Unit 1 Introduction and Overview

Content Area: **CTE**
Course(s): **Tomorrow's Teachers**
Time Period: **September**
Length: **3 weeks**
Status: **Published**

Enduring Understandings

- The future of education depends on tomorrow's educators, parents, and community leaders developing insight into education and understanding that certain characteristics, skills, and technologies are necessary to support and develop students to compete in the global community.
- Building a community in which all members contribute and support each other is essetial to developing a safe environement in which the members feel challenged and comfortable taking the risks necessary to learn.

Essential Questions

- Who are we as members of our community and as individuals what do we bring to the community.
- Which careers span education that provides future parents, educators, and civic leaders with tools to further the educational process?
- What teaching skills are needed to prepare students for the global workplace?
- What exemplary interpersonal and leadership skills are needed to be successful in the Tomorrow's Teachers program?
- What does it take to become a certified teacher in New Jersey?

Lesson Titles

1. Opening week stations
2. Preview of course mission and objectives
3. The Mask
4. 9/11 and dealing with tragedy and student truma
5. Quilt squares and presentations
6. Philosophy underlying the Tomorrow Teacher's Program and look at the roles and responsibilities of the Teacher Cadet
7. Bulletin Boards
8. New Jersey Teacher certification and training process (Out of state issues)

21st Century Skills and Career Ready Practices

SOC.9-12.2.D2.Soc.8.9-12	Identify important social institutions in society.

SOC.9-12.3.D2.Soc.13.9-12	Identify characteristics of groups, as well as the effects groups have on individuals and society, and the effects of individuals and societies on groups.
CAEP.9.2.12.C.1	Review career goals and determine steps necessary for attainment.
CAEP.9.2.12.C.3	Identify transferable career skills and design alternate career plans.

Inter-Disciplinary Connections

English language Arts

LA.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.
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.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.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.L.11-12.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Instructional Strategies, Learning Activities, and Levels of Blooms/DOK

Silent reading Bloom's Understanding/ DOK Recall

Discussion Bloom's Analysing/ DOK Strategic Thinking

Pair Share Bloom's Analysing/ DOK Strategic Thinking

Reflection Blooms Evaluating/ DOK Extended Thinking

Investigation Evaluating/Extended Thinking

Modifications:

ELL Modifications:

- Be flexible with time-frames and deadlines
- Offer resources for specific topics in primary language

IEP & 504 Modifications

- Teaching the main ideas/concepts (limiting not needed details)to be taught and repeating them in several different ways over several different days (goal is 7 different ways same concept for students with learning disabilities)

G&T Modifications:

- Encourage students to explore concepts in depth and encourage independent studies or investigations.

Formative Assessment

Warm-up:

Posted on Classroom is an activity. Take 3 minutes to answer the following questions:

Who are you?

- Why are you taking this class?
- How do you hope this class will help you in the future

Meet with a classmate and share what you wrote in the post yesterday.

- A classmate will introduce you to the rest of the class. Add a wild prediction of the best possible outcome should their expectations be met.
- Ask them to be as specific as possible, and encourage silliness or fun if you want.

How do you become a teacher in New Jersey?

Anticipatory Set

- What do you expect for a course called Tommorrow's Teachers?
- Do you really want to be a teacher? Why or why not?
- What is a teacher?
- Getting at the heart of teaching: Youtube clip

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Closure:

Reflection: What do you know now that you did not know at the beginning of the class?

What additional questions do you have?

Observation: Student behavior and interactions

Summative Assessment

Journal Responses

Resources & Materials

Syllabus

Tomorrow's Teachers Curriculum Guide

Screencasts from Courtney and Jeanne D

Youtube clip:

Getting to the Heart of Teaching; https://www.youtube.com/watch?v=YJM6WUNDnhA

Requirements by state: https://teach.com/

Technology

Chromebooks-research NJ teacher prep and certification

Smartboard- Share Screencasts by teachers to share information

Google Classroom

Youtube.com:

Getting to the Heart of Teaching; https://www.youtube.com/watch?v=YJM6WUNDnhA

Requirements by state: https://teach.com/

- 8.1.12.A.3 Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.
- 8.1.12.B.2 Apply previous content knowledge by creating and piloting a digital learning game or tutorial.
- 8.1.12.C.1 Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.
- 8.1.12.D.1 Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.
- 8.1.12.D.5 Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address personal, social, lifelong learning, and career needs.
- 8.1.12.F.1 Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.
- 8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming

All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

8.2.12.E.1 Demonstrate an understanding of the problem-solving capacity of computers in our

TECH.8.1.12	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.2.12	Technology Education, Engineering, Design, and Computational Thinking - Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.