatives that facilitate learning.
- Identify ways in which children are pushed beyond age-appropriate physical, cognitive, moral, and psychosocial levels of development.
- Through elementary school observations, identify characteristic stages of development in children, ages six to ten.
- Through middle school observations, identify characteristic stages of development in children who are pre-adolescent and adolescent learners.
- Through high school observations, identify characteristic stages of development in adolescent learners.
- Design a manipulative or game suitable for hands-on kinesthetic learning for preschool or elementary school children.
- Discuss solutions to problems that teenagers frequently face.
- Synthesize information about physical, cognitive, cognitive, moral, and social development as they apply it to their own lives.

## *EVIDENCE OF LEARNING*

### **Assessment:**

*What evidence will be collected and deemed acceptable to show that students truly “understand”?*

### **Formative:**

- Application & Instruction
  - The Field Experience - observing and note taking
- Ethics & Professionalism
  - Ethics in the Teaching Profession
  - Hero Advocates for Educators
- History & Trends
  - Changes in American Education
  - Discovering Educational Roots
- Structure & Governance
  - The Many Faces of Education
  - Get with the Program
  - Governance of Schools
- Certification & Employment
  - NJ State requirements
  - National requirements
  - Teacher Shortages: Supply and Demand

### **Summative:**

- Application & Instruction
  - The Field Experience - assisting
- Ethics & Professionalism
  - The Teacher Code of Conduct
- History & Trends
  - Integration: Separate but (Un)equal
- Structure & Governance
  - The Local Scene
  - In Another’s Shoes: A Shadowing Activity
  - Making the Case: School Issues on Trial
- Certification & Employment
  - Making it Official: The Certification Process
  - “The Practicum” of the Certification Process

### **Benchmark:**

- Application & Instruction
  - The Field Experience - teaching 2 lessons
  - Educational Philosophy
- Ethics & Professionalism
  - Teachers as Change Agents
- History & Trends
  - Changing of our Comfort Zone
  - Educational Reform
- Structure & Governance
- School Perfection
- Certification & Employment



- Teacher Cadets for Hire!
- Teacher Cadets on the Job

## Learning Activities:

*What differentiated learning experiences and instruction will enable all students to achieve the desired results?*

- Mandatory Activities:
  - Physical Development
    - Power Point 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:
      - Physical Development
      - My Physical Growth
  - Cognitive Development
    - Introduce the different teaching methodologies as you present each of the different developmental theories.
    - Suggested Handouts:
      - Four Stages of Cognitive Development
      - Video : *Piaget's theory* narrated by Dr. David Elkind
      - Cognitive Development According to Jean Piaget
      - Labeling Scenarios Pertaining to Cognitive Development
      - Some Questions Critics Have Raised about Piaget
  - Moral Development
    - Students participate in a “values auction” to determine how much money they will bid for items they desire.
    - Suggested Handouts:
      - Directions for values auction and Bidder’s Sheet
      - Kohlberg’s Theory of Moral Development
      - Scenarios regarding moral development
      - What to Do? Moral decisions on prom night
  - Social Development
    - Using various teaching methodologies, present the different developmental theories of social development.
    - Suggested Handouts:
      - Erikson: Timeline Task
      - Erikson: Psychosocial Development Theory
      - Video: *Everyone rides the Carousel* based on Erikson’s stages.
  - The Importance of Language: Vygotsky-Students build a structure without being able to speak or write in order to communicate with their partner.
    - Materials: Paper, straws, popsicle sticks, clay paperclips and tape
    - Suggested Handout:
      - Social Cognitive Development: Lev Vygotsky
  - Observing Play/Play Day
    - 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:
      - Children’s Play: Purposes, Types, Advice
  - Making Manipulative(s)
    - Design a manipulative game suitable for hands-on/kinesthetic learning for elementary school.
    - Suggested Handout:
      - Instructions for Making Manipulatives
  - *The Hurried Child*

- Read excerpts from the book, *The Hurried Child*. Complete the worksheet for your section and report to the class on the meaning of each passage.
    - Suggested Handouts:
      - Summary of Dr. David Elkind’s Major Points in *The Hurried Child*
      - *The Hurried Child* Questions
    - Proactive Parents of Troubled Teens:
      - Using scenarios, students offer solutions to problems that teenagers frequently face.
      - Suggested Handout:
        - Troubled Teen Worksheet
  - Culminating Activities: (Students will complete one of the four additional culminating activities in this unit.)
    - Cadet Preschool Model or Booklet
      - 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:
        - Cadet Preschool Handout
        - What to Look for in a Preschool
        - Stages of Development – From Birth to Age Six
    - What’s a Parent to Do?
      - Create a brochure to inform parents of preschool, elementary, middle, and high school students.
      - Suggested Handout:
        - Parenting Elementary-Aged Children
    - Pre-Adolescent / Adolescent Literature
      - 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:
        - Suggested Short Stories and Novels About Adolescents
    - Lifelines
      - Create a lifeline around a motif presenting each stage of physical, cognitive, moral, and social development.
  - Optional Activities:
    - A Trip to the Toy Store
    - Reporting on All Grown Up and No Place to Go
    - Video: *Teens: What Makes Them Tick?*

## **RESOURCES**

### **Teacher Resources:**

- Core: *Experiencing Education: A Model for Homegrown Teacher Development* textbook (Eleventh Edition)
- Teacher Cadet Online Curriculum Tool - [teachercadets.com](http://teachercadets.com)

### **Equipment Needed:**

- Google Classroom, computers, internet access

## *UNIT OVERVIEW*

**Content Area:** Education, Pre-professional Studies, 21st Century Life and Careers

**Unit IV Title:** Experiencing the Profession

**Target Course/Grade Level:** 9-12

**Unit Summary:** Students will complete the final stages of instruction in the Teacher Cadets program and engage in a field experience that includes a mentor teacher, culminating in a written reflection of the experience as well as what they have learned throughout the course.

**Approximate Length of Unit:** 10 weeks

## *LEARNING TARGETS*

**NJ Student Learning Standards:**

**English Language Arts:**

**RI.CI.9–10.2.** Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.

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- B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
- D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

**SL.PE.9–10.1.** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

- A. 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.
- B. Collaborate with peers to set rules for discussions (e.g., informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g., student developed rubric) and assign individual roles as needed.

- C. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.

**SL.PI.9–10.4.** Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

**L.KL.9–10.2.** Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.

- A. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.
- B. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.
- C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**Career Readiness, Life Literacies, and Key Skills:**

**CAREER CLUSTER®: EDUCATION & 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.

**PATHWAY: 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.

**PATHWAY: TEACHING/TRAINING (ED- TT)**

**9.3.12.ED- TT.2** Employ knowledge of learning and developmental theory to describe individual learners.

**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.

**9.3.12.ED- TT.10** Evaluate teaching and training performance indicators to determine and improve effectiveness of instructional practices and professional development.

**9.3.12.ED- TT.11** Implement strategies to maintain relationships with others to increase support for the organization.

**Unit Understandings:**

*Students will understand that...*

- Highly qualified teachers employ diverse strategies and methodologies when enhancing the classroom environment and instruction.
- Effective classroom instruction incorporates strategies that promote thinking, learning, and remembering along with enhancing desired behavior.
- Outstanding teachers foster a learning environment that encompasses optimism, responsibility, courage, respect, sensitivity, and passion preparing students for the 21st Century Global Community
- In applying instructional objectives, teachers must consider all stages of development, learning needs, accommodations (physical, social, and personal) to aid in the learning process.
- Analysis and reflection must be a consistent approach in development of the classroom and teaching experience.

**Unit Essential Questions:**

- What makes for effective instructional strategies?
- How can questioning be used as an effective instructional strategy to address different levels of thinking?
- How might lecture be used as an effective instructional strategy?
- How can the use of technology enhance learning?
- What are effective means by which an instructor might determine if a learner has mastered the lesson's content?
- How can human beings maximize the use of their brains when thinking, learning, and remembering?
- What routines and strategies can teachers use to promote desired behavior and to enhance learning?

- How can one look beyond superficial actions to get at the real basis of behavior and misbehavior, and thus, respond accordingly?
- How might students create lesson plans to incorporate effective instructional strategies?
- What are some characteristics of outstanding teachers?

**Knowledge and Skills:**

*Students will know...*

- Their strengths and areas for improvement
- How to prepare for fieldwork.
- How to conduct themselves in a professional environment.
- The realities of teaching through experience in a classroom setting.

*Students will be able to...*

- Identify the characteristics of a highly qualified teacher.
- Recognize strengths and weaknesses of diverse teaching methods and materials.
- Employ strategies for group instructions.
- Illustrate questioning strategies effectively in lessons.
- Incorporate lecture into lessons effectively.
- Examine effective and ineffective uses of technology in education. Describe various modes of assessment and their role in the educational process.
- Identify strategies that enhance learning based on current brain research.
- Design procedures for basic classroom routines.
- Prepare and present a peer lesson plan.
- Identify traits of effective teachers.

***EVIDENCE OF LEARNING***

**Assessment:**

*What evidence will be collected and deemed acceptable to show that students truly “understand”?*

- Teacher-generated rubrics
- Tests
- Reflective journal entries
- Discussions
- Essays
- Projects / Presentations
- Portfolio

## Learning Activities:

*What differentiated learning experiences and instruction will enable all students to achieve the desired results?*

- **Mandatory Activities:**
  - **An Overview of Methodology: Silent Graffiti**
    - 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:
      - Advantages and Disadvantages of Methodologies
  - **Groups: We Can Work It Out**
    - Discuss student experiences when working in groups. Explain various ways of using cooperative learning groups effectively.
    - Suggested Handout:
      - An Overview of Cooperative Learning Structure
  - **Questioning Techniques: “Bloom-ing Through Questions”**
    - 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:
      - Background Information on Benjamin Bloom and Bloom’s Taxonomy
      - Reference List of Words and Phrases Used in Bloom’s Taxonomy
      - Updated Bloom’s Taxonomy Using Verbs
      - Questioning Strategies
  - **Lecture: More than a Monologue**
    - Facilitate classroom discussions on the advantages and disadvantages of lecturing based on students’ personal experiences.
    - Suggested Handout:
      - Tips for Effective Lectures
  - **High Tech Teaching**
    - 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.
    - Suggested Handouts:
      - Recommended Web Sites
      - Evaluating a Web Site
  - **Assessment: How do you Know They Know?**
    - Discuss how methods of assessment have been used through various levels of education. Students will create a formal assessment.
    - Suggested Handouts:
      - The Purpose of Assessment
      - Guidelines for Creating Effective Test Questions
      - Test on Testing
  - **Brain-Based Learning**
    - Discuss ways to enhance classroom instruction through brain-based learning.
    - Suggested Handouts:
      - It Makes “Scents”
      - “Color-full” Learning
      - Worksheet on A Practical Guide to Brain-Based Learning
      - Is it Supported by Brain-Based Learning or Not?
      - Ways to Enhance Classroom Instruction Determined by Brain-Based Research
  - **Classroom Procedures and Management**





## *RESOURCES*

### **Teacher Resources:**

- Core: *Experiencing Education: A Model for Homegrown Teacher Development* textbook (Eleventh Edition)
- Teacher Cadet Online Curriculum Tool - [teachercadets.com](http://teachercadets.com)

### **Equipment Needed:**

- Google Classroom, computers, internet access