Washington Township School District

The mission of the Washington Township Public Schools is to provide a safe, positive, and progressive educational environment that provides opportunity for all students to attain the knowledge and skills specified in the NJ Learning Standards at all grade levels, so as to ensure their full participation in an ever-changing world as responsible, self-directed and civic-minded citizens.

Course Title:	Future Educators

Grade Level(s):	9-12

Duration:	*Full Year:*	**X**	*Semester:*		*Marking Period:*	
Course Description:	The Future Educators program is designed for those students who are interested in a career in education. This course curriculum is designed to introduce students to the field of education. The curriculum will provide the opportunity to discover, through research and practice, issues in education, teaching methodologies, and classroom experiences. The Future Educators curriculum will emphasize educational pedagogy skills while also maintaining a heavy focus on the social and emotional needs of all students. The Future Educators program provides an extensive overview of the various roles and careers in education. The program will provide students with the knowledge and practical experience to confirm their calling and to prepare them to pursue a career in education. Content will be met by observations and a field experience internship in order for students to determine their interest in seeking a career in education or becoming a civic leader. Students will participate in observation experiences at the pre-school, elementary, middle, and high school levels. Future Educators will complete a 6-8 **week field experience internship** where they become acquainted with teachers and teaching on a personal and professional level in a classroom setting in the spring.					
Grading Procedures:	- Supportive Assessments -- (Oral Presentations, Socratic Seminars, Cooperative Activities) - Major Assessments & Activities -- (Tests, Benchmark Assessments, Published Writings, Projects) - Minor Assessments & Activities -- (CW, Quizzes, Journals/WNB, Short Writing Responses)					
Primary Resources:	**Current Events** **Scholarly Journals & Articles** **Portfolio** **Projects (Lesson Designs)**					

Washington Township Principles for Effective Teaching and Learning

- Implementing a standards-based curriculum
- Facilitating a learner-centered environment
- Using academic target language and providing comprehensible instruction
- Adapting and using age-appropriate authentic materials
- Providing performance-based assessment experiences
- Infusing 21st century skills for College and Career Readiness in a global society

Designed by:	Brittany Mason

Under the Direction of:	Jeffrey Snyder

Written: July 2020

Revised: _____

BOE Approval: _____

Units of Study

Unit 1: Teaching as a Profession

Unit 2: Foundations of Education

Unit 3: Social, Emotional, and Learning Development in Students

Unit 4: Diverse Learners

Unit 5: The Science, Art, and Service of Teaching

Unit 6: Education in Practice (Field Experience)

Unit 1 Title: Teaching as a Profession

Unit Description:

Students will investigate and analyze the culture of schooling and classrooms by exploring various theories, social rules, structures, and current trends and issues in education. Emphasis will be placed on characteristics of effective teachers and establishing appropriate learning environments for diverse student populations.

Unit Duration: 3-4 weeks

Desired Results

Standard(s):

New Jersey Student Learning Standards Career Readiness, Life Literacies, Key Skills	English Language Arts Standards
8.1-2 **9.1-2**	**Reading** NJSLSA.R1. NJSLSA.R2. NJSLSA.R3. NJSLSA.R7. NJSLSA.R8. NJSLSA.R9. **Reading Informational Text** RI.11-12.1 RI.11-12.2 RI.11-12.3 RI.11-12.7 RI.11-12.8 RI.11-12.9 **Writing** NJSLSA.W1 NJSLSA.W2 NJSLSA.W3 NJSLSA.W7 NJSLSA.W8 NJSLSA.W9

Indicators:

Students will evaluate characteristics of an effective teacher.

Students will analyze and compare advantages and challenges of suburban, urban, and rural school settings.

Students will determine eligibility and qualifications for enrolling and acceptance into Teacher Prep.Programs in college.

Students will identify the differences between public, private, charter, vocational, magnet, and alternative school settings.

Understandings:

Students will understand that…

- Schools are funded differently depending on the type of setting. Public schools are funded by the public, and accountable to the public, through local, state, and federal government
- Public Schools are open to EVERY student within residencies, provide EQUAL education for all , funded by state and property taxes of community and ran by elected officials (school board).
- Charter schools are publicly funded but operated independently.
- The challenges and advantages of school settings (location) greatly determine funding and success.

Essential Questions:

- Who are we as a classroom community, as individuals, and group members?
- What are my values and the values of my classroom?
- Who teaches in the United States and why?
- How do we prepare to teach?
- Is teaching a profession?
- What is teacher professionalism?
- What are the purposes of public schools in the United States?
- What is the culture of a school?
- How do school venues differ?
- What is school like at different levels?
- What are the three different settings of schools?
- What is an effective school?

Assessment Evidence

Performance Tasks:

- List and explain common reasons why individuals choose to teach in the United States.
- Review current trends in teacher's salaries across the US. Identify the procedures involved in certification process to teach.
- Determine whether or not teaching is a profession, and list characteristics.
- Evaluate characteristics of an effective teacher.
- List the purposes of public schools in the US.
- Describe the elements that make up the culture of a school or classroom.
- Identify the differences, advantages & disadvantages of varying educational venues.
- Debate the current legislation of school choice.
- Compare and contrast the structure and organization of the different school levels.
- Analyze suburban, urban, and rural schooling.
- List characteristics of effective schools.

Other Evidence:

- Teacher observations
- Informal checks for understanding
- Independent reading/student conferences
- Independent writing/student conferences
- Class discussions
- Collaboration with others
- Group work
- Classwork
- Homework
- Teacher-created tests and quizzes
- Teacher-created multimedia projects

Benchmarks:

Unit 1 Project

Learning Plan

Learning Activities:

Careers in Education (3-5 days)

Get to Know Me presentation

Students will create and deliver a presentation of themselves, educational history, and explain why they choose teaching as a profession.

"Where Do I Stand" questionnaire

Personal questionnaire to determine reasons why the students choose a future in teaching.

"Effective Teaching" survey

Students will conduct traditional survey on opinions on effective teaching. Students, parents, community members, and teachers will participate in survey.

"Effective Teaching" Reflection Paper

After analyzing data from survey, students will write a reflective paper on their conclusion of the research.

Teacher Preparation Programs and Certification (2 days)
<u>College Research</u>
Students will research 3 colleges/universities that offer a teacher preparation program. Outlining tuition, advantages/disadvantages, certifications offered, etc.. Then creating a 5-year personal plan to become teacher certified.

Types of Schools (10 days)
<u>The Many Faces of Education</u>
Brainstorm reasons why parents send their children to independent, private or special purpose schools. Create a presentation of the type of school assigned. List the advantages and disadvantages.
<u>School Culture Case Studies</u>
Students will read and evaluate various case studies and determine how the school culture could be enhanced.
<u>School Choice Debate</u>
Students will read various articles and legislation on school choice then participate in a discussion of the advantages and disadvantages.
<u>School Settings Research</u>
Students will read and research varying data on graduation rates, attendance, performance, etc. in different school settings.

Resources:

Social Studies 9-12 Folder

Literature Resources:
 [John Dewey: School and Society](#)

 <u>Video Resources:</u>
 "Dangerous Minds"
"Waiting for Superman"
"Two Million Minutes"

 <u>Internet Resources:</u>
 NJ School Report Cards
https://www.edutopia.org/
https://nea.org
https://usnews.com
https://cultofpedagogy.teachable.com/
https://edweek.org

Varying Perspectives and Voices:
Teaching Tolerance Resources

Unit Learning Goal and Scale
(Level 2.0 reflects a minimal level of proficiency)

Standard(s): **9.1:** **(**Career and Technical Education) All students will develop career awareness and planning, employability skills, and foundational knowledge necessary for success in the workplace	
4.0	**Students will be able to:** • After comparing at least three Teacher Preparation Programs and determine which is the best to fit the needs of the individual student. Students will create a goal graphic organizer to show how and what skills are necessary to get accepted into a program.
3.0	**Students will be able to:** • Compare at least three Teacher Preparation Programs and determine which is the best to fit the needs of the individual student.
2.0	**Students will be able to:** • Identify the requirements of local college Teacher Preparation Programs.
1.0	**With help, partial success at level 2.0 content and level 3.0 content:**
0.0	**Even with help, no success**

Unit Modifications for Special Population Students

Advanced Learners	• Create additional and alternative assignments and assessments to create challenge and foster discovery of knowledge. • Provide ample opportunities for creative behavior. • Create assignments that call for original work, independent learning, critical thinking, problem solving, and experimentation. • Show appreciation for creative efforts • Respect unusual questions, ideas, and solutions. • Encourage students to test their ideas. • Provide opportunities and give credit for self-initiated learning. • Avoid overly detailed supervision and too much reliance on prescribed curricula. • Allow time for reflection. *Example of Modification: Teacher will provide Advanced Learner with choice assignments that encourage original work. For example, allowing students to create their own graphic organizer to show their goals for their future.*
Struggling Learners	• Facilitate access to review materials and remediation activities through OneNote content library and through online textbook content. • Assist students in getting organized. • Give short directions. • Use drill exercises. • Give prompt cues during student performance. • Let students with poor writing skills use a computer. • Break assignments into small segments and assign only one segment at a time. • Demonstrate skills and have students model them. • Give prompt feedback. • Use continuous assessment to mark students' daily progress. • Prepare materials at varying levels of ability.

		Example of Modification: Students will be provided a graphic organizers with prompts to help discover information.
English Language Learners		• Coordinate with English Language Learner advisor to modify activities where appropriate: http://www.state.nj.us/education/modelcurriculum/ela/ELLSupport.pdf • Use a slow, but natural rate of speech; speak clearly; use shorter sentences; repeat concepts in several ways. • When possible, use pictures, photos, and charts. • Corrections should be limited and appropriate. Do not correct grammar or usage errors in front of the class. • Give honest praise and positive feedback through your voice tones and visual articulation whenever possible. • Encourage students to use language to communicate, allowing them to use their native language to ask/answer questions when they are unable to do so in English. • Integrate students' cultural background into class discussions. • Use cooperative learning where students have opportunities to practice expressing ideas without risking language errors in front of the entire class
Learners with an IEP		Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include: • Variation of time: adapting the time allotted for learning, task completion, or testing • Variation of input: adapting the way instruction is delivered • Variation of output: adapting how a student can respond to instruction • Variation of size: adapting the number of items the student is expected to complete • Modifying the content, process or product Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed here. Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here www.udlguidelines.cast.org
Learners with a 504	• Refer to page four in the Parent and Educator Guide to Section 504 to assist in the development of appropriate plans.	

Interdisciplinary Connections

Indicators:

NJCCS Technology Standards
8.1: (Computer and Information Literacy) All students will use computer applications to gather and organize information in order to solve problems.
8.2: (Technology Education) All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world as they relate to the individual, society, and the environment**.**

NJJCCS 21st-Century Life and Careers Standards
9.1: (Career and Technical Education) All students will develop career awareness and planning, employability skills, and foundational knowledge necessary for success in the workplace.
9.2: (Consumer, Family, and Life Skills) All students will demonstrate critical life skills in order to be functional members of society.

ELA/Literacy-

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections 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.

RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

RL.11-12.3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

RL.11-12.7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (e.g., Shakespeare and other authors.)
RL.11-12.9. Demonstrate knowledge of and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.

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

W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

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

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

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

Integration of 21st Century Skills

Indicators:

Within the context of key knowledge instruction, students must also learn the essential skills for success in today's world, such as critical thinking, problem solving, communication and collaboration. Standards are taken from:
http://www.p21.org/storage/documents/docs/P21_Framework_Definitions_New_Logo_2015.pdf

The curriculum includes not only a focus on mastery of key subjects, but also promote understanding of academic content at much higher levels by weaving 21st century interdisciplinary themes into key subjects:

Themes:
Global Awareness
Civic Literacy
Environmental Literacy
Information, Media, and Technology

Skills:
Think Creatively
Work Creatively with Others
Implement Innovations
Critical Thinking and Problem Solving
Communication and Collaboration
Information, Media and Technology Skills

Unit 2 Title: Foundations of Education

Unit Description:

This unit addresses the foundations of education. The first section of this unit explores the history of education in the United States, spanning from before our country was officially formed all the way into the 21st century. Throughout the chapter, events in the history of our country are examined for their impact on education. The history of education in the US parallels the history of the country. Although once relatively simple and perceived as manageable, education in the US is now incredibly complex and often unwieldy, with issues to match. The second section of this unit focuses on the major philosophical views of education. Once students have the knowledge about the philosophies, students will then reflect on which philosophy represents their primary beliefs about teaching and learning.

Unit Duration: 2-3 weeks

Desired Results

Standard(s):

New Jersey Student Learning Standards Career Readiness, Life Literacies, Key Skills	English Language Arts Standards
8.1-2 9.1-2	**Reading** NJSLSA.R1. NJSLSA.R2. NJSLSA.R3. NJSLSA.R7. NJSLSA.R8. NJSLSA.R9. **Reading Informational Text** RI.11-12.1 RI.11-12.2 RI.11-12.3 RI.11-12.7 RI.11-12.8 RI.11-12.9 **Writing**

	NJSLSA.W1
	NJSLSA.W2
	NJSLSA.W3
	NJSLSA.W7
	NJSLSA.W8
	NJSLSA.W9

Indicators:

Students will trace the transformation and changes to American education throughout history.

Students will identify major educational philosophies.

Students will apply major educational philosophies to personal beliefs and theories of education.

Understandings:	**Essential Questions:**
Students will understand that…	• What ways are today's schools a product of our past, and a reflection of today's society, its makeup, and our values?
• Education is reflective of society and therefore must encompass political, social, economic, and moral values of society.	• How are schools impacted by former and current educational philosophers?
• Education has drastically changed throughout history.	• What are the Major influences, issues, ideologies, and individuals in 17th- 21st- century American Education?
• Major education philosophies have helped to shape the priorities and focus of American education.	• In what ways do people's personal history reflect state and national trends in education?
	• How did segregation impact our schools? Are schools integrated today? What is the future of integration and NJ schools?
	• What caused the push for educational reform, its success or not, and is it currently effective?
	• Why is a philosophy of education important?
	• How do five prominent philosophies of education affect teaching and learning?
	• How do I begin to develop my own personal philosophy of education?

Assessment Evidence

Performance Tasks:	**Other Evidence:**
• Analyze schools today through a study of history of education in the nation and state.	• Teacher observations
• Identify and analyze various schools and educational philosophies.	• Informal checks for understanding
• Determine how American education has changed in the lifetimes of people.	• Independent reading/student conferences
• Analyze the historical events and social impact of integration in the schools.	• Independent writing/student conferences
• Evaluate school reforms.	• Class discussions
	• Collaboration with others
	• Group work
	• Classwork
	• Homework
	• Teacher-created tests and quizzes
	• Teacher-created multimedia projects

Benchmarks:

Unit 2 Project

Learning Plan

Learning Activities:

History of Education (3-5 days)
      History of Education Lesson Plan
         Students will create a lesson instructing the class on a specific educational philosophy.
      History of Education Timeline
         Students will create a timeline tracing the major changes in American education. Discuss "Educational Trends in America." IN groups, students will create a comprehensive presentation and timeline of the history of education in the US and NJ. Illustrations and summaries should be included.

Educational Philosophies (5-7 days)
      Educational Philosophies
         Students will create a lesson instructing the class on a specific educational philosophy
         (Essentialism, Progressivism, Perennialism, Existentialism, and Behaviorism)

      Personal Philosophy
         Students will write a 2-page reflective essay outlining their personal beliefs of education "Philosophy of Education."

Resources:

Social Studies 9-12 Folder

Literature Resources:
 John Dewey: School and Society
Maria Montessori Readings

Video Resources:
"Lean on Me"
"Teaching Over Time"
"History of Education"

Internet Resources:
 NJ School Report Cards
https://www.edutopia.org/
https://nea.org
https://usnews.com
https://cultofpedagogy.teachable.com/
https://edweek.org

Varying Perspectives and Voices:
 Teaching Tolerance Resources

Unit Learning Goal and Scale	
(Level 2.0 reflects a minimal level of proficiency)	
Standard(s):	
9.1: (Career and Technical Education) All students will develop career awareness and planning, employability skills, and foundational knowledge necessary for success in the workplace	
4.0	**Students will be able to:** • Research the history of major changes to American education, while predicting changes in the future. These dates and events will be illustrated on a timeline.
3.0	**Students will be able to:** • Research the history of major changes to American education and create a timeline.
2.0	**Students will be able to:** • Create a timeline of the major changes to American education, giving the history.
1.0	**With help, partial success at level 2.0 content and level 3.0 content:**
0.0	**Even with help, no success**

Unit Modifications for Special Population Students	
Advanced Learners	• Create additional and alternative assignments and assessments to create challenge and foster discovery of knowledge. • Provide ample opportunities for creative behavior. • Create assignments that call for original work, independent learning, critical thinking, problem solving, and experimentation. • Show appreciation for creative efforts • Respect unusual questions, ideas, and solutions. • Encourage students to test their ideas. • Provide opportunities and give credit for self-initiated learning. • Avoid overly detailed supervision and too much reliance on prescribed curricula. • Allow time for reflection. *Example of Modification: Teacher will provide Advanced Learner with choice assignments that encourage original work. For example, allowing students to create their own timeline and add researched events and dates.*
Struggling Learners	• Facilitate access to review materials and remediation activities through OneNote content library and through online textbook content. • Assist students in getting organized. • Give short directions. • Use drill exercises. • Give prompt cues during student performance. • Let students with poor writing skills use a computer. • Break assignments into small segments and assign only one segment at a time. • Demonstrate skills and have students model them. • Give prompt feedback. • Use continuous assessment to mark students' daily progress. • Prepare materials at varying levels of ability. *Example of Modification: Students will be provided the events and dates and add it to a timeline.*

English Language Learners	• Coordinate with English Language Learner advisor to modify activities where appropriate: http://www.state.nj.us/education/modelcurriculum/ela/ELLSupport.pdf • Use a slow, but natural rate of speech; speak clearly; use shorter sentences; repeat concepts in several ways. • When possible, use pictures, photos, and charts. • Corrections should be limited and appropriate. Do not correct grammar or usage errors in front of the class. • Give honest praise and positive feedback through your voice tones and visual articulation whenever possible. • Encourage students to use language to communicate, allowing them to use their native language to ask/answer questions when they are unable to do so in English. • Integrate students' cultural background into class discussions. • Use cooperative learning where students have opportunities to practice expressing ideas without risking language errors in front of the entire class
Learners with an IEP	Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include: • Variation of time: adapting the time allotted for learning, task completion, or testing • Variation of input: adapting the way instruction is delivered • Variation of output: adapting how a student can respond to instruction • Variation of size: adapting the number of items the student is expected to complete • Modifying the content, process or product Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed here. Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here www.udlguidelines.cast.org
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RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

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

Integration of 21st Century Skills

Indicators:

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Themes:
Global Awareness
Civic Literacy
Environmental Literacy
Information, Media, and Technology

Skills:
Think Creatively
Work Creatively with Others
Implement Innovations
Critical Thinking and Problem Solving
Communication and Collaboration
Information, Media and Technology Skills

Unit 3 Title: Social, Emotional, and Learning Development in Students

Unit Description:

Development refers to predictable changes throughout the human life span. During this unit, students will be able to identify the many developmental stages that occur between childhood and teenage years. Not only will students be able to identify, but they will also be able to explain how each of the stages impact learning in the classroom. Along with developmental stages, students will focus learning through the Social and Emotional lens. Students will research strategies that hone in on the social and emotional component to education. The course will also dive into the role of ACEs (Adverse Childhood Experiences) and learning. Students will examine trauma informed practices and apply them in lessons they create.

Unit Duration: 6-7 weeks

Desired Results

Standard(s):

New Jersey Student Learning Standards Career Readiness, Life Literacies, Key Skills	English Language Arts Standards
8.1-2 **9.1-2**	**Reading** NJSLSA.R1. NJSLSA.R2. NJSLSA.R3. NJSLSA.R7. NJSLSA.R8. NJSLSA.R9. **Reading Informational Text** RI.11-12.1 RI.11-12.2 RI.11-12.3 RI.11-12.7 RI.11-12.8 RI.11-12.9 **Writing** NJSLSA.W1 NJSLSA.W2 NJSLSA.W3 NJSLSA.W7 NJSLSA.W8 NJSLSA.W9

Indicators:

Students will identify the various styles of learning and be able to provide evidence of how to differentiate instruction.

Students will examine how Maslow's Hierarchy of Needs can be used to create a safe classroom and foster learning for all children.

Students will research Trauma Informed practices and support the strategies being used in every classroom.

Understandings:

Students will understand that…

- Developmental theories impact teaching by formulating explanations about why children act and behave the way they do and how they change over time.
- Differentiating instruction by evaluating, identifying and examining the physical, social, and personal challenges of all learners supports academic success along with enhancing workplace skills in preparing students for the 21st Century global community.
- Adverse Childhood Experiences can cause students to experience trauma. These experiences may impact student learning and achievement. It is the role of the educator to apply Trauma Informed practices to maximize learning, while meeting the needs of all students.
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Essential Questions:

- What are multiple intelligences and how do they impact student learning and achievement?
- How can an educator differentiate instruction to meet the needs of all students?
- Why is social and emotional learning crucial in the development and learning process of a child?
- How can an educator seamlessly implement social and emotional learning into the curriculum?
- How does Maslow's Hierarchy of Needs reflect the student?
- How can Maslow's Hierarchy of Needs be used to create a safe classroom environment and foster learning?
- What are Adverse Childhood Experiences and how to these experiences impact student learning and achievement?
- How can educators implement Trauma Informed approaches to education?
- How can restorative practices be incorporated into a school culture?

Assessment Evidence

Performance Tasks:

- Identify different preferred processing styles and explain their implications for lesson design.
- Discuss how nature versus nurture affects how students learn.
- Compare and contrast gender differences in education.
- Explain how Maslow's Hierarchy of Needs translates into a classroom setting?
- Identify physical developmental characteristics and stages from birth through eighteen.
- Identify cognitive developmental characteristics and stages.
- Discuss some characteristics and stages of moral development.
- Describe psychosocial developmental characteristics and stages.
- Identify and explain multiple intelligences.
- Determine analytical or global learning preferences and recognize the advantage or disadvantages of each.
- Describe the levels of Maslow's Hierarchy of Needs.
- Identify best practices in restorative justice.

Other Evidence:

- Teacher observations
- Informal checks for understanding
- Independent reading/student conferences
- Independent writing/student conferences
- Class discussions
- Collaboration with others
- Group work
- Classwork
- Homework
- Teacher-created tests and quizzes
- Teacher-created multimedia projects

Benchmarks:

Unit 3 Project

Learning Plan

Learning Activities:

Differentiated Instruction (3-5 days)
<u>Preferred Processing Styles</u>
Complete questionnaires to identify individual preferred processing styles.
Suggested Handouts: Learning Styles Questionnaire, Learning Style Grid, Learning Pyramid: Average Retention

<u>Differentiated Instruction Lesson Plan/ Project Directions</u>
Students will create a student benchmark (lesson, project, etc…) that offers choice and differentiates instruction. Students will create student directions, a sample, and various product choices.

Developmental Stages (2-3 days)
<u>Children's Book</u>
Students will create a children's book on emotional and social stressors of children.

<u>Developmental Stages Observation</u>
Students will observe a child care classroom or children they know and observe the different stages of development. Including safety features of the facility, importance of play, discipline, toys, teacher/child ratio, laws, etc..

<u>Design a Preschool</u>
Design a model preschool or research different aspects about preschools

Multiple Intelligences (5-10 days)
<u>Gardner's Multiple Intelligences</u>
Discuss how people assess themselves using multiple intelligence inventories.
Suggested Handouts: Multiple Intelligences Inventory, Activity Chart for Multiple Intelligences

Social and Emotional Education (3-5 days)
<u>The Importance of Social and Emotional Education</u>
Research what Social and Emotional Education is and the importance of incorporating it in any school. Once students can define Social and Emotional Education, students will analyze achievement data of schools who have implemented a Social and Emotional program.

<u>Social and Emotional Program</u>
Students will research Social and Emotional programs that have been implemented in schools. The programs will serve as a model for one student will create. Students will design a Social and Emotional program to implement at their current school.

ACEs and Trauma Informed Education (8- 10 days)
<u>ACEs</u>
Students will research ACEs and discuss how ACEs could impact student learning.

<u>ACEs Case Studies</u>
Students will write responses to the case studies where students have experienced Trauma.

<u>Trauma Informed Practices</u>
Students will research Trauma Informed practices and reflect on which approaches would be most effective. Identify best practices in Restorative Justice.

Resources:

Social Studies 9-12 Folder

<u>Literature Resources:</u>
Gardner's Multiple Intelligences
Special Education Classifications- NJDOE

Video Resources:
 Paper Tigers and Resilience
Youtube Videos on ACEs

Internet Resources:
 https://www.transformingeducation.org/trauma-informed-sel-toolkit/
 https://empoweringeducation.org/trauma-informed-schools-resources-curriculum-schools/
 NJ School Report Cards
https://www.edutopia.org/
https://nea.org
https://usnews.com
https://cultofpedagogy.teachable.com/
https://edweek.org

Varying Perspectives and Voices:
 Teaching Tolerance Resources

Unit Learning Goal and Scale	
(Level 2.0 reflects a minimal level of proficiency)	
Standard(s):	
9.1: (Career and Technical Education) All students will develop career awareness and planning, employability skills, and foundational knowledge necessary for success in the workplace	
4.0	**Students will be able to:** • Identify Gardner's Multiple Intelligences, describe how each intelligence learns best, and then create a lesson plan that would provide evidence of differentiated instruction.
3.0	**Students will be able to:** • Identify Gardner's Multiple Intelligences, describe how each intelligence learns best and present the information to the class.
2.0	**Students will be able to:** • Identify Gardner's Multiple Intelligences and describe how each intelligence learns best.
1.0	**With help, partial success at level 2.0 content and level 3.0 content:**
0.0	**Even with help, no success**

Unit Modifications for Special Population Students	
Advanced Learners	• Create additional and alternative assignments and assessments to create challenge and foster discovery of knowledge. • Provide ample opportunities for creative behavior. • Create assignments that call for original work, independent learning, critical thinking, problem solving, and experimentation. • Show appreciation for creative efforts • Respect unusual questions, ideas, and solutions. • Encourage students to test their ideas. • Provide opportunities and give credit for self-initiated learning. • Avoid overly detailed supervision and too much reliance on prescribed curricula. • Allow time for reflection. *Example of Modification: Teacher will provide Advanced Learner with choice assignments that encourage original work. For example, students would develop and plan a lesson to present to class.*
Struggling Learners	• Facilitate access to review materials and remediation activities through OneNote content library and through online textbook content. • Assist students in getting organized. • Give short directions. • Use drill exercises. • Give prompt cues during student performance. • Let students with poor writing skills use a computer. • Break assignments into small segments and assign only one segment at a time. • Demonstrate skills and have students model them. • Give prompt feedback. • Use continuous assessment to mark students' daily progress. • Prepare materials at varying levels of ability.

	Example of Modification: Students will be provided the descriptions of each intelligence.
English Language Learners	- Coordinate with English Language Learner advisor to modify activities where appropriate: http://www.state.nj.us/education/modelcurriculum/ela/ELLSupport.pdf - Use a slow, but natural rate of speech; speak clearly; use shorter sentences; repeat concepts in several ways. - When possible, use pictures, photos, and charts. - Corrections should be limited and appropriate. Do not correct grammar or usage errors in front of the class. - Give honest praise and positive feedback through your voice tones and visual articulation whenever possible. - Encourage students to use language to communicate, allowing them to use their native language to ask/answer questions when they are unable to do so in English. - Integrate students' cultural background into class discussions. - Use cooperative learning where students have opportunities to practice expressing ideas without risking language errors in front of the entire class
Learners with an IEP	Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include: - Variation of time: adapting the time allotted for learning, task completion, or testing - Variation of input: adapting the way instruction is delivered - Variation of output: adapting how a student can respond to instruction - Variation of size: adapting the number of items the student is expected to complete - Modifying the content, process or product Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed here. Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here www.udlguidelines.cast.org
Learners with a 504 • Refer to page four in the Parent and Educator Guide to Section 504 to assist in the development of appropriate plans.	

Interdisciplinary Connections

Indicators:

<u>**NJCCS Technology Standards**</u>
8.1: (Computer and Information Literacy) All students will use computer applications to gather and organize information in order to solve problems.
8.2: (Technology Education) All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world as they relate to the individual, society, and the environment**.**

<u>**NJJCCS 21st-Century Life and Careers Standards**</u>
9.1: (Career and Technical Education) All students will develop career awareness and planning, employability skills, and foundational knowledge necessary for success in the workplace.
9.2: (Consumer, Family, and Life Skills) All students will demonstrate critical life skills in order to be functional members of society.

ELA/Literacy-

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections 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.

RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

RL.11-12.3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

RL.11-12.7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (e.g., Shakespeare and other authors.)
RL.11-12.9. Demonstrate knowledge of and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.

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

W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

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

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

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

Integration of 21st Century Skills

Indicators:

Within the context of key knowledge instruction, students must also learn the essential skills for success in today's world, such as critical thinking, problem solving, communication and collaboration. Standards are taken from:
http://www.p21.org/storage/documents/docs/P21_Framework_Definitions_New_Logo_2015.pdf

The curriculum includes not only a focus on mastery of key subjects, but also promote understanding of academic content at much higher levels by weaving 21st century interdisciplinary themes into key subjects:

Themes:
Global Awareness
Civic Literacy
Environmental Literacy
Information, Media, and Technology

Skills:
Think Creatively
Work Creatively with Others
Implement Innovations
Critical Thinking and Problem Solving
Communication and Collaboration
Information, Media and Technology Skills

Unit 4 Title: Diverse Learners

Unit Description:

This unit provides the opportunity to explore issues of diversity, including an understanding of the influence of exceptionalities, culture, family, gender, sexual orientation, socioeconomic status, religion, language of origin, ethnicity, and age upon the educational experience. Students will explore personal attitudes toward diversity and exceptionalities. If educators act on the knowledge research offers, we can realize the educational excellence we desire for all children.

Unit Duration: 8-9 weeks

Desired Results

Standard(s):

New Jersey Student Learning Standards Career Readiness, Life Literacies, Key Skills	English Language Arts Standards
8.1-2 **9.1-2**	**Reading** NJSLSA.R1. NJSLSA.R2. NJSLSA.R3. NJSLSA.R7. NJSLSA.R8. NJSLSA.R9. **Reading Informational Text** RI.11-12.1 RI.11-12.2 RI.11-12.3 RI.11-12.7 RI.11-12.8 RI.11-12.9 **Writing** NJSLSA.W1 NJSLSA.W2 NJSLSA.W3 NJSLSA.W7 NJSLSA.W8 NJSLSA.W9

Indicators:

Students will identify how language, gender, sexuality, culture, race and/or religion impact the educational process.

Students will evaluate best educational practices to meet the needs of all students.

Students will review Special Education categories and how it pertains to IEPS and 504 plans.

Understandings:

Students will understand that…

- Differentiating instruction by evaluating, identifying and examining the physical, social, and personal challenges of all learners supports academic success along with enhancing workplace skills in preparing students for the 21st Century global community.
- School culture affects the behavior and achievement of its students; therefore, classroom design, diverse instruction, and school environment must lend itself to cultural differences.

Essential Questions:

- How are gender differences manifested in schools?
- How are cultural and language diversity manifested in schools?
- What is the impact on students of diversity in family structure, religion, and socioeconomic status?
- What is Anti-Racist education?
- How might special needs and exceptionalities affect a person?
- How are terms related to special education helpful in dealing with students with special needs?
- What are some components that make for appropriate learning environments for special needs students?
- How does socioeconomic status impact student learning and achievement?
- How might labels affect a learner?
- What are some factors to consider when teaching English Language Learners?
- How might students overcome barriers to learning?
- Read various articles on the impact of gender and LGBTQ+ on education.
- Research bullying and LGBTQ+ articles and statistics.

Assessment Evidence

Performance Tasks:

- Identify different preferred processing styles and explain their implications for lesson design.
- Discuss how nature versus nurture affects how students learn.
- Discuss the challenges and rewards of working with special needs students.
- Identify the need for greater understanding and sensitivity for disabled students.
- Define terms in dealing with students in special education.
- Through observations in special education classes, identify special needs and adapted teaching strategies.
- State how ostracism and labeling have negative impacts on the learner.
- Identify the causes, preventions, and treatments of some barriers to learning.
- Chart the characteristics, needs of, and strategies for working with ELL students.
- Create a presentation about special education or a barrier to an age-specific audience.
- Read various scholarly journals on how race impacts education.
- Research historical and current racists practices that lead to inequitable access of quality education.
- Identify and correct aspects of the school's curriculum that is an example of revisionist history.
- Design a unit (student choice) while incorporating diverse perspectives and authors.

Other Evidence:

- Teacher observations
- Informal checks for understanding
- Independent reading/student conferences
- Independent writing/student conferences
- Class discussions
- Collaboration with others
- Group work
- Classwork
- Homework
- Teacher-created tests and quizzes
- Teacher-created multimedia projects

Benchmarks:

Unit 4 Project

Learning Plan

Learning Activities:

Special Education (10-15 days)
Categories of Special Education and History
Distinguish which category of special education matches a given scenario and identify modifications and accommodations. Suggested Handouts: Special Education: Policies, Procedures, and Laws, Special Education: Categories. Special Education: Cards

Guest Speakers (CST, School Psychologist)

Venn Diagram of IEP/504
Students will compare and contrast IEPS and 504s.

Disability Presentation
Students will create a presentation (tri-fold) to display an assigned disability. The presentation must include definition, accommodations, challenges, and what teachers can do to meet the needs to the disability.

Socioeconomic Status (5-6 days)
Data
Students will research educational data correlating socioeconomic status and educational achievement and write a reflection on the result.

School to Prison Pipeline
Students will watch a video on the School to Prison Pipeline and identify school policies and practices that lead to the trend.

School Funding Formulas
Students will review the district's budget and compare with a neighboring district.

Gender & LGBTQ+ (5-8 days)
Read various articles on the impact of gender and LGBTQ+ on education.

Research bullying and LGBTQ+ articles and statistics.

Race and Anti- Racist Practices (8-10 days)
Read various scholarly journals on how race impacts education.

Research historical and current racists practices that lead to inequitable access of quality education.

Identify and correct aspects of the school's curriculum that is an example of revisionist history.
Design a unit (student choice) while incorporating diverse perspectives and authors.

Resources for Anti-Racism
http://www.ascd.org/publications/newsletters/education-update/oct19/vol61/num10/How-to-Be-an-Antiracist-Educator.aspx
https://libguides.usc.edu/c.php?g=744325&p=5908931
https://www.edutopia.org/article/guide-equity-and-antiracism-educators

English Language Learners (2-3 days)
Guest Speakers

Resources:

Social Studies 9-12 Folder

Literature Resources:
Gardner's Multiple Intelligences
Special Education Classifications- NJDOE

Video Resources:
 Rich Hill

Internet Resources:
 NJ School Report Cards
https://www.edutopia.org/
https://nea.org
https://usnews.com
https://cultofpedagogy.teachable.com/
https://edweek.org

Varying Perspectives and Voices:
 Teaching Tolerance Resources

Unit Learning Goal and Scale
(Level 2.0 reflects a minimal level of proficiency)

	Standard(s):
	9.1: (Career and Technical Education) All students will develop career awareness and planning, employability skills, and foundational knowledge necessary for success in the workplace
4.0	**Students will be able to:** • Review a 504 and/or IEP and design a lesson plan that would meet the needs of the student.
3.0	**Students will be able to:** • Compare the educational impact of a 504 and IEP.
2.0	**Students will be able to:** • Identify the Special Education categories.
1.0	**With help, partial success at level 2.0 content and level 3.0 content:**
0.0	**Even with help, no success**

Unit Modifications for Special Population Students	
Advanced Learners	• Create additional and alternative assignments and assessments to create challenge and foster discovery of knowledge. • Provide ample opportunities for creative behavior. • Create assignments that call for original work, independent learning, critical thinking, problem solving, and experimentation. • Show appreciation for creative efforts • Respect unusual questions, ideas, and solutions. • Encourage students to test their ideas. • Provide opportunities and give credit for self-initiated learning. • Avoid overly detailed supervision and too much reliance on prescribed curricula. • Allow time for reflection. *Example of Modification: Teacher will provide Advanced Learner with choice assignments that encourage original work. For example, students would develop and plan a lesson to present to class.*
Struggling Learners	• Facilitate access to review materials and remediation activities through OneNote content library and through online textbook content. • Assist students in getting organized. • Give short directions. • Use drill exercises. • Give prompt cues during student performance. • Let students with poor writing skills use a computer. • Break assignments into small segments and assign only one segment at a time. • Demonstrate skills and have students model them. • Give prompt feedback. • Use continuous assessment to mark students' daily progress. • Prepare materials at varying levels of ability. *Example of Modification: Students will be provided the descriptions of each Special Education categories.*

English Language Learners	• Coordinate with English Language Learner advisor to modify activities where appropriate: http://www.state.nj.us/education/modelcurriculum/ela/ELLSupport.pdf • Use a slow, but natural rate of speech; speak clearly; use shorter sentences; repeat concepts in several ways. • When possible, use pictures, photos, and charts. • Corrections should be limited and appropriate. Do not correct grammar or usage errors in front of the class. • Give honest praise and positive feedback through your voice tones and visual articulation whenever possible. • Encourage students to use language to communicate, allowing them to use their native language to ask/answer questions when they are unable to do so in English. • Integrate students' cultural background into class discussions. • Use cooperative learning where students have opportunities to practice expressing ideas without risking language errors in front of the entire class
Learners with an IEP	Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include: • Variation of time: adapting the time allotted for learning, task completion, or testing • Variation of input: adapting the way instruction is delivered • Variation of output: adapting how a student can respond to instruction • Variation of size: adapting the number of items the student is expected to complete • Modifying the content, process or product Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed here. Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here www.udlguidelines.cast.org
Learners with a 504	• Refer to page four in the Parent and Educator Guide to Section 504 to assist in the development of appropriate plans.	

Interdisciplinary Connections

Indicators:

NJCCS Technology Standards
8.1: (Computer and Information Literacy) All students will use computer applications to gather and organize information in order to solve problems.

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

NJJCCS 21st-Century Life and Careers Standards
9.1: **(**Career and Technical Education) All students will develop career awareness and planning, employability skills, and foundational knowledge necessary for success in the workplace.
9.2: **(**Consumer, Family, and Life Skills) All students will demonstrate critical life skills in order to be functional members of society.

ELA/Literacy-
NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

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NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections 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.

RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

RL.11-12.3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

RL.11-12.7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (e.g., Shakespeare and other authors.)
RL.11-12.9. Demonstrate knowledge of and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.

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

W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

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

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

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

Integration of 21st Century Skills

Indicators:

Within the context of key knowledge instruction, students must also learn the essential skills for success in today's world, such as critical thinking, problem solving, communication and collaboration. Standards are taken from:
http://www.p21.org/storage/documents/docs/P21_Framework_Definitions_New_Logo_2015.pdf

The curriculum includes not only a focus on mastery of key subjects, but also promote understanding of academic content at much higher levels by weaving 21st century interdisciplinary themes into key subjects:

Themes:
Global Awareness
Civic Literacy
Environmental Literacy
Information, Media, and Technology

Skills:
Think Creatively
Work Creatively with Others
Implement Innovations
Critical Thinking and Problem Solving
Communication and Collaboration
Information, Media and Technology Skills

Unit 5 Title: The Science, Art, and Service of Teaching

Unit Description:

In this unit, students will discuss the curriculum, or "what" of teaching, and assessment, ways to determine if students are learning. Then students will gain a broad view of teaching by considering three major facets that are vital to teacher effectiveness- science, art, and service. The science of teaching is instruction, or the "how to"; the art of teaching involves, knowing when and how to use what strategy to teach so that students learn; and the service of teaching is that sometimes intangible approach to all that we do to enhance the lives of students, their families, and our communities. Lastly, we address the development and maintenance of a classroom environment is both positive and productive.

Unit Duration: 3 weeks

Desired Results	
Standard(s):	
New Jersey Student Learning Standards **Career Readiness, Life Literacies, Key Skills**	**English Language Arts Standards**
8.1-2 **9.1-2**	**Reading** NJSLSA.R1. NJSLSA.R2. NJSLSA.R3. NJSLSA.R7. NJSLSA.R8. NJSLSA.R9. **Reading Informational Text** RI.11-12.1 RI.11-12.2 RI.11-12.3 RI.11-12.7 RI.11-12.8 RI.11-12.9 **Writing** NJSLSA.W1 NJSLSA.W2 NJSLSA.W3 NJSLSA.W7 NJSLSA.W8 NJSLSA.W9

Indicators:

Students will identify how to build and maintain a productive and safe learning environment.

Students will evaluate most effective instructional strategies.

Students will design a classroom management philosophy.

Understandings:	Essential Questions:
Students will understand that… ● 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.	● What makes for effective instructional strategies? ● How can questioning be used as an effective instructional strategy to address different levels of thinking? ● How might lecture be used as an effective instructional strategy? ● What are effective means by which an instructor might determine if a learner has mastered the lesson's content? ● How can the use of technology enhance learning? ● What routines and strategies can teachers use to promote desired behavior and to enhance learning? ● What are some characteristics of effective teachers? ● How can one look beyond superficial actions t get at the real basis of behavior and misbehavior, and thus, respond accordingly? ● How might students create lesson plans to incorporate effective instructional strategies? ● How do teachers create a positive learning environment? ● What routines contribute to maintaining a productive classroom environment? ● How do teachers establish expectations, incentives, and consequences? ● How do I develop a classroom management plan?

Assessment Evidence

Performance Tasks:	Other Evidence:
● Through observations, identify procedures for basic classroom routine. ● List ways teachers can create a positive learning environment. ● Discuss the use of social media in the classroom. ● Compare and contrast the different routines and procedures in each level of school. ● Provide examples of effective ways teachers can establish expectations, incentives, and consequences. ● Discuss ways teachers can handle various disciplinary issues in the classroom. ● Define formal curriculum. ● Differentiate between content standards, performance standards (Common Core State Standards), and benchmarks. ● Describe how the government influences what is taught in classrooms. ● Define informal curriculum and provide examples. ● Determine how teachers assess and assign grades. ● Analyze how standardized tests are implemented and how their results are used. ● Identify the characteristics of a highly qualified teacher. ● Recognize strengths and weaknesses of diverse teaching methods and materials. ● Employ strategies for group instruction.	● Teacher observations ● Informal checks for understanding ● Independent reading/student conferences ● Independent writing/student conferences ● Class discussions ● Collaboration with others ● Group work ● Classwork ● Homework ● Teacher-created tests and quizzes ● Teacher-created multimedia projects

- Illustrate questioning strategies effectively in lessons.
- Incorporate lecture into lessons.
- Examine effective and ineffective uses of technology in education.
- Describe various modes of assessment and their role in the educational process.
- Identify strategies that enhance learning based on current brain research.

Benchmarks:

Unit 5 Project

Learning Plan

Learning Activities:

Creating and Maintaining a Positive and Productive Learning Environment (3-5 days)
School Culture Case Studies
Students will read and evaluate various case studies and determine how the teacher can improve their classroom environment.

Classroom Procedures and Management
Discuss and record observations about scenarios and conclude the importance about establishing clear routines.

Classroom Rules
Students will create a poster and list classroom rules they feel are most important.

Curriculum, Assessment, and Accountability (3-5 days)
Standardized Tests Debate
Students will participate in a debate about the use of standardized tests.

Common Core Lesson
Students will create a lesson using the Common Core State Standards.

Rubrics and Assessments
Based on their lesson plan, students will create an assessment to determine growth and rubric to grade students.

The Science, Art, and Service of Teaching (3-5 days)
The Good, the Bad, and OH MY!
After viewing teacher tube clips, discuss the traits and characteristics of 21st century teachers need to possess in order to prepare students to compete locally, nationally, and globally in education.

Silent Graffiti
Using a white board, students reflect and respond to different methods of teaching and the positive or negative learning experience they have had in a classroom.

"Bloom-ing Through Questions"
The teacher will facilitate a class discussion on how to make a smore. Each step the students will write down the instructions. Next, the teacher will ask students to identify, smell and taste the smore. Finally, students will write learning objective on how to build a smore and what it tastes like.

How Do You Know They Know?
Discuss methods of assessment have been used through various levels of education. Students will then create a formal assessment.

Resources:

Social Studies 9-12 Folder

<u>Internet Resources:</u>
 NJ School Report Cards
https://www.edutopia.org/
https://nea.org
https://usnews.com
https://cultofpedagogy.teachable.com/
https://edweek.org

Varying Perspectives and Voices:
 Teaching Tolerance Resources

Unit Learning Goal and Scale
(Level 2.0 reflects a minimal level of proficiency)

Standard(s):
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Unit Modifications for Special Population Students	
Advanced Learners	• Create additional and alternative assignments and assessments to create challenge and foster discovery of knowledge. • Provide ample opportunities for creative behavior. • Create assignments that call for original work, independent learning, critical thinking, problem solving, and experimentation. • Show appreciation for creative efforts • Respect unusual questions, ideas, and solutions. • Encourage students to test their ideas. • Provide opportunities and give credit for self-initiated learning. • Avoid overly detailed supervision and too much reliance on prescribed curricula. • Allow time for reflection. *Example of Modification: Teacher will provide Advanced Learner with choice assignments that encourage original work. For example, students would develop and plan a lesson to present to class.*
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English Language Learners	• Coordinate with English Language Learner advisor to modify activities where appropriate: http://www.state.nj.us/education/modelcurriculum/ela/ELLSupport.pdf • Use a slow, but natural rate of speech; speak clearly; use shorter sentences; repeat concepts in several ways. • When possible, use pictures, photos, and charts. • Corrections should be limited and appropriate. Do not correct grammar or usage errors in front of the class. • Give honest praise and positive feedback through your voice tones and visual articulation whenever possible. • Encourage students to use language to communicate, allowing them to use their native language to ask/answer questions when they are unable to do so in English. • Integrate students' cultural background into class discussions. • Use cooperative learning where students have opportunities to practice expressing ideas without risking language errors in front of the entire class
Learners with an IEP	Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include: • Variation of time: adapting the time allotted for learning, task completion, or testing • Variation of input: adapting the way instruction is delivered • Variation of output: adapting how a student can respond to instruction • Variation of size: adapting the number of items the student is expected to complete • Modifying the content, process or product Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed here. Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here www.udlguidelines.cast.org
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ELA/Literacy-
NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

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NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections 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.

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RL.11-12.3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

RL.11-12.7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (e.g., Shakespeare and other authors.)
RL.11-12.9. Demonstrate knowledge of and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.

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

Integration of 21st Century Skills

Indicators:

Within the context of key knowledge instruction, students must also learn the essential skills for success in today's world, such as critical thinking, problem solving, communication and collaboration. Standards are taken from:
http://www.p21.org/storage/documents/docs/P21_Framework_Definitions_New_Logo_2015.pdf

The curriculum includes not only a focus on mastery of key subjects, but also promote understanding of academic content at much higher levels by weaving 21st century interdisciplinary themes into key subjects:

Themes:
Global Awareness
Civic Literacy
Environmental Literacy
Information, Media, and Technology

Skills:
Think Creatively
Work Creatively with Others
Implement Innovations
Critical Thinking and Problem Solving
Communication and Collaboration
Information, Media and Technology Skills

Unit 6 Title: Education in Practice (Field Experience)

Unit Description:

Students are placed throughout the district schools (elementary and middle) to utilize their skills and knowledge learned throughout the course and to complete their practicum part of the field experience. While students are participating in the field experience, they will be creating a portfolio to illustrate their learning.

Unit Duration: 5-7 weeks

Desired Results

Standard(s):

New Jersey Student Learning Standards Career Readiness, Life Literacies, Key Skills	English Language Arts Standards
8.1-2 **9.1-2**	**Reading** NJSLSA.R1. NJSLSA.R2. NJSLSA.R3. NJSLSA.R7. NJSLSA.R8. NJSLSA.R9. **Reading Informational Text** RI.11-12.1 RI.11-12.2 RI.11-12.3 RI.11-12.7 RI.11-12.8 RI.11-12.9 **Writing** NJSLSA.W1 NJSLSA.W2 NJSLSA.W3 NJSLSA.W7 NJSLSA.W8 NJSLSA.W9

Indicators:
Students will observe a cooperating teacher at the elementary/middle school.

Students will participate in a field experience at the elementary/middle school classroom. Work closely with teacher and students to maximize learning.

Students will reflect on field experience and apply it to a future journey in education.

Understandings:

Students will understand that…

- 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.

Essential Questions:

- What makes for effective instructional strategies?
- How can questioning be used as an effective instructional strategy to address different levels of thinking?
- How might lecture be used as an effective instructional strategy?
- What are effective means by which an instructor might determine if a learner has mastered the lesson's content?
- How can the use of technology enhance learning?
- What routines and strategies can teachers use to promote desired behavior and to enhance learning?
- What are some characteristics of effective teachers?
- How can one look beyond superficial actions t get at the real basis of behavior and misbehavior, and thus, respond accordingly?
- How might students create lesson plans to incorporate effective instructional strategies?
- How do teachers create a positive learning environment?
- What routines contribute to maintaining a productive classroom environment?
- How do teachers establish expectations, incentives, and consequences?
- How do I develop a classroom management plan?

Assessment Evidence

Performance Tasks:

- Students will be completing a comprehensive online portfolio, documenting the field experience.
- Through observations, identify procedures for basic classroom routine.
- List ways teachers can create a positive learning environment.
- Discuss the use of social media in the classroom.
- Compare and contrast the different routines and procedures in each level of school.
- Provide examples of effective ways teachers can establish expectations, incentives, and consequences.
- Discuss ways teachers can handle various disciplinary issues in the classroom.
- Define formal curriculum.
- Differentiate between content standards, performance standards (Common Core State Standards), and benchmarks.
- Describe how the government influences what is taught in classrooms.
- Define informal curriculum and provide examples.
- Determine how teachers assess and assign grades.
- Analyze how standardized tests are implemented and how their results are used.
- Identify the characteristics of a highly qualified teacher.

Other Evidence:

- Teacher observations
- Informal checks for understanding
- Independent reading/student conferences
- Independent writing/student conferences
- Class discussions
- Collaboration with others
- Group work
- Classwork
- Homework
- Teacher-created tests and quizzes
- Teacher-created multimedia projects

- Recognize strengths and weaknesses of diverse teaching methods and materials.
- Employ strategies for group instruction.
- Illustrate questioning strategies effectively in lessons.
- Incorporate lecture into lessons.
- Examine effective and ineffective uses of technology in education.
- Describe various modes of assessment and their role in the educational process.
- Identify strategies that enhance learning based on current brain research.

Benchmarks:

Unit 6 Project (Portfolio)

Learning Plan

Learning Activities:

Field Experience Internship Portfolio (Weebly.com)
Students will create a Field Experience Portfolio using the following categories:
- Draw a design of the classroom
- Profile the school
- Class Profile
- Lesson plans
- Profile on cooperating teacher
- Essay on best experience
- Essay on worst experience
- List of good ideas you have learned from your field experience
- Photo of activities
- Student work

Resources:

Social Studies 9-12 Folder

Internet Resources:
 NJ School Report Cards
 Weebly.com
https://www.edutopia.org/
https://nea.org
https://usnews.com
https://cultofpedagogy.teachable.com/
https://edweek.org

Varying Perspectives and Voices:
 Teaching Tolerance Resources

Unit Learning Goal and Scale
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