Unit 0: Experiencing the Classroom/Application and Instruction

Content Area: **English**
Course(s): **Generic Course**
Time Period: **Marking Period 1**
Length: **14 days**
Status: **Published**

Standards

LA.W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LA.W.11-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
LA.W.11-12.6	Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
LA.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.
LA.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).
LA.W.11-12.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
LA.RI.11-12.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
LA.RI.11-12.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
LA.RI.11-12.7	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
LA.SL.11-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
LA.SL.11-12.1.A	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.
LA.SL.11-12.1.B	Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed.
LA.SL.11-12.1.C	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.
LA.SL.11-12.1.D	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.
LA.SL.11-12.4	Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
LA.SL.11-12.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
LA.11-12.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.
TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
TECH.9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
TECH.9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
TECH.9.4.12.IML.1	Compare search browsers and recognize features that allow for filtering of information.
TECH.9.4.12.IML.8	Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).

English Standards

Transfer Goals and Career Ready Practices

- Organize and deliver lessons to students that are creative, effective and engaging.

Concepts

Essential Questions

- How can students combine all that they have learned about the learner, the school, the teacher, and

the art of teaching to assist a model teacher in his/her classroom?

Understandings

Students will be able to understand that...

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

Critical Knowledge and Skills

Knowledge

Students will know:

- classroom pragmatics
- cooperating teacher
- reflection
- global work place

Skills

Students will be able to:

1) Create a Field Experience Portfolio using the following categories:

- Draw a design of the classroom
- Profile of the school
- Class Profile
- Lesson Plans
- Profile on cooperating teacher
- Essay on best experience
- Essay on worst experience
- List of good ideas you have learned from your field experience
- Photos of activities
- Student work

Assessment and Resources

School Formative Assessment Plan (Other Evidence)
- Homework
- Classwork
- Projects
- Presentations
- Reflections
- Journals

School Summative Assessment Plan
- Projects and class presentations

Primary Resources
- Experiencing Education, Eleventh Edition

Supplementary Resources
- YouTube
- Experiencing Education video portal
- Guest Speakers

Technology Integration and Differentiated Instruction

Technology Integration

- **Google Products**

  - Google Classroom - Used for daily interactions with the students covering a vast majority of different educational resources (Daily Notes, Exit Tickets, Classroom Polls, Quick Checks, Additional Resources/ Support, Homework, etc.)
  - GAFE (Google Apps For Education) - Using various programs connected with Google to collaborate within the district, co-teachers, grade level partner teacher, and with students to stay connected with the content that is covered within the topic. Used to collect data in real time and see results upon completion of the assignments to allow for 21st century learning.

- **One to One Student's laptop**

  - All students within the West Deptford School District are given a computer, allowing for 21st century learning to occur within every lesson/topic.

- **Additional Support Videos**

The videos below are just examples of videos that can be used to support each of the Lessons within this Topic.

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Differentiated Instruction

Gifted Students (N.J.A.C.6A:8-3.1)

❏   Within each lesson, the Gifted Students are given choice on topic and subject matter allowing them to explore interests appropriate to their abilities, areas of interest and other courses.

English Language Learners (N.J.A.C.6A:15)

❏   Within each lesson, the English Language Learners are given choice of topic and resources so that their materials are within their ability to grasp the language.

❏   All assignments have been created in the student's native language.

❏   Work with ELL Teacher to allow for all assignments to be completed with extra time.

At-Risk Students (N.J.A.C.6A:8-4.3c)

❏ Within each lesson, the at-risk students are given choice of topic and resources so that their materials are within their ability level and high-interest.

Special Education Students (N.J.A.C.6A:8-3.1)

❏ Within each lesson, special education students are given choice of topic and resources so that their materials are within their ability level and high-interest.

❏ All content will be modeled with examples and all essays are built on a step-by-step basis so modifications for assignments in small chunks are met.

All other IEP modifications will be honored (ie. hard copies of notes, directions restated, etc.)

Interdisciplinary Connections

MATH -

SCIENCE -

SOCIAL STUDIES - .

WORLD LANGUAGES -

VISUAL/PERFORMING ARTS -

APPLIED TECHNOLOGY -

BUSINESS EDUCATION -

GLOBAL AWARENESS - Students are placed throughout the district to utilize their skills and knowledge learned throughout this course and to complete their practicum part of the field experience.

Learning Plan / Pacing Guide

Mandatory Activity:

Field Experience Internship

Students are placed throughout district schools to utilize their skills and knowledge learned throughout the

course and to complete their practicum part of the field experience. On average, field experience internship is 14 days if using block scheduling and 21 days if on a traditional schedule.

Create folders for Teacher Cadets, Cooperating Teachers, and Principals including the following:

Suggested Handouts:

- Field Experience Preference Form for Placement
- Guidelines for the Cooperating Teacher
- Request to Schedule Full-Day with Cooperating Teacher
- Contact Sheet from Teacher Cadet to Cooperating Teacher
- Contact Sheet from Cooperating Teacher to Teacher Cadet
- Teacher Cadet Letter of Introduction to Cooperating Teacher
- Field Experience Attendance Record
- Lesson Plan Requirements
- Self-Evaluation of the Lesson Plan
- Guidelines for the Teacher Cadets
- Lesson Evaluations
- Evaluation of Teacher Cadet by Cooperating Teacher
- Teacher Cadet Daily Reflective Journal Entry Requirements and Questions
- Field Experience Portfolio Requirements
- Field Experience Portfolio Evaluation

Assessments:

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

Unit 1: Experiencing Learning - Awareness and Reflection

Content Area: **English**
Course(s):   **Generic Course**
Time Period: **Marking Period 1**
Length: **30 days**
Status: **Published**

Standards

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English Standards

Transfer Goals and Career Ready Practices

Transfer Goals

- Students will gain insight into their own unique learning abilities and be able to develop an understanding of what needs their future students may have.

Concepts

Essential Questions

- How important is self-esteem?
- How might we teach children about the importance of self esteem?
- What are my values and the values of my classroom?
- What are some elements of self esteem?
- What does children's literature teach us about self concepts?
- What have we accomplished?
- What is the connection between self esteem and academic achievement?
- Who are we as a classroom community, as individuals, and group members?

Understandings

Students will be able to understand that...

- A lifelong learner can improve academic performance by identifying their own strengths and weaknesses and can achieve individual success by using self-reflection to evaluate one's self as an individual, learner, and community member.
- Teacher instruction and modeled behavior must promote an environment that enhances a student's ability to grow and perform personally and academically.

Critical Knowledge and Skills

Knowledge

Students will know:

- self exploration
- autoniographical essay
- individual learner
- community
- self-esteem
- phony vs. earned self-esteem

Skills

Students will be able to:

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

Assessment and Resources

School Formative Assessment Plan (Other Evidence)
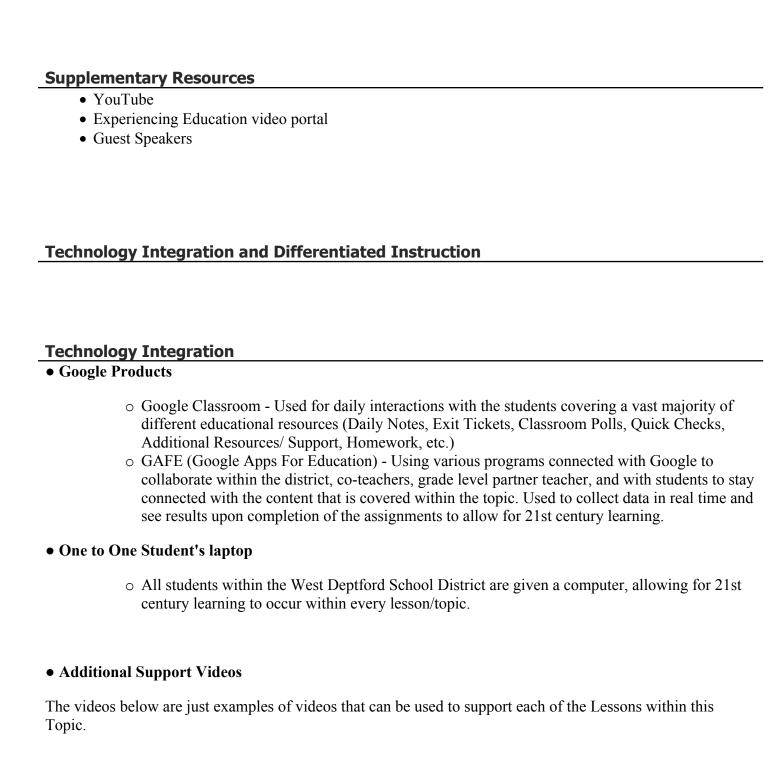
- Homework
- Classwork
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- Presentations
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School Summative Assessment Plan

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Primary Resources

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Supplementary Resources
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Technology Integration and Differentiated Instruction

Technology Integration

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❏ All assignments have been created in the student's native language.

❏ Work with ELL Teacher to allow for all assignments to be completed with extra time.

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Special Education Students (N.J.A.C.6A:8-3.1)

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❏ All content will be modeled with examples and all essays are built on a step-by-step basis so modifications for assignments in small chunks are met.

All other IEP modifications will be honored (ie. hard copies of notes, directions restated, etc.)

Interdisciplinary Connections

MATH -

SCIENCE -

SOCIAL STUDIES - Students will create a Coat of Arms/shield or a quilt square to self explore and examine persoanl characteristics using self reflective questions. The history and meaning of a Coat of Arms and also of the historical relevance of quilt squares will be discussed prior to the activity.

WORLD LANGUAGES -

VISUAL/PERFORMING ARTS - Create a dramatic skit using different formats addressing self-esteem.

APPLIED TECHNOLOGY -

BUSINESS EDUCATION -

GLOBAL AWARENESS -

Learning Plan / Pacing Guide

Mandatory Activities:

Coat of Arms/Shield or Quilt Squares

Create either a coat of arms/shield or a quilt square to self-explore and examine personal characteristics using self-reflective questions.

Suggested Handouts:

- Coat of Arms Template
- Quilt Squares Template

Scavenger Hunt

Prepare a five-minute oral presentation using a brown bag as a prop containing words, pictures, and objects that represent themselves as individuals, gender, community members, etc.

Suggested Handout:

- Directions for Bags and Presentations

Realizing My Powers

Write an essay, and present to the class five successful experiences that a student has had thus far.

Suggested Handout:

- Realizing My Powers: List of Successes

Full Pot, According to Virginia Satir

Read Virginia Satir's philosophy on self-esteem.

Suggested Handouts:

- Self-Worth: The Pot Nobody Watches
- Questions: Points about pot
- Dr. William Purkey's Overview of Self-Concept Theory
- A Word Is Worth a Thousand Pictures

Children's Book on Self-Esteem

Recognize how children's literature influences self-concept through the creation of a PowerPoint or Prezi presentation on a selected book.

Suggested Handout:

- Children's Self-Esteem Book List

The Self-Esteem Fraud

Students will bring a "snippet" from children's literature for interpretation and significance to self-esteem and achievement.

Suggested Handout:

- The Self-Esteem Fraud: Feel-Good Education Does Not Lead to Academic Success

Culminating Activity:

From Stories to Puppet Theaters

Create a dramatic skit using different formats addressing self-esteem.

Suggested Handouts:

- Development of Skit
- Creating a Puppet Show
- Creating a Dramatic Skit
- Creating a Big Book

Optional Activities:

- Through the Eyes of a Friend

- Me From All Angles

Unit 2: Experiencing Learning/Styles, Needs, Growth and Development

Content Area: **English**
Course(s): **Generic Course**
Time Period: **Marking Period 2**
Length: **44 days**
Status: **Published**

Standards

TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
TECH.9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
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TECH.9.4.12.IML.1	Compare search browsers and recognize features that allow for filtering of information.
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English Standards

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LA.11-12.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.

Transfer Goals and Career Ready Practices

Transfer Goals

- Maintain awareness of developmental stages and the relevance of those particular stages in reference to material being presented to students of all funcitoning and maturational levels.

Concepts

Essential Questions

- ● How are terms related to special education helpful in dealing with students with special needs?
- ● How dependent are we on language? To what degree does language influence culture and vice versa?
- ● How do human needs influence learners and learning?
- ● How do manipulative(s) facilitate learning?
- ● How might knowledge of preferred processing styles affect lesson design?
- ● How might labels affect a learner?
- ● How might special needs and exceptionalities affect a person?
- ● How might students overcome barriers to learning?
- ● How might the barriers to learning be overcome?
- ● How much does hemispheric preference affect learning style?
- ● In what ways do Piaget's finding aid teaching and instruction?
- ● In what ways has my "growing up" experience reflected different stages of physical, cognitive, moral, and social development?
- ● What are some benchmarks of physical growth?
- ● What are some characteristics and stages of normal development?
- ● What are some components that make for appropriate learning environments for special needs students?
- ● What are some factors to consider when teaching English Language Learners?
- ● What are some key elements for each of the multiple intelligences?
- ● What are some traits and capabilities of children ages birth to 1, 1 to 2, 2 to3, and 3 to 5?
- ● What are the factors that contribute to stress for children? What are some results of children being stressed?
- ● What does Erikson have to say about social development?
- ● What factors contribute to learning in adolescents?
- ● What factors contribute to learning in children, ages 6-10?
- ● What factors contribute to learning in pre-adolescents and adolescents?
- ● What is significant about children at play?
- ● What might be of help to troubled teens?

Understandings

Students will be able to 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 difference

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

Critical Knowledge and Skills

Knowledge

Students will know:

- differentiated intruction
- multiple intlligences
- hemispheric preference
- psychosocial stages
- Erikson
- Piaget
- mainpulatives
- pre-adolescent
- adolescent
- physical development
- cognitive development
- moral development
- social development
- Vygotsky
- kinesthetic learning
- Maslow's Heirarchy of Needs
- ESOL

Skills

Students will be able to:

- Identify different preferred processing styles and explain their implications for lesson design.
- 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.
- 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.
- Identify physical developmental characteristics and stages from birth through age eighteen.
- Identify cognitive developmental characteristics and stages.
- Discuss some characteristics and stages of moral development.
- Describe psychosocial developmental characteristics and stages.
- Explain developmental characteristics of language and social cognition in the transference of knowledge and culture.
- Recognize evidence that Piaget and Vygotsky's theories are sound.
- Identify stages of development and play from birth to five years old.
- Identify various types of play of preschool children and the significance of their play.
- Investigate different types of manipulatives that facilitate learning.
- Identify ways in which children are pushed beyond age-appropriate physical, cognitive, moral, and psychosocial levels of development.
- Through elementary school observations, identify characteristic stages of development in children, ages six to ten.
- Through middle school observations, identify characteristic stages of development in children who are pre-adolescent and adolescent learners.
- Through high school observations, identify characteristic stages of development in adolescent learners.
- Design a manipulative or game suitable for hands-on kinesthetic learning for preschool or elementary school children.
- Discuss solutions to problems that teenagers frequently face.
- Synthesize information about physical, cognitive, cognitive, moral, and social development as they apply it to their own lives.

Assessment and Resources

School Formative Assessment Plan (Other Evidence)

- homework
- classwork
- projects
- presentations
- reflections
- journals
- essays
- discussions

School Summative Assessment Plan

- projects and class presentations

Primary Resources

- *Experiencing Education*, 11th Edition

Supplementary Resources

- Youtube
- Experiencing Education Video Portal
- Guest Speakers

Technology Integration and Differentiated Instruction

Technology Integration

● **Google Products**

  o Google Classroom - Used for daily interactions with the students covering a vast majority of different educational resources (Daily Notes, Exit Tickets, Classroom Polls, Quick Checks,

Additional Resources/ Support, Homework, etc.)
o GAFE (Google Apps For Education) - Using various programs connected with Google to collaborate within the district, co-teachers, grade level partner teacher, and with students to stay connected with the content that is covered within the topic. Used to collect data in real time and see results upon completion of the assignments to allow for 21st century learning.

● **One to One Student's laptop**

o All students within the West Deptford School District are given a computer, allowing for 21st century learning to occur within every lesson/topic.

● **Additional Support Videos**

The videos below are just examples of videos that can be used to support each of the Lessons within this Topic.

Differentiated Instruction

Gifted Students (N.J.A.C.6A:8-3.1)

❏   Within each lesson, the Gifted Students are given choice on topic and subject matter allowing them to explore interests appropriate to their abilities, areas of interest and other courses.

English Language Learners (N.J.A.C.6A:15)

❏   Within each lesson, the English Language Learners are given choice of topic and resources so that their materials are within their ability to grasp the language.

❏   All assignments have been created in the student's native language.

❏   Work with ELL Teacher to allow for all assignments to be completed with extra time.

At-Risk Students (N.J.A.C.6A:8-4.3c)

❏   Within each lesson, the at-risk students are given choice of topic and resources so that their materials are within their ability level and high-interest.

Special Education Students (N.J.A.C.6A:8-3.1)

❏   Within each lesson, special education students are given choice of topic and resources so that their materials are within their ability level and high-interest.

❏   All content will be modeled with examples and all essays are built on a step-by-step basis so modifications for assignments in small chunks are met.

All other IEP modifications will be honored (ie. hard copies of notes, directions restated, etc.)

Interdisciplinary Connections

MATH -

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

SOCIAL STUDIES -

WORLD LANGUAGES -

VISUAL/PERFORMING ARTS - Create a picture cube by using pictures from all stages of develpment. Students will present their cube to the class.

APPLIED TECHNOLOGY -

BUSINESS EDUCATION -

GLOBAL AWARENESS - Complete an analaytical/global inventory checklist to help students determine learning preferences.

Learning Plan / Pacing Guide

Mandatory Activities:

Preferred Processing Styles

Complete questionnaires to identify individual preferred processing styles.

Suggested Handouts:

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

Gardner's Multiple Intelligences

Discuss how people assess themselves using multiple intelligence inventories.

Suggested Handouts:

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

Analytical and Global Learning Preferences

Complete an analytical/global inventory check list to help students determine their learning preferences.

Suggested Handouts:

- Analytical/Global Inventory
- Analytical/Global Analysis

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<u>Maslow's Hierarchy of Needs</u>

Using a whiteboard or flip chart, brainstorm how human needs influence learners and learning.

Suggested Handout:

- Understanding Maslow's Hierarchy of Needs

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<u>A Wicket's Wad</u>

Read copies of the *Wicket's Wad* and have students write a reflective response to understanding learning with special needs.

Suggested Handout:

- A Wicket's Wad

<u>Walking in Somebody Else's Shoes</u>

Role play to demonstrate the challenges and frustrations associated with various learning and physical disabilities.

<u>Categories of Special Education</u>

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

<u>Fishbowl Labels</u>

Place various labels on students' foreheads and role-play to help identify ostracism.

Suggested Handout:

- Label Suggestions

<u>Focus on 11 Major Barriers to Learning</u>

Employ a Jigsaw method of instruction where groups become experts on seven topics of barriers and prepare a mini lesson for the class.

Suggested Handout:

- Barriers to Learning

English Language Learners

Oral report informing classmates on ELL subtopics.

Suggested Handouts:

- Topic Strips for ELL information
- ELL Basics: Questions
- ELL Information
- Making a Classroom Multicultural Sensitive

Physical Development

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

Suggested Handouts:

- Physical Development
- My Physical Growth

Cognitive Development

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

Suggested Handouts:

- Four Stages of Cognitive Development

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

<u>Moral Development</u>

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

Suggested Handouts:

- Directions for values auction and Bidder's Sheet
- Kohlberg's Theory of Moral Development
- Scenarios regarding moral development

- What to Do? Moral decisions on prom night

<u>Social Development</u>

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

Suggested Handouts:

- Erikson: Timeline Task

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

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

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

Suggested Handout:

- Social Cognitive Development: Lev Vygotsky

<u>Observing Play/Play Day</u>

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

Suggested Handouts:

- Children's Play: Purposes, Types, Advice

Making Manipulative(s)

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

Suggested Handout:

- Instructions for Making Manipulatives

The Hurried Child

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

Suggested Handouts:

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

Proactive Parents of Troubled Teens:

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

Suggested Handout:

- Troubled Teen Worksheet

Culminating Activity:

Barrier Books

Create a book, broadcast, or commercial on how students might overcome barriers to learning.

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

Cadet Preschool Model or Booklet

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

Suggested Handouts:

- Cadet Preschool Handout
- What to Look for in a Preschool

- Stages of Development – From Birth to Age Six

<u>What's a Parent to Do?</u>

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

Suggested Handout:

- Parenting Elementary-Aged Children

<u>Pre-Adolescent / Adolescent Literature</u>

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

Suggested Handouts:

- Suggested Short Stories and Novels About Adolescents

<u>Lifelines</u>

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

Optional Activities:

- Learning Disabilities Portrayed in F.A.T City Video
- Special Attractions: Videos about Special Education and Barriers to Learning
- A Trip to the Toy Store
- Reporting on *All Grown Up* and *No Place to Go*
- Video: *Teens: What Makes Them Tick?*

Assessments:

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

<u>Special Education Classroom Observation</u>

Unit 3: Experiencing the Classroom: Observation, Preparation, Structure, Governance

Content Area: **English**
Course(s): **Generic Course**
Time Period: **Marking Period 3**
Length: **44 days**
Status: **Published**

Standards

TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
TECH.9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
TECH.9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
TECH.9.4.12.IML.1	Compare search browsers and recognize features that allow for filtering of information.
TECH.9.4.12.IML.8	Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).

English Standards

LA.W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LA.W.11-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
LA.W.11-12.6	Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
LA.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.
LA.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).
LA.W.11-12.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
LA.RI.11-12.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

LA.RI.11-12.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
LA.RI.11-12.7	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
LA.SL.11-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
LA.SL.11-12.1.A	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.
LA.SL.11-12.1.B	Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed.
LA.SL.11-12.1.C	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.
LA.SL.11-12.1.D	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.
LA.SL.11-12.4	Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
LA.SL.11-12.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
LA.11-12.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.

Transfer Goals and Career Ready Practices

Transfer Goals

- Think critically about ways to integrate best teaching practices in order to provide the best learning environment for all students.

Concepts

Essential Questions

- ● How can human beings maximize the use of their brains when thinking, learning, and remembering?

- ● How can one look beyond superficial actions to get at the real basis of behavior and misbehavior, and thus, respond accordingly?

- ● How can questioning be used as an effective instructional strategy to address different levels of thinking?

- ● How can the use of technology enhance learning?

- ● How has workplace preparation become a part of public schools?

- ● How might lecture be used as an effective instructional strategy?

- ● How might students create lesson plans to incorporate effective instructional strategies?

- ● In what ways do all school employees contribute to the governance and culture of a school?

- ● In what ways does the district office staff influence the schools?

- ● What are effective means by which an instructor might determine if a learner has mastered the lesson's content?

- ● What are some characteristics of outstanding teachers?

- ● What educational choices create advantages and disadvantages for students and society?

- ● What is best for learners?

- ● What makes for effective instructional strategies?

- ● Who makes decisions in the educational systems?

Understandings

The 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.
- Being well informed to the norms, values, predispositions, and routines of the organization, principals and district superintendents are recruited from the ranks of practice to administer and make policy for district schools. Public school systems are designed in ways that enable them to respond to the demands of and reforms in education.

Critical Knowledge and Skills

Knowledge
Students will know:

- diverse teaching strategies
- 21st Century Global Community
- lesson plans
- instructional strategies
- technology enhanced learning
- modes of assessment
- classroom routines
- effective teachers
- questioning strategies
- highly qualified teacher
- values
- predispositions
- public education
- educational law
- school culture

Skills
Students will be able to:

- Identify the characteristics of a highly qualified teacher.
- Recognize strengths and weaknesses of diverse teaching methods and materials.
- Employ strategies for group instructions.
- Illustrate questioning strategies effectively in lessons.
- Incorporate lecture into lessons effectively.
- 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.
- Design procedures for basic classroom routines.
- Prepare and present a peer lesson plan.
- Identify traits of effective teachers
- Analyze alternatives to public education
- Examine school programs and initiatives that prepare pupils for the demands of the modern workplace
- Identify how schools are governed at the federal, state, and local levels
- Demonstrate elements that make up an ideal school.

- Research and debate a variety of educational issues that affect our schools.

Assessment and Resources

School Formative Assessment Plan (Other Evidence)
- homework
- classwork
- projects
- presentations
- reflections
- journals
- essays
- discussions

School Summative Assessment Plan
- Projects and class presentations

Primary Resources
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Supplementary Resources
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Technology Integration and Differentiated Instruction

Technology Integration

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  ○ All students within the West Deptford School District are given a computer, allowing for 21st century learning to occur within every lesson/topic.

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The videos below are just examples of videos that can be used to support each of the Lessons within this Topic.

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❏   Within each lesson, the Gifted Students are given choice on topic and subject matter allowing them to explore interests appropriate to their abilities, areas of interest and other courses.

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❏   All assignments have been created in the student's native language.

❑   Work with ELL Teacher to allow for all assignments to be completed with extra time.

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❑   Within each lesson, special education students are given choice of topic and resources so that their materials are within their ability level and high-interest.

❑   All content will be modeled with examples and all essays are built on a step-by-step basis so modifications for assignments in small chunks are met.

All other IEP modifications will be honored (ie. hard copies of notes, directions restated, etc.)

Interdisciplinary Connections

MATH -

SCIENCE - Discuss ways to enhance classroom instruction by using brain based learning.

SOCIAL STUDIES - Students will view the video, *Teaching Over Time.* Studens will create a timeline of education.

WORLD LANGUAGES -

VISUAL/PERFORMING ARTS -

APPLIED TECHNOLOGY - Use the "Jigsaw" method to research different techonology that is integrated within the classroom. Students will lead a discussion on the benefits and drawbacks of incorprating technology into instruction.

BUSINESS EDUCATION -

GLOBAL AWARENESS - iscuss the traits and characteristics 21st Century teachers need to possess in order to prepare students to compete locally, nationally, and globally in education. Prompt with teacher generated questions.

Activities and Assessments:

Mandatory Activities:

The Good, the Bad, and OH MY!

Introduce this lesson by showing Teacher Tube video clips. Discuss the traits and characteristics 21st Century teachers need to possess in order to prepare students to compete locally, nationally, and globally in education. Prompt with teacher generated questions.

Suggested Handout:

- Top Teachers

An Overview of Methodology: Silent Graffiti

Using a white board, flip chart, or other technology, students reflect and respond to different methods of teaching and the positive or negative learning experience they have had in a classroom. The teacher will lead the discussion with sample questions.

Suggested Handout:

- Advantages and Disadvantages of Methodologies

Groups: We Can Work It Out

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

Suggested Handout:

- An Overview of Cooperative Learning Structure

Questioning Techniques:"Bloom-ing Through Questions"

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

Suggested Handouts:

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

- Questioning Strategies

Lecture: More than a Monologue

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

Suggested Handout:

- Tips for Effective Lectures

High Tech Teaching

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

Suggested Handouts:

- Recommended Web Sites
- Evaluating a Web Site

Assessment: How do you Know They Know?

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

Suggested Handouts:

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

Brain-Based Learning

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

Suggested Handouts:

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

Classroom Procedures and Management

Through role-playing various scenarios, students share and record observations about the scenarios and conclude the importance about establishing clear routines.

Suggested Handouts:

- How May a Teacher Handle the Following Classroom Procedures
- Establishing Classroom Procedures
- What's Behind the Behavior? Strategies for Common Classroom Characters
- Improving Discipline: Guiding Principles
- Improving Discipline: Discussion Questions

Student-Created Lesson

Students will prepare and teach short lessons to their peers, including lessons in science, math, and foreign language.

Suggested Handouts:

- Lesson Plan Format –Teachers discretion to use district template or format in the CERRA teacher and student edition.

NJ Curriculum – Discovering Educational Roots

Discuss "Educational Trends in America." In groups, students will create a comprehensive, two–tiered timeline banner of the history of education in the United States and New Jersey. Illustrations and major historical events should be included. The video, *Teaching Over Time*, may be shown as a supplemental resource.

Suggested Handouts:

- History of Education-An Overview
- Education Trends in America
- Ten Reasons for Slow Growth of a Statewide Public School System
- Guide for Assigning Time Periods for the History of Schools Timeline
- History of NJ Public Education Timeline

Educational Philosophy

Debate the strengths and weaknesses of each school of philosophy. When complete, have students develop their own personal educational philosophy and share it with the class.

Suggested Handouts:

- Six Schools of Educational Philosophy
- Research a Philosopher

- Analysis of Educational Philosophies
- My Educational Philosophy

NJ Curriculum – Integration: Separate but (UnEqual)

Through viewing videos such as, *Lean on Me*, and reading articles on integrating in NJ schools, explain and discuss how segregation affects our schools.

Suggested Handouts:

- Article - "1943: School Spirit"
- Article - "Black History Month – Integrating Jersey's Schools"

Culminating Activity:

Seven Gifts for Teachers That Will Last a Lifetime

Write a letter to a teacher praising him/her for demonstrating professionalism.

Suggested Handout:

- Seven Gifts for Teachers That Will Last a Lifetime

NJ Curriculum –The Little Red Schoolhouse and the Pony Express: Educational Reform

Lead a discussion to compare and contrast changes in society and in schools. Possibly visit a one-room schoolhouse or invite a local historian to speak to students about school days from the past.

Suggested Handouts:

- List of One-Room Schoolhouses in New Jersey Area
- Article – "The Pony Express – Lesson from Modern Day Educators"
- Changes in Society in One to Two Generations
- Changes in Schools
- Educational Paradigm Shifts

Technological Changes

Optional Activities:

- Being a Teacher Hollywood Style
- Caught in the Act
- Teachers: Yesterday and Today
- Game: "I Have, Who Has"
- Game: "Card Sort of Educational Terms"

- That Was Then – And Then – And Then
- Changes in American Education

- Changing Our Comfort Zone

-

Assessments:

- Teacher-generated rubrics
- Tests
- Reflective journal entries
- Discussions
- Essays
- Debates
- Projects/presentations

-

Unit 4: Experiencing Education/Analysis, Reflection, Ethics and Professionalism

Content Area: **English**
Course(s): **Generic Course**
Time Period: **Marking Period 4**
Length: **44 days**
Status: **Published**

Standards

TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
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TECH.9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
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English Standards

LA.W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
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LA.RI.11-12.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

LA.RI.11-12.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
LA.RI.11-12.7	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
LA.SL.11-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
LA.SL.11-12.1.A	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.
LA.SL.11-12.1.B	Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed.
LA.SL.11-12.1.C	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.
LA.SL.11-12.1.D	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.
LA.SL.11-12.4	Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
LA.SL.11-12.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
LA.11-12.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.

Transfer Goals and Career Ready Practices

Transfer Goals
- Incorporate best teaching practices in order to meet the needs of all students.
- Understand how and why leadership is important both inside and outside of the classroom.

Concepts

Essential Questions

- ● How can lessons in science, math, and foreign language not only build learners' skills in these subjects, but also build interest in teaching in these critical need areas?

- ● How can teachers effect change and exhibit leadership in their own communities?

- ● How may the Teacher Cadet experience be enhanced, especially through analysis of and reflection on the work of others, as well as on the Cadet's own work?

- ● What basic rights do/should teachers have?

- ● Who advocates for educators, and what resources are available to educators?

Understandings

The students will be able to understand that...

- In applying instructional objectives, teachers must consider all stages of development, learning needs, accommodations (physical, social, and personal) to aid in the learning process.

  Analysis and reflection must be a consistent approach in development of the classroom and teaching experience.

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

Critical Knowledge and Skills

Knowledge

Students will know:

- Teacher Cadet
- accommodations
- learning needs
- Teacher's' Bill of Rights
- Professional Organizations
- Leadership
- Advocate

Skills

Students will be able to:

- Educators must bear the responsibility of effecting change and exhibiting leadership in their schools and communities.
- Create a lesson in math, science, and foreign language.
- Analyze educational activities in both oral and written formats.

Assessment and Resources

School Formative Assessment Plan (Other Evidence)

- homework
- classwork
- projects
- presentations
- reflections
- journals
- essays
- discussions

School Summative Assessment Plan

- Projects and class presentations

Primary Resources

- *Experiencing Educations,* 11th Edition

Supplementary Resources

- Youtube
- Experiencing Education Video Portal
- Guest Speakers
- Kahoot

Technology Integration and Differentiated Instruction

Technology Integration

- **Google Products**

  - Google Classroom - Used for daily interactions with the students covering a vast majority of different educational resources (Daily Notes, Exit Tickets, Classroom Polls, Quick Checks, Additional Resources/ Support, Homework, etc.)
  - GAFE (Google Apps For Education) - Using various programs connected with Google to collaborate within the district, co-teachers, grade level partner teacher, and with students to stay connected with the content that is covered within the topic. Used to collect data in real time and see results upon completion of the assignments to allow for 21st century learning.

- **One to One Student's laptop**

  - All students within the West Deptford School District are given a computer, allowing for 21st century learning to occur within every lesson/topic.

- **Additional Support Videos**

The videos below are just examples of videos that can be used to support each of the Lessons within this Topic.

Differentiated Instruction

Gifted Students (N.J.A.C.6A:8-3.1)

❏   Within each lesson, the Gifted Students are given choice on topic and subject matter allowing them to explore interests appropriate to their abilities, areas of interest and other courses.

English Language Learners (N.J.A.C.6A:15)

❏   Within each lesson, the English Language Learners are given choice of topic and resources so that their materials are within their ability to grasp the language.

❏   All assignments have been created in the student's native language.

❏   Work with ELL Teacher to allow for all assignments to be completed with extra time.

At-Risk Students (N.J.A.C.6A:8-4.3c)

❏   Within each lesson, the at-risk students are given choice of topic and resources so that their materials are within their ability level and high-interest.

Special Education Students (N.J.A.C.6A:8-3.1)

❏   Within each lesson, special education students are given choice of topic and resources so that their materials are within their ability level and high-interest.

❏   All content will be modeled with examples and all essays are built on a step-by-step basis so modifications for assignments in small chunks are met.

All other IEP modifications will be honored (ie. hard copies of notes, directions restated, etc.)

Interdisciplinary Connections

MATH -

SCIENCE -

SOCIAL STUDIES - Students will work in small groups to derive a "Teacher's Bill of Rights" by which they would abide by as a future teacher.

WORLD LANGUAGES -

VISUAL/PERFORMING ARTS - Studens will present a lesson of their own choosing to the class.

APPLIED TECHNOLOGY -

BUSINESS EDUCATION -

GLOBAL AWARENESS -

Learning Plan / Pacing Guide

-

Mandatory Activities:

NJ Curriculum – Discovering Educational Roots

Discuss "Educational Trends in America." In groups, students will create a comprehensive, two–tiered timeline banner of the history of education in the United States and New Jersey. Illustrations and major historical events should be included. The video, *Teaching Over Time*, may be shown as a supplemental resource.

Suggested Handouts:

- History of Education-An Overview
- Education Trends in America
- Ten Reasons for Slow Growth of a Statewide Public School System
- Guide for Assigning Time Periods for the History of Schools Timeline
- History of NJ Public Education Timeline

Educational Philosophy

Debate the strengths and weaknesses of each school of philosophy. When complete, have students develop their own personal educational philosophy and share it with the class.

Suggested Handouts:

- Six Schools of Educational Philosophy
- Research a Philosopher
- Analysis of Educational Philosophies
- My Educational Philosophy

-

NJ Curriculum – Integration: Separate but (UnEqual)

Through viewing videos such as, *Lean on Me*, and reading articles on integrating in NJ schools, explain and discuss how segregation affects our schools.

Suggested Handouts:

- Article - "1943: School Spirit"
- Article - "Black History Month – Integrating Jersey's Schools"

The Teacher's Bill of Rights

Generate a list of rights that teachers should have.

Suggested Handout:

- Teacher's Bill of Rights

Teacher as Change Agent

Create a class blog discussing the ways teachers can effect change and exhibit leadership.

Hero Advocates for Educators

Brainstorm the types of professional organizations available to teachers and the benefits of membership in them.

Suggested Handout:

- Starter List of Professional Organization Web Sites

The Teacher's Bill of Rights

Generate a list of rights that teachers should have.

Suggested Handout:

- Teacher's Bill of Rights

Optional Activities:

- Portfolio Presentations
- Processing the End of the Course
- Mortarboards
- Cave-In
- Passing the Torch: Keeping the Flame Alive
- *Oh, the Places You'll Go*
- The Last Day of Class: May the Light of Love Shine Upon You
- Certificate of Accomplishment

Assessments:

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

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