



Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT English

COURSE Tomorrow's Teachers

Curriculum Development Timeline

School: Ocean Township High School

Course: Tomorrow's Teachers

Department: English

Board Approval	Supervisor	Notes
July 2016	Valerie Sorce	Born Date
August 2018	Ian Schwartz	Revisions
August 2019	Ian Schwartz	Review
August 2022	Ian Schwartz	Alignment to Standards
August 2024	Ian Schwartz	Updated to include New State Mandates
August 2025	Ian Schwartz	Revisions

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COURSE Tomorrow's Teachers

Township of Ocean Pacing Guide			
Week	Marking Period 1	Week	Marking Period 3
1	Course Introduction / Overview	21	Theme II: Experiencing the Classroom Unit 2: Application and Instruction: Field Experience With a Cooperating Teacher
2	Course Introduction / Overview	22	Theme II: Experiencing the Classroom Unit 2: Application and Instruction: Field Experience With a Cooperating Teacher
3	Theme I: Experiencing Learning Unit 1: Awareness and Reflection	23	Theme II: Experiencing the Classroom Unit 2: Application and Instruction: Field Experience With a Cooperating Teacher
4	Theme I: Experiencing Learning Unit 1: Awareness and Reflection	24	Theme II: Experiencing the Classroom Unit 2: Application and Instruction: Field Experience With a Cooperating Teacher
5	Theme 1: Experiencing Learning Unit 2: Styles and Needs	25	Theme II: Experiencing the Classroom Unit 2: Application and Instruction: Field Experience With a Cooperating Teacher
6	Theme 1: Experiencing Learning Unit 2: Styles and Needs	26	Theme II: Experiencing the Classroom Unit 2: Application and Instruction: Field Experience With a Cooperating Teacher
7	Theme 1: Experiencing Learning Unit 2: Styles and Needs	27	Theme III: Experiencing the Profession Unit 1: Analysis and Reflection
8	Theme 1: Experiencing Learning	28	Theme III: Experiencing the

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	Unit 2: Styles and Needs		Profession Unit 1: Analysis and Reflection
9	Theme I: Experiencing Learning Unit 3: Growth and Development	29	Theme III: Experiencing the Profession Unit 2: History and Trends
10	Theme I: Experiencing Learning Unit 3: Growth and Development	30	Theme III: Experiencing the Profession Unit 2: History and Trends
Week	Marking Period 2	Week	Marking Period 4
11	Theme I: Experiencing Learning Unit 3: Growth and Development	31	Theme III: Experiencing the Profession Unit 3: Structure and Governance
12	Theme I: Experiencing Learning Unit 3: Growth and Development	32	Theme III: Experiencing the Profession Unit 3: Structure and Governance
13	Theme II: Experiencing the Classroom Unit 1: Observation and Preparation	33	Theme III: Experiencing the Profession Unit 3: Structure and Governance
14	Theme II: Experiencing the Classroom Unit 1: Observation and Preparation	34	Theme III: Experiencing the Profession Unit 3: Structure and Governance
15	Theme II: Experiencing the Classroom Unit 1: Observation and Preparation	35	Theme III: Experiencing the Profession Unit 4: Certification and Employment
16	Theme II: Experiencing the Classroom Unit 1: Observation and Preparation	36	Theme III: Experiencing the Profession Unit 4: Certification and Employment
17	Theme II: Experiencing the Classroom Unit 1: Observation and Preparation	37	Theme III: Experiencing the Profession Unit 5: Ethics and Professionalism
18	Theme II: Experiencing the Classroom Unit 1: Observation and Preparation	38	Theme III: Experiencing the Profession Unit 5: Ethics and Professionalism

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19	Theme II: Experiencing the Classroom Unit 1: Observation and Preparation	39	Theme III: Experiencing the Profession Unit 5: Ethics and Professionalism
20	Theme II: Experiencing the Classroom Unit 1: Observation and Preparation	40	Theme III: Experiencing the Profession Unit 5: Ethics and Professionalism

Core Instructional & Supplemental Materials including various levels of Texts

***Experiencing Education* - 11th Edition**

Self-esteem from "The Middle"

Andy Griffith Medal for Opie

Online editorial: "Phony vs. Earned Self-Esteem:"

Video: "Global and Analytic Learners"

Online Resource: "Tips for Parents: Global vs. Analytic Learners"

Additional Learning Preferences Inventory

VARK Model of Learning Preferences

<http://vark-learn.com/introduction-to-vark/the-vark-modalities/>

Memletics Learning Styles

<http://www.crs.sk/storage/memletics-learning-styles-inventory.pdf>

Learning Styles Debate

http://www.brainboxx.co.uk/a2_learnstyles/pages/LStyles_debate.htm

<http://all4ed.org/science-of-learning-debunking-the-myth-about-left-brainright-brain-learning-styles/>

Workshop: Tapping into Multiple Intelligences

<http://www.thirteen.org/edonline/concept2class/mi/>

Video: "Howard Gardner of the Multiple Intelligence Theory"

Video: "Multiple Intelligences Thrive in Smartville"

Online MI Assessment

<http://www.literacynet.org/mi/assessment/findyourstrengths.html>

Online Resource: 'Multiple Intelligences Self-Assessment'

<https://www.edutopia.org/multiple-intelligences-assessment>

Article about what the research really says about MI

<https://www.edutopia.org/multiple-intelligences-research>

Video: "16 Facts about Months 1-3: Baby Development"

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Video: "Baby and Toddler Milestones"
Video: "Preschool Physical Development"
Video: "Preschool Social Development"
Video: "Preschool Cognitive Development"
Video: "Teen Brain Development"
Article: "Teens Feel Addicted to Mobile Devices and Social Media"
Article: "The Teen Brain: It's Just Not Grown Up Yet."
Video "Millennials in the Workplace."
Learning Disabilities Portrayed in Video: F.A.T. City
Video clip from the website: www.100people.org
Article: "What Makes an Effective Teacher: 3 Teaching Skills Proven to Identify Highly Effective Teachers" from TeacherMatch
Video: Did You Know?
Video: Pay Attention video clip
Article: "Twelve Characteristics of an Effective Teacher" by Robert J. Walker
Article: "Student Voices: What Makes a Great Teacher?"
Video: Bloom's Taxonomy According to Seinfeld
Video: Bloom's Taxonomy According to Andy Griffith
Video: Dr. Randy Pausch's last lecture, "Achieving Your Childhood Dreams"
Educational Philosophy Inventory Survey
http://www.surveymonkey.com/s.aspx?sm=FLKhxYMN_2fP9jWJbXH_2brfWg_3d_3d
Philosophy of Adult Education Inventory by Lorraine M. Zinn, Ph.D.
<https://ctl810.wikispaces.com/file/view/paei.tex.pdf>
Philosophy of Education Activity (1999) by Michael Day
<http://w3.marietta.edu/~goldenc/courses/educ110/PhilEducActivity.pdf>
Teaching Philosophy Inventory
http://media.tcc.fl.edu/webcourses/ctl/Developing_Your_Teaching_Philosophy/Developing_Your_Teaching_Philosophy12.html

What is Your Educational Philosophy?
http://media.tcc.fl.edu/webcourses/ctl/Developing_Your_Teaching_Philosophy/Developing_Your_Teaching_Philosophy12.html
Malcolm London: "High School Training Ground"
Nikhil Goyal: "Why Kids Hate School?"
Eric Sheneringer: "Schools that Work for Kids"
Maslow's Hierarchy of Needs (Graphic)

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COURSE Tomorrow's Teachers

Time Frame	2 Weeks
Topic	
Course Introduction / Overview • Overview of course mission and objectives • Philosophy underlying the Tomorrow Teacher's Program • A look at the roles and responsibilities of the Teacher Cadet	
Alignment to Standards	
RI.CR.9-10.1 Cite a range and thorough textual evidence and make clear and relevant connections, to strongly support an analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text. RI.MF.9-10.6 Analyze, integrate, and evaluate multiple interpretations (e.g., charts, graphs, diagrams, videos) of a single text or text/s presented in different formats (visually, quantitatively) as well as in words in order to address a question or solve a problem. W.IW.9-10.2 Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. A. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aid in comprehension. B. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. C. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. D. Use precise language and domain-specific vocabulary to manage the complexity of the topic. E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing. F. Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic). W.WP.9-10.4 Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks;	

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seeking out feedback and reflecting on personal writing progress; consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

W.WR.9-10.5 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.SE.9-10.6 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).

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.II.9-10.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.

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.

SL.UM.9-10.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.

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COURSE Tomorrow's Teachers

Learning Objectives and Activities

SWBAT answer the following 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 workplace?
- What exemplary interpersonal and leadership skills are needed to be successful in the Tomorrow's Teachers program?

SWBAT demonstrate understanding of the following:

- 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.

Learning Activities:

- Explain the course mission, purpose, and requirements.
- Discuss the philosophy of Tomorrow's Teachers Program.
- List the roles and responsibilities of a Teacher Cadet.
- Review Course Syllabus
 - Suggested Handouts: Course syllabus, course overview and Teacher Cadet responsibilities and expectations
- Ongoing Activities and Contract Hours
 - Suggested Handouts: Student chart: Log – Report on previous week's activities. Quote – Educational inspired quote. Article – Related to classroom content
- Contract hours sign-up sheet. Students will sign up for tutoring or related educational activities to be completed throughout the school year on a volunteer basis.

Assessments

Formative:

- Teacher-generated rubrics
- Reflective journal entries

Alternative:

- Observation of class discussions

Summative:

- Teacher Cadet responsibilities and expectations form

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COURSE Tomorrow's Teachers

Interdisciplinary Connections
Career Readiness, Life Literacies, and Key Skills
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.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.10 Apply organizational skills and logic to enhance professional education and training practice.
Technology Integration
Students will use Google Classroom to collaborate, work towards solving authentic problems, or participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms. 9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.
Career Education
CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP9. Model integrity, ethical leadership and effective management. CRP10. Plan education and career paths aligned to personal goals. CRP11. Use technology to enhance productivity.

Time Frame	2 Weeks
Topic	

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Theme I: Experiencing Learning Unit 1: Awareness and Reflection

Alignment to Standards

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W.WP.9-10.4 Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

W.WR.9-10.5 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

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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.

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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

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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.II.9-10.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.

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.

SL.UM.9-10.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.

Learning Objectives and Activities

SWBAT answer the following questions:

- Who are we as a classroom community, as individuals, and group members?
- What are my values and the values of my classroom?
- What have we accomplished?
- How important is self-esteem?
- What does children's literature teach us about self-concepts?
- What is the connection between self-esteem and academic achievement?
- What are some elements of self-esteem? How might we teach children about the importance of self-esteem?

SWBAT demonstrate understanding of the following:

- A lifelong learner can improve academic performance by identifying their own strengths and weaknesses and can achieve individual success by using self-reflection to evaluate one's self as an individual, learner, and community member.
- Teacher instruction and modeled behavior must promote an environment that enhances a student's ability to grow and perform personally and academically.

Learning Activities:

- Introduce themselves and each other.
- Examine and self-explore personal characteristics and values.
- Record self-reflections in an autobiographical essay examining themselves as individuals, learners, and community members.
- Identify characteristics and causes of high and low self-esteem.

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- Identify how self-concept is portrayed through children's literature.
- Identify ways in which self-esteem has been misinterpreted or misused in children's lives and education.
- Portray messages about self-esteem through a creative format of puppets, dramatic skits, or big books.

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.

Suggested Handouts:

- Coat of Arms Template
- Quilt Squares Template

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.

Suggested Handout:

- Directions for Bags and Presentations

Realizing My Powers

Write an essay, and present to the class five successful experiences that a student has had thus far.

Suggested Handout:

- Realizing My Powers: List of Successes

Full Pot, According to Virginia Satir

Read Virginia Satir's philosophy on self-esteem.

Suggested Handouts:

- 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

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

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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

Assessments

Formative:

- Teacher-generated rubrics
- Tests-Self-Esteem

Alternative:

- Reflective journal entries
- Observation of class discussions

Summative:

- From Stories to Puppet Theaters culminating assessment

Interdisciplinary Connections

Career Readiness, Life Literacies, and Key Skills

9.3.12.ED.1 Apply communication skills with students, parents and other groups to

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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.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.10 Apply organizational skills and logic to enhance professional education and training practice.

Technology Integration

Self-esteem message activity:

Students will select and evaluate the media platform which best suits their project needs.

9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.

Career Education

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP9. Model integrity, ethical leadership and effective management.

CRP10. Plan education and career paths aligned to personal goals.

CRP11. Use technology to enhance productivity.

Time Frame	4 Weeks
Topic	
Theme 1: Experiencing Learning Unit 2: Styles and Needs	
Alignment to Standards	

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SL.UM.9-10.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.

Learning Objectives and Activities

SWBAT answer the following 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?

SWBAT demonstrate understanding of the following:

- 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.

Learning Activities:

- Identify different preferred processing styles and explain their implications for lesson design.
- Identify and explain multiple intelligences.

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- 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.

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.

Mandatory Activities:

Preferred Processing Styles

Complete questionnaires to identify individual preferred processing styles.

Suggested Handouts:

- Learning Styles Questionnaire

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- 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 check list 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

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- 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

Assessments

Formative:

- Teacher-generated rubrics
- Tests

Alternative:

- Reflective journal entries
- Discussions
- Special Education Classroom Observation

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Summative:

- Barrier Books assessment

Interdisciplinary Connections

Career Readiness, Life Literacies, and Key Skills

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.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.10 Apply organizational skills and logic to enhance professional education and training practice.

Technology Integration

Students will use Google Classroom to collaborate, work towards solving authentic problems, or participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.

9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.

Career Education

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP9. Model integrity, ethical leadership and effective management.

CRP10. Plan education and career paths aligned to personal goals.

CRP11. Use technology to enhance productivity.

Time Frame

4 Weeks

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Theme I: Experiencing Learning Unit 3: Growth and Development

Alignment to Standards

RI.CR.9-10.1 Cite a range and thorough textual evidence and make clear and relevant connections, to strongly support an analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.

RI.MF.9-10.6 Analyze, integrate, and evaluate multiple interpretations (e.g., charts, graphs, diagrams, videos) of a single text or text/s presented in different formats (visually, quantitatively) as well as in words in order to address a question or solve a problem.

W.WP.9-10.4 Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

W.WR.9-10.5 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.SE.9-10.6 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).

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

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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.II.9-10.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.

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.

SL.UM.9-10.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.

Learning Objectives and Activities

SWBAT answer the following 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?

SWBAT demonstrate understanding of the following:

- 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

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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.

Learning Activities:

- 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.

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

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- 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.

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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

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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?

Assessments

Formative:

- Teacher-generated rubrics
- Preschool Classroom Observation
- Elementary Classroom Observation
- Middle School Classroom Observation
- High School Classroom Observation

Alternative:

- Reflective journal entries
- Discussions

Summative:

- (1 of 4): Cadet/Preschool Activity; What's a parent to do?;
Pre-adolescent/adolescent literature; Lifelines

Interdisciplinary Connections

Physical/Emotional Development presentation research:

2.1.12.PGD.1: Develop a health care plan that includes practices and strategies designed to support an active lifestyle, attend to mental health, and foster a healthy, social and emotional life.

2.1.12.PGD.2: Predict how healthy and unhealthy behaviors can affect brain development and impact physical, social and emotional stages of early adulthood.

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Career Readiness, Life Literacies, and Key Skills

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.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.10 Apply organizational skills and logic to enhance professional education and training practice.

Technology Integration

Physical/Emotional Development presentations:

Students will access and assess Google Apps for Education/Microsoft Suite program to further investigate lesson concepts.

9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task.

Career Education

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP9. Model integrity, ethical leadership and effective management.

CRP10. Plan education and career paths aligned to personal goals.

CRP11. Use technology to enhance productivity.

Time Frame

8 Weeks

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Theme II: Experiencing the Classroom

Unit 1: Observation and Preparation

Alignment to Standards

RI.CR.9-10.1 Cite a range and thorough textual evidence and make clear and

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relevant connections, to strongly support an analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.
RI.MF.9-10.6 Analyze, integrate, and evaluate multiple interpretations (e.g., charts, graphs, diagrams, videos) of a single text or text/s presented in different formats (visually, quantitatively) as well as in words in order to address a question or solve a problem.

W.WP.9-10.4 Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

W.WR.9-10.5 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.SE.9-10.6 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).

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.II.9-10.2 Integrate multiple sources of information presented in diverse media or

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formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.

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.

SL.UM.9-10.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.

Learning Objectives and Activities

SWBAT answer the following 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?

SWBAT demonstrate understanding of the following:

- 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.

Learning Activities:

- Identify the characteristics of a highly qualified teacher.

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- 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

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

Mandatory Activities:

The Good, the Bad, and OH MY!

Introduce this lesson by showing Teacher Tube video clips. Discuss the traits and characteristics 21st Century teachers need to possess in order to prepare students to compete locally, nationally, and globally in education. Prompt with teacher generated questions.

Suggested Handout:

- Top Teachers

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

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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

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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

Through role-playing various scenarios, students share and record observations about the scenarios and conclude the importance about establishing clear routines.

Suggested Handouts:

- How May a Teacher Handle the Following Classroom Procedures
- Establishing Classroom Procedures
- What's Behind the Behavior? Strategies for Common Classroom Characters
- Improving Discipline: Guiding Principles
- Improving Discipline: Discussion Questions

Student-Created Lesson

Students will prepare and teach short lessons to their peers, including lessons in science, math, and foreign language.

Suggested Handouts:

- Lesson Plan Format –Teachers discretion to use district template or format in the CERRA teacher and student edition.

Culminating Activity:

Seven Gifts for Teachers That Will Last a Lifetime

Write a letter to a teacher praising him/her for demonstrating professionalism.

Suggested Handout:

- Seven Gifts for Teachers That Will Last a Lifetime

Optional Activities:

- Being a Teacher Hollywood Style
- Caught in the Act
- Teachers: Yesterday and Today
- Game: "I Have, Who Has"

Game: "Card Sort of Educational Terms"

Assessments

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Formative:

- Teacher-generated rubrics
- Tests

Alternative:

- Reflective journal entries
- Discussions

Summative:

- Seven Gifts for Teachers That Will Last a Lifetime

Interdisciplinary Connections

High Tech Teaching Activities:

6.1.12.EconEM.14.a: Relate the changing manufacturing, service, science, and technology industries and educational opportunities to the economy and social dynamics in New Jersey.

6.1.12.EconNE.16.a: Make evidenced-base inferences regarding the impact of technology on the global workforce and on entrepreneurship.

Career Readiness, Life Literacies, and Key Skills

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.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.10 Apply organizational skills and logic to enhance professional education and training practice.

Technology Integration

High Tech Teaching Activities: Website evaluation

9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.

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Career Education

- CRP1.** Act as a responsible and contributing citizen and employee.
- CRP2.** Apply appropriate academic and technical skills.
- CRP4.** Communicate clearly and effectively and with reason.
- CRP9.** Model integrity, ethical leadership and effective management.
- CRP10.** Plan education and career paths aligned to personal goals.
- CRP11.** Use technology to enhance productivity.

Time Frame

6 Weeks

Topic

Theme II: Experiencing the Classroom

Unit 2: Application and Instruction: Field Experience With a Cooperating Teacher

Alignment to Standards

RI.CR.9-10.1 Cite a range and thorough textual evidence and make clear and relevant connections, to strongly support an analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.

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.

RI.MF.9-10.6 Analyze, integrate, and evaluate multiple interpretations (e.g., charts, graphs, diagrams, videos) of a single text or text/s presented in different formats (visually, quantitatively) as well as in words in order to address a question or solve a problem.

W.WP.9-10.4 Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

W.WR.9-10.5 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.SE.9-10.6 Gather relevant information from multiple authoritative print and digital

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DEPARTMENT English

COURSE Tomorrow's Teachers

sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).

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.II.9-10.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.

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.

SL.UM.9-10.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.

Learning Objectives and Activities

SWBAT answer the following questions:

- How can students combine all that they have learned about the learner, the school, the teacher, and the art of teaching to assist a model teacher in his/her classroom?

SWBAT demonstrate understanding of the following:

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- Classroom pragmatics continually transforms and develops with each generation and must be addressed to meet the new learners' and global workplace needs.

Learning Activities:

- Create a Field Experience Portfolio using the following categories:
 - Draw a design of the classroom
 - Profile of the school
 - Class Profile
 - Lesson Plans
 - Profile on cooperating teacher
 - Essay on best experience
 - Essay on worst experience
 - List of good ideas you have learned from your field experience
 - Photos of activities
 - Student work

Mandatory Activity:

Field Experience Internship

Students are placed throughout district schools to utilize their skills and knowledge learned throughout the course and to complete their practicum part of the field experience. On average, field experience internship is 14 days if using block scheduling and 21 days if on a traditional schedule.

Create folders for Teacher Cadets, Cooperating Teachers, and Principals including the following:

Suggested Handouts:

- Field Experience Preference Form for Placement
- Guidelines for the Cooperating Teacher
- Request to Schedule Full-Day with Cooperating Teacher
- Contact Sheet from Teacher Cadet to Cooperating Teacher
- Contact Sheet from Cooperating Teacher to Teacher Cadet
- Teacher Cadet Letter of Introduction to Cooperating Teacher
- Field Experience Attendance Record
- Lesson Plan Requirements
- Self-Evaluation of the Lesson Plan
- Guidelines for the Teacher Cadets
- Lesson Evaluations
- Evaluation of Teacher Cadet by Cooperating Teacher
- Teacher Cadet Daily Reflective Journal Entry Requirements and Questions

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- Field Experience Portfolio Requirements
Field Experience Portfolio Evaluation

Assessments

Formative:

- Teacher-generated rubrics
- Field work notes
- Lesson evaluations

Alternative:

- Reflective journal entries
- Discussions

Summative:

- Field work experience portfolio presentation

Benchmark:

- Field Work Internship Portfolio

Interdisciplinary Connections

Career Readiness, Life Literacies, and Key Skills

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.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.10 Apply organizational skills and logic to enhance professional education and training practice.

Technology Integration

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Students will use Google Sites to curate a portfolio demonstrating their learning, growth, and reflection throughout the course.
9.4.12.DC.6: Select information to post online that positively impacts personal image and future college and career opportunities.

Career Education

CRP1. Act as a responsible and contributing citizen and employee.
CRP2. Apply appropriate academic and technical skills.
CRP4. Communicate clearly and effectively and with reason.
CRP9. Model integrity, ethical leadership and effective management.
CRP10. Plan education and career paths aligned to personal goals.
CRP11. Use technology to enhance productivity.

Time Frame

2 Weeks

Topic

Theme III: Experiencing the Profession
Unit 1: Analysis and Reflection

Alignment to Standards

RI.CR.9-10.1 Cite a range and thorough textual evidence and make clear and relevant connections, to strongly support an analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.
RI.MF.9-10.6 Analyze, integrate, and evaluate multiple interpretations (e.g., charts, graphs, diagrams, videos) of a single text or text/s presented in different formats (visually, quantitatively) as well as in words in order to address a question or solve a problem.
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avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).

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.

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SL.UM.9-10.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.

Learning Objectives and Activities

SWBAT answer the following questions:

- 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?
- How may the Teacher Cadet experience be enhanced, especially through analysis of and reflection on the work of others, as well as on the Cadet's own work?

SWBAT demonstrate understanding of the following:

- 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.

Learning Activities:

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- Create a lesson in math, science, and foreign language.
- Analyze educational activities in both oral and written formats

Field Experience Internship Portfolio

Analyze and reflect about students' behavior, Cooperating Teacher's strategies, school settings, etc. gained throughout the field experience internship.

Suggested Handouts:

- Field Experience Portfolio Requirements
- Field Experience Portfolio Rubric and Checklist

*Given to students during Theme 3 / Unit 2.

End of Course Activities - Course Survey

Complete a survey on Tomorrow's Teachers activities throughout the school year.

Suggested Handout:

- Course Survey

Optional Activities:

- Portfolio Presentations
- Processing the End of the Course
- Mortarboards
- Cave-In
- Passing the Torch: Keeping the Flame Alive
- Oh, the Places You'll Go
- The Last Day of Class: May the Light of Love Shine Upon You

Certificate of Accomplishment

Assessments

Formative:

- Teacher-generated rubrics
- Portfolio conferences (Teacher-Student)

Alternative:

- Reflective journal entries
- Discussions

Summative Assessment:

- Course survey
- Field Experience Internship Portfolio
- Portfolio Presentations

Interdisciplinary Connections

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Career Readiness, Life Literacies, and Key Skills

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9.3.12.ED.10 Apply organizational skills and logic to enhance professional education and training practice.

Technology Integration

Students will use Google Sites to curate a portfolio demonstrating their learning, growth, and reflection throughout the course.

9.4.12.DC.6: Select information to post online that positively impacts personal image and future college and career opportunities.

Career Education

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP9. Model integrity, ethical leadership and effective management.

CRP10. Plan education and career paths aligned to personal goals.

CRP11. Use technology to enhance productivity.

Time Frame

2 Weeks

Topic

Theme III: Experiencing the Profession

Unit 2: History and Trends

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Alignment to Standards

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W.SE.9-10.6 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).

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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

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disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.

SL.II.9-10.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.

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.

SL.UM.9-10.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.

Learning Objectives and Activities

SWBAT answer the following questions:

- What ways are today's schools a product of our past, and a reflection of today's society, its makeup, and our values?
- How are schools impacted by former and current educational philosophers?
- In what ways do people's personal history reflect state and national trends in education?
- How did segregation impact our schools? Are schools integrated today? What is the future of integration and New Jersey schools?
- What caused the push for educational reform, its success or not, and is it currently effective or not?

SWBAT demonstrate understanding of the following:

- Education is reflective of society and therefore must encompass political, social, economic, and moral values of society.

Learning Activities:

- Analyze schools today through a study of the history of education in the nation and state.
- Identify and analyze various schools of educational philosophy.
- Determine how American education has changed in the lifetimes of people.
- Analyze the historical events and social impact of integration in the schools.
- Evaluate school reforms.

NJ Curriculum – Discovering Educational Roots

Discuss "Educational Trends in America." In groups, students will create a comprehensive, two-tiered timeline banner of the history of education in the United

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States and New Jersey. Illustrations and major historical events should be included. The video, Teaching Over Time, may be shown as a supplemental resource.

Suggested Handouts:

- History of Education-An Overview
- Education Trends in America
- Ten Reasons for Slow Growth of a Statewide Public School System
- Guide for Assigning Time Periods for the History of Schools Timeline
- History of NJ Public Education Timeline

Educational Philosophy

Debate the strengths and weaknesses of each school of philosophy. When complete, have students develop their own personal educational philosophy and share it with the class.

Suggested Handouts:

- Six Schools of Educational Philosophy
- Research a Philosopher
- Analysis of Educational Philosophies
- My Educational Philosophy

NJ Curriculum – Integration: Separate but (Un)Equal

Through viewing videos such as, Lean on Me, and reading articles on integrating in NJ schools, explain and discuss how segregation affects our schools.

Suggested Handouts:

- Article - "1943: School Spirit"
- Article - "Black History Month – Integrating Jersey's Schools"

Culminating Activity:

NJ Curriculum –The Little Red Schoolhouse and the Pony Express: Educational Reform

Lead a discussion to compare and contrast changes in society and in schools.

Possibly visit a one-room schoolhouse or invite a local historian to speak to students about school days from the past.

Suggested Handouts:

- List of One-Room Schoolhouses in New Jersey Area
- Article – "The Pony Express – Lesson from Modern Day Educators"
- Changes in Society in One to Two Generations
- Changes in Schools
- Educational Paradigm Shifts
- Technological Changes

Optional Activities:

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COURSE Tomorrow's Teachers

- That Was Then – And Then – And Then
 - Changes in American Education
- Changing Our Comfort Zone

Assessments

Formative:

Teacher-generated rubrics
My Educational Philosophy: Assessment/Survey

Alternative:

Reflective journal entries
Discussions

Summative:

School/Curriculum Reform assessment

Interdisciplinary Connections

Career Readiness, Life Literacies, and Key Skills

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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.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.10 Apply organizational skills and logic to enhance professional education and training practice.

Technology Integration

Research Into History of Curricular/Educational Reform:
Students will access and assess digital resources to conduct research and investigations which extend their knowledge.

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9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.

Career Education

CRP1. Act as a responsible and contributing citizen and employee.
CRP2. Apply appropriate academic and technical skills.
CRP4. Communicate clearly and effectively and with reason.
CRP9. Model integrity, ethical leadership and effective management.
CRP10. Plan education and career paths aligned to personal goals.
CRP11. Use technology to enhance productivity.

Time Frame

4 Weeks

Topic

Theme III: Experiencing the Profession
Unit 3: Structure and Governance

Alignment to Standards

RI.CR.9-10.1 Cite a range and thorough textual evidence and make clear and relevant connections, to strongly support an analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.

RI.MF.9-10.6 Analyze, integrate, and evaluate multiple interpretations (e.g., charts, graphs, diagrams, videos) of a single text or text/s presented in different formats (visually, quantitatively) as well as in words in order to address a question or solve a problem.

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W.SE.9-10.6 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source

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DEPARTMENT English

COURSE Tomorrow's Teachers

in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).

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SL.UM.9-10.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.

Learning Objectives and Activities

SWBAT answer the following questions:

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

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- In what ways does the district office staff influence the schools?
- What is best for learners?

SWBAT demonstrate understanding of the following:

- Being well informed to the norms, values, predispositions, and routines of the organization, principals and district superintendents are recruited from the ranks of practice to administer and make policy for district schools. Public school systems are designed in ways that enable them to respond to the demands of and reforms in education

Learning Activities:

- Analyze alternatives to traditional public education.
- Examine school programs and initiatives that prepare pupils for the demands of the modern workplace.
- Identify how schools are governed at the federal, state, and local levels.
- Demonstrate elements that make up an ideal school.
- Research and debate a variety of educational issues that affect our schools.

Analyze alternatives to traditional public education.

Examine school programs and initiatives that prepare pupils for the demands of the modern workplace.

Identify how schools are governed at the federal, state, and local levels.

Demonstrate elements that make up an ideal school.

Research and debate a variety of educational issues that affect our schools.

Mandatory Activities:

The Many Faces of Education

Brainstorm the reasons why parents may want to send their children to independent, private, or special purpose schools. In groups, develop a creative display that explains the advantages and disadvantages of the alternative school they have chosen to research.

Suggested Handout:

- Alternatives to Traditional Public Education

Get With the Program

Investigate the implementation of exciting educational programs locally, statewide, nationally, and internationally. Create a silhouette puzzle of a schoolhouse with the title of the programs researched. Display in class.

Suggested Handout:

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- Experiential Learning Programs

Governance of Schools

Invite local legislators and/or school board members to share views on current issues.

Suggested Handouts:

- Who Decides?
- Governance of Schools
- State and Local Educational Governance Ladder

In Another's Shoes: Shadowing Activity

Brainstorm a list of all the people who have a role in "running" the school. Each student will select one of these roles and discover what this role entails through shadowing and interviewing.

Suggested Handout:

- Form Letter to School Personnel to be Shadowed

NJ Curriculum – Making the Case – Schools on Trial

Research and perform a formal debate on current issues in New Jersey schools.

Suggested Handouts:

- Debate Guidelines
- Suggested Debate Topics

Culminating Activity:

NJ Curriculum – School Perfection:

Research various aspects of education in respect to a "one-room schoolhouse/homeschooling," "traditional public schools," and "charter schools".

- Video: Waiting for Superman

Optional Activities:

- NJ Curriculum – The Local Scene

NJ Curriculum – Rural/Urban/Suburban Exchange

Assessments

Formative:

- Teacher-generated rubrics
- Reflective journal entries

Alternative:

- Observation of Class Discussions
- Debates

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Summative:

- NJ Curriculum – School Perfection – Research assessment

Interdisciplinary Connections

NJ Curriculum/Schools Research and Discussion:

Soc.6.1.12.EconEM.14.a:Relate the changing manufacturing, service, science, and technology industries and educational opportunities to the economy and social dynamics in New Jersey.

Career Readiness, Life Literacies, and Key Skills

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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.10 Apply organizational skills and logic to enhance professional education and training practice.

Technology Integration

NJ Curriculum/Schools Research and Discussion:

Students will use Google Classroom to collaborate, work towards solving authentic problems, or participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.

9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.

Students will access and assess digital resources to conduct research and investigations which extend their knowledge.

9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.

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DEPARTMENT English

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- CRP4.** Communicate clearly and effectively and with reason.
- CRP9.** Model integrity, ethical leadership and effective management.
- CRP10.** Plan education and career paths aligned to personal goals.
- CRP11.** Use technology to enhance productivity.

Time Frame

2 Weeks

Topic

Theme III: Experiencing the Profession
Unit 4: Certification and Employment

Alignment to Standards

RI.CR.9-10.1 Cite a range and thorough textual evidence and make clear and relevant connections, to strongly support an analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.

RI.MF.9-10.6 Analyze, integrate, and evaluate multiple interpretations (e.g., charts, graphs, diagrams, videos) of a single text or text/s presented in different formats (visually, quantitatively) as well as in words in order to address a question or solve a problem.

W.WP.9-10.4 Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

W.WR.9-10.5 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.SE.9-10.6 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).

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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.II.9-10.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.

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.

SL.UM.9-10.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.

Learning Objectives and Activities

SWBAT answer the following questions:

- What does it take to be certified as a teacher in New Jersey?
- What constitutes effective preparation for a job interview?

SWBAT demonstrate understanding of the following:

- Teacher leadership and advocates for education must develop a greater understanding of education in our state and nation by taking into account the history and the insights into the structure and functions of a school system, along with the steps to teacher and educator certification.

Learning Activities:

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- List procedures involved in the certification process to teach.
- Submit an effective job application and interview successfully for a job.
- List the procedures involved in the certification process to teach.

Mandatory Activities:

NJ Curriculum – Making it Official: The Certification Process

Research the certification process in New Jersey, on-line job listings, teaching credentials, statewide job fairs, etc.

Suggested Handouts:

- New Jersey Teacher Certification
- New Jersey Colleges, Universities and Community Colleges with Education Programs
- From the Key to My Dorm to the Key to My Classroom
- New Jersey Teaching Endorsements

Teacher Cadets for Hire!

Invite the school principal to speak to the students about the interview process for your district. Students create and participate in mock interviews.

Suggested Handout:

- Sample Interview Questions for Teaching Candidates

Culminating Activity:

“The Practicum” of the Certification Process

Divide students into teams. Each team will be given a candidate card and starting website to begin research on what steps need to be taken to obtain certification in New Jersey. Display on white board the following scenarios:

- Has a college degree
- Completed education program, but is not certified
- Was or is certified in a different state
- Has retired from the armed forces
- Received their degree from a foreign country
- Is a journeyman or craftsman

Suggested Handout:

- Mission Cards

Optional Activity:

NJ Curriculum – Teacher Shortages: Supply and Demand

Assessments

Formative:

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- Teacher-generated rubrics
- Reflective journal entries

Alternative:

- Observation of Class Discussions
- Blogs

Summative:

- Teacher Certification Process Research Activity

Interdisciplinary Connections

Career Readiness, Life Literacies, and Key Skills

Exploration of teaching career pathway and requirements:

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.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.10 Apply organizational skills and logic to enhance professional education and training practice.

Technology Integration

Research into NJ teacher certification process:

Students will access and assess digital resources to conduct research and investigations which extend their knowledge.

9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.

Career Education

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

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CRP9. Model integrity, ethical leadership and effective management.
CRP10. Plan education and career paths aligned to personal goals.
CRP11. Use technology to enhance productivity.

Time Frame	4 Weeks
Topic	
Theme III: Experiencing the Profession Unit 5: Ethics and Professionalism	
Alignment to Standards	
RI.CR.9-10.1 Cite a range and thorough textual evidence and make clear and relevant connections, to strongly support an analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text. RI.MF.9-10.6 Analyze, integrate, and evaluate multiple interpretations (e.g., charts, graphs, diagrams, videos) of a single text or text/s presented in different formats (visually, quantitatively) as well as in words in order to address a question or solve a problem. W.WP.9-10.4 Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience. W.WR.9-10.5 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. W.SE.9-10.6 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals). 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;	

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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.II.9-10.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.

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.

SL.UM.9-10.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.

Learning Objectives and Activities

SWBAT answer the following questions:

- What basic rights do/should teachers have?
- How can teachers effect change and exhibit leadership in their own communities?
- Who advocates for educators, and what resources are available to educators?

SWBAT demonstrate understanding of the following:

- Educators must bear the responsibility of effecting change and exhibiting leadership in their schools and communities

Learning Activities:

- Identify and evaluate the Teacher's Bill of Rights.
- Identify ways teachers make an impact on the communities they serve.
- Identify professional organizations available to educators.

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Mandatory Activities:

The Teacher's Bill of Rights

Generate a list of rights that teachers should have.

Suggested Handout:

- Teacher's Bill of Rights

Teacher as Change Agent

Create a class blog discussing the ways teachers can effect change and exhibit leadership.

Hero Advocates for Educators

Brainstorm the types of professional organizations available to teachers and the benefits of membership in them.

Suggested Handout:

Starter List of Professional Organization Websites

Assessments

Formative:

Reflective journal entries

Alternative:

Observation of Class Discussions

Summative:

Creation of class blog

Interdisciplinary Connections

Career Readiness, Life Literacies, and Key Skills

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.5 Demonstrate group collaboration skills to enhance professional education and training practice.

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9.3.12.ED.6 Analyze ethical and legal policies of professional education and training practice.

9.3.12.ED.10 Apply organizational skills and logic to enhance professional education and training practice.

Technology Integration

Class blog creation:

Students will reflect on their learning, the role of technology in facilitating collaboration, and blog to reach an audience and expand their knowledge.

9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environment.

Portfolio Update:

Students will use Google Sites to curate a portfolio demonstrating their learning, growth, and reflection throughout the course.

9.4.12.DC.6: Select information to post online that positively impacts personal image and future college and career opportunities.

Career Education

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP9. Model integrity, ethical leadership and effective management.

CRP10. Plan education and career paths aligned to personal goals.

CRP11. Use technology to enhance productivity.

Modifications (ELL, Special Education, At-Risk Students, Gifted & Talented, & 504 Plans)

ELL:

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Teacher models reading aloud daily
- Provide peer tutoring
- Use of Bilingual Dictionary
- Guided notes and/or scaffold outline for written assignments
- Provide students with English Learner leveled readers.

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Supports for Students With IEPs:

- Allow extra time to complete assignments or tests
- Guided notes and/or scaffold outline for written assignments
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications

At-Risk Students:

- Guided notes and/or scaffold outline for written assignments
- Introduce key vocabulary before lesson
- Work in a small group
- Lesson taught again using a differentiated approach
- Allow answers to be given orally or dictated
- Use visuals / Anchor Charts
- Leveled texts according to ability

Gifted and Talented:

- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Propose interest-based extension activities
- Expose students to beyond level texts.

Supports for Students With 504 Plans:

- Follow all the 504 plan modifications
- Text to speech/audio recorded selections
- Amplification system as needed
- Leveled texts according to ability
- Fine motor skill stations embedded in rotation as needed

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- Modified or constrained spelling word lists
- Provide anchor charts with high frequency words and phonemic patterns

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