

Week	Marking Period 1	Week	Marking Period 3
1	Theme I Unit 1: Awareness and Reflection <ul style="list-style-type: none"> • Coat of Arms/Shield: Self-Reflection • Scavenger Hunt: Self-Reflection • Realizing My Power Essay • Full Pot-Philosophy on Self-Esteem 	10	*Theme III: Experiencing the Classroom Unit 2: Application of Instruction/Field Experience (14 Days)
2	Unit 1: Awareness and Reflection <ul style="list-style-type: none"> • Children's Book on Self-Esteem • Self-Esteem Fraud • Unit 1 Culminating Activity: Dramatic Skits 	11	*Theme III: Experiencing the Classroom Unit 2: Application of Instruction/Field Experience (14 Days)
3	Theme I Unit 2: Styles and Needs <ul style="list-style-type: none"> • Preferred Processing Styles • Gardner's Multiple Intelligences • Analytical and Global Learning Preferences • Marlow's Hierarchy of Needs 	12	*Theme III: Experiencing the Classroom Unit 2: Application of Instruction/Field Experience (14 Days)
4	Unit 2: Styles and Needs <ul style="list-style-type: none"> • Special Education • Barriers to Learning • ELL • Unit 2 Culminating Activity: Overcoming Barriers 	13	Theme IV: Experiencing Education Unit I: Analysis and Reflection Internship Portfolio Presentations Course Survey Passing the Torch Oh the Places You'll Go
Week	Marking Period 2	Week	Marking Period 4
5	Theme I Unit 3: Growth and Development <ul style="list-style-type: none"> • Physical Development • Cognitive Development • Moral Development • Social Development 	14	Theme II: Experiencing the Profession Unit 1: History and Trends <ul style="list-style-type: none"> • NJ Curriculum- Discovering Educational Roots • Educational Philosophy • Integration: Separate but Equal • NJ Curriculum- The Little Red School House and the Pony Express: Educational Reform
6	Unit 3: Growth and Development <ul style="list-style-type: none"> • The importance of Language-Vygotsky • How Play Influences Learning • Making Manipulatives/Kinesthetic Learners • <i>The Hurried Child</i> 	15	Theme II: Experiencing the Profession Unit 2: Structure and Governance The Many Faces of Education Get with the Program: Experiential Learning Programs Governance of Schools

	<ul style="list-style-type: none"> • Troubled Teens • <i>Unit 3 Culminating Activity: Preschool Model/ What's a Parent to do?/ Adolescent Literature/ Lifeline</i> 		
7	Theme III: Experiencing the Classroom Unit 1: Observation and Preparation <ul style="list-style-type: none"> • The Good, the Bad, and OH MY! 21st Century Teaching Traits • An Overview of Methodology: Silent Graffiti • Groups: We Can Work it Out/Cooperative Learning Structure • Questioning Techniques: "Blooming Through Questions" • Lecture: More Than Monologue • High Tech Teaching 	16	Theme II: Experiencing the Profession Unit 2: Structure and Governance <ul style="list-style-type: none"> • *In Another's Shoes: Shadowing Activity • NJ Curriculum-Making the Case- Schools on Trial • Culminating Activity: NJ Curriculum-School Perfection
8	Unit 1: Observation and Preparation <ul style="list-style-type: none"> • Assessments: How do They Know? • Brain Based Learning Research • Classroom Procedures and Management • Student Created Lesson • Unit 1 Culminating Activity: Seven Gifts for Teachers that Will Last a Lifetime (Letters) 	17	Theme II: Experiencing the Profession Unit 3: Structure and Governance <ul style="list-style-type: none"> • NJ Curriculum- Making it Official: The Certification Process • *Teacher Cadets for Hire • Culminating Activity: "The Practicum" of the Certification Process
9		18	Theme II: Experiencing the Profession Unit 4: Ethics and Professionalism <ul style="list-style-type: none"> • The Teacher's Bill of Rights • Teacher as Change Agent • Hero Advocates for Educators

Teachers for Tomorrow	Course Introduction / Overview Time: ½ Block
Topic	
Course Introduction / Overview <ol style="list-style-type: none"> a. Overview of course mission and objectives b. Philosophy underlying the Tomorrow Teacher’s Program c. A look at the roles and responsibilities of the Teacher Cadet 	
Essential Questions	
<ul style="list-style-type: none"> • What careers span education that provides future parents, educators, and civic leaders with tools to further the educational process? • What teaching skills are needed to prepare students for the global work place? • What exemplary interpersonal and leadership skills are needed to be successful in the Tomorrow’s Teachers program? 	
Enduring Understandings	
<p>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.</p>	
Alignment to NJSLs	
<u>NJSLs Technology Standards</u>	
TECH.8.1.12	
<p>All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.</p>	
TECH.8.2.12 Technology Education, Engineering, Design, and Computational Thinking - Programming	
<p>All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.</p>	
<u>NJSLs 21st-Century Life and Careers Standards</u>	
Career Ready Practices	
<p>These practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness.</p>	
9.2 Career Awareness, Exploration, and Preparation	
<p>This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.</p>	
9.3 Career and Technical Education	
<p>This standard outlines what students should know and be able to do upon completion of a CTE Program of Study in Education and Training.</p>	
<u>NJSLs.ELA-Literacy Standards</u>	
Reading Informational Text	
<p>RI 11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p>	
<p>RI 11-12.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).</p>	
<p>RI.11-12.7 Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (e.g., Shakespeare and other authors.)</p>	
Writing	

W.11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

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

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

Research

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

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

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

Speaking and Listening Standards

SL.11-12.1 A standard format for citation (MLA or APA Style Manuals). Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively..

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

SL.11-12.1b Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed.

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

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

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

SL.11-12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

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

Key Concepts and Skills

1. Explain the course mission, purpose, and requirements.
2. Discuss the philosophy of Tomorrow's Teachers Program.
3. List the roles and responsibilities of a Teacher Cadet.

Learning Activities

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

21st Century Skills

	Creativity		Critical Thinking	x	Communication	x	Collaboration
x	Skills		Information Literacy		Media Literacy		

Interdisciplinary Connections

- Public Speaking
- Social Skills
- Communications

Technology Integration

- Overhead/Data projector
- Elmo
- Video Clip
- Power Point
- Speakers
- Chromebook
- Google Classroom

Teachers for Tomorrow

**Theme 1: Experiencing Learning
Unit 1: Awareness and Reflection**

Time: 1 Week

Topic

Theme 1: Experiencing Learning Unit 1: Awareness and Reflection

Essential 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?

Enduring Understandings

- 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.

Alignment to NJSL

NJSLS Technology Standards

TECH.8.1.12 Educational Technology

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

TECH.8.2.12 Technology Education, Engineering, Design, and Computational Thinking - Programming

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NJSLS 21st-Century Life and Careers Standards

Career Ready Practices

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

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This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

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Writing

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

W 11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience

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a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

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

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

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

Key Concepts and Skills

1. Introduce themselves and each other.
2. Examine and self-explore personal characteristics and values.
3. Record self-reflections in an autobiographical essay examining themselves as individuals, learners, and community members.
4. Identify characteristics and causes of high and low self-esteem.
5. Identify how self-concept is portrayed through children’s literature.
6. Identify ways in which self-esteem has been misinterpreted or misused in children’s lives and education.
7. Portray messages about self-esteem through a creative format of puppets, dramatic skits, or big books.

Learning Activities

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

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

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

21st Century Skills

x	Creativity	x	Critical Thinking	x	Communication	x	Collaboration
x	Life & Career Skills	x	Information Literacy	x	Media Literacy		

Interdisciplinary Connections

- Social Studies

- Public Speaking
- Social Skills
- Communications
- Psychology

Technology Integration

- Overhead/Data projector
- Elmo
- Video Clip
- Power Point
- Speakers
- Chromebook
- Google Classroom

Teachers for Tomorrow	Theme 1: Experiencing Learning	Time: 2 Weeks
	Unit 2: Styles and Needs	
Topic		
Theme 1: Experiencing Learning		
Unit 2: Styles and Needs		
Essential Questions		
<ul style="list-style-type: none"> • 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?		
Enduring Understandings		
<ul style="list-style-type: none"> • 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. 		
Alignment to NJSL		
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Key Concepts and Skills

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

Learning Activities

Mandatory Activities:

Preferred Processing Styles

Complete questionnaires to identify individual preferred processing styles.

Suggested Handouts:

- Learning Styles Questionnaire
- Learning Style Grid
- Learning Pyramid: Average Retention

Gardner's Multiple Intelligences

Discuss how people assess themselves using multiple intelligence inventories.

Suggested Handouts:

- Multiple Intelligences Inventory
- Activity Chart for Multiple Intelligences
- Video(Optional): Multiple Intelligences: Other Styles of Learning

Analytical and Global Learning Preferences

Complete an analytical/global inventory 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
- 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

- Teacher-generated rubrics
- Tests
- Reflective journal entries
- Discussions
- Essays
- Projects / Presentations
- Special Education Classroom Observation

21st Century Skills

x	Creativity	x	Critical Thinking	x	Communication	x	Collaboration
x	Life & Career Skills	x	Information Literacy	x	Media Literacy		

Interdisciplinary Connections

- Sociology
- Public Speaking
- Social Skills
- Communications
- Psychology
- History

Technology Integration

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Teachers for Tomorrow	Theme 1: Experiencing Learning Unit 3: Growth and Development	Time: 2 Weeks
Topic		
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Essential Questions		
<ul style="list-style-type: none"> • What are some benchmarks of physical growth? • In what ways do Piaget’s finding 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 to3, 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?

Enduring Understandings

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

Alignment to NJSLs

NJSLS Technology Standards

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This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

9.3 Career and Technical Education

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NJSLS.ELA-Literacy Standards

Reading Informational Text

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

RI.11-12.7 Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (e.g., Shakespeare and other authors.)

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

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

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

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

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

Key Concepts and Skills

1. Identify physical developmental characteristics and stages from birth through age eighteen.
2. Identify cognitive developmental characteristics and stages.
3. Discuss some characteristics and stages of moral development.
4. Describe psychosocial developmental characteristics and stages.
5. Explain developmental characteristics of language and social cognition in the transference of knowledge and culture.
6. Recognize evidence that Piaget and Vygotsky's theories are sound.
7. Identify stages of development and play from birth to five years old.
8. Identify various types of play of preschool children and the significance of their play.

9. Investigate different types of manipulatives that facilitate learning.
10. Identify ways in which children are pushed beyond age-appropriate physical, cognitive, moral, and psychosocial levels of development.
11. Through elementary school observations, identify characteristic stages of development in children, ages six to ten.
12. Through middle school observations, identify characteristic stages of development in children who are pre-adolescent and adolescent learners.
13. Through high school observations, identify characteristic stages of development in adolescent learners.
14. Design a manipulative or game suitable for hands-on kinesthetic learning for preschool or elementary school children.
15. Discuss solutions to problems that teenagers frequently face.
16. Synthesize information about physical, cognitive, cognitive, moral, and social development as they apply it to their own lives.

Learning Activities

Mandatory Activities:

Physical Development

Power Point presentation on the principles of growth for all stages of development. In addition, create a picture cube by using pictures from all stages of your development.

Suggested Handouts:

- Physical Development
- My Physical Growth

Cognitive Development

Introduce the different teaching methodologies as you present each of the different developmental theories.

Suggested Handouts:

- Four Stages of Cognitive Development
- Video : Piaget's theory narrated by Dr. David Elkind
- Cognitive Development According to Jean Piaget
- Labeling Scenarios Pertaining to Cognitive Development
- Some Questions Critics Have Raised about Piaget

Moral Development

Students participate in a "values auction" to determine how much money they will bid for items they desire.

Suggested Handouts:

- Directions for values auction and Bidder's Sheet
- Kohlberg's Theory of Moral Development
- Scenarios regarding moral development
- What to Do? Moral decisions on prom night

Social Development

Using various teaching methodologies, present the different developmental theories of social development.

Suggested Handouts:

- Erikson: Timeline Task
- Erikson: Psychosocial Development Theory
- Video: *Everyone rides the Carousel* based on Erikson's stages.

The Importance of Language: Vygotsky-Students build a structure without being able to speak or write in order to communicate with their partner.

Materials: Paper, straws, popsicle sticks, clay paperclips and tape

Suggested Handout:

- Social Cognitive Development: Lev Vygotsky

Observing Play/Play Day

Set play areas throughout the classroom, and allow a few minutes for students to rotate and play each game in the area. Follow by discussing how play influences learning.

Suggested Handouts:

- Children's Play: Purposes, Types, Advice

Making Manipulative(s)

Design a manipulative game suitable for hands-on/kinesthetic learning for elementary school.

Suggested Handout:

- Instructions for Making Manipulatives

The Hurried Child

Read excerpts from the book, *The Hurried Child*. Complete the worksheet for your section and report to the class on the meaning of each passage.

Suggested Handouts:

- Summary of Dr. David Elkind's Major Points in *The Hurried Child*
- *The Hurried Child* Questions

Proactive Parents of Troubled Teens:

Using scenarios, students offer solutions to problems that teenagers frequently face.

Suggested Handout:

- Troubled Teen Worksheet

Culminating Activities: (*Students will complete one of the four additional culminating activities in this unit.*)

Cadet Preschool Model or Booklet

Design a model preschool or research different aspects about preschools, including safety features of the facility, importance of play, discipline, toys, teacher/child ratio, laws, etc.

Suggested Handouts:

- Cadet Preschool Handout
- What to Look for in a Preschool
- Stages of Development – From Birth to Age Six

What's a Parent to Do?

Create a brochure to inform parents of preschool, elementary, middle, and high school students.

Suggested Handout:

- Parenting Elementary-Aged Children

Pre-Adolescent / Adolescent Literature

Select and read a pre-adolescent or adolescent book and create a poster that literally or symbolically represents the problem and/or challenge portrayed in the literary work.

Suggested Handouts:

- Suggested Short Stories and Novels About Adolescents

Lifelines

Create a lifeline around a motif presenting each stage of physical, cognitive, moral, and social development.

Optional Activities:

- A Trip to the Toy Store
- Reporting on *All Grown Up* and *No Place to Go*
- Video: *Teens: What Makes Them Tick?*

Assessments

- Teacher-generated rubrics
- Tests
- Reflective journal entries
- Discussions
- Essays
- Projects / Presentations
- Preschool Classroom Observation
- Elementary Classroom Observation
- Middle School Classroom Observation
- High School Classroom Observation

21st Century Skills

x	Creativity	x	Critical Thinking	x	Communication	x	Collaboration
x	Life & Career Skills	x	Information Literacy	x	Media Literacy		

Interdisciplinary Connections

- Sociology
- Public Speaking
- Social Skills
- Communications
- Psychology
- History
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Technology Integration

- Overhead/Data projector
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Teachers for Tomorrow**Theme III: Experiencing the Classroom
Unit 1: Observation and Preparation****Time: 2 Weeks****Topic****Theme III: Experiencing the Classroom
Unit 1: Observation and Preparation****Essential Questions**

- What makes for effective instructional strategies?
- How can questioning be used as an effective instructional strategy to address different levels of thinking?
- How might lecture be used as an effective instructional strategy?
- How can the use of technology enhance learning?
- What are effective means by which an instructor might determine if a learner has mastered the lesson's

content?

- How can human beings maximize the use of their brains when thinking, learning, and remembering?
- What routines and strategies can teachers use to promote desired behavior and to enhance learning?
- How can one look beyond superficial actions to get at the real basis of behavior and misbehavior, and thus, respond accordingly?
- How might students create lesson plans to incorporate effective instructional strategies?
- What are some characteristics of outstanding teachers?

Enduring Understandings

- 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.

Alignment to NJSL

NJSLS Technology Standards

TECH.8.1.12

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TECH.8.2.12 All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

NJSLS 21st-Century Life and Careers Standards

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Key Concepts and Skills

1. Identify the characteristics of a highly qualified teacher.
2. Recognize strengths and weaknesses of diverse teaching methods and materials.
3. Employ strategies for group instructions.
4. Illustrate questioning strategies effectively in lessons.
5. Incorporate lecture into lessons effectively.
6. Examine effective and ineffective uses of technology in education. Describe various modes of

assessment and their role in the educational process.

7. Identify strategies that enhance learning based on current brain research.
8. Design procedures for basic classroom routines.
9. Prepare and present a peer lesson plan.
10. Identify traits of effective teachers

Learning Activities

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

Groups: We Can Work It Out

Discuss student experiences when working in groups. Explain various ways of using cooperative learning groups effectively.

Suggested Handout:

- An Overview of Cooperative Learning Structure

Questioning Techniques: “Bloom-ing Through Questions”

The teacher will facilitate a class discussion on the story *Cinderella* using each level of Bloom’s taxonomy. Students will break into groups and each group will compose questions using Bloom’s based on the “Pledge of Allegiance.”

Suggested Handouts:

- Background Information on Benjamin Bloom and Bloom’s Taxonomy
- Reference List of Words and Phrases Used in Bloom’s Taxonomy
- Updated Bloom’s Taxonomy Using Verbs
- Questioning Strategies

Lecture: More than a Monologue

Facilitate classroom discussions on the advantages and disadvantages of lecturing based on students’ personal experiences.

Suggested Handout:

- Tips for Effective Lectures

High Tech Teaching

Use the Jigsaw method to research different technology that is integrated in the classroom. Lead a discussion on the benefits and drawbacks of incorporating technology in instruction.

Suggested Handouts:

- Recommended Web Sites
- Evaluating a Web Site

Assessment: How do you Know They Know?

Discuss how methods of assessment have been used through various levels of education. Students will create a formal assessment.

Suggested Handouts:

- The Purpose of Assessment
- Guidelines for Creating Effective Test Questions
- Test on Testing

Brain-Based Learning

Discuss ways to enhance classroom instruction through brain-based learning.

Suggested Handouts:

- It Makes “Scents”
- “Color-full” Learning
- Worksheet on *A Practical Guide to Brain-Based Learning*
- Is it Supported by Brain-Based Learning or Not?
- Ways to Enhance Classroom Instruction Determined by Brain-Based Research

Classroom Procedures and Management

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

- Teacher-generated rubrics

- Tests
- Reflective journal entries
- Discussions
- Essays
- Projects / Presentations

21st Century Skills

x	Creativity	x	Critical Thinking	x	Communication	x	Collaboration
x	Life & Career Skills	x	Information Literacy	x	Media Literacy		

Interdisciplinary Connections

- Sociology
- Public Speaking
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Technology Integration

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Teachers for Tomorrow

Theme III: Experiencing the Classroom
Unit 2: Application and Instruction: Field Experience With a Cooperating Teacher
Time: 3 Weeks

Topic

Theme III: Experiencing the Classroom
Unit 2: Application and Instruction: Field Experience With a Cooperating Teacher

Essential Questions

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

Enduring Understandings

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

Alignment to NJSL

NJSLS Technology Standards

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NJSLS 21st-Century Life and Careers Standards

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Key Concepts and Skills

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

Learning Activities

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
- Field Experience Portfolio Requirements
- Field Experience Portfolio Evaluation

Assessments

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

21st Century Skills

x	Creativity	x	Critical Thinking	x	Communication	x	Collaboration
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Interdisciplinary Connections

- Sociology
- Public Speaking
- Social Skills
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Teachers for Tomorrow

Theme IV: Experiencing Education

Unit 1: Analysis and Reflection

Time: 2-5 Blocks

Topic

Theme IV: Experiencing Education

Unit 1: Analysis and Reflection

Essential 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?

Enduring Understandings

- 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.

Alignment to NJSL

NJSLS Technology Standards

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

SL.11-12.1b Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed.

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

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

SL.11-12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

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

Key Concepts and Skills

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

Learning Activities

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

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

21st Century Skills

x	Creativity	x	Critical Thinking	x	Communication	x	Collaboration
x	Life & Career Skills	x	Information Literacy	x	Media Literacy		

Interdisciplinary Connections

- Sociology
- Public Speaking
- Social Skills
- Communications
- Psychology

Technology Integration

- Overhead/Data projector
- Elmo
- Video Clip
- Power Point
- Speakers
- Chromebook
- Google Classroom

Teachers for Tomorrow

Theme II: Experiencing the Profession

Unit 1: History and Trends

Time: 1 Week

Topic

Theme II: Experiencing the Profession

Unit 1: History and Trends

Essential 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?

Enduring Understandings

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

NJSLS Technology Standards

8.1 Educational Technology

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

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

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

NJSLS 21st-Century Life and Careers Standards

Career Ready Practices

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

9.2 Career Awareness, Exploration, and Preparation

This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

9.3 Career and Technical Education

This standard outlines what students should know and be able to do upon completion of a CTE Program of Study in Education and Training.

NJSLS.ELA-Literacy Standards

Reading Informational Text

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

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

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

Writing

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

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

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

Research

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

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

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

Speaking and Listening Standards

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

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

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

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

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

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

Key Concepts and Skills

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

Learning Activities

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 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:

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

Assessments

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

21st Century Skills

x	Creativity	x	Critical Thinking	x	Communication	x	Collaboration
x	Life & Career Skills	x	Information Literacy	x	Media Literacy		

Interdisciplinary Connections

- Sociology
- Public Speaking
- Social Skills
- Communications
- History
- Government

Technology Integration

- Overhead/Data projector
- Elmo
- Video Clip

- Power Point
- Speakers
- Chromebook
- Google Classroom

Teachers for Tomorrow	Theme II: Experiencing the Profession Unit 2: Structure and Governance	Time: 1 Week
Topic		
Theme II: Experiencing the Profession Unit 2: Structure and Governance		
Essential Questions		
<ul style="list-style-type: none"> • 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? • In what ways does the district office staff influence the schools? • What is best for learners? 		
Enduring Understandings		
<p>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</p>		
Alignment to NJSL		
<u>NJSLS Technology Standards</u>		
8.1 Educational Technology		
<p>All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.</p>		
8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming		
<p>All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.</p>		
<u>NJSLS 21st-Century Life and Careers Standards</u>		
Career Ready Practices		
<p>These practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness.</p>		
9.2 Career Awareness, Exploration, and Preparation		
<p>This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.</p>		
9.3 Career and Technical Education		
<p>This standard outlines what students should know and be able to do upon completion of a CTE Program of Study in Education and Training.</p>		
<u>NJSLS.ELA-Literacy Standards</u>		
Reading Informational Text		
<p>RI 11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p>		
<p>RI 11-12.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as</p>		

other authors.)

RI.11-12.7 Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (e.g., Shakespeare and other authors.)

Writing

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

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

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Research

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

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

Speaking and Listening Standards

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

Key Concepts and Skills

1. Analyze alternatives to traditional public education.

2. Examine school programs and initiatives that prepare pupils for the demands of the modern workplace.
3. Identify how schools are governed at the federal, state, and local levels.
4. Demonstrate elements that make up an ideal school.
5. Research and debate a variety of educational issues that affect our schools.

Learning Activities

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:

- 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

- Teacher-generated rubrics
- Reflective journal entries

- Discussions
- Debates
- Essays
- Projects / Presentations

21st Century Skills

x	Creativity	x	Critical Thinking	x	Communication	x	Collaboration
x	Skills	x	Information Literacy	x	Media Literacy		

Interdisciplinary Connections

- Sociology
- Public Speaking
- Social Skills
- Communications
- History
- Government

Technology Integration

- Overhead/Data projector
- Elmo
- Video Clip
- Power Point
- Speakers
- Chromebook
- Google Classroom

Teachers for Tomorrow	Theme II: Experiencing the Profession Unit 3: Certification and Employment	Time: 1 Week
Topic		
Theme II: Experiencing the Profession Unit 3: Certification and Employment		
Essential Questions		
<ul style="list-style-type: none"> • What does it take to be certified as a teacher in New Jersey? • What constitutes effective preparation for a job interview? 		
Enduring Understandings		
<ul style="list-style-type: none"> • 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. 		
Alignment to NJSLs		
<u>NJSLS Technology Standards</u>		
8.1 Educational Technology		
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Research

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

Speaking and Listening Standards

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

Key Concepts and Skills

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

Learning Activities

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

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

21st Century Skills

x	Creativity	x	Critical Thinking	x	Communication	x	Collaboration
x	Skills	x	Information Literacy	x	Media Literacy		

Interdisciplinary Connections

- Public Speaking
- Social Skills
- Communications
- History
- Government

Technology Integration

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- Video Clip
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Teachers for Tomorrow

Theme II: Experiencing the Profession

Unit 4: Ethics and Professionalism

Time: 1 Week

Topic

Theme II: Experiencing the Profession

Unit 4: Ethics and Professionalism

Essential 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?

Enduring Understandings

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

Alignment to NJSLs

NJSLS Technology Standards

8.1 Computer and Information Literacy

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

8.2 Technology Education

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

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Career Ready Practices

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that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

SL.11-12.1b Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed.

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

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

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

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

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

Key Concepts and Skills

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

Learning Activities

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 Web Sites

Assessments

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

21st Century Skills

x	Creativity	x	Critical Thinking	x	Communication	x	Collaboration
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x	Skills	x	Information Literacy	x	Media Literacy
Interdisciplinary Connections					
<ul style="list-style-type: none"> • Public Speaking • Social Skills • Communications • History • Government 					
Technology Integration					
<ul style="list-style-type: none"> • Overhead/Data projector • Elmo • Video Clip • Power Point • Speakers • Chromebook • Google Classroom 					