

# Unit 1 Introduction and Overview

Content Area: **CTE**  
Course(s): **Tomorrow's Teachers II**  
Time Period: **September**  
Length: **2 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.

## Essential Questions

---

- 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 classroom?
- What does it take to become a certified teacher in New Jersey?
- Who am I, and what do I bring to a classroom?

## Lesson Titles

---

1. Preview of course mission and objectives
2. Philosophy underlying the Tomorrow Teacher's Program and look at the roles and responsibilities of the Teacher Cadet
3. New Jersey Teacher certification and training process (Out of state issues)
4. Writing a Resume

## 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 Analyzing/ DOK Strategic Thinking

**Pair Share** Bloom's Analyzing/ DOK Strategic Thinking

**Reflection** Blooms Evaluating/ DOK Extended Thinking

**Investigation** Evaluating/Extended Thinking

**Presentations** Creating/Extended Thinking

**Creating a Resume** Creating/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.

## **At Risk Modifications:**

- Extra time
- Word bank
- Goal setting
- Preferential seating
- Teacher/Parent communication
- Repeat/reword/clarify
- Flexibility

## **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 Tomorrow'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
- What do you expect for a course called Tomorrow's Teachers?
- Do you really want to be a teacher? Why or why not?
- What is a teacher?
- Getting at the heart of teaching: <https://www.youtube.com/watch?v=YJM6WUNDnhA>

## **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

Resume

## **Resources & Materials**

---

Syllabus

Tomorrow's Teachers Curriculum Guide

Screencasts Jeanne D

Vldoe from Courtney Nicholson about out of state licensure.

Youtube clip

Getting to the Heart of Teaching

Requirements by state

Chromebooks-research NJ teacher prep and certification

Smartboard- Share Screencasts by teachers to share information

Google Classroom

## Technology

---

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

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

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.8.1.12.A.3	Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.
TECH.8.1.12.B.2	Apply previous content knowledge by creating and piloting a digital learning game or tutorial.
TECH.8.1.12.B.CS1	Apply existing knowledge to generate new ideas, products, or processes.
TECH.8.1.12.B.CS2	Create original works as a means of personal or group expression.
TECH.8.1.12.C	Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
TECH.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.
TECH.8.1.12.D.1	Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.
TECH.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.
TECH.8.1.12.D.CS1	Advocate and practice safe, legal, and responsible use of information and technology.
TECH.8.1.12.F.1	Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.

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.