

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 weds 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.

Applications of Education

Pacing Guide		
Unit	Topic	Suggested Timing
Unit 1	Experiencing Learning	approx. 8 weeks
Unit 2	Experiencing Education	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.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.
- **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 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 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 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
- Website Creation

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

- 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
- Track and track various data, such as industry's impact on the GDP, career opportunities or among of individuals currently occupying careers

Fine and 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](#)

9.3– 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.4: Evaluate and manage risks to safety, health and the environment in education and training settings.
- 9.3.12.ED.5: Demonstrate group collaboration skills to enhance professional education and training practice.
- 9.3.12.ED.6: Analyze ethical and legal policies of professional education and training practice.
- 9.3.12.ED.7: Explain legal rights that apply to individuals and practitioners within education and training settings.

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.3: Use content knowledge and skills of instruction to develop standards-based goals and assessments.
- 9.3.12.ED-TT.4: Identify materials and resources needed to support instructional plans.
- 9.3.12.ED-TT.5: Establish a positive climate to promote learning.
- 9.3.12.ED-TT.6: Identify motivational, social and psychological practices that guide personal conduct.

Career Cluster Knowledge & Skill Statements Education & Training

EDPC01.04 Use content knowledge and instructional skills to construct standards based educational goals

ESS01.02 Demonstrate language arts knowledge and skills required to pursue the full range of post-secondary education and career opportunities.

ESS01.04 Demonstrate science knowledge and skills required to pursue the full range of post-secondary and career education opportunities.

ESS07.01 Employ leadership skills to accomplish organizational goals and objectives.

ESS02.10 Listen to and speak with diverse individuals to enhance communication skills.

ESS02.11 Exhibit public relations skills to increase internal and external customer/client satisfaction.

ESS03.03 Identify, write and monitor workplace performance goals to guide progress in assigned areas of responsibility and accountability

ESS09.07 Identify and explore career opportunities in one or more career pathways to build an understanding of the opportunities available in the cluster.

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 1.4 Customize communication messages to fit the audience members.
- ED 1.6: Give clear verbal directions.
- ED 1.8 Utilize discussion skills
- ED 1.9 Utilize Questioning Skills

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 2.4 Employ graphic communication to enhance learning and stakeholder investment in learning organization.
- ED 2.5 Write business communications, reports and position papers on issues affecting learning environments and/or educational organizations.

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 3.2 Analyze educational, public and organizational policies and procedures.

ED 04 – Evaluate and manage risks to safety, health and the environment in education and training settings.

- ED 04.1 – Evaluate equipment and facility safety within the learning environment.
- ED 04.3 – Control environmental health and safety in the learning setting.

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.

ED 07 Explain legal rights that apply to individuals and practitioners within education and training settings.

- Explain legal rights of stakeholders within learning settings.

ED-ADM 9 Describe advocacy strategies to promote the learning organization's needs

ED-TT 1 Use foundational knowledge of subject matter to plan and prepare effective instruction and design courses or programs

- ED-TT 1.1 Use resources and professional development to update knowledge and skills on an ongoing basis
- ED-TT 1.2 Identify prerequisite knowledge that will provide a bridge between past and future knowledge for learners
- ED-TT 1.4 Integrate various content to make explicit the connections to other subject matter and explain connection to life and career applications
- ED-TT 1.5 Analyze standards, organization goals and learners when selecting content.

ED-TT 4 Identify materials and resources needed to support instructional plans

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

Course: Applications of Education Unit: Three Grade Level: 12	Unit Overview: Experiencing the Classroom This unit helps students become acquainted with the personal and professional roles of educators.
New Jersey Student Learning Standards (NJSLS): 8.1.12.A.3, 8.1.12.A.4, 9.3.12.ED.1-7, .9.3.12.ED-TT.1-6	
Common Career Technical Core (CCTC): ED 1.1, ED 1.2, ED 1.3, ED 1.5; ED 1.7; ED 1.8; ED 1.10; ED 2.1, ED 02.2, ED 3.1 ED 04.1, ED 05.1, ED 05.2 ED 11.1 ED-TT 5.1; ED-TT 5.2	
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	
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.	

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
Students will investigate qualities and characteristics of effective teachers. NJSLS: 8.1.12.A.2 9.3.12.ED.1	How do personality traits influence one’s teaching style and professional interactions? How do teachers influence the education	Consider issues related to self, team, community, diversity, environment, and global awareness when leading others.	Teaching Styles Students will participate in forum discussions about teaching styles and techniques Students will participate in a teaching style inventory	Hopkins, G. (2007, December 4). Character(istics) Count! -- What Principals Look for When Hiring New

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
<p>9.3.12.ED.2 9.3.12.ED.3 9.3.12.ED.4 9.3.12.ED.5 9.3.12.ED.6 9.3.12.ED.7. 9.3.12.ED-TT.1, 9.3.12.ED-TT.2</p> <p>CCTC: ED 01.1, ED 01.2, ED 01.3 ESS01.02 EDC01.02.01 ESS 02.10 ESS 03.03 ESS 09.07</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 W 11-12.6 W 11-12.7 SL.11-12.1 SL.11-12.1a</p>	<p>of their students?</p> <p>What characteristics do teachers possess?</p> <p>What are some characteristics of outstanding teachers?</p> <p>How do personality traits influence one's teaching and interaction with others?</p> <p>What is powerful learning and how is it related to effective teaching?</p>	<p>Exhibit traits such as innovation, intuition, adaptation, life-long learning and coachability to develop leadership potential over time.</p> <p>Analyze leadership in relation to trust, positive attitude, integrity, and willingness to accept key responsibilities in a work situation.</p> <p>Apply communication strategies when adapting to a culturally diverse environment.</p> <p>Identify positive work-qualities typically desired in each of the career cluster's pathways.</p> <p>Utilize discussion skills.</p>	<p>Poster Students will create an "ideal teacher" poster</p> <p>Reflective Discussion Students will participate in discussions of which teachers have positively influenced them, and students may write thank you notes to those teachers</p> <p>Ongoing Activity: Group Presentation...Seven Gifts that will last a lifetime.</p> <p>Teaching: Hollywood StyleView a variety of movies depicting teachers in a variety of challenging teaching situations.</p> <p>Caught in the Act. Students will recognize what teachers do outside of the classroom.</p> <p>Chart the qualities of a</p>	<p>Teachers. [Online] Education World.</p> <p>What Makes a Great Teacher?</p> <p>Powerful Learning Resources/Activities</p>

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
SL.11-12.2 SL.11-12.4 SL.11-12.5			<p>good and bad teacher, group discussion and presentation.</p> <p>Powerful Learning Read: Prince of Tides by Pat Conroy (excerpt from Chapter 23). Write: “My Most Powerful Learning Experience” Chart and discuss common elements of a powerful learning experience as everyone shares their stories.</p>	
<p>Students will analyze effective teaching strategies and assessment.</p> <p>NJSLS: 9.3.12.ED.1 9.3.12.ED.2 9.3.12.ED.3 9.3.12.ED.4 9.3.12.ED.5 9.3.12.ED.6 9.3.12.ED.7 9.3.12.ED.8 9.3.12.ED.9 9.3.12.ED.10 9.3.12.ED.11 9.3.12.ED.12 9.3.12.ED.13 9.3.12.ED.14 9.3.12.ED.15 9.3.12.ED.16 9.3.12.ED.17 9.3.12.ED.18 9.3.12.ED.19 9.3.12.ED.20 9.3.12.ED.21 9.3.12.ED.22 9.3.12.ED.23 9.3.12.ED.24 9.3.12.ED.25 9.3.12.ED.26 9.3.12.ED.27 9.3.12.ED.28 9.3.12.ED.29 9.3.12.ED.30 9.3.12.ED.31 9.3.12.ED.32 9.3.12.ED.33 9.3.12.ED.34 9.3.12.ED.35 9.3.12.ED.36 9.3.12.ED.37 9.3.12.ED.38 9.3.12.ED.39 9.3.12.ED.40 9.3.12.ED.41 9.3.12.ED.42 9.3.12.ED.43 9.3.12.ED.44 9.3.12.ED.45 9.3.12.ED.46 9.3.12.ED.47 9.3.12.ED.48 9.3.12.ED.49 9.3.12.ED.50 9.3.12.ED.51 9.3.12.ED.52 9.3.12.ED.53 9.3.12.ED.54 9.3.12.ED.55 9.3.12.ED.56 9.3.12.ED.57 9.3.12.ED.58 9.3.12.ED.59 9.3.12.ED.60 9.3.12.ED.61 9.3.12.ED.62 9.3.12.ED.63 9.3.12.ED.64 9.3.12.ED.65 9.3.12.ED.66 9.3.12.ED.67 9.3.12.ED.68 9.3.12.ED.69 9.3.12.ED.70 9.3.12.ED.71 9.3.12.ED.72 9.3.12.ED.73 9.3.12.ED.74 9.3.12.ED.75 9.3.12.ED.76 9.3.12.ED.77 9.3.12.ED.78 9.3.12.ED.79 9.3.12.ED.80 9.3.12.ED.81 9.3.12.ED.82 9.3.12.ED.83 9.3.12.ED.84 9.3.12.ED.85 9.3.12.ED.86 9.3.12.ED.87 9.3.12.ED.88 9.3.12.ED.89 9.3.12.ED.90 9.3.12.ED.91 9.3.12.ED.92 9.3.12.ED.93 9.3.12.ED.94 9.3.12.ED.95 9.3.12.ED.96 9.3.12.ED.97 9.3.12.ED.98 9.3.12.ED.99 9.3.12.ED.100</p>	<p>What makes for effective instructional strategies?</p> <p>How can the use of technology enhance learning?</p> <p>What are effective means by which an instructor might determine if a learner has mastered the lesson’s content?</p>	<p>Explain and apply a variety of instructional models to enhance learning achievement.</p> <p>Explain various models.</p> <p>Explain optimal contexts for using models.</p> <p>Utilize analytical skills while evaluating instructional strategies.</p> <p>Employ models of</p>	<p>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.</p>	<p>Background Information on Benjamin Bloom and Bloom’s Taxonomy</p> <p>Reference List of Words and Phrases Used in Bloom’s Taxonomy</p> <p>Updated Bloom’s Taxonomy Using Verbs</p>

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
<p>9.3.12.ED-TT.3 9.3.12.ED-TT.4 9.3.12.ED-TT.5: .9.3.12.ED-TT.6</p> <p>CCTC: ED 01.1, ED 01.2, ED 01.3 EDC01.05,ED 01.3 ESS02.11 EDC: 02.07 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</p> <p>Writing W 11-12.4 W 11-12.5 W 11-12.6</p> <p>Research W 11-12.7 W 11-12.8 W 11-12.9</p> <p>Speaking and Listening</p>	<p>How can questioning be used as an effective instructional strategy to address different levels of thinking?</p> <p>How might lecture be used as an effective instructional strategy?</p> <p>How can we use differentiation to foster understanding?</p> <p>How can we assess understanding?</p>	<p>instruction to enhance learner achievement.</p> <p>Utilize discussion skills.</p> <p>Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.</p>	<p>Groups: We Can Work It Out Discuss student experiences when working in groups. Explain various ways of using cooperative learning groups effectively.</p> <p>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.”</p> <p>Lecture: More than a Monologue Facilitate classroom discussions on the advantages and disadvantages of lecturing based on students’</p>	<p>“Asking Questions – At Four Different Levels” by Robert Marzano in <u>Educational Leadership</u>, February 2013 (Vol. 70, #5, p. 76-77), www.ascd.org</p>

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<p>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>personal experiences</p> <p>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.</p> <p>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</p>	
<p>Students will analyze teaching models such as cooperative learning, learning styles, research based strategies and</p>	<p>How can collaborative learning improve student understanding and achievement?</p>	<p>Explain models of instruction.</p> <p>Explain optimal contexts for using models.</p>	<p>BrainBased Learning Discuss ways to enhance classroom instruction through brain based learning</p>	<p>Research Based Strategies</p> <p>Using Active Learning</p>

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
<p>higher order thinking skills.</p> <p>NJSLS: 9.3.12.ED.1 9.3.12.ED.2 9.3.12.ED.3 9.3.12.ED.4 9.3.12.ED.5 9.3.12.ED.6 9.3.12.ED.7 9.3.12.ED- TT.1 9.3.12.ED-TT.2 9.3.12.ED-TT.3 9.3.12.ED-TT.4 9.3.12.ED-TT.5: .9.3.12.ED-TT.6</p> <p>CCTC: ED 01.1, ED 01.2, ED 01.3 EDC01.05,ED 01.3 ESS02.11 EDC01.05.01 EDC: 02.07 EDC03.02 EDC02.02, ESS07.01.04 EDC02.03 EDC02.01</p> <p>CCSS.ELA-Literacy Standards Reading Informational</p>	<p>How do learners become actively engaged in learning and in self-assessment?</p> <p>What research based instructional delivery strategies can be implemented to increase student performance?</p> <p>How do teachers incorporate student choice in order to develop engagement?</p>	<p>Utilize discussion skills.</p> <p>Utilize questioning skills.</p> <p>Use collaboration skills.</p> <p>Reference multiple sources of information and learning methods.</p> <p>Utilize analytical skills while evaluating instructional resources and program materials.</p> <p>Evaluate alignment to learner characteristics.</p>	<p>PBL Research Project Based Cooperative Learning. Have students watch videos on Edutopia then begin to design a PBL.</p> <p>Create a Mind Map- Metacognition</p> <p>Habits of Mind: Present Information and Implement in Classroom</p> <p>Research Based Strategy Have students select a research based strategy and create a professional development presentation for teachers.</p>	<p>Article-Effective Teaching Practices</p> <p>Habits of Mind Article</p> <p>What is PBL?</p> <p>Collaborative Learning</p> <p>Inquiry Based Learning</p>

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<p>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>Investigate the comprehensive nature of the teaching process as both a science and an art. NJSLS: 9.3.12.ED.1 9.3.12.ED.2 9.3.12.ED.3</p>	<p>Does the “culture” or climate of a classroom impact learning?</p> <p>How are teachers</p>	<p>Reference multiple sources of information and learning methods.</p> <p>Utilize analytical skills while evaluating instructional resources</p>	<p>Interview teachers and other faculty on the process of teaching. Present finding to class.</p> <p>Observe teachers in action.</p>	<p><u>Art or Science?</u></p> <p>Article: https://www.washingtonpost.com/blogs/answer-sheet/post/is-teaching-a-science-or-</p>

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
<p>9.3.12.ED.4 9.3.12.ED.5 9.3.12.ED.6 9.3.12.ED.79.3.12.ED-TT.1 9.3.12.ED-TT.2 9.3.12.ED-TT.3 9.3.12.ED-TT.4 9.3.12.ED-TT.5: .9.3.12.ED-TT.6</p> <p>CCTC: ED 01.1, ED 01.2, ED 01.3 ED 1.7, ED 1.10 ESS 01.02</p> <p>CCSS: CCSS.ELA-Literacy Standards Reading Informational Text RI 11-12.1 RI 11-12.4 RI.11-12.7</p> <p>Writing W 11-12.4 W 11-12.5 W 11-12.6</p> <p>Research W 11-12.7 W 11-12.8</p>	<p>portrayed in film and in public?</p>	<p>and program materials.</p> <p>Evaluate alignment to learner characteristics</p> <p>Recognize data.</p> <p>Address both positive and negative aspects of the topic.</p> <p>Use coherent organization.</p> <p>Use language and terminology suitable to audience with sensitivity to culture and gender.</p>	<p>Read and annotate various articles on the subject: Is teaching and Art or Science.</p> <p>Debate: Hold a classroom debate on the Art or Science of Teaching.</p> <p>Process of Teaching Presentation Create a digital presentation on the process of teaching as an art and science.</p>	<p>an-art/2012/05/30/gJQAv1rVOU_blog.html</p> <p>Marzano, The Art and Science of Teaching</p>

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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				
Students will evaluate components of effective classroom climate, management, and discipline. NJSLS: 9.3.12.ED.1 9.3.12.ED.2 9.3.12.ED.3 9.3.12.ED.4 9.3.12.ED.5 9.3.12.ED.6 9.3.12.ED.79.3.12.ED-TT.1 9.3.12.ED-TT.2 9.3.12.ED-TT.3 9.3.12.ED-TT.4 9.3.12.ED-TT.5:	Does the “culture” or climate of a classroom impact learning? What role does Mindset have in the classroom? How can a teacher’s proactive behavior lead to efficient classroom management? How do teachers involve parents in classroom management systems in order to achieve best results with each	Utilize discussion skills. Reference multiple sources of information and learning methods. Utilize analytical skills while evaluating instructional resources and program materials. Evaluate alignment to learner characteristics. Recognize data. Address both positive and negative aspects of	Explore specific aspects of the classroom environment. Dr. Harry Wong’s “The First Days of School”, takes a look at the actual classroom environment, as well as procedures to follow in the classroom. Enhancing Classroom Instruction investigates how varied classroom arrangements might affect the learning environment. Interactive Classroom Set-up Tool Class Set-Up tool is a new,	Class Set-Up Tool Here's a nice Harry Wong's To Do List for the classroom (student's can use as a resource for discussion or to create an image of how they will be an effective teacher): http://scied.unl.edu/pages/preser/sec/articles/wonguide.html Read the current article by Harry Wong: http://teachers.net/gazette/wong.html

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<p>.9.3.12.ED-TT.6</p> <p>CCTC: ED 01.1, ED 01.2.02, ED 01.3 EDPC01.04</p> <p>CCSS: CCSS.ELA-Literacy Standards Reading Informational Text</p> <p>RI 11-12.1 RI 11-12.4 RI.11-12.7</p> <p>Writing</p> <p>W 11-12.4 W 11-12.5 W 11-12.6</p> <p>Research</p> <p>W 11-12.7 W 11-12.8 W 11-12.9</p> <p>Speaking and Listening Standards</p> <p>SL.11-12.1 SL.11-12.1a SL.11-12.1b SL.11-12.1c SL.11-12.1d</p>	<p>student?</p> <p>What is classroom culture?</p> <p>How can teachers manage their classrooms so that students are learning?</p> <p>What are some ways to improve discipline?</p> <p>What are some ways to manage the classroom so that disruptions can be avoided?</p>	<p>the topic.</p> <p>Use critical thinking to process educational communications, perspectives, policies and/or procedures.</p> <p>Use coherent organization.</p> <p>Use language and terminology suitable to audience with sensitivity to culture and gender.</p>	<p>easy-to-use, virtual layout tool that helps you design customized and effective classrooms to promote learning. Use this tool to rearrange and set-up mock classrooms, and map out virtual seating charts. The seating charts can also be printed.</p> <p>http://teacher.scholastic.com/tools/class_setup/</p> <p>Classroom Management Interview/Creation</p> <p>In groups of 4 interview teachers at elementary, middle and high level concerning effective classroom management and discipline plans. Include questions concerning the impact of family beliefs, customs, and culture on the student's behavior. Prepare a classroom presentation and paper to include in portfolio. Have</p>	<p>Culture and Management Resources/Activities</p>

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
SL.11-12.2 SL.11-12.4 SL.11-12.5			students use large group discussion after presentation to foster further understanding. Create a classroom management plan.	
Students will incorporate various technologies in the planning of effective instruction and demonstrate its application. NJSLS 8.1.12.A.2 9.3.12.ED.1 9.3.12.ED.2 9.3.12.ED.3 9.3.12.ED.4 9.3.12.ED.5 9.3.12.ED.6 9.3.12.ED.7 9.3.12.ED- TT.1 9.3.12.ED-TT.2 9.3.12.ED-TT.3 9.3.12.ED-TT.4 9.3.12.ED-TT.5: .9.3.12.ED-TT.6	How can teachers use data to effectively design, adjust and modify instruction for the individual classroom and school? What does it mean to know our students? How can summative and formative assessment be used to provide individual feedback regarding student achievement? How do teachers adjust and adapt learning materials for diverse	Demonstrate literacy and skills for multiple technologies Utilize instructional materials, resources and technology to enhance learning. Utilize discussion skills. Synthesize multiple sources of information. Use coherent organization. Use language and terminology suitable to audience with sensitivity to culture and gender.	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 Teaching With Multimedia -lesson and discussion Flipped Learning : Students will create a multimedia lesson for a flipped classroom environment Digital Images Project Using ONLY digital images	Flipped Learning Digital Learning Revolution 50 Technology Resources for Teachers

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
<p>CCTC: ED 1.1, 1.2, 1.3 1.7, 1.8, 1.10 EC02.01.02, EDC02.03.04</p> <p>CCSS.ELALiteracy.: RST.11-12.1 RST.11-12.4 RST.11-12.5 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>learners?</p> <p>How is differentiation a system for effective teaching?</p>		<p>(or scanned photos) you have personally taken, either a) tell a short digital story or b) demonstrate how to do something:</p> <p>Capture 5-10 images Use Photoshop, Fireworks or Picasa to “prep” them for your story, i.e crop, retouch Use Picasa, Flickr, Photostory, Windows Movie Maker, or iMovie to make a web photo gallery or movie with your pictures</p> <p>Skype with another class across the country.</p>	
<p>Students will apply knowledge of learning styles, multiple intelligences, Bloom’s Taxonomy, brain-based strategies for learning, and classroom management to design and deliver an effective lesson for instructor and peer</p>	<p>How do teachers design units and lessons so that all students can learn?</p> <p>How does a teacher plan effective assessments to be sure that students are learning what a teacher is teaching?</p>	<p>Utilize various activities and assignments.</p> <p>Utilize content and knowledge of teaching/learning while delivering instruction</p> <p>Utilize community materials and resources.</p>	<p>Strategies for Activating Prior Knowledge</p> <p>Core Standards Identify and Study the Core Standards and NJCCCS.</p> <p>Backward Design Explore Backwards Design</p>	<p>The Teaching Channel Lesson Plan Article</p> <p>Madeline Hunter</p> <p>http://www.edutopia.org/article/new-teachers-lesson-curriculum-planning-resources</p>

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
<p>feedback that differentiates instruction to accommodate all learners.</p> <p>NJSLS: 9.3.12.ED.1 9.3.12.ED.2 9.3.12.ED.3 9.3.12.ED.4 9.3.12.ED.5 9.3.12.ED.6 9.3.12.ED.7 9.3.12.ED- TT.1 9.3.12.ED-TT.2 9.3.12.ED-TT.3 9.3.12.ED-TT.4 9.3.12.ED-TT.5: .9.3.12.ED-TT.6</p> <p>CCTC: ED 01.1, ED 01.2.02, ED 01.3 EDPC01.04</p> <p>CCSS.ELA-Literacy Standards Reading Informational Text RI 11-12.1</p>		<p>Demonstrate literacy and skills for multiple technologies.</p> <p>Distinguish alignment of technologies with instructional goals.</p> <p>Create questions that are suitable for audience and context in terms of Bloom's Taxonomy of higher-order thinking.</p> <p>Utilize discussion skills.</p>	<p>before planning lessons. Watch video.</p> <p>Lesson Plan Model Exploration Explore Hunter, Binko, Keeler style Lesson Plan</p> <p>Assessment Scavenger HuntList and gather an example of various types of assessments.</p> <p>Teacher Interviews: Interview teachers about advantages and disadvantages of testing as well as using other types of assessments.</p> <p>Assessment Advantages/Disadvantages List factors to consider in choosing a method of assessment and advantages and disadvantages of each.</p>	<p>Backward Design</p>

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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>Guest speaker: Interpreting and using Student Data for lesson planning. Interview Special Education teacher and Regular Classroom teacher about collaborative planning and disadvantages and advantages</p> <p>KWL CHART Students create a KWL chart and create a pre and post assessment for unit/lesson plan</p> <p>Lesson Plan/Delivery Videotape lesson taught by intern for further evaluation of teaching strategies</p> <p>After teaching lesson from unit/lesson plan, view video and write a reflective essay Discuss strengths and</p>	

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
			needs improvement on both planning and delivery of lesson. Students will prepare and teach short lessons to their peers, including lessons in science, math, and foreign language.	

Unit 3 Vocabulary	
504 Plan Abstract thinking Accommodations Accountability Advanced placement courses Alternative assessment Artifacts Assessment Authentic assessment Character education Classroom culture Classroom management Classroom procedures Classroom rules Cognitive development	Individuals with Disabilities Education Act (IDEA) Job shadowing Kinesthetic-tactile learners Knowledge base Learning activities Learning disability (LD) Learning styles Lesson plans Limited English proficiency (LEP) Magnet Schools Mainstreaming Mentor Mentor teachers Multicultural curriculum Multiple intelligences

<p>Collaboration Collaborative learning Concrete thinking Constructivism Cooperating teacher Cooperative learning Co-teaching Criterion-referenced curriculum-based assessment Curriculum Curriculum framework Curriculum-based assessment Distance learning Diversity Dual credit courses Educational reform movement E-learning Elementary and Secondary Education Act English language learners Exceptional learners Expulsion Formative assessment Gifted and talented Independent practice Individual accountability Individualized Education Program (IEP)</p>	<p>National standards No Child Left Behind Act of 2001 Normal schools Observations Online learning Pacing Peer evaluation Plagiarism Professional development schools Professional portfolio Rubric Scaffolding School-based curriculum Self-evaluations Socratic questioning Special education Standards Standards-based education (SBE) Student-centered curriculum Subject-centered curriculum Teacher accountability Teacher-centered methods Team teaching y Videoconferencing Visual learners WebQuest</p>
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Suggested Unit Projects

Choose At Least One

SL.11-12.4, 11-12.5

<p>Using Screen Toaster, Camtasia, Camstudio, or another screen capture tool create a short screencast elementary level lesson. You will also include a voice-over to narrate the process.</p>	<p>Google Earth Field Trip Create a historical tour of Paterson that includes 5-10 placemarks with personal pictures or creative commons images. The sightseeing tour should be saved as a video. The sightseeing tour should connect to an instructional objective or curricular topic.</p>
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Suggested Structured Learning Experiences

<p>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.</p> <p>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.</p> <p>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.</p>	<p>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.</p> <p>A log/report form will be provided to each student to document hours and organization.</p> <p>Classroom Observations.</p>
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