PATERSON PUBLIC SCHOOLS

Preparing All Children for College and Career

Department of College and Career Readiness

Applications of Education Curriculum

5.0 Credits

Unit Four

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.

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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.

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Differentiated Instruction			
Strategies to Accommodate Students Based on Individual Needs			
Time/General	**Processing**	**Comprehension**	**Recall**
• 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	• Extra Response time • Have students verbalize steps • Repeat, clarify or reword directions • Mini-breaks between tasks • Provide a warning for transitions • Reading partners	• Precise step-by-step directions • Short manageable tasks • Brief and concrete directions • Provide immediate feedback • Small group instruction • Emphasize multi-sensory learning	• Teacher-made checklist • Use visual graphic organizers • Reference resources to promote independence • Visual and verbal reminders • Graphic organizers
Assistive Technology	**Tests/Quizzes/Grading**	**Behavior/Attention**	**Organization**
• Computer/whiteboard • Tape recorder • Spell-checker • Audio-taped books	• Extended time • Study guides • Shortened tests • Read directions aloud	• Consistent daily structured routine • Simple and clear classroom rules • Frequent feedback	• 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

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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
- 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

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.

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 11.1: Explain conditions that contribute to a receptive working climate

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.11-12.5Make 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.

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Course: Applications of Education	Unit Overview: Experiencing The Profession
Unit: Four Grade Level: 12	This unit will develop a greater understanding of the roles of schools in society; identify the steps to teacher and educator certification; and recognize the significance of teacher leadership and advocacy for the profession.

New Jersey Student Learning Standards (NJSLS): 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:
Teacher leadership and advocates for education must develop a greater understanding of education in our state and nation by taking into account the history and the insights into the structure and functions of a school system, along with the steps to teacher and educator certification. Educators must bear the responsibility of effecting change and exhibiting leadership in their schools and communities.

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
Identify the responsibilities of schools as developers of social capital. NJSLS: 8.1.12.A.2 9.3.12.ED.1 9.3.12.ED.2	What is social capital? How do school structure and social capital influence access to college information and resources? What effective strategies	Write position papers on issues affecting learning environments and organizations. Use language, terminology and complexity suitable to audience.	**Social Capital Case Studies:** Introduce the concept of **Social Capital** to students. "The central premise of social capital is that social networks have value. Social capital refers to the collective value of all "social networks" [who	Social capital ("com Munity-connectedness") refers to social networks and the norms of reciprocity that arise from them for more information, see pp. 18-25 in

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
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 **CCTC:** ED 01.1, ED 01.2, ED 01.3 ED 2.1 ESS01.02 EDC01.02.01 ED 2.5 EDC03.01.02 EDC 3.2 ESS 02.10 ESS 03.03 **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 SL.11-12.2	can schools employ to promote social capital within families and the wider community? What is the impact of community partnerships? What is the relationship between social capital and academic achievement? How can schools develop social capital? What is the role of the teacher leader/advocate in the broader realm of educational policy?	Use concise, coherent organization. Recognize data. Synthesize multiple sources of information. Use coherent organization. Synthesize multiple and conflicting data and viewpoints to derive a position on educational issues. Explain similarities in data and viewpoints. Explain dissimilarities in data and viewpoints. Use inductive and deductive reasoning. Explain a position based on multiple and conflicting data and viewpoints. Advocate for learning organization and	people know] and the inclinations that arise from these networks to do things for each other ["norms of reciprocity"]." You may want to provide students with some examples of social capital such as concerned neighbors watching over each other's property, mothers who watch each other's children at the playground, email groups that help individuals research a topic. Ask students to discuss and rate the amount of social capital in their school or community. Do they feel it is adequate? Have students choose one of the case studies of social capital from the following website http://www.cpn.org/tools/dictionary/capital.html and investigate the effects of the social networks. Have	Bowling Alone Robert Putnam Article- Bowling Alone Putnam, Our Kids: The American Dream in Crisis Ideas for Teaching Social Capital

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Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
SL.11-12.4 SL.11-12.5		learners. Participate in professional organizations.	students create a profile of the group and investigate how the group worked together to initiate change in their community. Why do people participate in this group? What benefits do they receive? **Take Action** Have students think about ways of increasing social capital in their school or neighborhood. Are there initiatives they could start to bring about awareness of their take action topic? How can they measure the change? **Activity: One Big Neighborhood** Assign either individuals or small groups to collect recent articles regarding building social capital. Require that the collection of articles includes at least one (1) regarding an effort of national importance; one (1) illustrating an activity in	

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
			a local community; one (1) about volunteerism. You can encourage students to find a story about a high school student (or students) who are building social capital, as well. Students may bring in the articles and/or notes of their research. Students will share their findings with the class. After sharing findings, the class should discuss and note the similarities of purposes among a diversity of causes — focusing primarily on what motivates "good" citizenship, its rewards, etc **Social Capital Activity** Participation, social engagement and commitment: Have students and develop an activity to increase social capital development in our school. Activities may include peer mentoring,	

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
			book buddies, community gardens, book drives, etc. **Read and Respond** to Relevant articles including http://steinhardt.nyu.edu/appsych/opus/issues/2013/fall/gallagher **Community Partnerships** Research community partnership organizations and create a digital presentation on selected organization.	
Students will explore careers in education and the process and structure of teacher certification. **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	What education and training is necessary to be a teacher? What career options are available in the field of education? What does it take to be certified as a teacher in New Jersey? What changes have been made to the	Explain career trajectories in education and training. Identify practice settings. Analyze interests, aptitudes, and abilities and match them to characteristics and requirements of the profession. Identify future demographic and	**Route to Certification** Have students research routes to certification. The accepted routes are available on www.gaspc.org. (The class could be divided into groups and prepare group PowerPoint concerning various routes. Educators who obtained their teaching certificate via different routes could be invited to speak. Be sure to	NJ Toughens Requirements for Teacher Certification NJ Job Turnover Piece PBS Enhancing Preparation & Certification to Increase Novice Teacher Effectiveness

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
9.3.12.ED.7. 9.3.12.ED-TT.1, 9.3.12.ED-TT.2 **CCTC**:ESS 01.01 ED 1.1, 1.2, 1.3 1.7, 1.8, 1.10 EC02.01.02, EDC02.03.04 EDC 09.01 EDC 09.02 **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	teacher certification process? What impact may changes to the certification process have on the future of education in NJ? How are university recruiting more teacher candidates of color? What qualifications/skills are most important to be successful in this career? What is the relationship between teacher preparation and teacher retention? What are the career options in education?	sociological trends that are likely to affect employment in education and training. Explain the developmental cycle of the profession. Advocate for learning organization and learners. Participate in professional organizations. Identify training, education and certification requirements Identify issuing agency. Identify timelines. Identify completion requirements. Identify costs involved.	make use of student teachers, paraprofessionals, and others for whom education is a career change.) A presentation rubric and guest speaker summary sheet is attached. **Career options** Research a career associated with education. Include information on the career concerning work environment, skills needed, salary range, job prospects, and steps required to obtain the position. **Does Education Pay** Have students locate the salary schedule for your school system. Print the salary schedule. Use it to answer the questions on the handout "Does Education Pay".	[Do You Have What it Takes? Infographic](#) [How Do I Get That Job? Education Administration](#) http://www.onetonline.org/ Do You Believe In Me? [Dalton Sherman was the keynote speaker at the Dallas ISD district in-service. He spoke to thousands of educators giving an inspiring speech that has now gone viral.](#)

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
			Assign the following videos for the students to watch and provide a summary of information on the videos: Education and Training Videos A Day in the Life of an Elementary Teacher Becoming a Teacher Career Information: High School Teacher Pros & Cons	
Students will recognize and analyze the current state code of educator conduct and legal rights of stakeholders. **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	How does one apply the Educators Code of Ethics? What benefits do State Codes of Ethics provide? What content may be provided in New Jersey teacher union contracts when establishing a code of conduct?	Explain major laws that govern behavior within learning settings. Identify regulatory agencies. Identify sources for updating information on legal boundaries. Identify sources for obtaining assistance in	**Ethics Violations** Have students locate two samples of educators violating ethics. Students should summarize each article. Allow students time to discuss the violations ethics they locate. **Code of Conduct** Have students explore http://www.nea.org/home/3	Employee Handbook Paterson Code of Ethics NEA Code of Ethics http://www.monmouth.edu/school-of-education/professionalism-code-of-ethics.aspx

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
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 **CCTC**: ED 1.1, 1.2, 1.3 1.7, 1.8, 1.10 EC02.01.02, EDC02.03.04 EDC 08.01 **CCSS**.ELA Literacy.: 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		interpreting legal responsibilities. Identify sources of applicable ethical codes. Analyze applicable ethical codes. Explain personal and organizational liabilities associated with ethical codes. Explain consequences of non-compliance. Explain institutional policies and procedures that relate to ethical and legal behavior. Explain rights of expression. Explain nondiscrimination rights. Explain rights to due process. Explain privacy rights.	0442.htm to discover the consequences of ethics violations. Students should prepare a list and description of possible consequences. **What would you do? Scenarios** What possible issues/concerns might this scenario raise? How could this situation become a violation of the law, the "Code" or other school /district policies? In this situation, what are some potential negative consequences for the teacher, for the students and the school community? What responses/actions will result in a more positive outcome and/or what proactive measures might be considered?	**Paterson Technology Use Policy**

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
			Online discussion regarding article on Ethics and Legal responsibilities of teachers. Discuss and engage in reflective writing about positive dispositions, ethical codes and ethical dilemmas.	
Students will recognize and analyze the legal rights of stakeholders. **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 **CCTC**: ED 1.1, 1.2, 1.3 1.7, 1.8, 1.10	How do the provisions in the State constitutions differ in regards to education? How is the Fourth Amendment applied in a school setting How have State and Federal courts impacted the exercise of student's constitutional rights in schools? What rights do/should teachers have in	Explain major laws that govern behavior within learning settings. Identify regulatory agencies. Identify sources for updating information on legal boundaries. Identify sources for obtaining assistance in interpreting legal responsibilities. Explain personal and organizational liabilities associated with ethical	Position Paper: Write a one page position paper supporting or opposing Federal involvement in State and local education processes. Re-enactment: Groups will re-enact the events that resulted in one of the three landmark court cases, Tinker v. Des Moines, Hazelwood v. Kuhlmeier, NJ v. TLO Gallery Walk: Create a poster examining and	[Do Students Have Free Speech in Schools](#) [Lecture: The Rights and Responsibilities of Students, Teachers and Parents](#) [Parent's Guide to FERPA](#) [The New NJ Tenure Law](#) [Zero Tolerance or Zero Privacy](#)

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
EC02.01.02, EDC02.03.04 EDC 08.01 **CCSS**. ELA Literacy.: 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	schools? What rights do/should parents have in schools? How do the landmark cases, Tinker v.Des Moines (1969), Hazelwood v. Kuhlmeier (1988), and Bethel v. Fraser (1986), affect student free speech? How is the Fourth Amendment applied in a school setting? How do the landmark cases of Vernonia School District 47J v. Acton, New Jersey v. T.L.O.,Board of Education v. Earls, and Safford Unified School District v. Redding clarify student and schools rights in regards to search and seizure.	codes. Explain consequences of non-compliance. Explain institutional policies and procedures that relate to ethical and legal behavior. Explain rights of expression. Explain nondiscrimination rights. Explain rights to due process. Explain privacy rights.	outlining the issue, facts, reasoning, majority opinion, and dissent of one of the three landmark court cases, Tinker v. Des Moines, Hazelwood v. Kuhlmeier, or Bethel v. Fraser. Prezi or Powerpoint: Using small groups research and create presentations that explain the 4th amendment rights of students. Fourth Amendment WebQuest Debate: Student teams will debate the topic of search and seizure within a school. How does a school system balance the need for security with a student's liberties protected under the fourth amendment? Create a Harassment, Intimidation, and Bullying	First Amendment Schools http://www.firstamendmentcenter.org/ American Bar Student Handout

PATERSON PUBLIC SCHOOLS

Preparing All Children for College and Career

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
	What is the role of schools in ensuring the rights of protected classes that fall under Affirmative Action legislation? What are trends in public opinion towards Affirmative Action in an educational environment? What is the future of students' rights at school?		(HIB) presentation that reviews the best practices to prevent HIB, and includes a post assessment for peer to peer HIB trainings. Ask students to consider the trend of the cases they reviewed, what they see happening in schools and youth culture, and the general mood of the nation. As think-pair-share, or whole group discussion (or journaling activity), ask students to predict whether in the future there will be greater emphasis on the rights of high school students at school or greater emphasis on granting school officials authority to protect the safety and order of schools. What role can they play in shaping that future? Challenge	

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
			students to seek forums to present and advocate for their proposed policies. What might some of those forums be?	
Students will understand how teachers can exhibit leadership as advocates and agents of change for education **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 **CCTC**: ED 01.1, ED 01.2, ED 01.3 ED-TT.5 EDC01.05, ED 01.3 ESS02.11 EDC: 02.07 EDC03.02 EDC02.02, EDC 5.2 ESS07.01.04	Why is teacher leadership important? What is the impact of teacher leadership on student learning? What motivates teacher leaders to be involved in educational reform efforts? What opportunities are available in schools for teacher leadership?	Explain system change in terms of changes in individual behavior. Explain system change in terms of structural changes in system. Analyze the dynamics of change to enhance professional practice. Evaluate multiple change factors. Employ strategic planning skills to enhance professional practice. Identify measurable goals. Prioritize. Analyze trends, factors,	**The Principal Story** Create a class blog discussing the ways teachers can effect change and exhibit leadership. . Think of someone in your school (not an administrator) you view as a teacher leader. Profile this person, particularly in the role of a teacher leader. Describe the qualities, orientations, behaviors, and actions you have observed this person exhibit. To extend this activity, conduct an informal interview of the person to further determine his or her views	Danielson, The Many Faces of Change Teacher Leadership Presentation Why-Teachers-Must-Become-Change-Agents Classrooms for Social Justice Developing Change Agents http://www.edweek.org/tsb/articles/2010/10/12/01richardson.h04.html Harrison, C., and J. Killion. 2007. Ten roles for teacher leaders.

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
EDC02.03 EDC02.01 EDC 7.2 **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		and issues that influence the organization and its future success. Employ knowledge of group processes and skills for working collaboratively to enhance professional practice. Use collaboration skills.	on becoming a teacher leader. PLCs and Leadership have students investigate PLCs and leadership opportunities. Conduct mini PLC related to building leadership skills.	Educational Leadership, 65: 74-77

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
Students will demonstrate effective job application and interview skills**.** **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 **CCTC:** ED 01.1, ED 01.2, ED 01.3 ED 1.7, ED 1.10 ESS 01.02 EDC 09 **CCSS: CCSS.ELA-Literacy Standards** **Reading Informational Text** RI 11-12.1 RI 11-12.4 RI.11-12.7 **Writing**	What do employers look for in a candidate? What does an excellent application packet look like? What are the general questions that employers ask in a preliminary interview? What skills or traits are most important for employers?	Use self-assessment and assessment by others to match personal characteristics to those associated with successful professional practice. Assess independence and initiative. Assess flexibility.	Resume and Cover Letter: Students will analyze sample resumes and cover letters. Craft a well written resume and cover letter. Job Seeking Skills presentation and research project-have students research possible interview questions and hold mock interviews with small groups Teacher for Hire! Invite the school principal to speak to the students about the interview process for your district. Students create and participate in mock interviews.	Resume writing for Education First Impressions PPT Job Seeking Skills PPT

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
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				

Unit 4 Vocabulary

504 Plan	Individuals with Disabilities Education Act (IDEA)
Accountability	Job shadowing
Achievement gap	Knowledge base
Advanced placement courses	Lesson plans
Articulate	Mentor
Artifacts	Mentor teachers
Assessment	Observations
At risk	Paraprofessional
Block scheduling	Peer evaluation
Burnout	Plagiarism
Character education	Praxis Series: Professional Assessments for Beginning Teachers
Charter school	Professional development schools
Classroom culture	Professional portfolio
Classroom rules	Proficiency test
Cognitive development	Recertification
Collaboration	Reciprocal agreements
Cooperating teacher	Reliability
Cooperative learning	School board
Copyright laws	School policies
Corporal punishment	Search and seizure
Co-teaching	Self-evaluations
Culturally diverse students	Service learning
Culture	Sexual harassment
Curriculum	Social Capital
Cyberbullying	Standards
Dame schools	State board of education
Desegregation	Student diversity
Dismissal	Student-centered curriculum

Distance learning	Substitute teaching
Diversity	Superintendent
Dual credit courses	Teacher accountability
Due process	Teacher education programs
Educational malpractice	Teacher supply and demand
Educational philosophy	Teaching contract
Educational reform movement	Teaching license
Educational standards	Tenure
Exceptional learners	Tort liability
Expulsion	Zero tolerance policy
Extracurricular activities	
Fair use	
Field experiences	
Home base	
Illiterate	
Inclusion	

Suggested Unit Projects	
Choose At Least One	
SL.11-12.4, 11-12.5	

JOB INTERVIEW SPECIFICATIONS
Portfolio
The portfolio is a collection of materials used to document and illustrate the work of the project. Materials must be contained in a standard binder (no larger than 12" high, 11" wide, and 2" in depth). A decorative and/or informative cover may be included.
In addition to this, portfolios should have the following:
   a cover
   table of contents
   section title pages
   any related certificates the student has earned
   reflective writings
   field observations
   work samples
   teaching philosophy
   sample interview questions
   resume
  Job Application)Students should complete a sample job application)
 	
Portfolios should also be creative, neat and professional.
	Students will prepare a 4-6 minute presentation with educational technology concerning the career in education they want to pursue. Included should be the route to certification, anticipated salary, and professional organizations they will join.
	This will incorporate information from all areas associated with this unit.

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. 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.	Classroom observations.