TOMORROW'S TEACHERS
GRADES 11-12

EWING PUBLIC SCHOOLS
2099 Pennington Road
Ewing, NJ 08618

Board Approval Date:____February 25, 2019_____   Michael Nitti
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Course Instructional Time: 87 minutes 5 days per week for one semester

Course Overview:

The Tomorrow's Teachers Program is an elective offered at the eleventh and/or twelfth grade level. This course curriculum is designed to introduce students to the field of education. This course will provide the opportunity to discover, through research and practice, issues in education, teaching methodologies, and classroom experiences. Content will be met by observations and a field experience in order for students to determine their interest in seeking a career in education or becoming a civic leader. Classes will consist of lecture, discovery, discussion, videotaped lessons, role-playing, problem solving, decision making, and simulation, debate, and observation activities in order to expose and educate students about different methods of teaching. Students will be encouraged to investigate, ask questions, and find answers concerning education. Writing assignments in the form of essays, reports, and journals, news article summaries, and reflective writing will encourage students to examine their perceptions and form opinions concerning subjects introduced. Assessment of individual portfolios, group activities, and authentic products such as educational games, writing assignments, and unit tests determine the comprehension and application of curriculum content. By the end of this course, students will be able to know themselves better as individuals, learners, and community members: and examine various stages of learners and human physical, cognitive, moral, and psychosocial developmental models. Students will develop a greater understanding of the history of education in our state and nation; understand and demonstrate what is involved in becoming a teacher; and conclude what role they will play in the future of education as a teacher, parent, or civic leader.

This course is a study of the history, development, organization, and practices of preschool, elementary, and secondary education. All students will participate in a field experience with a cooperating teacher during the course. It is highly recommended that students who are planning to pursue a career in education, educational administration, counseling, or social work take this course. All students accepted into the program will have automatic membership in the New Jersey Future Educators' Association and will be able to participate in NJFEA conferences and service projects. Students also have an opportunity through Rider University to receive college credit for participating in the Tomorrow's Teachers program.

21st Century Life and Careers

In today's global economy, students need to be lifelong learners who have the knowledge and skills to adapt to an evolving workplace and world. To address these demands, Standard 9, 21st Century Life and Careers, which includes the 12 Career Ready Practices, establishes clear guidelines for what students need to know and be able to do in order to be successful in their future careers.

The 12 Career Ready Practices

These practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness.

CRP4.   Communicate clearly and effectively and with reason.

In English Language Arts, it is essential for students to communicate clearly and effectively. This is demonstrated through writing with a clear purpose and an appropriate audience in mind. Students also need to clearly communicate verbally, which is practiced in the English Language Arts classroom. Effective communicators are also active listeners. These skills are essential in the academic setting and it the workplace.

CRP7.   Employ valid and reliable research strategies.

Research strategies are infused throughout the English Language Arts curriculum. It is imperative for students to utilize effective research strategies in order to formulate an argument, to support a thesis, and to research across content areas. Students need to use multiple sources in order to write a comprehensive research paper. Finally, students need to discern whether sources are reliable in order to present strong pieces of information and argument essays. Research skills are essential in the academic setting and it the workplace.

CRP8.   Utilize critical thinking to make sense of problems and persevere in solving them.

In order for students to be successful in school, in life, and in their career, they need to be critical thinkers and problem solvers. In English Language Arts classes, students learn to read and write critically. Through discussions and by actively engaging in speaking and listening, students will develop the necessary skills to be critical thinkers. In order to be productive citizens of the 21st century we need to ensure students can persevere in order to reach the solution of any problem.

Technology Integration

8.1 Educational Technology

All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.

8.2 Technology Education, Engineering, Design and Computational Thinking - Programming

All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Social Studies Integration - The social studies and English departments worked to integrate Research Simulation Tasks into both sets of curricula to provide ample opportunities to respond across content areas. The Research Simulation Task requires students to analyze an informational topic through several articles or multimedia stimuli. Students read and respond to a series of questions and synthesize information from multiple sources in order to write an analytic essay.

Companion Standards 11-12 - History, Social Studies, Science and Technical Subjects

Unit 1: Experiencing Learning (Pacing - 25 Days)

Why Is This Unit Important
In this unit, students will be exposed to a series of chapters which introduce the very foundations of learning. Students will learn about themselves and the powers that they possess through their accomplishments in many areas beyond academia. The big ideas embedded in this unit include the following:

- The Learner and Learning
- Learning styles
- Growth and Development
- The Exceptional Learner
- Barriers to Learning

Enduring Understandings:
Students will examine the issue of self-esteem and how this impacts the classroom; discover their learning preferences and how this knowledge will help them both as a college student and future educator; and examine and observe human growth and development theories in diverse classroom settings. Finally, students will explore the exceptional learner, note various barriers to learning, and recognize the role that diversity and culturally relevant learning experiences play in classrooms.

Essential Questions/Guiding Questions:

Chapter 1: Awareness and Reflection: The Learner & Learning

- 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-concepts?
- What is the difference between phony and authentic self-esteem?

Chapter 2: Learning Styles and Needs

- How might knowledge of preferred processing styles affect lesson design?
- What are some key elements of "multiple intelligence"?
- How does hemispheric preference (of global v. analytical) affect learning style?
- How do human needs (Maslow) influence learners and learning?

Chapter 3: Growth and Development

- 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?
- In what ways has my "growing up" experience reflected different stages of physical, cognitive, moral, and psychosocial development?

Chapter 4: The Exceptional Learner

- How might exceptional needs affect learning and personal development?
- How are terms helpful in identifying the exceptional needs of students?
- What are some components that make for appropriate learning environments for exceptional needs students and classes?

Chapter 5: Barriers to Learning

- How might labels affect a learner?
- What are some factors in teaching English for Speakers of Other Languages (ESOL)?
- How does diversity enhance the classroom and community?
- How can teachers create multiculturally sensitive classrooms?
- How might barriers to learning be accommodated?

Acquired Knowledge:

Theme 1: Experiencing Learning

- **AWARENESS AND REFLECTION**
  - Students will analyze their strengths and areas for improvement as learners.
  - Students will evaluate themselves as diverse individuals, learners, and community members.
  - Students will examine and appreciate others' diversity.
  - Students will analyze the role of self-esteem in learning and its contributing factors.
- **STYLES AND NEEDS**
  - Students will evaluate different learning styles.
  - Students will identify the special needs and exceptionalities of learners and determine how these needs affect the learning process.
  - Students will examine major physical, social, and personal challenges that can impede successful learning.
- **GROWTH AND DEVELOPMENT**
  - Students will differentiate among the physical stages of learners.
  - Students will examine the cognitive stages of learners.
  - Students will distinguish between the moral stages of learners.
  - Students will analyze the steps in the psychosocial stages of learners.
  - Students will apply an understanding or knowledge of the developmental changes of learners.

Acquired Skills(Objectives):

Chapter 1: Awareness and Reflection: The Learner & Learning

- SWBAT introduce themselves and each other and to self-explore and examine personal characteristics and values.
- SWBAT write an autobiographical essay examining themselves as individuals, learners, and community members.
- SWBAT identify characteristics and causes of high and low self-esteem.
- SWBAT identify how self-concept is portrayed through children's literature.
- SWBAT identify ways in which self-esteem has been misinterpreted or misused in society, children's lives, and education.
- SWBAT portray messages about self-esteem through a creative format such as puppets, dramatic skills, big books, music, art, or digital media.

Chapter 2: Learning Styles and Needs

- SWBAT identify different preferred processing styles and explain the implications for lesson design.
- SWBAT identify and explain multiple intelligences.
- SWBAT determine if they have analytical or global learning preferences and recognize advantages and disadvantages of each.
- SWBAT describe the levels of Maslow's Hierarchy of Needs and explain the implications for learners.

Chapter 3: Growth and Development

- SWBAT identify physical developmental characteristics and stages from birth through age eighteen.
- SWBAT identify cognitive developmental characteristics and stages.
- SWBAT identify moral developmental characteristics and stages.
- SWBAT identify psychosocial developmental characteristics and stages.
- SWBAT identify developmental characteristics of language and social cognition in the transference of language and culture.
- SWBAT analyze, synthesize, and apply developmental information relating to preschool-aged children.
- SWBAT identify various types of play and the significance of play.
- SWBAT identify the various purposes and types of play.
- SWBAT evaluate developmentally appropriate toys and games.
- SWBAT identify stages of development and play of children birth through age five while observing their behavior.
- SWBAT design a manipulative or game suitable for learning.
- SWBAT identify ways to aid parents' understanding of how they can help their child to be successful in elementary school.
- SWBAT identify ways in which children are pushed beyond age-appropriate physical, cognitive, moral, and psychosocial levels of development.
- SWBAT identify stages of development in students from ages six to eleven.
- SWBAT identify characteristics, challenges, and needs of preadolescents and adolescents.
- SWBAT identify stages of development in preadolescent learners by observing them in a variety of classes.
- SWBAT identify stages, challenges, and needs of adolescents.
- SWBAT identify stages of development in adolescent learners by observing them in a variety of classes.
- SWBAT offer advice and suggestions for accommodating problems that teenagers commonly face.
- SWBAT identify how adolescents are characterized and how adults can address both their faults and their needs.
- SWBAT synthesize the information about physical, cognitive, moral, and psychosocial development as they apply it to their own lives.

Chapter 4: The Exceptional Learner

- SWBAT identify the challenges of working with exceptional needs students.
- SWBAT identify the need for greater understanding and sensitivity for exceptional learners.
- SWBAT define terms used to identify students with exceptional needs.
- SWBAT identify stages of physical and cognitive development and strengths and/or challenges of a special needs classroom.
- SWBAT identify characteristics of learning disabilities and the best strategies to use in addressing exceptional needs.
- SWBAT identify characteristics of students with exceptional needs and determine resources available to help them as learners.

Chapter 5: Barriers to Learning

- SWBAT state how ostracism and labeling can positively or negatively impact learners.
- SWBAT identify characteristics of, needs of, and strategies for working with students learning English in addition to their native language.
- SWBAT analyze the importance of multiculturally sensitive classrooms and ways to create them.
- SWBAT identify challenges of various barriers to learning and possible ways to accommodate these in the classroom.
- SWBAT present information about a barrier to an age-specific audience.

Assessments: Suggested assessments, but not limited to those listed

Formative:

- The Learner and Learning
    - Through the eyes of a Friend
    - All About Me
    - Phony vs. Earned Self-Esteem
- Learning Styles
    - Learning Styles and Needs
    - Gardner's Multiple Intelligences
    - Analytical and Global Learning Preferences
    - Maslow's Hierarchy of Needs
- Growth and Development
    - Physical Development
    - Cognitive Development
    - Moral Development
    - Psychosocial Development
    - The Importance of Play
    - What's a Parent to Do?
    - *The Hurried Child*
    - Proactive Parents of Troubled Teens
    - The Teen Years

- The Exceptional Learner
  - 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
- Barriers to Learning
  - Fishbowl Labels
  - English for Speakers of Other Languages

Summative:

- The Learner and Learning
  - Full Pot
  - Realizing My Powers
  - Children's Literature on Self-Esteem
- Learning Styles
  - test on styles
- Growth and Development
  - 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*
- The Exceptional Learner
  - Walking in Somebody Else's Shoes
- Barriers to Learning
  - Focus on Barriers to Learning
  - Barriers Books and Videos

Benchmark:

- The Learner and Learning
  - From Stories to Theatrical Performances
- Learning Styles
  - Self-assessment of style
- Growth and Development
  - 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
- The Exceptional Learner
  - Gathering Information about Exceptional Student Education through Observations
- Barriers to Learning
  - Diversity and Multiculturally Sensitive Classrooms

Instructional Materials:

Core:

- "Experiencing Education: A Model for Homegrown Teacher Development" textbook (Eleventh Edition)

Supplemental:

- Google Classroom, computers, internet access
- Teacher Cadet Online Curriculum Tool - teachercadets.com

Interdisciplinary Connections:

- Psychology
- Sociology
- Technology

Technology Connections:

- Google Classroom
- teachercadets.com

9.3 – Career & Technical Education (CTE) Content Area: 21st Century Life and Careers

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 2: Experiencing the Classroom(Pacing - 32 Days)

Why Is This Unit Important?

In this unit, students will become acquainted with the personal roles of educators. The big ideas embedded in this unit include the following:

- Traits of an Effective Teacher
- Classroom Management
- Teaching Methodologies & Strategies
- Planning for Instruction
- Assessments and Data

Enduring Understandings:

Students will 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; and begin developing their own philosophy of education.

Essential Questions/Guiding Questions:

Chapter 6: Traits of an Effective Teacher

- What can be learned about teaching by viewing movies set in the classroom?
- How can students honor outstanding teachers?
- 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?

Chapter 7: Classroom Management

- What routines and strategies can teachers use to promote desired behavior and to enhance learning?
- What routines and strategies do effective teachers implement to promote desired behaviors 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?

Chapter 8: Teaching Methodologies & Strategies

- 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 might lecture be used as an effective instructional strategy?
- How can the use of technology enhance learning?
- How might games enhance learning?
- What educational terms are most important to know and apply?
- How might games be effectively used for instruction and review?
- How can human beings maximize the use of their brains when thinking, learning and remembering?

Chapter 9: Planning for Instruction

- How might students create lesson plans to incorporate effective instructional strategies that meet required academic standards?
- How can 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?

Chapter 10: Assessments & Data

- What are effective means by which an instructor might determine if the learner has mastered the lesson's content?
- What facets of effective assessment design should be followed in creating teacher-made tests?
- How and in what ways can data drive instruction?

Acquired Knowledge:

Theme 2: Experiencing the Classroom
- **OBSERVATION AND PREPARATION**
  - ° Students will analyze their strengths and areas for improvement as potential teachers.
  - ° Students will evaluate appropriate instructional objectives after analysis of developmental stages of learners.
  - ° Students will distinguish between desirable and undesirable teaching strategies and traits.
  - ° Students will analyze ways in which a teacher's personality, disposition, and cultural competence impact instructional style and interaction.
  - ° Students will defend effective teaching methodologies.
  - ° Students will evaluate components of effective classroom climate, management, and discipline.
  - ° Students will incorporate various technologies in the planning of effective instruction and demonstrate its application.
  - ° Students will evaluate various assessment techniques.
  - ° Students will design and deliver an effective lesson for instructor and peer feedback that differentiates instruction to accommodate all learners.
- **APPLICATION AND INSTRUCTION: THE INTERNSHIP WITH A COOPERATING TEACHER**
  - ° Students will implement developmentally appropriate learning activities for all learners in order to build confidence, knowledge, and skills.
  - ° Students will accommodate major physical, social, and personal challenges that can impede successful learning.
  - ° Students will apply knowledge of learning styles, multiple intelligences, Bloom's Taxonomy, brain-based strategies for learning, and classroom management to instruction and assessment.
  - ° Students will design and deliver an effective lesson in a classroom setting that differentiates instruction to accommodate all learners.
  - ° Students will apply the components of effective classroom climate, management, and discipline.

Acquired Skills(Objectives):

Chapter 6: Traits of an Effective Teacher

- SWBAT identify challenging teaching situations and creative teaching strategies via drama.
- SWBAT recognize positive actions of school staff members.
- SWBAT identify the characteristics of a highly effective teacher.
- SWBAT identify positive and negative perceptions of the teaching profession that have existed throughout history.
- SWBAT identify traits of effective teachers.

Chapter 7: Classroom Management

- SWBAT design procedures for basic classroom routines.
- SWBAT identify and analyze effective classroom management strategies.
- SWBAT examine philosophies and techniques related to discipline and generate a variety of strategies by which to address the behaviors.

Chapter 8: Teaching Methodologies & Strategies

- SWBAT use group strategies effectively for instruction.
- SWBAT use questioning strategies effectively in lessons.
- SWBAT incorporate lecture into lessons effectively.
- SWBAT identify effective means by which to include technology in lessons.
- SWBAT define educational terms that are frequently used in school settings.
- SWBAT determine major categories and subcategories of educational terms.
- SWBAT identify strategies that enhance learning based on current brain research.
- SWBAT prepare and present a peer lesson plan.

Chapter 9: Planning for Instruction

- SWBAT prepare science, math, and foreign language lessons to teach.
- SWBAT describe various modes of assessment and their role in the educational process.

Chapter 10: Assessments & Data

- SWBAT demonstrate their ability to recognize and design effective assessments the reveal student strengths and weaknesses and improve student outcomes.
- SWBAT identify areas of strength, challenge, and critical needs using assessment.

Assessments: Suggested assessments, but not limited to those listed

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

Instructional Materials:

Core:

- "Experiencing Education: A Model for Homegrown Teacher Development" textbook (Eleventh Edition)

Supplemental:

- Google Classroom, computers, internet access
- Teacher Cadet Online Curriculum Tool - teachercadets.com

Interdisciplinary Connections:

- Psychology
- Sociology
- Technology

Technology Connections:

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9.3.12.ED.1 Apply communication skills with students, parents and other groups to enhance learning and a commitment to learning.

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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.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.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.

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 3: Experiencing the Teaching Profession (Pacing - 30 Days)

Why Is This Unit Important?

In this final unit, 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.
The big ideas embedded in this unit include the following:

- Application & Instruction
- Ethics & Professionalism
- History & Trends
- Structure & Governance
- Certification & Employment

Enduring Understandings:

Students will develop a greater understanding of the history of education in our state and nation; gain insights into the structure and functions of our schools and school systems; reflect on the nature of our current teacher shortage; recognize the significance of teacher leadership and advocacy for the profession and explore various careers in education.

Essential Questions/Guiding Questions:

Chapter 11: Application & Instruction

- 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?

Chapter 12: Ethics & Professionalism

- Why should teachers be held to a high standard of ethics and professionalism?
- 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?

Chapter 13: History & Trends

- 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?
- Why is change often necessary?
- How hard is it to change and educational system?
- How have changes in society and technology caused the need for educational reform?

Chapter 14: Structure & Governance

- In what ways do educational choices create advantages and disadvantages for students and society?
- In what ways has workplace preparation become a part of public schools?
- Who makes decisions in educational systems?
- In what ways does the district office staff influence the schools?
- In what ways do all school employees contribute to the governance and culture of a school?
- What is best for learners?

Chapter 15: Certification & Employment

- 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?
- What are some of the critical subject and geographical areas of the teacher shortage?
- What does it take to become a certified teacher?

Acquired Knowledge:

Theme 3: Experiencing the Profession

- **ANALYSIS AND REFLECTION**
  - Students will evaluate positive and negative aspects of the teaching profession.
  - Students will describe, analyze, and think systematically about their practice and reflect on their field experiences.
  - Students will develop a personal philosophy of education.
  - Students will submit requested data for program development and evaluation in a timely manner.
- **ETHICS AND PROFESSIONALISM**
  - Students will recognize and analyze the current state code of educator conduct.
  - Students will identify and evaluate the Teacher's Bill of Rights.
  - Students will understand how teachers can exhibit leadership as advocates and agents of change for education.
  - Students will assess the importance of service to the community and civic responsibility.
  - Students will identify the services professional organizations provide for teachers.
- **HISTORY AND TRENDS**
  - Students will trace the history of education in New Jersey and the United States.
  - Students will evaluate the educational philosophies that have influenced the issues in education today.
  - Students will predict future educational movements based on past and current events.
- **STRUCTURE AND GOVERNANCE**
  - Students will compare the various types of schooling.
  - Students will examine the governance structure of their local, state, and national educational systems.
- **CERTIFICATION AND EMPLOYMENT**
  - Students will explore careers in education.
  - Students will describe the process and structure of teacher certification.
  - Students will identify the reasons for teacher shortages and the content and geographic areas that are greatly impacted.
  - Students will demonstrate effective job application and interview skills.

Acquired Skills(Objectives):

Chapter 11: Application & Instruction

- SWBAT apply the knowledge they have gained from the Teacher Cadet course in a real world situation by observing, assisting, and teaching in a real classroom.
- SWBAT identify and analyze various schools of educational philosophy.

Chapter 12: Ethics & Professionalism

- SWBAT articulate the importance of ethics and professional behavior in the teaching profession.
- SWBAT identify and evaluate the Teacher Code of Conduct.
- SWBAT recognize the services and benefits professional organizations provide educators.
- SWBAT list and analyze the leadership roles teachers can take in their school communities.

Chapter 13: History & Trends

- SWBAT determine how American education has changed in recent decades.
- SWBAT trace the history of education in the United States.
- SWBAT analyze the historical events and social impact of integration in schools.
- SWBAT examine the difficulty of bringing about changes in schools.
- SWBAT recognize and evaluate various contemporary educational changes.
- SWBAT analyze the many alternatives to traditional public education.
- SWBAT examine various school programs and initiatives that prepare pupils for the demands of the modern workplace.

Chapter 14: Structure & Governance

- SWBAT identify how schools are governed at the federal, state, and local levels.
- SWBAT identify educational functions which are fulfilled by district level staff members.
- SWBAT examine how schools operate by exploring the roles of a variety of people who work in the school.
- SWBAT research, discuss, and/or debate a variety of educational issues that affect our schools.
- SWBAT articulate elements of an ideal school environment.

Chapter 15: Certification & Employment

- SWBAT submit an effective job application and interview successfully for a job.
- SWBAT practice and use effective business etiquette.
- SWBAT list the procedures involved in the certification process to teach.
- SWBAT identify types and causes of teacher shortages and ways to address these shortages.
- SWBAT list the procedures involved in the certification process to teach.

Assessments: Suggested assessments, but not limited to those listed

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

Instructional Materials:

Core:

- "Experiencing Education: A Model for Homegrown Teacher Development" textbook (Eleventh Edition)

Supplemental:

- Google Classroom, computers, internet access
- Teacher Cadet Online Curriculum Tool - teachercadets.com

Interdisciplinary Connections:

- Psychology
- Sociology
- Technology

Technology Connections:

- Google Classroom
- teachercadets.com

- Use of preferred response mode

9.3 – Career & Technical Education (CTE) Content Area: 21st Century Life and Careers

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.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.
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.

Sample Standards Integration

21st Century Skills & Career Readiness Practices

CRP2: Apply appropriate academic and technical skills.

9.3.12.AR-PRT.2: Demonstrate the production of various print, multimedia or digital media products.

As a formative assessment in Unit 1, Chapter 3, students will utilize Google Slides, Prezi, or PowerPoint to create a presentation of their assigned category of development. They will also create and distribute handouts for peers to complete during presentations of said information.

Technology Integration

Demonstrate personal responsibility for lifelong learning.

8.1.12.D.5 Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address personal, social, lifelong learning, and career needs.

Throughout the course, students will learn technology is critical to teaching: research, articles, Google Classroom, teachercadets.com, lesson planning, grading, evaluating, etc.

Interdisciplinary Connection

Social Studies:
6. The Emergence of Modern America: Progressive Reforms Progressive reform movements promoted government efforts to address problems created by rapid industrialization, immigration, and unfair treatment of women, children, and minority

6.1.12.A.6.b Evaluate the ways in which women organized to promote government policies (i.e., abolition, women's suffrage, and the temperance movement) designed to address injustice, inequality, workplace safety, and immorality.
6.1.12.A.6.c Relate the creation of African American advocacy organizations (i.e., the National Association for the Advancement of Colored People) to United States Supreme Court decisions (i.e., Plessy v. Ferguson) and state and local governmental policies. B. Geography, People, and the Environment 6.1.12.B.6.a Determine

In Unit 3, Chapter 13, History and Trends, students will discuss how education has changed in America for women and people of color, particularly, integration and how circumstances were separate, but unequal.