

Applications of Education

Course Description

Applications of Education encourages academically able students who possess exemplary interpersonal and leadership skills to contemplate a career in teaching. The program sets forth the path for twenty-first century learning that embodies an approach to teaching that wed content to skill. The course is “learner-driven,” which translates into embracing learning in the global classroom that is not necessarily contained within that classroom. The Applications of Education program encourages future educators, politicians, or citizens, who advocate for education, to not be mere receptacles filled with information but to influence change and inspire a direction for education towards a meaningful end. Twenty-first century learning must include the power of knowledge that embraces the history of education-both past and present, inequities in society, both racial and socioeconomic, that tests freedom, equality, and opportunity for individual students and school districts. Tomorrow’s Teachers recognizes the need to recruit and prepare potential teachers through the educational experience provided in the program’s curriculum with the hope that students will strive to become future educators in the state of New Jersey. Lee Iacocca, former president and CEO of Chrysler stated, “In a completely rational society, the best of us would be teachers and the rest of us would have to settle for something less, because passing civilization along from one generation to the next ought to be the highest honor and the highest responsibility anyone could have.” This course is a study of the history, development, organization and practices of preschool, elementary, and secondary education. It will provide students with an examination of three components of education 1. Psychology and development; 2. History of education in the nation and in New Jersey; 3. Observation and practice.

Applications of Education

Pacing Guide		
Unit	Topic	Suggested Timing
Unit 1	Experiencing Learning	approx. 8 weeks
Unit 2	Experiencing Education Today	approx. 9 weeks
Unit 3	Experiencing the Classroom	approx. 10 weeks
Unit 4	Experiencing the Profession	approx. 8 weeks

Educational Technology Standards

8.1.12.A.1, 8.1.12.A.2, 8.1.12.B.2, 8.1.12.C.1, 8.1.12.D.1, 8.1.12.E.1, 8.1.12.F.1

➤ **Technology Operations and Concepts**

- Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.
- Produce and edit a multi-page document for a commercial or professional audience using desktop publishing and/or graphics software.

➤ **Creativity and Innovation**

- Apply previous content knowledge by creating and piloting a digital learning game or tutorial.

➤ **Communication and Collaboration**

- Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.

➤ **Digital Citizenship**

- Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.

➤ **Research and Information Literacy**

- Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.

➤ **Critical Thinking, Problem Solving, Decision Making**

- Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.

Career Ready Practices

Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

CRP1. Act as a responsible and contributing citizen and employee

Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

CRP2. Apply appropriate academic and technical skills.

Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.

CRP3. Attend to personal health and financial well-being.

Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.

CRP4. Communicate clearly and effectively and with reason.

Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready

Career Ready Practices

individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

CRP5. Consider the environmental, social and economic impacts of decisions.

Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

CRP6. Demonstrate creativity and innovation.

Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

CRP7. Employ valid and reliable research strategies.

Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.

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

Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

CRP9. Model integrity, ethical leadership and effective management.

Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding

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in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.

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

Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

CRP11. Use technology to enhance productivity.

Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

CRP12. Work productively in teams while using cultural global competence.

Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

Differentiated Instruction

Strategies to Accommodate Students Based on Individual Needs

<u>Time/General</u>	<u>Processing</u>	<u>Comprehension</u>	<u>Recall</u>
<ul style="list-style-type: none"> Extra time for assigned tasks Adjust length of assignment Timeline with due dates for reports and projects Communication system between home and school Provide lecture notes/outline 	<ul style="list-style-type: none"> Extra Response time Have students verbalize steps Repeat, clarify or reword directions Mini-breaks between tasks Provide a warning for transitions Reading partners 	<ul style="list-style-type: none"> Precise step-by-step directions Short manageable tasks Brief and concrete directions Provide immediate feedback Small group instruction Emphasize multi-sensory learning 	<ul style="list-style-type: none"> Teacher-made checklist Use visual graphic organizers Reference resources to promote independence Visual and verbal reminders Graphic organizers
<u>Assistive Technology</u>	<u>Tests/Quizzes/Grading</u>	<u>Behavior/Attention</u>	<u>Organization</u>
<ul style="list-style-type: none"> Computer/whiteboard Tape recorder Spell-checker Audio-taped books 	<ul style="list-style-type: none"> Extended time Study guides Shortened tests Read directions aloud 	<ul style="list-style-type: none"> Consistent daily structured routine Simple and clear classroom rules Frequent feedback 	<ul style="list-style-type: none"> Individual daily planner Display a written agenda Note-taking assistance Color code materials

Enrichment

Strategies Used to Accommodate Based on Students Individual Needs:

- Adaption of Material and Requirements
- Evaluate Vocabulary
- Elevated Text Complexity
- Additional Projects
- Independent Student Options
- Projects completed individual or with Partners
- Self Selection of Research
- Tiered/Multilevel Activities
- Learning Centers
- Individual Response Board
- Independent Book Studies
- Open-ended activities
- Community/Subject expert mentorships

Assessments

Suggested Formative/Summative Classroom Assessments

- Timelines, Maps, Charts, Graphic Organizers
- Teacher-created Unit Assessments, Chapter Assessments, Quizzes
- Teacher-created DBQs, Essays, Short Answer
- Accountable Talk, Debate, Oral Report, Role Playing, Think Pair, and Share
- Projects, Portfolio, Presentations, Prezi, Gallery Walks
- Homework
- Concept Mapping
- Primary and Secondary Source analysis
- Photo, Video, Political Cartoon, Radio, Song Analysis
- Create an Original Song, Film, or Poem
- Glogster to make Electronic Posters
- Tumblr to create a Blog

Interdisciplinary Connections

English Language Arts

- Journal writing
- Close reading of industry-related content
- Create a brochure for a specific industry
- Keep a running word wall of industry vocabulary

Social Studies

- Research the history of a given industry/profession
- Research prominent historical individuals in a given industry/profession
- Use historical references to solve problems

World Language

- Translate industry-content
- Create a translated index of industry vocabulary
- Generate a translated list of words and phrases related to workplace safety

Math

- Research industry salaries for a geographic area and juxtapose against local cost of living
- Go on a geometry scavenger hunt
- Track and track various data, such as industry's impact on the GDP, career opportunities or among of individuals currently occupying careers

Fine & Performing Arts

- Create a poster recruiting young people to focus their studies on a specific career or industry
- Design a flag or logo to represent a given career field

Science

- Research the environmental impact of a given career or industry
- Research latest developments in industry technology
- Investigate applicable-careers in STEM fields

New Jersey Student Learning Standards

9.2 Career Awareness, Exploration & Preparation

- 9.2.12 C1 Review career goals and determine steps necessary for attainment
- 9.2.12 C2 Assess and modify Personalized Student Learning Plans to support declared career goals
- 9.3.12 C3 Identify transferable career skills [in career choices] and design alternative career plans based on those skills.
- 9.2.12 C4 Analyze how economic conditions and societal needs influence employment trends and future education.

9.3– Career and Technical Education

Career Cluster: Education & Training (ED)

- 9.3.12.ED.1: Apply communication skills with students, parents and other groups to enhance learning and a commitment to learning.
- 9.3.12.ED.2: Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.
- 9.3.12.ED.3: Use critical thinking to process educational communications, perspectives, policies and/or procedures.
- 9.3.12.ED.5: Demonstrate group collaboration skills to enhance professional education and training practice.

Pathway: Teacher/Training (ED-TT)

- 9.3.12.ED-TT.1: Use foundational knowledge of subject matter to plan and prepare effective instruction and design courses or programs.
- 9.3.12.ED-TT.2: Employ knowledge of learning and developmental theory to describe individual learners.
- 9.3.12.ED-TT.5: Establish a positive climate to promote learning.

Career Cluster Knowledge & Skill Statements Education & Training

EDC: Foundation Knowledge and Skills

EDC 01 Achieve additional academic knowledge and skills required to pursue the full range of career and postsecondary education opportunities within a career cluster.

- EDC01.01 Employ fundamental principles of psychology to enhance learner achievement
- EDC01.01.01 Employ fundamental knowledge of developmental theory to enhance learner achievement
- EDC01.01.02 Employ fundamental knowledge of learning theory to enhance learner achievement.
- EDC01.02 Employ fundamental principles of sociology to enhance learner achievement.
- EDC 01.02.01 Employ fundamental knowledge of the social interaction of individuals and institutions to enhance learner achievement.
- EDC 01.03 Utilize knowledge about the history and belief systems of multiple cultural, ethnic, and racial groups to enhance learner achievement
- EDC 01.05 Explain and apply a variety of instructional models to enhance learning achievement

EDC 02 Use oral and written communication skills in creating, expressing and interpreting information and ideas including technical terminology and information

- EDC 02.01 Provide information using motivational and engaging communication techniques.
- EDDC 02.01.07 Utilize feedback to improve communication.
- EDC 02.02 Employ communication skills in interactive situations to enhance learning and stakeholder commitment to the organization.

EDC 03 Solve problems using critical thinking skills (analyze, synthesize, and evaluate) independently and in teams. Solve problems using creativity and innovation

Common Career Technical Core (CCTC) **Career Cluster Education & Training**

ED 01 – Apply communication skills with students, parents and other groups to enhance learning and a commitment to learning.

- ED 01.1 – Provide information using motivational and engaging communication techniques.
- ED 01.2 – Enlist stakeholder commitment using persuasive communication techniques.
- ED 01.3 – Use non-verbal communication to enhance verbal communication.
- ED 01.7-Utilize feedback to improve communication
- ED 01.8-- Utilize discussion skills
- ED 01.10 Apply listening skills to enhance learning and stakeholder investment in learning organization

ED 02 – Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.

- ED 02.1 – Write informational correspondence to stakeholders in the learning environment.
- ED 02.3 – Write requests for funding, resources and services in the learning setting.

ED 03 Use critical thinking to process educational communications, perspectives, policies and/or procedures.

- ED 3.1 Analyze the diversity of objectives and perspectives of multiple stakeholders.

ED 05 - Demonstrate group collaboration skills to enhance professional education and training practice.

- ED 05.1 – Employ interpersonal skills to enhance professional practice.
- ED 05.2 – Employ group processes knowledge and skills to enhance professional practice.

Common Core State Standards (CCSS)

CCSS - English-Language Arts

Key Ideas and Details:

- CCSS.ELA-LITERACY.RL.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.
- CCSS.ELA-LITERACY.RL.11-12.4.
- CCSS.ELA-LITERACY.RL.11-12.7

Craft and Structure:

- CCSS.ELA-LITERACY.RL.11-12.5 Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

Integration of Knowledge and Ideas:

- CCSS.ELA-LITERACY.W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- CCSS.ELA-LITERACY.W.11-12.1.B Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the

Production and Distribution of Writing:

- CCSS.ELA-LITERACY.W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- CCSS.ELA-LITERACY.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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12 here.)

- CCSS.ELA-LITERACY.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 to Build and Present Knowledge:

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

Range of Writing:

- CCSS.ELA-LITERACY.W.11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences

Speaking and Listening

- SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- SL.11-12.1a Come to discussions prepared having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- SL.11-12.1b Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

- SL.11-12.1c Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- SL.11-12.1d Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
- SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
- SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
- SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

<p>Course: Applications of Education</p> <p>Unit: One</p> <p>Grade Level: 9-12</p>	<p>Unit Overview: Overview/Experiencing Learning Awareness and Reflection/Styles and Needs/Growth and Development</p> <p>This unit will explore how people learn with a focus on brain development, education philosophy, psychological theories and other explanations for learning styles and types. This unit will also allow for students to become better acquainted with themselves as individuals, learners, teachers, contributors, and community members. This unit’s timeline will be first quarter.</p>
<p>New Jersey Student Learning Standards (NJSLS): 8.1.12.A.2, 8.1.12.A.3, 9.3.12.ED-TT.5, 8.1.12.A.4, 9.3.12.C.1 9.3.12 C2 9.3.1 9.3.12.ED.1, 9.3.12 ED2, 9.3.12 ED5 9.3.12 ED 11 9.3.12.ED.5, 9.3.12.ED-TT.1, 9.3.12.ED-TT.2, 9.3.2 ED-TT 5, 9.3.12 ED-ADM2</p>	
<p>Common Career Technical Core (CCTC): ED 01.1, ED 01.2, ED 01.2.02, ED 01.3, ED 1.10 ED 1.7, ED 1.8,</p>	
<p>Common Core State Standards (CCSS): RI 11-12.1. RI 11-12.4 RI.11-12.7 , W 11-12.4 W 11-12.5 W 11-12.6 W 11-12.7 W 11-12.8 W 11-12.9 SL.11-12.1 SL.11-12.1a SL.11-12.1b SL.11-12.1c SL.11-12.1d SL.11-12.2 SL.11-12.4 SL.11-12.5</p>	
<p>Enduring Understandings:</p> <p>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.</p> <p>Teacher instruction and modeled behavior must promote an environment that enhances a student’s ability to grow and perform personally and academically</p> <p>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.</p> <p>School culture affects the behavior and achievement of its students, therefore, classroom design, diverse instruction, and school environment must lend itself to cultural differences.</p> <p>Developmental theories impact teaching by formulating explanations about why children act and behave the way they do and how they change over time.</p> <p>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.</p> <p>Children’s learning is expedited using play by realistic illustrations that encourage and facilitate complete and precise explanations through play.</p>	

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
<p>Students will analyze their strengths and areas for improvement as learners.</p> <p>NJSLS: 8.1.12.A.2 9.3.12 ED1, 9.3.12 ED2, 9.3.12 ED3 9.3.12 ED5, 9.3.12 ED11, 9.3.12 EDADM2, 9.3.12 EDTT2</p> <p>CCTC: ED 01.1, ED 01.2, ED 01.3 ESS01.02 EDC01.02.01 ESS 02.10 ESS 03.03 ED 02, ED 03, ED 05</p> <p>CCS.ELA-Literacy Standards Reading Informational Text RI 11-12.1 RI 11-12.4 RI.11-12.7 Writing W 11-12.4 W 11-12.5</p>	<p>Who am I as a learner? What kind of learner do I want to be? Who are we as a community, as individuals, and group members? What are my values and the values of my classroom? Who am I within the context of a larger community? What does a successful learning community look like? How does my identity impact my learning and classroom interactions?</p>	<p>Evaluates attributes as individuals, learners, and community members</p> <p>Identify own strengths and areas for improvement as learners</p> <p>Evaluate themselves as individuals, learners, and community.</p> <p>Employ fundamental knowledge of the social interaction of individuals and institutions.</p> <p>Prepare oral presentations.</p> <p>Recognize goal achievement.</p> <p>Communicate goals with teachers and peers.</p> <p>Listen to and speak with diverse individuals to enhance communication skills.</p>	<p>Through the Eyes of a Friend- The student explores the question “Who Are We as a classroom community, as individuals, and as group members?” The student interviews a friend and determines how best to describe the friend. He/She then writes a 1-2 page paper answering the question, “How would my friend describe me?” and shares his/her paper with the class. The student participates in a class discussion about what things he/she learned from the activity and how this knowledge affects his/her work as an individual, group member, or classroom community(one page written reflection on how their best friend would describe them. Present.)</p>	<p>TEACHER CADET http://en.calameo.com/books/00281914338b07724e4a0</p> <p><i>Experiencing Education</i>, 10th Edition and Instructor's Manual (written and revised by South Carolina's Teacher Cadet instructors) & three supplemental curriculum for science, math and foreign language (SAY, MAY, FLAY)</p> <p>SCAVENGER HUNT</p> <p>Realizing My Powers Rubric</p> <p>Covey, Steven 7 Habits of Highly Effective Teens (https://www.iusd.org/cs/Handbook%20Files/)</p>

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W 11-12.7 SL.11-12.1 SL.11-12.1a SL.11-12.2 SL.11-12.4 SL.11-12.5			<p>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.</p> <p><u>ESSAY: Realizing My Powers</u></p> <p>Ongoing Activities and Contract Hours Suggested Handouts:</p> <ul style="list-style-type: none"> ● 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 	<p>HB Seven Habits of Highly Effective Teens8.pdf</p>

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
			completed throughout the school year on a volunteer basis	
<p>Students will evaluate themselves as diverse individuals, learners, and community members. NJSLS: 9.3.12.ED.1, 9.3.12.ED-TT.1, 9.3.12.ED-TT.2</p> <p>CCTC: ED 01.1 ED 01.2, ED 01.3 ED 02 ED 03 ED 05 ESS02.11 EDC02.02 ESS07.01.04 EDC02.03 EDC02.01</p> <p>CCSS.ELA-Literacy Standards Reading Informational Text</p>	<p>What does a successful learning community look like?</p> <p>What is culture & how does a cultural community affect & impact learning?</p> <p>How does my identity impact classroom culture, classroom community, and classroom leadership?</p> <p>As a teacher, how do I set the right tone for my class?</p> <p>What qualities of good teachers can students identify as part of their own personalities?</p>	<p>Evaluates attributes as individuals, learners, and community members</p> <p>Utilize discussion skills</p> <p>Identify learning goals</p> <p>Explain achievement belief systems.</p> <p>Explain life goals belief systems.</p> <p>Explain alignment with organizational and personal objectives</p> <p>Strengthen leadership skills</p> <p>Use writing skills to enhance engagement</p>	<p>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. Journal reflection Oral presentation Peer and self-evaluation Q&A Suggested Handouts: • Coat of Arms Template • Quilt Squares Template</p> <p>Family interview - Students will take the coat of arms home to ask family members to complete. They will share the similarities and differences from their answers and their family member's answers. Why</p>	<p>TEACHER CADET www.teachercadets.com</p> <p><i>Experiencing Education</i>, 10th Edition and Instructor's Manual (written and revised by South Carolina's Teacher Cadet instructors) & three supplemental curriculum for science, math and foreign language (SAY, MAY, FLAY)</p> <p>Coat of Arms Directions for Coat of Arms: Top left - Two things you do well Top right - Something you would</p>

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RI 11-12.1 RI 11-12.4 RI.11-12.7 Writing W 11-12.4 W 11-12.5 W 11-12.6 Research W 11-12.7 W 11-12.8 W 11-12.9 Speaking and Listening Standards SL.11-12.1 SL.11-12.1a SL.11-12.1b SL.11-12.1c SL.11-12.1d SL.11-12.2 SL.11-12.4 SL.11-12.5	How can thinking about the qualities of good teachers help direct students toward assuming those qualities?		do you think they were different? Why were they similar? Write a reflection - Write a short reflection of how this helped you to understand your own values, how they have evolved from your family, and about your classmate's values.	do if you were guaranteed success Center left - Your hero or heroine, real or fictional Center right - Three words that describe you Bottom left - Something you believe in so strongly you would never change Bottom right - The one thing about you that you would change if you could <u>Writing Rubric</u>
Students will examine and appreciate others' diversity. NJSLS: 9.3.12 ED1, 9.3.12 ED 39.3.12.ED.5,	What are the benefits and challenges of a diverse society? Why should we study	Provide information using motivational and engaging communication Techniques.	What is your FRAME/Valuing Differences Activity Venn Diagram: in this activity, students will work	Valuing Differences Student Handout http://www.tolerance.org/sites/default/files/gen

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<p>9.3.12.ED-TT.5</p> <p>CCTC: ED 01.1 ED 01.2 ED 01.3 EDC01.05 ED 01.3 ESS02.11 EDC: 02.07 EDC03.02 EDC02.02 ESS 07.01.04 EDC02.03 EDC02.01</p> <p>CCSS.ELA-Literacy Standards Reading Informational Text RI 11-12.1 RI 11-12.4 RI.11-12.7 Writing W 11-12.4 W 11-12.5 W 11-12.6 Research W 11-12.7</p>	<p>other cultures and what does it teach us?</p> <p>How do the beliefs and values of a diverse culture affect individuals and society? Our classroom community?</p>	<p>Utilize feedback to improve communication.</p> <p>Utilize discussion skills. Analyze the diversity of objectives and perspectives of multiple stakeholders.</p> <p>Use language, terminology, and complexity suitable to audience.</p> <p>Use language sensitive to culture and gender.</p> <p>Use social interaction of individuals and institutions to predict and explain individual and group behavior.</p> <p>List multiple and diverse characteristics of individual learners.</p> <p>Identify resources for</p>	<p>in pairs to identify three things they have in common, and three things that make them unique.</p> <p>Concept Map</p> <p>Reflective Writing: Summarize what students learned about themselves and others as a result of this activity. Some questions you may include are: a) What are some of the things you learned about yourself through this activity? b) What are some things you learned about others? c) How might this knowledge affect your work as an individual, group or class community?</p>	<p>eral/tt_valuing_differences%5b1%5d.pdf</p> <p>How Can We Prepare Teachers for Diverse Classrooms?</p>

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
W 11-12.8 W 11-12.9 Speaking and Listening Standards SL.11-12.1 SL.11-12.1a SL.11-12.1b SL.11-12.1c SL.11-12.1d SL.11-12.2 SL.11-12.4 SL.11-12.5		locating information.		
Students will analyze the role of self-esteem in learning and its contributing factors. NJSLS: 9.3.12.ED.5, 9.3.12 ED-TT 4, 9.3.12.ED-TT.5 CCTC: ED 01.1 ED 01.2 ED 01.3 ED 1.7 ED 1.10 ESS 01.02	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?	Use language, terminology, and complexity suitable to audience. Cite data Use social interaction of individuals and institutions to predict and explain individual and group behavior. Evaluate ideas, proposals, and solutions to problems.	High/Low Esteem Discuss characteristics and causes of high and low self-esteem and understand its role in learning. Identify ways in which self-esteem has been misinterpreted or misused in children's lives and education. The Pot Nobody Watches Read the Virginia Satir self-worth short summary "The Pot Nobody	CERRA List of Children’s Literature (Experiencing Education 9th edition0 Suggested Handouts: • Self-Worth: The Pot Nobody Watches • Questions: Points about pot • Dr. William Purkey’s Overview of Self-Concept Theory • Filling Your Pot A Word Is Worth a Thousand Pictures

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<p>CCSS: CCSS.ELA-Literacy Standards Reading Informational Text RI 11-12.1 RI 11-12.4 RI.11-12.7 Writing W 11-12.4 W 11-12.5 W 11-12.6 Research W 11-12.7 W 11-12.8 W 11-12.9 Speaking and Listening Standards SL.11-12.1 SL.11-12.1a SL.11-12.1b SL.11-12.1c SL.11-12.1d SL.11-12.2 SL.11-12.4 SL.11-12.5</p>	<p>Does competence build self-esteem or does self-esteem build competence?</p>	<p>Demonstrate language arts knowledge and skills required to pursue the full range of post-secondary education and career opportunities.</p>	<p>Watches." Create a discussion about self-worth. Students create their own "pots" for positive comments from classmates</p> <p>Are You Esteeming? In Collaborative pairs, students will create t-charts. On the left side, students will record effective uses and outcomes of positive self-esteem. On the right side, students will record ineffective uses and negative outcomes of low or "empty" self-esteem. Students will complete the Points to Ponder</p> <p>Literature Examinations The student examines a children's story (i.e. <i>Where The Wild Things Are</i>) and identifies the elements of</p>	<p>Children's Book List: <u>Self Esteem</u></p> <p>Suggested Handout: <ul style="list-style-type: none"> • <u>The Self-Esteem Fraud: Feel-Good Education Does Not Lead to Academic Success</u> <p>Assessments: <ul style="list-style-type: none"> • <u>Teacher-generated rubrics</u> • <u>Tests-Self-Esteem</u> • <u>Reflective journal entries</u> • <u>Discussions</u> • <u>Essays</u> </p></p>

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
			<p>effective script development (unifying idea, episodes, conflict, characters, action, narration, and conclusion). 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.</p> <p>The Self Esteem Fraud Read "The Self-Esteem Fraud" to identify the ways in which self-esteem has been misinterpreted or misused in children's lives and education.</p> <p>Puppet Show Creation Working with a small group of classmates the student develops a script for a children’s puppet show or short skit that illustrates the</p>	

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
			<p>importance of self-esteem. The student performs the production for classmates to gain constructive feedback before performing for an audience of young children (visiting from a nearby elementary school, or from an on-site preschool). The student could create a big book in place of the skit or puppet show.</p>	
<p>Students will evaluate different learning styles.</p> <p>NJSLS: 9.3.12 ED 1, 9.3.12.ED.5, 9.3.12.ED-TT.5</p> <p>CCTC: ED 01.1 ED 01.2 ED 01.3 EDC01.05 ED 01.3 ESS02.11 EDC: 02.07</p>	<p>What are some key elements for each of the multiple intelligences?</p> <p>How might knowledge of preferred processing styles affect lesson design?</p> <p>What are some key elements of each multiple intelligence?</p> <p>What do multiple intelligences have to do</p>	<p>Evaluate ideas, proposals, and solutions to problems.</p> <p>Demonstrate language arts knowledge and skills required to pursue the full range of post-secondary education and career opportunities.</p> <p>Explain relevance to audience and context.</p> <p>Explain the significance</p>	<p><u>Ways People Are Smart Inventory</u></p> <p>Preferred Processing Styles Complete questionnaires to identify individual preferred processing styles</p> <p>Gardner’s Multiple Intelligences Discuss how people assess themselves using</p>	<p>Learning Styles Questionnaire Learning Style Grid</p> <p>Learning Pyramid: Average Retention</p> <p>Multiple Intelligences Inventory</p> <p>Activity Chart for Multiple Intelligences</p> <p>Video(Optional): Multiple Intelligences:</p>

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<p>EDC03.02 EDC03.01.04 EDC02.02, ESS07.01.04 EDC02.03 EDC02.01</p> <p>CCSS.ELA-Literacy Standards Reading Informational Text RI 11-12.1 RI 11-12.4 RI.11-12.7 Writing W 11-12.4 W 11-12.5 W 11-12.6 Research W 11-12.7 W 11-12.8 W 11-12.9 Speaking and Listening Standards SL.11-12.1 SL.11-12.1a SL.11-12.1b SL.11-12.1c</p>	<p>with our classroom?</p>	<p>of the tone of the communication.</p> <p>Use concise, coherent organization.</p> <p>Use language, terminology, and complexity suitable to audience.</p> <p>Use language sensitive to culture and gender.</p> <p>Address multiple intelligences and modalities.</p> <p>Encourage respect for multiple opinions.</p>	<p>multiple intelligence inventories.</p> <p>Analytical and Global Learning Preferences Complete an analytical/global inventory check list to help students determine their learning preferences.</p> <p>Discussion Discuss how people assess themselves using multiple intelligence inventories. Discuss MI Inventory - Interpersonal Intelligence, Verbal/linguistic Intelligence, Musical/Rhythmic Intelligence, Logical/Mathematical Intelligence, Bodily/kinesthetic Intelligence, Intrapersonal Intelligence, Visual/Spatial</p>	<p>Other Styles of Learning</p> <p>Smithsonian: Out of Style</p> <p>http://psychologytoday.com/tests/psychtests.com/take_test.php?idRegTest=3209</p> <p>http://suononline.pbworks.com/f/1350513485/multiple-intelligences.jpg</p>

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SL.11-12.1d SL.11-12.2 SL.11-12.4 SL.11-12.5			<p>Intelligence Two new subjects have also been added - Natural Intelligence & Existential/spiritual intelligence</p> <p>Poster/Visual Review types of Multiple Intelligences charts Suggested Handouts: · Multiple Intelligences Inventory · Activity Chart for Multiple Intelligences · Video(Optional): Multiple Intelligences: Other Styles of Learning Create a poster showing at least the 7 original intelligences and an activity that students can do that utilizes that specific intelligence. Use color, pictures & bold print</p> <p>Read/Watch/Respond: Are Learning Styles Out of</p>	

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
			<p>Style?</p> <p>Journal Write a journal portfolio entry about what you have learned regarding your most prevalent Multiple Intelligence. -Do schools cater to a specific intelligence? -What have you learned about yourself as a visual, auditory, or kinesthetic/tactile learner?</p> <p>Learner Article Activity</p>	
<p>Students will analyze the special needs and exceptionalities of learners and determine how these needs affect the learning process.</p> <p>NJSLS: 9.3.12 ED1 9.3.12.ED.5, 9.3.12.ED-TT.5</p> <p>CCTC: ED 01.1,</p>	<p>How might students overcome barriers to learning?</p> <p>How might special needs and exceptionalities affect a person?</p> <p>How are terms helpful in dealing with special needs students?</p> <p>What are some factors in teaching English</p>	<p>Identify the special needs and exceptionalities of learners and determine how these needs affect the learning process.</p> <p>Explain how major physical, social, and personal challenges that can impede successful learning.</p>	<p>Wicket's Wad A Wicket's Wad Distribute copy of "A Wicket's Wad" activity. Read the selection. Answer the 5 questions. Students are encouraged to speak aloud as they try to answer the questions. Discuss the story as instructor copy is presented. How does their experience compare to</p>	<p>A Wicket's Wad</p> <p>Addressing Different Learning Styles Article</p> <p>Special Education: Policies, Procedures, and Laws</p> <p>Excerpts from Bransford, J., National</p>

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
<p>ED 01.2.02 ED 01.3 EDPC01.04</p> <p>CCSS: CCSS.ELA-Literacy Standards Reading Informational Text RI 11-12.1 RI 11-12.4 RI.11-12.7 Writing W 11-12.4 W 11-12.5 W 11-12.6 Research W 11-12.7 W 11-12.8 W 11-12.9 Speaking and Listening Standards SL.11-12.1 SL.11-12.1a SL.11-12.1b SL.11-12.1c SL.11-12.1d SL.11-12.2 SL.11-12.4</p>	<p>Language Learn?</p> <p>What programs and policies are in place for helping students with special needs?</p> <p>What are the categories of special education?</p> <p>What other barriers to learning exist and how can we address them as teachers?</p> <p>What are the socially constructed barriers to making schools a place where ALL learners can thrive?</p> <p>How can I recognize and respond to these barriers as a future teacher, policy-maker, and/or citizen?</p>	<p>Students will evaluate appropriate instructional objectives after analysis of developmental stages of learners</p> <p>Identify multiple barriers.</p> <p>Explain barriers using real world examples.</p> <p>Propose solutions to barriers.</p> <p>Explain how decision making and actions taken are aligned with commitments to learners.</p> <p>Maintain confidentiality.</p>	<p>comments of learning disabled students? Walking in Somebody Else's Shoes Role play - create the experience of the following disabilities:</p> <ul style="list-style-type: none"> ◦Use sports tape to secure a student's first three fingers together, or tape the thumb to the hand. ◦Use a wheelchair & fit it at your desk. Take yourself to the bathroom & use the handrails. ◦Wear a sling to prohibit the use of one arm. ◦Use crutches or a walker every time moving about the room. ◦Cover both eyes with cotton balls and gauze then sports tape. Use a stick to walk around the room, and try to find the bathroom. <p>What part did you play? Why was this difficult for</p>	<p>Research How people learn: <u>brain, mind, experience, and school Expanded ed; . United States of America: National Academy Press. (available online at http://www.nap.edu/catalog/9853/how-people-learn-brain-mind-experience-and-school-expanded-edition</u></p> <p>Special Education Policy, Procedure and Law</p> <p>Special Education Handouts</p> <p>Video: Adaptions and Modifications</p> <p>Walking In Our Shoes</p>

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SL.11-12.5			<p>you? What modification would you need to help your life be less difficult? Do you know anyone who deals with this disability?</p> <p>Categories of Special Education Distinguish which category of special education matches a given scenario and identify modifications and accommodations Write a portfolio journal entry in which you reflect about today's activity which involved learning how to deal with a handicap? How did it change your way of thinking, or did it? Distribute 3x5 cards. On one side of the card complete the following statement: "If I were the parent of a special needs child, I would..." On the other side of the</p>	<p>How to Adapt Your Classroom to Student Needs</p> <p>Fishbowl Labels</p> <p>NEA English Language Learners</p> <p>Enlist Parents to Bridge Cultural Barriers</p> <p>Profoundly Multicultural Questions</p>

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
			<p>card, write a one word response to describe your reaction to this activity. Discuss the following questions:</p> <ul style="list-style-type: none"> ◦How would you define "disability"? ◦How do disabilities affect learning? ◦Recall and share your first contact with a disabled person. Would you describe this encounter as a positive or negative experience for you? For the disabled person? ◦How did that experience affect your attitude and feelings toward people who are disabled? <p>Fishbowl Labels Place various labels on students foreheads and role play to help identify ostracism</p> <p>Focus on 11 Major</p>	

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			<p>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</p> <p>.</p> <p>ELL Oral Report Oral report informing classmates on ELL subtopics. Making a Classroom Multicultural Sensitive</p> <p>Categories of Special Education Distinguish which category of special education matches a given scenario and identify modifications and accommodations. Create a quiz to give to your classmate on this topic</p>	

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
<p>Identify and analyze key concepts, models, and strategies related to developmental stages of growth as theorized by Piaget, Erickson, Vygotsky and Maslow.</p> <p>NJSLS 8.1.12.A.2 9.3.12 ED1, 9.3.12 ED2, 9.3.12 ED 5</p> <p>CCTC: ED 1.1 ED1.2, ED1.3 ED1.7 ED 1.8, ED 1.10 EC02.01.02, EDC02.03</p> <p>CCSS.ELA Literacy.: RST.11-12.1 RST.11-12.4 RST.11-12.5</p>	<p>What are the major theories of learning and what principles of learning can be derived from each one?</p> <p>How do teaching practices and instructional structures impact student learning in educational settings?</p> <p>How can we positively and appropriately influence the development of children at different stages?</p> <p>How do human needs influence learners and learning?</p> <p>What are some benchmarks of physical growth?</p> <p>What are some characteristics and stages of normal development?</p>	<p>Analyze and apply knowledge of the relationships between education and society to enhance learner achievement.</p> <p>Identify major theorists.</p> <p>Explain major theories using real world example.</p> <p>Critique major theories.</p> <p>Enlist stakeholder commitment using persuasive communication.</p> <p>Synthesize multiple sources of information.</p>	<p>Social Development Using various teaching methodologies, present the different developmental theories of social development. Suggested Handouts: Maslow’s Hierarchy of Needs Using a whiteboard or flip chart, brainstorm how human needs influence learners and learning. Activity: students write a journal in which they discuss how teachers can create classrooms meeting all of their students’ needs</p> <p>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,</p>	<p>Maslow's Quizlet</p> <p>Maslow's Reading</p> <p>Maslow's Video</p> <p>Article: Edutopia, Addressing Our Needs</p> <p>Suggested Handouts: Four Stages of Cognitive Development</p> <p>Video : Piaget’s theory narrated by Dr. David Elkind</p> <p>Cognitive Development According to Jean Piaget</p> <p>Labeling Scenarios Pertaining to Cognitive Development</p> <p>Some Questions Critics Have Raised about Piaget:</p>

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<p>RST.11-12.6 RST.11-12.7 RST.11-12.8 RST.11-12.9 W 11-12.6 W 11-12.7 W 11-12.8</p>	<p>What are the factors that contribute to stress for children? What are some results of children being stressed?</p> <p>In what ways do Piaget’s finding aid teaching and instruction?</p> <p>How dependent are we on language? To what degree does language influence culture and vice versa?</p> <p>What is significant about children at Play?</p> <p>How do games and toys reflect and develop a child?</p> <p>How do manipulatives facilitate learning?</p> <p>How do parents support/impact the learning of a child?</p> <p>In what ways has my “growing up” experience</p>		<p>popsicle sticks, clay paperclips and tape</p> <p>Create a booklet, display, or digital presentation of how the students have developed physically, cognitively, morally, and socially.</p> <p>Growth Chart Complete My Physical Growth Chart/Create Picture Cubes/Present to Class</p> <p>Learn/discuss Variety of Handouts/Information to read and interpret regarding Jean Piaget, Kohlberg, Erikson, Vygotsky. Reflection Essay.</p> <p>Observe: Observation of Elementary School Classroom, Middle</p>	<ul style="list-style-type: none"> • Social Cognitive Development: Lev Vygotsky • Erikson: Timeline Task Erikson: Psychosocial Development Theory Video: Everyone rides the Carousel based on Erikson’s stages 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

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	<p>reflected different stages of physical, cognitive, moral, and social development?</p>		<p>School Classroom, and High School Classroom.</p> <p>Create a Pre School Model/Pamphlet</p> <p>Create a manipulative, game, instructional toy appropriate for school age children.</p> <p>Toy Store Evaluate children's toys/games and define how they reflect and develop a child. Complete Shopping check list for toys.</p> <p>Read and Interpret "Parenting Elementary - aged Children" Essay/Reflection of Parenting handout.</p> <p>The Hurried Child Read "The Hurried</p>	

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			<p>Child"...Complete evaluation questions</p> <p>Values Auction</p> <p>Lit Review Identify Children's literature list of acceptable titles and banned books dealing with social, moral, and cognitive development.</p> <p>Role Play Troubled Teen...Complete handout Troubled Teen Worksheet.</p> <p>Video Teens, What makes them Tick Complete Discussion Quest</p> <p>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.</p>	

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			Suggested Handouts: Children’s Play: Purposes, Types, Advice	

Unit 1 Vocabulary	
Accountability Cultural Capital Self-esteem Self-concept theory Diverse Learning Learning Styles Stages of Development Common Core Standards Cooperative Learning Accommodations Accountability Achievement gap Artifacts Assessment At risk Attention deficit hyperactivity disorder (ADHD) Auditory learners Behaviorism Benchmarks Bilingual education Burnout Censorship	Curriculum Learner Portfolio Learning Styles Multicultural Education Multiple Intelligences School Climate Collaborating/mentoring teacher Deculturalization Maslow’s Hierarchy of Needs Gifted and talented Gross-motor skills Growth Illiterate Inclusion Individual accountability Individualized Education Program (IEP) Individuals with Disabilities Education Act (IDEA) Kinesthetic-tactile learners Learning activities Learning disability (LD) Learning styles Lesson plans

<p>Character education Classroom culture Development Developmental delay Dexterity Diversity Dual credit courses Due process Educational standards Education for all handicapped children act Educational reform movement Elementary and Secondary Education Act English language learners Exceptional learners Field experiences 504 Plan Fluency Culturally Appropriate Practice Culturally Responsive Teaching Classroom procedures Classroom rules Cognitive development Collaboration Communication Compensatory education programs Concrete thinking Constructivism Cooperating teacher Cooperative learning Culturally diverse students Culture</p>	<p>Limited English proficiency (LEP) Mainstreaming Multicultural curriculum Multiple intelligences National standards Pacing Paraprofessional Peer evaluation Physical development Plagiarism Postsecondary education Praxis Series: Professional Assessments for Beginning Teachers Preoperational stage Problem solving orientation Professional development schools Professional portfolio Rubric School board School policies Self-concept Self-evaluations Special education Stages of development Standards Standards-based education (SBE) State board of education Stereotyping Student diversity Students at risk Students with disabilities</p>
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Suggested Unit Projects

Choose At Least One

SL.11-12.4, 11-12.5

<p> Barrier Book Project Barriers Project Lesson Barriers to learning Resources.pdf Students will write a book on a barrier to learning for elementary students </p> <p>Lifelines</p> <p>Create a lifeline around a motif presenting each stage of physical, cognitive, moral, and social development.</p>	<p> 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. </p> <p>Suggested Handouts:</p> <ul style="list-style-type: none"> • Cadet Preschool Handout • What to Look for in a Preschool • Stages of Development – From Birth to Age Six
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Suggested Structured Learning Experiences

A key element of this course is the completion of fifteen hours of service learning. In this case, service will be completed as community involvement at homeless shelters, soup kitchens, or food pantries.

Class members will be assigned to groups based on interest, content/grade area, or geographic location. Organizations must be approved by the professor prior to actually beginning the service. A written paper and poster are due on the day of group presentations.

A log/report form will be provided to each student to document hours and organization. A key element of this course is the completion of fifteen hours of service learning. In this case, service will be completed as community involvement at homeless shelters, soup kitchens, or food pantries.

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Classroom observations in various schools.