**PACING GUIDE**

**COURSE: Tomorrow’s Teachers** **GRADE(S): 11-12**

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| **MONTH**  **/DAYS** | **UNIT #** | **STANDARDS** | **CONTENT**  Topics being covered? What do students need to know? (*nouns*) | **ACTIVITIES**  w/Integration of Technology & Career Ready Practices | | **ASSESSMENTS**  What evidence (formative/summative) is utilized to establish that the content, standards, & skills have been mastered? |
| September | 1 | 9.3.12.ED-ADM.1 Use research‐based practices to develop, communicate and enlist support for a vision of success for all learners.  9.3.12.ED-ADM.2 Identify behaviors necessary for developing and sustaining a positive learning culture.  9.3.12.ED-PS.3 Identify resources and support services to meet learners’ needs.  9.3.12.ED-TT.2 Employ knowledge of learning and developmental theory to describe individual learners.  9.3.12.ED.1 Apply communication skills with students, parents and other groups to enhance learning and a commitment to learning.  9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.  9.3.12.ED.5 Demonstrate group collaboration skills to enhance professional education and training practice.  CAEP.9.2.12.C.1 Review career goals and determine steps necessary for attainment.  CAEP.9.2.12.C.2 Modify Personalized Student Learning Plans to support declared career goals.  CAEP.9.2.12.C.3 Identify transferable career skills and design alternate career plans.  LA.11-12.L.11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. LA.11-12.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.11-12.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. | Course mission, objectives, and philosophy  Responsibilities of the Teacher Cadet | Preview of course mission, objectives, and philosophy underlying the Tomorrow Teacher’s Program [Syllabus](http://bit.ly/2tJTrcr)  Examine the roles and responsibilities of the Teacher Cadet  Research teacher preparation programs and certification requirements | | Discussion  Reflection-Journal  Report |
| September | 2 | 9.3.12.ED-ADM.1 Use research‐based practices to develop, communicate and enlist support for a vision of success for all learners.  9.3.12.ED-ADM.2 Identify behaviors necessary for developing and sustaining a positive learning culture.  9.3.12.ED-PS.3 Identify resources and support services to meet learners’ needs.  9.3.12.ED-TT.2 Employ knowledge of learning and developmental theory to describe individual learners.  9.3.12.ED.1 Apply communication skills with students, parents and other groups to enhance learning and a commitment to learning.  9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.  9.3.12.ED.5 Demonstrate group collaboration skills to enhance professional education and training practice.  CAEP.9.2.12.C.1 Review career goals and determine steps necessary for attainment.  CAEP.9.2.12.C.2 Modify Personalized Student Learning Plans to support declared career goals.  CAEP.9.2.12.C.3 Identify transferable career skills and design alternate career plans.  LA.11-12.L.11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. LA.11-12.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.11-12.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.11-12.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.11-12.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.11-12.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. | Quilt Squares  Philosophy of Teaching  Realizing My Powers    Children’s Book on Self-Esteem | Create a quilt square to self-explore and examine personal characteristics using self-reflective questions.  Create a written philosophy of teaching  Create a resume to send to possible cooperative teachers  Recognize how children’s literature influences self-concept through the creation of a PowerPoint or Prezi presentation on a selected book. | | Completed square  Paper  Paper  Discussion |
| October-November | 3 | 9.3.12.ED-ADM.2 Identify behaviors necessary for developing and sustaining a positive learning culture. 9.3.12.ED-PS.1 Identify strategies, techniques and tools used to determine the needs of diverse learners. 9.3.12.ED-PS.2 Implement methods to enhance learner success. 9.3.12.ED-PS.3 Identify resources and support services to meet learners’ needs. 9.3.12.ED-TT.2 Employ knowledge of learning and developmental theory to describe individual learners. 9.3.12.ED-TT.5 Establish a positive climate to promote learning. 9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts. 9.3.12.ED.5 Demonstrate group collaboration skills to enhance professional education and training practice. 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The content, organization, development, and style are appropriate to task, purpose, and audience. LA.11-12.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.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.11-12.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.11-12.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.11-12.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.11-12.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.11-12.W.11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. TECH.8.1.12 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 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. VPA.1.3.12.C.CS2 Presentation of believable, multidimensional characters in scripted and improvised performances requires application of specific physical choices, sustained vocal technique, and clearly motivated actions. | Preferred Processing Styles    Gardner’s Multiple Intelligences  Analytical and Global Learning Preferences    Maslow’s Hierarchy of Needs    Categories of Special Education    11 Major Barriers to Learning | Complete questionnaires to identify individual preferred processing styles.  Discuss how people assess themselves using multiple intelligence inventories.  Complete an analytical/global inventory checklist to help students determine their learning preferences. (Profile on student and your cooperating teacher)  Complete an essay describing teacher and student's learning styles and how they affect the learning experiences of the child.  Profile a child and see if you can identify how human needs influence his/her learning  .  Identify modifications and accommodations present in the placement classroom.  Identify barriers present in the field experience and prepare a mini-report for the class. | | Questionnaires  Discussion    Report  Report  Report  Report |
| December-January | 4 | 9.3. 12.ED-TT.7 Demonstrate organizational and relationship building skills used to manage instructional activities and related procedures. 9.3.12.ED-ADM.1 Use research‐based practices to develop, communicate and enlist support for a vision of success for all learners. 9.3.12.ED-ADM.2 Identify behaviors necessary for developing and sustaining a positive learning culture. 9.3.12.ED-ADM.3 Create instructional programs to meet the learning organization’s objectives. 9.3.12.ED-ADM.4 Identify instructional practices that meet the learning organization’s objectives. 9.3.12.ED-ADM.5 Model leadership skills for personnel in order to improve the performance of the learning organization. 9.3.12.ED-ADM.6 Identify operations to meet the learning organization’s objectives. 9.3.12.ED-ADM.7 Plan strategically to meet the learning organization’s objectives. 9.3.12.ED-ADM.8 Apply internal and external resources to meet the learning organization’s objectives and learner needs. 9.3.12.ED-ADM.9 Describe advocacy strategies to promote the learning organization’s needs. 9.3.12.ED-PS.1 Identify strategies, techniques and tools used to determine the needs of diverse learners. 9.3.12.ED-PS.2 Implement methods to enhance learner success. 9.3.12.ED-PS.3 Identify resources and support services to meet learners’ needs. 9.3.12.ED-PS.4 Identify resources and support services available in the learning organization to enhance the learning environment. 9.3.12.ED-TT.1 Use foundational knowledge of subject matter to plan and prepare effective instruction and design courses or programs. 9.3.12.ED-TT.10 Evaluate teaching and training performance indicators to determine and improve effectiveness of instructional practices and professional development. 9.3.12.ED-TT.11 Implement strategies to maintain relationships with others to increase support for the organization. 9.3.12.ED-TT.2 Employ knowledge of learning and developmental theory to describe individual learners. 9.3.12.ED-TT.3 Use content knowledge and skills of instruction to develop standards‐based goals and assessments. 9.3.12.ED-TT.4 Identify materials and resources needed to support instructional plans. 9.3.12.ED-TT.5 Establish a positive climate to promote learning. 9.3.12.ED-TT.6 Identify motivational, social and psychological practices that guide personal conduct. 9.3.12.ED-TT.8 Demonstrate flexibility and adaptability in instructional planning. 9.3.12.ED-TT.9 Utilize assessment and evaluation tools and data to advance learner achievement and adjust instructional plans. 9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts. 9.3.12.ED.3 Use critical thinking to process educational communications, perspectives, policies and/or procedures. 9.3.12.ED.5 Demonstrate group collaboration skills to enhance professional education and training practice. 9.3.12.ED.8 Demonstrate ethical and legal behavior within and outside of education and training settings.  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The Purpose of Assessment Guidelines for Creating Effective Test Questions Test on Testing    Classroom Procedures and Management  What’s Behind the Behavior? Strategies for Common  Student-Created Lesson Students will prepare and teach short lesson in their placement  Lesson Plan | Discuss the traits and characteristics 21st Century teachers need to possess in order to prepare students to compete locally, nationally, and globally in education.  Students reflect on different methods of teaching and the positive or negative learning experience of the students in their placement classroom.  Discuss student experiences when working in groups in the placement classroom. Explain various ways the teacher uses cooperative learning groups effectively.  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.”  Observe and prepare a report on the use of Bloom’s Taxonomy in placement classroom  Prepare a report comparing the different teaching strategies employed in placement classroom.  Report on the benefits and drawbacks of incorporating technology in instruction in the placement classroom.  Discuss how methods of assessment are being used in placement classroom.  Students will create a formal assessment.  Report on procedures and management strategies that do and do not work.  Which would you use?  Improving Discipline: What strategies does your teacher use.  Describe at least three incidents and the action the teacher took and the students’ reaction.  Students will prepare and teach short lesson in their placement  Using cooperating teachers’ methods | Discussion  Journal Entry  Journal Entry  Facilitate classroom discussion  Journal Entry  Report  Report  Journal Entry  Assessment  Journal Entry  Journal Entry  Lesson and Cooperating teacher’s feedback  Lesson Plan | | |
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Design a manipulative game suitable for hands-on/kinesthetic learning for elementary school.  Write an imaginary letter to a parent of one of your students offering solutions to problems the student is facing. | | Report  Journal Entry  Manipulative(s)  Letter |
| April - May | 6 | 9.3.12.ED Education & Training 9.3.12.ED-ADM.1 Use research‐based practices to develop, communicate and enlist support for a vision of success for all learners. 9.3.12.ED-ADM.9 Describe advocacy strategies to promote the learning organization’s needs. 9.3.12.ED-PS.1 Identify strategies, techniques and tools used to determine the needs of diverse learners. 9.3.12.ED-PS.3 Identify resources and support services to meet learners’ needs. 9.3.12.ED.5 Demonstrate group collaboration skills to enhance professional education and training practice. 9.3.12.ED.6 Analyze ethical and legal policies of professional education and training practice. 9.3.12.ED.8 Demonstrate ethical and legal behavior within and outside of education and training settings. 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. 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The content, organization, development, and style are appropriate to task, purpose, and audience. LA.11-12.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.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.11-12.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.11-12.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.11-12.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.11-12.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.11-12.W.11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. TECH.8.1.12All 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 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. VPA.1.3.12.C.CS2 Presentation of believable, multidimensional characters in scripted and improvised performances requires application of specific physical choices, sustained vocal technique, and clearly motivated actions. | Alternatives to Public Education  Get With the Program  NJ Curriculum – Making the Case – Schools on Trial  NJ Curriculum – School Perfection: | Facilitate high school classroom activity: Brainstorm the reasons why parents may want to send their children to independent, private, or special purpose schools. Guide groups, as they develop a creative display that explain the advantages and disadvantages of the alternative school they have chosen to research.  Investigate and report on the implementation of an exciting educational program locally, statewide, nationally, or internationally that you think may benefit a student or you yourself would like to pursue.  Research and highlight the important points on a current issue in New Jersey schools.    Create the “Perfect School" in small groups | | Facilitation and personal research  Report  Journal Response  Perfect school presentations |
| June (12 days) | 9 | 9.3.12.ED-ADM.2 Identify behaviors necessary for developing and sustaining a positive learning culture. 9.3.12.ED-ADM.3 Create instructional programs to meet the learning organization’s objectives. 9.3.12.ED-ADM.4 Identify instructional practices that meet the learning organization’s objectives. 9.3.12.ED-PS.1 Identify strategies, techniques and tools used to determine the needs of diverse learners. 9.3.12.ED-TT.10 Evaluate teaching and training performance indicators to determine and improve effectiveness of instructional practices and professional development. 9.3.12.ED-TT.2 Employ knowledge of learning and developmental theory to describe individual learners. 9.3.12.ED-TT.3 Use content knowledge and skills of instruction to develop standards‐based goals and assessments. 9.3.12.ED-TT.4 Identify materials and resources needed to support instructional plans. 9.3.12.ED-TT.8 Demonstrate flexibility and adaptability in instructional planning. 9.3.12.ED-TT.9 Utilize assessment and evaluation tools and data to advance learner achievement and adjust instructional plans. 9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts. 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. CAEP.9.2.12.C.7 Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace. LA.11-12.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.11-12.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.11-12.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.11-12.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.11-12.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.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. LA.11-12.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.11-12.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.W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. LA.11-12.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.11-12.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.11-12.W.11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. TECH.8.1.12 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. | Reflect on Field Experience    End of Course survey on Tomorrow’s Teachers activities survey    Year in review  Oh, the Places You’ll Go | Analyze and reflect about students’ behavior, Cooperating Teacher’s strategies, school settings, etc. gained throughout the field experience internship  Student will take an discuss survey  Students will discuss the changes they have gone through during the semester  Discuss symbolism about excitement that comes with life’s transitions. | | Portfolio Presentation    Course Survey  Discussion  Discussion |